



EXPEDITIONARY
LEARNING

Grade 3: Module 4: Overview



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This module focuses on the importance of clean freshwater around the world. Using the children's book *One Well: The Story of Water on Earth* as an anchor text, this unit builds on the background knowledge students developed in second grade regarding cycles in nature, in order to help them deepen their understanding of their overall dependence on earth's limited water supply. In Unit 1, students will continue to build their geography and map-reading skills (begun in Module 1) by studying where water is found on earth and writing an on-demand paragraph to explain this. In the second half of Unit 1, students will examine the water cycle and watersheds. They will compare how different texts present similar information about the water cycle and water sheds. In Unit 2, students will research challenges facing the earth's clean water supply. Students will read from their central text,

One Well: The Story of Water on Earth, to identify the specific details about pollution, access, and the demand for water, and then they will research one of these challenges in more depth. In Unit 3, students will use their knowledge to strengthen and support their opinion about "one thing" they can do to conserve, protect, or provide access to clean water in the world. Students will create a public service announcement (PSA), ideally learning how to use VoiceThread technology (a low-tech alternative is provided). **This final performance task centers on NYSP12 standards W.3.1, W.3.4, W.3.6, W.3.7, SL.3.4, and SL.3.5.** (As an optional science extension, students can conduct fieldwork, such as simple water testing in local lakes or streams or visiting local water-treatment plants.)

Guiding Questions And Big Ideas

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



Performance Task

VoiceThread Public Service Announcement

Students will create a public service announcement (PSA) in which they present and support their opinion in response to the following prompt: “After researching the importance of freshwater, create a PSA to educate and help others become ‘well aware.’ State your opinion about one thing you think should be done to conserve, protect, or provide access to clean water for everyone. Support your opinion with reasons and examples from the texts you have read about water.” (During Unit 3, students will have drafted their written opinion and will have practiced and received feedback on their actual VoiceThread.) This task centers on NYSP12 ELA Standards W.3.1, W.3.4, W.3.6, W.3.7, SL.3.4, SL.3.5, SL.3.6 and 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 as students read literature and informational text about the Second Sudanese Civil War. However, the module intentionally incorporates Social Studies Practices and Themes to support potential interdisciplinary connections to this compelling content. These intentional connections are described below.

NYS Social Studies Core Curriculum

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

NYS Science

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



CCS Standards: Reading—Informational Text	Long-Term Learning Targets
<ul style="list-style-type: none"> • RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 	<ul style="list-style-type: none"> • I can ask questions to deepen my understanding of informational text. • I can answer questions using specific details from informational text.
<ul style="list-style-type: none"> • RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea. 	<ul style="list-style-type: none"> • I can determine the main idea of an informational text. • I can retell key ideas from an informational text.
<ul style="list-style-type: none"> • RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. 	<ul style="list-style-type: none"> • I can describe how events, ideas, or concepts in an informational text are related. • I can describe steps in a procedure, in the order they should happen.
<ul style="list-style-type: none"> • RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>. 	<ul style="list-style-type: none"> • I can determine the meaning of unknown words in informational text.
<ul style="list-style-type: none"> • RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. 	<ul style="list-style-type: none"> • I can use text features to locate information efficiently.
<ul style="list-style-type: none"> • RI.3.6. Distinguish their own point of view from that of the author of a text. 	<ul style="list-style-type: none"> • I can distinguish between my point of view and the author's point of view.
<ul style="list-style-type: none"> • RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 	<ul style="list-style-type: none"> • I can use information from illustrations (maps, photographs) to understand informational texts. • I can use information from the words to understand informational texts.
<ul style="list-style-type: none"> • RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). 	<ul style="list-style-type: none"> • I can make connections between specific sentences and paragraphs and the overall text (e.g., <i>comparison, cause/effect, first/second/third in a sequence</i>).
<ul style="list-style-type: none"> • RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. 	<ul style="list-style-type: none"> • I can compare and contrast the main ideas and key details in two texts on the same topic.



CCS Standards: Writing	Long-Term Learning Targets
<ul style="list-style-type: none"> W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons. <ul style="list-style-type: none"> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. Provide a concluding statement or section. 	<ul style="list-style-type: none"> I can write an opinion piece that supports a point of view with reasons. <ul style="list-style-type: none"> I can introduce the topic of my opinion piece. I can create an organizational structure that lists reasons for my opinion. I can identify reasons that support my opinion. I can use linking words to connect my opinion and reasons. I can construct a concluding statement or section for my opinion piece.
<ul style="list-style-type: none"> W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. Provide a concluding statement or section. 	<ul style="list-style-type: none"> I can write informative/explanatory texts that convey ideas and information clearly. <ul style="list-style-type: none"> I can write an informative/explanatory text that has a clear topic. I can group supporting facts together about a topic in an informative/explanatory text using both text and illustrations. I can develop the topic with facts, definitions, and details. I can use linking words and phrases to connect ideas within categories of information (e.g., also, another, and, more, but). I can construct a closure on the topic of an informative/explanatory text.
<ul style="list-style-type: none"> W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 	<ul style="list-style-type: none"> With support from adults, I can produce writing that is appropriate to task and purpose.
<ul style="list-style-type: none"> W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 	<ul style="list-style-type: none"> With support from peers and adults, I can use the writing process to plan, revise, and edit my writing.
<ul style="list-style-type: none"> W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. 	<ul style="list-style-type: none"> With support from adults, I can use technology to publish a piece of writing. I can use technology to collaborate with others on a piece of writing.



CCS Standards: Writing	Long-Term Learning Targets
<ul style="list-style-type: none">W.3.7. Conduct short research projects that build knowledge about a topic.	<ul style="list-style-type: none">I can conduct a research project to become knowledgeable about a topic.
<ul style="list-style-type: none">W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	<ul style="list-style-type: none">I can recall information from experiences.I can document what I learn about a topic by taking notes.I can sort evidence into provided categories.
<ul style="list-style-type: none">W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none">I can adjust my writing practices for different time frames, tasks, purposes, and audiences.

CCS Standards: Speaking & Listening	Long-Term Learning Targets
<ul style="list-style-type: none">SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	<ul style="list-style-type: none">I can use facts and details to describe a story or experience.I can speak clearly and at an understandable pace.
<ul style="list-style-type: none">SL.3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	<ul style="list-style-type: none">I can demonstrate fluency when reading stories or poems for an audio recording.I can use drawings or other visual displays to support what I say.
<ul style="list-style-type: none">SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<ul style="list-style-type: none">I can speak in complete sentences with appropriate detail.



CCS Standards: Language	Long-Term Learning Targets
<ul style="list-style-type: none">• L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<ul style="list-style-type: none">a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.b. Form and use regular and irregular plural nouns.c. Use abstract nouns (e.g., childhood).d. Form and use regular and irregular verbs.e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.f. Ensure subject-verb and pronoun-antecedent agreement.g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.h. Use coordinating and subordinating conjunctions.i. Produce simple, compound, and complex sentences.	<ul style="list-style-type: none">• I can use grammar conventions to send a clear message to a reader or listener.<ul style="list-style-type: none">a. I can explain the functions of (nouns, pronouns, verbs, adjectives, and adverbs).b. I can use regular and irregular plural nouns.c. I can use abstract nouns (e.g., childhood).d. I can use regular and irregular verbs in my writing.d. I can use adjectives to describe nouns.e-f. I can make subjects and verbs agree in my writing.g. I can use adjectives to describe nouns.h. I can use adverbs to describe actions.i. I can use a variety of sentence structures in my writing.
<ul style="list-style-type: none">• L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.<ul style="list-style-type: none">a. Choose words and phrases for effect.*b. Recognize and observe differences between the conventions of spoken and written standard English.	<ul style="list-style-type: none">• I can express ideas using carefully chosen words.• I can compare how people use language when they write versus when they talk.



CCS Standards: Language	Long-Term Learning Targets
<ul style="list-style-type: none">• L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.<ul style="list-style-type: none">a. Use sentence-level context as a clue to the meaning of a word or phrase.b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	<ul style="list-style-type: none">• I can use a variety of strategies to determine the meaning of words and phrases.<ul style="list-style-type: none">a. I can use what the sentence says to help me to determine what a word or phrase means.b. I can use common prefixes to help me determine what a word means. (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat)c. I can use the meaning of root words to help me determine the meaning of new words with the same root (e.g., company, companion).d. I can use resource materials (glossaries and dictionaries) to help me determine the meaning of key words and phrases.

Central Texts
<ol style="list-style-type: none">1. Rochelle Strauss, <i>One Well: The Story of Water on Earth</i> (Tonawanda, NY: Kids Can Press, 2007), □ ISBN: 978-1-55337-954-6.



Week	Instructional Focus	Long-Term Targets	Assessments
Unit 1: Getting to know H2O			
Weeks 1-3	<ul style="list-style-type: none"> Identifying main ideas and key details about where water is on earth Writing an on-demand paragraph about where water is on earth 	<ul style="list-style-type: none"> I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2) I can use grammar conventions to send a clear message to a reader or listener. (L.3.1) 	<ul style="list-style-type: none"> Mid-Unit 1: On-Demand Informational Paragraph: Where in the World Is Water? (W.3.2 and L.3.1)
	<ul style="list-style-type: none"> Identifying the main idea and key details in texts about water and the water cycle 	<ul style="list-style-type: none"> I can determine the main idea of an informational text (RI.3.2) I can recall key details from an informational text (RI.3.2) I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7) I can use information from the words to understand informational texts. (RI.3.7) I can make connections between specific sentences and paragraphs and the overall text (e.g., <i>comparison</i>, <i>cause/effect</i>, <i>first/second/third in a sequence</i>). (RI.3.8) 	



Week	Instructional Focus	Long-Term Targets	Assessments
Weeks 1-3 (continued)	<ul style="list-style-type: none"> Comparing and contrasting texts about water and the water cycle 	<ul style="list-style-type: none"> I can compare and contrast the main ideas and key details in two texts on the same topic. (RI.3.9) I can use a variety of strategies to determine the meaning of words and phrases. <ul style="list-style-type: none"> c. I can use the meaning of root words to help me determine the meaning of new words with the same root (e.g., company, companion). 	<ul style="list-style-type: none"> End of Unit 1: Comparing and Contrasting Two Texts about the Water Cycle (RI.3.2, RI.3.7, RI.3.8, RI.3.9 and L.3.4c)
Unit 2: Comparing and Contrasting Literature about Natural Disasters: <i>Eight Days</i> and <i>Dark Water Rising</i>			
Weeks 4-5	<ul style="list-style-type: none"> Asking and Answering Questions about Water Challenges Guided Research Practice 	<ul style="list-style-type: none"> I can ask questions to deepen my understanding of informational text. (RI.3.1) I can answer questions using specific details from informational text. (RI.3.1) I can make connections between specific sentences and paragraphs and the overall text (e.g., <i>comparison</i>, <i>cause/effect</i>, <i>first/second/third in a sequence</i>). (RI.3.8) 	<ul style="list-style-type: none"> Asking and Answering Questions about Having Enough Clean Water for Everyone (RI.3.1 and RI.3.8)
	<ul style="list-style-type: none"> Asking and Answering Questions about a Specific Water Challenge Independent research 	<ul style="list-style-type: none"> I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2) With support from adults, I can produce writing that is appropriate to task and purpose. (W.3.4) I can conduct a research project to become knowledgeable about a topic. (W.3.7) 	<ul style="list-style-type: none"> End of Unit 2: On-Demand Writing to Inform Your Reader about the Challenges to Having Enough Clean Water for Everyone (W.3.2 and W.3.4)



Week	Instructional Focus	Long-Term Targets	Assessments
Unit 3: Writing and Speaking about the Challenges and Solutions to Clean Water: Creating VoiceThread Presentations			
Weeks 6-8	<ul style="list-style-type: none">Identifying Main Idea and Key Details about the Solutions to Water ChallengesWriting an Opinion about “the Best Solution”	<ul style="list-style-type: none">I can write an opinion piece that supports a point of view with reasons. (W.3.1)With support from adults, I can produce writing that is appropriate to task and purpose. (W.3.4)	<ul style="list-style-type: none">Mid-Unit 3: On-Demand Opinion Writing: One Thing That Should Be Done to Conserve, Protect, or Provide Access to Clean Water (W.3.1 and W.3.4)
	<ul style="list-style-type: none">Drafting a VoiceThread Script	<ul style="list-style-type: none">I can use facts and details to describe a story or experience (SL.3.4)	



Week	Instructional Focus	Long-Term Targets	Assessments
Weeks 6-8 (continued)	<ul style="list-style-type: none">• Practicing Fluent Reading of the VoiceThread Script• Crafting a VoiceThread	<ul style="list-style-type: none">• I can write an opinion piece that supports a point of view with reasons. (W.3.1)• With support from adults, I can produce writing that is appropriate to task and purpose. (W.3.4)• With support from adults, I can use technology to publish a piece of writing. (W.3.6)• I can conduct a research project to become knowledgeable about a topic. (W.3.7)• I can speak clearly and at an understandable pace. (SL.3.4)• I can demonstrate fluency when reading stories or poems for an audio recording. (SL.3.5)• I can use drawings or other visual displays to support what I say. (SL.3.5)• I can speak in complete sentences with appropriate detail. (SL.3.6)• I can express ideas using carefully chosen words.	<ul style="list-style-type: none">• End of Unit 3: VoiceThread Script Presentation and Critique (SL.3.4)• Final Performance Task: VoiceThread Public Service Announcement (W.3.1, W.3.4, W.3.6, W.3.7, SL.3.4, SL.3.5, SL.3.6 and L.3.3b.)



Preparation and Materials

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

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

Independent Research

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

VoiceThread Recording

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



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Grade 3: Module 4: Assessment Overview



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Final Performance Task	<p>VoiceThread Public Service Announcement</p> <p>Students will create a public service announcement (PSA) in which they present and support their opinion in response to the following prompt: “After researching the importance of freshwater, create a PSA to educate and help others become ‘well aware.’ State your opinion about one thing you think should be done to conserve, protect, or provide access to clean water for everyone. Support your opinion with reasons and examples from the texts you have read about water.” (During Unit 3, students will have drafted their written opinion and will have practiced and received feedback on their actual VoiceThread.) This task centers on NYSP12 ELA Standards W.3.1, W.3.4, W.3.6, W.3.7, SL.3.4, SL.3.5, SL.3.6 and L.3.3b. (Note: Although W.3.1 is listed as a part of this performance task, the VoiceThread itself is not a formal writing assessment. Students already will have written opinion paragraphs as a part of earlier assessments in the module. Here, the focus is on organizing and presenting that opinion clearly through a public speaking task.)</p>
Mid-Unit 1 Assessment	<p>On-Demand Informational Paragraph: Where in the World Is Water?</p> <p>This assessment centers on standards NYSP12 ELA CCLS W.3.2 and L.3.1. Students will write an on-demand paragraph that explains where water is found on earth. Students will use specific facts, definitions, and details they discovered in their reading. Students will respond to the following prompt: “Using your Organizing Ideas note-catcher and your Paragraph Writing Accordion graphic organizer, write an informational paragraph that explains where water is on earth . Use specific facts, definitions, and details from the readings to support your writing.”</p>
End of Unit 1 Assessment	<p>Comparing and Contrasting Two Texts about the Water Cycle</p> <p>This assessment centers on standards NYSP12 ELA CCLS RI.3.2, RI.3.7, RI.3.8, RI.3.9 and L.3.4c. Students will first read a new text about the water cycle and determine the main ideas through text coding and answering text-dependent questions. They will then compare and contrast the main ideas and key details of this text to the passage on the water cycle found in <i>One Well</i>.</p>



Mid-Unit 2 Assessment	<p>Asking and Answering Questions about Having Enough Clean Water for Everyone</p> <p>Students will demonstrate their ability to ask and answer questions based on informational text in preparation for their research project in the second half of the unit. After previewing a text from <i>One Well: The Story of Water on Earth</i>, students will ask questions that they think can be answered by the text. They will then read the text, recording key details and asking additional questions. Students will also answer text-dependent questions. This assessment centers on standards NYSP12 ELA CCLS RI.3.1 and RI.3.8.</p>
End of Unit 2 Assessment	<p>On-Demand Writing to Inform Your Reader about the Challenges to Having Enough Clean Water for Everyone</p> <p>In this end of unit assessment, students will write two paragraphs informing their reader about what they have learned from their research project around challenges of demands on water, access to water, and pollution in water. Students will respond to the following prompt: “After researching all the challenges people face to have clean water, write a two-paragraph essay informing your reader about these challenges. Your first paragraph should inform your reader about each of the three challenges of water that we have researched together: access, pollution, and water usage. Your second paragraph should inform your reader with more details about the one challenge you researched in more detail. Be sure to use key facts and details from your research for each of these paragraphs. Use your note-catchers to support your writing.” This writing will serve as an important scaffold to students’ PSA announcements at the end of the module. This assessment centers on standards NYSP12 ELA CCLS W.3.2, and W.3.4.</p>
Mid-Unit 3 Assessment	<p>On-Demand Opinion Writing: One Thing That Should Be Done to Conserve, Protect, or Provide Access to Clean Water</p> <p>This assessment centers on standards NYSP12 ELA CCLS W.3.1 and W.3.4. Students write an on-demand opinion paragraph that informs their reader about what we can do to become “well aware” (a theme from the text <i>One Well: The Story of Water on Earth</i>). Students use evidence from their research about the challenges to water to support their opinion about what should be done. The writing serves as the basis for students’ PSA announcement (the final performance task).</p>
End of Unit 3 Assessment	<p>VoiceThread Script Presentation and Critique</p> <p>This assessment centers on NYSP12 ELA CCLS SL.3.4. Students prepare and present their VoiceThread script, in which they state their opinion about the most important thing a person can do to conserve, protect, or provide access to clean water. Students present their script to their peers, and are critiqued based on a rubric, before recording their VoiceThreads for their final performance task.</p>



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Summary of Task

- Students will create a public service announcement (PSA) in which they present and support their opinion in response to the following prompt: “After researching the importance of freshwater, create a PSA to educate and help others become ‘well aware.’ State your opinion about one thing you think should be done to conserve, protect, or provide access to clean water for everyone. Support your opinion with reasons and examples from the texts you have read about water.” (During Unit 3, students will have drafted their written opinion and will have practiced and received feedback on their actual VoiceThread.) **This task centers on NYSP12 ELA Standards W.3.1, W.3.4, W.3.6, W.3.7, SL.3.4, SL.3.5, SL 3.6 and L3.3b.** (Note: Although W.3.1 is listed as a part of this performance task, the VoiceThread itself is not a formal writing assessment. Students already will have written opinion paragraphs as a part of earlier assessments in the module. Here, the focus is on organizing and presenting that opinion clearly through a public speaking task.)

Format

VoiceThread Recording

Standards Assessed Through This Task

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



Student-Friendly Writing Invitation/Task Description

- After researching the importance of freshwater, create a public service announcement (PSA) to educate and help others become “well aware.” State your opinion about one thing you think should be done to conserve, protect, or provide access to clean water for everyone. Support your opinion with reasons and examples from the texts you have read about water. Use the opinion writing you have done earlier in this module to help you plan your PSA.

Key Criteria For Success (Aligned With NYSP12 ELA CCLS)

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

Your VoiceThread will meet the following criteria:

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



Options For Students

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

Options For Teachers

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

Resources And Links

- See Unit 3 Overview: Preparation and Materials.

Central Text And Informational Texts

- See Unit 2 and 3 texts.



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Grade 3: Module 4: Unit 1: Overview



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Unit 1: Building Background Knowledge: Getting to Know H2O

In this unit, students build their background knowledge about where water is found on earth and the movement of water through the water cycle and the physical landscape. Students will consider the guiding question “Where does our water come from?” as they begin reading *One Well: The Story of Water on Earth*. Students will examine maps and graphs to determine where the water is in the world and how much of our water comes from oceans, rivers, etc. They also will read other informational texts that require them to use graphics and diagrams. Throughout the unit, students will collect “water words” (domain-specific vocabulary) and “power words” (academic vocabulary). In the mid-unit assessment, students will write an on-demand informational paragraph about where water is on earth.

(This paragraph will help scaffold students for their final performance task in which they will create a public service announcement educating their audience about why water is important.) In the second half of the unit, students will compare and contrast different texts on rivers and the water cycle, including examining how graphics and illustrations convey meaning about the water cycle. Students will read texts of greater complexity and will practice coding text for the main idea and key details in order to compare and contrast them. For the end of unit assessment, students will apply their comparison skills by reading a new text about the water cycle and comparing how the information is portrayed in this text and in *One Well: The Story of Water on Earth*.

Guiding Questions And Big Ideas

- **Where does our water come from?**
- **How do writers use evidence from text to strengthen their message?**
- *Writers support their points of view with reasons, facts, and details.*
- *Water is a natural resource that every living thing needs.*
- *Access to clean freshwater affects where and how people live.*
- *Water is a finite resource.*



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



Content Connections

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

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

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

NYS Social Studies Core Curriculum:

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

NYS Science:

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



Central Texts

1. Rochelle Strauss, *One Well: The Story of Water on Earth* (Tonawanda, NY: Kids Can Press, 2007), ISBN: 978-1-55337-954-6.
2. “Let’s Get Physical!” in *Junior Scholastic* (2007, Issue 14), 18–19.
3. Expeditionary Learning, “Where in the World Is Water?”
4. New Hampshire Public Television, “Rivers and Streams,” in *NatureWorks*, available at www.nhptv.org/natureworks/nwep7j.htm.
5. Stephen R. Swinburne, “River to the Sea,” in *Highlights for Children* (1999, Issue 3) 8–9.
6. “The Water Cycle for Kids,” U.S. Geological Survey (USGS) and the Food and Agriculture Organization of the United Nations (FAO), available at <http://ga.water.usgs.gov/edu/watercycle-kids.html>.
7. Gina Jack, “Earth’s Water Cycle,” in *New York State Conservationist for Kids* (Winter 2009), New York State Department of Environmental Conservation, available at www.dec.ny.gov/education/51515.html.



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

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Reading and Talking with Peers: A Carousel of Photos and Texts about Water	<ul style="list-style-type: none"> I can effectively participate in a conversation with my peers and adults. (SL.3.1) I can express ideas using carefully chosen words. (L.3.3) I can retell key ideas from an informational text. (RI.3.2) I can ask questions to deepen my understanding of informational text. (RI.3.1) I can answer questions using specific details from informational text. (RI.3.1) 	<ul style="list-style-type: none"> I can talk with my partner in order to record what I notice and wonder about photographs. I can identify key details using vivid words and phrases about water in the photographs. I can use key details in the photographs to ask questions about water. I can ask and answer questions about a text. 	<ul style="list-style-type: none"> Observation of partner discussions Contributions to conversation norms Asking and Answering Questions about Mystery Excerpts 	<ul style="list-style-type: none"> Carousel protocol Think-Pair-Share protocol
Lesson 2	Close Reading of Pages 4–7 of <i>One Well: The Story of Water on Earth</i> —Where Is Water on Earth?	<ul style="list-style-type: none"> I can determine the main idea of an informational text. (RI.3.2) I can retell key ideas from an informational text. (RI.3.2) I can determine the meaning of unknown words in informational text. (RI.3.4) I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2) 	<ul style="list-style-type: none"> I can identify the main idea of pages 4 and 5 of <i>One Well: The Story of Water on Earth</i> by reading the text closely. I can list key details in the text on pages 4–7 of <i>One Well</i> that support the main idea on pages 4 and 5. I can use words in the text to help me understand the main idea. I can write an informational paragraph to explain where water is on earth. 	<ul style="list-style-type: none"> Close Reading recording form Vocabulary recording form Students' on-demand informational paragraphs 	<ul style="list-style-type: none"> Power Words/Water Words



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 3	Language Workshop: Simple, Compound, and Complex Sentences	<ul style="list-style-type: none"> I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7) I can write simple, complex, and compound sentences. (L.3.1) With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5) 	<ul style="list-style-type: none"> I can use information from a physical map to understand where water is on earth. I can revise my paragraph about where water is on earth to include simple, compound, and complex sentences. 	<ul style="list-style-type: none"> Students' paragraph revisions 	<ul style="list-style-type: none"> Concentric Circles protocol Power Words/Water Words
Lesson 4	Finding Key Details in Informational Text: "Where in the World Is Water?"	<ul style="list-style-type: none"> I can answer questions using specific details from informational text. (RI.3.1) I can retell key ideas from an informational text. (3.2) I can determine the meaning of unknown words in informational text. (RI.3.4) 	<ul style="list-style-type: none"> I can answer questions about "Where in the World Is Water?" I can identify key details about water sources from the text "Where in the World Is Water?" I can determine the meaning of unknown words using context clues. 	<ul style="list-style-type: none"> Where in the World Is Water: Key Details recording form Vocabulary recording form 	
Lesson 5	Mid-Unit Assessment: Writing an On-Demand Informational Paragraph about Where Water Is on Earth	<ul style="list-style-type: none"> I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2) 	<ul style="list-style-type: none"> I can create a plan for my on-demand informational paragraph about where water is on earth. I can write an on-demand informational paragraph to explain where water is on earth. 	<ul style="list-style-type: none"> Mid-Unit 1 Assessment: Where in the World is Water? (paragraph) Mid-Unit 1 Assessment: Organizing Ideas recording form Mid-Unit 1 Assessment: Paragraph Writing Accordion graphic organizer Tracking My Progress, Mid-Unit 1 recording form 	



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 6	Determining Main Idea: “Rivers and Streams”	<ul style="list-style-type: none"> • I can answer questions using specific details from informational texts. (RI.3.1) • I can determine the main idea of an informational text. (RI.3.2) • I can retell key ideas from an informational text. (RI.3.2) 	<ul style="list-style-type: none"> • I can determine the main idea of “Rivers and Streams.” • I can answer questions using specific details from “Rivers and Streams.” 	<ul style="list-style-type: none"> • Students’ annotated text, “Rivers and Streams” 	<ul style="list-style-type: none"> • Power Words/Water Words • Determining the Main Idea and Key Details
Lesson 7	Finding Key Details: “Rivers and Streams”	<ul style="list-style-type: none"> • I can answer questions using specific details from informational texts. (RI.3.1) • I can determine the main idea of an informational text. (RI.3.2) • I can retell key ideas from an informational text. (RI.3.2) 	<ul style="list-style-type: none"> • I can determine the key details of “Rivers and Streams.” • I can answer questions using specific details from “Rivers and Streams.” 	<ul style="list-style-type: none"> • Students’ annotated text “Rivers and Streams” 	<ul style="list-style-type: none"> • Power Words/Water Words • Determining the Main Idea and Key Details
Lesson 8	Determining the Main Idea and Key Details: “River to the Sea”	<ul style="list-style-type: none"> • I can answer questions using specific details from informational texts. (RI.3.1) • I can determine the main idea of an informational text. (RI.3.2) • I can retell key ideas from an informational text. (RI.3.2) 	<ul style="list-style-type: none"> • I can determine the main idea of “River to the Sea.” • I can determine the key details of “River to the Sea.” 	<ul style="list-style-type: none"> • Students’ annotated text “River to the Sea” 	<ul style="list-style-type: none"> • Power Words/Water Words • Determining the Main Idea and Key Details
Lesson 9	Comparing and Contrasting: Finding the Similarities and Differences between Two Texts about Rivers and Streams	<ul style="list-style-type: none"> • I can compare and contrast the main ideas and key details in two texts on the same topic. (RI.3.9) 	<ul style="list-style-type: none"> • I can compare and contrast two texts about rivers and streams. 	<ul style="list-style-type: none"> • Comparing and Contrasting Texts recording form 	<ul style="list-style-type: none"> • Power Words/Water Words • Comparing and Contrasting



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 10	Determining the Main Idea and Key Details: "Recycling Water in the Well" from Page 8 of <i>One Well</i>	<ul style="list-style-type: none"> I can answer questions using specific details from informational texts. (RI.3.1) I can determine the main idea of an informational text. (RI.3.2) I can retell key ideas from an informational text. (RI.3.2) 	<ul style="list-style-type: none"> I can determine the main idea and key details of "Recycling Water in the Well." I can answer questions using specific details from "Recycling Water in the Well." 	<ul style="list-style-type: none"> Students' annotated text, "Recycling Water in the Well" 	<ul style="list-style-type: none"> Power Words/Water Words Determining the Main Idea and Key Details
Lesson 11	Determining the Main Idea and Key Details: "The Water Cycle" (from the USGS)	<ul style="list-style-type: none"> I can answer questions using specific details from informational texts. (RI.3.1) I can determine the main idea of an informational text. (RI.3.2) I can retell key ideas from an informational text. (RI.3.2) I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7) 	<ul style="list-style-type: none"> I can use words and illustrations to determine the main idea and key details of "The Water Cycle." I can answer questions using specific details from "The Water Cycle." 	<ul style="list-style-type: none"> Students' annotated text, "The Water Cycle" 	<ul style="list-style-type: none"> Power Words/Water Words Determining the Main Idea and Key Details
Lesson 12	Comparing and Contrasting: Finding the Similarities and Differences between Two Texts about the Water Cycle	<ul style="list-style-type: none"> I can describe how events, ideas, or concepts in an informational text are related. (RI.3.3) I can compare and contrast the main ideas and key details in two texts on the same topic. (RI.3.9) 	<ul style="list-style-type: none"> I can describe the relationship of words about the water cycle using a relational word wall. I can compare and contrast two texts about the water cycle. 	<ul style="list-style-type: none"> Comparing and Contrasting Texts recording form 	<ul style="list-style-type: none"> Power Words/Water Words Comparing and Contrasting



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 13	End of Unit Assessment: Comparing and Contrasting Two Texts about the Water Cycle	<ul style="list-style-type: none"> I can determine the main idea of an informational text. (RI.3.2) I can retell key ideas from an informational text. (RI.3.2) I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7) I can make connections between specific sentences and paragraphs and the overall text. (e.g., comparison, cause/effect, first/second/third in a sequence) (RI.3.8) I can compare and contrast the main ideas and key details in two texts on the same topic. (RI.3.9) I can use the meaning of root words to help me determine the meaning of new words with the same root. (e.g., company, companion) (L.3.4c) 	<ul style="list-style-type: none"> I can use words and illustrations to determine the main idea and key details of "Earth's Water Cycle." I can compare and contrast two texts about the water cycle. 	<ul style="list-style-type: none"> End of Unit 1 Assessment: Comparing and Contrasting Two Texts about the Water Cycle End of Unit Tracking My Progress 	<ul style="list-style-type: none"> Comparing and Contrasting Determining the Main Idea and Key Details



Optional: Experts, Fieldwork, And Service

Experts:

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

Fieldwork:

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

Service:

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

Optional: Extensions

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

Interdisciplinary Connections

Science

Conduct hands-on science experiments and demonstrations.

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

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

Preparation and Materials

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



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Grade 3: Module 4: Unit 1:

Recommended Texts



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

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

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

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

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

*Lexile based on a conversion from Accelerated Reading level;



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

*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)			
<i>Earth's Water Cycle</i>	Amy Bauman (author)	Informational	820
<i>Water Wise!</i>	Alison Hawes (author)	Informational	830*
<i>A Drop of Water: A Book of Science and Wonder</i>	Walter Wick (author)	Informational	870
<i>Water for Everyone</i>	Sarah Leveté (author)	Informational	880
<i>The Earth and the Role of Water</i>	Shirley Duke (author)	Informational	900
<i>How Big Is Your Water Footprint?</i>	Paul Mason (author)	Informational	910*
<i>The Water Cycle</i>	Trudi Strain Trueit (author)	Informational	No Lexile
<i>Water Music: Poems for Children</i>	Jane Yolen (author)	Informational	NP
<i>This Is the Rain</i>	Lola M. Schaefer (author)	Informational	NP

*Lexile based on a conversion from Accelerated Reading level.

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Grade 3: Module 4: Unit 1: Lesson 1

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



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

I can effectively participate in a conversation with my peers and adults. (SL.3.1)
I can express ideas using carefully chosen words. (L.3.3)
I can retell key ideas from an informational text. (RI.3.2)
I can ask questions to deepen my understanding of informational text. (RI.3.1)
I can answer questions using specific details from informational text. (RI.3.1)

Supporting Learning Targets

- I can talk with my partner in order to record what I notice and wonder about photographs.
- I can identify key details using vivid words and phrases about water in the photographs.
- I can use key details in the photographs to ask questions about water.
- I can ask and answer questions about a text.

Ongoing Assessment

- Observation of partner discussions
- Contributions to conversation norms
- Asking and Answering Questions about Mystery Excerpts



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Unpacking the Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Carousel Protocol: Water Photographs (15 minutes) B. Predicting from Text: Excerpts from <i>One Well: The Story of Water on Earth, Come On, Rain!</i>, and “Where in the World Is Water?” (15 minutes) C. Introduction to <i>One Well: The Story of Water on Earth</i> (15 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief (5 minutes) B. Introducing Recommended Texts for the Unit (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Tell an adult you know about the photographs you saw and the texts you read. What will you learn about in the coming weeks? B. Continue with your independent reading book or begin a new book from the Unit 1 Recommended Texts list. Be sure to complete your Independent Reading recording form. 	<ul style="list-style-type: none"> • This module opens in a similar way to Modules 1, 2, and 3, with a carousel; however, the photographs will <i>not</i> be a mystery. The purpose of the carousel is for students to identify key details they notice in the photographs and use this information to ask questions about the topic, water. • Do not tell students the guiding question(s) for the module until the end of the lesson. At this point, students’ thinking about the theme of the module is based on their notices and wonders. • The guiding questions related to the carousel are: <ul style="list-style-type: none"> * Where does our water come from? * What happens when people don’t have access to clean water? • The final guiding question of this module is: <ul style="list-style-type: none"> * How do writers use evidence from text to strengthen their message? • During Work Time B, students read excerpts from texts to predict the main idea of the module. Some excerpts are from a book on the Recommended Texts list, <i>Come On, Rain!</i> by Karen Hesse. This book is not a central text; however, you may choose to read it aloud at some point during the study. • In advance: Post charts around the room with photographs of water (see Work Time, Part A). These photographs should depict water forms and natural features, such as waterfalls, oceans, a water drop, and a puddle. Samples of photographs you might consider using can be found in the supporting materials. There are beautiful photographs in the recommended text <i>A Cool Drink of Water</i> by Barbara Kerley. • Find the Class Norms for Conversation (from Module 1, Unit 1, Lesson 4) or create a new chart. During this lesson, students identified norms for a quality classroom conversation (e.g., everyone gets a chance to speak, participants ask questions of one another to extend conversation). • Prepare the directions for the Carousel activity to be posted in the classroom. • Prepare the module’s guiding questions on chart paper to be posted prominently somewhere in the classroom throughout the study.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• Gather materials from the Recommended Texts list to make available for students throughout this unit for independent reading (see Grade 3, Module 4, Unit 1, Recommended Texts). Having students read a high volume of text at their independent reading level on the topic of study will help build both their content knowledge and their literacy skills. Students can begin a new book from the list once they have finished their current independent reading book; they should continue to track their reading using the Independent Reading recording form (see supporting materials).• Review: Think-Pair-Share, Fist to Five, and Carousel protocols (Appendix 1).• Students may need other basic vocabulary words clarified: <i>question</i>, <i>conversation</i>, and <i>excerpt</i>.• During this unit, students will use a variety of recording forms to respond to their reading and develop vocabulary. Consider developing a simple organization system for students to keep track of their materials: A folder, binder, or notebook could be used for this purpose (see the Preparation and Materials section in the Module Overview).

Lesson Vocabulary	Materials
key details, vivid words and phrases, adjective, record, notice, wonder, norms	<ul style="list-style-type: none">• Water photographs and recommended links for Carousel protocol• Six pieces of chart paper (one for each photo/illustration) with T-chart: What I Notice/ What I Wonder• Markers (ideally a different color for each pair)• Conversation Criteria checklist (one for teacher use)• Asking and Answering Questions about Mystery Excerpts (one per student)• <i>One Well: The Story of Water on Earth</i> by Rochelle Strauss (book; one per student)• Independent Reading recording form (one per student)



Opening	Meeting Students' Needs
<p>A. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Post and direct students to today's learning targets. Circle the term <i>key details</i>. Ask students to talk with a partner about what this phrase means. Ask a few to share out to check for understanding.• Explain to students that today they will practice identifying key details with different photographs of water and excerpts from challenging texts as they begin their new topic of study as readers and writers. Tell students that they will try to ask questions about water looking at photos and reading excerpts from texts. As they are looking, reading, and discussing with peers, their job is to try to figure out what they will study in this module based on the details they see in the photos and texts.	<ul style="list-style-type: none">• Consider providing nonlinguistic symbols (e.g., a question mark over a student's head for <i>ask questions</i>, or a magnifying glass over a picture for <i>find</i>) to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year with posted learning targets.• Provide an illustrated anchor chart of question words (e.g., a clock for <i>when</i>) to assist students needing additional support with learning the structure to ask questions.



Work Time	Meeting Students' Needs
<p>A. Carousel Protocol: Water Photographs (15 minutes)</p> <ul style="list-style-type: none">• Be sure that six photographs and six I Notice/I Wonder T-charts are placed in stations around the room.• Because this is a familiar task to students, they do not need to practice. Tell students: “Unlike in the past when you’ve participated in this activity, today’s photographs are not a mystery; they are all pictures of water. Your task is to identify the key details using vivid words and phrases.” Provide a quick example, such as: “Rain cascades from the sky, soaking the earth.” Remind them that they have already worked hard on vivid words and phrases this year, and this is their opportunity to practice. Point out that they should write the key details in the What I Notice column of their recording form.• Remind students that when they “wonder,” they ask questions based on the key details they see in the photograph. They will write their questions in the What I Wonder column on their recording form. Use this opportunity to reinforce how to format a question using ending punctuation.• Revisit the learning target: “I can identify key details using vivid words and phrases about water in the photographs.” Use the Fist to Five protocol to gauge how well the class understands the target and the Carousel protocol. Answer questions as needed to ensure students’ readiness.• Then, place students into groups of four.• Remind students about good conversational norms. Refer back to their work in previous modules, when they collaborated in small groups and were assessed on how well they worked with others. Review expectations with students about this protocol: taking turns, making sure everyone gets to write, etc.• Each group of four will begin in a different area of the room for the carousel. Post and read aloud the directions:<ol style="list-style-type: none">1. Look at the photograph. Talk with your group about details you notice.2. Talk with your group about the questions you wonder.3. THEN, after you have talked, use your marker to add to the chart in the same way you practiced as a class.4. Remember to use vivid words and phrases for your notices.5. Remember to use “question” words for your wonderings: “Who, what, when, where, why, how ...?”• Start each group of four at one station with one illustration/photograph and an I Notice/I Wonder T-chart. Consider using the Conversation Criteria checklist to assess how well students are following the conversation norms, if you feel it is necessary.• After 2 to 3 minutes, students rotate to a new station.	<ul style="list-style-type: none">• Clarifying vocabulary meets the needs of ELLs and other students developing academic language.• ELLs can write their “notices” in their native language if they don’t know a word in English. For students needing additional support, “notices” can also be drawn, circled, or marked with a sticky note on the photographs.• For students who need help completing multistep directions, provide a step by-step visual of the protocol.• Use thoughtful grouping.• ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• After students have completed a couple of the stations, it might be a good idea to stop them to praise their conversation skills, as well as remind them of expectations.• Repeat until they have interacted with each photograph.	



Work Time (continued)	Meeting Students' Needs
<p>B. Predicting from Text: Excerpts from <i>One Well: The Story of Water on Earth, Come On, Rain!</i>, and “Where in the World Is Water?” (15 minutes)</p> <ul style="list-style-type: none"> • Gather students back in the circle. Tell them that they will talk about these photos again at the end of class today. • Tell students that they will continue to become great readers during this study, encountering a few different types of texts. Right now, they are going to get a glimpse of a few excerpts from a variety of texts. Briefly review <i>excerpt</i>: a short part of a book. • Tell students that their job will be to read the text and ask questions that the text brings to their minds. For today, they get to just be curious: It is okay if they don't have answers yet. • They will then try to use clues, like words and phrases, to write possible answers to their questions and guess what the main idea of our study is. Tell them that there may be a lot of words in these excerpts that they don't know. That is fine. Encourage them to underline unfamiliar words and circle words that might help them think about the meaning of the excerpt. • Because students have completed a similar task in previous modules, let students dive in without much guided practice. • Distribute Asking and Answering Questions about Mystery Excerpts to each student. Review the directions: <ol style="list-style-type: none"> 1. Read the quote. It is okay if you don't understand it yet. 2. Think of a question you have based on what you read. 3. Underline words you don't know or can't figure out. 4. Circle words that help you figure out possible answers to those questions. 5. Write possible answers to your questions, using complete sentences. • Have students think and talk with a partner first. Then they can individually write down their questions. • Circulate and support as needed. Encourage students to read each text excerpt thoroughly and to identify genuine questions based on what they read. Remind students to circle any unfamiliar words. • Questions you might ask students to support them include: <ul style="list-style-type: none"> * What words do you notice that might be important? * What do you think the quote is mostly about? * What questions do you have? 	<ul style="list-style-type: none"> • Read the text excerpts aloud to support ELLs and other students who might be challenged by this task. • Consider providing fewer text excerpts to students who may be challenged by large amounts of text.



Work Time (continued)	Meeting Students' Needs
<p>C. Introduction to One Well: The Story of Water on Earth (15 minutes)</p> <ul style="list-style-type: none">• Distribute a copy of <i>One Well</i> to each student. Explain to students that this is a nonfiction book, or informational text, that they will closely read over the next week. This will help them become experts on the topic of water. Tell students that this book is about one topic, but that different pages or sections discuss different ideas about water. Explain that they won't read the whole book; instead, they will read specific sections closely to identify the main ideas about water.• Ask the class to identify the meaning of the words <i>nonfiction</i> and <i>informational</i>. Once these words are defined, tell students that informational text is often presented differently than fiction, such as a chapter book (use <i>Peter Pan</i> as an example if you've just finished Module 3).• Next, have students take a text walk. Ask them to look through the book and focus on the features that will help them understand the text. Ask: "What features in this informational book, <i>One Well</i>, help you understand the text?" Call on a few students and look for responses such as illustrations, text boxes, captions, headings or titles, data.• Finally, read aloud page 4 of <i>One Well</i> fluently and without interruption. Let students know that they will have the opportunity to reread this section and talk about it next lesson, but for now their job is to listen and follow along.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none"> • Gather students whole group to debrief today's Work Time. Post all of their T-charts so students can see patterns. Ask a handful of students to share out what they noticed and wondered: "What worked well with your partner discussions today?" • Think-Pair-Share: Invite students to begin to discuss what the big themes or ideas of this unit might be. Model as needed. • Invite volunteers to share out their ideas. Accept a range of answers that students can support based on what they saw and read today. Ask: "Why do you think that?" "How does that fit with what you saw in the photographs or read in the text excerpts?" This is a good opportunity to reinforce the importance of providing evidence, which will be stressed throughout the module. • Introduce the guiding questions for this module: <ul style="list-style-type: none"> * Where does our water come from? * What happens when people don't have access to clean water? * How do writers use evidence from text to strengthen their message? • Share with students that they will return to these questions often during the next few weeks. Post them somewhere prominently in the classroom. Tell students that they will become experts on water. Review the word <i>experts</i> with the class. • Explain to students that for the next few lessons, they will learn where water is on earth. Point out that they also have opportunities to build their <i>expertise</i> by reading even more books on their own. 	<ul style="list-style-type: none"> • Posting sentence frames can assist ELLs and other students who need help in contributing to classroom discussions. (For example: "I see many_____, so I think we might study_____.")
<p>B. Introducing Recommended Texts for the Unit (5 minutes)</p> <ul style="list-style-type: none"> • Tell students that just as with the other modules, there are many books that they can read on their own throughout the unit. Distribute books to pairs of students so they may have an idea of the types of books that are on the recommended list. • After a minute, ask students to switch with another partnership so they may look at another book. Repeat as time permits. 	



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Tell an adult you know about the photographs you saw and the texts you read. What will you learn about in the coming weeks?• Continue with your independent reading book or begin a new book from the Unit 1 Recommended Texts list. Be sure to complete your Independent Reading recording form. <p><i>Note: In Lesson 2, students closely read pages 4–7 of One Well: The Story of Water on Earth. Become familiar with this text to best support your class during Work Time.</i></p>	<ul style="list-style-type: none">• Students who cannot yet read independently will benefit from hearing books read to them, either by a caregiver or through audio recordings.



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Grade 3: Module 4: Unit 1: Lesson 1

Supporting Materials



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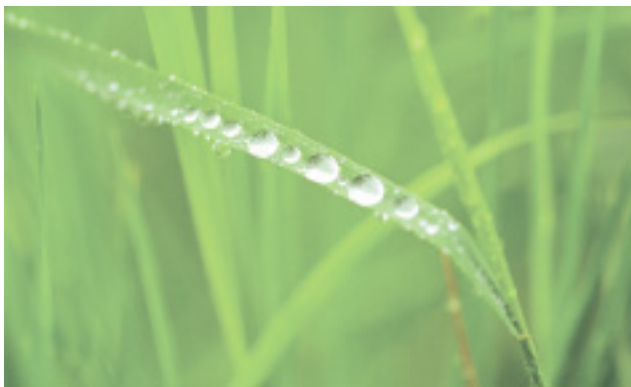
Water Photographs and Recommended Links for Carousel Protocol
For Teacher Reference; Adapt to Suit



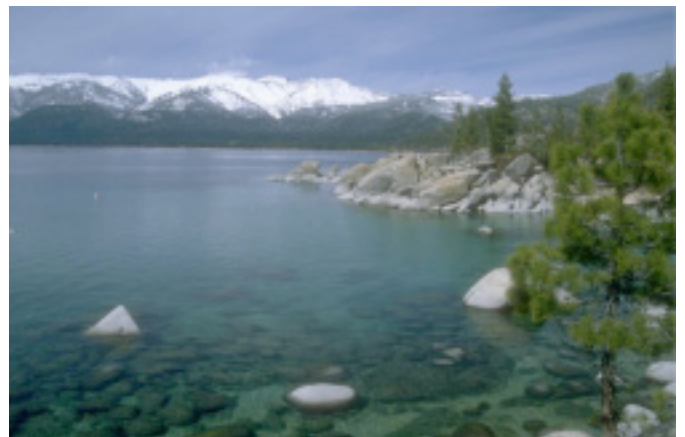
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Water Photographs and Recommended Links for Carousel Protocol
For Teacher Reference; Adapt to Suit



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Conversation Criteria Checklist
For Teacher Reference; Adapt to Suit

Learning Targets:

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

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

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

Asking and Answering Questions about Mystery Excerpts

Name: _____

Date: _____

Directions:

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

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

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

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

Write possible answers to your questions using complete sentences.

Part 1: Mystery Text Quotes

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



Asking and Answering Questions about Mystery Excerpts

Quote:	<p>“The first drops plop down big, making dust dance all around us. Then a deeper gray descends and the air cools and the clouds burst,</p> <p>and suddenly rain is everywhere. ‘Come on, rain!’ we shout.”</p>
Questions I have:	



Asking and Answering Questions about Mystery Excerpts

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



Asking and Answering Questions about Mystery Excerpts

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

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



Independent Reading Recording Form

Name: _____

Date: _____

Title of Book: _____

Pages Read: _____

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

Where	Who	What



Independent Reading Recording Form

Words

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

I think this word is precise because

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

Words:

I think this means



EXPEDITIONARY
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Grade 3: Module 4: Unit 1: Lesson 2

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



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

- I can determine the main idea of an informational text. (RI.3.2)
- I can retell key ideas from an informational text. (RI.3.2)
- I can determine the meaning of unknown words in informational text. (RI.3.4)
- I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2)

Supporting Learning Targets

- I can identify the main idea of pages 4 and 5 of *One Well: The Story of Water on Earth* by reading the text closely.
- I can list key details in the text on pages 4–7 of *One Well* that support the main idea on pages 4 and 5.
- I can use words in the text to help me understand the main idea.
- I can write an informational paragraph to explain where water is on earth.

Ongoing Assessment

- Observation of partner discussions
- Contributions to conversation norms
- Asking and Answering Questions about Mystery Excerpts



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader: How Do Illustrations Help You Understand the Text? (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Rereading on Your Own: Capturing the Gist (10 minutes) B. Reading Again for Key Details (15 minutes) C. Key Vocabulary to Deepen Understanding of the Main Idea (15 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. On-Demand Informational Paragraph: Where Is Water on Earth? (15 minutes) 4. Homework <ol style="list-style-type: none"> A. Revisiting the main idea: What does the phrase “global well” mean? Use evidence from the text to support your thinking. Draw an illustration to show what this phrase means. B. Continue to read your independent reading book. 	<ul style="list-style-type: none"> • Over the course of this unit, students will read <i>One Well: The Story of Water on Earth</i> in chunks of two to four pages per lesson. The purpose is to build students' content knowledge, which will serve as a foundation for their performance task at the end of Unit 3. • Throughout this unit, students will regularly participate in close read routines, as they did in previous modules. They are asked to read informational text with greater independence. Use professional judgment to determine whether students need more scaffolding, such as reading the text aloud first or modeling finding key details. In today's lesson, because students already have some background knowledge and the text is simpler, let them grapple with the reading on their own first. • In most lessons in this module, students help unpack the learning targets in the Opening. In this lesson, however, just read the targets in the Opening; note that there is time at the start of each step in the agenda to unpack a target that most directly relates to that section of the lesson. This helps students connect their learning with the activity they are working on. Careful attention to learning targets throughout a lesson engages, supports, and holds students accountable for their learning. • In this lesson, students are asked to read on their own but can check in with their partner if they get stuck on a word or have a question. A student can also ask the teacher for assistance. Support them through conferring as they grapple with the text on their own first. If students struggle, bring them back together for a “catch” and provide modeling according to the support they might need. • Students have been regularly writing paragraphs throughout the year, and the expectation is that they can write with greater independence. In this lesson, students are asked to write a paragraph in the Closing. There are two purposes for the on-demand informational paragraph: to check for understanding of the content, and to provide an opportunity for students to independently practice paragraph writing before the mid-unit assessment in Lesson 5. Because this paragraph is meant to be a QuickWrite, no graphic organizer has been provided. • Throughout this unit, students will participate in routine close reads and vocabulary activities. Become familiar in advance with the passages and/or vocabulary addressed in each lesson to best support your students during Work Time. • In advance: Prepare a Power Words/Water Words anchor chart (see supporting materials). Throughout the unit, the anchor chart is used to document vocabulary learned; however, consider using the system used throughout the year to provide continuity. Review suggestions in the Preparation and Materials section of the Module Overview.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• Review: Helping Students Read Closely (Appendix 1).• Post: Learning targets.

Lesson Vocabulary	Materials
identify, main idea, key details, support, source(s) (4, 7), draw (4), global (4), well (4)	<ul style="list-style-type: none">• <i>One Well: The Story of Water on Earth</i> (one per student)• Document camera or projector• Equity sticks• Sticky notes• Close Reading recording form (one per student)• Vocabulary recording form (one per student)• Power Words/Water Words anchor chart• On-Demand Informational Paragraph recording form (one per student)• Rain School Model Summary Paragraph• Three Column Criteria feedback form• Independent Reading recording form (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: How Do Illustrations Help You Understand the Text? (5 minutes)</p> <ul style="list-style-type: none">• Gather students in the whole group area. Remind them that they began their study of water yesterday. They practiced looking closely at pictures and quotes and thinking about what they wondered and noticed. They looked through <i>One Well: The Story of Water on Earth</i> and heard the first section of the book on page 4.• Display pages 4 and 5 of <i>One Well</i> on a document camera or projector. Remind students that yesterday they said illustrations are a feature of the informational book that can help them understand the text. Ask students to look at the illustration on page 5 and ask: “How does an illustration help you understand the text?” Have students turn to a partner and briefly discuss. Then, pull equity sticks to have students share out with the whole group. Students may offer general responses, such as: “The illustration has details that help me understand a word or phrase I don’t know,” or their responses may be specific to the text, such as: “I notice that all the water is connected in the illustration. In the text it says the earth’s water is connected.”	<ul style="list-style-type: none">• To further support students in looking at how illustrations help the reader understand text, you may want to provide them with the text <i>One Well</i>, in addition to displaying it on the document camera.• Discussing and clarifying the language of learning targets helps build academic vocabulary.• ELLs and other students may benefit from pictorial representations of learning targets. For example, for targets involving <i>evidence</i>, you might use a magnifying glass.



Work Time	Meeting Students' Needs
<p>A. Rereading on Your Own: Capturing the Gist (10 minutes)</p> <ul style="list-style-type: none"> • Direct students' attention to the learning targets you have posted for this lesson. Read aloud the first learning target: "I can identify the main idea of pages 4 and 5 of <i>One Well: The Story of Water on Earth</i> by reading the text closely." • Underline the learning target vocabulary: <i>identify</i> and <i>main idea</i>. Ask students to think about what these words mean when you are closely reading a text. Cold call students to explain the meaning of the words in context. • Explain to students that today they are going to continue to learn about water. Remind them of the close reading work they have done so far this year. Review the close reading routines they built in previous modules: <ul style="list-style-type: none"> * Read and think on my own. * Talk with a group about the text. * Write notes or answer questions about the text. • Tell students that they will reread pages 4 and 5 on their own to find the gist. Ask them to turn and talk to remind each other of the process they have been using when reading for gist. Listen for the following, reinforcing as needed: <ul style="list-style-type: none"> – Read and think on your own. – Notice any key vocabulary; identify words you don't know. – Talk with your group about what the text is mostly about. • Have students record their ideas and key vocabulary on sticky notes. • Give students 5 minutes to work with pages 4 and 5 on their own. Circulate and support them as they read. Tell them they can check in with a peer if they have a question or are unsure of a word. • Stop students after 5 minutes. (It is fine if they did not finish, since they will continue to reread and discuss.) Place them in groups and remind them of the criteria for a quality discussion. • Ask students to discuss: <ul style="list-style-type: none"> * "Did you have a similar 'gist' for this section of the text?" * "Did you identify similar words?" • After the discussion, distribute the Close Reading recording form, one for each student. Ask them to take 3 minutes to fill in the box about the main idea of this section on their recording form. As you circulate, check in on students' main ideas. To clear up misconceptions you notice, ask: "Tell me more about why you think that" or "Show me in the text where that is or what made you think that." 	<ul style="list-style-type: none"> • Some students may benefit from being privately prompted before they are called on in a cold call. Although cold calling is a participation technique that necessitates random calling, it is important to set a supportive tone so that use of the cold call is a positive experience for all. • For ELLs and other students needing additional support, consider providing smaller chunks of text, sometimes just a few sentences, for a close read. Teachers can check in on students' thinking as they speak about their text. • Mixed-ability grouping of students for regular discussion and close reading exercises will provide a collaborative and supportive structure for reading complex texts. ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language. Determine these groups and pairings ahead of time.



Work Time (continued)	Meeting Students' Needs
	<ul style="list-style-type: none">• If special education teachers, teachers of ELLs, teaching assistants, etc., are available, consider creating teaching in “stations” so that students work in smaller, guided groups.
<p>B. Reading Again for Key Details (15 minutes)</p> <ul style="list-style-type: none">• Read aloud the next learning target:<ul style="list-style-type: none">* “I can list key details in the text on pages 4–7 of <i>One Well</i> that support the main idea on pages 4 and 5.”• Underline the learning target vocabulary: <i>key details</i> and <i>support</i>. Ask students to think about what these words mean when they are closely reading a text. Cold call students to explain the meaning of the words in context.• Explain to students that first they are going to read pages 4–7 together with a partner. Remind them that their job is to read the text on their own but to check in with their partner if they get stuck on a word or have a question. Explain that they can also ask for assistance from a teacher.• Remind students that they should gather as many <i>facts</i>, <i>definitions</i>, and <i>details</i> as they can to support the main idea they identified. If needed, do a brief guided practice. Invite students to share a key detail they noticed on page 4 that seemed to support their main idea. Model this step on the recording form displayed on the document camera.• Then, give students time to read pages 4–7 on their own, writing down key details on their recording form. Remind them to use the illustrations as details to support the main idea. As you circulate, check in on students' key details. While conferring, ask questions like: “Show me in the text where this is” or “How does this key detail support your main idea?”	



Work Time (continued)	Meeting Students' Needs
<p>C. Key Vocabulary to Deepen Understanding of the Main Idea (15 minutes)</p> <ul style="list-style-type: none"> • Gather students in the whole group area again. Give them specific praise based on what you noticed as they were reading. For example, give students specific praise about listing key details to support the main idea. “I noticed _____ used [name key detail] from the illustration to help him/her understand how the earth’s water is connected.” • Direct students to the next learning target: • “I can use words in the text to help me understand the main idea.” Ask students to turn and talk to a partner about the target: “How does knowing what a word means help you understand the main idea?” • Cold call students to share their thinking with the whole class. • Display the Vocabulary recording form. Explain to students that when you were reading the text, you found some words that you thought were important to know because they would help you understand the main idea. • Point out the Power Words/Water Words anchor chart to students. Explain that they are going to learn a lot of words about water—water words—but there are also words in the text that they might see in other books and are important to know—power words. These are also words that they can figure out using context clues from the text. Tell the class that you will record these words in the appropriate categories on the anchor chart throughout the unit. • Tell students that the words you chose happen to all be in one sentence. Read the sentence aloud: “All water on Earth is connected, so there is just one source of water—one global well—from which we all draw our water.” • Use the first bolded word, <i>source</i>, as guided practice if needed. Invite students to talk in pairs about the meaning of the word. Guide them to the correct definition and write it on the recording form. Then, release students to work on their own. Ask them to continue working with their partner if they need support. • Tell students to use their text to help them figure out the words. Say: “Be sure to use the text on page 4 to help you think about the meaning of each word. The sentences around this sentence might help you figure out the words’ meaning.” • As the class works, circulate and ask specific questions. If students are unsure of a word, reread the sentence aloud and do a brief think-aloud to use the context clues to figure out the word. • A think-aloud could sound like: “Hmm, <i>global</i>. That sounds like a word I know: <i>globe</i>. I know that this word means ‘the world’ or ‘earth.’ That makes me think that this word means ‘all over the world.’” • Once students have completed the form, gather students in the whole group area. Use equity sticks to invite them to share words they found and what the meaning is; clear up misconceptions as needed. As students share, add the words to the appropriate category on your Power Words/Water Words anchor chart. 	<ul style="list-style-type: none"> • ELLs may be unfamiliar with more vocabulary words than are mentioned in this lesson. Check for comprehension of general words that most students would know. • To further support ELLs, consider providing definitions of challenging vocabulary in their home language. Resources such as Google Translate and bilingual translation dictionaries can assist with one-word translation.



Closing and Assessment	Meeting Students' Needs
<p>A. On-Demand Informational Paragraph: Where Is Water on Earth? (15 minutes)</p> <ul style="list-style-type: none">• Tell students that the work they have done over the past two lessons is about where water is on earth. Have students share the main idea they identified. An example of what you might say could be: "I heard _____ share with _____ that the main idea of the text is that the earth's water is connected. _____, what was a key detail that supported your main idea?"• Display the Writing Prompt recording form and read the prompt aloud: "Write a paragraph that explains where water is on earth. Use specific facts, definitions, and details from the text to support your writing."• Tell students that you know they will not know everything about where water is on earth, that this is a check-in to see what they understand thus far. Explain to them that this is also a time for them to demonstrate who they are as writers. Remind them that they have been writing paragraphs all year long.• Underline the sentence: "Use specific facts, definitions, and details from the text to support your writing." Explain that this means they need to use evidence from the text on pages 4–7 and the information they gathered on their Close Reading recording form.• Then, tell students that an informational paragraph is a summary and that they wrote a summary in the last module.• Display and read aloud the Rain School Model Summary Paragraph to remind students of what a summary paragraph looks like.• Explain that even though this summary and the one they wrote was about fiction, the criteria for writing an informational summary are similar. Review the term <i>criteria</i>: the requirements that make something good.• Display the Three Column Criteria feedback form. Ask students to read each learning target with a partner and identify one target they feel confident with and one they want to work on today. Remind them that these learning targets should look familiar because they used the same ones while writing their summaries about <i>Peter Pan</i> in Module 3. They should give a thumbs-up to signal when they are ready. Cold call students to share.• Give students time to write their paragraphs. Circulate and provide support as needed.	<ul style="list-style-type: none">• Consider asking students who struggle with on-demand writing to talk with a partner before they respond to the question in writing.• Struggling writers may benefit from having paragraph frames as a scaffold for the on-demand informational paragraph.



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Revisiting the main idea: What does the phrase “global well” mean? Use evidence from the text to support your thinking. Draw an illustration to show what this phrase means.• Continue to read your independent reading book or begin a new book from the Unit 1 Recommended Texts list. Be sure to complete your Independent Reading recording form. <p><i>Note: Review students’ on-demand informational paragraphs from today’s lesson. Many of the paragraphs may sound alike. This is OK. Students are working on synthesizing their understanding of the text, which includes being able to determine a main idea and restate key details to support the main idea. This writing is good practice before students dive into the performance task in Unit 3.</i></p> <p><i>Use the Three Column Criteria feedback form to assess the writing. This will support students’ success on the mid-unit assessment in Lesson 5.</i></p> <p><i>In Lesson 3, students practice writing simple, compound, and complex sentences using their paragraphs from today’s lesson. Pay attention to the use of complex sentences in students’ writing from this lesson. Select examples to present to the class, either ones that are exemplary or ones that are well suited for whole group revisions.</i></p> <p><i>Use professional judgment to determine whether students need to work on a different skill than the one addressed in Lesson 3.</i></p>	<ul style="list-style-type: none">• Encourage students to select an independent reading book from the Recommended Texts list. Students may read this book for homework and also during reading times in class.



EXPEDITIONARY
LEARNING

Grade 3: Module 4: Unit 1: Lesson 2

Supporting Materials



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Close Reading Recording Form

Learning Targets:

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

Part 1: Main Idea and Key Details

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

Main idea of the text on page 4:

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

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



Vocabulary Recording Form

Learning target:

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

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

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



Power Words/Water Words anchor chart
For Teacher Reference

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



Asking and Answering Questions about Mystery Excerpts

Learning targets:

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

Part 1: Main Idea and Key Details

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

1. Part 1: Mystery Text Quotes

Main idea of the text on page 4:

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



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

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.



Rain School Model Summary Paragraph
(For Teacher Reference)

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



Three Column Criteria Feedback Form

Name: _____

Date: _____

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

Criteria	Supporting Learning Targets	Teacher Feedback
<p>IDEAS</p> <p>(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</p> <p>(COMMAND OF EVIDENCE): the extent to which the essay presents evidence from the provided text to support analysis and reflection</p> <p><i>*Note: To suit the task and to adapt to student-friendly language, two categories were merged.</i></p>	<ul style="list-style-type: none">• I can clearly explain where water is on earth.• I can use specific facts, definitions, and details from the texts to support where water is on earth.	



Three Column Criteria Feedback Form

Criteria	Supporting Learning Targets	Teacher Feedback
ORGANIZATION (COHERENCE, ORGANIZATION and STYLE): the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language.	<ul style="list-style-type: none">• I can use a topic sentence to clearly explain where water is on earth.• I can organize my ideas logically to explain where water is on earth clearly to my reader.• I can use a variety of sentences to make my writing interesting.• I can use a concluding sentence to wrap up my writing.	
CONVENTIONS (CONTROL of CONVENTIONS): the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	<ul style="list-style-type: none">• I can use conventions to send a clear message to my reader.• I can use beginning and ending punctuation.• I can capitalize names of water and land forms.	



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

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



Independent Reading Recording Form

Name: _____

Date: _____

Title of Book: _____

Pages Read: _____

Use this chart to keep track of what you read.

Where	Who	What



Independent Reading Recording Form

Words

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

I think this word is precise because

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

Words:

I think this means:



EXPEDITIONARY
LEARNING

Grade 3: Module 4: Unit 1: Lesson 3

Language Workshop: Simple, Compound, and Complex Sentences



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

I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7)
I can write simple, complex, and compound sentences. (L.3.1)
With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5)

Supporting Learning Targets

- I can use information from a physical map to understand where water is on earth.
- I can revise my paragraph about where water is on earth to include simple, compound, and complex sentences.

Ongoing Assessment

- Students' paragraph revisions



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader: Where Is Water on a Map? (10 minutes)B. Unpacking the Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Guided Practice: Simple, Compound, and Complex Sentences (20 minutes)B. Revising Your Paragraph (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Share: Concentric Circles (5 minutes)4. Homework<ol style="list-style-type: none">A. Simple, Compound, and Complex Sentences Homework sheet.B. Continue reading in your independent reading book for this unit at home.	<ul style="list-style-type: none">• During Work Time A, students engage in an inquiry activity in which they grapple with simple, compound, and complex sentences before they are taught the formal definition of these types of sentences. During this time, offer encouragement as students experiment. Provide limited support as they have a chance to grapple with this writing concept on their own, as well as build independence and perseverance.• In Module 3, students worked on simple and compound sentences; complex sentences are new to them. However, they may need more work on simple and compound sentences, including conjunction work. If so, consider extension activities to reinforce this work at a different time.• As a part of this lesson, students revise a few sentences of their paragraph from Lesson 2. They do not need to revise the full paragraph; the purpose is to independently practice writing a variety of sentences before the mid-unit assessment in Lesson 5. In advance: Copy the “Let’s Get Physical!” article so it fits onto one page. Copy and cut up Simple, Compound, and Complex Sentence strips.• Review: Fist to Five checking for understanding technique, Think-aloud protocol, and Concentric Circles protocol (Appendix).



Lesson Vocabulary	Materials
physical map, revise, simple, compound, complex, conjunction, mnemonic, dependent clause	<ul style="list-style-type: none">• Clipboards (one per student)• “Let’s Get Physical!” article (one per student)• Document camera or projector• Power Words/Water Words anchor chart• Sentence Sort recording form (one per student)• Simple, Compound, and Complex Sentence strips (one strip per student)• Simple, Compound, and Complex Sentences recording form (one per student)• Students’ paragraphs and their Three Column Criteria feedback forms (from Lesson 2)• Simple, Compound, and Complex homework sheet (one per student)• Independent Reading recording form (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Where Is Water on a Map? (10 minutes)</p> <ul style="list-style-type: none">• Gather students in the whole group area. They should have access to a clipboard and pencil. Say: "Yesterday we looked at how illustrations from One Well helped us as readers understand the text. Maps also provide information to help us understand text."• Distribute "Let's Get Physical!" to students and display the map on the document camera or projector.• Post and share today's first learning target: "I can use information from a physical map to understand where water is on earth." Underline the word <i>physical map</i> and say: "In Module 1, we explored how to read a map and worked with physical maps. Let's use the text from this article to review what a physical map is."• Have the class read the first two sentences of the second paragraph of the text silently.• Cold call students to explain what a physical map is and ask them what context clues are in the text to help them figure this out.• Next, ask: "Where in the world is water? With a partner, circle information on the physical map that tells you where water is on earth."• After a few minutes, stop students and have them share the information they circled that tells the reader where water is on earth. As students share, add the water words to the appropriate category on the Power Words/Water Words anchor chart. If students name places on the map, such as the Pacific Ocean, guide them to name the water word, ocean, so you can add it to your anchor chart. As an example, add "Pacific Ocean" next to ocean.• Finally, have students share what information from the physical map they used to help them understand where water is on earth. Look for responses such as: "I used the text box and read the terms," or "I know that water is blue on a map, so I looked for water words where it is blue."	<ul style="list-style-type: none">• Discussing and clarifying the language of learning targets helps build academic vocabulary.• ELLs and other students may benefit from pictorial representations of learning targets. For example, for targets involving evidence, you might use a magnifying glass.• ELLs may be unfamiliar with more vocabulary words than are mentioned in this lesson. Check for comprehension of general words that most students would know.



Opening (continued)	Meeting Students' Needs
<p>B. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Post and read aloud today's second learning target:<ul style="list-style-type: none">* "I can revise my paragraph about where water is on earth to include simple, compound, and complex sentences."• Remind students that yesterday they wrote an on-demand informational paragraph about where water is on earth. Tell them that effective writers revise their writing, or look at it again to change things and make it stronger. Point out that they've worked hard to revise their writing throughout the year; refer to specific writing they've accomplished. Review what the word <i>revise</i> means: The prefix <i>re</i> means "again," and <i>vise</i> means "to look." They are looking at their writing again to see how to make it even better.• Underline the words <i>simple</i>, <i>compound</i>, and <i>complex</i>. Invite students to share what they know about these words. Remind them that they have already worked on revising their writing to include simple and compound sentences in Module 3A.• Define the terms for the class:<ul style="list-style-type: none">* <i>Simple</i>: easy or basic* <i>Compound</i>: made up of two parts; the prefix <i>com</i> means "together"* <i>Complex</i>: not simple; made up of many parts• Explain that today students are going to review simple and compound sentences. They are also going to learn what a complex sentence is and practice writing a variety of sentences.	



Work Time	Meeting Students' Needs
<p>A. Guided Practice: Simple, Compound, and Complex Sentences (20 minutes)</p> <ul style="list-style-type: none">• Explain to students that they are going to sort sentences into categories. The categories are simple, compound, and complex. Share with students that this is a way for them to independently review what simple and compound sentences are and to learn what a complex sentence is. Tell them you know that they may not know what a complex sentence is yet, but that you want them to try to figure it out on their own.• Place students in pairs. Tell them that they will first read the sentence aloud, then work together to decide whether it is a simple sentence, a compound sentence, or a complex sentence and place it in the appropriate category.• Display the Sentence Sort recording form on a document camera, along with a compound sentence to use as a model. Think-aloud the steps for students. A Think-aloud might sound like: "First, I'm going to read aloud a sentence. 'All water on Earth is connected, so there really is just one source of water.' Hmmmm ... there seem to be two sentences in the sentence! 'All water on Earth is connected' and 'there really is just one source of water.' I know those are simple sentences. This could be a compound sentence. Compound means made up of two parts, and there are two parts. They are joined by a word, so. I think I remember that when two simple sentences are joined by a word like so, it's a compound sentence. I'm going to place it in the compound sentence category."• Distribute the Simple, Compound, and Complex Sentence strips and the Sentence Sort recording form. Circulate and listen in as students work. Offer assistance as needed, but let them grapple with the activity as they try to figure out where sentences should be sorted.• Have students stop working after 10 minutes. Invite them to share where they placed their sentences on the recording form. Ask them to explain what makes the sentence they share a simple, compound, or complex sentence.• Then display the Simple, Compound, and Complex Sentences recording form. Read the definitions and examples for a simple sentence as students follow along. Point out that the examples are the sentences they used for their sort.• Next, read aloud the definition of a compound sentence. Explain that while students worked on compound sentences earlier in the year, they used <i>conjunctions</i> to connect their sentences. Underline the first letter in each conjunction: F-A-N-B-O-Y-S. Ask students what they notice the letters spell. Say: "Why, yes! It spells FANBOYS. This is a <i>mnemonic</i>, a way for you to remember conjunctions to use when writing compound sentences."	<ul style="list-style-type: none">• Use thoughtful pairings of students. ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.• When reviewing graphic organizers or recording forms, using a document camera to display the document supports students who struggle with auditory processing.• If special education teachers, teachers of ELLs, teaching assistants, etc., are available, consider having students whom need additional assistance work in a small group facilitated by an adult.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Finally, carefully read the definition of a complex sentence. Underline the dependent clauses in the examples and point out how they do not make sense on their own. For example, say: “When you think about where water is on Earth’—that is not a complete thought. What happened when you thought about where water is on earth? This clause depends on the other part of the sentence to make sense.” Circle the conjunctions that begin the dependent clauses. Tell students that the conjunctions listed are just a sampling from a longer list.• Check for understanding using the Fist to Five technique. Answer any clarifying questions as needed.	



Work Time (continued)	Meeting Students' Needs
<p>B. Revising Your Paragraph (20 minutes)</p> <ul style="list-style-type: none"> Remind students that they are going to revise their paragraphs so they have a variety of sentences. Refer to today's learning target: "I can revise my paragraph about where water is on earth to include simple, compound, and complex sentences." Say: "You need to know how to write these types of sentences so you can include a variety of sentences to make your writing interesting and lively. Too many simple sentences will sound choppy. Too many long sentences make your writing difficult to read and hard to understand. But first, let's practice writing complex sentences together." Display page Part B of the Simple, Compound, and Complex Sentences recording form on a document camera. Read aloud the sentence: "All water on Earth is connected, so there really is just one source of water—one global well—from which we all draw our water." Ask students: <ul style="list-style-type: none"> * "What type of sentence is this? Why?" Point out the simple sentences the writer decided to combine using the conjunction so to form a compound sentence. Tell students you are going to show them how to revise this compound sentence so that it is a complex sentence. Think aloud (which may sound something like this): "First I'm going to read through the list of conjunctions that I might use in my complex sentence. [read through the list] Hmmm ... I wonder if I could use even though in a complex sentence? 'Even though all water on Earth is connected, there is really just one source.' Wait! That doesn't make sense. I think I need to change the wording for it to sound right. Let me try this again: 'Even though it seems like lakes and oceans are not from one source, all water on Earth is connected.' That's what I mean." Explain that you had to revise the sentence so it made sense; you had to change some of the words and phrases. Tell students that when writing complex sentences, you can't just combine the two simple sentences or the compound sentence with a different conjunction. Refer to the definition of complex sentence to elaborate. Have them record this sentence in Part C on the Simple, Compound, and Complex Sentences recording form. Share with students that they are now going to revise their paragraphs, looking for places where they might be able to combine simple sentences or change compound sentences into a complex sentence. There also may be places where they could combine simple sentences into a compound sentence or even break a compound sentence into two simple sentences. Distribute students' on-demand informational paragraphs, along with their completed Three Column Criteria feedback form (both from Lesson 2). Tell them that although their task is to revise to include a variety of sentences to make their writing interesting, they should also read over the teacher feedback so they know what to work on in their writing. 	<ul style="list-style-type: none"> Read the text excerpts aloud to support ELLs and other students who might be challenged by this task. Consider providing fewer text excerpts to students who may be challenged by large amounts of text.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Give students 15 minutes to independently revise their paragraphs to include simple, compound, and complex sentences.• As students revise, circulate and confer. Provide support by helping them identify sentences that could be revised if they are stuck. Remind them to use their Simple, Compound, and Complex Sentences recording form as a reference if needed.	
Closing and Assessment	Meeting Students' Needs
<p>A. Share: Concentric Circles (5 minutes)</p> <ul style="list-style-type: none">• Ask students to first circle sentences they revised to create simple, compound, and complex sentences. Then, invite students to bring their revised paragraphs and gather in the whole group area. Have half the class form an inside circle, facing out; the other half forms an outer circle, facing in. All students should be facing a partner; if numbers are uneven, use a trio.• Ask students to share a sentence or two that they revised during today's writing. As they share with a peer, they may use the sentence frame: "I changed the sentence(s) _____ to _____." Be sure each student has an opportunity to speak.• When the signal is given, the inside circle rotates one spot to the left. Repeat twice.	<ul style="list-style-type: none">• For students who need additional support, offering a sentence frame assists with language production and provides the structure required.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Please complete the Simple, Compound, and Complex Sentences Homework sheet.• Continue reading in your independent reading book for this unit at home. Remember to complete the Independent Reading recording form. <p><i>Note: Collect students' revised paragraphs. Look for the sentences they circled to indicate revisions. Using the Three Column Criteria feedback form, assess the learning target: "I can use a variety of sentences to make my writing interesting." Be prepared to return the students' paragraphs and their Three Column Criteria feedback forms in Lesson 5.</i></p>	



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Grade 3: Module 4: Unit 1: Lesson 3

Supporting Materials



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GeoSkills

➔ Reading a Physical Map

Let's Get Physical!

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

This is a physical map of the world. It shows only natural features, such as oceans, rivers, mountains, and valleys. Physical features of an area often determine the number of people who live there and how they live. For instance, few people generally settle in arid areas, where

crops are difficult to grow. But many people can be found along coastlines, which have easy access to water and major transportation routes.

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

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

Study the map and definitions, then answer the questions.

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Physical Map of the World
Robinson projection

Relief:
Plateaus, Mountains, Plains, Valleys

▲ = Highest point on each continent

0 1,000 2,000 MI
0 1,000 2,000 KM
Scale along the equator

Terms to Know

Water features

Bay: an inlet of a larger body of water, usually smaller than a gulf.

Gulf: a large body of salt water partly enclosed by land.

Reef: a chain of rocks or coral.

Ocean: the body of salt water covering more than 70 percent of Earth's surface.

Sea: Another word for ocean. Some so-called seas are actually salt lakes, but most are tracts of water within an ocean.

Land features

Basin: the land drained by a river and its tributaries.

Cape: a point of land that extends prominently into a lake or an ocean.

Ice sheet: a large expanse of snow and ice that covers a landmass.

Pampas: vast, treeless plains.

Peninsula: an area of land nearly surrounded by water.

Plain: a broad, nearly level area of land.

Plateau: a raised area of relatively flat land.

Questions

- Most valleys are shown in which color? _____
- This map uses dark brown to show which land feature? _____
- Africa's Niger River empties into which body of water? _____
- Where in the U.S. will you find a large expanse of plains? _____
- What physical feature is found on land forms at the northern and southern extremes of the map? _____
- What is the world's highest mountain? _____
- Which land form would you find in most of Australia? _____
- This map's scale of miles is measured along which latitude line? _____
- By what body of water is South America's large basin drained? _____
- What vast area stretches from around 60° E to the Sea of Okhotsk? _____

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Sentence Sort Recording Form

Name:

Date:

Simple Sentences

What makes these sentences simple?

Compound Sentences

What makes these sentences compound?



Sentence Sort Recording Form

Complex Sentences	
	What makes these sentences Complex?



Sentence Sort Recording Form
Answer Key for Teacher Reference

Simple Sentences	All water on Earth is connected.
	The amount of water on Earth has been the same for billions of years.
	We live on a watery planet.
	What makes these sentences simple?
	The sentences have a person, place, or thing and a verb or action. They are also a complete thought.
Compound Sentences	All water on Earth is connected, so there really is just one source of water.
	Earth is the only planet that has liquid water, and the amount of water on its surface hasn't ever changed.
	Every living organism needs water to survive, yet most people don't understand how we treat the water affects everyone on Earth.
	What makes these sentences compound?
	There are two sentences in the sentence, and they are joined by the words <i>so</i>, <i>and</i>, and <i>yet</i>.



Sentence Sort Recording Form
Answer Key For Teacher Reference

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



Simple, Compound, and Complex Sentence Strips

All water on Earth is connected.

The amount of water on Earth has been the same for billions of years.

We live on a watery planet.

All water on Earth is connected, so there really is just one source of water.

Earth is the only planet that has liquid water, and the amount of water on its surface hasn't ever changed.

Every living organism needs water to survive, yet most people don't understand how we treat the water affects everyone on Earth.

When you think about where water is on Earth, you don't realize water can be found under the ground.

After I read the text, I realized Earth's water comes from one global well.

Whenever I swim in the ocean, I will remember that this water source makes up over 97 percent of Earth's water!





Simple, Compound, and Complex Sentences Recording Form

Name: _____

Date: _____

Examples:

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

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

Examples:

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

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

Examples:

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



Simple, Compound, and Complex Sentences Recording Form

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

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

This sentence is _____ .

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

Simple, Compound, and Complex Sentences Homework

Name:

Date:

Simple, Compound, and Complex Sentences

A **simple sentence** contains a subject and a verb and shows a complete thought.

Examples:

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

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

Examples:

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

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

Examples:

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



Simple, Compound, and Complex Sentences Homework

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

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

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

Simple Sentences	

Compound Sentences	



Simple, Compound, and Complex Sentences Homework

Complex Sentences	



Independent Reading Recording Form

Name:

Date:

Title of Book:

Pages Read:

Use this chart to keep track of what you read.

Where	Who	What



Independent Reading Recording Form

Words

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

I think this word is precise because

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

Words:

I think this means:



EXPEDITIONARY
LEARNING

Grade 3: Module 4: Unit 1: Lesson 4

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



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

- I can answer questions using specific details from informational text. (RI.3.1)
- I can retell key ideas from an informational text. (3.2)
- I can determine the meaning of unknown words in informational text. (RI.3.4)

Supporting Learning Targets

- I can answer questions about “Where in the World Is Water?”
- I can identify key details about water sources from the text “Where in the World Is Water?”
- I can determine the meaning of unknown words using context clues.

Ongoing Assessment

- Where in the World Is Water: Key Details recording form
- Vocabulary recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Reviewing Simple, Compound, and Complex Sentences Homework (5 minutes)Unpacking the Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Finding Key Details about Water Sources (30 minutes)Using Context Clues to Determine Word Meaning (15 minutes)Closing and Assessment<ol style="list-style-type: none">Vocabulary Share (5 minutes)Homework<ol style="list-style-type: none">“Where in the World is Water” homework sheet	<ul style="list-style-type: none">Throughout this unit, students will be asked to read informational text with greater independence. In this lesson, they first grapple with the text on their own but with a partner nearby for support as needed. You circulate to observe and support, reading aloud only if students need that additional scaffold.After students read, they discuss with their partner and then again work independently to find the key details of water sources. If students struggle, bring them back together for a “catch” and provide modeling according to the support they might need.During Part B of Work Time, students work with vocabulary in the text. Note the simple student-friendly distinction between domain-specific science vocabulary (in this case, “words about water”) and academic vocabulary (words students “might see in other books and that are important to know”). Given the emphasis on academic vocabulary in the CCLS, it is important that students continue to focus on building their “word power.” Consider harkening back to the early work in Module 1 and the importance of building one’s vocabulary as one “reading superpower.”Post: Learning targets.



Lesson Vocabulary	Materials
surface, continually, portion, compresses	<ul style="list-style-type: none"> • Simple, Compound, and Complex Sentences homework (from Lesson 3) • <i>One Well: The Story of Water on Earth</i> (one copy for display) • “Where in the World Is Water?” article (one per student) • Clipboards or another hard surface for students’ texts • Where in the World Is Water?: Key Details recording form (one per student) • Vocabulary recording form (one per student) • Equity sticks • Answering Questions about “Where in the World is Water?” homework sheet

Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Reviewing Simple, Compound, and Complex Sentences Homework (5 minutes)</p> <ul style="list-style-type: none"> • Gather students in the whole group area. Return their Simple, Compound, and Complex Sentences homework from the previous day. Ask students to form triads. Tell them that they are now going to review their homework together. As students work, circulate and listen to their sentences. Note anyone who might be confused and offer clarification. Give students about 5 minutes to share their homework. Then, gather their homework sheets for you to review later. 	<ul style="list-style-type: none"> • Provide nonlinguistic symbols above important words in the learning targets (e.g., a question mark above the word <i>question</i>) to help students understand the targets.
<p>B. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Invite individual students to read the targets aloud. Answer any clarifying questions about the language of the targets. These targets should be familiar to students. • Ask: <ul style="list-style-type: none"> * “How do these targets help you become stronger readers?” • Give students time to think and talk together. Pull equity sticks for responses to share with the whole group. Reinforce the idea that the targets represent what readers do when they read text so that they can learn more and build their own reading power. Explain that the more they practice with these targets, the more they learn. 	



Work Time	Meeting Students' Needs
<p>A. Finding Key Details about Water Sources (25 minutes)</p> <ul style="list-style-type: none"> • Display page 7 from <i>One Well: The Story of Water on Earth</i>. • Connect to the conversation students had about what surprised them in the last lesson. Read aloud the water sources that are listed in “Where in the World Is Water?” (oceans, glaciers, etc.). • Explain to students that today they are going to learn more about where water comes from by reading about each of these water sources. • Tell students that first they are going to read this text together with a partner, just as they did when reading Peter Pan. Remind them that their job is to read the text on their own but check in with their partner if they get stuck on a word or have a question. • Distribute the text “Where in the World Is Water?” and hard surfaces like clipboards. Display a copy of the text. Explain to students that if they find a word they are uncertain about, they should circle it. • Tell them they will have about 10 minutes to read independently. (Keep students in the whole group area as they read independently, so you can listen in more easily.) • As students read, circulate to observe and support partnerships as needed. For those who need additional help, read aloud as they read along in their heads. • After about 10 minutes, put students together in groups of four. Ask: <ul style="list-style-type: none"> * “What did you find out?” * “Where in the world is water?” • Give students a few minutes to talk together about what they read. • Refocus students whole group. Ask: <ul style="list-style-type: none"> * “When the text says: ‘97 percent of our water is found in the oceans,’ what do you think that means? Think about that number for a minute and then talk to your group about what that means.” • Give them a minute to think, then talk together. • Invite one or two students to share. Guide students to clarity about 97 percent; draw a bar graph representing 97 out of 100 on the board or on the article itself to show it visually. If students are still unclear, draw the number 10 percent on the bar graph for comparison. Before students record key details, they should have a concept of how the text is giving information through numbers. 	<ul style="list-style-type: none"> • Use thoughtful pairings of students. ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language. • Struggling learners benefit from chunking the text into smaller pieces at a time. Focus their attention on one water source first and ask them to complete the recording form about that one water source (e.g., oceans). If they are then ready to move on to the next paragraph, they can. • Be strategic when placing students in their groups of four. If there is a pair of struggling learners, place them in a stronger partnership. This allows the struggling learner partnership to share the key details from the smaller chunk they read and the other partnership to share something from the rest of the text.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Display the Where in the World Is Water: Key Details recording form. Invite a few students to share something they talked about. Probe to get them to share key details. Restate what they shared as a key detail about a certain water source. For example, if a student shares: "We talked about the Pacific Ocean," ask students to tell you something specific about the Pacific Ocean. They might say: "It is the largest ocean." Write that key detail on the recording form in the Ocean box.• Tell students that now they are going to go back into the text and find the key details about each one of the water sources they read about. Encourage them to write down at least two key details about each water source.• Encourage partners who read together earlier to continue working together. As students work, circulate and support them with specific questions when conferring. For example:<ul style="list-style-type: none">* "Tell me what you learned about lakes in this reading....So, that is an important key detail. Write that on your recording form."• Give students 10 minutes to complete their recording form on their own.	



Work Time (continued)	Meeting Students' Needs
<p>B. Using Context Clues to Determine Word Meaning (15 minutes)</p> <ul style="list-style-type: none">• Gather students back in the whole group area with their texts and recording forms. Congratulate them on their hard work as readers. Give them specific praise based on what you noticed as they were reading. For example, give students specific praise about finding key details in the text: "I noticed that ____ and ____ were going back into the text to use the specific words and phrases about glaciers. That's using evidence from the text and helping you be a strong reader."• Display the Vocabulary recording form. Explain that when you were reading the text, you found some words that you thought were particularly tricky. Explain that they are going to learn a lot of words about water, but there are also words in the text that they might see in other books that are important to know.• If needed, use the first word as guided practice. Invite students to read the sentence aloud and then talk in pairs about the meaning of the word. Guide them to the right definition and write it on the recording form. Be sure students notice that on the recording form, there are two spaces for them to find their own words. Tell them that it's fine if they don't have words, but they should be sure to complete the word already given on the form.• Release students to work on their own. Ask them to continue working with their partner for support.• Give students 15 minutes to complete the Vocabulary recording form. As they are working, circulate to observe and support as needed. If students are unsure of a word, read the sentence aloud and do a brief think-aloud to model how to use context clues to figure out the word.• A think-aloud could sound like: "Hmm, <i>continually</i>. That sounds like a word I know: <i>continue</i>. And when I read the sentence, it talks about the fact that lakes need to have water <i>continually</i> flowing into them. That makes me think about how lakes always need water flowing: that it should continue or keep going."	



Closing and Assessment	Meeting Students' Needs
<p>A. Vocabulary Share (5 minutes)</p> <ul style="list-style-type: none">• Gather students back in the circle. Put them in groups of three to share the words they found on their recording form.• After a few minutes, use equity sticks to invite students to share words they found and what the meaning is; clear up misconceptions as needed.	<ul style="list-style-type: none">• Listen first to the struggling learners as they share their words to ensure they have the meaning.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread “Where in the World Is Water?” to someone at home. Then answer the questions on your Answering Questions about “Where in the World is Water” homework sheet. <p><i>Note: Review students' Vocabulary recording forms. Ensure that they don't have misconceptions about the word. Review students' Where in the World Is Water: Key Details recording form.</i></p>	



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Grade 3: Module 4: Unit 1: Lesson 4

Supporting Materials



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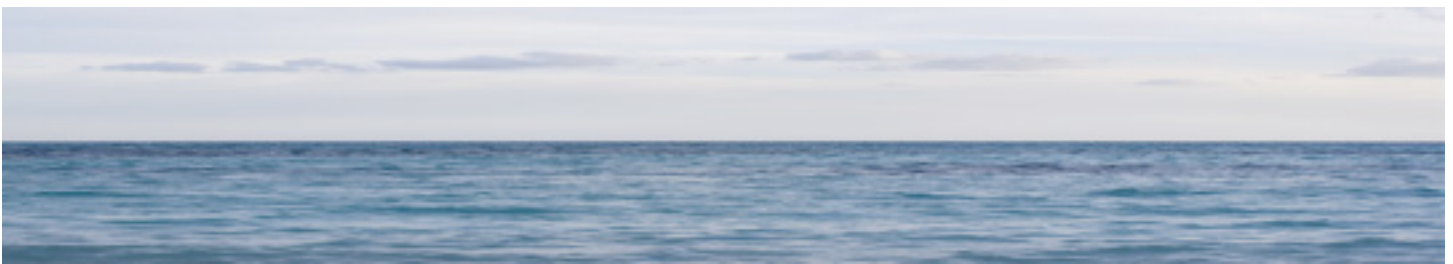
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Where in the World Is Water?

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

OCEANS



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

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



Where in the World Is Water?

LAKES



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

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

RIVERS



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

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



Where in the World Is Water?

GLACIERS



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

GROUNDWATER

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

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Written by Expeditionary Learning for Instructional Purposes

Sources:

Beth Geiger, *Sally Ride Science: Clean Water* (New York: Roaring Brook Press, 2008), ISBN: 978-1-59643-577-3.

Trudi Strain Trueit, *The Water Cycle* (New York: F. Watts, 2002), ISBN: 978-0-53111-972-3.

<http://www.onegeology.org>

<http://www.kidsgeo.com/>



“Where in the World Is Water?”: Key Details

Groundwater																
Glaciers																
Lakes																
Rivers																
Oceans																



Vocabulary Recording Form

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

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



Vocabulary Recording Form

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



Answering Questions about “Where in the World Is Water?”

Homework

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

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

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



Answering Questions about “Where in the World Is Water?”

Homework

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



EXPEDITIONARY
LEARNING

Grade 3: Module 4: Unit 1: Lesson 5

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



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can create a plan for my on-demand informational paragraph about where water is on earth.• I can write an on-demand informational paragraph to explain where water is on earth.	<ul style="list-style-type: none">• Mid-Unit 1 Assessment: Where in the World is Water? (paragraph)• Mid-Unit 1 Assessment: Organizing Ideas recording form• Mid-Unit 1 Assessment: Paragraph Writing Accordion graphic organizer• Tracking My Progress, Mid-Unit 1 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Writer (5 minutes)B. Unpacking the Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Planning the Paragraph: Organizing Ideas (15 minutes)B. Planning the Paragraph: Completing the Paragraph Writing Accordion Graphic Organizer (10 minutes)C. Mid-Unit Assessment: On-Demand Writing of Informational Paragraph About Where Water Is on Earth (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Tracking My Progress (5 minutes)4. Homework<ol style="list-style-type: none">A. Continue to read your independent reading book for this unit at home. Remember to complete your Independent Reading recording form.	<ul style="list-style-type: none">• This assessment is designed to mirror the kind of writing assessments students will see in the NY State assessments; namely, writing to a prompt. Though the planning page itself is not formally assessed, students should be able to read a prompt and then plan and write to that prompt independently.• This lesson follows the same basic format as Lessons 10 and 11 from Module 2A. It condenses the planning and on-demand writing into one lesson instead of two.• Students will plan for their paragraphs in two ways: First, they will synthesize their knowledge about where water is on earth and then they will plan the actual paragraph using the Paragraph Writing Accordion graphic organizer.• In advance: Be prepared to return the students' paragraphs and their Three Column Criteria feedback forms from Lesson 2.• Identify important information that answers the question "Where is water on earth?" to use to model for students how to complete the Organizing Ideas recording form.• Review: Summary Writing rubric.



Lesson Vocabulary	Materials
plan, on-demand, informational, paragraph, explain, topic sentence, logically, support, variety, concluding	<ul style="list-style-type: none">• Students' revised paragraphs and Three Column Criteria feedback forms (from Lesson 2)• Mid-Unit 1 Assessment rubric (one for display, and one per student for teacher to use to assess students' paragraphs)• Document camera or projector• Three Column Criteria feedback form (one for display)• Mid-Unit 1 Assessment: Where in the World Is Water? Writing Prompt (one per student)• Mid-Unit 1 Assessment: Where in the World Is Water? Organizing Ideas recording form (one per student)• Mid-Unit 1 Assessment: Where in the World Is Water? Paragraph Writing Accordion graphic organizer (one per student)• <i>One Well: The Story of Water on Earth</i> (one per student)• Students' folders• If available, Paragraph Writing Accordion graphic organizer anchor chart from a previous module• Tracking My Progress, Mid-Unit 1 recording form (one per student)• Independent Reading recording form (from previous lessons)• Sample Informational Paragraph: Where is water on earth? (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer (5 minutes)</p> <ul style="list-style-type: none">Gather students in the whole group area. Hand out their revised paragraphs and Three Column Criteria feedback forms from Lesson 2. Ask them to read the feedback you provided, and then turn and talk to a partner about one area that was a success and one area they need to work on. Collect the documents after students are finished discussing.	
<p>B. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">Begin by acknowledging students' hard work understanding where water is on earth. They have closely read texts and maps, taken notes, and explored new vocabulary about water. Explain that today they will answer the question "Where is water on earth?" by writing an on-demand informational paragraph.Say: "Remember when you wrote an on-demand informational paragraph about how bullfrogs survive? Well, today you are going to do the same thing, but this time you are writing about where water is on earth. <i>On-demand</i> means you are doing the best writing you can do in a limited time."Display the first learning target: "I can create a plan for my on-demand informational paragraph about where water is on earth." Circle and discuss the words <i>plan</i>, <i>informational</i>, and <i>paragraph</i> and add visuals as necessary to ensure that students understand the target.Briefly discuss why thoughtful writers plan before they begin writing. Cold call students and guide them toward understanding that planning is essential so that writers know what they are going to write about and can organize their ideas before they begin. Remind students of the planning they have done in previous modules.Read aloud the next learning target: "I can write an on-demand informational paragraph to explain where water is on earth."Display the Mid-Unit 1 Assessment rubric on a document camera or projector. Explain that this is the rubric used to assess their on-demand informational paragraph. Remind them that the same criteria were used when they wrote their summaries of <i>Peter Pan</i> in Module 3. Tell them that their goal is to earn a score of 3 on the rubric.Display the Three Column Criteria feedback form and point out that the learning targets are the criteria from Column 3 on the Mid-Unit Assessment rubric. Say: "This looks familiar because it is the list I used to give you feedback on your practice paragraph." Read the learning targets aloud and answer any clarifying questions.	



Work Time	Meeting Students' Needs
<p>A. Planning the Paragraph: Organizing Ideas (15 minutes)</p> <ul style="list-style-type: none">Using a document camera or projector, display and read aloud the Mid-Unit 1 Assessment: Where in the World Is Water? writing prompt:<ul style="list-style-type: none">“Write an informational paragraph that explains where water is on earth. Use specific facts, definitions, and details from the texts to support your writing.”Explain that great writers do not just start writing. Writers make sure they have good information about their topic. Students’ first step in planning their paragraph will be to read over their recording forms and texts, including <i>One Well: The Story of Water on Earth</i>, in order to complete the Mid-Unit 1 Assessment: Organizing Ideas recording form.Display the Organizing Ideas recording form. Model for students how to carefully read over their recording forms and texts to identify and record the information that answers the question: “Where is water on earth?” Think aloud: “What key details help me answer this question?”Then explain that they also need to identify a main idea that brings all of the information together. Think aloud: “What is the main idea that brings my key details together?” Point out where to record this main idea at the top of the recording form. Share with students that this is one way to record this information. They may identify a main idea that answer the questions while closely reading the texts and recording forms, and then record the key details, and that is fine.Distribute the Organizing Ideas recording form, <i>One Well</i>, and students’ folders. Allow 10 minutes to work on this task. Confer with students and provide guidance as needed.	<ul style="list-style-type: none">Consider allowing students to work with a partner while planning. Students should complete their own organizer and write their own paragraph, but the thinking work can be done in pairs.



Work Time (continued)	Meeting Students' Needs
<p>B. Planning the Paragraph: Completing the Paragraph Writing Accordion Graphic Organizer (10 minutes)</p> <ul style="list-style-type: none"> • After 10 minutes, have students stop and move on to the next step. As they have done before, students will make a plan and organize their thoughts before they start writing. • Display and distribute the Mid-Unit 1 Assessment: Paragraph Writing Accordion graphic organizer. Use the Paragraph Writing Accordion graphic organizer anchor chart from a previous module if available. • Remind students that they have worked with this organizer many times. Invite them to turn and talk about how to use the graphic organizer. Review what information goes in the different boxes. Ask: <ul style="list-style-type: none"> * “What information goes in this box? In that box?” • Finally, briefly discuss how the graphic organizer helps you as a writer. • Tell students they will have time now to plan their paragraph about where water is on earth using the graphic organizer. Circulate as the class works, supporting as needed. 	<ul style="list-style-type: none"> • Use professional judgment whether some students need support with the planning in order to respond to the prompt at all. If there are students for whom this is the case, consider using the planning portion of the assessment to support struggling learners to get their thinking out. Do not do the writing or planning for them, but rather confer with them and ask questions. If students were supported with the planning, note this on the rubric for reference. • For ELLs and others who need additional support, create a bank of words and phrases to use while planning and writing.
<p>C. Mid-Unit Assessment: On-Demand Writing of Informational Paragraph about Where Water Is on Earth (20 minutes)</p> <ul style="list-style-type: none"> • Display the Mid-Unit 1 Assessment: Where in the World Is Water? writing prompt again. Reread the prompt aloud for students and briefly review the learning targets from the Three Column Criteria feedback form. Answer any clarifying questions students have. • Remind them that this writing is “on-demand,” meaning the best writing you can do in a limited time. Hand out the Writing Prompt recording form and give students 20 minutes to write their individual paragraph. • If students finish early, invite them to choose a text from the Recommended Reading list to read and enjoy while classmates finish their writing. • Circulate and support students by reminding them of the criteria only. Students should complete the writing independently. 	<ul style="list-style-type: none"> • Allow ELLs additional time to complete the paragraph. They will receive extra time on New York State assessments.



Closing and Assessment	Meeting Students' Needs
<p>A. Tracking My Progress (5 minutes)</p> <ul style="list-style-type: none">• Praise students for their effort in writing an on-demand informational paragraph. Display the learning targets from the Three Column Criteria feedback form again. Go through them one by one, asking students to engage in a quick “target check.” Tell them that after you read the target, they should give it a thumbs-up if they think they really understand it, a thumb-sideways if they think they need to practice it a few more times, or a thumbs-down if they feel really confused by this. Assess student confidence based on these responses.• Collect students' Mid-Unit 1 Assessment and recording forms.• Have students complete the Tracking My Progress, Mid-Unit 1 recording form.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue to read your independent reading book for this unit at home. Remember to complete your Independent Reading recording form.	



EXPEDITIONARY
LEARNING

Grade 3: Module 4: Unit 1: Lesson 5

Supporting Materials



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Three-Column Criteria Feedback Form

Name: _____

Date: _____

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

Criteria	Supporting Learning Targets	Teacher Feedback
<p>IDEAS</p> <p>(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</p> <p>(COMMAND OF EVIDENCE): the extent to which the essay presents evidence from the provided text to support analysis and reflection</p> <p><i>*Note: To suit the task and to adapt to student-friendly language, two categories were merged.</i></p>	<ul style="list-style-type: none">• I can clearly explain where water is on earth.• I can use specific facts, definitions, and details from the texts to support where water is on earth.	



Three-Column Criteria Feedback Form

Criteria	Supporting Learning Targets	Teacher Feedback
ORGANIZATION (COHERENCE, ORGANIZATION and STYLE): the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language.	<ul style="list-style-type: none">• I can use a topic sentence to clearly explain where water is on earth.• I can organize my ideas logically to explain where water is on earth clearly to my reader.• I can use a variety of sentences to make my writing interesting.• I can use a concluding sentence to wrap up my writing.•	
CONVENTIONS (CONTROL of CONVENTIONS): the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	<ul style="list-style-type: none">• I can use conventions to send a clear message to my reader.• I can use beginning and ending punctuation.• I can capitalize names of water and land forms.	



Mid-Unit 1 Assessment Rubric

Criteria	CCLS	4	3	2	1	0
<p>IDEAS</p> <p>(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</p> <p>(COMMAND OF EVIDENCE) The extent to which the essay presents evidence from the provided text to support analysis and reflection</p> <p><i>*Note: To suit the task and to adapt to student-friendly language, these two categories from the NYSED rubric were merged together.</i></p>	<p>W.2 R.1-9 W.2 R.1-8</p>	<ul style="list-style-type: none"> Clearly introduce topic in a manner that follows logically from the task and purpose Demonstrate comprehension and analysis of the text Develop the topic with relevant, well-chosen facts, definitions, and details throughout the essay 	<ul style="list-style-type: none"> Clearly introduce a topic in a manner that follows from the task and purpose Demonstrate grade-appropriate comprehension of the text Develop the topic with relevant facts, definitions, and details throughout the essay 	<ul style="list-style-type: none"> Introduce a topic in a manner that follows generally from the task and purpose Demonstrate a confused comprehension of the text Partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant 	<ul style="list-style-type: none"> Introduce a topic in a manner that does not logically follow from the task and purpose Demonstrate little understanding of the text Demonstrate an attempt to use evidence, but develop ideas only with minimal, occasional evidence, which is generally invalid or irrelevant 	<ul style="list-style-type: none"> Demonstrate a lack of comprehension of the text or task Provide no evidence or provide evidence that is completely irrelevant



Mid-Unit 1 Assessment Rubric

Criteria	CCLS	4	3	2	1	0
ORGANIZATION And STYLE (COHERENCE, ORGANIZATION and STYLE): The extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.3 L.6	<ul style="list-style-type: none"> Clearly and consistently group related information together Skillfully connect ideas within categories of information using linking words and phrases Provide a concluding statement that follows clearly from the topic and information presented 	<ul style="list-style-type: none"> Generally group related information together Connect ideas within categories of information using linking words and phrases Provide a concluding statement that follows from the topic and information presented 	<ul style="list-style-type: none"> Exhibit some attempt to group related information together Inconsistently connect ideas using some linking words and phrases Provide a concluding statement that follows generally from the topic and information presented 	<ul style="list-style-type: none"> Exhibit little attempt at organization Lack the use of linking words and phrases Provide a concluding statement that is illogical or unrelated to the topic and information presented 	<ul style="list-style-type: none"> Exhibit no evidence of organization Lack a concluding statement



Mid-Unit 1 Assessment Rubric

Criteria	CCLS	4	3	2	1	0
CONVENTIONS (CONTROL of CONVENTIONS): The extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	<ul style="list-style-type: none"> Demonstrate grade-appropriate command of conventions, with few errors 	<ul style="list-style-type: none"> Demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension 	<ul style="list-style-type: none"> Demonstrate emerging command of conventions, with some errors that may hinder comprehension 	<ul style="list-style-type: none"> Demonstrate a lack of command of conventions, with frequent errors that hinder comprehension 	<ul style="list-style-type: none"> Minimal, making assessment of conventions unreliable

If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.

Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.

A response copied from the text(s) with no original student writing should be scored a 0.



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

Writing Prompt: Where is water on earth?

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



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

Name: _____

Date: _____

Question: Where is water on earth?

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

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



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

Name:

Date:

Topic:

Detail:

Explain:

Detail:

Explain:



Tracking My Progress
Mid-Unit 1

Name: _____

Date: _____

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

1. The target in my own words is:

2. How am I doing? Circle one.

**I need more help to
learn this**



**I understand some
of this**



I am on my way!



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



Sample Informational Paragraph: *Where is water on earth?*
(For Teacher Reference)

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



EXPEDITIONARY
LEARNING

Grade 3: Module 4: Unit 1: Lesson 6

Determining Main Idea: “Rivers and Streams”



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can determine the main idea of an informational text. (RI.3.2)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can use multiple strategies to determine the meaning of unknown words in “Rivers and Streams.”• I can demonstrate my understanding of the main idea of “Rivers and Streams” by writing a main idea statement.	<ul style="list-style-type: none">• Students’ annotated text, “Rivers and Streams”



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader and Unpacking the Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Getting Familiar with “Rivers and Streams” (15 minutes) B. Building a New Anchor Chart: Determining the Main Idea and Key Details (10 minutes) C. Writing a Main Idea Statement (15 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief: Sharing Main Idea Statements (10 minutes) B. Return and Review Mid-Unit Assessment (5 minutes) 4. Homework <ol style="list-style-type: none"> A. If you did not complete your main idea statement, finish it at home. B. Continue reading in your independent reading book for this unit at home. 	<ul style="list-style-type: none"> • Throughout Module 4, and particularly in Unit 1, Lessons 6–12, there is less scaffolding; students access text with greater independence (moving them toward RI.3.10). Having students work independently with text first gives you a chance to assess their ability to read text on their own and access the strategies that you have been developing throughout the year. • In Lessons 6–9, students read a pair of texts. This has two purposes: to identify the main idea and key details from texts about how water moves through the earth through rivers and the water cycle, and to give students the opportunity to compare two texts on the same topic. This second purpose aligns directly with RI.3.9. Make sure students keep the texts and recording forms from Lessons 6–8 to use in Lesson 9. • In this half of the unit, students discuss their reading in pairs. For this text, pair students heterogeneously but not at extreme ends of the range, so that they can support each other with text as needed. Consider ELLs’ language level when deciding whether to partner them with native speakers or with others who speak their home language. Consider leaving partners/groups the same for Lessons 6–9, then switching groups for Lessons 10–12 to allow students to work closely with a variety of classmates. • The goal of this lesson is for students to build scientific knowledge while becoming better readers. This lesson does not fully address science content standards or replace hands-on, inquiry-based science. Please see the Unit 1 overview for suggested science resources. <i>Note: Students read just two sections of the text for this lesson: “Rivers and Streams” and “Wear and Tear.” These sections allow for the tightest teaching of the ELA standards and align with the New York State and Next Generation science standards.</i> • The other three sections of this text, particularly “It’s All Connected,” extend beyond the standards. • You might consider crossing out the other three sections (“It’s All Connected,” “End of the Road,” and “Importance of Rivers”). Alternatively, if some students want to read these sections, prompt these three optional sections when you distribute the text. • For Work Time Part A, consider posting the questions in advance.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• Note that there is time set aside during the Closing and Assessment for students to look over your feedback on their mid-unit assessment. Prepare to mention two patterns of strength and one common error/concern. If you have not yet had sufficient time to review students’ work, place this agenda item at some point in a future lesson. It is important that students have time to review and process your feedback.• Post: Learning targets.

Lesson Vocabulary	Materials
task, state (v), statement, source, elevated, erosion, deposit	<ul style="list-style-type: none">• Text: “Rivers and Streams” (one per student)• Document camera• Power Words/Water Words anchor chart (from Lesson 3)• New anchor chart: Determining the Main Idea and Key Details• Determining the Main Idea and Key Details task card (one for display)• Determining the Main Idea and Key Details task card (for teacher reference)

Opening	Meeting Students’ Needs
<p>A. Engaging the Reader and Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Ask students:<ul style="list-style-type: none">* “What is one thing you learned about rivers and streams so far in this unit?”• Give the class time to think and then call on a volunteer to share. Remind students that rivers and streams make up only a tiny fraction of earth’s water but still play an important role in moving water through the earth.• Ask students to read the learning targets to themselves and then to turn and talk with a partner about what they think they will be doing today. Call on a few volunteers to share. Clear up any misconceptions or add information as needed. The “main idea statement” will be new to students. Tell them that you will share more about that toward the end of the lesson.	



Work Time	Meeting Students' Needs
<p>A. Getting Familiar with “Rivers and Streams” (15 minutes)</p> <ul style="list-style-type: none"> • Distribute the text “Rivers and Streams.” Make sure students are clear that they will read only two sections of this text: “Rivers and Streams” and “Wear and Tear.” Consider having students either put a star by these two sections or cross out the other three sections so they are clear where to focus. • Tell students they will have 5 minutes to whisper read the text with their partner. Tell them that there may be some unfamiliar words and that they should try to figure them out from the words in the text. If pairs finish early, tell them that they can reread difficult passages or talk more about unfamiliar words. • Circulate and observe pairs as they read. Give support with decoding only when absolutely necessary. • Call students together. Refer to the first learning target. Then say: <ul style="list-style-type: none"> * “The author of this text uses a variety of strategies to help make difficult words clear. Let’s see if we can figure out a few of these words together.” • Ask these questions to ensure that students comprehend the vocabulary in the text. Consider projecting the text and the questions on the document camera: <ul style="list-style-type: none"> * “In the section “Wear and Tear,” what does the word <i>erosion</i> mean? How does the author let you know that this is a new word that he or she wants you to know?” Listen for students to say that the author bolded the word and that erosion means the water cuts into the earth. Add this word to the Water Words portion of the Power Words/Water Words anchor chart. • Ask: <ul style="list-style-type: none"> * “In the fourth sentence of “Rivers and Streams,” what word does the author use to let you know that he or she is going to give examples of <i>sources</i>?” Listen for students to point out the word like. * “What is a <i>source</i> in this sentence?” Listen for: “a place.” * “In the sentence, “The high point can be a mountain, hill, or other <i>elevated</i> area,’ what does elevated mean? How do you know?” Listen for: a place that’s higher than the land around it. * “At the end of the section ‘Wear and Tear,’ the author uses the words <i>deposits</i> and <i>deposited</i> over and over again but doesn’t give many hints about what this means. Can anyone come up with another word for <i>deposits</i>?” Possible answers include “drops off/dropped off.” For example, when you make a deposit at the bank, you drop off your money there. Add this word to the Power Words portion of the Power Words/Water Words anchor chart. 	<ul style="list-style-type: none"> • Consider providing smaller chunks of text for ELLs (sometimes just a few sentences). Teachers can check in on students’ thinking as they write or speak about their text. • Consider permitting students to draw the main idea. This allows all of them to participate in a meaningful way. • If some students have not yet mastered the Speaking and Listening standards (3.1 and 3.6), you might consider using the Conversation Criteria checklist from Module 2 to continue gathering data about students’ conversational skills. • When working on questions whole class, use a variety of strategies to keep students engaged and ensure that they are thinking, such as Think-Pair-Share, cold calling, wait time, silent thumb signals, white boards, etc. If using white boards, you might rephrase some questions to allow kids to draw their answers, e.g., draw land that is “elevated.” • Consider posting text-dependent questions that are asked orally to support visual learners.



Work Time (continued)	Meeting Students’ Needs
<p>B. Building a New Anchor Chart: Determining the Main Idea and Key Details (10 minutes)</p> <ul style="list-style-type: none">• Remind students that throughout this year, they have been finding the main idea of texts. Ask:<ul style="list-style-type: none">* “What is one thing you do when you are trying to find the main idea of a text?”• Give the class a moment to think and then call on a few volunteers to respond. Add these ideas to a new anchor chart: Determining the Main Idea and Key Details.• Listen for or suggest ideas like: “Pay attention to text features like titles and subtitles” or “Notice what the author writes about most.”• Give students 5 minutes to independently reread the text and think about the main idea. Observe them as they work. If a student seems to be struggling or disengaged, ask:<ul style="list-style-type: none">* “Which one of the ideas from our anchor chart have you tried?” If needed, suggest an idea to try.• After a few minutes, call students back together. Ask:<ul style="list-style-type: none">* “What ideas do you have about the main idea of this text so far?” Cold call a few volunteers. Be sure they cite evidence to support their thinking.• Follow up with text-dependent questions to direct the class toward the main idea, such as:<ul style="list-style-type: none">* “What do the two subheadings suggest about the main idea?”• Listen for: “It’s about rivers and streams and how they change the land by wearing and tearing it.”<ul style="list-style-type: none">* “What do the photographs tell you about rivers?”• Listen for ideas like: “The photographs show how rivers and the land around them are different.” “In two of the pictures, I can see the rivers going into larger bodies of water.” “In the photograph in the ‘Wear and Tear’ section, I can see the water running downhill, just like it explained in ‘Rivers and Streams.’”	



Work Time (continued)	Meeting Students’ Needs
<p>C. Writing a Main Idea Statement (15 minutes)</p> <ul style="list-style-type: none">• Project the Determining the Main Idea and Key Details task card on the document camera. Tell students that they are going to start to learn how to work with this task card, which they will use in many lessons throughout this module. Tell students that a task is work that needs to get done. Add the word task to the Power Words section of the Power Words/Water Words anchor chart. Read the directions for Part 1 together.• Direct students to the second question on Part 1 of the task card and read it aloud:<ul style="list-style-type: none">* “In your own words, what is the main idea of this text? Write your main idea statement on the back of your text. Put a number 1 next to it so that you know it’s your first draft.” Connect this to the second learning target.• Ask:<ul style="list-style-type: none">* “What does it mean to <i>state</i> something?”• Give students a moment to think, then call on a volunteer to respond. Listen for ideas like: “say.” Tell students that the suffix -ment means “the act of,” so a <i>statement</i> is the act of saying something in words or in writing. Add the words <i>state</i> and <i>statement</i> to the Power Words section of the Power Words/Water Words anchor chart.• Tell students that their main idea statement should meet these criteria. Write them on the board:<ul style="list-style-type: none">* It should address all the major sections of the text.* It should pull together the most important ideas.* It should be short, only one or two complete sentences.• Give students 5 minutes to draft a main idea statement on the back of their text. Observe them as they work. If needed, remind them of the criteria for a main idea statement.	



Closing and Assessment	Meeting Students’ Needs
<p>A. Debrief: Sharing Main Idea Statements (10 minutes)</p> <ul style="list-style-type: none">• Call students together. Give them up to 5 minutes with their partner to share their main idea statements. Remind them to give their partners a chance to share ideas. Remind them that when there is a difference between their ideas, it is important to notice that and discuss why they are different. Be sure students are using evidence from the text. Call students together and ask:<ul style="list-style-type: none">* “What did you write for the main idea of this text?”• Cold call a student to respond. Tell the class: “If you had something similar, put up a quiet thumb.” If needed, ask for other students’ responses to ensure that the main points of the main idea are clear. Point out the qualities of a good main idea statement by saying things like: “I notice that you included the most important idea—that this is about rivers and streams” or “I notice that you kept your statement short. It was only one sentence.”• Tell students that tomorrow they will work with this text again as you find key details about the main idea.• Explain the homework.	
<p>B. Return and Review Mid-Unit Assessment (5 minutes)</p> <ul style="list-style-type: none">• Return students’ mid-unit assessments (from Lesson 5). Give students a few minutes to look over their own work.• Highlight several things that, as a class, students did well.• Address one common error or misconception.	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• If you did not complete your main idea statement, please take home your text. Complete it with your best quality, remembering our criteria:<ul style="list-style-type: none">* It should address all the major sections of the text.* It should pull together the most important ideas.* It should be short, only one or two complete sentences.• Be sure to bring your text back to school tomorrow. You will need it for our lesson.• Continue reading in your independent reading book for this unit at home.	<ul style="list-style-type: none">• If students did not complete their main idea statement, consider finding a few minutes at another time of the day rather than sending this work home (and risking it not coming back).



EXPEDITIONARY
LEARNING

Grade 3: Module 4: Unit 1: Lesson 6

Supporting Materials



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Rivers and Streams

Rivers and Streams

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



U.S. Fish and Wildlife Service

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



Determining the Main Idea and Key Details Anchor Chart
For Teacher Reference; Adapt to Suit Based on Student Responses

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

Strategies for Determining ...

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



Determining the Main Idea and Key Details Task Card

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

Part 1: Determining the Main Idea

Read the text.

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

Part 2: Finding Key Details

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

Part 3: Revising the Main Idea Statement

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



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

Part 1: Determining the Main Idea

Read the text.

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

Part 2: Finding Key Details

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

Part 3: Revising the Main Idea Statement

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



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

Part 1: Determining the Main Idea

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

(Answers will vary)

Rivers and streams change the earth as they flow downhill to lakes and the ocean.

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

Part 2: Finding Key Details

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

Not completed in this lesson.

Part 3: Revising the Main Idea Statement

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

Not completed in this lesson.



EXPEDITIONARY
LEARNING

Grade 3: Module 4: Unit 1: Lesson 7

Finding Key Details: “Rivers and Streams”



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

I can determine the main idea of an informational text. (RI.3.2)

I can retell key ideas from an informational text. (RI.3.2)

I can make connections between specific sentences and paragraphs and the overall text. (e.g., *comparison, cause/effect, first/second/third in a sequence*). (RI.3.8)

Supporting Learning Targets

- I can determine the key details of “Rivers and Streams.”
- I can describe connections between sentences in “Rivers and Streams” and how they support the key details and main idea.
- I can revise my main idea statement based on the key details of “Rivers and Streams.”

Ongoing Assessment

- Students’ annotated text “Rivers and Streams”



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Unpacking the Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Noticing Words that Signal Importance to Find Key Details (20 minutes)B. Describing the Connections between Sentences (10 minutes)C. Revising the Main Idea Statement (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Exit Ticket (10 minutes)4. Homework<ol style="list-style-type: none">A. Tell someone at home what you learned from this text.B. Continue reading in your independent reading book for this unit at home.	<ul style="list-style-type: none">• The goal of this lesson is for students to build scientific knowledge while becoming better readers. This lesson does not fully address science content standards or replace hands-on, inquiry-based science. Please see the Unit 1 overview for suggested science resources.• Students should be in the same pairs as in Lesson 6.• If students have not had experience using highlighters, review this skill in Work Time A.• In advance: Review student papers and select a strong main idea statement to use in Work Time A. Review Work Time C. If you choose, write your own teacher model, handwrite out this example, or select one or two student papers to use as models for revision.• Post: Learning targets.



Lesson Vocabulary	Materials
signal, sign (n), sequence	<ul style="list-style-type: none">• “Rivers and Streams” (from Lesson 6)• Determining the Main Idea and Key Details task card (one for display)• Determining the Main Idea and Key Details task card (for teacher reference)• Document camera• Highlighter or colored pencils (one per student)• Determining the Main Idea and Key Details anchor chart (from Lesson 6)• Power Words/Water Words anchor chart (from previous lessons)• Main Idea Statement Criteria and First Draft (one for display)• Slip of paper (one per student)

Opening	Meeting Students’ Needs
<p>A. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Direct students to the learning targets. Ask:<ul style="list-style-type: none">* “What similar words do you notice in these targets?”• Give the class time to read the targets and think. Tell students to turn to a partner and share. Affirm that they will not only be finding key details but that they may be using these details to revise their main idea statements.	



Work Time	Meeting Students’ Needs
<p>A. Noticing Words that Signal Importance to Find Key Details (20 minutes)</p> <ul style="list-style-type: none"> • Make sure students have access to “Rivers and Streams” (from Lesson 6). • Project the Determining the Main Idea and Key Details task card on the document camera. Tell students that today they are going to finish learning about the tasks, or work, they will need to do when they use this task card. • Direct students to Part 2, Finding Key Details, number 1, and ask for a volunteer to read it out loud. • Project “Rivers and Streams” on the document camera. Remind students that at the end of the previous lesson they shared the first draft of their main idea statements and that many of these were about rivers and streams and how they changed the earth. (Use student language if possible.) Remind students that throughout this year, they have been finding key details in texts. Tell them that they will have 5 minutes to begin to find key details to support their main idea. • Distribute highlighters. • Give students 5 minutes to read and highlight the text independently. After 5 minutes, ask them to share with a partner some of the strategies they used to find key details. • As students discuss, listen for strategies such as using text features (e.g., bolded words and subtitles) and add these to the Key Details section of the Determining the Main Idea and Key Details anchor chart. After about 5 minutes of discussion, draw the students’ attention to the anchor chart and restate the strategies that you heard them discussing. • Note: Hopefully some students will notice the word “all.” Adjust your language in the following section based on your observation of students. • Tell students that one strategy they can use (or that you noticed students using) to find key details is to use words that <i>signal</i> that something might be important. Tell them that a signal is a sign to pay attention. There are some words in text that should pop out to you as a sign or signal that something might be an important key detail. Add the word <i>signal</i> to the Power Words section of the Power Words/Water Words anchor chart. • Project the text on the document camera. Tell students: “Reread the first three sentences of the text and see if you can find a key detail.” • Give them a few minutes to read and then call on a volunteer to share: <ul style="list-style-type: none"> * “Which sentence is a key detail? What word signals that the detail is important?” • Listen for: “<i>All</i> rivers and streams start at some high point.” • Ask students who had the same answer to give a silent signal. 	<ul style="list-style-type: none"> • Consider providing smaller chunks of text for ELLs (sometimes just a few sentences). Teachers can check in on students’ thinking as they write or speak about their text. • Consider permitting students to draw the main idea. This allows all of them to participate in a meaningful way. • If some students have not yet mastered the Speaking and Listening standards (3.1 and 3.6), you might consider using the Conversation Criteria checklist from Module 2 to continue gathering data about students’ conversational skills. • Using silent signals (a quiet thumb, etc.) ensures engagement by promoting simultaneous engagement, communicating when students have had enough think time, and encouraging accountability. Any student who gives the signal is communicating readiness to share.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Explain that the word <i>all</i> next to the word <i>rivers</i> gives readers an important signal: This idea might be important because it has to do with every river, not just some of them. Encourage students to highlight this sentence if they have not already done so.• Add “Look for words and phrases that signal importance: All” to the Determining the Main Idea and Key Details anchor chart.• Give students 5 minutes to reread as much of the text as they can and to highlight key details. Encourage them to keep their eyes open for the signal word <i>all</i> and other signal words. Warn students that you have to be careful when using words that signal importance, because the hints don’t always lead you in the direction of a key detail.• Circulate as the class works. Ask questions like:<ul style="list-style-type: none">* “Did you notice any other words or phrases to signal that something might be important?” Listen for: “over time.”* “Is the sentence ‘As the river flows, it deposits all the stuff it carries’ a key detail? Why or why not?”• After 5 minutes, call the class back together. If you noticed students highlighting sentences with the words “over time,” say: “I noticed (student) highlighted the sentence ‘Over time rivers change the land ...’” Point out this passage using the document camera. Say: “The phrase ‘over time’ signals that the detail may be important. It lets you know that something didn’t happen just once, but over and over again.”• If you did not see students highlighting this phrase, call their attention to it, explain it, and add it to the anchor chart.	



Work Time (continued)	Meeting Students’ Needs
<p>B. Describing the Connections Between Sentences (13 minutes)</p> <ul style="list-style-type: none">• Refer to the second learning target:<ul style="list-style-type: none">* “I can describe connections between sentences in “Rivers and Streams” and how they support the key details and main idea.”• Explain that authors sometimes support the main idea and key details by using sentences that are connected.• Project the text on the document camera. Direct students to the last five sentences of “Wear and Tear” (starting at “All of the rocks ...”) Reread these sentences aloud. Then direct students to these sentences: “Large items like rocks get deposited first. Soil is deposited last.” Ask:<ul style="list-style-type: none">* “How are these sentences connected?”• Give students a moment to share with a partner, and then cold call a student to respond. Listen for ideas like: “They show the order that the stuff in the river is deposited.” If needed, follow up with a question:<ul style="list-style-type: none">* “What words in these sentences make the <i>sequence</i>, or order, clear?” Call on volunteers to respond. Listen for: “first” and “last.”• Explain to students that showing the sequence, or order in which things happen, is one way that authors connect sentences. Sometimes, as in this example, they do this to make the key details more clear; other times, they do it to support the main idea. Add <i>sequence</i> to the Power Words section of the Power Words/Water Words anchor chart.• Ask:<ul style="list-style-type: none">* “What other words do you know, like ‘first’ and ‘last,’ that might show sequence?” Give students 1 minute to call out answers. Listen for words like: “second,” “third,” “next,” “then,” “finally,” etc. Record these words so that students can reference them.• Ask students to reread the first section, “Rivers and Streams,” with their partner. Prompt them to circle other words that show sequence. (These words may or may not be on their list.) Monitor students as they work. Look for students who circled “begin” and “eventually.” After students have had a few minutes to work, note that some students identified “begin” and “eventually.” Point out these words using the document camera. Ask:<ul style="list-style-type: none">* “How are these sentences connected?”• Give students a moment to share with a partner, then cold call a student to respond. Listen for ideas like: “They show how rivers start and end.”	



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Notice that the author didn’t use words like “then” or “second.” Ask:<ul style="list-style-type: none">* “What do you think is the most important idea that the author wants you to know about rivers and streams from the sequence of this section?” Listen for ideas like: “They all start someplace high and go downhill to an ocean or lake. Different things can happen in the middle, but all rivers do that.” If a student doesn’t note it, point out the word “may,” which is used three times in this passage.• Tell students that over the next few lessons, they will be noticing other ways that authors connect sentences. When they notice that sentences are connected, they should think about why the author included them and how they support the key details and main idea.• Add “Notice how sentences are connected: sequence (order) of what happens” to both the Main Idea and Key Details sections of the Determining the Main Idea and Key Details anchor chart.	



Work Time (continued)	Meeting Students’ Needs
<p>C. Revising the Main Idea Statement (12 minutes)</p> <ul style="list-style-type: none">• Again project the Determining the Main Idea and Key Details task card on the document camera. Direct students to Part 3, Revising the Main Idea Statement, and ask for a volunteer to read it out loud. Tell students that this is the last task they will do when using this task card.• Project Main Idea Statement Criteria and First Draft (or your own model). Read it aloud: “Rivers and streams change the earth.”• Review the three criteria. Notice what you did well (it’s short). Then circle the second criteria: It should pull together the key details. Tell students: “When I first read the text, this seemed like the complete main idea. Now, when I look at the key details I starred, I wonder if I left something out. This is the part I am going to work on revising.”• Tell students to reread their main idea statements and compare them to the criteria. Ask them to put a check mark if they think their statement is perfect already or to write a 1, 2, or 3 to indicate which criteria they are going to revise for. After a few moments, ask students to hold up a 1, 2, 3, or a fist (no changes) to indicate the changes they are going to make.• Give students up to 5 minutes to revise their main idea statement. Invite any who are not revising their own statement to try to revise yours.• Circulate as students work. Find examples of strong statements that meet all the criteria. After 5 minutes, call students together and share the strong statements you identified. Prompt students to explain why these statements are strong.• If more practice is needed, direct the students to your statement.• Ask:<ul style="list-style-type: none">* “What ideas do you think I should add?”• Give students a few moments to talk with their partners and then cold call a few to respond. Listen for: “Water flows from high points to low points (downhill),” “All water ends up in the ocean or lakes,” or “Water changes the land as it moves.”• Probe:<ul style="list-style-type: none">* “Why is this an important idea to add?”• Listen for: “These sentences have the signal word ‘all’ so that you know it’s all rivers, not just some of them” and “The author used sequence to show the order of the water moving downhill.” Make sure students cite evidence from the text.• Rewrite your main idea statement using student suggestions. (e.g., “Rivers and streams change the earth as they flow downhill to lakes and the ocean.”)	



Closing and Assessment	Meeting Students’ Needs
<p>A. Exit Ticket (10 minutes)</p> <ul style="list-style-type: none">• Distribute a new slip of paper to each student. Post the question for the exit ticket and ask them to write their response:<ul style="list-style-type: none">* “What did you do over the last two lessons to learn about rivers and streams? What helped you most to learn from this text?”• Preview the homework.	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• Tell someone at home what you learned from this text.• Continue reading in your independent reading book for this unit at home.	



EXPEDITIONARY
LEARNING

Grade 3: Module 4: Unit 1: Lesson 7

Supporting Materials



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Determining the Main Idea and Key Details Task Card

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

Part 1: Determining the Main Idea

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

Part 2: Finding Key Details

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

Part 3: Revising the Main Idea Statement

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

3.  -----

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

Part 1: Determining the Main Idea

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

Part 2: Finding Key Details

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

Part 3: Revising the Main Idea Statement

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



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

Part 1: Determining the Main Idea

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

(Answers will vary)

Rivers and streams change the earth as they flow downhill to lakes and the ocean.

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

Part 2: Finding Key Details

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

(Answers will vary.)

Look for highlights of the following:

All rivers and streams start at some high point.

As water flows down, it may pick up more water.

All water from rivers and streams will run into the ocean or an inland body of water like a lake.

Erosion is when rivers cut into the land.

Rivers change the land by carving new paths for themselves.

Rivers deposit all the stuff they carry.

River deposits can build up and create new land areas.

Part 3: Revising the Main Idea Statement

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



Determining the Main Idea and Key Details anchor chart
(For Teacher Reference; Adapt to Suit Based on Student Responses)

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

Strategies for Determining ...

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



Main Idea Statement Criteria and First Draft

Criteria for a main idea statement:

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

First draft:

Rivers and streams change the earth.



EXPEDITIONARY
LEARNING

Grade 3: Module 4: Unit 1: Lesson 8

Determining the Main Idea and Key Details: “River to the Sea”



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

I can determine the main idea of an informational text. (RI.3.2)

I can retell key ideas from an informational text. (RI.3.2)

I can make connections between specific sentences and paragraphs and the overall text. (e.g., *comparison, cause/effect, first/second/third in a sequence*). (RI.3.8)

Supporting Learning Targets

- I can determine the main idea of “River to the Sea.”
- I can determine the key details of “River to the Sea.”
- I can describe connections between sentences in “River to the Sea” and how they support the key details and main idea.

Ongoing Assessment

- Students’ annotated text “River to the Sea”



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader: By the Brook (5 minutes)2. Work Time<ol style="list-style-type: none">A. Determining the Main Idea: Avoiding Distractors (25 minutes)B. Sharing Main Ideas (10 minutes)C. Describing the Connections between Sentences (10 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief: It's NOT All about the Main Idea (5 minutes)4. Homework<ol style="list-style-type: none">A. Take home “River to the Sea.” Reread the text and look at the key details that you highlighted and starred. Then read the first draft of your main idea statement. Decide whether you need to revise it. If you write a new one, put a number 2 next to it. Put a ✓ if you choose not to revise.B. Continue reading in your independent reading book for this unit at home.	<ul style="list-style-type: none">• The goal of this lesson is for students to build scientific knowledge while becoming better readers. This lesson does not fully address science content standards or replace hands-on, inquiry-based science. Please see the Unit 1 overview for suggested science resources.• Students should be in the same pairs as in Lessons 6 and 7.• In the Opening, students focus on three vocabulary words before reading the text. These words are pre-taught because the text offers little context for students to figure them out on their own.• Post: Learning targets.



Lesson Vocabulary	Materials
distract/distractors; brook, silt, current	<ul style="list-style-type: none">• Image of a brook (see supporting materials)• Power Words/Water Words anchor chart (from previous lessons)• Determining the Main Idea and Key Details anchor chart (from previous lessons)• “River to the Sea” article (one per student)• Determining the Main Idea and Key Details task card (one per student)• Highlighter or colored pencils (one per student)

Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: By the Brook (5 minutes)</p> <ul style="list-style-type: none">• Display the image of a brook with the words <i>silt</i>, <i>current</i>, and <i>brook</i>.• Invite students to turn to a partner and share a sentence using one or more of these words.• After students have shared, cold call a few volunteers to read their sentence or their partner’s sentence.• If more clarification of these words is needed, point to the picture and give brief definitions of each word. (“A brook is a small river.” “Current is the flow of a river. The current in this brook is very slow. It’s barely moving.” “Silt is fine sand or dirt carried by water.”)• Add these words to the Water Words section of the Power Words/Water Words anchor chart.• Encourage students to be on the lookout for these words as they read a new text today.	<ul style="list-style-type: none">• Show a picture of a brook to support ELLs and visual learners.



Work Time	Meeting Students’ Needs
<p>A. Determining the Main Idea: Avoiding Distractors (25 minutes)</p> <ul style="list-style-type: none"> • Tell students that in a few minutes, they are going to try out the task card they practiced over the last few days with a new text, “River to the Sea,” to see what more they can learn about rivers and streams. • Ask: <ul style="list-style-type: none"> * “What will your first task be?” • Call on a volunteer to respond. Listen for something like: “Read the text and determine the main idea.” Affirm this response and refer the class to the first learning target. • Refer to the Determining the Main Idea and Key Details anchor chart. Tell students that the approaches they named in Lesson 7 are good ones to try with this new text. Then tell them that you are going to add something new to the anchor chart. Write: “Look out for distractors in the text and pictures.” • Ask: <ul style="list-style-type: none"> * “What do you know about the word <i>distract</i>?” • Give students a moment to think and then call on volunteers to share. They will likely share ideas such as when someone or something distracts you, they keep you from doing what you are supposed to be doing. • Tell students that <i>distract</i> is the verb, or the action. <i>Distractors</i> are those things or people that distract you. Give an example (e.g., “If you are supposed to be doing your homework and your little brother keeps bugging or distracting you, your brother is a distractor. If it’s your older sister’s music that is keeping you from doing your homework, the music is the distractor.”) • Tell students that sometimes there are distractors in text or pictures that keep you from accurately determining the main idea. As they read this text, it will help them to look out for words and pictures that distract from the main idea. Often writers include lots of information that is interesting but not central to their main point. • Add the words <i>distract</i> and <i>distractors</i> to the Power Words section of the Power Words/Water Words anchor chart. • Distribute “River to the Sea” and the Determining the Main Idea and Key Details task card to students. • Tell them that they will have 15 minutes to work with this text independently and complete Part 1: Determining the Main Idea. 	<ul style="list-style-type: none"> • Consider providing smaller chunks of text for ELLs (sometimes just a few sentences). Teachers can check in on students’ thinking as they write or speak about their text. • If some students have not yet mastered the Speaking and Listening standards (3.1 and 3.6), you might consider using the Conversation Criteria checklist from Module 2 to continue gathering data about students’ conversational skills. • Using silent signals (a quiet thumb, etc.) ensures engagement by promoting simultaneous engagement, communicating when students have had enough think time, and encouraging accountability. Any student who gives the signal is communicating readiness to share.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Remind students to look out for distractors as they work to determine the main idea of “River to the Sea.”• Circulate and observe students’ work. To prompt thinking, ask questions like these to individuals, small groups, or the whole class:<ul style="list-style-type: none">* “What is helping you determining the main idea?”* “What is this text mostly about?”* “Have you found any distractors?”• You might ask follow-up questions like these:<ul style="list-style-type: none">* “Do the pictures help you to understand the main idea? Why or why not?”* “Read the first sentence of the second, third, fourth, and fifth paragraphs on the second page. What are most of these paragraphs about? Which of these paragraphs do you think might distract you from the main idea?”• After 10 minutes, tell students that they will have 5 more minutes to work and to record the first draft of their main idea statement on the back of their paper.• Ask students to get with their partner and share their main idea statements. Circulate as pairs share and select a few strong main idea statements to share with the class. It’s OK if these are simple first drafts as long as they have the main idea that rivers start out small and become larger and faster as they flow from the mountains to the sea.• After a few minutes, call students together. Share the main idea statements that you pre-selected.• Tell students that you can tell from their main idea statements that they were really looking out for distractors. Ask the class or a few students you worked with to share the distractors that they found (e.g., the pictures, the paragraph about wildlife).	



Work Time (continued)	Meeting Students’ Needs
<p>B. Finding Key Details (15 minutes)</p> <ul style="list-style-type: none">• Ask a volunteer to read the second learning target. Tell students that they will now be working on the second part of their task card, finding key details.• Refer to the Determining the Main Idea and Key Details anchor chart. Tell students that the approaches that they named in Lesson 7 are good ones to try with this new text. Tell them to look for words that signal importance and also watch out for distractors in the key details, just as they did with the main idea.• Distribute highlighters.• Give students about 8 minutes to work with their partner on Part 2: Finding Key Details.• Circulate as the pairs work. As needed, ask questions like:<ul style="list-style-type: none">* “Why did you select this passage as a key detail?” (Listen for approaches from the anchor chart.)* “What words or sentences do you think might be distractors?” (personal stories, “I,” pictures)* “Did you notice any other words or phrases that signaled importance?” (Listen for “most” and “often.”)• After about 8 minutes, gather the class together. Give specific praise of times you saw or heard students watching out for distractors.• Direct the class to the third paragraph on the second page. Ask students to read along silently as you read this paragraph aloud.• Ask:<ul style="list-style-type: none">* “What are the distractors in this paragraph? How do you know these are distractors and not key details?”• Give students time to think and then call on a volunteer. Listen for ideas like: “The story of the author walking in the river and riding the raft are distractors. I can tell that these aren’t key details because they don’t connect to the main idea directly.”	



Work Time (continued)	Meeting Students’ Needs
<p>C. Describing the Connections Between Sentences (10 minutes)</p> <ul style="list-style-type: none"> Refer to the third learning target: <ul style="list-style-type: none"> “I can describe connections between sentences in ‘River to the Sea’ and how they support the key details and main idea.” Remind students that when they read “Rivers and Streams” (in Lesson 7), they found that authors sometimes support the main idea and key details by using sentences that are connected. And they found several sentences in “Rivers and Streams” that were connected because they described the sequence or order of events using words like “first” and “last.” Explain that today students will again make connections between sentences, but this time they will look for sentences that are connected in a different way. Tell them that instead of explaining a sequence or order, these sentences will make a <i>comparison</i>. Explain that the word <i>comparison</i> comes from another word, its root word, <i>compare</i>. Explain that <i>compare</i> means to describe what is alike, or similar, and what is different about two things. Give students a few examples: “You might compare two video games when deciding which to buy. Or you might compare the flavors of two kinds of ice cream.” Ask: <ul style="list-style-type: none"> “What else could you compare?” Add the words <i>compare</i> and <i>comparison</i> to the Power Words section of the Power Words/Water Words anchor chart. Project the text on the document camera. Direct students to the last paragraph on page 1 and reread the first sentence aloud: “Rivers often start in the mountains with no more than a trickle.” Then direct students to the last sentence of the same paragraph on page 2: “As more and more water joins a river, it gets wider and deeper and faster.” Ask: <ul style="list-style-type: none"> “How are these sentences connected?” Give students a moment to share with a partner, then cold call a student to respond. Listen for ideas like: “They tell what the river looks like at the beginning and what it looks after it has more water.” If needed, follow up: <ul style="list-style-type: none"> “What words in these sentences make the <i>comparison</i>, or what is alike and different, clear to the reader?” Call on volunteers to respond. Listen for: “wider” and “deeper” and “faster.” Also listen for students to explain: “When the author says wider or deeper, it is comparing how part of the river is different from another part.” 	



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Explain that these sentences <i>compare</i> the rivers beginning with what it looks like toward its end, and the author uses words with “er” at the end to signal this to the reader.• Ask:<ul style="list-style-type: none">* “What other word endings do you know, like ‘er,’ that might show comparison?”• Give students 1 minute to call out answers. Listen for the suffix “est.” If needed, prompt students by giving them additional examples: “deep, deeper, and ... deepest,” “wide, wider, widest.”• Tell students that some other words, such as “also,” “as,” and “like,” signal comparisons. Record these endings and words so that students can reference them.• Ask students to reread the third paragraph down on page 2 of the text with their partner. Prompt them to circle other words that show comparison and monitor them as they work. Look for students who circled “strongest” and “deepest.” After students have had a few minutes to work, point out these words using the document camera. Ask:<ul style="list-style-type: none">* “How do these words signal that there will be a comparison in this paragraph?”* “What is being compared in the sentences of this paragraph?”• Give students a moment to share with a partner, then cold call a student to respond. Listen for ideas like: “They compare the current in the shallow edge of the river and the deeper middle of the river.”• Ask:<ul style="list-style-type: none">* “What do you think is the most important idea that the author wants you to know about rivers and streams from the comparison in this section?” Listen for ideas like: “The deeper part is moving faster.”• Explain that authors often use comparisons to help readers understand information about a topic. Here the author is comparing different parts of the river to help readers understand how the river changes from beginning to end.• On the Determining the Main Idea and Key Details anchor chart, below “Notice how sentences are connected,” add “Comparisons of details or ideas” to both the Main Idea and Key Details sections (see the supporting materials).	



Closing and Assessment	Meeting Students’ Needs
<p>A. Debrief: It’s NOT All about the Main Idea (5 minutes)</p> <ul style="list-style-type: none">• Ask:<ul style="list-style-type: none">* “In this text, you noticed a lot of pictures and personal stories about the author. Why do you think an author might include information that doesn’t directly support the main idea?”• Give students a moment to think and then to share with a partner.• After a few minutes, call on a few volunteers to share. Listen for ideas like: “to make the text more interesting,” “to share his love of rivers,” and “to help the reader imagine the river more clearly.”• Emphasize that writers write informational text to teach readers, but also to share things they love. Paying attention to the details and key ideas is important, but it’s also good to notice other things that may be important to the author.• Preview the homework.	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• Take home “River to the Sea.” Reread the text and look at the key details that you highlighted and starred. Then read the first draft of your main idea statement. Decide whether you need to revise it. If you write a new one, put a number 2 next to it. Put a ✓ if you choose not to revise.• Continue reading in your independent reading book for this unit at home.	<ul style="list-style-type: none">• If you have students who are likely not to bring their papers back to school, make a copy of them before sending them home.



EXPEDITIONARY
LEARNING

Grade 3: Module 4: Unit 1: Lesson 8

Supporting Materials



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Image of a Brook

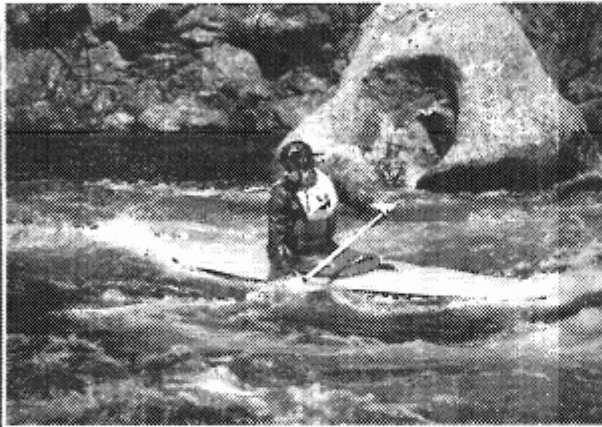


Addison, Martin, "Dolis Brook", 21 February, 2011. Online image. http://commons.wikimedia.org/wiki/File:Dollis_Brook_-_geograph.org.uk_-_870891.jpg



River to the Sea

By Stephen R. Swinburne



A kayaker rides the current of the West River.

When you have a river for a neighbor, you can't help but get wet. I live beside the West River in Vermont. It's deep enough to swim in and as wide as a two-lane road. I've fished and skimmed stones on the West River. I've even fallen in.

But for all the time I've spent playing in the river, I didn't know where it began or where it ended. I decided to find out.

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

**Rivers are
connected to
faraway places.**

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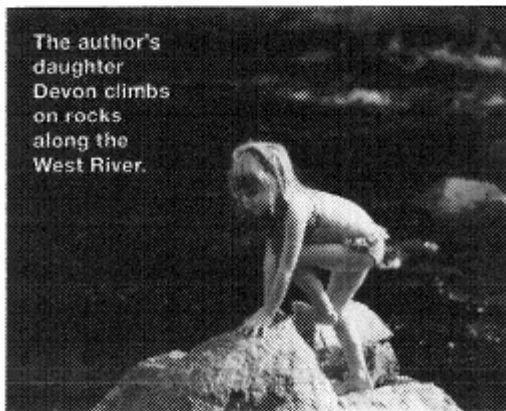
more and more water joins a river, it gets wider and deeper and faster.

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

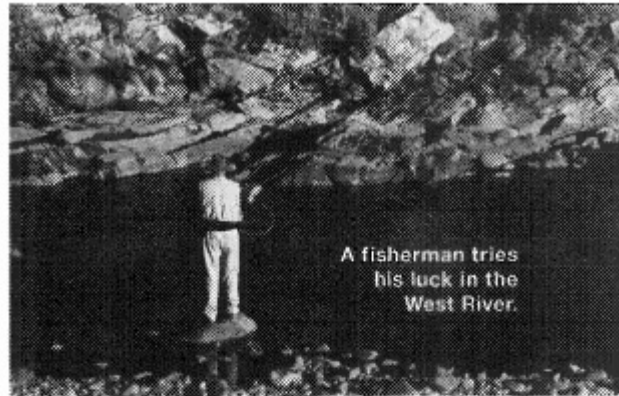
Rivers work hard. They're great diggers. The swift current of a river is a watery shovel digging up pebbles, silt, and sand. Rivers are also carriers. They carry lots of rocks and sand downstream.

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

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



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



A fisherman tries his luck in the West River.

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

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

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

HIGHLIGHTS FOR CHILDREN, MARCH 1960 9

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Determining the Main Idea and Key Details Task Card

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

Part 1: Determining the Main Idea

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

Part 2: Finding Key Details

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

Part 3: Revising the Main Idea Statement

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



Determining the Main Idea and Key Details Task Card

For Teacher Reference

Part 1: Determining the Main Idea

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

(Answers will vary)

Rivers change and change the land as they move from the mountains to the sea.

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

Part 2: Finding Key Details

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

(Answers will vary. In general, key details should not include the author's personal stories.)

Rivers often start in the mountains.

Water has nowhere to go but down.

Rivers follow the easiest path.

As rivers, brooks, and streams join, they change, often getting wider, deeper, and faster.

Swift currents dig up pebbles, silt, and sand.

Rivers carry lots of rocks and sand downstream.

The current is strongest in the deepest part.

Most rivers empty into the sea.

Part 3: Revising the Main Idea Statement

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



Determining the Main Idea and Key Details anchor chart
For Teacher Reference; Adapt to Suit Based on Student Responses

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

Strategies for Determining ...

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



EXPEDITIONARY
LEARNING

Grade 3: Module 4: Unit 1: Lesson 9

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



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can compare and contrast the main ideas and key details in two texts on the same topic. (RI.3.9)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">I can compare and contrast two texts about rivers and streams.	<ul style="list-style-type: none">Comparing and Contrasting Texts recording form



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

Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engage the Reader: Comparing and Contrasting Classmates (5 minutes)Work Time<ol style="list-style-type: none">Reviewing the Texts: Beginning the Comparing and Contrasting Anchor Chart (10 minutes)Comparing Texts (25 minutes)Contrasting Texts (15 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief: Adding to the Strategies for Comparing and Contrasting Anchor Chart (5 minutes)Homework<ol style="list-style-type: none">Check over your Comparing and Contrasting Texts recording form to make sure it is complete with your best quality.Continue reading in your independent reading book.	<ul style="list-style-type: none">This lesson builds on Lessons 6–8, with students comparing and contrasting the two texts they read in those lessons.During Opening A, students compare and contrast two classmates. Be thoughtful about the framing of this activity in relationship to your classroom norms. If you are not convinced that students can do this kindly, provide two pictures (e.g., two animals) for them to compare and contrast instead.The Comparing and Contrasting Texts recording form used in this lesson, Lesson 12, and the end of unit assessment is intended to expose students to a more sophisticated tool than the Venn diagram that they used in Module 2A (Freaky Frogs). Consider having Venn diagrams available for students who have the skill to compare and contrast but may struggle with the new format.In advance: Review students' annotated texts from Lessons 6–8 and make sure they have determined both the main ideas and key details. Make sure all students have access to these annotated texts from Lessons 6–8.Students should be in the same pairs as in Lessons 6–8.Post: Learning target.



Lesson Vocabulary	Materials
compare, contrast, similar/similarity(-ies), different/difference(s)	<ul style="list-style-type: none">• Power Words/Water Words anchor chart (from previous lessons)• Students' annotated texts, "Rivers and Streams" and "River to the Sea" (from Lessons 6-8)• Chart paper for new anchor chart: Comparing and Contrasting• Comparing and Contrasting Texts recording form (one per student and one for display)• Comparing and Contrasting Texts recording form (for teacher reference)• Document camera



Opening	Meeting Students' Needs
<p>A. Engage the Reader: Comparing and Contrasting Classmates (5 minutes)</p> <ul style="list-style-type: none">• Collect students' homework for use with Lesson 11.• Tell the class: "In a minute, I am going to ask for two volunteers. You will have a chance to describe them using what you <i>know</i> about them, not what you <i>see</i>."• Ask:<ul style="list-style-type: none">* "What sorts of things might we share about our volunteers?"• Give students time to think, then elicit responses. These might include ideas such as: things they like, sports they play, the makeup of their families, things they are good at, etc.• Ask for two student volunteers to stand in front of the class. Ask the class to think and then talk with a partner:<ul style="list-style-type: none">* "How can we compare (name) and (name)? What is <i>similar</i> about them?"* "How can we contrast (name) and (name)? What is <i>different</i>?"• After partners get a chance to talk, solicit responses from three to five students. As students compare and contrast their classmates, reinforce the vocabulary of similarities and differences by responding with comments like: "That's a great <i>similarity</i>" or "You named a big <i>difference</i> between them."• Remind students that in Lesson 8, they learned the words <i>compare</i> and <i>comparison</i>. Explain that today you are introducing a few new words: <i>contrast</i>, <i>similar</i>, and <i>different</i>. Explain that when you compare two things, you think about what is similar, or alike, and what is different, but when you contrast two things, you are focusing only on what is different.• Point out the parts of speech of the words <i>similar/different</i> (adjectives) and <i>similarities/differences</i> (nouns). Add the words <i>compare</i>, <i>contrast</i>, <i>similar</i>, <i>similarities</i>, <i>different</i>, and <i>differences</i> to the Power Words section of the Power Words/Water Words anchor chart.• Remind students that in Lesson 8, they examined comparisons in sentences and paragraphs within a text. Explain that today they will compare and contrast two different texts.• Direct students to the learning target. Tell them that today they will be comparing and contrasting (or finding the similarities and differences between) the two texts that they have read about rivers and streams. Tell them that this is much like the work they did when they compared poison dart frogs (in Module 2A).	



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

Work Time	Meeting Students' Needs
<p>A. Reviewing the Texts: Beginning the Comparing and Contrasting Anchor Chart (10 minutes)</p> <ul style="list-style-type: none">• Ask students to sit with their partners and their annotated texts from the previous lessons: “Rivers and Streams” (from Lessons 6–7) and “River to the Sea” (from Lesson 8).• Tell students: “Talk with your partner. What are some of the similarities and differences between these two texts? How would you compare and contrast them?”• As pairs work, circulate and observe the approaches they are using for finding similarities and differences. Take note of any effective methods to add to the Comparing and Contrasting anchor chart in the next section of the lesson.• After 5 minutes, ask:<ul style="list-style-type: none">* “What did you and your partner do to find similarities and differences between these texts?”• Challenge each pair to come up with at least one or two ideas. After they have had a chance to work, cold call a few students to share ideas. Add these to the Comparing and Contrasting anchor chart. As each group shares, invite other students who had the same idea to give a silent signal. Continue sharing until the class has shared at least two or three ideas for both similarities and differences. Listen for ideas like: “Read the main idea statements for both texts. Think: How is the main idea the same? How is the main idea different?” or “Reread the key details that you have starred. Circle words and phrases that have the same meaning” or “Make notes in the margin about similarities.”	<ul style="list-style-type: none">• If students were absent for one of the two previous lessons, provide an annotated text or have them look on with their partner.• If students complete preparation early, give one of these options:<ul style="list-style-type: none">– Support your partner.– Share the similar ideas that you found.– Talk with your partner about the strategies you used.– Investigate the text to see if there are additional similarities.



Work Time (continued)	Meeting Students' Needs
<p>B. Comparing Texts (25 minutes)</p> <ul style="list-style-type: none">• Distribute the Comparing and Contrasting Texts recording form. Point out that this tool is different from the Venn diagram that they used in Module 2, but it serves the same purpose.• Ask:<ul style="list-style-type: none">* “Why is it important to try different tools?”• Give students time to think and then call on a few to respond. Listen for ideas like: “Different tools can help you get the job done better,” “There is often more than one tool that will work,” and “You have to figure out which one is best for you.”• Direct the class to the first section, Similarities. Call on a student to read the question in this box aloud.• Tell the class: “Your first task is to work with your partner to write down words and phrases in the Similar Ideas to Include box. Remember, you want to write down similar ideas. It’s OK if the words the authors use are a little different.”• Give pairs about 5 minutes to work.• Observe them as they are working. As you observe, take notes about effective strategies partners are using to identify similar ideas to include (circling similar phrases/ideas, taking notes in the margin, cross-checking texts, and writing phrases in the Ideas to Include box) and to support each other to share with the class (e.g., asking each other questions, comparing their recording forms, trying to craft sentences together).• As pairs work, ask them questions like:<ul style="list-style-type: none">* “What are the similar ideas that both authors want you to know about rivers and streams?”* “What evidence is there from BOTH texts to support this idea?”• After about 5 minutes, gather students together. Ask for one or two volunteers to share some of their Similar Ideas to Include. Tell students to give a silent signal if they have written down similar ideas.• Direct the class to the Similarities Statement section of the recording form. Say: “Now you are going to take your ideas to include and turn them into a statement. This is a lot like the main idea statements that you wrote in the previous lessons.”• Ask: “What do you think these statements should include?” Solicit ideas from the class, such as:<ul style="list-style-type: none">* It should address the major similarities between the texts.* It should pull together the key details.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">* It should be short, only two or three complete sentences.* Ideas should connect.• Write these on the board for reference.• Give students about 5 minutes to write their own similarities statement. Circulate as they work, directing them to the criteria as needed. Notice which students have strong similarities statements to share with the class.• After about 5 minutes, gather students together. Share a few of the students' statements. Tell students to give a silent signal if they have written similar statements. Name what makes these statements strong. (For example: "I notice that (student) included the major similarities from both texts" and "I noticed (student) used words like <i>as</i> to make the ideas connect.")	
<p>C. Contrasting Texts (15 minutes)</p> <ul style="list-style-type: none">• Project the Comparing and Contrasting Texts recording form on the document camera. Direct the class to the second section, Differences. Call on a student to read this box aloud. Tell students that they will now contrast texts, or find the things that are different, just as they did with their classmates this morning. Give a few examples of the differences they named in the classmate comparison.• Refer the class to the Comparing and Contrasting anchor chart. Tell students that if they get stuck, they can use these ideas to find the differences between the texts.• Tell pairs that they will have 5 minutes to work together to complete the Differences section of the Comparing and Contrasting Texts recording form. Tell them that they can write words and phrases if they choose.• As pairs work, circulate and record effective strategies that you see them using. After 5 minutes, stop the students. Call out a few effective strategies that you observed. If needed, pull a small group or the whole class together for a mini lesson. For example, you might have students compare the sections on erosion in the two texts.• If no mini lesson is needed, give students 5 additional minutes to work independently on the Differences section of their recording form. Tell them they can get support from their partner if they need it.	



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

Closing and Assessment	Meeting Students' Needs
<p>A. Debrief: Adding to the Strategies for Comparing and Contrasting Anchor Chart (5 minutes)</p> <ul style="list-style-type: none">• Gather students together. Ask them to share a few of the differences they recorded. Give them think time, then solicit a few responses.• Ask:<ul style="list-style-type: none">* “Which was easier, finding similarities or finding differences?”• Ask students who thought it was easier to find similarities to raise their hands. Then ask students who thought it was easier to find differences to raise their hands. Call on a few from each group to share their best strategy. If there are any new strategies, record them on the anchor chart.• Commend students for their effort. Tell them that they will have another chance to try this after they read two more texts.• Preview the homework.	<ul style="list-style-type: none">• Physical movement supports ELLs and students with different learning styles.• Reading the text from <i>One Well</i> promotes fluency and may provide some students with deeper understanding of the text.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Check over your Comparing and Contrasting Texts recording form to make sure it is complete with your best quality. Don't forget to bring home your texts.• Continue reading in your independent reading book for this unit at home.	<ul style="list-style-type: none">• Before Lesson 12, carefully review the students' Comparing and Contrasting Texts recording forms to determine the specific support they may need. A few possible mini lessons are shared in Lesson 12.



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Grade 3: Module 4: Unit 1: Lesson 9

Supporting Materials



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Comparing and Contrasting Texts Recording Form

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



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

Similar ideas to include:

Similarities statement:

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



Text 1:

Text 2:



Comparing and Contrasting Texts Recording Form
For Teacher Reference

Text 1: "Rivers and Streams"

Text 2: "River to the Sea"



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

Similar ideas to include:

(Answers will vary but should mostly connect to the answer below)

Start in high places; run downhill; streams join to form rivers; carry rocks with them; rivers connect to oceans.

Similarities statement:

(Answers will vary but should mostly connect to the ideas above)

Rivers and streams start at high points like mountains. As water moves downhill, small streams and rivers join other small streams and rivers until they become large rivers. As rivers flow, they cut into the land and carry rocks and sand downstream. Eventually, the rivers connect to larger bodies of water like oceans.

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



Text 1:

(Answers may vary; full sentences are not necessary)

Erosion is cutting into the land.

River deposits can create new land.

Text 2:

(Answers may vary; full sentences are not necessary)

As rivers, brooks, and streams join, they often get wider, deeper, and faster.

Current is strongest in the deepest parts of the rivers.



Comparing and Contrasting Anchor Chart
For Teacher Reference; Adapt to Suit Based on Student Responses

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



EXPEDITIONARY
LEARNING

Grade 3: Module 4: Unit 1: Lesson 10

Determining the Main Idea and Key Details:

“Recycling Water in the Well” from Page 8 of *One Well*



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

I can determine the main idea of an informational text. (RI.3.2)

I can retell key ideas from an informational text. (RI.3.2)

I can use the meaning of root words to help me determine the meaning of new words with the same root. (L.3.4c)

Supporting Learning Targets

- I can use root words to help determine the meaning of unfamiliar words in “Recycling Water in the Well.”
- I can determine the main idea and key details of “Recycling Water in the Well.”
- I can answer questions using specific details from “Recycling Water in the Well.”

Ongoing Assessment

- Students’ annotated text, “Recycling Water in the Well”



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Things That Get Recycled (5 minutes)Unpacking the Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Determining the Main Idea (25 minutes)Finding Key Details (15 minutes)Revising the Main Idea Statement (5 minutes)Closing and Assessment<ol style="list-style-type: none">Naming the Parts of the Water Cycle (5 minutes)Homework<ol style="list-style-type: none">Read page 9 of <i>One Well</i>. Talk to someone at home about the fact that is most interesting to you. Draw a picture to illustrate this fact. Be ready to share: “Why do authors use illustrations?”	<ul style="list-style-type: none">The Scattergories activity in Opening A is intended to engage students by getting them to think about the many things that they know are recycled. This will support them in thinking about the more abstract concept of recycling water.This activity is also intended to introduce students to the use of root words to determine the meaning of unfamiliar words. Learning root words, in addition to affixes, is an excellent way for students to build their vocabulary skills. In this lesson, students focus on the roots <i>cycle</i> and <i>vapor</i> to help them determine the meaning of words in the text such as <i>recycle</i> and <i>evaporate</i>.Lessons 10–12 follow a similar pattern to Lessons 6–9: Students read two texts and then compare them. In this lesson, the class works with the task card from Lessons 6–8 with increased independence.Students will work with the texts from Lesson 10 and 11 again in Lesson 12 and during the end of unit assessment. Be sure they hold on to all of their texts and recording forms.For Lessons 10–12, consider changing partners. For these texts, heterogeneous groupings, particularly pairing visual/spatial learners with less visual/spatial learners, may be supportive, as the text of Lesson 11 is graphically dense.The goal of this lesson is for students to build scientific knowledge while becoming better readers. This lesson does not fully address science content standards or replace hands-on, inquiry-based science. Please see the Unit 1 overview for suggested science resources. Complement this lesson with hands-on science experiments or demonstrations.Students are asked to code the text in this lesson. To keep the books clean for future classes, have students code on a transparency on top of the text. To prepare: Use a paper clip to attach a transparency to page 8 of <i>One Well</i> for each student. Students will write on these with a wet erase marker rather than directly annotating the text. (If multiple classes use the text, have enough transparencies for each student so that you can keep these for Lessons 12 and 13.) Alternatively, students could use sticky notes, although this will take additional instruction.Post: Learning targets.



Lesson Vocabulary	Materials
cycle, recycle, vapor, evaporate/evaporation, condensation, precipitation, vapor, droplets	<ul style="list-style-type: none">• Stopwatch/timer• Power Words/Water Words anchor chart (from previous lessons)• Determining the Main Idea and Key Details anchor chart (from previous lessons)• <i>One Well: The Story of Water on Earth</i> (one per student)• Determining the Main Idea and Key Details task card (from Lesson 8)• Determining the Main Idea and Key Details task card (specific to today’s text; for teacher reference)• Slip of paper or index card• Wet erase markers (one per student)• Clear piece of plastic/transparency (one per student; see Teaching Notes)• Paper clips (two per student; see Teaching Notes)



Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Things That Get Recycled (5 minutes)</p> <ul style="list-style-type: none"> • Play a game of Scattergories with the students. Say: “We’re going to play a game of Scattergories. In this game, your goal is to come up with as many ideas as you can about a topic in 1 minute. Your topic today is ‘Things That Get Recycled.’ Take a minute to think of a few things to share. Then, when I say ‘go,’ start calling out words.” • Give students a few moments to think, then set a timer for 1 minute or give a student a stopwatch. Record the ideas that the students call out without commentary. When time is up, congratulate students on their list and their teamwork. Call out a few of the things that are commonly recycled. There is no need to discuss every item or to debate items that are questionable. • Add the word <i>recycle</i> to the Power Words portion of the Power Words/Water Words anchor chart. Say: “You know a lot of things that get recycled. Let’s see what we can figure out about the word recycle. Can any one tell me what the root or main part of the word <i>recycle</i> is?” • Give the class think time, then call on a student to respond. Ask: <ul style="list-style-type: none"> * “What do you know or remember about the word <i>cycle</i>?” • Students will likely share words/concepts they know that include the suffix <i>cycle</i> (e.g., bicycle, tricycle). They may remember “life cycle” from Module 2. Tell them that a <i>cycle</i> is a series of steps that repeats. Like the wheel on a bicycle, <i>cycles</i> go round and round. Add the word <i>cycle</i> to the Power Words portion of the anchor chart. • Tell students that when they add the prefix “re” to the root word <i>cycle</i>, the word’s meaning changes. Explain that “re” means again, so <i>recycle</i> means to go through a series of steps again and again. • Explain that the roots, or main parts, of a word are important to know because they can help readers understand unfamiliar words by making connections to words they already know, like <i>bicycle</i> and <i>recycle</i>. • Next, write these words on the board: <i>evaporate</i>, <i>evaporation</i>, <i>vapor</i>. Ask students to turn to a partner and discuss: <ul style="list-style-type: none"> * “What do these words have in common? Can you see a root?” • Listen for students to notice that the word <i>vapor</i> is a root for all of these words. Explain that knowing the meaning of this root will help them understand what the words <i>evaporate</i> and <i>evaporation</i> mean. Tell students that the word <i>vapor</i> refers to tiny pieces of liquid that float in a gas. Give students an example: “Sometimes water vapor can be seen in your breath on a cold morning.” 	<ul style="list-style-type: none"> • Consider using smaller groups to engage more students simultaneously.



Opening (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Explain that as students read today, they will use the root word vapor to help them understand what the words <i>evaporate</i> and <i>evaporation</i> mean.	
<p>B. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Direct students to the first learning target for this lesson. Ask:<ul style="list-style-type: none">* “Who can tell us in their own words the topic that we will be learning about today?”• Tell students that over the next few days, they will read two new texts about how water is recycled. Then, as in the previous lessons about river and streams, they will compare and contrast them.	



Work Time	Meeting Students’ Needs
<p>A. Determining the Main Idea (25 minutes)</p> <ul style="list-style-type: none"> Tell students that today they will read page 8 of <i>One Well</i> and work independently on the task card that they used in the previous lessons. Remind the class that the first step will be to determine the main idea. Refer to the Determining the Main Idea and Key Details anchor chart and tell students that many of the approaches they named in previous lessons will be good ones to try with this new text. Show page 8 of <i>One Well</i>. Say: <ul style="list-style-type: none"> * “Look over our anchor chart and think about what you will try first. Give a silent signal when you know.” Read a few of the approaches listed on the anchor chart. Ask students to raise their hand if they are planning to try this first. Distribute the materials students will need, including <i>One Well</i>, the Determining the Main Idea and Key Details task card, a slip of paper, and wet erase markers. Tell students that rather than writing directly in their books, they should use the wet erase markers and their piece of plastic/transparency sheets. Instruct them to write their main idea statements on the slips of paper and to attach them to the paper clip. Tell students that they will have 15 minutes to work with this text independently and complete Part 1: Determining the Main Idea. Circulate and observe as they work. Ask questions like these to individuals, small groups, or the whole class to prompt thinking: <ul style="list-style-type: none"> * “What is helping you determine the main idea?” * “What is this text mostly about?” * “How does water recycle?”/“How does the diagram at the bottom of the page help you to understand how water recycles?” * “How does the diagram at the bottom of the page help you to understand the fourth paragraph?” After 10 minutes, tell students that they will have 5 more minutes to work and to record the first draft of their main idea statement on the back of their paper. After 15 minutes total, call students together with their partners. Ask them to share their main idea statements with their partners and give their partners a chance to share their ideas as well. Remind them that when there is a difference between their ideas, it is important to notice that and discuss why they are different. Be sure students are using evidence from the text. 	<ul style="list-style-type: none"> In this lesson, as in Lessons 6–8, students read independently in service of RI.3.10. If a student cannot grapple with the text independently, read the text aloud to the student or suggest that partners whisper read the text together. Note that you will not be able to assess RI.3.10 with this support. Consider providing smaller chunks of text for ELLs (sometimes just a few sentences). Teachers can check in on students’ thinking as they write or speak about their text. Use thoughtful grouping. ELLs’ language acquisition is facilitated by interacting with native speakers of English who provide models of language. Consider partnering an ELL with a student who speaks the same home language when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their L1.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> • Circulate as pairs work and select a few strong main idea statements to share. It’s OK if these are simple first drafts as long as they include the main idea that water cycles continuously. • After a few minutes, call students together. Share the main idea statements that you pre-selected. • Ask: <ul style="list-style-type: none"> * “Did anyone discover a new way to determine the main idea?” Call on volunteers to share and add their ideas to the Determining the Main Idea and Key Details anchor chart. 	<ul style="list-style-type: none"> • Consider writing and displaying steps for close reading. Add nonlinguistic symbols to each step so students can return to the steps to make sure they are on track. • Consider allowing students to draw their observations, ideas, or notes when appropriate.
<p>B. Finding Key Details (15 minutes)</p> <ul style="list-style-type: none"> • Tell students that they will now work on the second part of their task card. • Refer to the Determining the Main Idea and Key Details anchor chart and tell students that the approaches they named in previous lessons may be good ones to try with this new text. Tell them that they may discover other ways of finding the key details, too. • Remind students that they should not write directly in their books. Instead, they should use the wet eraser markers to highlight. • Give students about 8 minutes to work on Part 2: Finding Key Details with a partner. • Circulate as pairs work. As needed, ask questions like: <ul style="list-style-type: none"> * “Why did you select this passage as a key detail?” (Listen for new approaches to add to the anchor chart.) * “Which sentence best defines the process of <i>condensation</i> or what happens when water vapor <i>condenses</i>?” * “Which are examples of <i>precipitation</i>?” * “Did you notice any other words or phrases that signal that there might be a key detail?” (Listen for “over and over” and “year after year.”) • After about 8 minutes, gather the students together with their partners. Say: <ul style="list-style-type: none"> * “See if you can find at least two key details that you both highlighted. Discuss why you selected these details.” • Circulate as students discuss, listening to ensure that they accurately identified key details. If there are common errors, note these to incorporate in the next lesson. 	



Work Time (continued)	Meeting Students’ Needs
<p>C. Revising the Main Idea Statement (5 minutes)</p> <ul style="list-style-type: none">• Direct students to the third part of the task card. Tell them that they will have 5 minutes to reread their main idea statement and revise it, if they choose, based on their new learning from the key details.	
Closing and Assessment	Meeting Students’ Needs
<p>A. Naming the Parts of the Water Cycle (5 minutes)</p> <ul style="list-style-type: none">• Gather students. Tell them that the key details in the text they read today contain a lot of new words about water. Ask:<ul style="list-style-type: none">* “What water cycle words should we add to our Water Words anchor chart?”• Give think time, then call on a few students to respond. Listen for words like: <i>evaporate/evaporation, condensation, precipitation, vapor, and droplets</i>. Add these words to the Water Words portion of the Power Words/Water Words anchor chart.• Distribute the homework.	<ul style="list-style-type: none">• Physical movement supports ELLs and students with different learning styles.• Reading the text from <i>One Well</i> promotes fluency and may provide some students with deeper understanding of the text.
Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• Read page 9 of <i>One Well</i>. Talk to someone at home about the fact that is most interesting to you. Draw a picture to illustrate this fact. Be ready to share: “Why do authors use illustrations?”	



EXPEDITIONARY
LEARNING

Grade 3: Module 4: Unit 1: Lesson 10

Supporting Materials



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

Part 1: Determining the Main Idea

1. Read the text.
 2. In your own words, what is **main idea** of this text? On the **back** of your text, write a number 1, then write a **main idea** statement.
- **The same water has always been on earth. It recycles by moving through the water cycle.**

Part 2: Finding Key Details

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

(Answers will vary.)

(any idea from the first paragraph)

“The amount of water on Earth doesn’t change.”

“The same water just keeps going through a cycle over and over again.”

“Water evaporates.... It rises into the air as water vapor.”

“Droplets form clouds.”

Droplets fall.

“Precipitation returns to oceans, lakes, and rivers.”

“Water continuously circulates through the water cycle.”

Diagram shows water rising from the ocean into clouds, rain falling from clouds, and then rain flowing back to the ocean.

Part 3: Revising the Main Idea Statement

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



Determining the Main Idea and Key Details anchor chart
For Teacher Reference; Adapt to Suit Based on Student Responses

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

Strategies for Determining ...

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



EXPEDITIONARY
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Grade 3: Module 4: Unit 1: Lesson 11

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



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

I can determine the main idea of an informational text. (RI.3.2)

I can retell key ideas from an informational text. (RI.3.2)

I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7)

I can make connections between specific sentences and paragraphs and the overall text. (e.g., *comparison, cause/effect, first/second/third in a sequence*). (RI.3.8)

Supporting Learning Targets

- I can use words and illustrations to determine the main idea and key details of “The Water Cycle.”
- I can describe connections between sentences in “The Water Cycle” and how they support the key details and main idea.

Ongoing Assessment

- Students’ annotated text, “The Water Cycle”



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Sharing Pictures of Water Facts (3 minutes)Unpacking the Learning Targets (2 minutes)Work Time<ol style="list-style-type: none">Determining the Main Idea (25 minutes)Finding Key Details (15 minutes)Describing the Connections between Sentences (10 minutes)Closing and Assessment<ol style="list-style-type: none">Exit Ticket (5 minutes)Homework<ol style="list-style-type: none">Complete the third part of your task card. Reread your main idea statement and revise it using the key details you identified today.If you did not finish determining the main ideas and key details of “The Water Cycle,” please complete it with your best quality. Be sure to bring your text and task card back to use in our next lesson.	<ul style="list-style-type: none">Students will work with the texts from Lesson 10 and 11 again in Lesson 12 and the end of unit assessment. Be sure students hold on to all of their annotated texts.Students should be in the same pairs as in Lesson 10.If, during Lesson 10, you noticed common misconceptions in identifying the main idea or key details, make a plan for addressing them here in Lesson 11.This text exposes students to concepts that extend beyond the third-grade science standards. It is not expected that they will master these scientific concepts as part of this ELA unit.The goal of this lesson is for students to build scientific knowledge while becoming better readers. This lesson does not fully address science content standards or replace hands-on, inquiry-based science. Please see the Unit 1 overview for suggested science resources. Complement this lesson with hands-on science experiments or demonstrations.Post: Learning targets.



Lesson Vocabulary	Materials
diagram, atmosphere, solid, liquid, gas, runoff, groundwater, cause, effect	<ul style="list-style-type: none">• Power Words/Water Words anchor chart (from previous lessons)• Document camera or projector• “The Water Cycle” (one per student)• Determining the Main Idea and Key Details anchor chart (from previous lessons)• Determining the Main Idea and Key Details task card (from Lesson 8)• Determining the Main Idea and Key Details task card (specific to today’s text; for teacher reference)• Highlighter or colored pencil (one per student)• Slip of paper

Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Sharing Pictures of Water Facts (3 minutes)</p> <ul style="list-style-type: none">• Gather students together with their homework. Have them share their homework with a partner. Select a few illustrations to share with the class. Ask:<ul style="list-style-type: none">* “Why do authors use illustrations?”• Give students a few minutes of think time, then call on a few volunteers. Listen for ideas like: “to make the meaning more clear” and “to make the text more interesting.”	<ul style="list-style-type: none">• Illustrations support visual learners.
<p>B. Unpacking the Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Read the first learning target aloud. Tell students that just as they might use illustrations to help make the meaning more clear and interesting, authors also use illustrations. Read the second target and remind students that authors organize sentences and paragraphs to help readers understand key details and the main idea, and they will make connections between sentences in this text just as they did with “Rivers and Streams” and “River to the Sea.”	



Work Time	Meeting Students’ Needs
<p>A. Determining the Main Idea (25 minutes)</p> <ul style="list-style-type: none">• Tell students that today they will study a <i>diagram</i> and read text about the water cycle, working again with the task card they used in previous lessons. Tell them that a diagram is simply an illustration that explains the parts of something. Add the word <i>diagram</i> to the Power Words section of the Power Words/Water Words anchor chart.• Using the document camera or projector, project the diagram from “The Water Cycle.”• Give the class a few minutes to look at this diagram. Then ask students to discuss with a partner:<ul style="list-style-type: none">* “How did knowing the meaning of the root word <i>vapor</i> help you understand the meaning of the word <i>evaporate</i> in the text?”• Give pairs a few minutes to talk, then cold call a student to share. Listen for: “Knowing that <i>vapor</i> means the water is a gas helped me infer that <i>evaporate</i> means when water turns from liquid to gas.”• Add the words <i>vapor</i>, <i>evaporate</i>, and <i>evaporation</i> to the Water Words section of the Power Words/Water Words anchor chart.• Ask:<ul style="list-style-type: none">* “What did the author do to help make the meaning clear?”• Give pairs a few minutes to talk, then cold call a student to share. Listen for ideas like: using text features (bold text, arrows) to help make meaning clear. Add these to the “Text Features” section of the Determining the Main Idea and Key Details anchor chart.• Ask:<ul style="list-style-type: none">* “What did the author do to make the diagram more interesting?” Listen for: the cute faces, slides, etc. Refer to the Determining the Main Idea and Key Details anchor chart and explain that just like in “River to the Sea,” the things an author does to make the text more interesting can also be distractors. Ask students to share a few specific examples of distractors from this text (e.g., water drops having a picnic, sunbathing water drop, etc.).• Distribute “The Water Cycle” and the Determining the Main Idea and Key Details task card.• Tell students that they will have 15 minutes to work with this text independently and complete Part 1: Determining the Main Idea.	<ul style="list-style-type: none">• This text/diagram will likely be challenging for students. As students work toward RI 3.10, it is important that they struggle with text and times and independently use strategies to make meaning.• Explanation of timing helps students to manage their own time, as they will need to do in many situations, including test taking.• Consider providing smaller chunks of text for ELLs (sometimes just a few sentences). Teachers can check in on students’ thinking as they write or speak about their text.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Circulate and observe as they work. Ask questions like these to individuals, small groups, or the whole class to prompt thinking:<ul style="list-style-type: none">* “How does the diagram help you understand the main idea?”* “Did you notice any text that was used more than once? Why do you think this text was repeated?” Listen for: “The first paragraph/blurb at the top of the diagram is repeated. It’s the main idea.”* “What text features are you using to determine the main idea?” Listen for: title, subtitles, bolded text on diagram.• After 10 minutes, tell students that they will have 5 more minutes to work and to record the first draft of their main idea statement on the back of their paper. As they work, consider pre-selecting a few strong main idea statements to share.• After 15 minutes total, call students together with their partners.• Call on a few volunteers or pre-selected students to share their main idea statements. It’s OK if these are simple first drafts as long as they include the main idea that there are many ways water moves through the earth.• Project the diagram. Ask:<ul style="list-style-type: none">* “How does the diagram help you understand the main idea?”• Give students a moment to think, then call on a volunteer. Add any new ideas to the Determining the Main Idea and Key Details anchor chart.• If students do not name it on their own, tell them that sometimes you need to sit back and take a big-picture view. Ask them to share with their partners:<ul style="list-style-type: none">* “Just from looking at the picture, what do you think the author of this text most wants you to know about the water cycle? How do you know?”• Give pairs time to discuss, then cold call a few students to share. If needed, prompt them for evidence. Listen for ideas like: “The pictures of all the rain drops in the water, the sky, and going down the mountains tells me that the water on earth is busy; it’s moving around all the time” or “There are many ways that water moves through the water cycle, not just one way. I know because of all different ways the water droplets are shown on the page.”	



Work Time (continued)	Meeting Students’ Needs
<p>B. Finding Key Details (15 minutes)</p> <ul style="list-style-type: none">• Distribute highlighters or colored pencils. Tell students that they will now be working on the second part of their task card.• Refer to the Determining the Main Idea and Key Details anchor chart and tell students that the approaches they named in previous lessons may be good ones to try with this new text. Tell them that they may discover other ways of finding the key details, too.• Give students about 8 minutes to work on Part 2: Finding Key Details with a partner.• Circulate as students work. As needed, ask questions like:<ul style="list-style-type: none">* “Why did you select this passage as a key detail?” Listen for new approaches to add to the anchor chart.* “What text features would be best to use to determine the key details? Why?” Listen for: bolded vocabulary words, little pictures next to subheadings, etc.* “Why do you think the author included pictures of slides to illustrate runoff? What words from the text help you to understand this?” Listen for: “Water that flows downhill is runoff.”* “What can you learn about groundwater from looking at the diagram that you can’t learn from the text?” Listen for: “Some groundwater goes into plants or comes out of the ground as springs” and “Water soaking into the ground is called seepage.”* “Did you notice any words or phrases that signal that there might be a key detail?” Listen for: “most” and “always.”• After about 8 minutes, gather the students together with their partners. Say:<ul style="list-style-type: none">* “See if you can find at least two key details that you both highlighted. Discuss why you selected these details.”• Circulate as pairs discuss, listening to ensure that students accurately identified key details.• If many students are misidentifying key details, pull the whole class or a small group together and ask some of the text-dependent questions listed above. If necessary, forgo Work Time C to ensure that students are competent at finding key details.	



Work Time (continued)	Meeting Students’ Needs
<p>C. Describing the Connections Between Sentences (10 minutes)</p> <ul style="list-style-type: none">Refer to the third learning target:<ul style="list-style-type: none">“I can describe connections between sentences in ‘The Water Cycle’ and how they support the key details and main idea.”Remind students that when they read “Rivers and Streams” (in Lesson 7) and “River to the Sea” (in Lesson 8), they found that authors sometimes support the main idea and key details by using sentences that are connected. They found several sentences in “Rivers and Streams” that were connected because they described the sequence, or order, of events using words like “first” and “last.” In “River to the Sea,” they found sentences that were connected because they made comparisons.Explain that today students will again make connections between sentences, but this time they will look for sentences that are connected in a different way. Instead of explaining a sequence or making a comparison, these sentences show <i>cause</i> and <i>effect</i>.Explain that the word <i>cause</i> means something that makes something else happen. Give examples: “Traffic causes the school bus to be late” or “Eating too much ice cream may cause a stomachache.” Go on to explain that the word <i>effect</i> is what results from a cause. Give examples: “The school bus being late was the effect of traffic” and “The stomachache was the effect of eating too much ice cream.”Tell students that today they will see how an author can connect sentences to show <i>cause</i> and <i>effect</i>.Add the words <i>cause</i> and <i>effect</i> to the Power Words section of the Power Words/Water Words anchor chart.Project the text on the document camera. Direct students to read along as you read the sentence in the text (not the diagram) under the subheading “The Sun”:<ul style="list-style-type: none">“The sun makes the water cycle work by providing energy, in the form of heat.”Then read the sentence that follows under the subheading “Evaporation”:<ul style="list-style-type: none">“The sun causes liquid water to evaporate, or turn from a liquid to a gas (water vapor).”Ask:<ul style="list-style-type: none">“How are these sentences connected?”Give students a moment to share with a partner, then cold call a student to respond. Listen for ideas like: “One talks about how the sun gives heat to make the cycle work, and the other says it causes water to turn to evaporate.”	



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• If needed, follow up:<ul style="list-style-type: none">* “What word in these sentences shows the reader how the ideas in the sentences are connected?” Call on volunteers to respond. Listen for: “causes.”• Explain that these sentences help the reader understand the key details about the sun’s effect on the water cycle, and the word <i>causes</i> helps the reader make this connection.• Point out that sentences that show cause and effect might not have these words in them, though.• Direct students to read along as you read the text under the subheading “Precipitation”: “The tiny cloud droplets combine with each other and grow into bigger water drops. When they get heavy enough, the water drops fall to Earth as precipitation, such as rain and snow. In cold climates, precipitation builds up as snow and ice, solid forms of water.”• Ask:<ul style="list-style-type: none">* “Which two sentences in this paragraph show cause and effect?”• Give students a moment to share with a partner, then cold call a student to respond. Listen for ideas like: “The first sentence talks about water drops combining, and the second sentence talks about how this causes precipitation.”• Students may struggle to explain how these two sentences are connected to show cause and effect. Point out the word <i>they</i> in the second sentence and ask:<ul style="list-style-type: none">* “What does the word <i>they</i> mean in this sentence?”• Students should notice that this word refers to the “droplets” in the prior sentence.• Ask:<ul style="list-style-type: none">* “Why do you think it is important for readers of this text to understand cause and effect?” Listen for ideas like: “Because in the water cycle, one thing causes another thing to happen, like the sun causing evaporation.”• Explain that authors often use sentences that show cause and effect to help readers understand information about a topic. Here the author is explaining what causes different parts of the water cycle to happen.• On the Determining the Main Idea and Key Details anchor chart, below “Notice how sentences are connected,” add “Cause and effect” to both the Main Idea and Key Details sections.	



Closing and Assessment	Meeting Students’ Needs
<p>A. Exit Ticket (5 minutes)</p> <ul style="list-style-type: none">• Distribute a slip of paper to each student. Post the question for students’ exit ticket and ask them to write their response:<ul style="list-style-type: none">* “How did the diagram help you to learn more about the water cycle?”• Preview the homework.	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• Complete the third part of your task card. Reread your main idea statement and revise it using the key details you identified today.• If you did not finish determining the main ideas and key details of “The Water Cycle,” please complete it with your best quality. Be sure to bring your text and task card back to use in our next lesson.	<ul style="list-style-type: none">• If students did not complete the task card for this text, consider finding a few minutes at another time of the day to finish it rather than sending this work home (and risking it not coming back).



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Grade 3: Module 4: Unit 1: Lesson 11

Supporting Materials

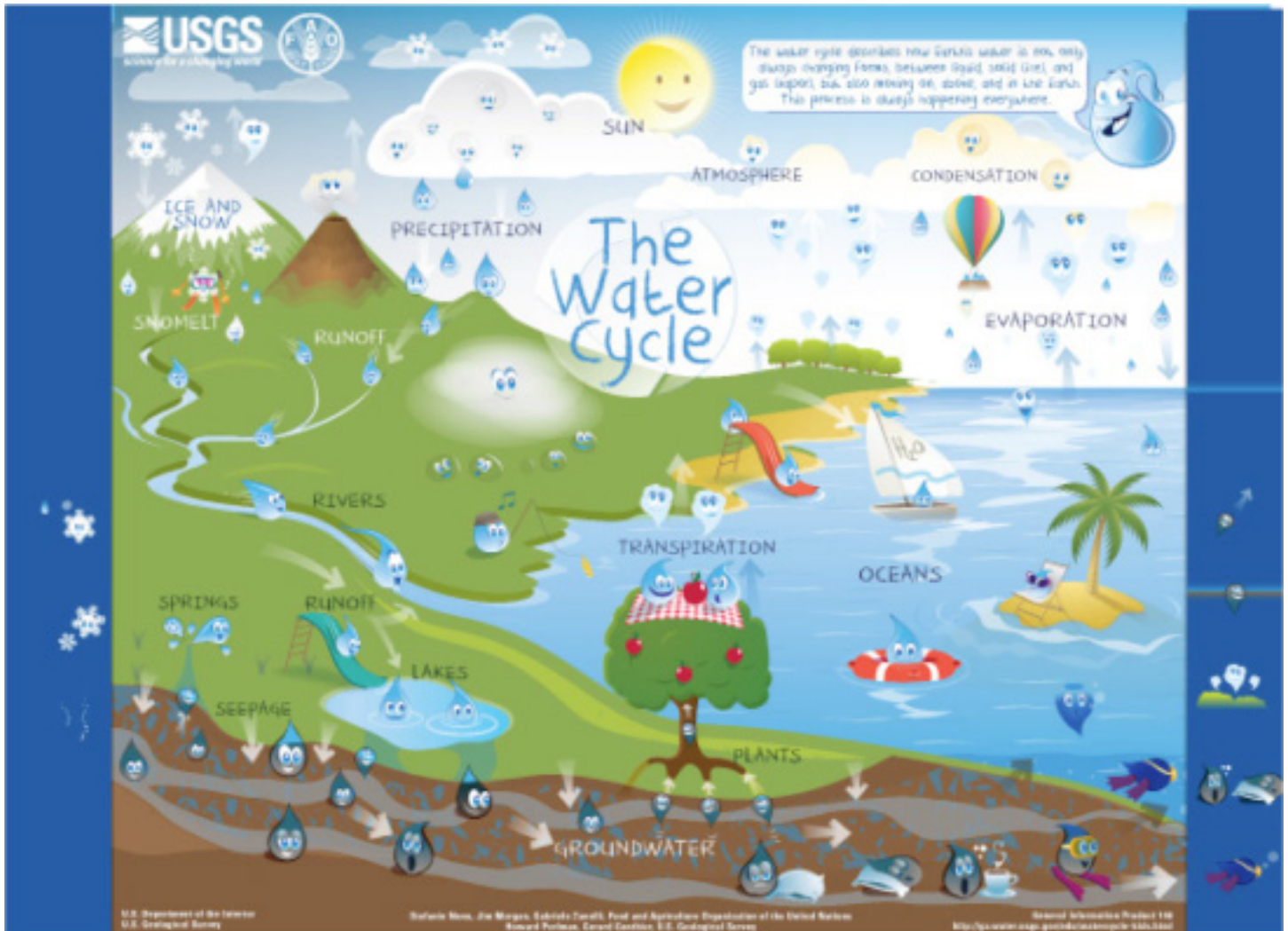


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The Water Cycle



Used with permission from the U.S. Department of the Interior, U.S. Geological Survey: <http://ga.water.usgs.gov/edu/watercycle-kids-text-beg.html>



The Water Cycle

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



The sun

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



Evaporation

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



Condensation

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



The Water Cycle



Precipitation

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



Runoff

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



Groundwater

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



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

Part 1: Determining the Main Idea

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

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

Part 2: Finding Key Details

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

(Answers will vary.)

The sun provides energy to make the water cycle work.

Sun causes liquid water to evaporate.

Most evaporation happens from the ocean.

When water vapor turns to water droplets it makes clouds.

Precipitation is rain and snow.

In cold climates, precipitation builds up.

Water flowing downhill is runoff.

Most runoff goes to rivers, lakes, and the ocean.

Some runoff soaks in and becomes groundwater.

Part 3: Revising the Main Idea Statement

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



Determining the Main Idea and Key Details anchor chart
For Teacher Reference; Adapt to Suit Based on Student Responses

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

Strategies for Determining ...

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



EXPEDITIONARY
LEARNING

Grade 3: Module 4: Unit 1: Lesson 12

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



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

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can describe how events, ideas, or concepts in an informational text are related. (RI.3.3) I can compare and contrast the main ideas and key details in two texts on the same topic. (RI.3.9)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can describe the relationship of words about the water cycle using a relational word wall.• I can compare and contrast two texts about the water cycle.	<ul style="list-style-type: none">• Comparing and Contrasting Texts recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engage the Reader: Water Cycle Words (5 minutes)Work Time<ol style="list-style-type: none">Creating a Relational Word Wall (20 minutes)Preparing to Compare and Contrast Texts (15 minutes)Comparing and Contrasting Texts (15 minutes)Closing and Assessment<ol style="list-style-type: none">Exit Ticket: Note to Self (5 minutes)Homework<ol style="list-style-type: none">Continue reading in your independent reading book for this unit at home.	<ul style="list-style-type: none">This lesson follows the pattern of Lesson 9. Students compare and contrast the two texts they read in Lessons 10 and 11. Make sure all students have their annotated texts from Lessons 10 and 11.The Comparing and Contrasting Texts recording form used in this lesson and the end of unit assessment is intended to expose students to a more sophisticated tool than the Venn diagram that they used in Module 2A (Freaky Frogs). Consider having Venn diagrams available for students who have the skill to compare and contrast but may struggle with the new format.In advance: Review students' Comparing and Contrasting Texts recording forms from Lesson 9. Determine what, if any, mini lessons you may need to offer. See supporting materials for suggested mini-lessons, or design your own mini lesson to meet the needs of your students.In advance: Review students' annotated texts from Lessons 10 and 11 to be sure they are complete. Provide additional support as needed. Form groups of four (for Work Time A). Consider forming these quads by combining two pairs of students from Lessons 10 and 11. If possible, review the homework from Lesson 11 and select three papers that use rich and varied water vocabulary. Be prepared to share these during Opening Part A. If this is not possible, decide whether to use a teacher model or to select volunteers to share.Post: Learning targets.



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

Lesson Vocabulary	Materials
relational, relationship, related; groundwater, atmosphere, runoff, water vapor, condensation, precipitation, evaporation (Note: Content vocabulary was taught in Lessons 10 and 11.)	<ul style="list-style-type: none">• Sticky notes or small pieces of paper and a roll of tape (for every four students)• Power Words/Water Words anchor chart (from previous lessons)• Relational Word Wall directions• Document camera• A large piece of chart paper for every four students• One to four markers for every group of four students (teacher's choice based on whether you want kids to discuss and share a marker for illustrations or more efficiently add illustrations)• Students' annotated texts, "Recycling Water from the Well" and "The Water Cycle" (from Lessons 10 and 11)• Comparing and Contrasting anchor chart (from Lesson 9)• Comparing and Contrasting Texts recording form (one per student)• Comparing and Contrasting Texts recording form (for teacher reference)• Annotated teacher copies of page 8 of <i>One Well</i>, "Recycling Water in the Well" and "The Water Cycle" for the mini lesson• Slip of paper (one per student)



Opening	Meeting Students' Needs
<p>A. Engage the Reader: Water Cycle Words (5 minutes)</p> <ul style="list-style-type: none">• Gather students together with their homework and a pen or pencils. Ask for volunteers to read their homework papers: "I need two volunteers who really challenged themselves to use new vocabulary to slowly read aloud their homework to the class."• Distribute a small stack of sticky notes to each student. Say: "As you listen to the volunteers read, write down the words you hear that are <i>related to</i> or about the water cycle. Write only one word on each sticky note. Don't worry if you don't get down every word or you don't know how to spell them perfectly."• Ask the first volunteer to read his or her paper SLOWLY, pausing briefly after each sentence. At the end of the passage, ask students to share some of the words they captured. Make sure that the words are related to the water cycle and that they have written only one word per sticky note.• Tell the students that as the second volunteer reads, they should again write down words related to the water cycle. They do not need to write words that they have already written.• After both volunteers have shared, have students set aside their sticky notes.	<ul style="list-style-type: none">• If you are concerned about students being able to write all the words quickly enough, pair students or have them work in small groups to record words. Alternatively, assign someone to be the "listener" and someone else to be the "writer."



Work Time	Meeting Students' Needs
<p>A. Creating a Relational Word Wall (20 minutes)</p> <ul style="list-style-type: none"> Refer to the first learning target. Tell students that they are going to use the words they just recorded to create a <i>relational</i> word wall of the water cycle. Ask: “What other words do you know that sound like relational?” Affirm that <i>relationship</i> and <i>related</i> are related forms of this word. Tell the class that unlike a regular word wall, the relational word wall will show the relationship between words based on their placement to each other and illustrations. Add relational to the Power Words section of the Power Words/Water Words anchor chart. Place students in groups of four. Tell them to spread out the words they collected in the middle of their group. Say: “Your goal in the next 2 minutes is to create a set of important words related to the water cycle. Make sure that the most important words are all there. If you have duplicate words, keep the one with the best spelling and neatest writing. Set the others aside.” Clarify directions as needed. Post these Relational Word Wall directions on chart paper or on the board: <ol style="list-style-type: none"> Take turns selecting one word to place on your chart paper in relationship to the other words. Explain the placement of your word to the group each time you take a turn. Continue taking turns until everyone has placed at least two words. If you finish early, keep placing words or add images to make the placement of your words clear. Briefly model for students how to place words. Use the document camera (or magnets on the board) to model something like the following: “I am going to put precipitation near the top of the page because it falls from the sky.” Emphasize steps three and four. Ask: <ul style="list-style-type: none"> * “Where would you place the word <i>condensation</i>?” Give students a moment to think and then to share with a partner. Call on a volunteer to respond. Listen for an answer like: “I would put condensation above precipitation because rain falls from clouds.” Tell students that once they have each placed at least two words, they can add images to make the relationships on their word wall clearer. Demonstrate how you might add raindrops falling from the word <i>precipitation</i> or a cloud around <i>condensation</i>. 	<ul style="list-style-type: none"> Consider providing smaller chunks of text for ELLs (sometimes just a few sentences). Teachers can check in on students’ thinking as they write or speak about their text. If some students have not yet mastered the Speaking and Listening standards (3.1 and 3.6), you might consider using the Conversation Criteria checklist from Module 2 to continue gathering data about students’ conversational skills. Using silent signals (a quiet thumb, etc.) ensures engagement by promoting simultaneous engagement, communicating when students have had enough think time, and encouraging accountability. Any student who gives the signal is communicating readiness to share.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Distribute chart paper and markers to each group. Give groups at least 10 minutes to place at least eight words (two per person) on their relational word wall and to add images.• As groups work, circulate to clarify directions, make sure everyone is participating, and ensure that all have these words: <i>groundwater, atmosphere, runoff, water vapor, condensation, precipitation, and evaporation</i>. If needed, cue students to take words from the Water Words portion of the Power Words/Water Words anchor chart.• After about 10 minutes, collect and display the relational word walls. Ask:<ul style="list-style-type: none">* How do our word walls show the relationship between words about the water cycle? What is alike? What is different?"• Give students time to think. Then call on two or three volunteers to share their comparisons.	
<p>B. Preparing to Compare and Contrast Texts (5 minutes)</p> <ul style="list-style-type: none">• Refer students to the second learning target. Tell them that today they will be comparing page 8 of <i>One Well</i> and “The Water Cycle.” Tomorrow they will read a new text about the water cycle and compare it to “Recycling Water in the Well.” Be sure students have their <i>One Well</i> book and annotations (Lesson 10) and their annotated text “The Water Cycle” (from Lesson 11).• Say: “It’s really important that you take responsibility for your learning today and make sure that you can compare and contrast two texts independently. Get the help you need from your partner or me to make sure you can do this.”• Ask:<ul style="list-style-type: none">* “What strategies do you remember from comparing and contrasting texts about rivers and streams?”• Give students think time, then ask them to share with their partners.• After the pairs have had a chance to work, cold call a few students to share ideas. As students respond, refer to or add to the Comparing and Contrasting anchor chart. As each group shares, invite other students who had the same idea to give a silent signal.	



Work Time (continued)	Meeting Students' Needs
<p>C. Comparing and Contrasting Texts (15 minutes)</p> <ul style="list-style-type: none">• Distribute the Comparing and Contrasting Texts recording form. Ask:<ul style="list-style-type: none">* “What do you remember about what you need to do in the Similarities box?”• Give the class time to think and then call on a volunteer. If needed, remind students that they should capture notes in the Similar Ideas to Include box before writing their two- or three-sentence similarities statement.• Then direct students to the two Differences boxes. Ask:<ul style="list-style-type: none">* “What do you need to do in these boxes?”• Give students time to think and then call on a volunteer. Tell them to use words or phrases from the texts to make the differences clear.• Ask a student to restate the directions. Then say:• “Remember, you will need to be able to do this on your own for your assessment tomorrow. During the next 15 minutes, you can work independently. If you get stuck, feel free to work with your partner, or you can join me for a mini lesson on ... ”(tell students about any mini lesson(s) you will be offering).• Based on your assessment of the Comparing and Contrasting Texts recording form from Lesson 9, offer a mini lesson that will meet the needs of your students (see Sample Mini Lesson in the supporting materials). Let all students know what mini lesson you are offering so they can opt in if they choose. Invite students to participate based on your assessment.• If no mini lesson is needed, or after you finish the mini lesson, circulate to observe students as they work.• If a student appears to be struggling, ask:<ul style="list-style-type: none">* “How have you used our anchor chart to help you to find the similarities/differences between the texts?”• If the student cannot name an approach, suggest one from the anchor chart.• After about 15 minutes, call all students together. Ask them to share one similarity and one difference with their partners.	



Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket: Note to Self (5 minutes)</p> <ul style="list-style-type: none">• Distribute a slip of paper to each student. Post the question for the exit ticket:<ul style="list-style-type: none">* “What is the most important thing to remember when comparing and contrasting texts?”• Have students write the answer on a slip of paper. Collect the exit tickets.• Preview the homework.	<ul style="list-style-type: none">• Review the students' exit tickets. Notice common strategies to share with the class. If you notice any patterns that suggest a common struggle or misconception, be ready to address this in the beginning of Lesson 13.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book for this unit at home.	



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Grade 3: Module 4: Unit 1: Lesson 12

Supporting Materials



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Comparing and Contrasting Texts Recording Form

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



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

Similar ideas to include:

Similarities statement:

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



Text 1:

Text 2:



Comparing and Contrasting Texts Recording Form
For Teacher Reference

Text 1: Recycling Water from the Well

Text 2: The Water Cycle



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

Similar ideas to include:

(answers will vary)

evaporation, condensation, precipitation; precipitation returns to lakes, streams, oceans; happens all the time

Similarities statement:

(answers will vary)

Water moves continuously through the water cycle. Water vapor rises or evaporates from earth, then condenses into clouds. Finally it drops again in the form of precipitation and usually flows back to lakes, streams, or the ocean.

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



Text 1:

(answers will vary)

The amount of water on earth does not change.

The same water has been used for many things over time/the history of the earth.

Text 2:

(answers will vary)

The sun provides energy to make the water cycle work.

Groundwater can end up in oceans and streams, or be taken in by plants.

Water can be in liquid, solid, or gas form.

Wind moves clouds.

Most water evaporates from the ocean.



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

For Teacher Reference

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

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

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

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

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

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



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Grade 3: Module 4: Unit 1: Lesson 13

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



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

I can determine the main idea of an informational text. (RI.3.2)

I can retell key ideas from an informational text. (RI.3.2)

I can make connections between specific sentences and paragraphs and the overall text. (e.g., *comparison, cause/effect, first/second/third in a sequence*). (RI.3.8)

I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7)

I can compare and contrast the main ideas and key details in two texts on the same topic. (RI.3.9)

I can use the meaning of root words to help me determine the meaning of new words with the same root. (e.g., *company, companion*). (L.3.4c)

Supporting Learning Targets

- I can use words and illustrations to determine the main idea and key details of “Earth’s Water Cycle.”
- I can compare and contrast two texts about the water cycle.

Ongoing Assessment

- End of Unit 1 Assessment: Comparing and Contrasting Two Texts about the Water Cycle
- Tracking My Progress, End of Unit 1 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader: Things Readers Do to Compare and Contrast the Main Ideas and Key Details of Two Texts (3 minutes)B. Unpacking the Learning Targets (2 minutes)2. Work Time<ol style="list-style-type: none">A. End of Unit 1 Assessment: Comparing and Contrasting Two Texts about the Water Cycle (50 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Tracking My Progress (5 minutes)4. Homework<ol style="list-style-type: none">A. Share something you have learned about the water cycle with someone at home. See if you can share a fact that the person does not know.B. Look for a 1-gallon plastic container (like the kind of container that milk comes in). Rinse it out and bring it to school in the next few days.	<ul style="list-style-type: none">• In this assessment, students compare and contrast one text they have read previously (One Well page 8: “Recycling Water in the Well”) with a new text.• Be sure that students have their Comparing and Contrasting Texts recording forms from Lesson 9.• Because this is a reading assessment, do not read the new text aloud.• The assessment text, “Earth’s Water Cycle,” contains two concepts—respiration and transpiration— that go beyond the third-grade science standards. These terms are bolded and defined in the text and present an opportunity for students to consider text structure. It is not expected that they will master these scientific concepts as part of this ELA unit.• Post: Learning targets.



Lesson Vocabulary	Materials
Note: Do not preview vocabulary in the assessment texts.	<ul style="list-style-type: none">• Annotated text from page 8 of <i>One Well</i>: “Recycling Water in the Well” (from Lesson 10)• End of Unit 1 Assessment: Comparing and Contrasting Two Texts about the Water Cycle (one per student)• “Earth’s Water Cycle,” http://www.dec.ny.gov/education/51515.html (assessment text; one per student)• End of Unit 1 Assessment: Comparing and Contrasting Two Texts about the Water Cycle (for teacher reference)• Highlighters or colored pencils (one per student)• Comparing and Contrasting anchor chart• Determining the Main Idea and Key Details anchor chart (from previous lessons)• 2-Point Rubric: Writing from Sources/Short Response (for teacher reference)• Tracking My Progress, End of Unit 1 recording form (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Things Readers Do to Compare and Contrast the Main Ideas and Key Details of Two Texts (3 minutes)</p> <ul style="list-style-type: none">• Tell students that they are going to play a game of Scattergories to warm up their brains for the assessment. Tell them that the topic today is “Things Readers Do to Compare and Contrast the Main Ideas and Key Details of Two Texts.”• Give students a few moments to think, then set a timer for 1 minute or give a student a stopwatch. Record the ideas that the students call out without commentary. When time is up, congratulate students on their list and their teamwork. Call out a few key things to do when comparing and contrasting texts.	<ul style="list-style-type: none">• If you are concerned about students being able to write all the words quickly enough, pair students or have them work in small groups to record words. Alternatively, assign someone to be the “listener” and someone else to be the “writer.”
<p>B. Unpacking the Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Read each of the targets aloud. Tell students that today they will closely read a new text, “Earth’s Water Cycle,” for main idea and key details. Then they will compare and contrast the main idea and key details of this text with “Recycling Water in the Well” from page 8 of <i>One Well</i>, which they read in a previous lesson.• Emphasize that there is no “trick” to this assessment. Students will simply be doing the same kind of thinking they have been doing analyzing and comparing texts throughout this part of the unit.	



Work Time	Meeting Students' Needs
<p>A. End of Unit 1 Assessment: Comparing and Contrasting Two Texts about the Water Cycle (50 minutes)</p> <ul style="list-style-type: none">• Help students prepare their materials for the assessment:<ul style="list-style-type: none">– Annotated text from page 8 of <i>One Well</i>, “Recycling Water in the Well”– End of Unit 1 Assessment: Comparing and Contrasting Two Texts about the Water Cycle– “Earth’s Water Cycle” (assessment text)– Highlighter• Point out the directions at the top of the assessment:<ol style="list-style-type: none">1. Read “Earth’s Water Cycle.” Complete Part 1: Determining the Main Idea.2. Reread the text and complete Part 2, Finding Key Details, and answer the questions.3. Complete Part 3. Compare and contrast “Earth’s Water Cycle” with “Recycling Water in the Well” and answer the question.• Remind students to use the Comparing and Contrasting anchor chart and the Determining the Main Idea and Key Details anchor chart to help them if they need it.• Answer any clarifying questions.• Give students 35 minutes to complete the assessment. Circulate to observe test-taking strategies and record observations for future instruction. For example, are students going back to the text to look for answers? Do they appear to be reading the text completely before beginning the assessment? Are they annotating the text? This information can be helpful in preparing students for future assessments and standardized tests.• For students who finish early, possible extensions include the following: revise their main idea statement, reread the text, read their independent reading book, illustrate another caption from page 9 of <i>One Well</i>, illustrate a component of the water cycle.• Collect students’ end of unit assessments to formally assess.	<ul style="list-style-type: none">• Consider focusing struggling readers on a limited amount of text.• Set a time limit for these students or ask them to read only the second paragraph: “Rivers often start in the mountains ...”• Provide extra time for ELLs and other students to complete this assessment.



Closing and Assessment	Meeting Students' Needs
<p>A. Tracking My Progress (5 minutes)</p> <ul style="list-style-type: none">• Gather students together. Explain that the end of unit assessment they completed today is a wonderful way to show what they have learned as readers. Congratulate them on their focus and hard work.• Distribute the Tracking My Progress, End of Unit 1 recording form. Tell them to focus their reflections on how well they are doing in meeting the target of being able to compare and contrast text.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Share something you have learned about the water cycle with someone at home. See if you can share a fact that the person does not know.• Look for a 1-gallon plastic container (like the kind of container that milk comes in). Rinse it out and bring it to school in the next few days.	



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Grade 3: Module 4: Unit 1: Lesson 13

Supporting Materials



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

Read “Earth’s Water Cycle.” Complete Part 1: Determining the Main Idea

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

Complete Part 3. Compare and contrast “Earth’s Water Cycle” with “Recycling Water in the Well” and answer the question.

Part 1: Determining the Main Idea

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

Part 2. Finding Key Details

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

1. In what direction does groundwater flow?

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

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

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

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

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

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

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

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

5b. Which two sentences best support your answer?

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



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

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

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

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

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



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

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



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

Similar ideas to include:

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



Text 1:

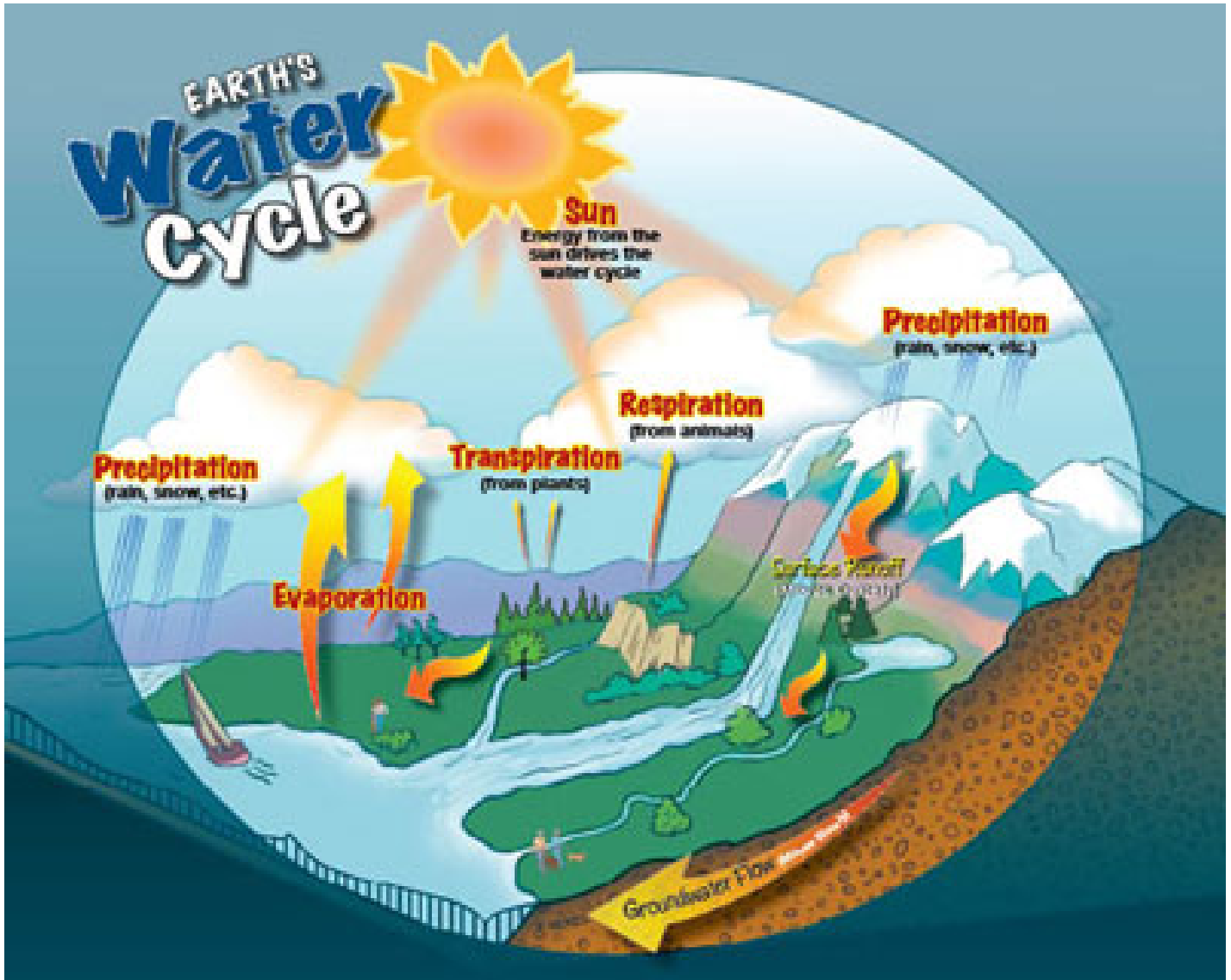
Text 2:



Earth's Water Cycle (Assessment Text)

By Gina Jack

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



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

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

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



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

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

Part 1: Determining the Main Idea

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

(Answers will vary)

Water can’t be made. The same water cycles through the earth over and over again.

Part 2. Finding Key Details

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

1. In what direction does groundwater flow?

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

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

In the illustration, there is an arrow pointing downhill toward a lake. The text says after a long time, it reaches streams and lakes.

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

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

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

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

In the illustration, there is a big sun at the top with rays shooting out in all directions. It says: “Energy from the sun drives the water cycle.”

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

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

5b. Which two sentences best support your answer?

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

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

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



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

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

cycle

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

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



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

Text 1: Recycling Water from the Well

Text 2: Earth's Water Cycle



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

Similar ideas to include:

Similar ideas to include:

(Answers will vary)

The amount of water on earth doesn't change; water goes through the water cycle over and over again; precipitation, evaporation, condense/condensation

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



Text 1:

(Answers will vary. Any plausible answer that uses evidence from the text is acceptable.)

Yes! Whether the author starts explaining the water cycle with evaporation, like in "Recycling Water in the Well," or with precipitation, like in "Earth's Water Cycle," the water cycle is the same. There is no beginning and end. It's a continuous cycle that goes on and on forever.

Text 2:



2-Point Rubric: Writing from Sources/Short Response
(For Teacher Reference)

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

2-point Response	The features of a 2-point response are:
	<ul style="list-style-type: none">• Valid inferences and/or claims from the text where required by the prompt• Evidence of analysis of the text where required by the prompt• Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt• Complete sentences where errors do not impact readability
1-point Response	The features of a 1-point response are:
	<ul style="list-style-type: none">• A mostly literal recounting of events or details from the text as required by the prompt• Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Incomplete sentences or bullets
0-point Response	The features of a 0-point response are:
	<ul style="list-style-type: none">• A response that does not address any of the requirements of the prompt or is totally inaccurate• No response (blank answer)• A response that is not written in English• A response that is unintelligible or indecipherable

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



Tracking My Progress

End of Unit 1

Name: _____

Date: _____

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

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



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



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Grade 3: Module 4: Unit 2: Overview



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

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

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

Guiding Questions And Big Ideas

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



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



Content Connections

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

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

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

NYS Social Studies Core Curriculum:

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

NYS Science:

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

Central Texts

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



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

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



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



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



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



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



Optional: Experts, Fieldwork, And Service

Experts:

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

Fieldwork:

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

Service:

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

Optional: Extensions

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



Independent Research

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

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

Research Resources

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



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Grade 3: Module 4: Unit 2:

Recommended Texts



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The list below includes texts with a range of Lexile® text measures about water usage and 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.

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

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

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures below band level (below 420L)			
<i>The Water Hole</i>	Graeme Base (author)	Literature	230
<i>We Need Water</i>	Charles Ghigna (author)	Literature/Informational	260
<i>Drinking Water</i>	Helen Frost (author)	Informational	275
<i>Water Hole Waiting</i>	Jane Kurtz (author)	Literature	280
<i>Living Things Need Water</i>	Bobbie Kalman (author)	Informational	390



Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures within band level (420-820L)			
<i>Watch over Our Water</i>	Lisa Bullard (author)	Informational	540
<i>Water for Everyone</i>	Sally Morgan (author)	Informational	680
<i>Do You Know Where Your Water Has Been?</i>	Kelly Regan Barnhill (author)	Informational	700
<i>Water Pollution</i>	Melanie Ostopowich (author)	Informational	750*
<i>Rivers in Danger</i>	Polly Goodman (author)	Informational	790
Lexile text measures above band level (over 820L)			
<i>Water Supply</i>	Rebecca Hunter (author)	Informational	850*
<i>Wonderful Water</i>	Helen Lanz (author)	Informational	860*
<i>Water for Everyone</i>	Sarah Leveté (author)	Informational	880
<i>Our World of Water: Children and Water around the World</i>	Beatrice Hollyer (author)	Informational	890
<i>Clean Water</i>	Beth Geiger (author)	Informational	930
<i>Water Supply</i>	Cheryl Jakab (author)	Informational	975*
<i>Not a Drop to Drink: Water for a Thirsty World</i>	Michael Burgan (author)	Informational	1130
<i>A Cool Drink of Water</i>	Barbara Kerley (author)	Informational	NP

*Lexile based on a conversion from Accelerated Reading level.

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Grade 3: Module 4: Unit 2: Lesson 1

Gathering, Documenting, and Sorting Information: Determining Challenges Related to Having Clean Water for Everyone



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can recall information that is important to a topic. (W.3.8) I can document what I learn about a topic by taking notes. (W.3.8) I can sort my notes into categories. (W.3.8)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can find specific details in images that highlight a challenge to having clean water for everyone.• I can take notes from texts that highlight a challenge to having clean water for everyone.• I can sort my notes into categories of three specific challenges.	<ul style="list-style-type: none">• Challenges to Having Clean Water recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Quote about the Need for Clean Water for Everyone (8 minutes)Unpacking Learning Targets (2 minutes)Work Time<ol style="list-style-type: none">Water Fact Frenzy (15 minutes)Gallery Walk and Note-taking (20 minutes)Sharing Notes and Sorting into Challenges (10 minutes)Closing and Assessment<ol style="list-style-type: none">Exit Ticket: What Surprised You Today about the Challenges to Having Clean Water for Everyone? (5 minutes)Homework<ol style="list-style-type: none">Share with someone in your family the three challenges to having clean water that you learned about today. Tell them what was surprising to you and what questions you have about clean water now.Continue reading in your independent reading book and complete your Independent Reading recording form.	<ul style="list-style-type: none">In advance: As with previous Gallery Walks, print and post the water challenge images around the room. See supporting materials for some images; feel free to collect other images from water texts in the classroom or on the internet.Students should be familiar with Gallery Walks from previous modules. The purpose is to foster curiosity and promote engagement in the topic. For this Gallery Walk, the goal is for students to build awareness that not everyone in the world gets their water from a faucet. The photos are designed to elicit a sense of the importance of water and build students' curiosity about why people have to get water from sources like a puddle or swamp.Lessons 1 and 2 lay the groundwork for students to begin to use their skills reading informational texts to conduct research about the challenges to having clean water. In this lesson, students build their curiosity about how having clean water might be a challenge for people in the world. Additionally, students think about what they know about water to ground the beginning of their inquiry. In Lesson 2, students will put their knowledge into an informative paragraph. This writing further grounds and supports the research they will do throughout the unit.



Lesson Vocabulary	Materials
take for granted, figure of speech, frenzy, high five, demand, access/accessible, pollution	<ul style="list-style-type: none">• Water quote (one for display and one per pair of students)• Document camera• Equity sticks• Index cards (10 per triad)• Sample Fact Frenzy facts (for teacher reference)• Paper clips (a few dozen)• Challenges to Having Clean Water recording form (one per student)• Gallery Walk images• Exit ticket (one per student)• Independent Reading recording form (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Quote about the Need for Clean Water for Everyone (8 minutes)</p> <ul style="list-style-type: none"> Gather students in the whole group area. Display the water quote on a document camera. Ask students to partner with someone next to them. Read the quote aloud, then distribute a copy of the quote to each pair. Ask students to reread the quote aloud together. Ask: <ul style="list-style-type: none"> * “What is this author trying to tell us about water?” Give partners a minute or two to share their thinking with each other. Then, using equity sticks or by cold calling, invite a few students to share their thinking. Listen for students to talk about how there are a billion people without clean water, or that water is really important, but not everyone can get clean water. Linger on the word “billion” and write it out on the quote, showing kids how many zeros that makes. Reread the sentence “It is easy to take something for granted when it is always there.” Circle or highlight the phrase “take something for granted.” Ask: <ul style="list-style-type: none"> * “What do you think <i>take for granted</i> means?” Give students a moment to think and talk to someone next to them. Then invite students to share their thinking. Listen for them to say something like: “It means we don’t appreciate something.” Define this as a <i>figure of speech</i>. Give students a definition of this phrase if they don’t know what it means. (<i>Take for granted</i>: to use, accept, or treat in a careless or indifferent manner.) Direct students to read this quote again. Ask: <ul style="list-style-type: none"> * “What does this make you wonder?” Invite a few students to share their wonders. Record students’ questions at the bottom of the quote for future reference. Tell students that in the next few weeks, they should have answers to many of the questions they posed. 	<ul style="list-style-type: none"> Support struggling learners by pre-highlighting key phrases for students to focus on, such as: “even think of walking great distances every day to throw a bucket into a swamp and call what comes out drinking water.”
<p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> Invite a student to read the targets aloud. Review targets with students and ask the following question: <ul style="list-style-type: none"> * “Based on these targets, what do you think your work is going to look like today?” Give students time to think then talk to each other. Invite one or two students to share what this means for their work today. 	



Work Time	Meeting Students' Needs
<p>A. Carousel Protocol: Water Photographs (15 minutes)</p> <ul style="list-style-type: none">• Tell students that they are going to take some time to think about all the things they already know about water. Explain that they will be doing a “Fact Frenzy.” Ask:<ul style="list-style-type: none">* “Who thinks they know what the word <i>frenzy</i> means?”• Give students a moment to think.• Invite anyone who has an idea or definition to share. Guide students to the definition or quickly define it for them: a <i>frenzy</i> is to have wild excitement. Explain with enthusiasm that a Fact Frenzy is like a brainstorm. Set the tone for a frenzy of facts. Tell students that they are going to have a frenzy about water.• Then tell students that they are going to think of as many things they know about water as they can.• Place students in triads; distribute 10 index cards to each triad.• Display the following question:<ul style="list-style-type: none">* “What are the most important things a person should know about water in our world?”• If needed, do some guided practice or a quick model using sample Fact Frenzy facts.• Release students to work together to think of as many facts as they can think of about water. As students are working, maintain the tone and level of enthusiasm with comments such as: “We really have a frenzy of facts going now! Look how fast those pencils are going!” or “This is quite a frenzy! I see many of you have a lot of facts!”• Give students about 10 minutes for their frenzy. Then ask each triad to join another triad to form groups of six to share their facts. Tell students that if they have similar or the same facts, they can <i>high five</i> each other for their good thinking and should then put the facts together as one card using a paper clip.• Once students have shared their facts with their other triad, collect their index cards. (You will use these later to create an anchor chart.)• Bring the whole group back together. Explain to students that you are going to take all their facts and put them together on a chart so they have them for reference.	<ul style="list-style-type: none">• Confer with struggling learners about what they know about water during the frenzy. Scribing what they know supports their contribution and engagement.



Work Time (continued)	Meeting Students' Needs
<p>B. Gallery Walk and Note-taking (20 minutes)</p> <ul style="list-style-type: none">• Explain to students that now that they have thought about what they know about water, they are going to do some thinking about why there might be so many people (a billion!) without water.• Display the Challenges to Having Clean Water recording form and highlight the three headings: <u>demands</u> for water, <u>pollution</u>, and <u>access</u>. Give students a moment to talk to someone next to them about which of these words they know and which they don't know.• Using equity sticks, invite students to share words that are familiar to them. Guide them to the correct definitions of the words if they are close. Name each of these as power words.• Note for students that <i>access</i> means “able to use or get.” Share that this is the base word for another word they might see in places with a wheelchair sign—handicap <i>accessible</i>.• Give students a sentence with the word <i>demand</i>, such as: “I demand that I have dinner right now.” Guide students to the definition.• <i>Pollution</i> is likely the most familiar word to students. Guide them to this definition (harmful or poisonous substances in an environment), noting that “pollute” is the root word and “-tion” is the suffix added to the word.• Then explain to students that they are going to take part in a Gallery Walk, thinking about these three categories. Their job is to find details in the images that tell them something about each one of these challenges. Read the targets for today aloud:<ul style="list-style-type: none">* “I can find specific details in images that highlight a challenge to having clean water for everyone.”* “I can take notes from texts that highlight a challenge to having clean water for everyone.”* “I can sort my notes into categories of three specific challenges.”• Tell students that there isn't a “right” category, but that what is important is that they look closely at the details in the images and the quotes to think more carefully about the three challenges presented today. Explain that some images might seem to fit in more than one category.• Display one of the Gallery Walk images and provide a brief model of what students might write. For example: “I am looking at this image of a boy scooping up water from sand. A detail I see is that this is a small puddle of water in the middle of a lot of sand. I'm going to write that here in the details column. I think this is about access, because I can see that the little boy is getting water from a puddle to put in a container. It seems that he is trying to get water from any place. So I am going to write ‘access’ in this column.”	<ul style="list-style-type: none">• Read the text excerpts aloud to support ELLs and other students who might be challenged by this task.• Consider providing fewer text excerpts to students who may be challenged by large amounts of text.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask students to give a thumbs-up if they know what they are going to do next. Address any clarifying questions.• Then release them to spend about 15 minutes in the Gallery Walk, taking notes.	
<p>C. Sharing Notes and Sorting into Challenges (10 minutes)</p> <ul style="list-style-type: none">• Gather students back together with their recording forms. Tell students that they are now going to take turns sharing what they recorded on their forms. Remind the class about the norms for sharing together.• After 5 minutes, ask students to pause in their work and take 5 minutes in their group to discuss the following question:<ul style="list-style-type: none">* “Why do you think pollution, access, and demand for water are difficult challenges for people?”• Then bring them back together as a whole group.	



Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket: What Surprised You Today about the Challenges to Having Clean Water for Everyone? (5 minutes)</p> <ul style="list-style-type: none">• Using equity sticks, invite a few students to share what they talked about regarding the question. Invite a few more students to share a big lingering question they might have after seeing the images.• Distribute the exit ticket. Give students a few minutes to complete their ticket. Collect the tickets and give students specific praise about what they did well today. For example: "I noticed you were working well together when you shared your thinking. I saw you taking turns and listening carefully."• Collect students' recording forms and their exit tickets to informally assess.• Preview the homework.	



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Share with someone in your family the three challenges to having clean water that you learned about today. Tell them what was surprising to you and what questions you have about clean water now.• Continue reading in your independent reading book and complete your Independent Reading recording form. <p><i>Note: Type and print students' Fact Frenzy index cards. Type them so that they are cut-able for sentence strips. Print and make 12 sets of the sentence strips (enough for each pair of students). Cut and place one set onto a piece of chart paper. Title the chart paper "What We Want People to Know about Water on Earth."</i></p> <p><i>The other sets of sentence strips will be used in Lesson 2. Note that students will create and use sentence strips throughout Unit 2. In subsequent lessons, students will create sentence strips that highlight the things they are learning about each of the challenges to having clean water for everyone. Students who might need extra support with their writing can use the sentence strips they create throughout Units 2 and 3 to help them organize their writing. These students will be able to pull the sentence strips (written on index cards in subsequent lessons) and physically manipulate them to support the development and organization of their ideas.</i></p> <p><i>Add the following power words to the word wall: "access" and "demand."</i></p> <p><i>Review students' recording forms and exit tickets as an informal assessment of what they know about each of these challenges at this point.</i></p>	



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Grade 3: Module 4: Unit 2: Lesson 1

Supporting Materials



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Water Quote

“It is easy to take something for granted when it is always there. In places rich with clean water resources there are watered lawns, clean cars, and long showers. Comprehending the global need for water is difficult—the tap turns; the water comes out. It is unimaginable to even think of walking great distances every day to throw a bucket into a swamp and call what comes out drinking water. More than a billion people in the world are currently in need of clean drinking water.”

NEED, The Humanitarian Magazine, Issue 3, 2007



Challenges to Having Clean Water
Recording Form

Image # or Quote #	Details From the Image	I think this could be a challenge of ... (demand for water, access or pollution) because ...



Gallery Walk Images



Image from Reisinger, John. "Future Clean Water Solutions." NEED 2007: 2-15. Print.
Complete article can be found in Lesson 8.



Gallery Walk Images



Images from Reisinger, John. "Future Clean Water Solutions." NEED 2007: 2-15. Print.
Complete article can be found in Lesson 8.



Gallery Walk Images



Stephen Coddington, Planet Geography: http://www.planetgeography7.com/PG7/Chapter_4_Photos.html.



Sample Fact Frenzy Facts
For Teacher Reference

Water covers 70 percent of the earth.

Most of the water is found in oceans.

Ocean water is saltwater. We can't drink it.

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

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

Water finds its way downhill. It starts in the mountains and forms into streams and rivers. It goes to the ocean.

Only a small part of the water on earth is drinkable.

We have only a small amount of freshwater.

Freshwater comes from glaciers and lakes.

Some water is found underground.

Water is found inside soil.



Exit Ticket

Name:

Date:

What Surprised You Today About the Challenges to Clean Water?



Independent Reading Recording Form

Name: _____

Date: _____

Title of Book:	
Pages Read:	

Use this chart to keep track of what you read.

Where	Who	What

Words

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

I think this word is precise because _____



Independent Reading Recording Form

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

Words	I think this means



EXPEDITIONARY
LEARNING

Grade 3: Module 4: Unit 2: Lesson 2

Writing to Teach a Reader about Water on Earth: Laying the Foundation for Water Challenges Research



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

I can write informative/explanatory texts that convey ideas and information clearly. (W3.2)

- a. I can write an informative/explanatory text that has a clear topic.
- a. I can group supporting facts together about a topic in an informative/explanatory text using both text and illustrations.
- b. I can develop the topic with facts, definitions, and details.
- c. I can use linking words and phrases to connect ideas within categories of information. (e.g., *also, another, and, more, but*)
- d. I can construct a closure on the topic of an informative/explanatory text.

Supporting Learning Targets

- I can write a paragraph that teaches my reader about water on earth.
- I can identify the most important information to use in my paragraph.

Ongoing Assessment

- Water on Earth paragraph



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader: Reflecting on the Challenges to Clean Water (5 minutes)B. Unpacking Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Mini Lesson and Guided Practice: Organizing Information to Teach a Reader (15 minutes)B. Teaching Our Reader: Writing about Water (25 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Sharing Our Paragraphs (5 minutes)B. Reflecting on Our Writing (5 minutes)4. Homework<ol style="list-style-type: none">A. Read your independent reading book and complete your Independent Reading recording form.	<ul style="list-style-type: none">• In this lesson, students begin thinking about how to communicate their learning through writing. Students will build on the work they did in Module 2A, where they were teaching their readers about frogs.• Since this is the end of third grade, this writing begins to have students think specifically about their audience when they write. This pushes students toward the fourth-grade version of W.4.• As described in a Lesson 1 Teaching Note, students use the facts and information they created in their “Fact Frenzy” to write a paragraph in which they teach their reader what they know about water. These two lessons work in tandem. They begin the process of research. Students must first start with solidifying what they know before they begin to read more texts and ask questions to drive their inquiry.• In advance: Cut up the remaining seven sets of Fact Frenzy facts developed in Lesson 1.



Lesson Vocabulary	Materials
access, demand, pollution	<ul style="list-style-type: none">• Gallery Walk images (from Lesson 1; choose one or two for display)• Equity sticks• What We Want People to Know about Water on Earth anchor chart (created at the end of Lesson 1; one for display)• Fact Frenzy sentence strip sets (from Lesson 1; 12 sets; one set per pair)• Document camera• Model paragraph: Water on Earth (one for display)• Water on Earth paragraph recording form (one per student)• Water on Earth paragraph criteria• Independent Reading recording form (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Reflecting on the Challenges to Clean Water (5 minutes)</p> <ul style="list-style-type: none">• Gather students whole group. Ask them to turn and share with an elbow partner:<ul style="list-style-type: none">* What was the challenge to having clean water that you shared with your family last night for homework?• Invite a few students to share with the class.• Remind them about the images they looked at in the previous lesson about the challenges of having enough clean water for everyone. Review the vocabulary and meaning of the challenges: <i>access</i>, <i>demand</i> for water, and <i>pollution</i>.• Display one or two of the Gallery Walk images to prompt students' memories. Ask students to look at the images displayed and reflect on the following question:<ul style="list-style-type: none">* "Why should people care about water?"• Give students time to think and talk together.• Using equity sticks, ask several students to share their thinking. The goal for this engagement activity is to set a sense of purpose for learning about water and teaching others about water. Draw on students' connections and emotional response to the images that they saw in the Gallery Walk. Guide students to reflect on the fact that water is essential for survival and that, for some people in the world, you can't just turn on a faucet to get fresh water.	
<p>B. Unpacking Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Invite a few students to read the learning targets aloud. Ask:<ul style="list-style-type: none">* "What are the important words in these targets that help you know what work we will do today?"• Give students time to think, then talk to a partner.• Invite a few students to share their thinking. Listen for students to identify words like: "write," "paragraph," "teach," and "engaging."	



Work Time	Meeting Students' Needs
<p>A. Mini Lesson and Guided Practice: Organizing Information to Teach a Reader (15 minutes)</p> <ul style="list-style-type: none">• Explain to students that throughout this unit, they are going to learn about the challenges of making sure everyone has clean water. Explain that at the end of the module, they are going to teach people about the water challenges in order to help everyone care about protecting water.• Tell students they already know a lot about water on earth and they have already practiced writing what they know about water in Unit 1. Their next step is to write in order to teach a reader. Explain that writing is one of the most important ways that people try to teach others, but that writers have to think carefully about how they organize their information so it doesn't sound like a list of facts. It has to be interesting for a reader.• Remind students that in the previous lesson they had a Fact Frenzy to identify all the important facts about water. Display the What We Want People to Know about Water on Earth anchor chart. Show students that the facts on this anchor chart are what they came up with in the previous lesson. Read the second learning target: "I can identify the most important information to use in my paragraph."• Tell students you are going to use the information they came up with in the previous lesson to write a paragraph that teaches a reader about water. Place one set of the Fact Frenzy sentence strips (precut) on the document camera. Take 2 or 3 minutes for students to think aloud. Tell them to listen for how you are choosing your facts:• "Let's see, I could teach my reader about where water comes from, or I could teach my reader all about the water cycle, but I want to teach my reader about how there isn't very much water. I know that I have to make it interesting to a reader. If I just grabbed all these facts and put them together, that wouldn't be very interesting to my reader and they wouldn't learn why water is so important."• Continue: "I am going to have to choose the most important facts that I want to use, and then I will probably write some new sentences of my own to make it interesting. One thing I think a reader should know is that our water is the same water we have always had. So, I think I will use this fact: 'The same water that is on earth today is the same water from billions of years ago.' I think I also want to use the information about the water cycle so my reader knows why we have the same water. 'Water cycles through a process of precipitation, evaporation, and condensation.' While it might seem like we have a lot of water, we don't have a lot of drinking water. Water covers 70 percent of the earth. 'Only a small part of earth's water is drinkable.' This way I am teaching my reader how important water is because there isn't very much of it."• Pause and ask students:<ul style="list-style-type: none">* "How did I select my facts? What did you see me think about?"• Give students a minute to think and talk with a partner about what they noticed in your think-aloud.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Then use equity sticks to have one or two students share. Listen for: “You thought about what you wanted to teach your reader first and then you chose your facts.” • Place students in partnerships. Distribute the Fact Frenzy sentence strip sets (one per pair). Tell students: <ol style="list-style-type: none"> 1. “You are first going to practice doing just what WAS MODELED, choosing the most important facts you want to use for your writing.” 2. “Then you are going to talk with your partner about what you would want to teach your reader about water and select Fact Frenzy facts that support your ideas.” • Tell students that partners might have the same idea about what to teach their reader, or they might have a different idea. Either is fine. If partners want to choose the same fact from the frenzy, that’s OK; they should just put it between them so each person can see it. Answer clarifying questions as needed. • Release students to take 5 minutes to talk together and work with the strips: <ul style="list-style-type: none"> * “What do you want to teach your reader?” * “Which facts will match what you want to teach?” • After 5 minutes, focus their attention back to the document camera. Tell students it’s OK if they didn’t quite finish choosing their facts because they are going to have time to continue thinking and writing. Tell them you are going to demonstrate what you did after you selected your facts to teach your reader. Remind students that you knew you couldn’t just string these facts together or the reader wouldn’t be able to follow what you wanted to teach them. • Display the model paragraph: Water on Earth. Say something like: “So, once I decided what I wanted to teach my reader and chose my facts, I knew I had to put it together into a paragraph that made sense. Let’s read this paragraph. I underlined the sentences from the Fact Frenzy. You will notice that there are sentences that aren’t underlined. As we read this, look at how I used my facts. Look also at how I crafted a bold beginning to hook my reader.” • Read the paragraph aloud. Ask students: <ul style="list-style-type: none"> * “What did you notice about my paragraph? How did I use the facts to help me write my paragraph?” • Give students 1 minute to think and then talk with a partner. • Use equity sticks and call on a few students to share out. Listen for students to point out that the facts aren’t just listed, that there are new sentences to make the facts make sense. Guide students to identify that there is a topic and concluding sentence. 	



Work Time (continued)	Meeting Students' Needs
<p>B. Teaching Our Reader; Writing about Water (25 minutes)</p> <ul style="list-style-type: none">• Explain to students that they are now going to write their own paragraph to teach their reader about water. Distribute the Water on Earth Paragraph recording form. Give students a moment to review the directions with a partner. Answer any clarifying questions as needed.• Release students to write their paragraph. Encourage students to sit with the same partner they sat with during guided practice. This can provide support for students as they write. As students write, circulate and confer with them. Support them by asking questions such as:<ul style="list-style-type: none">* “What do you want to teach your reader about water on earth?”* “If that’s what you want to teach your reader, what facts do you think you will use?”* “What else are you going to add to your paragraph so it isn’t just a list of facts?”• Pull smaller groups together who might be struggling and who are trying to teach their reader the same thing, and have them talk to each other about the facts they are using and what they want to add. Guide them to confer with each other and identify what they are going to write next. Provide suggestions such as: “I notice that you want to teach your reader about the water cycle. Your reader might need a little more information about the water cycle than just precipitation, condensation, and evaporation. Can you talk together to think of a sentence that might describe those words and what they do?”• Invite students to bring their writing back to the whole group area.	



Closing and Assessment	Meeting Students' Needs
<p>A. Sharing Our Paragraphs (5 minutes)</p> <ul style="list-style-type: none"> Use equity sticks to determine triads. Ask students to sit in their triads facing each other. Give them time to share their paragraphs with their triad. 	<ul style="list-style-type: none"> Provide struggling learners with extra time to read their paragraph themselves before they read aloud. Have them stop writing a minute or two early and reread their writing so that they are ready to share.
<p>B. Reflecting on Our Writing (5 minutes)</p> <ul style="list-style-type: none"> After students have shared their paragraphs, focus students' attention back together. Ask them to think about what they heard in the paragraphs: <ul style="list-style-type: none"> * "How did we make our writing more than just a list of facts?" Give triads a moment to talk to each other. Then invite one or two students to share their thinking. Offer specific positive feedback about what you noticed about their writing or their process today. Tell students that they are going to revisit this paragraph again as they continue to learn more about water. Collect students' paragraphs to informally assess. 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> Read your independent reading book and complete your Independent Reading recording form. <p><i>Note: Review students' water paragraphs with the Water on Earth paragraph criteria. Provide comments for students. Comments should focus on the quality of facts that students selected for their paragraph, whether or not they connect together in a way that makes sense to a reader. Look to see that students have both a topic sentence and a concluding sentence; make comments or suggestions if they are lacking those. Comment on students' use of conventions; note any necessary instruction based on common errors. Save this writing. Students will review their writing and your feedback in Lesson 11.</i></p>	



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Grade 3: Module 4: Unit 2: Lesson 2

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Model Paragraph:

Water on Earth

When you look down at the earth from space, you see a whole lot of blue. The surface of the earth is made up of almost 70 percent water. Even though our earth is made up of that much water, we won't ever get more of it. The same 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. Water cycles through a process of precipitation, evaporation, and condensation. Water is important because there will never be new water on earth.



Water on Earth Paragraph
Recording Form

Write a paragraph that teaches your reader what you want them to know about water on earth. Use facts from our Fact Frenzy to support your ideas. Be sure to include in your paragraph:

- A topic sentence
- Facts about water that support what you are teaching your reader
- A concluding sentence
- Accurate spelling and grammar



Water on Earth Paragraph Criteria

Name: _____

Date: _____

Learning target: I can write a paragraph that teaches my reader about water on earth.

Criteria	Supporting Learning Targets	Teacher Feedback
<p>IDEAS</p> <p>(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.</p> <p>(COMMAND OF EVIDENCE) The extent to which the essay presents evidence from the provided text to support analysis and reflection.</p> <p><i>*Note: To suit the task and to adapt to student-friendly language, two categories were merged together</i></p>	<p>I can identify what I want to teach my reader about water.</p> <p>I can choose the most important facts to use to teach my reader about water.</p>	
<p>ORGANIZATION (COHERENCE, ORGANIZATION, and STYLE): The extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language.</p>	<p>I can use a topic sentence to clearly teach my reader about water.</p> <p>I can use a concluding sentence to wrap up my writing.</p>	



Water on Earth Paragraph Criteria

Criteria	Supporting Learning Targets	Teacher Feedback
CONVENTIONS (CONTROL of CONVENTIONS): The extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	I can use conventions to send a clear message to my reader. I can use beginning and ending punctuation.	



Independent Reading Recording Form

Name: _____

Date: _____

Title of Book:	
Pages Read:	

Read your independent reading book. Follow the direction in each section.
Just as we have done when reading *Peter Pan*, use this chart to keep track of what you read.

Where	Who	What

Words

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

I think this word is precise because _____



Independent Reading Recording Form

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

Words	I think this means



EXPEDITIONARY
LEARNING

Grade 3: Module 4: Unit 2: Lesson 3

Asking and Answering Questions about *One Well*, “People at the Well” (Pages 16 and 17), Part 1



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

I can ask questions to deepen my understanding of an informational text. (RI.3.1)
I can answer questions using specific details from an informational text. (RI.3.1)
I can document what I learn about a topic by taking notes. (W.3.8)

Supporting Learning Targets

- I can ask questions to deepen my understanding of “People at the Well.”
- I can answer questions using specific details from “People at the Well.”
- I can document my learning by taking notes about how people use water.

Ongoing Assessment

- Asking and Answering Questions recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader: The Word for a Person Who Searches Again and Again (8 minutes)B. Unpacking Learning Targets (2 minutes)2. Work Time<ol style="list-style-type: none">A. Reading and Answering Questions about “People at the Well” (20 minutes)B. Initial Questions (10 minutes)C. Reading Closely to Answer Questions (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Adding to the New Anchor Chart: Researching Text Anchor Chart (5 minutes)4. Homework<ol style="list-style-type: none">A. Research the ways water is used in your family and neighborhood. Write a list of all the ways that you see people using water.B. Remind students to bring in their gallon container.	<ul style="list-style-type: none">• Throughout Module 4, there is less scaffolding: Students access text with greater independence (moving them toward RI.3.10). Having students work independently with a text first will give you a chance to assess their ability to read the text on their own and to access the strategies you have been developing throughout the year.• This lesson reintroduces students to the concept of research. Throughout the remainder of the unit, students ask their own questions and read in part to research the answers to these questions. Later in the module, students will use this research to educate others about water.• In Lessons 3–6, students conduct their research through <i>One Well</i>. In later lessons in the unit, students use additional sources.• In Lessons 3–6, students discuss their reading in pairs. For this text, pair students heterogeneously but not at extreme ends of the range, so that 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 home language. Consider leaving partners/groups the same for all three lessons.• The text that students read in this lesson offers rich opportunities for math connections. During another part of the day, consider reviewing percentages and/or liter/gallon measurements.• For homework in Unit 1, Lesson 13, students were asked to bring a gallon jug. If students have not yet begun to bring these in, make sure that you have at least one jug for this lesson. You will use these jugs in Lessons 3–5.• In advance: If possible, copy the vocabulary flash cards on stiff card stock; cut them apart.



Lesson Vocabulary	Materials
search, researcher, initial, location; societies, chemicals, agriculture, industry, livestock, produce	<ul style="list-style-type: none">• Power Words/Water Words anchor chart (from Unit 1, Lesson 2)• Document camera• Prefix/Root/Suffix chart• Word list (one per pair)• Vocabulary flash cards (one set per pair)• <i>One Well</i>, “People at the Well” (pages 16 and 17)• Gallon container• Asking and Answering Questions recording form (blank; one to display)• Asking and Answering Questions recording form—with questions (one per student and one to display)• Researching Text anchor chart (new; teacher-created)• Equity sticks



Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: The Word for a Person Who Searches Again and Again (8 minutes)</p> <ul style="list-style-type: none">• Tell students you want them to get a picture in their heads of the word <i>search</i>. Ask for volunteers to stand and act it out.• Ask:<ul style="list-style-type: none">* “What did you see our volunteers doing when they were searching?”• Give students time to think, and then call on a few volunteers. Listen for ideas like: “They were looking closely,” or “They were looking carefully.” Add <i>search</i> to the power words portion of the Power Words/Water Words anchor chart.• Using a document camera, project the Prefix/Root/Suffix chart. Say:<ul style="list-style-type: none">* “With a partner, see if you can use one prefix (start of a word) and one suffix (word ending) along with the root word <i>search</i> to make a word that means ‘a person who looks carefully again and again.’”• Give students 2 minutes to work together and then ask a number of pairs to share their words. Write each word you hear without comment (even if it doesn’t make sense). Put a check next to the word each time you hear it. Likely, the word <i>researcher</i> will have the most checks. Add <i>researcher</i> to the power words portion of the Power Words/Water Words anchor chart.• Ask:<ul style="list-style-type: none">* “Who would like to explain how they know that <i>researcher</i> means ‘a person who looks carefully again and again?’”• Give students time to think, and then call on few students to respond. Listen for ideas like understanding of “re-” as “something that happens over and over” (from the lesson on recycling water) or that “-er” means “a person who” (like a teacher is a person who teaches).• Then invite students to share with their partners:<ul style="list-style-type: none">* “What kinds of things do people research?”• After partners have a chance to share, ask for a few volunteers to share their answers. Listen for ideas like: “When they are buying something big,” “When they are making an important decision,” etc. Tell students: “Readers become researchers when they start to ask questions that make them look carefully at information again and again in order to learn more about a topic.”	



Opening (continued)	Meeting Students’ Needs
<p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Ask students to read the targets to themselves. Tell students that as in Unit 2 when they researched frogs, they are now going to research water. Then ask them to share with a partner:<ul style="list-style-type: none">* “What skills are you going to use as a researcher today?”• After partners share, ask for a volunteer. Affirm that like researchers they will be reading closely, asking and answering questions, and keeping notes that they can use later. Tell students that in the next few lessons they will be doing most of their research from <i>One Well</i>. In future lessons they will have the opportunity to conduct research from additional sources.	



Work Time	Meeting Students’ Needs
<p>A. Reading and Answering Questions about “People at the Well” (20 minutes)</p> <ul style="list-style-type: none"> • Tell students that in a few minutes they are going to have a chance to read one section of <i>One Well</i> called “People at the Well.” Tell them that there are a number of words in this text that they may not be familiar with. Tell students that you have made a word list of these words. Distribute the list and read it together. • Then tell students that to help them out, you also made vocabulary flash cards for each pair with the definition of these words on them. It will be up to them to figure out which words from the word list match the definitions on the flash cards. Suggest that they lay out the flash cards and the word list so that they are easy to see while they are reading. • Distribute One Well. Focus students on pages 16 and 17: “People at the Well.” Point out a place in the text where it gives the gallon equivalent in the text (e.g., 49 U.S. gal.). Hold up the gallon container. Explain that this is a gallon, so if the text says “49 U.S. gal.,” it means it takes 49 of these. • Tell students that they will have about 10 minutes to do the following: <ol style="list-style-type: none"> 1. Whisper read the whole text with your partner. 2. Go back and search for the words on the word list. 3. When you find a match between a word on the list and the vocabulary flash card, write that word neatly and spelled correctly on the front of the card. 4. It’s OK if you don’t complete all the cards before time is up. • Invite students to begin. Circulate and observe as they read. Give support with decoding only when absolutely necessary. If students need support with the vocabulary, consider directing them to the paragraph where the word can be found. Be sure to check the flash cards for correct definitions as you circulate. • If students finish early, they should keep working on the flash cards, illustrate the definitions, or quiz each other. • Call students together. Review the words and definitions, then ask: <ul style="list-style-type: none"> * “How did you figure out which definitions went with which words?” • Give students 1 minute to think. Then call on volunteers to respond. Listen for ideas such as: “using the pictures,” “reading words around it,” or “substituting a word from the definition.” 	<ul style="list-style-type: none"> • If students need additional support with vocabulary, use one or more of the following strategies: Indicate the paragraph where the words can be found to show the definition, give students a limited number of words to look for at a time, and/or add an icon/visual representation of each word on the word list.



Work Time (continued)	Meeting Students’ Needs
<p>B. Initial Questions (10 minutes)</p> <ul style="list-style-type: none">• Project the Asking and Answering questions recording form (blank). Tell students that as they research water during the rest of this unit, they are going to use this recording form to keep track of their questions and answers. Ask students to look carefully at the recording form and then to share what they think they will do with it. Give students a moment to think.• Cold call students to respond. Listen for ideas like: “Ask questions and then try to find the answers in the book.” Affirm that not only will students find the answers in text, they will also record the <i>location</i> of the answers. Focus students on this column. Then direct students to the word <i>initial</i>. Tell them that <i>initial</i> means “first.” So this means that they will come up with their first questions before they even read the text. Add the words <i>initial</i> and <i>location</i> to the Power Words section of the Power Words/Water Words anchor chart.• Display Asking and Answering questions recording form-with questions on the document camera. Call on volunteers to read these questions aloud. Tell students that before you read the text, you looked briefly at the two pages and came up with these two questions. Project <i>One Well</i>, “People at the Well” (pages 16 and 17). Ask:<ul style="list-style-type: none">* “Why do you think I thought I could find the answer to that question in this text?”• Give students a moment to think, and then call on volunteers. Listen for ideas like: “the title” or “the pictures.” Add these ideas to the Asking Questions section of the new Researching Text anchor chart.	



Work Time (continued)	Meeting Students’ Needs
<p>C. Reading Closely to Answer Questions (15 minutes)</p> <ul style="list-style-type: none">• Tell students that in future lessons, they will have a chance to come up with their own initial questions. Today they will use your questions and search for answers, just as they searched the text for the definitions of words.• Draw students’ attention to the displayed Asking and Answering Questions recording form—with questions. Point out Part 2 of the form. Tell students that the first thing they will do is search for a key detail that answers this question. Direct students to the fourth paragraph (“The remaining 69% ...”). Ask them to talk with their partner and determine what they would write in the Key Detail box. Encourage students to give a silent signal when they have an answer.• When most students have given the silent signal, pull an equity stick to select a student to share out with the whole group. Listen for an answer like: “Sixty-nine percent of water is used for agriculture” or “People use water to grow food and to give to farm animals.” Write in the Key Detail box: “69% = agriculture (grow food, raise animals).”• Then point out the column labeled Location. Remind students that they are going to write down where they found the answer or where it was located in this box. Write “¶ 4.”• Distribute an Asking and Answering Questions recording form—with questions to each student. Tell students that they will have about 10 minutes to work with their partners to find additional key details to answer the first question and to answer the second question. Tell them not to worry about the New Questions column yet.• Circulate as students work. As needed, support them in condensing their key details and accurately naming the location. For the fact boxes, suggest that students label these by color (e.g., purple box).• Note: Students will use these recording forms in Lesson 4 as well. Either collect the forms or have students put them in an appropriate place.	



Closing and Assessment	Meeting Students’ Needs
<p>A. Adding to the New Anchor Chart: Researching Text Anchor Chart (5 minutes)</p> <ul style="list-style-type: none">• Gather students together. Commend them for their good work on this new recording form. Ask: “What have you discovered so far about searching the text for answers to questions?”• Give them time to think, then call on a volunteer. Listen for ideas like: “Read the fact boxes next to the picture the question is about” and “Get the gist of each paragraph and see if it answers the question.” Add these ideas to the Answering Questions section of the Researching Text anchor chart.	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• Research the ways water is used in your family and neighborhood. Write a list of all the ways that you see people using water.• Remind students to bring in their gallon container.	



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Grade 3: Module 4: Unit 2: Lesson 3

Supporting Materials



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Prefix/Root/Suffix Chart

	search	-er
		-es
		-ly




Word List

Agriculture
Chemical(s)
Industry
Livestock
Produce
Society/Societies



Vocabulary Flash Cards

Make	Useful, man-made products that make can water dirty
A group of people; a community	Businesses that grow plants and raise animals for food
Horses, cows, sheep, and other useful animals that are raised for food, materials (like wool), or for work 	Businesses that make things, like factories that make milk or cars



Researching Text Anchor Chart
For Teacher Reference - Adapt Based on Student Responses

Note: You will continue to build this anchor chart and use it through the end of the unit. To support the organization of information on this anchor chart, consider including the following bolded headings.

Researching Text

Asking INITIAL questions

Think about the topic, then ...

- Read the title.
- Look at the pictures.

Answering questions

Read the fact boxes next to the picture the question is about.

Get the gist of each paragraph and see if it answers the question.

Asking NEW questions

(nothing for this lesson)

How does asking and answering questions about text help researchers?

(nothing for this lesson)



Asking and Answering Questions
Recording Form

Text: _____

Part 1	Part 2		
My Initial Question	Key Details from the Text	Text Location	New Questions or Thinking



Asking and Answering Questions
Recording Form—with Questions

Text: _____

Part 1	Part 2		
My Initial Question	Key Details from the Text	Text Location	New Questions or Thinking
How do people use water?			
What do animals like cows have to do with water?			



Asking and Answering Questions

Recording Form—with Questions – Answers For Teacher Reference

Text: _____

Part 1	Part 2		
My Initial Question	Key Details from the Text	Text Location	New Questions or Thinking
How do people use water?	<ol style="list-style-type: none">1. 69% = agriculture (grow food, raise animals)2. At home: baths, cooking, drinking, etc.3. 21% = making things we use (industry)4. It takes a lot of water to make a glass of milk or fast-food lunch	<ol style="list-style-type: none">1. ¶ 42. ¶ 2 and blue boxes3. ¶ 3 and yellow box4. Purple and pink boxes	
What do animals like cows have to do with water?	49 gallons of water = one glass of milk	Purple box	



EXPEDITIONARY
LEARNING

Grade 3: Module 4: Unit 2: Lesson 4

Asking and Answering Questions about *One Well*, “People at the Well” (Pages 16 and 17), Part 2



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

I can ask questions to deepen my understanding of an informational text. (RI.3.1)
I can answer questions using specific details from an informational text. (RI.3.1)
I can document what I learn about a topic by taking notes. (W.3.8)

Supporting Learning Targets

- I can ask questions to deepen my understanding of “People at the Well.”
- I can answer questions using specific details from “People at the Well.”
- I can document my learning by taking notes about how people use water.

Ongoing Assessment

- Student copies of Asking and Answering Questions recording form—with questions (from Lesson 3)
- Back-to-Back, Front-to-Front protocol (based on homework from Lesson 3)



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader: The Water We Use (13 minutes)B. Review the Learning Targets (2 minutes)2. Work Time<ol style="list-style-type: none">A. Identifying Our New Questions and Thinking (10 minutes)B. Documenting Other Important Details (17 minutes)C. Listing Important Details about Demands on Water (8 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Written Conversation (5 minutes)B. Adding to the Researching Text Anchor Chart (5 minutes)4. Homework<ol style="list-style-type: none">A. Continue reading in your independent reading book and complete your Independent Reading recording form.	<ul style="list-style-type: none">• Throughout Module 4, there is less scaffolding: Students access text with greater independence (moving them toward RI.3.10). Having students work independently with a text first will give you a chance to assess their ability to read the text on their own and access the strategies you have been developing throughout the year.• Students should be in the same pairs as in Lesson 3 for reading. For other paired activities, consider pairing students randomly.• In advance: For homework of Lesson 13 on Unit 1, students were asked to bring a gallon jug. Gather these jugs together someplace where it will be easy for students to see them. (If you seat students in a circle, consider putting the jugs in the middle of the circle at the start of the lesson.)



Lesson Vocabulary	Materials
act out (e.g., perform), pantomime; same vocabulary from the text as in Lesson 3.	<ul style="list-style-type: none">• Gallon containers• Water usage table: http://www.nyc.gov/html/dep/html/residents/wateruse.shtml• Document camera• Asking and Answering Questions recording form (teacher model)• White board and marker (one per student; or a piece of scratch paper)• Researching Text anchor chart (begun in Lesson 3)• Asking and Answering Questions recording form—with questions (from Lesson 3)• <i>One Well</i>, “People at the Well” section (book; one per student)• Equity sticks• Demand for Water anchor chart (new; created by students in Work Time C)• Large sticky note or strip of paper and tape for each student• Slip of paper for every student• Independent Reading recording form (one per student)



Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: The Water We Use (13 minutes)</p> <ul style="list-style-type: none">• Ask students to review the list of ways people use water that they made for their homework. Invite them to select three specific demands for water that they can <i>act out</i> or silently perform for one another (<i>pantomime</i>).• Tell students that they are going to do an activity called• Back-to-Back, Front-to-Front. Ask students to stand back-to-back with a partner. Say: “When I say front-to-front, turn around and silently act out your use. Watch what your partner does, too, and call out your guess. The only rule is that you have to stay in the same place. When I say back-to-back, turn around again.”• Do two or three rounds of Back-to-Back, Front-to-Front. In each round, call out a few of the uses that you saw.• Call students together. Remind them that in the text yesterday, they read a lot about the various demands on water and a few specific facts about how much water some of our common activities take. Say: “If I call your name, take a gallon container and stand up in front of the class. When you think that there are enough students standing to flush the toilet just once, raise your hand.” Call students, one at a time, until you have three or four students standing in front of the class (it takes 3.5 gallons). (If students raise their hands sooner than this, let them know it will require more, and keep calling students.)• Once three or four students are standing, ask:<ul style="list-style-type: none">* “Do any of you have a new question or new thinking from seeing this?”• Call on volunteers to respond. Tell students that like researchers, they are using their new learning to inspire new thinking and questions.• If time allows, repeat this activity with other water facts from the water usage table. Select examples that connect to the uses that the students acted out during Back-to-Back, Front-to-Front (i.e., connecting common activities they pantomimed with the number of gallons of water used for a particular activity).	<ul style="list-style-type: none">• If students do not have their homework, ask them to think of three ways they use water so that they can participate in the activity.• Model this activity to support visual learners.• Activities that incorporate movement support both ELLs and kinesthetic learners.
<p>B. Review the Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Direct students to the targets. Point out that they are the same as yesterday’s as the class will be continuing to ask and answer questions about “People at the Well.”	



Work Time	Meeting Students’ Needs
<p>A. Identifying Our New Questions and Thinking (10 minutes)</p> <ul style="list-style-type: none">Using the document camera, project the Asking and Answering Questions recording form (teacher model). Point out the last column, “My new questions or thinking.” Say: “Just as you observed the number of gallons various activities take, now you are going to think of new questions or thinking from the details you recorded.”Ensure each student has a white board and marker. Let them know that they will have 2 minutes to write down one new question they have, based on the details they recorded.When time is up, ask students to hold up their questions. Prompt them to look around the room and to read a few of their classmates’ questions. Ask students to share a few questions they think are particularly strong and why they think these are good questions. Add these ideas to the “Asking NEW questions” section of the Researching Text anchor chart. If needed, restate a few of the stronger questions/statements. Remind students that researchers ask questions that take their thinking deeper, not just any question that pops in their head. They stay away from silly questions (e.g., “Why is the cow black and white?”) and questions that show they need to think more (e.g., “Why did the author include the detail about how much water it takes to make milk?”)Have students take out their own copies of the Asking and Answering Questions recording form—with questions (from Lesson 3). Give students 5 minutes to record their questions and new thinking.While students are working, write your own questions/thinking in the “My new questions or thinking” section of the recording form. Include the detail about how much water it takes to make a glass of milk. Write: “How much water does it take to make other things?”Gather students together. Tell them they are going to share some of their questions, and you would like them to give a thumbs-up each time they hear a question they think could be answered by this text. Call on a few volunteers to share their questions. If students give a thumbs-up at inappropriate times, ask them why they think this question could be answered by the text. Help to clarify their thinking as needed.Complete this activity by focusing students on your copy of the Asking and Answering Questions recording form on the document camera. Tell students that as you read your questions/thinking aloud, they should give a thumbs-up if they think it can be answered by the text.	<ul style="list-style-type: none">Mixing partners for the sharing serves two primary purposes: 1) to support the possible sharing of new information and 2) to give students an opportunity to work with someone new. If your class does not easily pair, either have students share with their existing partner or predetermine pairs.Have students work with a partner to generate their question.



Work Time (continued)	Meeting Students’ Needs
<p>B. Documenting Other Important Details (17 minutes)</p> <p><i>Note: Students will need access to One Well, “People at the Well” (pages 16 and 17).</i></p> <ul style="list-style-type: none">• Tell students: “I noticed that many of you thought that my question “How much water does it take to make other things?” could be answered by this text. I think so, too, so I am going to write it in the first column. Take 3 minutes to work with your partner to see if you can find at least one detail to answer this question.”• Give students 3 minutes to work; then use equity sticks to call on a student to share the detail he or she found as well as the location. Record these on your recording form (e.g., bike = 34 gallons/¶ 5).• Tell students that most of the time their initial questions won’t lead to all the important details that the author wanted to share. Their job is to dig deeply into the text and search for the most important information. If they find an important detail they don’t have a question for, they should just put an “X” in the question column and record the details and any new questions or thinking.• Give students about 8 minutes to work independently to continue to record details. Tell them they can ask their partners for help if they need support.• As students work, circulate and observe. Make sure they are using the recording form correctly. Ask them questions like:<ul style="list-style-type: none">* “Do you think you can find answers to any of your questions in the text?”* “What is another important detail that the author wanted you to know about how people use water?”* “Why do you think the author included the detail ‘Water was even used to make the paper for this book—and the ink used to print the words?’”	
<p>C. Listing Important Details about Demands on Water (8 minutes)</p> <ul style="list-style-type: none">• Gather students together. Ask them to quickly find a new partner. Tell them to each share one important detail they learned about the demand for water and then decide together which detail they want to add to the Demand for Water anchor chart. Remind students that although there was a lot of interesting information in this text, they should select a detail that will really help others understand the demand for water.• Tell students that when they know the important detail they want to share, to give you the silent signal and you will bring them a large sticky note to write their detail on.• As students finish writing their details, ask them to add them to the anchor chart. Select a few to read aloud to the class.	



Closing and Assessment	Meeting Students’ Needs
<p>A. Written Conversation (5 minutes)</p> <ul style="list-style-type: none">• Post the question: “What is one question you have about how researchers ask and answer questions using text?”• Pass out a slip of paper to each student. Tell the students: “Write your question and then pass it to your partner from the last activity. When you get your partner’s question, answer it with something you have figured out or ask a new question. Pass the slips of paper back and forth until time is up.”	
<p>B. Adding to the Researching Text Anchor Chart (5 minutes)</p> <ul style="list-style-type: none">• Call the students together. Ask if they have any new ideas to add to the Researching Text anchor chart for their conversation with their partner. Add these in the appropriate areas.	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book and complete your Independent Reading recording form.	



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Grade 3: Module 4: Unit 2: Lesson 4

Supporting Materials



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Researching Text Anchor Chart
For Teacher Reference - Adapt Based on Student Responses

Note: You will continue to build this anchor chart and use it through the end of the unit. To support the organization of information on this anchor chart, consider including the following bolded headings.

Researching Text

Asking INITIAL questions

(From previous lesson, answers will vary)

Think about the topic, then ...

- Read the title.
- Look at the pictures.

(May be new additions)

Answering questions

(From previous lesson)

Read the fact boxes next to the picture the question is about.

Get the gist of each paragraph and see if it answers the question.

(May be new additions)

Asking NEW questions

(Answers will vary)

Ask questions that take your thinking deeper. Avoid silly questions or “how come” questions.

How does asking and answering questions about text help researchers?

(Probably not addressed in this lesson; may come up in the closing)



Asking and Answering Questions
Recording Form Teacher Model

Text: _____

Part 1	Part 2		
My Initial Question	Key Details from the Text	Text Location	New Questions or Thinking
How do people use water?	<ol style="list-style-type: none">1. 69% = agriculture (grow food, raise animals)2. At home: baths, cooking, drinking, etc.3. 21% = making things we use (industry)4. It takes a lot of water to make a glass of milk or fast-food lunch	<ol style="list-style-type: none">1. ¶ 42. ¶ 2 and blue boxes3. ¶ 3 and yellow box4. Purple and pink boxes	
What do animals like cows have to do with water?	49 gallons of water = one glass of milk	Purple box	



Asking and Answering Questions
Recording Form - Answers for Teacher Reference

NOTE: Answers will vary greatly throughout this recording form. Students may use examples from the teacher model (as below), but this is not necessary. Make sure key details are pulled from the text and that the locations correspond to the key details.

Text: _____

Part 1	Part 2		
My Initial Question	Key Details from the Text	Text Location	New Questions or Thinking
How do people use water?	<ol style="list-style-type: none"> 69% = agriculture (grow food, raise animals) At home: baths, cooking, drinking, etc. 21% = making things we use (industry) It takes a lot of water to make a glass of milk or fast-food lunch 	<ol style="list-style-type: none"> ¶ 4 ¶ 2 and blue boxes ¶ 3 and yellow box Purple and pink boxes 	
What do animals like cows have to do with water?	49 gallons of water = one glass of milk	Purple box	
How much water does it take to make other things?	Bike = 34 gallons fast food lunch= 1375 gallons car = 38,800 gallons	¶ 5 pink box yellow box	Is there a way to use less water to make things?



Asking and Answering Questions
Recording Form - Answers for Teacher Reference

Part 1	Part 2		
My Initial Question	Key Details from the Text	Text Location	New Questions or Thinking
xx	A billion people eat fish for protein	Green box	What will happen to the fish and the people who eat them if we use up the water making other things?



Independent Reading Recording Form

Name: _____

Date: _____

Title of Book:	
Pages Read:	

Read your independent reading book. Follow the direction in each section.
Use this chart to keep track of what you read.

Where	Who	What

Words

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

I think this word is precise because _____



Independent Reading Recording Form

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

Words	I think this means



EXPEDITIONARY
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Grade 3: Module 4: Unit 2: Lesson 5

Asking and Answering Questions about *One Well*, “Access to the Well” (Pages 20 and 21)



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

I can ask questions to deepen my understanding of an informational text. (RI.3.1)
I can answer questions using specific details from an informational text. (RI.3.1)
I can document what I learn about a topic by taking notes. (W.3.8)

Supporting Learning Targets

- I can ask questions to deepen my understanding of “Access to the Well.”
- I can answer questions using specific details from “Access to the Well.”
- I can document my learning by taking notes about how people access water.

Ongoing Assessment

- Back-to-Back, Front-to-Front protocol
- Asking and Answering Questions recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Where Do You Get Water? (3 minutes)Unpacking Learning Targets (2 minutes)Work Time<ol style="list-style-type: none">Asking Our Initial Questions (8 minutes)Reading and Answering Questions about “Access to the Well” (20 minutes)Answering Questions and Finding Important Details (17 minutes)Closing and Assessment<ol style="list-style-type: none">Sharing: Listing Important Details about Access to Water (5 minutes)Adding to the Researching Text Anchor Chart (5 minutes)Homework<ol style="list-style-type: none">Take your gallon container home. Fill it up with water. Set a timer or keep checking the clock for 15 minutes and walk around with your container. (For an added challenge, fill up two containers!) As you walk, think: What is it like to carry the container?Continue reading your independent reading book and complete your Independent Reading recording form.	<ul style="list-style-type: none">This lesson follows the same pattern as Lessons 3 and 4. (Lessons 3 and 4 are at a slower pace to teach the recording form.)Students should be in their same pairs from Lessons 3 and 4.The text that students read in this lesson offers rich opportunities for math connections. During another part of the day, consider reviewing fractions, large numbers (how much is a billion?), bar graphs and pictograms. Consider a “close reading” of the graph on page 21 during math.The homework asks students to do the physical task of carrying a gallon of water for 15 minutes. If you have students with physical disabilities who may not be able to do this, please make an appropriate modification, such as limiting the time, decreasing the amount of water carried (perhaps to nothing), changing the type of movement (e.g., just standing or sitting instead of walking), or doing another repetitive activity for 15 minutes. Even students who do not do the physical activity should complete the writing, as it will be used in the Opening of Lesson 6.In advance: Find a 10 liter (2.6 gallon) bucket.



Lesson Vocabulary	Materials
document (v); access/accessible, distribution/distributed	<ul style="list-style-type: none">• Timer or stopwatch• Researching Text anchor chart (from Lessons 3 and 4)• Asking and Answering Questions recording form (one per student)• <i>One Well</i> “Access to the Well” (pages 20 and 21)• Document camera• 10 liter/2.6 gallon bucket• Access to Water anchor chart (new; created by students in Closing and Assessment A)• Large sticky note (one per pair)• Equity sticks• Gallon containers (from Lessons 3 and 4)• Homework (one copy per student)• Independent Reading recording form (one per student)



Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Where Do You Get Water? (3 minutes)</p> <ul style="list-style-type: none">• Tell students that they are going to play a game to warm up their brains for this text. Tell them that for this game you are going to give them a question. Explain that you when you share the question with them you would like them to think first, remaining silent. Then, when you give a signal (say go or raise your hand), they should call out as many answers as they can in one minute. Tell them that you will write these answers on the board. Explain that the goal of the game is to come up with as many answer to the question as possible in a minute.• Give students the following question:<ul style="list-style-type: none">* “Where do you get water?”• Give students a few moments to think. Then set a timer for 1 minute or give a student a stopwatch and signal the start of the game.• Without commentary, record the ideas that the students call out. When time is up, congratulate students on their list and their teamwork. Say: “You are very lucky. You have a lot of ways to <i>access</i> water.” Remind students that <i>access</i> means “able to use or get.” Give an example of the variant accessible: “Water is very <i>accessible</i> for you.”	
<p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Refer students to the learning targets. Say: “Today you will research ‘Access to the Well.’ As you read, you will pull together the skills you learned in the past two lessons to ask your own questions, find the answers, and document your learning by taking notes. This will help you to use this information to deepen your understanding and educate others.”	



Work Time	Meeting Students’ Needs
<p>A. Asking Our Initial Questions (8 minutes)</p> <ul style="list-style-type: none">• Refer to the Researching Text anchor chart. Remind students of some of the strategies they can use to ask their initial, or first, questions.• Distribute the Asking and Answering Questions recording form.• Note: do not distribute students’ texts yet.• Briefly display pages 20 and 21 of <i>One Well</i> on the document camera and read the title. Then turn off the camera and ask students to complete Part 1 of their recording form.• When students have stopped writing questions, ask them to draw a line under their last question. This will help you to evaluate which question students generated before reading. Ask students to set aside their recording forms.• Then give them their <i>One Well</i> book.	



Work Time (continued)	Meeting Students’ Needs
<p>B. Reading and Answering Questions about “Access to the Well” (20 minutes)</p> <ul style="list-style-type: none"> • Tell students that they will have about 8 minutes to whisper read the text with their partner. Tell them if they come across an unfamiliar word to use its context, or the words and ideas nearby, to try to figure it out. If students finish early, tell them that they can reread difficult or unfamiliar words and talk more about them. • Circulate and observe students as they read. Give support with decoding only when absolutely necessary. • Call students together in the whole group area and ask them to sit with their partners. Project the text on the document camera. As you ask each question, indicate the part of the text you are referring to. • Refer to the second paragraph and the word <i>distribution</i>. Tell students: “A few minutes ago you <i>distributed</i> the books and papers.” Remind students that as with the words <i>evaporation</i>, <i>precipitation</i>, and <i>condensation</i>, “-tion” means “the act of.” • Ask: <ul style="list-style-type: none"> * “If <i>distribution</i> is the act of distributing, how could you say the first sentence of Paragraph 2 in your own words?” • Have students Pair-Share. Listen in and share a few strong examples you hear. (e.g., “Although the amount of water on earth is always the same, the way it flows across the world isn’t.”) • Ask: <ul style="list-style-type: none"> * “What affects the distribution of water?” • Give students time to Pair-Share then cold call partners to respond. Be sure students reference the text. Listen for ideas like: “the amount of rain that falls” or “the amount of water in lakes, streams, and aquifers.” • Then ask: <ul style="list-style-type: none"> * “How might distribution affect access?” • Again, give students time to Pair-Share. Then cold call partners to respond. Be sure students refer to the text. Listen for ideas like: “In places where there is not a lot of water from rain and in lakes, people may not be able to get clean water, or they may have to walk a long way to get it.” If students struggle with the relationship between distribution and access say: “Imagine that you got your water from a well or a lake and it dried up. How would you get water?” • Refer to the chart on page 21. Ask: <ul style="list-style-type: none"> * “How many buckets of water does one person in the United States use each day?” • If needed, remind students that the United States is in North America. Select a volunteer to respond. (The answer is 55 buckets.) 	<ul style="list-style-type: none"> • Consider providing smaller chunks of text (sometimes just a few sentences) for ELLs. Teachers can check in on students’ thinking as they write or speak about their text. • If some students have not yet mastered the speaking and listening standards (3.1 and 3.6), you might consider using the Conversation Criteria checklist from Module 2 to continue gathering data about students’ conversation skills. • When working on questions with the whole class, use a variety of strategies to keep students engaged and ensure they are thinking, such as Think-Pair-Share, cold calling, wait time, silent thumb signals, white boards, etc. If using white boards, you might rephrase some questions to allow students to draw their answers.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> • Invite students to continue to focus on that chart. Ask: <ul style="list-style-type: none"> * “How many buckets of water does one person in Ethiopia use each day?” • Select a volunteer to respond (1 bucket). Help students understand this by displaying a 10 liter/2.6 gallon bucket. • Finally, ask: <ul style="list-style-type: none"> * “Why do you think people in Ethiopia use so much less water than people in the United States?” • Give students time to Pair-Share. Then cold call partners to respond. Be sure students refer to the text. Listen for ideas about access to water: “Water must be hard to get in Ethiopia. Here it comes from the faucet.” And on distribution: “It must not rain a lot in Ethiopia. In a lot of places in the United States, it rains a lot. There are a lot of lakes and rivers.” Consider noting for students that even in areas of the United States where there isn’t a lot of rain, people still have access to water. There are lakes to store water called reservoirs and pipes that take the water out of lakes and to water-treatment facilities that clean the water so it comes to your pipes safe and ready to use. 	<ul style="list-style-type: none"> • Consider posting text-dependent questions that are asked to the class orally to support visual learners.
<p>C. Answering Questions and Finding Important Details (17 minutes)</p> <ul style="list-style-type: none"> • Direct students’ attention again to the Researching Text anchor chart. Refer to the sections “Answering questions” and “Asking NEW questions.” Remind students that as they complete Part 2 of the Asking and Answering Questions recording form, they should use the skills listed on the anchor chart. • Remind students that sometimes they will have new questions they can answer with details from the text; other times there may be important details in the text that do not connect to their questions. They should be sure to record these details, too. • Invite students to take 15 minutes to complete Part 2 of their Asking and Answering questions recording form independently. • Circulate as students work and provide support as needed. 	<ul style="list-style-type: none"> • If students struggle to complete Part 2 of the recording form, consider one of the following: 1) have students work with a partner, 2) highlight questions for the students to find details to support, 3) give students a location to look for details that will answer their question, 4) give students a location they should use to find details (e.g., Paragraph 3), or 5) provide students with a recording form that already has the questions on it.



Closing and Assessment	Meeting Students’ Needs
<p>A. Sharing: Listing Important Details about Access to Water (5 minutes)</p> <ul style="list-style-type: none">• Gather students together. Ask students to quickly find a new partner. Tell students to each share one important detail they learned about accessing clean water and then to decide on which detail they want to add to the Access to Water anchor chart.• Tell students that when they know their detail, to give you the silent signal and you will bring them a large sticky note to write their detail on. As students finish writing their details, ask them to add them to the anchor chart. Select a few important details to read aloud to the class. Be sure to point out why some details are particularly important and how they will help others really understand about the importance of access to water. Continue to distinguish between just “interesting” details and “important” details that help researchers understand the big ideas of a topic more fully.	<ul style="list-style-type: none">• Mixing partners for the sharing serves two primary purposes: 1) to support the possible sharing of new information, and 2) to give students an opportunity to work with someone new. If your class does not easily pair, either have students share with their existing partner or predetermine pairs.
<p>B. Adding to the Researching Text Anchor Chart (5 minutes)</p> <ul style="list-style-type: none">• Ask students:<ul style="list-style-type: none">* “How does asking and answering questions about a text help researchers?”• Give students a moment to think, and then ask them to share their thoughts with their partner from the previous activity.• After students have shared, use equity sticks to select a few students to share. Record ideas on the Researching Text anchor chart.• Explain the homework.	<ul style="list-style-type: none">• Post the question or refer to it on the anchor chart to support visual learners.• Provide a sentence frame to support ELLs.



Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• Take your gallon container home. Fill it up with water. Set a timer or keep checking the clock for 15 minutes and walk around with your container. (For an added challenge, fill up two containers!) As you walk, think: What is it like to carry the container? If you had to walk to water and carry it back a few times every day, what else might you NOT have the time or energy to do? What would this be like if it was hot, cold, rainy, or windy? When you are done, set a timer again and write a story about your experience for 15 minutes on the homework sheet provided.• Continue reading your independent reading book and complete your Independent Reading recording form.	<ul style="list-style-type: none">• The homework asks students to do the physical task of carrying a gallon of water for 15 minutes. If you have students with physical disabilities who may not be able to do this, make an appropriate modification, such as limiting the time, decreasing the amount of water carried (perhaps to nothing), changing the type of movement (e.g., just standing or sitting instead of walking), or doing another repetitive activity for 15 minutes. Even students who do not do the physical activity should complete the writing, as it will be used in the opening of Lesson 6.



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Grade 3: Module 4: Unit 2: Lesson 5

Supporting Materials



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Asking and Answering Questions Recording Form

Text: _____

Part 1	Part 2		
My Initial Question	Key Details from the Text	Text Location	New Questions or Thinking



Asking and Answering Questions Recording Form
For Teacher Reference

Note: The first and fourth columns are likely to vary greatly. Look for key details from the text (aligned to appropriate questions) and accurate text locations. If a student has a reasonable question that the text did not address, this is not a problem. In that case, the student should not write anything in the boxes for Part 2.

Text: **“Access to the Well”**

Part 1	Part 2		
My Initial Question	Key Details from the Text	Text Location	New Questions or Thinking
What does it mean to have access to the well?	You can turn on the tap to get water. You have water to meet your needs.	Paragraph 1	What happens when people don't have access to water?
Who has access to the well?	People in North America have the most. 1/5 of the world's population does not have enough water. 300 million people in Africa don't have enough water.	Graph Paragraph 3 Beige fact box	Why do some people have more access to water than others?
What happens when people don't have access to water?	1 billion people have to walk 15 minutes or more to get water.	Paragraph 1	What do people do when they don't have enough water? What do they go without? What happens when they run out?
xx	A billion people eat fish for protein	Green box	What will happen to the fish and the people who eat them if we use up the water making other things?



Researching Text Anchor Chart

For Teacher Reference; Adapt to Suit, Based on Student Responses

Note: Students started building this anchor chart in Lesson 3. In this lesson, they add information to the last section.

Researching Text

Asking INITIAL questions

Think about the topic, then ...

- Read the title.
- Look at the pictures.

Answering questions

(From previous lesson)

Read the fact boxes next to the picture the question is about.

Get the gist of each paragraph and see if it answers the question.

Asking NEW questions

(Answers will vary)

Ask questions that take your thinking deeper. Avoid silly questions or “how come” questions.

How does asking and answering questions about text help researchers?

(Probably not addressed in this lesson; may come up in the closing)



Homework

Name:

Date:

1. Take your gallon container home. Fill it up with water. (For an added challenge, fill up two containers!)
2. Read these questions:
 - What is it like to carry the container?
 - What would it be like if it was hot, cold, rainy, or windy?
3. If you had to walk to water and carry it back a few times every day, what else might you NOT have the time or energy to do?
4. Set a timer or keep checking a clock for 15 minutes and walk around with one or two containers. As you walk, think about the questions.
5. Put your containers down and get ready to write about your experiences. Again think about the questions above. Imagine that you have to carry water every day. Write a story about your life. Be sure to refer to yourself as “I” (for example, “In the morning, when I walk to the well ...”).
6. When you are ready, set the timer for 15 minutes again. Write about these questions in the space below for the full 15 minutes.

Note: You just spent 30 minutes on this homework—the same amount of time it takes 1 billion people, or 16%, of the earth’s population to get to the nearest water supply and back. (*One Well*, p. 20.)



Independent Reading Recording Form

Name:

Date:

Title of Book:	
Pages Read:	

Read your independent reading book. Follow the direction in each section.
Use this chart to keep track of what you read.

Where	Who	What



Independent Reading Recording Form

Words

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

I think this word is precise because

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

Words	I think this means



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Grade 3: Module 4: Unit 2: Lesson 6

Asking and Answering Questions about *One Well*, “Pollution in the Well” (Pages 24 and 25)



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

I can ask questions to deepen my understanding of an informational text. (RI.3.1)
I can answer questions using specific details from an informational text. (RI.3.1)
I can document what I learn about a topic by taking notes. (W.3.8)

Supporting Learning Targets

- I can ask questions to deepen my understanding of “Pollution in the Well.”
- I can answer questions using specific details from “Pollution in the Well.”
- I can document my learning by taking notes about water pollution.

Ongoing Assessment

- Asking and Answering Questions recording form
- Homework from Lesson 5



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader: Circle Poem from Homework (8 minutes)B. Unpacking Learning Targets (2 minutes)2. Work Time<ol style="list-style-type: none">A. Quiz-Quiz-Trade (5 minutes)B. Asking Our Initial Questions (5 minutes)C. Reading and Answering Questions about “Pollution in the Well” (15 minutes)D. Answering Questions and Finding Important Details (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Sharing: Listing Important Details about Pollution (10 minutes)4. Homework<ol style="list-style-type: none">A. Reread “Pollution in the Well” and answer the questions.B. Research things you can do to prevent water pollution.	<ul style="list-style-type: none">• Students should be in their same pairs from Lessons 3–5.• In the Opening of this lesson, students create a “circle poem” to review last night’s homework. Students will not publish these poems; however, consider extending this activity to create a formal piece of writing that documents their learning.• In advance: Prepare Quiz-Quiz-Trade cards. You will need one card for each student. Copy cards on card stock. Cut them apart and fold so that the words and definitions are back-to-back. You may choose to make your own cards with the definitions commonly used in your classroom or to add additional cards. Students could also use their flash cards from Lesson 3.



Lesson Vocabulary	Materials
habitat, species, wildlife From earlier in Unit 2: pollution, pollute (Lesson 1); chemicals, agriculture, industry, livestock, produce, society/societies (Lesson 3) From Unit 1: runoff, evaporate, precipitation	<ul style="list-style-type: none">• Quiz-Quiz-Trade cards (one card per student)• Power Word/Water Words anchor chart• Asking and Answering Questions recording form (one per student)• <i>One Well</i>, “Pollution in the Well” (pages 24 and 25) (book; one per student)• Document camera• Water Challenges anchor chart (new, created by students in Closing and Assessment A)• Large sticky note (one per pair)• Homework (one per student)

Opening	Meeting Students’ Needs
A. Engaging the Reader: Circle Poem from Homework (8 minutes) <ul style="list-style-type: none">• Ask students to review their homework and to underline the most powerful sentence they wrote. Call students together. Tell them they are going to create a “circle poem.”• Invite students to stand in a circle with their papers. Explain that each student will each read just his/her one sentence, in order to create a class poem.• Select a student to begin.• After students complete this circle poem, ask a few volunteers to share their experiences with the homework or the poem.	
B. Unpacking Learning Targets (2 minutes) <ul style="list-style-type: none">• Call students together with their partners. Refer the students to the learning targets. Tell them that just as they have done in the previous lessons, they will read a new text and take note as they ask and answer questions. In today’s lesson they will research “Pollution in the Well.”	



Work Time	Meeting Students’ Needs
<p>A. Quiz-Quiz-Trade (5 minutes)</p> <ul style="list-style-type: none">• Tell students that they are going to play a round of Quiz-Quiz-Trade to review some of the words that are in the text they will be reading today.• Remind the class how to play. Say:<ul style="list-style-type: none">* “I am going to give each of you a card. Show the word on your card to a partner. Your partner will tell you the definition. It’s OK if your partner doesn’t get it exactly right. You can help by sharing the definition on the back of the card. Then the other partner tells a definition. Once you have both had a turn, trade cards and find a new partner.”• Pass out one Quiz-Quiz-Trade card to each student. Give students 4 to 5 minutes to quiz and trade.• After students have engaged in the activity for 4 to 5 minutes, gather the students together. Ask:<ul style="list-style-type: none">* “Did you notice any words we have not talked about before?”• Confirm that <i>wildlife</i> and <i>habitat</i> are words that are not yet on the Power Words/Water Words anchor chart, but that they may remember them from “River to the Sea”. Add wildlife and habitat to the Power Words section of the anchor chart.	<ul style="list-style-type: none">• For Quiz-Quiz-Trade, consider pairing ELLs with a partner who speaks their home language.• If some students have not yet mastered the speaking and listening standards (3.1 and 3.6), you might consider using the Conversation Criteria checklist from Module 2 to continue gathering data about students’ conversation skills.• When working on questions with the whole class, use a variety of strategies to keep students engaged and ensure they are thinking, such as Think-Pair-Share, cold calling, wait time, silent thumb signals, white boards, etc. If using white boards, you might rephrase some questions to allow students to draw their answers.• Consider posting text-dependent questions that are asked to the class orally to support visual learners.



Work Time (continued)	Meeting Students’ Needs
<p>B. Documenting Other Important Details (17 minutes)</p> <ul style="list-style-type: none">• Distribute the Asking and Answering Questions recording form.• Briefly display pages 24 to 25 of <i>One Well</i> on the document camera and read the title. Turn off the camera and ask students to complete Part 1.• As students work, distribute the <i>One Well</i> books. Make sure students have written questions and have drawn a line under their last questions before giving them a book. This will help you to evaluate which questions students generated before reading. Ask students to set aside their recording forms.	<ul style="list-style-type: none">• Consider providing smaller chunks of text (sometimes just a few sentences) for ELLs. Teachers can check in on students’ thinking as they write or speak about their text.



Work Time (continued)	Meeting Students’ Needs
<p>C. Reading and Answering Questions about “Pollution in the Well” (15 minutes)</p> <ul style="list-style-type: none"> • Tell students that they will have about 8 minutes to whisper read the text with their partner. Tell them that there may be some unfamiliar words and that they should try to figure them out from the words in the text. If students finish early, tell them they can reread difficult or unfamiliar words and talk more about them. • Circulate and observe students as they read. Give support only with decoding when absolutely necessary. • Draw the attention of students and their partners to the text on the document camera. As you ask each question, indicate the part of the text you are referring to. Ask the following questions to ensure that students comprehend the vocabulary in the text. • Ask a volunteer to read aloud the second sentence in Paragraph 2. Then ask: <ul style="list-style-type: none"> * “Which words are examples of chemicals? From the words in this sentence, what can you figure out about these chemicals?” • Give students time to Pair-Share, then cold call partners to respond. Be sure students are using examples from the text. Listen for ideas like: “Pesticides, fertilizers, and detergents are types of chemicals. I think they must come from the ground at farms since they are carried by runoff into lakes and rivers and the other example is about streets.” Note: It’s not essential that students can define each of these terms, only that they know they are chemicals carried across land and into water. • Ask a volunteer to read aloud the last two sentences of the third paragraph. Then ask: <ul style="list-style-type: none"> * “What does the phrase ‘threatens the health of many species and habitats’ mean? How could you explain this in your own words?” • Again give students time to Pair Share, then cold call partners to respond. Be sure students are using examples from the text. Listen for ideas like: “It means that water pollution can make the places animals live dirty and make the animals sick.” 	<ul style="list-style-type: none"> • If students struggle to complete Part 2 of the recording form, consider one of the following: 1) have students work with a partner, 2) highlight questions for the students to find details to support, 3) give students a location to look for details that will answer their question, 4) give students a location they should use to find details (e.g., Paragraph 3), or 5) provide students with a recording form that already has the questions on it.
<p>D. Answering Questions and Finding Important Details (15 minutes)</p> <ul style="list-style-type: none"> • Ask students to return to their Asking and Answering questions recording forms. Tell students that they will have about 15 minutes to complete Part 2 of the form. Remind them that there may be important details in the text that do not connect to their questions. They should be sure to record these details, too. • Circulate as students work and provide support as needed. After 10 minutes, give students a 5-minute warning. 	



Closing and Assessment	Meeting Students’ Needs
<p>A. Sharing: Listing Important Details about Pollution (10 minutes)</p> <ul style="list-style-type: none">• Gather students together. Ask them to quickly find a new partner. Invite students to each share one interesting detail they learned about water pollution and then to decide which detail they want to add to the Water Challenges anchor chart. Tell students that when they know their detail, they should give you the silent signal and you will bring them a large sticky note to write their detail on.• As students finish writing their details, ask them to add them to the anchor chart. Select a few to read aloud to the class.• Explain the homework.	<ul style="list-style-type: none">• Mixing partners for the sharing serves two primary purposes: 1) to support the possible sharing of new information, and 2) to give students an opportunity 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
<ul style="list-style-type: none">• Reread “Pollution in the Well” and answer the questions.• Research things you can do to prevent water pollution:<ul style="list-style-type: none">* Interview someone in your family. Ask them what they know about water pollution and what one thing they think we should do to help prevent water pollution.* Create or bring a visual to accompany their answer about the one thing they can do to prevent water pollution. <p><i>Note: Students will need One Well “Pollution in the Well” (pages 24 to 25) to complete Homework A. Students will share Homework B in the Opening of Lesson 7. If you are concerned that families/students may not have ideas about how they can help prevent water pollution, suggest that they work together to conduct Internet research on the topic or refer them to: http://www.northforkaudubon.org/conservation/local-preservation/80-10-things-you-and-your-family-can-do-to-prevent-water-pollution.</i></p>	



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Grade 3: Module 4: Unit 2: Lesson 6

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Quiz-Quiz-Trade Cards

Pollution	Dirt, chemicals, trash, and other things that make air, water, or land dirty
	Putting dirt, chemicals, trash, and other things into air, water, or land to make them dirty
	Water that runs downhill on its way to rivers, streams, etc.
Pollute	
Runoff	
Evaporate	Water vapor that rises into the air
Precipitation	Rain, snow, sleet, and other water droplets that fall from the sky
Habitat	The place where a plant or animal lives



Quiz-Quiz-Trade Cards

Wildlife	Wild animals
	A specific type of animal like snakes
	Useful, man-made products that can make water dirty
Species	
Chemical(s)	
Agriculture	Businesses that grow plants and raise animals for food
Industry	Businesses that make things like milk and cars in factories
Produce	Make something



Quiz-Quiz-Trade Cards

Society/Societies	A group of people; a community
Livestock	Horses, cow, sheep, and other useful animals that are raised for food, materials (like wool), or to work



Asking and Answering Questions Recording Form

Text: _____

Part 1	Part 2		
My Initial Question	Key Details from the Text	Text Location	New Questions or Thinking



Asking and Answering Questions Recording Form
For Teacher Reference

Text: **“Access to the Well”**

Part 1		Part 2	
My Initial Question	Key Details from the Text	Text Location	New Questions or Thinking
What causes water pollution?	<ul style="list-style-type: none">• Chemicals go into the water from runoff.• Pollution from factories and cars goes into the air.• Pollution in the air can pollute rain and snow (acid rain/snow).	Paragraph 2/text box	How can factories and cars make less pollution?
Why is pollution a problem?	<ul style="list-style-type: none">• It makes people sick (80% of all illnesses are caused by pollution!).• It can hurt plants and animals.	Paragraph 3	What happens when people get sick from dirty water?
x	The water cycle helps clean the earth’s water.	Paragraph 1	Why do some chemicals make acid rain and others get left behind? Which chemicals are the really bad ones? Do we have to use them?

Note: The first and fourth columns are likely to vary greatly. Look for key details from the text (aligned to appropriate questions) and accurate text locations. If a student has a reasonable question that the text did not address, this is not a problem. In that case, the student should not write anything in the boxes for Part 2.



Homework

A. Reread “Pollution in the Well” and answer the questions.

Paragraph 3 explains problems caused by polluted water **except**:

- a. Many people get sick from using polluted water.
- b. Wildlife or animals get sick from polluted water.
- c. Polluted water can hurt habitats or the places where plants and animals live.
- d. Polluted lakes, streams, and shorelines look dirty and ugly.

2a. How can the movement of water through the water cycle **HELP** make water cleaner or less polluted?

- a. Everything is a lot cleaner after it rains.
- b. When water evaporates, dirt and chemicals are left behind.
- c. Runoff from backyards, city streets, and farms flows into lakes, rivers, and streams.
- d. Sometimes pollution mixes with precipitation and it turns into acid rain or acid snow.

2b. Where did you find the information to answer this question?

- a. Paragraph 1
- b. Paragraph 2
- c. Paragraph 3
- d. The boxes with the illustrations

3a. How can the movement of water through **the land** and the water cycle make water pollution **WORSE**? (Hint: There may be more than one correct answer.)

- a. Everything is a lot cleaner after it rains.
- b. When water evaporates, dirt and chemicals are left behind.
- c. Runoff from backyards, city streets, and farms flows into lakes, rivers, and streams.
- d. Sometimes pollution mixes with precipitation and it turns into acid rain or acid snow.

3b. For each answer you selected, indicate the paragraph number or text box that supports your answer.

B. Research things you can do to prevent water pollution:

- Interview someone in your family. Ask them what they know about water pollution and what one thing they think we should do to help prevent water pollution.
- Create or bring a visual to accompany their answer about the one thing they can do to prevent water pollution.



Homework
For Teacher Reference

A. Reread “Pollution in the Well” and answer the questions.

Paragraph 3 explains problems caused by polluted water **except**:

- a. Many people get sick from using polluted water.
- b. Wildlife or animals get sick from polluted water.
- c. Polluted water can hurt habitats or the places where plants and animals live.
- d. Polluted lakes, streams, and shorelines look dirty and ugly.**

2a. How can the movement of water through the water cycle **HELP** make water cleaner or less polluted?

- a. Everything is a lot cleaner after it rains.
- b. When water evaporates, dirt and chemicals are left behind.**
- c. Runoff from backyards, city streets, and farms flows into lakes, rivers, and streams.
- d. Sometimes pollution mixes with precipitation and it turns into acid rain or acid snow.

2b. Where did you find the information to answer this question?

- a. Paragraph 1**
- b. Paragraph 2
- c. Paragraph 3
- d. The boxes with the illustrations

3a. How can the movement of water through **the land** and the water cycle make water pollution **WORSE**? (Hint: There may be more than one correct answer.)

- a. Everything is a lot cleaner after it rains.
- b. When water evaporates, dirt and chemicals are left behind.
- c. Runoff from backyards, city streets, and farms flows into lakes, rivers, and streams.**
- d. Sometimes pollution mixes with precipitation and it turns into acid rain or acid snow.**



Homework
For Teacher Reference

3b. For each answer you selected, indicate the paragraph number or text box that supports your answer.

The problem of dirty runoff (C) is described in Paragraph 2. The beige fact boxes with the illustration told about acid rain and snow (D).

B. Research things you can do to prevent water pollution:

- Interview someone in your family. Ask them what they know about water pollution and what one thing they think we should do to help prevent water pollution.
- Create or bring a visual to accompany their answer about the one thing they can do to prevent water pollution.



EXPEDITIONARY
LEARNING

Grade 3: Module 4: Unit 2: Lesson 7

Mid-Unit Assessment: Asking and Answering Questions about Having Enough Clean Water for Everyone



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

I can ask questions to deepen my understanding of an informational text. (RI.3.1)
I can answer questions using specific details from an informational text. (RI.3.1)
I can document what I learn about a topic by taking notes. (W.3.8)

Supporting Learning Targets

- I can ask questions to deepen my understanding of “Demands on the Well.”
- I can answer questions using specific details from “Demands on the Well.”
- I can document my learning by taking notes about demands on water.

Ongoing Assessment

- Homework A: Questions about “Pollution in the Well”
- Homework B: Visual of one thing to do about water pollution
- Mid-Unit 2 Assessment: Asking and Answering Questions about Having Enough Clean Water for Everyone
- Tracking My Progress, Mid-Unit 2 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader: Preventing Water Pollution (5 minutes)B. Unpacking Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Mid-Unit 2 Assessment: Asking and Answering Questions about “Demands on the Well” (40 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Sharing New Words (5 minutes)B. Tracking My Progress (5 minutes)4. Homework<ol style="list-style-type: none">A. In the first half of this unit we have studied the challenges of access, pollution, and demands on water. Which challenge are you most interested in? Why? What questions do you have about this challenge?	<ul style="list-style-type: none">• Because this is a reading assessment, do not read the text aloud.



Lesson Vocabulary	Materials
<p>dam</p> <p>Do not pre-teach assessment vocabulary.</p>	<ul style="list-style-type: none"> • Water Challenges anchor chart (from Lesson 6) • <i>One Well</i> “Demands on the Well” (pages 22 and 23) • Mid-Unit 2 Assessment: Asking and Answering Questions about Having Enough Clean Water for Everyone (one per student) • Document camera • Power Words/Water Words anchor chart • Tracking My Progress, Mid-Unit 2 recording form (one per student)

Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Preventing Water Pollution (5 minutes)</p> <ul style="list-style-type: none"> • Ask students to put the visual from their homework on their desks. Tell them that in a moment they are going to have a silent Gallery Walk to look at these visuals and then share what they represent about ways we can address the challenge of water pollution. • Remind students that during a Gallery Walk they should look, but they should not talk or touch. Tell students they will have about 2 minutes to look closely at four or five visual representations of their choice. • Call students together. Ask: <ul style="list-style-type: none"> * “What are some of the things we can do to prevent water pollution?” • Ask students to share out. Add new ideas to the Water Challenges: Pollution anchor chart. 	<ul style="list-style-type: none"> • If students are accustomed to activities like the Gallery Walk, let them view objects in their own order, at their own pace. If students need more structure, consider having students share with a small group or “snake” slowly through the classroom in line to view the visual representations.
<p>B. Unpacking Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Refer students to the learning targets. Tell students that today they will read a new text, “Demands on the Well,” and complete the mid-unit assessment by asking and answering questions. • Emphasize that there is no “trick” to this assessment. Students will simply be doing the same kind of thinking they have been doing, asking and answering questions throughout this part of the unit. 	



Work Time	Meeting Students' Needs
<p>A. Mid-Unit 2 Assessment: Asking and Answering Questions about “Demands on the Well” (40 minutes)</p> <ul style="list-style-type: none">• Distribute the Mid-Unit 2 Assessment: Asking and Answering Questions about Having Enough Clean Water for Everyone.• Point out the directions at the top of the assessment:<ol style="list-style-type: none">1. Complete Part 1 of the recording form by asking your own initial questions about “Demands on the Well.” Draw a line under your last question.2. Read the text: <i>One Well</i>, “Demands on the Well” (pages 22 and 23).3. Reread the text. Complete Part 2 with details from the text, text location, and any new questions or thinking.4. Complete Part 3 of the recording form: Answer the two questions.• Briefly display pages 22 and 23 of <i>One Well</i> on the document camera and read the title. Turn off the camera and ask students to complete Part 1.• As students complete Part 1, pass out the <i>One Well</i> books. Make sure that students have written questions and have drawn a line under their last questions before giving them a book. This will help you to assess which questions students generated before reading.• Give students 35 minutes to complete the remainder of the assessment. Circulate to observe test-taking strategies and record observations for future instruction. For example, are students going back to the text to look for answers? Do they appear to be reading the text completely before beginning the assessment? This information can be helpful in preparing students for future assessments and standardized tests.• For students who finish early, possible extensions include rereading the text, reading their independent reading book, or illustrating another fact box from page 22 of <i>One Well</i>.• Collect students’ mid-unit assessments to formally assess.	<ul style="list-style-type: none">• Consider focusing struggling readers on a limited amount of text.• Consider setting a time limit for these students or asking them to read only the second paragraph, “Rivers often start in the mountains ...”• Provide extra time for ELLs and other students to complete this assessment.



Closing and Assessment	Meeting Students' Needs
<p>A. Sharing New Words (5 minutes)</p> <ul style="list-style-type: none">Gather students together. Project Question 2a of Part 3 on the document camera. Read this question aloud, then tell students:<ul style="list-style-type: none">* “Put up a finger for the answer you chose: 1 for a, 2 for b, etc.”Call on a student who had the correct answer (c) and ask how he or she figured out the answer. Add this word to the Water Words section of the Power Words/Water Words anchor chart.Ask students to share any other words that they figured out by reading this text. Add any new words to the correct section of the anchor chart.	
<p>B. Tracking My Progress (5 minutes)</p> <ul style="list-style-type: none">Gather students together. Explain that the mid-unit assessment they completed today is a wonderful way to show what they have learned as readers. Congratulate them on their focus and hard work.Distribute the Tracking My Progress, Mid-Unit 2 recording form to students. Explain that this is a chance for them to think about how well they are doing meeting the target of asking and answering questions about text.Give students a few minutes to complete the Tracking my Progress form and then collect these forms.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">In the first half of this unit we have studied the challenges of access, pollution, and demands on water. Which challenge are you most interested in? Why? What questions do you have about this challenge? <p><i>Note: Hold on to students' Tracking My Progress forms. They will share them during the Opening of Lesson 8.</i></p>	



EXPEDITIONARY
LEARNING

Grade 3: Module 4: Unit 2: Lesson 7

Supporting Materials



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Mid-Unit 2 Assessment: Asking and Answering Questions about Having Enough Clean Water for Everyone

Directions:

1. Complete Part 1 of the recording form by asking your own initial questions about “Demands on the Well.” Draw a line under your last question.
2. Read the text: *One Well*, “Demands on the Well” (pages 22 and 23).
3. Reread the text. Complete Part 2 with details from the text, text location, and any new questions or thinking.
4. Complete Part 3 of the recording form: Answer the two questions.

Part 1	Part 2		
My Initial Question	Key Details from the Text	Text Location	New Questions or Thinking



Mid-Unit 2 Assessment: Asking and Answering Questions about Having Enough Clean Water for Everyone

Part 3: Text-Dependent Questions

1. (a) What is the main idea of this text?
 - A. There are a growing number of people on earth.
 - B. We need to balance our need for water and how much water there is.
 - C. Animals like pigs, sheep, and goats use a lot of water.
 - D. Cities are getting bigger and bigger to fit all the people.

1. (b) Which detail best supports the main idea?
 - A. “A growing population means we need more space.”
 - B. “While *dams* make more water available, they also change the flow of rivers and damage habitats.”
 - C. “Pavement and concrete block rainwater from refilling underground water supplies.”
 - D. “By 2025, many experts predict that one out of every four people will likely live in a country that is short of water.”

2. (a) The blue fact box on page 23 reads, “While *dams* make water available, they also change the flow of rivers and damage habitats.” What word or phrase could best replace *dams* in this sentence?
 - A. Wells
 - B. Pipes
 - C. Reservoirs (man-made lakes that hold water for drinking)
 - D. Buckets

2. (b) Which paragraph does this caption best support?
 - A. Paragraph 1
 - B. Paragraph 2
 - C. Paragraph 3
 - D. Paragraph 4



Tracking My Progress

Mid-Unit 2

Name: _____

Date: _____

Learning target: I can identify the evidence the author uses to support an opinion.

1. Target in my own words:

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. Evidence to support my self-assessment:



Mid-Unit 2 Assessment: Asking and Answering Questions about Having Enough Clean Water for Everyone
(Answers, for Teacher Reference)

Directions:

1. Complete Part 1 of the recording form by asking your own initial questions about “Demands on the Well.” Draw a line under your last question.
2. Read the text: *One Well*, “Demands on the Well” (pages 22 and 23).
3. Reread the text. Complete Part 2 with details from the text, text location, and any new questions or thinking.
4. Complete Part 3 of the recording form: Answer the two questions.

Part 1	Part 2		
My Initial Question	Key Details from the Text	Text Location	New Questions or Thinking
What are the demands on the well?	More people; everyone is using more water Animals	Paragraph 1/picture Green fact box	How could people use less water?
Why does the picture show so many people?	To remind us that ALL the people on earth are sharing the same well	Paragraph 3 and picture	Could we run out of water here?
	With more people, we need more land.	Paragraph 2	What was here before my city?
	People, industry, and agriculture all use the same water. With more people, we need more businesses and farms.	Paragraph 3	How can we use less water?

Note: Questions and answers are likely to vary greatly. Keep the standards in mind as you assess. These answers are provided only as an example. If a student has a reasonable question the text did not address, this is not a problem. In that case, the student should not write anything in the boxes for Part 2.



Mid-Unit 2 Assessment: Asking and Answering Questions about Having Enough Clean
Water for Everyone
(Answers, for Teacher Reference)

Part 3: Text-Dependent Questions

1. (a) What is the main idea of this text?
 - A. There are a growing number of people on earth.
 - B. **We need to balance our need for water and how much water there is.**
 - C. Animals like pigs, sheep, and goats use a lot of water.
 - D. Cities are getting bigger and bigger to fit all the people.

1. (b) Which detail best supports the main idea?
 - A. “A growing population means we need more space.”
 - B. “While dams make more water available, they also change the flow of rivers and damage habitats.”
 - C. “Pavement and concrete block rainwater from refilling underground water supplies.”
 - D. **“By 2025, many experts predict that one out of every four people will likely live in a country that is short of water.”**

2. (a) The blue fact box on page 23 reads, “While *dams* make water available, they also change the flow of rivers and damage habitats.” What word or phrase could best replace *dams* in this sentence?
 - A. Wells
 - B. Pipes
 - C. **Reservoirs (man-made lakes that hold water for drinking)**
 - D. Buckets

2. (b) Which paragraph does this caption best support?
 - A. Paragraph 1
 - B. Paragraph 2
 - C. **Paragraph 3**
 - D. Paragraph 4



EXPEDITIONARY
LEARNING

Grade 3: Module 4: Unit 2: Lesson 8

Independent Research: The Challenges to Having Enough Clean Water for Everyone



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

- I can conduct a research project to become knowledgeable about a topic. (W.3.7)
- I can determine the main idea of an informational text. (W.3.2)
- I can retell key ideas from an informational text. (W.3.2)

Supporting Learning Targets

- I can ask and answer questions about the text I choose in order to build my knowledge about one specific challenge related to having enough clean water for everyone.
- I can identify key facts and details about my challenge topic.

Ongoing Assessment

- Asking and Answering Questions recording form, with text attached



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader: Share Tracking My Progress (5 minutes) B. Unpacking Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Launching Independent Research (10 minutes) B. Researching with Research Buddies (30 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Sharing within Research Teams (5 minutes) B. Sharing across Research Teams (5 minutes) 4. Homework 	<ul style="list-style-type: none"> • This lesson formally launches students' research. This research is designed for students to be fairly independent, in the sense that the teacher is not guiding every step of the research process. Students are driving their own inquiry process, asking their own questions, and choosing from a sampling of articles to read to build their knowledge. However, these research lessons include multiple structures to scaffold students' work, and students are not doing the research by themselves. • As detailed in the unit overview, some texts are provided to students in this series of lessons. However, there are two other critical factors. First, provide additional texts for students using the suggestions in the unit overview. Secondly, students should independently gather information that is connected to their research topic. Students can do this by reviewing the additional texts provided by you. They can search the Table of Contents to determine if that particular text would have information about their research topic. They can also scan the titles of the additional resources provided. The important aspect is that students are gathering resources and information with some independence—based on their questions. • If there is ready access to technology or if the school's media specialist is available, consider planning lessons to guide students in finding additional texts or web-based materials to support their research in Lessons 8–10. • In this lesson, students begin working with a research buddy. The lesson asks students to recall their work in partnerships from Module 3A (when they read <i>Peter Pan</i>). If students did not experience that module, remind them about how partnerships work together: We sit next to each other and read on our own, but we have someone next to us to help us if we are stuck. We can talk to someone about what we have read. • In advance: Review Launching Research Teams (for teacher reference in supporting materials). This is a more detailed note outlining the research process students will undertake in the next few lessons. • As stated in the teaching note at the end of Lesson 7, assign students to one of the three research topics: demand for water, access, or pollution. Within each of these research teams, assign students to a research buddy. This buddy will be their main working partner. Students will use their research teams at the end of lessons to share what they have discovered (see Unit 2 Overview for details). • Prepare research texts: eight copies of each text in each of the three categories. See Launching Research Teams for details.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• Some students might finish reading their research article early. So be sure that there are texts available from the recommended text list. Consider placing a stack of the recommended texts in a basket or other container and place in the whole group area so students can easily access it.• Identify one area of the classroom for each of the three research topics.• Prepare a chart paper or paper for display on the document camera for the closing: What did you learn today about your topic?

Lesson Vocabulary	Materials
specific, identify	<ul style="list-style-type: none">• Launching Research Teams (for teacher reference)• Tracking My Progress, Mid-Unit 2 recording forms (one per student, from Lesson 7)• Equity sticks• Independent research directions (one per student)• Research texts in folders: eight copies of each text (for Lessons 8, 9, and 10)• Asking and Answering Questions recording form• Water journal (one per student)• Independent Reading recording form (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Share Tracking Your Progress (5 minutes)</p> <ul style="list-style-type: none">• Gather students in the whole group area. Distribute their Tracking Your Progress, Mid-Unit 2 recording forms from their mid-unit assessment. Tell students that before they get started today on their independent research, they will take a moment to reflect upon their progress with a partner.• Using equity sticks, assign students to partnerships. Ask students to remain in the whole group area but to sit next to their new partner.• Give students a few minutes to share their tracking progress forms. As students are sharing, circulate among the students and listen to their reflections.• After students have had a few minutes to share, refocus students' attention. Share a few specific things you heard from students as they were talking together. This could sound like: "I heard many of you talking, giving specific examples about how you met the target. Using specific details is important when you think about how you are meeting a target."• Emphasize to students why they use and reflect on learning targets in their work. This could sound like: "The reason we have learning targets is to help focus our learning together and give each of us specific things we can do to deepen our learning. Let's now take a look at our targets for today."	
<p>B. Unpacking Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Invite one or two students to share the targets for today.• Ask students to talk to a person next to them:<ul style="list-style-type: none">* "Based on these targets, what will we be doing today?"• Give students a moment to think and share together.• Then, invite one or two partnerships to share their thinking. If students haven't brought it up, remind them that the targets are things they have worked on in other lessons.• Explain to students that the targets are new in the sense that today they will apply their work to their own independent research.	



Work Time	Meeting Students' Needs
<p>A. Launching Independent Research (10 minutes)</p> <ul style="list-style-type: none"> Remind students that they selected a particular challenge they wanted to know more about in the previous lesson. Tell students that for the next few lessons, they are going to get to find out more about one of these challenges on their own. They will have a research buddy to support their reading. Ask them: <ul style="list-style-type: none"> * “How did you and your partner work together as you read ?” Give students time to think, then talk together, recalling their partnerships in Module 3A. Use equity sticks to call on a few students to share their thinking with the whole group. Listen for students to recall that they talked with their buddy about what they read, about hard words, and to find details about characters. Assign students their research challenge team and buddy. Ask students to move and sit facing their research buddy. Ask: <ul style="list-style-type: none"> * “What kinds of questions do you have about your water challenge? What do you want to learn about this challenge?” Give buddies a minute to talk together. Then invite a few students to share: <ul style="list-style-type: none"> * “What questions did your partner have?” * “What did your partner say s/he wants to learn?” Then, display the independent research directions. Invite a few volunteers to read aloud the steps. Once the steps have been read aloud, ask students to consider: <ul style="list-style-type: none"> * “How do these steps relate to the reading work we have been doing all year long?” Give them a moment to talk to their partner again. Using equity sticks, cold call a few students to share out. Guide students to notice that the pattern: “Read,” “Write,” “Think,” and “Talk” are the basic steps in this research process. Explain that this document will be with them while they are working to support their independent work. Explain that each research team will have a folder with a variety of informational research texts (eight copies of each text) about their water challenge and that their first task will be to think about which text they want to read. 	<ul style="list-style-type: none"> Strategic partnerships is the first support for struggling learners in this research process. As outlined in the module overview and the unit overview, students should be in supportive partnerships. Struggling learners also benefit from visual symbols on their Independent Research Directions. Students will use this document throughout the next three lessons. Placing symbolic representation on the directions will provide an easy reference. (For example, place a pair of glasses symbol next to the phrase “preview the text,” or a next to the Asking and Answering Questions recording form, or two faces talking to each other next to “talk to your buddy” etc.).



Work Time (continued)	Meeting Students' Needs
<p>B. Researching with Research Buddies (30 minutes)</p> <ul style="list-style-type: none"> Assign an area in the classroom in which each of the research teams can work. Students will be only working with their research buddy once they select their text, but for ease in conferring, have the research teams gathered in the same general area. Be sure that there is a research folder for each team at one of the tables in their area. Spread the texts out so that students can preview them. Invite students to move with their research buddy to select a text. Give students a few minutes to preview their texts. Circulate around the tables. Guide partners with their text selection. When students are previewing the texts, guide them with the following types of prompts: <ul style="list-style-type: none"> * “Check the title of the text. Does it sound like this might answer some of your questions?” * “Scan the text. Are the graphics and photos interesting and do they provoke your curiosity?” * “Talk to your partner about what the text might be about.” Once each pair of students has selected a text, ask them to review the Independent Research Directions and get their Asking and Answering Questions recording forms out before they start reading. After students have settled with their texts and had a minute to review the directions, focus their attention whole group. Using thumbs-up, check for understanding of directions: thumbs-up if they are clear on next steps, thumbs-down if not. Scan the room and confer with students who have questions. As students read their texts with their research buddies, circulate and confer with partnerships. Ask questions about their process in order to assess how they are doing with their text. Examples of questions could be: <ul style="list-style-type: none"> * “Let’s look at your recording form—what have you captured so far?” * “Tell me a specific detail you have learned in this text about your water challenge ... why did you select that detail to record?” * “How’s it going with your text? Tell me what you are finding out about your challenge ... can you show me where you found that information?” The goal here is to get a sense of what information students are learning from the texts they are reading. 	<ul style="list-style-type: none"> Guide struggling learners as they select texts. Support them in choosing from the texts supplied, or the texts you have gathered, a text that will be easier for them to navigate; i.e., text features that are more obvious and support making meaning, text that is less complex, text that is shorter, etc. Once partnerships have selected a text, support struggling learners by having them read a smaller chunk of the text first and recording their key details. Confer with these partnerships first during the research time. Provide support by guiding their work. Read a passage aloud and ask them to tell you the key details they heard. Direct them to write that down. Give them a focus question to think about as they read the next section on their own. This focus question should relate to the text they are reading, and help them to find information in the text.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• As needed, pull smaller groups if you see that students are struggling with a specific article. Support them:<ul style="list-style-type: none">* Check to see what they do understand from the article.* Read a short passage aloud and ask specific questions about the key details in the passage.* Unpack vocabulary together, supporting them to collaboratively figure out the word in context.* Provide a brief mini lesson about finding details in the text.• There are a few options for students who might finish early.<ol style="list-style-type: none">1. Research buddies may select another text from the research folder to begin reading.2. They can each choose to read their independent reading book.3. They can each select a text from the recommended text list to read together or on their own.	<ul style="list-style-type: none">• Provide specific time periods for struggling learners within the 30-minute timeframe. For example, explain to students that in 10 minutes you are going to check on them again and they should be at a specific point in their reading, ready to talk about the details they have found.



Closing and Assessment	Meeting Students' Needs
<p>A. Sharing within Research Teams (5 minutes)</p> <ul style="list-style-type: none">• Bring students back together in the whole group area and ask research buddies to find another pair of buddies within their same research team. Display on chart paper or document camera the following question: What did you learn today about your topic? Give students a few minutes to share with each other in their foursomes.	
<p>B. Sharing across Research Teams (5 minutes)</p> <ul style="list-style-type: none">• After students share with their foursomes, ask research buddies to stand up and find a new pair who has a different research topic. Have them sit back down together in their new group. Ask students to share the same question with their new foursome, hearing new learning about another topic.• Once students have shared, invite students to put their recording forms with the text attached in their water journals. Collect these journals to review at the end of the day.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Share with someone in your family what you learned today as a result of your research. Tell them about the most interesting specific details you learned about your topic. Ask someone in your family: "What do you know about this challenge?"• Continue to read your independent reading book and complete the Independent Reading recording form.	



EXPEDITIONARY
LEARNING

Grade 3: Module 4: Unit 2: Lesson 8

Supporting Materials



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Independent Research Questions

1. Review the informational texts in the folder. Choose a text that you want to read today.
2. Preview the text: Look at the text features of that text (headings, bold words, pictures, captions, call out boxes).
3. Using your Asking and Answering Questions recording form, think about what questions you have right now. Record those questions.
4. On your own, or with your research buddy, read the text all the way through.
5. Think about what you have read and learned.
6. Talk to your buddy about what you have read and learned.
7. Reread the article for key details and facts that help you understand your specific water challenge more. On your recording form, write these key details.
8. Talk to your research buddy about the most important information about your topic. On your recording form, write that information.

If you and your buddy finish the text you chose before the end of work time, there are a few options for you:

1. Choose a new article from the research folder to begin reading.
2. Read your independent reading book.
3. Choose a book from the ones gathered in the whole group area. Scan the Table of Contents to see whether that book might have information about your research topic.



Asking and Answering Questions
Recording Form

Part 1	Part 2		
My Initial Question	Key Details from the Text	Text Location	New Questions or Thinking

Part 3: Quick Write

What is the most important information for people to know about this topic?



Asking and Answering Questions
Recording Form – Student Sample

Part 1	Part 2		
My Initial Question	Key Details from the Text	Text Location	New Questions or Thinking
How does water become so polluted?	Animal manure washes with the rainwater and then pollutes the stream.	Muddy Waters Paragraph 5	How many farmers do what Reed did to try to keep their manure from going into streams?
What happens when water is polluted?	Manure makes algae grow. That blocks the light for plants. Plants die.	Paragraph 7	XXXX
XXXXXX	Not enough oxygen in the water can make the fish die, too. It can be a dead stream or lake.	Paragraph 7 Picture and caption	Can you see the dead zone just by looking at it?
XXXXXX	Sediment pollution makes water murky and makes it smell and taste bad.	Paragraph 9	Can water be cleaned once the algae are in there?

Part 3: Quick Write

What is the most important information for people to know about this topic?

Farms can cause pollution in the water. The waste from the animals washes off the fields into streams and lakes. This can even make a dead zone in the stream.

Launching Research Teams
For Teacher Reference

Research Teams

Lessons 8, 9, and 10 are dedicated to students conducting a short research project. The intent of these lessons is to give students the opportunity to build their knowledge about one particular challenge to clean water with greater independence. Research gives students the opportunity to apply the reading skills they have built all year.

While this research is intended to be independent, students are in three research teams about the topics of access, pollution, and demands for water. The number of students within each team will depend on the number of students in the class. This design is based on twenty-four students, three teams, eight students per team. If the class is bigger, consider creating small teams within the three research topics. Within those research teams, students will have a research buddy. Research buddies are a support structure. Students will use their buddies to talk together about the text they are reading. The buddy structure is similar to their Peter Pan reading partnership from Module 3. This structure encourages inquiry about their topics through their discussion and work together. The bigger research teams allow students to further build their knowledge by checking in with other research buddy pairs about what they discovered.

During the work time for research, circulate and confer strategically. Start with one research team at a time, pulling the whole group together for more modeled practice if needed. Monitor how students are working through the text together. Try to spend 10 minutes per group conferring and checking for understanding.

Ask students questions about their reading, specifically questions that require them to find details in their text and require them to tell you what new knowledge they are building about their topic. Ask students to identify specific passages in the text that surprised them or that raised a new question.

Launching Research Teams
For Teacher Reference

Preparing Texts for Research Teams

Directions: Information regarding texts for student research can be found below. Print eight copies of each article and place in appropriate folder so that there are enough copies for each person in that team. Add additional articles that you have selected from your library or your own resource searching in these folders. Students will choose one of the articles to read in each lesson.

A. Some texts are not web-based; those are provided in the supporting materials:

- **Access:** *A World Thirsty for Clean Water* By: Aftalo-Calderon, Brigitte, Faces (07491387), 07491387, Mar2007, Vol. (L820)
“Crisis in East Africa,” *Scholastic News*, Edition 4, 2006 (L910)
“Water Pump” (provided in supporting documents separately)
- **Pollution:** “3 Big Pollutants” (provided in supporting documents separately)
“Keep Earth’s Water Clean,” *Weekly Reader*, Edition 2, 2004 (L950)
“Where are these pollutants coming from?” (provided in supporting documents separately)
“Toxic Water is Poisoning the People of Bangladesh” By: Tucker, Libby, *Science World*, 4/17/2006, Vol. 62 Issue 13
- **Demands For Water:** “A Dwindling River,” *Scholastic Super Science*, 2003 (L830)
“Dry Times,” *Scholastic News*, Edition 4, 2003 (L870)
“Dry Run,” *Current Science; Weekly Reader*, 2007 (L950)

B. Most texts are listed in the chart below.

Launching Research Teams
For Teacher Reference

Title	Citation
A Dwindling River	"A Dwindling RIVER" By: Jango-Cohen, Judith, <i>Scholastic SuperScience</i> , 1010144X, Oct2007, Vol. 19, Issue 2
Toxic Water is Poisoning the People of Bangladesh	"Toxic Water is Poisoning the People of Bangladesh" By: Tucker, Libby, <i>Science World</i> , 4/17/2006, Vol. 62 Issue 13
A River at Risk	"A River at Risk" <i>Scholastic News</i> -- Edition 4, 07360592, 2/18/2013, Vol. 75, Issue 16
A World Thirsty for Clean Water	<i>A World Thirsty for Clean Water</i> By: Aftalo-Calderon, Brigitte, Faces (07491387), 07491387, Mar2007, Vol. 23, Issue 7
Crisis in East Africa	"Crisis in East Africa" By: Harvey, Mary, <i>Scholastic News</i> Edition 4, 07360592, 4/17/2006, Vol. 68, Issue 22
Dry Run	"Dry Run" By: Geiger, Beth, <i>Current Science</i> 00113905, 9/7/2007, Vol. 93, Issue 1
Dry Times	"Dry Times" By: Smith, Natalie, <i>Scholastic News</i> Edition 4, 07360592, 9/17/2012, Vol. 75, Issue 3
Keep Earth's Water Clean	Keep Earth's Water Clean. <i>Weekly Reader</i> Edition 2. 4/2/2004, Vol. 73 Issue 23, p1–3. 3p. 8
Let's Get Physical	"Let's Get Physical!" <i>Junior Scholastic</i> , 00226688, 3/12/2007, Vol. 109, Issue 14
Muddy Waters	"Muddy Waters" By: Jozefowicz, Chris, <i>Current Science</i> , 00113905, 2/26/2010, Vol. 95, Issue 12
Water Worries	"Water Worries" <i>Weekly Reader News</i> Edition 3. 4/23/2010, Vol. 79 Issue 22, p3–3. 1p

Launching Research Teams
For Teacher Reference

Title of Text/Website	Best Links
USGS Website	http://ga.water.usgs.gov/edu/ http://ga.water.usgs.gov/edu/watercycle-kids.html http://ga.water.usgs.gov/edu/photo-gallery.html
NY State Department of Environmental Conservation	http://www.dec.ny.gov/about/865.html http://www.dec.ny.gov/education/63069.html NY Watershed Map http://www.dec.ny.gov/lands/26561.html Watersheds, Lakes and Rivers http://www.dec.ny.gov/education/51515.html
EPA Kids Page	http://water.epa.gov/aboutow/owow/kids.cfm
Water Education	http://www.watereducation.org/doc.asp?id=1022
FOSS Science Water	(http://fossweb.schoolspecialty.com/delegate/ssi-foss-ucm/ucm?dDocName=D1424929)
The Water Project	http://thewaterproject.org/resources/the_water_cycle.asp .

Water World

How kids are helping to solve the world's water shortage

In the dusty yard outside their school, children cling to a new red, green, and yellow merry-go-round as it spins round and round. The younger kids laugh and hang on tight as an older boy runs to give the wheel another push. It may sound like a scene you'd see at any playground, but those children in Africa aren't just enjoying a period of recess. Each spin on their merry-go-round is also pumping up valuable water for their entire community from a well deep underground.

When you turn on your faucet at home or school, you expect clean water to pour out. But more than a billion people around the world, especially in Africa and Asia, struggle to get enough clean water for drinking, cooking, cleaning, and bathing. "The minimum amount of water required to meet these basic

household needs is 20 to 50 liters (5 to 13 gallons) per person per day," says Sandra Postel, director of the Global Water Policy Project in Massachusetts. That's not much when you consider that the average person in the U.S. uses roughly

378 L (100 gal) per day—more water than anywhere else in the world.

With water covering 70 percent of Earth's surface, why isn't there enough to go around? Almost all of this water is found in oceans; it is not freshwater that people can drink.



CHILD'S PLAY: Kids have fun and help draw water by playing on a PlayPump.

webextra

Get involved: World Water Day is March 22, 2007. Find out more about this year's theme, "Coping with Water Scarcity," at: www.unwater.org/wwd07/tushindex.html

18 March 12, 2007

Water World

As for the tiny fraction of drinkable water, it takes a lot of money and effort to build and maintain enough pipes, sewers, and water treatment plants to deliver it to all the citizens of a country. "The problem has more to do with poverty and governments' lack of will to provide access to water for everyone," says Postel.

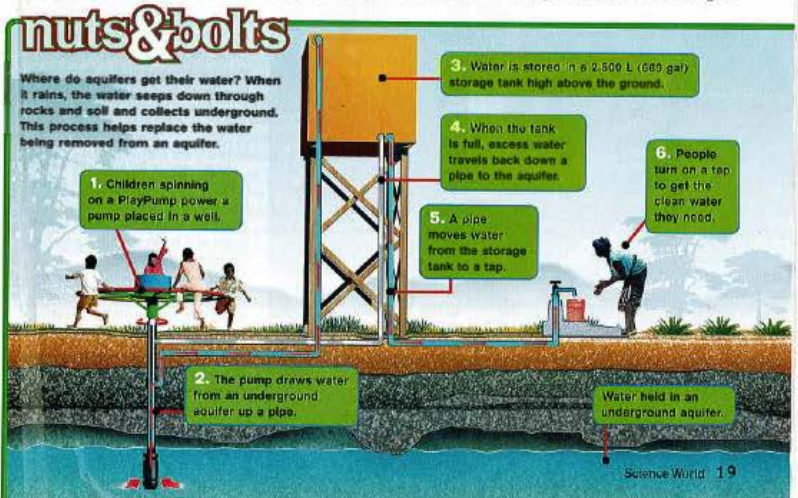
KID POWER

By drilling into the ground, people can tap into a hidden resource—

water held between underground layers of rock or soil. These *aquifers* contain 40 percent more freshwater than all lakes, rivers, and streams combined. Reaching this groundwater may require a hole to be drilled as deep as 305 meters (1,000 feet) below Earth's surface. This well can provide safe, reliable water to people who live far from any streams or lakes.

The merry-go-round used by students in South Africa is part of the PlayPump water system. It relies on

kid-power to draw water up a pipe from a drilled well (see *Nuts & Bolts*, below). You don't have to be very strong to get the water flowing, says Marissa Valdez, a program manager for the nonprofit organization PlayPumps International in Washington, D.C. "One woman could draw up water with just a few spins of the merry-go-round." But when kids take a turn on one of the more than 800 PlayPump systems installed in Africa (see map, p. 18), they get the added bonus of having fun.



From SCIENCE WORLD, March 12, 2007 issue. Copyright © 2007 by Scholastic Inc. Reprinted by permission of Scholastic Inc.



Three Big Pollutants

Three Big Pollutants

For the waterbodies listed as IMPAIRED in the *National Water Quality Inventory*, top pollutants causing problems are dirt, bacteria, and nutrients.

1 Dirt

That's right, dirt. Dirt was listed as a leading cause of pollution in our rivers and streams. When rain washes dirt into streams and rivers, it smothers the little critters in the stream and kills any fish eggs clinging to rocks. Dirt can also clog the gills of fish, suffocating them. Have you ever walked into a pond or lake and noticed huge swirls of muck rising up and clouding your view of the bottom? Well, if the plants that use the sun to make food (yes, that's right, **photosynthesis**) can't get enough sunlight because the water is murky, they die.

Where does all this dirt come from?

Most of the dirt washing into lakes and streams comes from activities that remove trees and shrubs and leave the earth exposed. This exposed earth includes fields that have just been plowed, construction sites that have been bulldozed, and areas that have been logged or mined. Bare patches in your lawn or ballfield can also contribute to the problem. Some of the dirt polluting streams comes from the stream banks. The problem is that fast-moving water erodes the banks of streams. The water moves faster because the vegetation that would slow it down has been replaced with pavement and buildings.

What's being done to control dirt?

The solution is to stop the dirt from getting into the stream in the first place by disturbing the land as little as possible. Farmers are using different methods to grow their crops so they leave less earth exposed, and they plant grasses in fields that aren't being used. Construction workers are putting up silt fences and hay bales to trap the dirt and contain it while they build. Developers can design new home sites that leave more natural areas and less pavement to reduce the amount of earth they disturb.

2 Bacteria

Bacteria are a big water quality problem in our nation's waters. Not all bacteria are harmful (yogurt contains live bacteria cultures!), but the presence of some indicator bacteria is a clue that other germs and viruses that can make you sick might be in the water too.

Where do the bacteria come from?

The major sources of bacteria are **combined sewers** (which can overflow in a rainstorm and dump untreated sewage directly into our waters) and runoff of animal waste (including wild animal droppings!) from farmland and city streets.

What's being done to control bacteria?

Cities and towns are improving their sewage systems to keep untreated sewage from overflowing. Farmers are developing better ways to manage livestock manure. Dog owners are picking up after their pets (yes, dog waste pollutes too).

3 Nutrients

Nutrients were listed as the number one cause of water quality pollution in our lakes, ponds, and reservoirs. They caused impairment in more than 3.8 million acres! (That's more than 2.9 million football fields!) The two most common nutrients are nitrogen and phosphorus, which cause algae to grow and can turn the water green.

Where do nutrients come from?

The major sources of nutrients are runoff of fertilizers and animal waste from farms and cities (lawn fertilizers can wash away in heavy rain), sewage treatment plants, and failing **septic systems**.

What's being done to control nutrients?

Farmers are learning new ways to apply fertilizers and manage livestock. Homeowners are being educated about maintaining their lawns and septic systems. Cities and towns are fixing their sewage treatment plants.

6

PlayPumps:
A New Invention Turns Work into Play

For kids in many rural parts of Africa, the colorful PlayPump is the first playground equipment they've ever seen. When they give a push and jump onboard for their first ride, smiles of wonder break out on their faces.

The fun of whirling in a circle is just part of the amazement. This incredible invention doesn't just change their playtime, it changes their lives.

As the merry-go-round spins, it pumps clean water up from deep underground and stores it in a huge tank. People are welcome to come and help themselves to the water.

In rural Africa, clean water is a luxury. Most people don't have plumbing in their homes. Instead, they often must walk long distances to wells and haul heavy containers of water back.

Patricia Molope, 17, explains that before her South African village got a PlayPump, people would pay a taxi driver to take them to a far-off well. "Sometimes the taxi drivers were busy, and we would have to go without bathing in order to save our water. It was too far to walk there. But now we have our own clean water in our village, and life is better."

The exhausting chore of carrying water traditionally falls to women and girls. Hauling water for miles—and hours—each day is such a big job, it sometimes prevents girls from being able to attend school.

Thanks to the PlayPump, getting water is quick and easy—and even boys join in. The pumps have become a center of social activity where kids and adults gather to visit while collecting water.

Two sides of each tank carry educational messages that remind people about good health practices like battling germs through hand-washing. The other two sides carry advertisements, which help pay for the pump's upkeep.

So far, more than 800 PlayPumps are operating in schools and communities in four African countries, providing water for almost two million people. The pumps are made by a South African company called Outdoor Fabrication and Steelworks. Another company, Roundabout Outdoor, trains local teams who maintain the pumps. Each system costs U.S. \$14,000.



**PlayPumps:
A New Invention Turns Work into Play**

Twelve-year-old Siyabulisiwe Khumalo lives in a South African community called Diepsloot. She says, “I have seen many kinds of water pumps where I grew up in the farmlands, but never one that stores the water. When I grow up, I want to be an inventor so I can invent clever things like the PlayPump that will help my community.”

Fast Facts:

- Many toilets use more water in one flush than most rural families in Africa have for one day of cleaning, cooking, drinking, and bathing.
- The average distance an African villager must walk to a water source is five miles (eight kilometers).
- A five-gallon (19-liter) container can weigh about 40 pounds (18 kilograms), and many women and girls suffer injuries carrying so much weight every day.
- A child dies somewhere in the world every 15 seconds from a water-borne illness.
- The PlayPump can pump up to 370 gallons (1,400 liters) of clean water an hour.



Where Are These Pollutants Coming From

Where are These Pollutants Coming From?

True or false? Factories are the major source of pollutants in our waters.

False. Thirty years ago that statement was true, but since then we've made a lot of progress cutting down on pollution from factories and sewage treatment plants. Although these can still pollute in some areas, today most of the problems in our waters comes from **polluted runoff** draining into rivers, lakes, and bays after a rain storm. Rain washing over the landscape carries dirt, oil, fertilizer, pesticides, animal waste and many other substances off streets and farms and into our waters.

As we pave over natural areas to make parking lots, driveways and roads (known as **impervious** surfaces) the rainwater doesn't slowly soak into the ground like it used to. Instead it's channeled into gutters, culverts, and storm drains. These tend to be convenient places for people to illegally dump used motor oil, trash, and yard waste. These pollutants then are whisked directly into our streams, wetlands, bays, and lakes.

Areas where water can slowly soak into the ground are described as **pervious**. Pervious areas include lawns, fields, wooded areas, and even brick walkways and gravel driveways that allow rainwater to soak in.

And there's more. All over the country, streams have been straightened and physically altered to flow in a certain direction; some have been lined with concrete. This makes water rush faster after a rainstorm (increasing erosion) and makes it difficult or impossible for plants and aquatic



"Where Are These Pollutants Coming From?" United States Environmental Protection Agency. 6 Mar 2012. Web. <http://water.epa.gov/learn/resources/where.cfm>.



A World Thirsty for Clean Water

The water in the village where Maria and her family live is bad. Her younger brother got so sick from drinking it that he almost died. Maria's job is to collect clean water, and her family depends on it. She walks six miles to the river and back — twice a day! Seven-year-old Maria no longer attends school. She has no choice.

Can you imagine missing school because you had to spend all day collecting water? You probably don't even think about water. In the United States, as in any other developed country, water is safe and plentiful. But for millions of people from developing countries, finding clean water remains a major problem.

Unclean or unsafe water is dangerous to your health. Unlike clean, potable water that doesn't contain any pollutants, unsafe water has not gone through a purification process. It carries contaminants — bacteria, viruses, fungi, minerals, or man-made chemicals — that can cause serious disease. Countries with the least access to safe water are among the poorest in the world and are located in Asia and sub-Saharan Africa. These nations visually lack the means to build or buy specialized machines that purify water. As a result, their populations are left with no other choice but to use unsanitary water.

Unsafe water remains the most common cause of sickness and death in poor countries. Illnesses due to bad water are called "water-related diseases." Diarrheal disease is the most serious one. It spreads through water infected with human or animal feces. Individuals become sick by drinking such water or eating food washed with it.

Diarrheal diseases affect mostly children, particularly children under the age of five. Every year, more than a million children die after being exposed to water infected with feces. In general, children are more vulnerable than adults to water-related diseases because children's bodies are not fully developed, so they have less resistance to serious illness. Also, in proportion to their weight, children eat more, drink more, and breathe more than adults do, making the contaminants swallowed or breathed in more dangerous.

What happens when children get sick? They miss school and the opportunity to learn. Later on, when they are grownups, they may have difficulty finding a good job. They'll get poorer, their families will get poorer, and their country will get poorer. And so on it goes.

But there is some good news. The world is now taking action. International aid organizations, including the United Nations and the World Bank, are lending money for projects that clean water in some of the poorest areas of the world. Aid groups have pledged to cut the number of people living with unclean water in half by 2015. One important way to achieve this objective is through education.



A World Thirsty for Clean Water

Everyone needs to be aware of this worldwide problem, and everyone can be part of the solution. This includes you. Don't wait: Start spreading the news today.

PHOTO (COLOR): Clean water — plentiful here in the United States, but a rarity in too many places throughout the world.

PHOTO (COLOR): Dirty water carries diseases and is a primary source of health problems in many places.

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By Brigitte Aftalo-Calderon

Brigitte Aftalo-Calderon divides her time between the United States and France. Before becoming a writer, she worked for the World Bank, an international organization that specializes in lending money to poor countries.

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## EARTH

**W**ho pulled the plug on Lake Powell in southern Utah? A chalk-white “bathtub ring” marks the level that the water once reached, 30 meters (100 feet) above the current surface.

And why are so many Las Vegas residents ripping up their lawns? The grass removed in the last several years would cover almost 1,500 football fields.

The disappearing water and grass are just a few signs of the severe drought that has parched much of the southwestern United States since 1999. The question now is: When will the drought end, or—as some experts believe—will it become permanent?

### DRY SUBJECT

A *drought* is a long period of abnormally low precipitation. “It can occur anywhere, any year, even in a rain forest,” says Mark Svoboda, a climatologist with the National Drought Mitigation Center.

A drought usually is caused by a shift in ocean temperature thousands of miles away. Most climatologists believe that cooler-than-average

Pacific Ocean temperatures near the equator cause droughts in the U.S. Southwest. That cooling of Pacific Ocean water, called *La Niña*, occurs every three to five years. It changes the direction that moisture-carrying storms travel, diverting them from the Southwest. “La Niña starves the U.S. Southwest of winter moisture,”



Rocky Anderson, the mayor of Salt Lake City, Utah, shows off his home's drought-resistant front yard.

says Gregg Garfin, a University of Arizona climatologist.

The Atlantic Ocean seems to be contributing to the current dry spell too, adds Garfin. The northern Atlantic has been warmer than normal, further diverting storms away from the Southwest.

### THIN RINGS

How bad is this drought? Bad! says Malcolm Hughes, an expert in *tree rings* and climate at the University of Arizona. A tree adds a layer of new tissue to its trunk every year. Because trees grow more slowly during drought years, their new growth rings are thinner than

Measuring tree rings, Hughes has traced the Southwest's climate back more than 1,000 years. So far, he says, the worst drought occurred in the 1580s. “But this one may be going beyond that,” he told *Current Science*. For example, between May 2005 and May 2007, most of Arizona received from 25 to 80 percent below the normal precipitation.

Droughts are nothing new to the Southwest. But cities as big as Phoenix and Las Vegas are. Even before the drought set in, residents acted as if there was enough water to go around, though there wasn't. “The average Las Vegas home was putting 73 gallons of water on each square foot of lawn every year,” says Doug Bennett, conservation manager for the Southern Nevada Water Authority.

Bennett's agency has helped Las Vegans kick some of their wasteful habits. It pays home owners to tear out water-sucking grass and replace it with desert plants. The program has saved 64 billion liters (17 billion gallons) of water—enough

# Dry Run

Will the drought gripping the U.S. Southwest ever end?

by Beth Geiger

Nov. 2, 2007 CURRENT SCIENCE





## Dry Run

to fill more than 190,000 Olympic-sized swimming pools—since 2000.

Measures like that have enabled Las Vegas and other southwestern cities to cope so far with the drought. But what if it never ends? What if a drier climate becomes the norm?

### THE NEW NORMAL

A recent study says that's just what will happen. The study, led by Richard Seager of the Lamont-Doherty Earth Observatory in New York, was published in April.

Seager compared 19 computer models that forecast how global warming will affect the Southwest's climate. A computer model is a computer program that analyzes how various factors—for example, wind patterns, air temperature, and rainfall—influence one another. Eighteen of the 19 computer models said the same thing: "On average, by the end of the century, people in the Southwest will see a 10 to 20 percent reduction in rainfall compared with the present," explains Yochanan Kushnir, one of Seager's coauthors. "There is remarkable agreement between the different models."

Global warming, says Seager, will change a wind pattern called the *Hadley Cell*. The Hadley Cell is a conveyor belt for air that connects the tropics with subtropical regions. Air within the Hadley Cell rises in the tropics, dropping moisture as it gains altitude. The dried-out air moves north (and south) of the equator, then descends in subtropical regions such as the American Southwest.



Las Vegas property owners are importing water to run fountains and nourish plants.

Global warming will cause the Hadley Cell to widen and move farther north, making the Southwest even drier.

Global warming will have a second effect. Warm air holds more water than cool air, so global warming will pull moisture from the soil. Dry soil heats up quickly, further warming the air above it. The Southwest is particularly susceptible to that effect because it has much less vegetation than other regions; vegetation shades the soil and holds moisture in the ground.

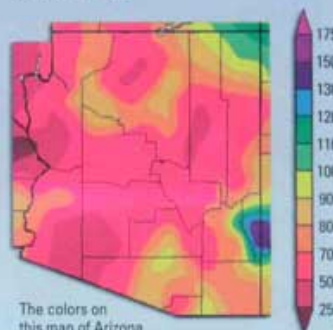
### SUMMER SHOWERS

Some scientists say the computer models may not account for summer thunderstorms that bring rain to the Southwest and could help make climate change there more bearable. "I think we have to be cautious with modeling studies," says Svoboda.

But, says Garfin, though Seager's findings may not account for every

detail, his conclusion is basically right: Far worse conditions lie ahead. A warmer, drier climate in the Southwest in the future will be tougher on ecosystems and water supplies than ever.

"The drought of the future," he says, "isn't going to be your father's drought." **CS**



The colors on this map of Arizona indicate the percentage of precipitation each region received during the last two years compared to the yearly average.



The long drought in the American Southwest has lowered the level of Lake Powell by 30 meters (100 feet).

From Current Science, September 7, 2007. Copyright © 2007 by Scholastic Inc. Reprinted by permission of Scholastic Inc.





**COVER STORY**



# Dry Times

**2003**

**A TRICKLE** Lake Powell is a huge reservoir that is part of the Colorado River. Its water levels have been dropping since 1998.

## Parts of the U.S. are struggling with serious water issues

**F**or residents of many parts of the southern United States, rain would be a welcome sight. Parts of the Southwest and the Southeast are very thirsty for water.

Officials in the Southeast recently put emergency water-saving rules in place. In Siler City, North Carolina, residents were ordered to reduce water use by 50 percent. Georgia's Governor Sonny Perdue declared October "Take A Shorter Shower Month." Residents of Atlanta, Georgia's capital, aren't allowed to water their lawns.

These areas are experiencing a serious **drought**. Population growth is making the drought worse. This growth puts a burden on freshwater supplies.

Experts are working on long-term solutions to these water woes. In the meantime, Americans everywhere are thinking about how to conserve one of

## the most precious natural resources—fresh water.

### Booming Areas

Large numbers of people are moving to, and raising families in, the Southeast and Southwest. Georgia's population increased by 26 percent between 1990 and 2000. The number of people in the Southwest is growing even faster. Nevada's population grew by 66 percent between 1990 and 2000.

Eric Kuhn of the Colorado River Water Conservation District says this growth poses a serious problem. "The demand for water exceeds the supply available during dry periods," he says.

### Why So Dry?

Droughts are natural disasters. No one can tell for sure when droughts will begin or end. The



**Drought in the U.S.**

Source: U.S. Drought Monitor

Alaska and Hawaii are not shown to scale or placed in their proper geographic positions.

**Drought intensity as of October 16, 2007:**

- Severe
- Extremes
- Exceptional

**What's that word?**

**drought:** (drou't) *noun*. An extended period of much less rainfall or snowfall than expected.







**2002**  
SHRINKING Lake Powell  
with more water, but  
still less than normal.

### Solving the Problem

Solving the water crisis will require both conservation and long-term planning. In the Southeast, officials from Florida, Alabama, and Georgia are discussing how to divide their limited supply of water fairly and use it wisely.

In the Southwest, scientists are working on more effective ways to water crops. Farmers there need lots of water for their thirsty plants. One idea is to deliver water straight to plants' roots. That requires less water than typical **irrigation** methods. Some officials are also working on solutions that involve turning Pacific Ocean water into fresh water.



**DRY DOCKED** Before its water level dropped, Lake Lanier in Georgia used to keep this boat afloat.

**What's that word?**

**irrigation:** (ir-uh-gay-shuhn) *noun*. The supply of water to crops by artificial means, such as channels or pipes.

### Kids Can Help

Even if you don't live in a drought-stricken area, wasting water isn't wise. Many areas are naturally dry. People need to conserve water to make sure there's enough for everyone.

Just ask the fourth-grade class at S.Y. Jackson Elementary in Albuquerque, New Mexico. Last month, the class attended a children's water festival. There, students learned where the region's water comes from and why they need to conserve it. "Water is very valuable in New Mexico," says Michelle Nguyen, 10. "This is very dry land, so we have to conserve water."

Classmate Lindsey Shepherd's family has been quick to put water-saving measures into practice. "We used to take 15-minute showers. Now we take five-minute [showers], and we don't keep the water running when we brush our teeth," says Lindsey, 10 (see *Water Wisdom*).

The students say knowledge about the issue has made their families more wise about water use. "Some people just don't know to care," says Jacob Hyde, 9.

—Elizabeth Carney

## Water WISDOM



**ALL ABOUT WATER** These fourth-grade students from Vista Grande Elementary in Rio Rancho, New Mexico, recently attended a water festival.

**F**resh water isn't only used for drinking. In fact, in a typical U.S. household, water is used mostly for bathing and showering. Other water-using activities are cooking, drinking, cleaning, and flushing the toilet. You and your family can conserve water with these easy tips:

- **Limit showers** to no more than five minutes.
- **Turn off the tap** when you wash dishes or brush your teeth.
- **Search** your sinks, toilet, and shower for leaks, and ask an adult to repair any that you find.
- **Only run** dishwashers and washing machines when they're full.

### BACK TO YOU

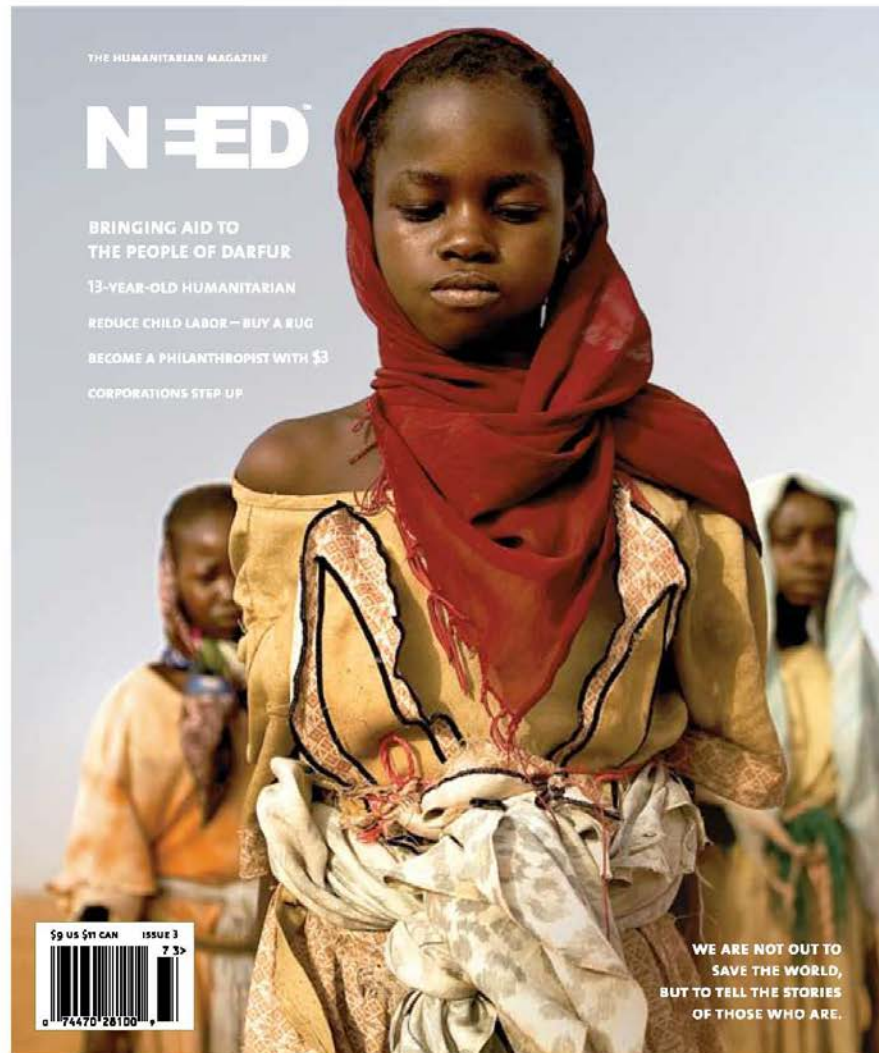
• **What other ways can you think of to help protect the environment?** Plot on a graph the number of hours that you use electricity during each day of the week.

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NEED: Future Clean Water Solutions



FUTURE | CLEAN WATER SOLUTIONS

## NEED: Future Clean Water Solutions

## FUTURE | CLEAN WATER SOLUTIONS

WRITER: JOHN REISINGER

PHOTOGRAPHER: SCOTT HARRISON

It is easy to take something for granted when it is always there. In places rich with clean water resources there are watered lawns, clean cars and long showers. Comprehending the global need for water is difficult when wells are abundant and public waterworks are aptly funded – the tap turns; the water comes out. It is unimaginable to even think of walking great distances every day to throw a bucket into a swamp and call what comes out drinking water.

More than a billion people in the world are currently in need of clean drinking water. The need is so vast that no single solution will work in every case; therefore, there is room for various creative solutions. More than 2.2 million people die each year from preventable diseases caused by contaminated water. The need for clean water will continue to grow as the global population increases.

In the developing world, wells are too expensive for impoverished villages to afford because they require skilled workers and specialized heavy equipment. To top it all off, subterranean water is not always available, and surface water is generally not safe to drink. Other innovations are necessary, and tremendous steps are being taken to bring water to these communities.





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A BOY IN SOUTHWESTERN ETHIOPIA DIGS A HOLE TO FIND WATER IN A SANDY RIVERBED. IT HAD RAINED THE DAY BEFORE, SO HE WAS ABLE TO GATHER SOME MUDDY WATER TO HAUL BACK TO HIS VILLAGE.

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| FUTURE |



PRIOR TO "CHARITY: WATER" SPONSORING A WELL IN 2006, THIS ALGAE-FILLED SWAMP WAS THE WATER SOURCE FOR MORE THAN 4,000 PEOPLE LIVING IN THE COMMUNITY OF BULGETA, ETHIOPIA.



THIS WATER HOLE IS ABOUT AN HOUR SOUTH OF RWANDA'S CAPITAL, KIGALI. EVERY DAY PEOPLE GATHER MUDDY WATER FROM THIS RAVINE IN 5-GALLON FUEL CANS AND HAUL IT SEVERAL MILES BACK TO THEIR VILLAGES. COW FECES AND URINE MAKE THIS WATER DEADLY, BUT THE CHARCOAL TO BOIL THE WATER FOR SANITATION IS TOO EXPENSIVE FOR MOST VILLAGERS WHO LIVE ON LESS THAN \$1 A DAY.



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LIKE 200 MILLION PEOPLE WORLDWIDE, THIS CHILD IS INFECTED WITH SCHISTOSOMIASIS (PARASITES) BECAUSE OF THE CONTAMINATED WATER HE DRINKS IN SOUTHERN ETHIOPIA. THIS CONDITION CAN DAMAGE THE LIVER, LUNGS, INTESTINES AND BLADDER, RESULTING IN A BLOATED BELLY AND SWOLLEN FEET.



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| FUTURE |



"CHARITY: WATER" FUNDED THIS NEW WELL, BUILT IN 2006, THAT SERVES THE COMMUNITY OF BULGETA, ETHIOPIA. A WELL CAN PUMP MORE THAN A MILLION GALLONS OF SAFE, CLEAN WATER PER YEAR, WHICH IS ENOUGH WATER TO FILL MORE THAN 7 MILLION 16.9-OUNCE BOTTLES.

**CHARITY: WATER**

Travel to impoverished regions of Africa like Scott Harrison did, and the need for clean water becomes obvious. "More than one in six people on the planet don't have access to safe water. It's an emergency to those billion people. Eighty percent of diseases [in the Third World] come from bad water and inadequate sanitation," Harrison states. "When I saw ... what that looked like in the developing world – 13-year-old girls that [were] not in school but instead [were] breaking their backs to haul muddy water three miles uphill to their villages – it's hard to sit idly by."

Harrison had to do something. He formed charity: (yes, all lowercase, with the colon included), a nonprofit dedicated to "stimulating greater global awareness about extreme poverty, educating the public, and provoking compassionate and intelligent giving." Its first campaign called "charity: water" has multiple fundraising initiatives including the sale of bottled water and well sponsorships. "We ask people to sponsor a well or a part of one. Kids, youth groups, churches, hotels and landscape companies – anyone can join us in providing clean water to these

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## NEED: Future Clean Water Solutions

villages in need. Then, we ask people to tell our story to engage their peers,” says Harrison.

“Charity: water” receives donations that are used to fund 168 clean water well projects in these countries: Malawi, Uganda, Central African Republic, Liberia, Rwanda and Ethiopia. “Our projects normally also have a sanitation and hygiene piece to them, and training committees to maintain their new water source is key,” states Harrison.

He continues, “Many people have embraced the notion that water is a basic human right and offered to help do something about those without access to it. ... The response exceeds our expectations. ... We simply can’t raise too much awareness.”

### BIOSAND FILTERS

In some areas of the world, water is readily accessible, but it is dirty, so it needs a filter. Standard filters are expensive, complex and heavily reliant on expert maintenance. Because of these factors, they do not translate well for Third World use. A revolutionary filtration system is needed.

Enter the BioSand Water Filter. Dr. David Manz at the University of Calgary created and donated the design of this filter to be utilized by any nonprofit that could put it to good use. Organizations like Living Water International and Samaritan’s Purse are building BioSand Water Filters in areas of need around the world.

This filter is constructed out of gravel, sand, PVC pipe and sheet metal, all of which are readily available at a low cost anywhere around the world. As water passes slowly through the sand, a biological zone is formed at the top. This zone, called a “schmutzdecke,” is filled with bacteria that eat other bacteria and viruses, purifying the water as it moves down through the sand.



CLEAN WATER FLOWS FROM THE BIOSAND WATER FILTER (BACKGROUND) IN EL SALVADOR. PHOTO | COURTESY OF SAMARITAN’S PURSE

## NEED: Future Clean Water Solutions

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Pour a glass of dirty water inside the pipe, and clean drinking water will come out the other end. Its genius lies in its simplicity.

“The Pantanal area of Brazil is home to one of the largest swamps in the world. The size of Colorado, this swamp is the main source of drinking water for Pantanal communities,” says Stan Patyrak, assistant vice president of Living Water International. In an area where the main source of travel is by boat, drilling water wells is extremely difficult due to the inaccessible nature of the area. “BioSand Filters have had a special impact in areas like this, as they require very little and simple maintenance,” Patyrak says.

The average cost for each filter is \$100 USD per household. This one-time expense includes construction, installation and monitoring of the filter plus important

health and hygiene training. Samaritan’s Purse has built nearly 70,000 of these filters all over the world. “The BioSand Water Filter removes between 95 and 99.5 percent of microbial contaminants as well as 100 percent of worms and parasites. ... The water flowing out of the filter is clear, good-tasting and free from ... the pathogens responsible for diarrhea diseases,” states Scott Drennen, representative of Samaritan’s Purse.

Bernard Mzololo is a resident of the remote Kwale district of Kenya where clean drinking water was not readily available. Each day members of his family would trek up to 12 miles one way to access water. After receiving their filter from Samaritan’s Purse, “My family isn’t sick anymore with stomach problems,” Mzololo says. “Before we had the water filter, they would get diarrhea and suffer for a long time.”

### PLAYPUMPS INTERNATIONAL

When water is abundant, the BioSand Filter is an excellent solution. Unfortunately, there are some places where surface water is nonexistent. In those situations, the PlayPump is ideal. Created by PlayPumps International, it has the ability to draw water from more than 300 feet below the surface.

The PlayPump is far more than a simple well. Water is not pumped with a labor-intensive, old-fashioned hand lever. Instead, it harnesses the energy of playing children. Disguised as a brightly colored merry-go-round installed near schools, the PlayPump can produce up to 370 gallons



A GIRL FROM THE PANTANAL AREA OF BRAZIL HOLDS GLASSES OF WATER TO SHOW THE BEFORE AND AFTER EFFECTS OF THE BIOSAND WATER FILTER. PHOTO | COURTESY OF LIVING WATER INTERNATIONAL

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CHILDREN ARE HAVING FUN ON THE MERRY-GO-ROUND THAT IS OTHERWISE KNOWN AS A PLAYPUMP.  
PHOTO | COURTESY OF PLAYPUMPS INTERNATIONAL

## NEED: Future Clean Water Solutions

| FUTURE |

of water an hour. The water is stored in a tank capable of holding more than 600 gallons. Turn the spigot at the base of the pump, and out flows clean drinking water – enough to easily serve over 2,500 individuals.

With the water harvested from the pump, schools have been able to create large-scale food gardens that improve the schools' meal program. "Even if we can provide just one balanced meal to the children who come from the poorest homes, we know they stand a chance," says Mrs. Ghazi, principal at Basa Primary School. "Each row of vegetables is under the guardianship of a particular class, and the children take tremendous pride in clearing their patch of weeds and watering their precious plants."

Each element of the PlayPump system is meticulously designed. The water tank serves as a billboard to the outlying community. Two sides of the tank are used for public service announcements many of which have HIV/AIDS prevention messages. The remaining two sides of the tower are rented out to advertisers. Marissa Valdez, program manager of PlayPumps International, explains, "Revenues from the sale of the advertising space cover the cost to maintain the PlayPump systems so that the community does not incur any cost." These pumps have creative solutions built right in.

Palesa Mkhabela, 12, attends a school with a PlayPump and dreams of becoming a doctor. He says, "When I become a doctor and can help other people, I will always remember that health starts with clean water."

### WATERPARTNERS INTERNATIONAL

Communities in the developing world know what they need. Some need a well, filter or pump, but with any of these solutions, the success of microfinance has proven its value. Microcredit allows a community to literally own a project. Using this proven system, WaterPartners International (WPI) has come up with a strategy, referred to as WaterCredit. This approach helps individuals and communities in developing countries implement sustainable solutions for clean drinking water.

WPI works from a simple set of ideas. They provide microloans to villages that do not have the means to obtain them. According to WPI's Web site, "These loans help finance the upfront cost of water and sanitation systems. Giving people the credit tools they need and allowing them to repay the loans over time empowers them to solve their own water supply needs."

"In terms of ownership and self-sufficiency, the community or individual owns the water project from the time it is installed," comments Nicole Wickenhauser, communications manager for WaterPartners International. "Our partner organizations provide the training and technical expertise needed for the owners to properly and independently operate, maintain and repair the water connection throughout its life."

Those who have received loans have shown incredible responsibility. According to Wickenhauser, "Loan repayments typically run one to three years."



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BECAUSE OF MICROCREDIT, THESE GIRLS HAVE CLEAN WATER IN HONDURAS. PHOTO | COURTESY OF WATERPARTNERS INTERNATIONAL



## NEED: Future Clean Water Solutions

| FUTURE |

In Bangladesh and India the repayment rates have been [more than] 90 percent.”

Gandhamani, from India, is a great example of how access to clean water can improve the quality of life. She was able to use a WaterCredit loan in order to have access to clean water at her home. Besides having clean drinking water, she also uses the water for her garden and her banana trees, which provides extra income for her family. As an added benefit, she no longer has to spend time hauling water over long distances, which allows her to spend more time with her family.



GANDHAMANI RECEIVED A WATERCREDIT LOAN FOR CLEAN DRINKING WATER. PHOTO | COURTESY OF WATERPARTNERS INTERNATIONAL.

### ETHOS WATER

Along with several proven solutions that provide clean drinking water, consumers can have a positive impact on the world's water crisis. Ethos Water provides consumers with the opportunity to donate to clean water projects in the developing world by merely buying a bottle of water. “For each bottle of Ethos Water purchased in the US, 5 cents is contributed to the Ethos Water Fund at the Starbucks Foundation,” states Peter Thum, founder of Ethos Water. “The mission of Ethos Water is to help children around the world get clean water and to raise awareness of the world water crisis.”

Since its inception in 2002, Ethos Water has committed over \$4.2 million USD in grants to its beneficiaries. Thum notes, “Our ability to deliver upon this mission has grown from humble beginnings as a regional start-up company in 2002 to national distribution and sales since Starbucks acquired the brand in 2005 and undertook to scale our social mission.” Ethos Water can be found at Starbucks locations, as well as other retail establishments.

In the village of Choluteca, Honduras, the residents were forced to gather runoff water during the rainy season. Throughout the dry months of the year, women and children had to trek more than a mile to obtain water. Yet the water that was collected was contaminated. Ethos Water donated funds for a WPI team fix the problem in Choluteca. Thum reported that the money given was used to build latrines, train plumbers and create a complete water system that sustains the village through the dry season.

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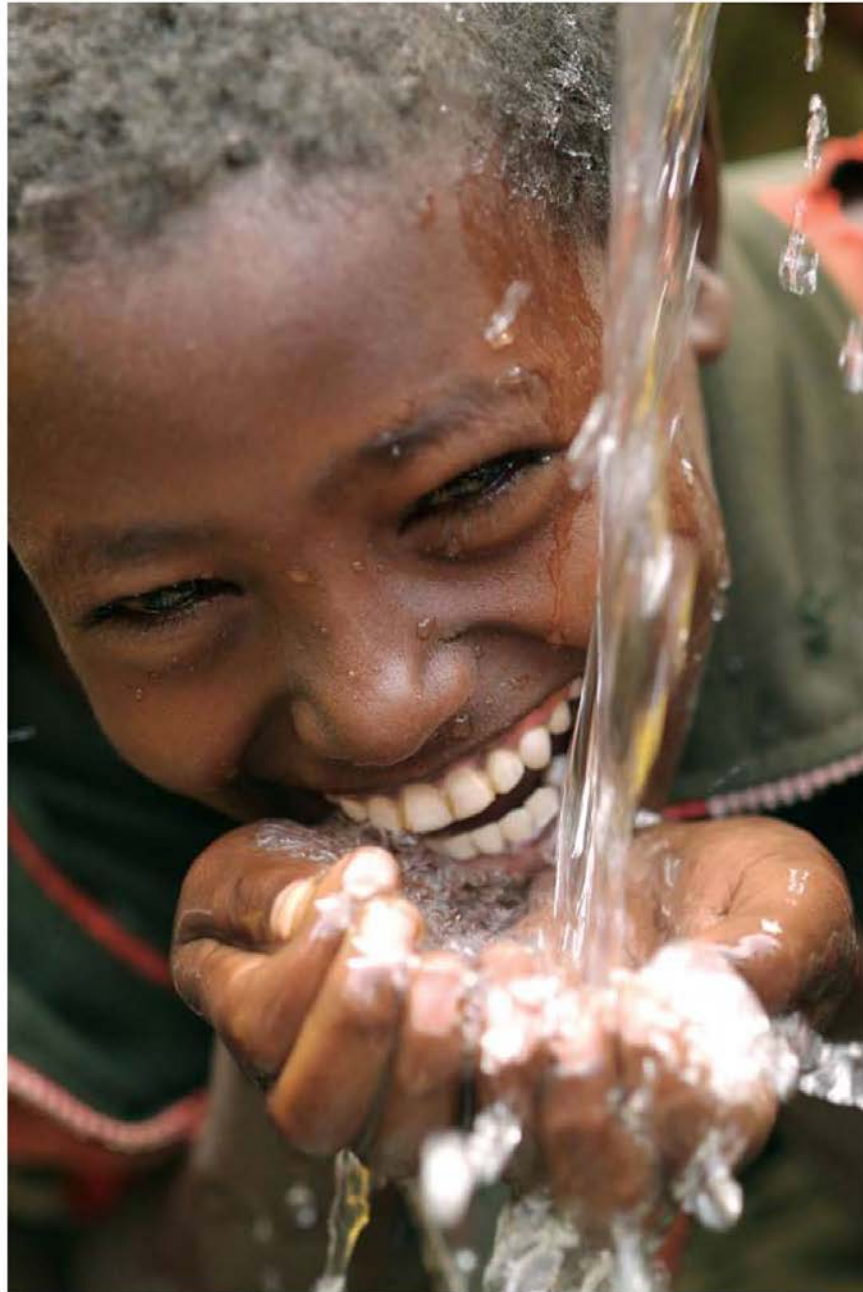
PETER THUM SPENDS TIME WITH THE CHILDREN OF THE RURAL VILLAGE OF PINJAUAN IN WESTERN SUMATRA. ETHOS WATER SUPPORTED MERCY CORPS TO INSTALL PLUMBING, TOILETS AND HAND-WASHING FACILITIES AT THE SCHOOL SO THEY NO LONGER HAVE TO USE A NEARBY RICE FIELD AS THEIR 'LATRINE FACILITY.' PHOTO | COURTESY OF ETHOS WATER





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| FUTURE |




A CHILD ENJOYS CLEAN DRINKING WATER FROM THE NEW WELL IN BULGETA, ETHIOPIA.

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The urgency of the water crisis is undeniable.  
However, with the ingenuity of individuals,  
communities and organizations, sustainable solutions  
are implemented because access to safe drinking water  
is a basic human right. 

CHARITY:  
511 6TH AVENUE  
SUITE 196  
NEW YORK, NY 10011  
USA  
INFO@CHARITYIS.ORG  
WWW.CHARITYWATER.ORG

LIVING WATER INTERNATIONAL  
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HOUSTON, TX 77235  
USA  
281.261.7984  
INFO@WATER.CC  
WWW.WATER.CC

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20 HOPEWELL WAY NE  
CALGARY, ALBERTA  
T3J 5H5  
CANADA  
800.663.6500  
CANADA@SAMARITAN.ORG  
WWW.SAMARITANSPURSE.CA

PLAYPUMPS INTERNATIONAL  
1717 RHODE ISLAND AVENUE NW  
FLOOR 7  
WASHINGTON, DC 20036  
USA  
202.292.1775  
INFO@PLAYPUMPS.ORG  
WWW.PLAYPUMPS.ORG

WATERPARTNERS INTERNATIONAL  
2405 GRAND BOULEVARD  
SUITE 860, BOX 12  
KANSAS CITY, MO 64108  
USA  
913.312.8600  
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WWW.WATER.ORG

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## NEED: Future Clean Water Solutions

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An international nonprofit is winning the battle against child labor in the rug-making industry in Nepal, India and Pakistan.

#### GENEROSITY | A LITTLE GOES A LONG WAY

An English professor proves that anyone can be a philanthropist, even those with only \$3 to spare.

#### FUTURE | A BASIC HUMAN RIGHT

Individuals, communities and organizations develop multiple strategies to combat the world's water crisis.

#### HOME | DISPLACED IN DARFUR AND CHAD

Renowned photographer Ron Haviv depicts the daily struggles of the people displaced by the conflict in Darfur.

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Drug-resistant TB is a major health crisis around the world, but it can be cured.

#### KIDS | HOPE FOR STREET CHILDREN

It is estimated that there are 200,000 street children living in Kolkata, India.

#### ONE | 13-YEAR-OLD HUMANITARIAN

Austin Gutwein uses his love of basketball to help others.

#### COOPERATION | BIG BUSINESS PITCHES IN

Corporate philanthropy is a business strategy that changes lives.

#### DIALOGUE | STEPHANIE BUNKER

The spokesperson for OCHA shares experiences from the field in an interview.



#### ON THE COVER

YOUNG GIRLS LEAVE AN INTERNALLY DISPLACED PERSONS (IDP) CAMP IN ABU SHOUK, NORTH DARFUR, TO GATHER FIREWOOD. SINCE 2003 OVER 200,000 SUDANESE PEOPLE HAVE BEEN KILLED AND OVER 2 MILLION DRIVEN FROM THEIR HOMES INTO CAMPS IN DARFUR AND THE NEIGHBORING COUNTRY OF CHAD.

PHOTO | RON HAVIV - VII



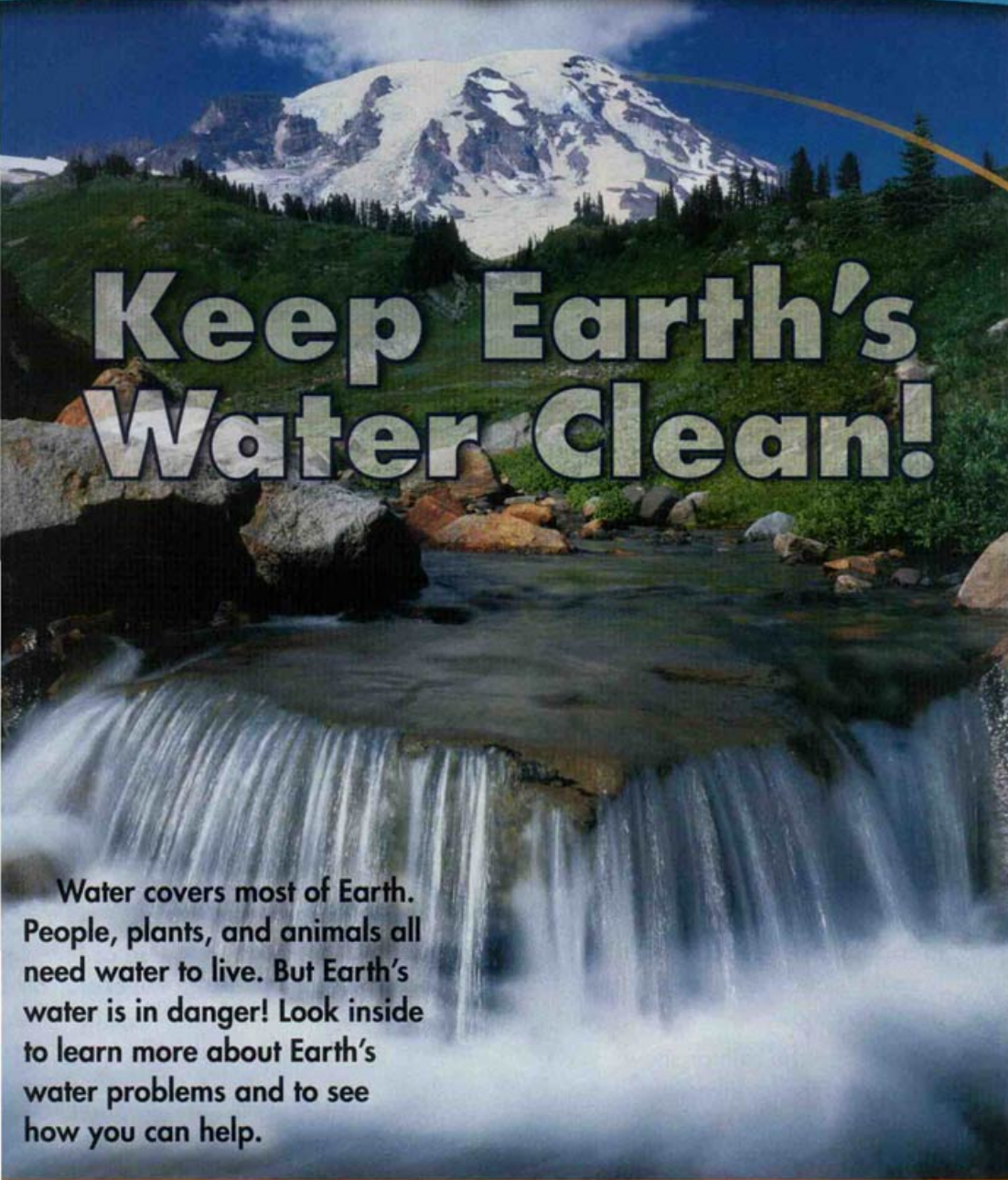


Keep Earth's Water Clean

Edition 2 • Issue 23 • Volume 73

**WEEKLY** **WR** **READER**<sup>®</sup>  
2

April 2, 2004 [www.weeklyreader.com](http://www.weeklyreader.com)



# Keep Earth's Water Clean!

Water covers most of Earth. People, plants, and animals all need water to live. But Earth's water is in danger! Look inside to learn more about Earth's water problems and to see how you can help.

Earth Day is April 22. This year's theme is "Water for Life."





Keep Earth's Water Clean

## Water Is Always Moving

Earth has only a certain amount of water. Earth's water is used again and again in the **water cycle**. The water cycle has four parts.

- 1. Evaporation**—The sun warms water in rivers, lakes, and oceans. Soon the water turns into a **vapor**, or gas, and floats into clouds in the sky.
- 2. Condensation**—Water vapor in clouds cools and turns back into a liquid.
- 3. Precipitation**—The liquid falls from the clouds to the ground as rain or snow.
- 4. Collection**—The rain or snow ends up in rivers, lakes, and oceans again.

## Why Is Earth's Water in Danger?

Here, an African penguin is covered in oil that spilled into the ocean.

Much of the world's water is polluted. Polluted water has trash in it. Those trash can get into water in many ways. For example, trash can get into water when it blows into a river or when it is thrown away. Once in the water, it can get into a cycle, like the water cycle, and end up in the ground or in the ocean. This is why penguins look like this.

This is what penguins look like.

**Word Wise**

**recycle** (ree-SIGH-kuhl)—to use again

## Make a Splash

You can help keep Earth's water clean too! Everything you do affects Earth's water in some way. Take a look at these tips.

- Use as little water as you can.
- Put chemicals and trash in the proper place or down a drain.
- Pick up trash you see on the ground and don't throw it away.





Keep Earth's Water Clean

**anger?**

er on Earth is **polluted**.  
harmful chemicals or  
ngs can get into water in  
example, chemicals can  
if a factory dumps them  
Because water travels in  
an carry those chemicals  
cean, the air, and the  
rash can get into our  
en people dump it in the  
ices. Trash in the water  
ry harmful to animals

**THINKING CUE**  
Besides water, what are  
some things you could  
care for on Earth Day?

**Give Water a Hand**

Earth Day is April 22. On Earth Day,  
many people help clean up parks, rivers,  
and beaches. Groups of volunteers from  
schools, churches, and neighborhoods join  
to help our Earth. Some people pick up trash,  
and others plant trees. Many people work to  
save water from pollution. What will you do  
this Earth Day?

The plastic rings from six-packs can be  
dangerous to animals because their  
heads, necks, and legs can become  
tangled in the holes.

**African**  
**ually**

**sh**

s possible.  
rash only in  
not in water

ne on the  
tter.

**You and your family can help  
keep Earth's water clean too!**

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Toxic Water is Poisoning the People of Bangladesh

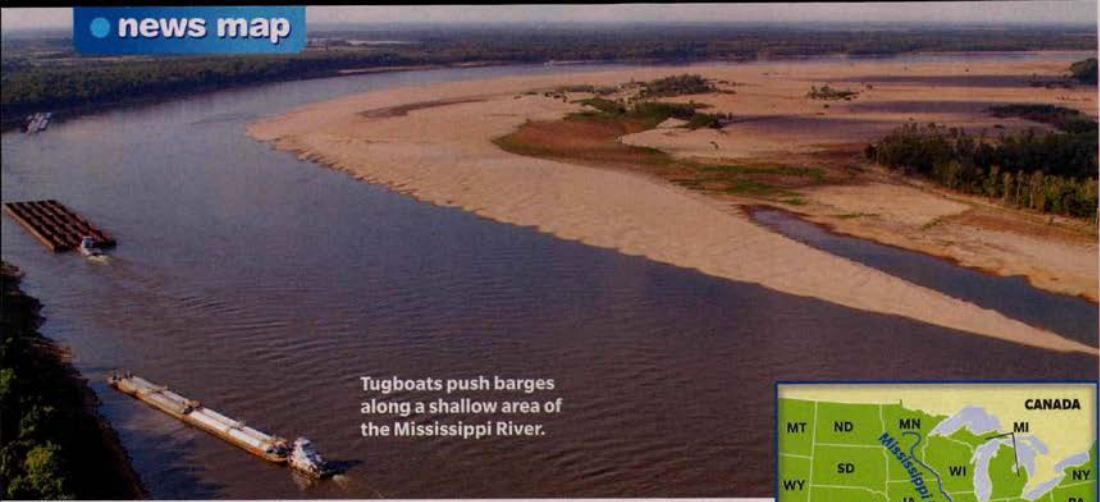
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## A River At Risk

**news map**



Tugboats push barges along a shallow area of the Mississippi River.



# A River at Risk

### Water levels on the Mississippi River are falling

**B**oats on the Mississippi River may soon have trouble getting very far. The river is a superhighway for shipping goods within the U.S. and to the rest of the world. But last month, its water levels fell to their lowest point in years. That threatened to shut down some parts of the Mississippi.

**Water Woes**

The water levels began to drop last summer, when more than half the country suffered through a severe drought. Dry conditions continue, causing the river to get even shallower.

One big trouble spot is the area between St. Louis, Missouri, and Cairo, Illinois. Water levels there have dropped about 20 feet since this time last year.

The low water levels have hurt

many businesses. Boats tow or push big barges filled with coal, oil, steel, and other goods along the Mississippi. More than half the corn and wheat **exported** from the U.S. is shipped down the river. Then it gets carried through the Gulf of Mexico to other countries.

But the barges are now carrying lighter loads so they won't get stuck in shallow water. As a result, companies have to make more trips to transport the same number of goods. That drives up the price of food and other items.

**Helping River Traffic**

The U.S. Army Corps of Engineers manages America's water resources. Since December, the Corps has been removing huge rocks from the bottom of the river. This has allowed ships to safely pass through the shallow water. But the engineers say more rainfall is the only lasting solution.

**Word to Know**

**exported** (EHK-spor-tid) *verb*. sent from one country to another and then sold

**MAP QUIZ**

Use the map to answer the following questions.

- The Mississippi River flows \_\_\_\_ from St. Louis, Missouri, to Cairo, Illinois.  
 A northeast C southeast  
 B northwest D southwest
- The river flows into the Gulf of Mexico from \_\_\_\_.  
 A Minnesota (MN)  
 B Texas (TX)  
 C Louisiana (LA)  
 D Mississippi (MS)
- The Mississippi River begins in Canada.  
 A true B false
- St. Louis is about \_\_\_\_ miles from Cairo.  
 A 150 C 350  
 B 250 D 450

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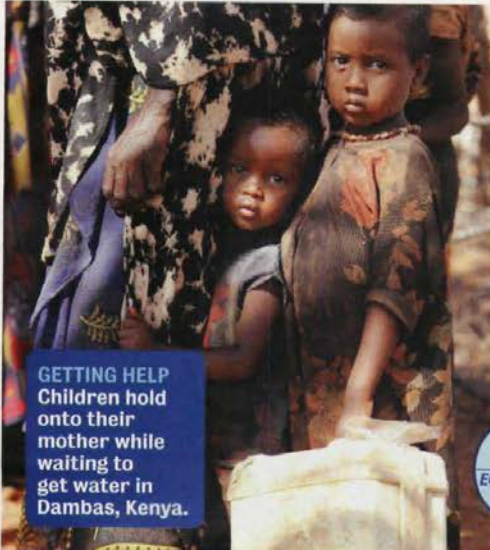
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## Crisis in East Africa

NEWS MAP



GETTING HELP

Children hold onto their mother while waiting to get water in Dambas, Kenya.



## Crisis in East Africa

This region is suffering from a severe drought

Many people in East Africa are facing hunger and thirst due to a devastating drought. More than 7 million people throughout the region are in desperate need of food and water.

International charities are sending food and water to East Africa. But United Nations (UN) officials say much more aid is needed immediately.

With no water, crops haven't been able to grow. Large fields that should produce food have turned into dust.

"I've a family of four, and I used to support my family by tilling the land," Waricha Chema, a farmer in Ethiopia, told a British news agency. "Because of the drought, I don't have anything to harvest from my land."

Meanwhile, cattle and other

farm animals are dying because they have nothing to eat. When the farmers lose their animals, they lose a main source of food and income.

UN officials say the lack of rain is due in part to worldwide climate changes. Deforestation, the removal or destruction of trees, is also a factor.

East Africa's food shortage will be a long-term problem, officials warn. Even if rain comes soon, it will take time for crops to grow again.

Children worldwide can help by raising money for international charities. A number of groups are aiding **famine** victims in the area, including Christian Aid, Concern Worldwide, and Doctors Without Borders.

—Mary Harvey

### TRAVEL QUIZ

Read the map and the map key and answer the following questions. Fill in the circle next to each correct answer.

1. Which of these East African nations is one of the five that is most affected by the drought?  
☐ A Kenya      ☐ B Sudan
2. What is the capital of Kenya?  
☐ A Nairobi      ☐ B Khartoum
3. Southern Sudan has mostly what kind of vegetation?  
☐ A grass and brush      ☐ B brush-grass and forest-woodland
4. Which East African nation is farthest east?  
☐ A Sudan      ☐ B Somalia
5. Djibouti's land is dry.  
☐ A true      ☐ B false

What's that word?

**famine:** (fam-uhn) *noun*. A serious lack of food.

6 SCHOLASTIC NEWS / APRIL 17, 2006

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A Dwindling River

**earth science**

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2002

# A Dwindling

## As water demands rise, the Colorado River is running dry

**A**bout 100 years ago, the Colorado River raged southward toward the Gulf of California (see map, p. 7). Where the two bodies of water met, great walls of water sprayed high into the sky. This amazing water show no longer happens. These days, the Colorado River often dries up before it even reaches the gulf.

Like many of the world's sources of fresh water, the Colorado River is shrinking.

People are draining away huge amounts of this water for personal use, such as drinking and bathing. Water is also used to grow crops and raise livestock, and in industrial processes. For instance, fresh water is used to manufacture goods like T-shirts and computers.

As the world's population expands, the demand for water is rising. Freshwater sources are now being drained more quickly than natural processes like rain

can refill them. As a result, many parts of the world are facing water shortages. "Ensuring that everyone has enough fresh water will be one of the major issues facing us this century," says




Eleanor Sterling, a scientist at the American Museum of Natural History

**6 SUPERSCIENCE**






## A Dwindling River

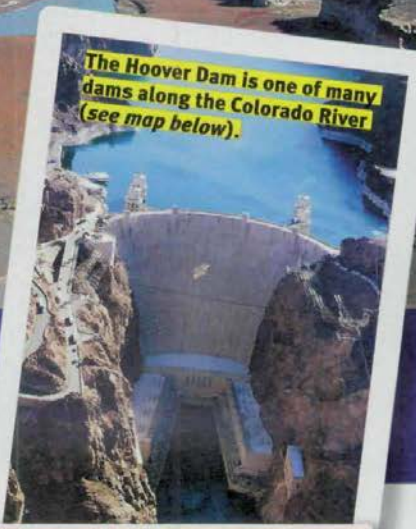


2002

Many factors affect the amount of water in a river, including droughts and dams. Compare the level of the Colorado River in June 2002 (left) with the water level during a drought in December 2003 (right).



2003



# RIVER


**Water Pressure**

Roughly 70 percent of Earth's surface is covered in water. So how can there be a water shortage? Most of the water on Earth is salty. Less than 3 percent of it is fresh water, and only a tiny fraction of that is available for use.

In addition, freshwater sources are not spread evenly around

the planet. Water shortages are greatest in **arid** regions like southern Africa and the southwestern United States. To make matters worse, the human populations in many of these regions are increasing.

Phoenix, Arizona, is one of these regions. The city and surrounding areas are home to roughly 3 million people. Thousands of people move there each year. Yet the city—located



in the middle of the Sonoran Desert—receives less than 25 centimeters (10 inches) of rain a year. That's only one third of the national average.

OCTOBER 2007 **7**

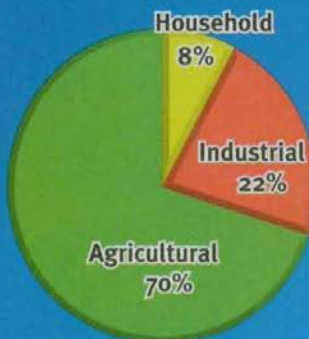




## A Dwindling River

### Percent of Worldwide Water Use, by Activity

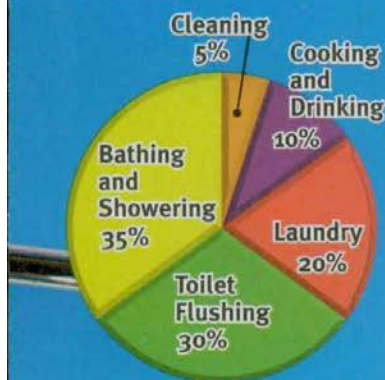
Household activities, like bathing and washing dishes, make up less than 10 percent of fresh water used. Which type of activity uses the most water?



GRAPH SOURCE: WORLD BUSINESS COUNCIL FOR SUSTAINABLE DEVELOPMENT (WBCSD)

### Percent of Household Water Use, by Activity

The graph below shows how water is generally used in households in an industrialized country like the United States. What is one way you could reduce water usage in your household?



GRAPH SOURCE: ENVIRONMENT CANADA (ENR)

8 SUPERSCIENCE



During sprinkler irrigation, some water is lost to evaporation.

### Watering the Desert

How do people survive in the dry Southwest? **Groundwater** provides one source of fresh water. But there is not enough groundwater to meet the area's needs. The bulk of the water is taken from the Colorado River.

This 2,334 kilometer (1,450 mile)-long river supplies water to several big cities, including Las Vegas and San Diego. In all, it delivers fresh water to about 30 million people. The river also **irrigates** 14,973 square kilometers (3.7 million acres) of farmland.

### Southwest Distress

The demand for water is taking a toll on the river. Except in heavy flood years, dams and canals capture every drop of the Colorado River for use. As the region's population grows, the river is becoming unable to meet the demand for water.

Overuse of the Colorado River is threatening the water supply for homes, as well as for ranchers

and farmers. But the drying river has also put wild plants and animals at risk. The Colorado River **Delta** was once brimming with wildlife. But little water reaches the delta now. As a result, many plants, bobcats, beaver, deer, shrimp, and several species of fish have lost a home.

### Water Solutions

"To tackle the problem of water shortages, the focus should be on conservation—how to live with less of it," says Sterling.

Researchers are trying to help reduce water use by coming up

### Words to Know

**Percent**—number out of 100. For example, 70 percent means 70 out of every 100.

**Arid**—very dry due to little rainfall

**Groundwater**—water that soaks into the ground and is stored there

**Irrigate**—supply water to grow crops

**Delta**—area where a river enters a body of water and deposits sediment

**Evaporation**—the changing of a liquid, like water, into a gas

ROAM CLAYTON (GETTY IMAGES (IRRIGATION SPRINKLER); CORBIS/VEER (SHOWHEAD); DIGITAL VISION PHOTOGRAPHY/VEER (KIDS)





## A Dwindling River

with new ways to irrigate crops. "In the Southwest, large amounts of water [used to water crops] are lost to **evaporation**," says Sterling. So scientists are developing new irrigation methods that deliver water directly to plants' roots. This means less water would be lost to evaporation.

### Personal Decisions

Sterling says that individuals also can make a difference when it comes to saving water. For instance, instead of dumping leftover drinking water down

the drain, use it to water plants. Another water-saving tip: Don't leave the water running when you are brushing your teeth or washing dishes, says Sterling.

Other ways to conserve water are more surprising. Water is used to manufacture computer chips in cell phones, cameras, laptops, and toys. So Sterling recommends purchasing no more of these items than you need. In addition to saving money, you'll be helping to protect the planet's water supply.

—Judith Jango-Cohen

### check it out

Earth's surface is nearly three-quarters water. So why should you care about saving a few gallons here or there? Every drop counts. Even in places where it rains a lot, water conservation ensures there is enough for humans and wildlife alike.

*Water: H<sub>2</sub>O = Life* is a new exhibition opening November 3, 2007, at the American Museum of Natural History. In it, you can explore the mystery and necessity of water—and learn how you can help conserve this vital resource. To learn more, ask your teacher, or visit [www.amnh.org](http://www.amnh.org) or <http://ology.amnh.org>.

## Kids!

With the Kids' Environmental Report Card, Science Explorations presents a fun and easy way to explore and speak up about the planet's environmental issues. Go to [www.scholastic.com/reportcard](http://www.scholastic.com/reportcard) to:

- ✓ **add your voice** to weekly survey questions
- ✓ **write** a letter to a policymaker
- ✓ **e-mail** a museum scientist with your questions about the environment
- ✓ **learn** more about key issues
- ✓ **chat** with other kids about environmental topics

In April, we'll publish a special Earth Day report to show the world what kids are thinking about the planet and how to protect it.

### SPEAK UP ABOUT THE ENVIRONMENT!

### The Kids' Environmental Report Card lets your voice be heard!

In your opinion, which of the following is the most important environmental issue facing the world today?

- A. Water resources
- B. Energy resources
- C. Wildlife conservation
- D. Global climate change

Here's the first survey question:



**GO TO [www.scholastic.com/reportcard](http://www.scholastic.com/reportcard) TO VOTE!**





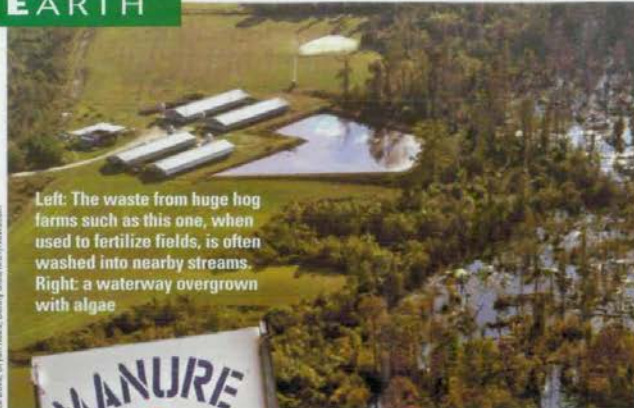
## Muddy Waters

### EARTH

By Chris Jozefowicz

Left: The waste from huge hog farms such as this one, when used to fertilize fields, is often washed into nearby streams. Right: a waterway overgrown with algae

Clockwise from top left: Rick Dowse; Clutch Grymwood/Corbis; Newscom; Rick Dowse; Ryan Reed; Barry Swan/MPH/Newscom



# Muddy Waters

### Keeping pollution down on the farm

**B**ryan Reed likes to see poop piling up indoors. Reed, who runs a farm in southern Iowa, used to let his herd of cows roam outdoors. But the rain liquefied their droppings into a muddy mess. Though the land could absorb a lot of that mess, the biggest rainstorms washed some of it into a nearby stream. “The grass couldn’t filter out enough before it got to the stream,” he says.

So Reed recently moved his 215 cows into an enormous building. “The building keeps the rainfall from getting to the manure,” Reed says. “I can store it inside until I can safely apply it to the fields.”

“The biggest thing for me is not being a slob,” he adds. “I don’t want to negatively affect people downstream.”

Reed’s effort is one small solution to a very big problem. Uncountable

tons of soil and manure are washing off farmland into the waterways of the United States.

“Agricultural pollution is the largest source of water pollution in the nation,” says Nancy Stoner, a water quality expert at the Natural Resources Defense Council. “There really isn’t any question about that.”

#### NUTRIENTS AND SOIL

Farms release two major types of pollution, says Stoner. “The first is *nutrient pollution*.” Nutrients are elements, such as nitrogen and phosphorous, that promote the growth of plant life. They come from manure and synthetic fertilizer.

“The second type is *sediment pollution*,” Stoner adds. Sediment is small particles of sand, clay, and other components of soil.

What’s wrong with nutrients and soil? Excess nutrients promote the overgrowth of algae and plankton

in rivers, lakes, and oceans. That overgrowth blocks sunlight and depletes gases and other resources in the water. In overgrown waterways, plants and small animals can find fewer places to live and predators have trouble hunting. In extreme cases, the overgrowth leads to *hypoxia*, a lack of oxygen. “Dead zones” that can’t support fish and other aquatic animals appear.

The nitrogen in nutrient pollution also reacts with oxygen to form *nitrate*, a chemical that can cause health problems in people when drinking water contains too much of it. Nitrate filtration is not a standard procedure in many water treatment facilities.

Sediment pollution turns water murky, which disrupts plant growth and limits what animals can see. It also makes drinking water smell and taste bad and increases water-filtering costs.





## Muddy Waters

### NONPOINT POLLUTION

Controlling farm pollution isn't as easy as capturing the emissions from cars and factories. Farm pollution is a type of *nonpoint source pollution*—pollution that has no defined source and is difficult to control. It's washed from a large area of land to a common location, such as a river, a lake, or a bay. (*Point source pollution* can be traced to specific outlets.)

Farmers have always struggled to control what runs off their fields, says Wendy Powers, a professor of animal agriculture at Michigan State University. Farms are at nature's mercy—they get hit with heavy rains and large snowmelts. "It's not like a factory that has a waste discharge pipe," she says. "Agriculture has open fields."

Some farming practices are contributing to the problem, she adds. Too many farm animals are raised in some regions of the country to give city dwellers ready access to fresh meat. The manure piling up at such farms is more than the local fields can handle. And the containment ponds where some of that manure is stored often leak.

### RUNOFF CONTROL

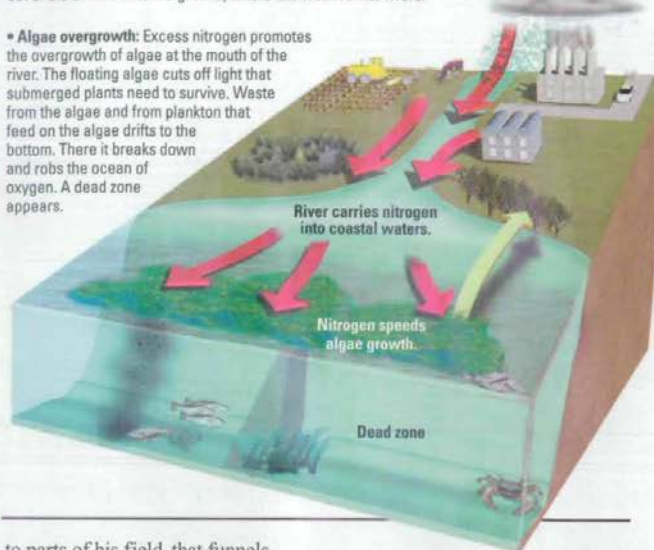
Efforts to control farm runoff involve steps such as those Reed has taken on his Iowa farm. In addition to moving his cows indoors, he recently began *no-till farming*. He no longer prepares the soil for crops by plowing and turning it. Now the soil remains locked into the fields. He has also added an underground drainage system

### Dead in the Water

When farms, cars, and factories pollute a river with nutrient waste, a dead zone—an oxygen-free area where most marine life cannot survive—may develop at the mouth of the river. Here is the path that one nutrient—nitrogen—takes.

• **Nitrogen sources:** Rain and irrigation water carry nitrogen-based fertilizer and nitrogen-rich manure into rivers. Rain also rinses the nitrogen pollution released by cars and power plants out of the air and onto the ground, where it is washed into rivers.

• **Algae overgrowth:** Excess nitrogen promotes the overgrowth of algae at the mouth of the river. The floating algae cuts off light that submerged plants need to survive. Waste from the algae and from plankton that feed on the algae drifts to the bottom. There it breaks down and robs the ocean of oxygen. A dead zone appears.



to parts of his field, that funnels excess water directly to his stream.

An ideal farm, says Powers, uses manure as fertilizer, prevents waste runoff, and finds a way to balance the nutrients added as fertilizer with those that come from manure. In most cases that job is too big for one farm, so groups of farms have to team up. "It's better to look at crops and animals as an integrated system," Powers says. Farmers grow crops, feed some of those crops to livestock, and use the manure to fertilize the next crops. It's a form of natural recycling.

Reed admits that the improvements he has made have been

expensive. But he's 35 years old and sees many years of farming in his future. Some of his older neighbors can't afford long-term, expensive investments, he explains. "It's going to take some younger people to make the commitment," he says. "I look at what my dad and my grandpa did when I grew up. What we're doing today is light-years better for the environment."

Attempts to limit farm pollution are succeeding, but the scope of the problem is still large, says Powers. "We'll never get to zero pollution," she admits. "But we already know the right things to do." **CS**



Left: Bryan Reed's herd of cattle lives indoors. Right: fish killed by hog manure that polluted the Neuse River in North Carolina



Independent Reading Recording Form

Homework

Name: \_\_\_\_\_

Date: \_\_\_\_\_

|                       |  |
|-----------------------|--|
| <b>Title of Book:</b> |  |
| <b>Pages Read:</b>    |  |

Read your independent reading book. Follow the direction in each section.  
Use this chart to keep track of what you read.

| Where | Who | What |
|-------|-----|------|
|       |     |      |

**Words**

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

I think this word is precise because \_\_\_\_\_





Independent Reading Recording Form  
Homework

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

| Words | I think this means |
|-------|--------------------|
|       |                    |
|       |                    |
|       |                    |



EXPEDITIONARY  
LEARNING

# **Grade 3: Module 4: Unit 2: Lesson 9**

## **Continued Independent Research: The Challenges to Having Enough Clean Water for Everyone**



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| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| <p>I can conduct a research project to become knowledgeable about a topic. (W.3.7)</p> <p>I can determine the main idea of an informational text. (W.3.2)</p> <p>I can retell key ideas from an informational text. (W.3.2)</p> <p>I can use a variety of strategies to determine the meaning of words and phrases. (L3.4)</p> <p>a. I can use resource materials (glossaries and dictionaries) to help me determine the meaning of key words and phrases.</p> |                                                                                                                     |
| Supporting Learning Targets                                                                                                                                                                                                                                                                                                                                                                                                                                    | Ongoing Assessment                                                                                                  |
| <ul style="list-style-type: none"><li>• I can determine the meaning of unknown words using context clues and a dictionary.</li><li>• I can ask and answer questions about the text I choose in order to build my knowledge about one specific challenge related to having enough clean water for everyone.</li><li>• I can identify key facts and details about my challenge topic.</li></ul>                                                                  | <ul style="list-style-type: none"><li>• Asking and Answering Questions recording form, with text attached</li></ul> |



| Agenda                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Teaching Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Engaging the Reader: Finding Water and Power Words in Our Research (13 minutes)</li> <li>B. Unpacking Learning Targets (2 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Researching with Research Buddies (25 minutes)</li> <li>B. Adding Information to our Water Challenges Anchor Charts (15 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Gallery Walk of Anchor Charts (5 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Choose to bring home one of the articles you have read about your research topic. Reread this text and complete the Vocabulary homework.</li> </ol> </li> </ol> | <ul style="list-style-type: none"> <li>• This lesson continues the research launched in Lesson 8. Students remain with their same research buddy within their research team, studying one of the three topics related to the challenges of having enough clean water for everyone (access, demand for water, pollution).</li> <li>• Note that students use a dictionary to determine the meaning of words they might not be able to figure out in context. This lesson assumes that students have had experience with using dictionaries as a resource. A brief model is provided, but if students need additional instruction about using a dictionary, adjust the lesson as needed.</li> <li>• In Lesson 2, students worked with sentence strips to support their writing. This structure is again used in this lesson as students build anchor charts about their specific research topic. This is an intentional structure, designed to support students' writing throughout the module.</li> <li>• In advance: Make any adjustments to the research process that you deem necessary based on students' work during Lesson 8. For example: plan a mini lesson to clarify concepts as a whole class, or pre-plan conferring with research buddies who may need more support.</li> <li>• Review Launching Research Teams (from Lesson 8, for teacher reference) to clarify any aspects of the research process recommended in these lessons.</li> <li>• Gather books from the Unit 2 Recommended Texts list again, for students who might finish reading their research texts early.</li> <li>• Gather: Water Challenges anchor charts (Pollution, Demand for Water, Access to Water)</li> <li>• In this lesson, students will add to the Water Challenge anchor charts. As in Lesson 2, students will do this by creating sentence strips and attaching them to the anchor chart. Again, the purpose of having strips instead of writing directly on the anchor chart is for future scaffolding. Struggling students, when they begin writing, can pull these sentences directly off the chart and manipulate them into a cohesive paragraph. Writing single sentences from their research onto the sentence strips also provides students with the ability to translate notes from text into their own words.</li> <li>• Review: Gallery Walk (see Appendix 1).</li> <li>• Post: Learning targets.</li> </ul> |



| Lesson Vocabulary                                              | Materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| (words in the lesson opening are to be determined by students) | <ul style="list-style-type: none"><li>• Asking and Answering Questions recording form (one per student)</li><li>• Asking and Answering Questions recording form (answers, for teacher reference)</li><li>• Research Vocabulary recording form (one per student)</li><li>• Student dictionaries (enough for research teams to access easily)</li><li>• Research texts in folders: eight copies of each text (for Lessons 8, 9, and 10)</li><li>• Water journal (for each individual student)</li><li>• Independent research directions (from Lesson 8)</li><li>• Water Challenges anchor chart</li><li>• Blank sentence strips to add to Water Challenge anchor chart (8–10 strips per water research team)</li><li>• Tape (one roll easily accessible for each research team)</li><li>• Vocabulary Homework (one per student)</li></ul> |



| Opening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Meeting Students' Needs |
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| <p><b>A. Engaging the Reader: Finding Water and Power Words in Our Research (13 minutes)</b></p> <ul style="list-style-type: none"><li>• Gather students in the whole group area and have them sit next to their research buddy. Tell them that today they are going to continue researching with their research buddies about their water challenge. Explain that before they begin their research today, they are going to spend some time thinking about the vocabulary that they might have come across in their reading.</li><li>• Distribute students' <b>Asking and Answering Questions recording form</b> and accompanying text collected in the previous lesson.</li><li>• Display the <b>Research Vocabulary recording form</b>. Explain to students that they likely came across some tricky words when they were reading their texts. Explain that these are important words to keep track of, and the first step they are going to take is to talk to their buddies about the "power words" and "water words" they might have seen in their text, and record them on this form.</li><li>• Distribute the Research Vocabulary recording form to students. Students will need a pencil and a hard surface to write on. Ask students to work with their research buddy to review their text, looking for any power or water words that were tricky. Provide a quick model if necessary, but this work should be familiar to students.</li><li>• As students are working, circulate and note the words they are recording. Specifically look for words that students might not have figured out the meaning of to highlight in a few moments.</li><li>• After 5 minutes, pause students in their work. Ask students:<ul style="list-style-type: none"><li>* "Did some of you identify a word in your research text that you couldn't figure out the meaning of?"</li></ul></li><li>• Invite students to put their thumb up if they had a word they weren't sure about. Select one student word to model for the class.</li><li>• Using one of the <b>student dictionaries</b>, model for students how to use this resource to find the meaning of a word. Record this word and the definition on the displayed Research Vocabulary recording form. For example, a model could be "sediment." Say: "I know from the text that this has something to do with water, so I will put it as a 'water word.' Let's look in the S section, closer to the front of the S section because the next letter is E. Sediment: Matter that settles at the bottom of a liquid. Oh, so that's like all the mud at the bottom of the water."</li><li>• Give students another 4 minutes to practice finding a word from their list in the dictionary.</li><li>• After 4 minutes, pause students in their work and tell them that they will use this same recording form for homework tonight. Tell students that as they research, they can simply circle or highlight a word they are unsure of and talk about it with their buddy, but they don't need to record it just yet. They will go back to it later for homework.</li></ul> |                         |



| Opening (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Meeting Students' Needs |
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| <p><b>B. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite one or two students to share the targets for today. Note that they are the same targets as the previous lesson.</li><li>• Ask students to talk to their research buddy:<ul style="list-style-type: none"><li>* “How were you able to meet these same targets in the previous lesson?”</li></ul></li><li>• Give students a moment to think and share together.</li><li>• Then, invite one or two partnerships to share their thinking.</li></ul> |                         |



| Work Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p><b>A. Researching with Research Buddies (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Place students' <b>research texts</b> in <b>folders</b> at the tables. Return students' <b>water journals</b> and a new Asking and Answering Questions recording form.</li><li>• Tell students that today they will select a new text to read about their water challenge. Some students might have already begun a new text in the previous lesson. If so, tell them that they will simply continue with that text today.</li><li>• Remind students that they should look at their recording form from the previous day to remind themselves of their questions and of the text they selected. This will help them be thoughtful about the next text they might want to read. Give students a few minutes to preview their texts. Circulate around the tables. Help students select a new text.</li><li>• Once each pair of students has selected a text, ask them to review the <b>independent research directions</b> (from Lesson 8; in their water journal) to remind themselves of the process.</li><li>• Then refocus students whole group. Using thumbs-up, check for understanding of directions: thumbs-up if they are clear on next steps, thumbs-down if not. Scan the room and clarify any questions.</li><li>• As students read, circulate and confer with research buddies. Use information gathered in informal observations from the previous lesson to guide conferring. (See teaching note for suggestions.)</li><li>• Consider asking the following sorts of conferring questions:<ul style="list-style-type: none"><li>* "Let's look at your recording for—what have you captured so far?"</li><li>* "Are you finding new information about your challenge today? Is there anything similar to what you read about previously?"</li></ul></li></ul> | <ul style="list-style-type: none"><li>• Note: The following suggestions appear in Lessons 8–10. These supports apply in each of these lessons as students continue with their research in each lesson.</li><li>• Guide struggling learners as they select texts.</li><li>• Support them in choosing from the texts supplied, or the texts you have gathered. They should choose ones that will be easier for them to navigate with features that are more obvious and support making meaning, and texts that are less complex and shorter.</li><li>• Once partnerships have selected a text, support struggling learners by having them read a smaller chunk of the text first and recording their key details.</li></ul> |





| Work Time (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <ul style="list-style-type: none"><li>• If you see that students are struggling with a specific article, consider pulling a smaller group. Additionally, confer closely with struggling buddies. Whether conferring with a small group or research buddies, identify what they currently understand about the article and where they are struggling. Read aloud a small chunk of the text, connect, unpack vocabulary together, or connect them with another research buddy pair that read the same article in the previous lesson.</li><li>• As in Lesson 8, the options for students who might finish early are:<ol style="list-style-type: none"><li>1. Research buddies may select another text from the research folder to begin reading.</li><li>2. They can each choose to read their independent reading book.</li><li>3. They can each select a text from the recommended text list to read together or on their own.</li></ol></li></ul> | <ul style="list-style-type: none"><li>• Confer with these partnerships first during the research time. Provide support by guiding their work. Read a passage aloud and ask them to tell you the key details they heard. Direct them to write that down. Give them a focus question to think about as they read the next section on their own. This focus question should relate to the text they are reading, and help them to find information in the text.</li><li>• Provide specific time periods for struggling learners within the 30-minute timeframe. For example, explain to students that in 10 minutes you are going to check on them again and they should be at a specific point in their reading, ready to talk about the details they have found.</li></ul> |



| Work Time (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Meeting Students' Needs |
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| <p><b>B. Adding Information to our Water Challenges Anchor Charts (15 minutes)</b></p> <ul style="list-style-type: none"><li>• After 30 minutes, pause students in their work and focus their attention. Ask students to bring their recording forms and water journals to the whole group area and form a smaller circle with their research team.</li><li>• Tell students that they are now going to add information to the <b>Water Challenges anchor charts</b> that the class started in Lesson 6.</li><li>• Give each research team their anchor chart (place it in the middle of their small circle). Also give each team <b>8–10 blank sentence strips</b>. Remind students that in Lesson 1, they had a “Fact Frenzy” where they wrote down what they knew about water and then that became the What We Want People to Know about Water anchor chart. Tell students that they are going to build the same kind of anchor chart with their own research topic.</li><li>• Give directions:<ol style="list-style-type: none"><li>1. Each research buddy pair will review your recording forms from today’s research and the previous day’s research.</li><li>2. Then, write down in a complete sentence the key details you discovered in their research on the blank sentence strips (one sentence for each strip).</li></ol></li><li>• Model this process by asking one buddy pair to share a key detail they discovered. Write this detail in a complete sentence on the sentence strip. For example, this could look like: Key detail from recording form: Cow manure pollutes. Write: “Cow manure pollutes the water when it washes into streams with the rain.”</li><li>• Give students 7 or 8 minutes to work in their research teams to complete their sentence strips. Remind students to use their research texts and recording forms to help them.</li><li>• Pause students for the next step. Tell students that now each buddy pair will share their sentence strips with their research team. Encourage research teams to be sure each person gets to share one of his/her strips.</li><li>• As in Lesson 2, if they find similar sentences, they should clip them together. Once they have shared their strips, have students attach their sentence strips to their anchor chart with <b>tape</b>.</li></ul> |                         |



| Closing and Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Meeting Students' Needs |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| <p><b>A. Gallery Walk of Anchor Charts (5 minutes)</b></p> <ul style="list-style-type: none"><li>• After students complete the process of taping all the sentence strips onto their anchor chart, invite one member of each team to place their chart on a table in the room. Then, tell students that they are now going to be able to see what the other research teams have found out in their research so far through a Gallery Walk.</li><li>• Remind students that the Gallery Walk is a quiet time to look at a particular piece of work. Assign each research team a new Water Challenge chart to review. After 2 or 3 minutes, ask teams to move to the other Water Challenge chart.</li><li>• Then, collect students' water journals with today's recording form inside and the attached accompanying text that students read. Collect the anchor charts to display in future lessons.</li></ul> |                         |
| Homework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Meeting Students' Needs |
| <ul style="list-style-type: none"><li>• Choose to bring home one of the articles you have read about your research topic. Reread this text and complete the <b>Vocabulary homework</b>.</li></ul> <p><i>Note: Review students' recording forms and texts. Look for students' understanding of the text and their ability to pull out information related to their research topic. Make further adjustments to the process as necessary.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                         |



EXPEDITIONARY  
LEARNING

# Grade 3: Module 4: Unit 2: Lesson 9

## Supporting Materials



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Asking and Answering Questions  
Recording Form

| Part 1              | Part 2                    |               |                           |
|---------------------|---------------------------|---------------|---------------------------|
| My Initial Question | Key Details from the Text | Text Location | New Questions or Thinking |
|                     |                           |               |                           |
|                     |                           |               |                           |
|                     |                           |               |                           |
|                     |                           |               |                           |

**Part 3: Quick Write**

What is the most important information for people to know about this topic?

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Asking and Answering Questions

Recording Form  
For Teacher Reference

| Part 1                 | Part 2                                                                                                           |                                 |                                                                                      |
|------------------------|------------------------------------------------------------------------------------------------------------------|---------------------------------|--------------------------------------------------------------------------------------|
| My Initial Question    | Key Details from the Text                                                                                        | Text Location                   | New Questions or Thinking                                                            |
| XXX                    | Dirt pollutes water!                                                                                             | 3 Big Pollutants<br>Paragraph 1 | How can dirt be so bad?                                                              |
| Why is dirt a problem? | Dirt can kill little animals.<br>Dirt blocks the sunlight.<br>Dirt goes into streams when the land is disturbed. | Paragraph 1                     | XXX                                                                                  |
| What are bacteria?     |                                                                                                                  | Paragraph 2                     | I still wonder what bacteria are.                                                    |
|                        | Bacteria can make people sick.<br>Bacteria come from sewers—poop.                                                | Paragraph 2                     | That's the same as the manure! People poop and animal poop makes the water polluted. |

**Part 3: Quick Write**

What is the most important information for people to know about this topic?

Animal and people poop pollute the water. It makes people sick if they drink the water.



Research Vocabulary  
Recording Form

Text Title: \_\_\_\_\_

| Power word | What I think it means ... |
|------------|---------------------------|
|            |                           |
|            |                           |
|            |                           |
|            |                           |

| Water word | What I think it means ... |
|------------|---------------------------|
|            |                           |
|            |                           |
|            |                           |
|            |                           |

How does learning these words help you become a stronger reader?

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Vocabulary Homework

Reread your text. Collect 3–5 power words or water words from your text. Use a dictionary to help you with the words if you can't figure them out in context.

Text Title: \_\_\_\_\_

| Power word | What I think it means ... |
|------------|---------------------------|
|            |                           |
|            |                           |
|            |                           |
|            |                           |

| Water word | What I think it means ... |
|------------|---------------------------|
|            |                           |
|            |                           |
|            |                           |
|            |                           |





**Vocabulary Homework**

**How does learning these words help you become a stronger reader?**

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Vocabulary Homework  
For Teacher Reference

Reread your text. Collect 3–5 power words or water words from your text. Use a dictionary to help you with the words if you can't figure them out in context.

Text Title: \_\_\_\_\_

| Power word         | What I think it means ...               |
|--------------------|-----------------------------------------|
| <b>Murky</b>       | <b>I think it means cloudy or foggy</b> |
| <b>Impairment</b>  | <b>Damaged or weakened</b>              |
| <b>Maintaining</b> | <b>Keeping up</b>                       |
|                    |                                         |

| Water word         | What I think it means ...     |
|--------------------|-------------------------------|
| <b>Stream bank</b> | <b>The edge of the stream</b> |
|                    |                               |
|                    |                               |
|                    |                               |

How does learning these words help you become a stronger reader?

The more words I know, the more I build my reading power. It helps me be able to read harder books.



EXPEDITIONARY  
LEARNING

# **Grade 3: Module 4: Unit 2: Lesson 10**

## **Completing Independent Research: The Challenges to Having Enough Clean Water for Everyone**



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

I can conduct a research project to become knowledgeable about a topic. (W.3.7)

I can determine the main idea of an informational text. (W.3.2)

I can retell key ideas from an informational text. (W.3.2)

**Supporting Learning Targets**

- I can ask and answer questions about the text I choose in order to build my knowledge about one specific challenge related to having enough clean water for everyone.
- I can identify key facts and details about my challenge topic.

**Ongoing Assessment**

- Vocabulary homework (from Lesson 9)
- Asking and Answering Questions recording form, with text attached



| Agenda                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Teaching Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Engaging the Reader: Sharing Our Vocabulary Homework (10 minutes)</li><li>B. Unpacking Learning Targets (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Researching with Research Buddies (25 minutes)</li><li>B. Adding Information to Research Topic Anchor Chart (10 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Exit Ticket: My Successes as a Researcher (10 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Reread your research text. Complete the Vocabulary homework.</li></ol></li></ol> | <ul style="list-style-type: none"><li>• This lesson continues the research that was launched in Lesson 8. Students continue to work with their research buddies within their research team on their selected topic.</li><li>• Make any adjustments to the research process that you deemed necessary after Lessons 8 and 9 (i.e., plan a whole group mini lesson on an area of struggle for students, determine which buddies or research teams to support first while conferring, etc.).</li><li>• Students will add to the word wall in this lesson. Prepare the materials for the power word and water word wall (either use index cards that go on a large bulletin board or the anchor charts of power and water words). At the start of class, display the Research Topic anchor charts from Lesson 9. Then, during Work Time Part B, distribute the charts to each research team.</li><li>• In advance: Gather recommended texts again for students who finish early.</li></ul> |



| Lesson Vocabulary                                        | Materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (students identify and document words within the lesson) | <ul style="list-style-type: none"><li>• Vocabulary homework (from Lesson 9)</li><li>• Water journals (with recording forms and independent research directions inside)</li><li>• Equity sticks</li><li>• Asking and Answering Questions recording form (one per student)</li><li>• Research texts in folders: eight copies of each text (for Lessons 8–10)</li><li>• Water Challenges anchor charts (from Lesson 6-9)</li><li>• Blank sentence strips (8–10)</li><li>• Tape (one roll easily accessible for each research team)</li><li>• Exit ticket (one per student)</li><li>• Vocabulary Homework (one per student)</li></ul> |



| Opening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Meeting Students' Needs |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| <p><b>A. Engaging the Reader: Sharing Our Vocabulary Homework (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Gather students in the whole group area. Ask students to bring their <b>vocabulary homework</b> from the previous lesson with them. Distribute their <b>water journals</b>, with the previous lesson's recording form inside.</li><li>• Ask research buddies to get together with another research buddy pair. These pairs might have selected the same article, but it isn't necessary. Give students a few minutes to share their words and definitions.</li><li>• Then, focus students' attention. Ask students to think about the words that their group was sharing. Ask them:<ul style="list-style-type: none"><li>* "What is the most important word you shared—either because it was interesting, it was tricky, or you had to find it in the dictionary?"</li></ul></li><li>• Give students a minute to select their word.</li><li>• Then, ask each group to share their word and its meaning. Have students identify whether it is a power word or a water word. If students share a word they didn't know, give other students in the class an opportunity to define it. If they don't know, define it for the class quickly. Record each of the words and their meaning for the word wall.</li><li>• Note for students that they are building a strong bank of words. Remind students that building their word power is an important tool to help them become even stronger readers.</li></ul> |                         |
| <p><b>B. Unpacking Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite one or two students to share the targets for today. Note that they are the same targets that they have been working on since they began researching. Ask:<ul style="list-style-type: none"><li>* "What is something you need to continue to do or do today to meet these targets?"</li></ul></li><li>• Give students a moment to talk together. Using <b>equity sticks</b>, invite one or two students to share their thinking.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                         |



| Work Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>A. Researching with Research Buddies (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute a new <b>Asking and Answering Questions recording form</b>. Place students' <b>research texts</b> in <b>folders</b> at the tables. Tell students that one important thing they are building in this research process is stamina. Congratulate students on the fact that they are entering into their third day of research and that they show great stamina for reading, thinking, and writing.</li><li>• Refer to the <b>Water Challenges anchor charts</b> from the previous lesson. With enthusiasm, note how much knowledge students have built about these challenges. Highlight that building knowledge through reading is what good researchers do and praise their efforts as researchers.</li><li>• Remind students that they should follow the same process today as in the previous lessons for research:<ol style="list-style-type: none"><li>1. Determine which text to read.</li><li>2. Review the independent research directions.</li><li>3. Review the previous lesson's recording form.</li><li>4. Begin reading new text and taking notes on new recording form.</li></ol></li><li>• Clarify any questions about the process that students might have.</li><li>• Invite students to begin. Confer first with any buddy pair or water challenge group that you identified as needing extra support when reviewing their recording forms from Lesson 9.</li><li>• If no students need specific support right away, circulate around the room and confer with buddies and research teams.</li><li>• As in the previous lessons, keep the following questions in mind when conferring:<ul style="list-style-type: none"><li>* "Let's look at your recording form—what have you captured so far?"</li><li>* "Are you finding new information about your challenge today? Is there anything similar to what you read about previously?"</li><li>* "Let's look at your water challenge anchor chart. Did some information from the chart spark a new question for you?"</li><li>* "What is the most important thing you have discovered in this text about your topic so far?"</li></ul></li></ul> | <ul style="list-style-type: none"><li>• Note: The following suggestions appear in Lessons 7–9. This support applies to each of these lessons as students continue with their research in each lesson.</li><li>• Guide struggling learners as they select texts. Support them in choosing from the texts supplied, or the texts you have gathered, a text that will be easier for them to navigate, i.e., text features that are more obvious and support making meaning, a text that is less complex, a text that is shorter, etc.</li><li>• Once partnerships have selected a text, support struggling learners by having them read a smaller chunk of the text first and recording their key details.</li></ul> |





| Work Time (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• As in Lessons 8 and 9, suggest options for students who might finish early:<ol style="list-style-type: none"><li>1. Research buddies may select another text from the research folder to begin reading.</li><li>2. They can each choose to read their independent reading book.</li><li>3. They can each select a text from the recommended text list to read together or on their own.</li></ol></li><li>• After 25 minutes, pause students in their work and focus their attention. Ask students to bring their recording forms and water journals to the whole group area and form a circle with their research teams.</li><li>• Tell students that they are now going to add new information to their anchor charts. Distribute the Water Challenges anchor charts to each research team, placing it in the center of their small circle. Distribute to each team <b>8–10 blank sentence strips</b>. Remind students of the process:<ol style="list-style-type: none"><li>1. As buddy pairs, review your recording forms from today's research and the previous day's research.</li><li>2. Then, in a complete sentence, write down the key details you discovered in their research on the blank sentence strips (one sentence for each strip).</li></ol></li><li>• Give students 7 or 8 minutes to complete their sentence strips.</li><li>• Then, pause students for the next step. Tell students that now they are going to share their sentence strips with their research team. Explain that this time, they will have to look in two places to determine if the information is new. Remind them that some of their information might actually be the same because two pairs read the same article today or it might have been recorded by another research buddy pair in the previous lesson. Their job in sharing this time is to make sure that only new information gets placed on the anchor chart.</li><li>• Give students a few minutes to <b>tape</b> their new information onto their anchor chart.</li></ul> | <ul style="list-style-type: none"><li>• Confer with these partnerships first during the research time. Provide support by guiding their work. Read a passage aloud and ask them to tell you the key details they heard. Direct them to write that down. Give them a focus question to think about as they read the next section on their own. This focus question should relate to the text they are reading, and help them to find information in the text.</li><li>• Provide specific time periods for struggling learners within the 30-minute timeframe. For example, explain to students that in 10 minutes you are going to come check on them again and they should be at a specific point in their reading, ready to talk about the details they have found.</li></ul> |



| Work Time (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Meeting Students' Needs |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| <p><b>B. Adding Information to our Water Challenges Anchor Charts (10 minutes)</b></p> <ul style="list-style-type: none"><li>• After 25 minutes, pause students in their work and focus their attention. Ask students to bring their recording forms and water journals to the whole group area and form a smaller circle with their research team.</li><li>• Tell students that they are now going to add information to the Water Challenge anchor charts that the class started in Lesson 2.</li><li>• Give each research team their anchor chart (place it in the middle of their small circle). Also give each team <b>8–10 blank sentence strips</b>. Remind students that in Lesson 1, they had a “Fact Frenzy” where they wrote down what they knew about water and then that became the What We Want People to Know about Water anchor chart. Tell students that they are going to build the same kind of anchor chart with their own research topic.</li><li>• Give directions:<ol style="list-style-type: none"><li>1. Each research buddy pair will review your recording forms from today’s research and the previous day’s research.</li><li>2. Then, write down in a complete sentence the key details you discovered in their research on the blank sentence strips (one sentence for each strip).</li></ol></li><li>• Model this process by asking one buddy pair to share a key detail they discovered. Write this detail in a complete sentence on the sentence strip. For example, this could look like: Key detail from recording form: Cow manure pollutes. Write: “Cow manure pollutes the water when it washes into streams with the rain.”</li><li>• Give students 7 or 8 minutes to work in their research teams to complete their sentence strips. Remind students to use their research texts and recording forms to help them.</li><li>• Pause students for the next step. Tell students that now each buddy pair will share their sentence strips with their research team. Encourage research teams to be sure each person gets to share one of his/her strips.</li><li>• As in Lesson 2, if they find similar sentences, they should clip them together. Once they have shared their strips, have students attach their sentence strips to their anchor chart with <b>tape</b>.</li></ul> |                         |



| Closing and Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Meeting Students' Needs |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| <p><b>A. Exit Ticket: My Successes as a Researcher (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Gather students in the whole group area. Invite one member of each team to hang up their anchor chart.</li><li>• Ask a spokesperson from each research team to share one new piece of information from their research.</li><li>• Congratulate students on their work, offering specific, warm feedback about their learning today. This could be something about how they worked together, their attention to the texts they were reading, or their ability to work with their research teams.</li><li>• Tell students that this is the last day of their research. Explain that learning how to conduct research is a very important skill and is something they will keep practicing throughout their entire school career, including college. Many adults also research topics regularly either for their jobs or just because they want or need to learn more about something.</li><li>• Tell students that you want them to reflect on their successes as researchers today. Distribute an <b>exit ticket</b> for each student. Review the exit ticket with students, noting the list that will help them identify their specific successes. Give students a few minutes to think about and complete their exit ticket.</li><li>• Then, collect students' exit tickets and their water journals with today's recording form inside. Collect the anchor charts to display later. Transition students to the next portion of their day.</li></ul> |                         |
| Homework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Meeting Students' Needs |
| <ul style="list-style-type: none"><li>• Reread your research text. Complete the <b>Vocabulary homework</b>.</li></ul> <p><i>Note: Review the End of Unit 2 Assessment in Lesson 11 to gather appropriate materials. Students will write two paragraphs to inform their reader about the water challenges they have researched. Students will use the Water Challenge anchor charts as a resource, along with their recording forms and water journals. Students will also review their Water on Earth paragraphs (from Lesson 2) with a partner before they do their assessment. Gather these paragraphs and the criteria/feedback to distribute at the beginning of Lesson 11.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                         |



EXPEDITIONARY  
LEARNING

# Grade 3: Module 4: Unit 2: Lesson 10

## Supporting Materials



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Asking and Answering Questions  
Recording Form

| Part 1              | Part 2                    |               |                           |
|---------------------|---------------------------|---------------|---------------------------|
| My Initial Question | Key Details from the Text | Text Location | New Questions or Thinking |
|                     |                           |               |                           |
|                     |                           |               |                           |
|                     |                           |               |                           |
|                     |                           |               |                           |

**Part 3: Quick Write**

What is the most important information for people to know about this topic?

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Asking and Answering Questions  
Recording Form – Student Sample

| Part 1                     | Part 2                                                                  |               |                                            |
|----------------------------|-------------------------------------------------------------------------|---------------|--------------------------------------------|
| My Initial Question        | Key Details from the Text                                               | Text Location | New Questions or Thinking                  |
| XX                         | Industry or factories aren't the biggest problem.                       | Paragraph 1   | Is pollution to water worse in big cities? |
| What about city pollution? | Rain washes fertilizer, animal poop, and oil into the streams or lakes. | Paragraph 1   | XX                                         |
| What does impervious mean? | Water doesn't soak in.                                                  | Paragraph 2   | I think it means that water can't get in.  |
| What can people do?        | People put trash in the gutters. This makes pollution.                  | Paragraph 2   | People should stop littering!              |

**Part 3: Quick Write**

What is the most important information for people to know about this topic?

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Exit Ticket

As researchers, you have done many things to build your knowledge about a topic. This is what researchers do: They read to find answers to their questions and build their knowledge. Here are some things that you have practiced as researchers in the last few lessons:

- Finding key details in a text about your water challenge
- Asking questions to help you find out more information
- Working with a research buddy to read your texts
- Figuring out challenging words in your texts
- Taking notes and recording information about your water challenge
- Sharing and collaborating with your research team to add to your knowledge

Think about your successes as a researcher. What have you done successfully? Use the list above to help you with your thinking.

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Vocabulary Homework

Reread your text. Collect 3–5 power words or water words from your text. Use a dictionary to help you with the words if you can't figure them out in context.

Text Title: \_\_\_\_\_

| Power word | What I think it means ... |
|------------|---------------------------|
|            |                           |
|            |                           |
|            |                           |
|            |                           |

| Water word | What I think it means ... |
|------------|---------------------------|
|            |                           |
|            |                           |
|            |                           |
|            |                           |





**Vocabulary Homework**

**How does learning these words help you become a stronger reader?**

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EXPEDITIONARY  
LEARNING

## **Grade 3: Module 4: Unit 2: Lesson 11**

**End of Unit Assessment:** On-Demand Writing to Inform Your Reader about the Challenges to Having Enough Clean Water for Everyone



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

I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2)

- a. I can write an informative/explanatory text that has a clear topic.
- b. I can develop the topic with facts, definitions, and details.
- c. I can use linking words and phrases to connect ideas within categories of information. (e.g., also, another, and, more, but)
- d. I can construct a closure on the topic of an informative/explanatory text.

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**

- I can write a two-paragraph essay to inform my reader about the challenges of having enough clean water for everyone.
- I can use a planning page and my note-catchers to help me organize my information clearly.

**Ongoing Assessment**

- End of Unit 2 Assessment
- Tracking My Progress, End of Unit 2 recording form



| Agenda                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Teaching Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Engaging the Writer: Sharing our Informative Paragraphs about Water and Unpacking Learning Targets (10 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. End of Unit Assessment, Part 1: Planning My Essay (10 minutes)</li><li>B. End of Unit Assessment, Part 2: Writing My Essay (35 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Tracking My Progress (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Share with your family what you know about the challenges to having clean water.</li></ol></li></ol> | <ul style="list-style-type: none"><li>• In this end of unit assessment, students write a two-paragraph essay. In both Units 1 and 2, students have had the opportunity to practice writing paragraphs to inform their reader what they have learned about water. This assessment requires students to apply their paragraph writing skills more independently as they write two separate paragraphs on-demand.</li><li>• The rubric for this assessment is the same rubric used in Module 3A. Review this rubric in advance. Consider posting the anchor chart with student-friendly language that was created across several lessons in Module 3A, Unit 3. Review with students at the beginning of Work Time A if this anchor chart is used.</li></ul> |

| Lesson Vocabulary | Materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| essay             | <ul style="list-style-type: none"><li>• Students' Water on Earth paragraph (from Lesson 2)</li><li>• Equity sticks</li><li>• Water journals</li><li>• End of Unit 2 Assessment: Writing to Inform Your Reader (one per student)</li><li>• Water Challenges anchor chart(s) (from Lessons 6-9)</li><li>• End of Unit 2 Assessment rubric (one for display)</li><li>• Document camera</li><li>• Tracking My Progress, End of Unit 2 recording form (one per student)</li></ul> |



| Opening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Meeting Students' Needs |
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| <p><b>A. Engaging the Writer: Sharing our Informative Paragraphs about Water and Unpacking Learning Targets (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Gather students in the whole group area. Distribute students' work from Lesson 2, their <b>Water on Earth paragraph</b>, and the accompanying feedback. Tell students that when they wrote this paragraph, their job was to try and teach their reader something about water. Point out that since that lesson, students have learned a lot about this topic.</li><li>• Give students a few moments to review their feedback and reread their writing with the following question in mind:<ul style="list-style-type: none"><li>* "As a writer, what did you do to teach your reader?"</li></ul></li><li>• Invite students to share their writing with their partner. Ask students to:<ol style="list-style-type: none"><li>1. Read their reading aloud to their partner.</li><li>2. Share how they tried to teach their reader by showing their partner a specific passage or sentence.</li></ol></li><li>• Then, using <b>equity sticks</b>, call on 3 or 4 students to share with the class. Listen for students to say things like: "My partner and I both gave important facts about water," or "I tried to make my writing interesting so my reader would want to learn about water."</li><li>• Tell students that today they will get to teach their reader all the important information they have learned about the challenges to water. Explain to students that this short essay is going to require them to think about the most important things they have learned about their water challenge. They will need to choose from all the information they have gathered about their water challenge to find the best way to inform their reader about the challenges to clean water.</li><li>• Tell students that just like other end of unit assessments, they are going to show what they can do on their own. Give students a specific piece of praise about their writing from Lesson 2. This could sound like: "In your initial water paragraph, I noticed many of you using the most important facts and details that we learned about water. You put those facts together in an interesting way."</li><li>• Then, direct students' attention to the learning targets. Invite two students to read aloud the two targets. Ask students to think and then talk with a partner:<ul style="list-style-type: none"><li>* "Based on what you have already done as writers this year, what's familiar about these targets?"</li></ul></li></ul> |                         |



| Opening (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Meeting Students' Needs |
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| <ul style="list-style-type: none"><li>• Then, using equity sticks, call on a few students to share their responses. Listen for students to say things like: “We have written lots of paragraphs this year,” or “We always use a planning page to help us with our writing.”</li><li>• Focus students’ attention on the word <i>essay</i>. Ask:<ul style="list-style-type: none"><li>* “What do you already know about that word?”</li></ul></li><li>• Give students a minute to think and talk together. Then invite someone to share what that word means. Guide students to the definition that an essay is a piece of writing that is usually more than one paragraph about a certain topic. The word <i>essay</i> actually comes from French, and literally means “to try.” Tell students that is what they are going to be doing today: “trying” out their ideas in more detail.</li><li>• Tell students that the difference with this end of unit assessment is that instead of writing just one paragraph, they will write two. Express confidence in students’ ability to do this much writing by reminding them of how much they have written throughout the year.</li></ul> |                         |



| Work Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p><b>A. Planning: On-Demand End of Unit 2 Assessment (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Be sure that students have their <b>water journals</b> containing their recording forms and the texts they have read. Distribute and display the <b>End of Unit 2 Assessment: Writing to Inform Your Reader</b>.</li> <li>• Focus students on the planning page. Ask students to take a minute to talk with a new partner (on their other side) about this question:             <ul style="list-style-type: none"> <li>* “What is the prompt for this assessment asking you to do?”</li> </ul> </li> <li>• Then, using equity sticks, select 3 or 4 students to share out. Listen and guide students, to notice that their first paragraph should include information about all three challenges to water, and their second paragraph should include more detailed information about the one water challenge that they researched.</li> <li>• Help students think about what resources might support them in each paragraph:             <ul style="list-style-type: none"> <li>* Direct students’ attention to the <b>Water Challenges anchor chart(s)</b>. Remind students that these charts will help them choose the most important details they want to share in their first paragraph about all three challenges.</li> <li>* Remind students that the details for their second paragraph will come from their research.</li> </ul> </li> <li>• Ask students to take a few minutes with their partner to look at the charts and their planning page. Have students also scan through their research recording forms and the texts they read about their water challenge. Circulate among the whole group and answer any clarifying questions that arise.</li> <li>• Then, release students to do their planning for this assessment. Remind students to use their texts and research recording forms to support their planning. Explain to students that their planning page is a quick place to organize their thinking. Say to students that they don’t need to spend a lot of time writing out their plan, but instead, they should put just enough down to help them remember what they want to write. Remember that this planning is part of the assessment and that students should do this independently.</li> </ul> | <ul style="list-style-type: none"> <li>• 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 there are some students who 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 struggling learners to get their own thinking out. Do not do the writing or planning for them, but rather confer with them and ask questions, such as: “What details might be important to inform your reader about the challenges to water?” and “What did you find out in your research about your challenge?”</li> </ul> |



| Work Time (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p><b>B. Writing: On-Demand End of Unit 2 Assessment (35 minutes)</b></p> <ul style="list-style-type: none"><li>• Briefly refocus students whole group. Focus their attention on the <b>End of Unit Assessment rubric</b> displayed on the <b>document camera</b>. This rubric is the same rubric used throughout Module 3A and should be familiar to students. Give students a moment with a partner to review the rubric.</li><li>• Then, ask students to call out a few things they need to remember when they begin writing, based on the rubric.</li><li>• Transition students to writing. As students are writing, circulate around the room. Because this is an assessment, students need to work independently. However, continue to give students encouragement and answer any clarifying questions. Refer students back to their planning page if they get stuck on the writing. As with previous assessments, their writing should be done independently, so provide encouragement, but ensure that students do the writing on their own.</li><li>• Give students 35 minutes to complete their writing. Then, collect their work and invite them to come to the whole group area.</li></ul> | <ul style="list-style-type: none"><li>• ELLs receive extended time as an accommodation on NY State assessments.</li><li>• The Research Topic anchor charts were designed with the charts being made of taped sentence strips on index cards to support students' writing by allowing them opportunities to physically manipulate the information into a paragraph. Students will do this activity more in Unit 3. However, for students who struggle with writing, consider supporting them by having them select the sentence strips from the chart that they would want to use for their writing, and develop their planning sheet with these sentence strips. This supports their thinking and organization.</li><li>• Once students have developed their planning with these facts, have them use their planning sheet for their writing and not the sentence strips. Ensure that they do the actual writing on their own.</li></ul> |





| Work Time (continued) | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                       | <ul style="list-style-type: none"><li>• During the actual writing process, provide encouragement and focus, but give them the opportunity to do the writing on their own. If students were supported with the planning, note this on the rubric for reference.</li><li>• For struggling learners, consider asking them to focus their independent writing on only the second paragraph, which requires them to use their research. Assess their writing on the same rubric, but note that they wrote only one paragraph. At another time, confer with those students and support them to develop a second paragraph, either scribing for them or giving them the sentence strips from the Water Challenges anchor charts.</li></ul> |



| Closing and Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Meeting Students' Needs                                                                                                                                                                                                                                              |
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| <p><b>A. Tracking My Progress (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>Tracking My Progress, End of Unit 2 recording form</b>. Remind students that this is a very familiar form for them. Tell them that it is important for them to have the opportunity to reflect on their learning and think about what they have done well. Tell them that this time, they are going to talk to each other as they complete their form.</li><li>• Using equity sticks, select random pairs of students. Tell students that they should share with their partner where they think they are in terms of meeting the target and how they know. Students should write their own Tracking My Progress form, but have the opportunity to share their thinking about it, since this is something they do frequently throughout the year.</li><li>• Give students a few minutes to complete the Tracking My Progress form.</li><li>• Collect students' completed Tracking My Progress forms. Congratulate students on their hard work writing. Tell students that this writing will help them in the next unit when they think hard about what should be done to help solve all the challenges of making sure everyone has enough clean water.</li></ul> | <ul style="list-style-type: none"><li>• Some students might benefit from a visual display, on a chart paper or the document camera, of sentence starters, such as: "I think I am accomplished at this target because ..." "I know I am at ... because ..."</li></ul> |
| Homework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Meeting Students' Needs                                                                                                                                                                                                                                              |
| <ul style="list-style-type: none"><li>• Share with your family what you know about the challenges to having clean water. You won't have your writing, but share what you wrote about with your family.</li></ul> <p><i>Note: Assess students' end of unit writing using the rubric provided in the supporting materials. Students will review their writing for the opening of Unit 3, Lesson 1. Be sure to assess their writing before the start of that lesson.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                      |



EXPEDITIONARY  
LEARNING

# Grade 3: Module 4: Unit 2: Lesson 11

## Supporting Materials



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End of Unit 2 Assessment: Writing to Inform Your Reader  
Part 1: Planning Your Informative Essay

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Prompt:** What are the challenges to having enough clean water for everyone? After researching all the challenges that people face to having clean water, write a two-paragraph essay informing your reader about these challenges.

- Your first paragraph should inform your reader about each of the three challenges of water that we have researched together: access, pollution, and water usage.
- Your second paragraph should inform your reader with more details about the one challenge you researched in more detail.
- Be sure to use key facts and details from your research for each of these paragraphs.
- Remember to use linking words and phrases to connect your ideas together.
- Use your note-catchers to support your writing.

**Paragraph 1: Inform your reader what the three water challenges are. Use the Water Challenge anchor charts to support your thinking.**

|                       |  |
|-----------------------|--|
| <b>Topic Sentence</b> |  |
| <b>Detail</b>         |  |



End of Unit 2 Assessment: Writing to Inform Your Reader  
Part 1: Planning Your Informative Essay

|                            |  |
|----------------------------|--|
| <b>Detail</b>              |  |
| <b>Detail</b>              |  |
| <b>Conclusion Sentence</b> |  |



End of Unit 2 Assessment: Writing to Inform Your Reader  
Part 1: Planning Your Informative Essay

Paragraph 2: More Detail about the One Challenge You Researched

|                            |  |
|----------------------------|--|
| <b>Topic Sentence</b>      |  |
| <b>Detail/Reason</b>       |  |
| <b>Detail/Reason</b>       |  |
| <b>Detail/Reason</b>       |  |
| <b>Conclusion Sentence</b> |  |

End of Unit 2 Assessment: Writing to Inform Your Reader  
Part 2: Writing Your Essay

**Prompt:** What are the challenges to having enough clean water for everyone? After researching all the challenges that people face to having clean water, write a two-paragraph essay informing your reader about these challenges.

Remember the criteria you thought about as you planned your paragraph:

- Your first paragraph should inform your reader about each of the three challenges of water that we have researched together: access, pollution, and water usage.
- Your second paragraph should inform your reader with more details about the one challenge you researched in more detail.
- Be sure to use key facts and details from your research for each of these paragraphs.
- Remember to use linking words and phrases to connect your ideas together.
- Use your note-catchers to support your writing.

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## End of Unit 2 Assessment: Writing to Inform Your Reader Part 2: Writing Your Essay

[illegible]





Tracking My Progress

End of Unit 2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Learning Target:** I can conduct a research project to become knowledgeable about a topic. (W.3.7)

1. Target in my own words:

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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. Evidence to support my self-assessment:

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End of Unit 2 Assessment: Writing to Inform Your Reader  
Part 1: Planning Your Informative Essay  
Sample Student Response

**Paragraph 1: Inform your reader what the three water challenges are. Use the Water Challenge anchor charts to support your thinking.**

|                            |                                                                              |
|----------------------------|------------------------------------------------------------------------------|
| <b>Topic Sentence</b>      | Three big challenges to keeping water safe and clean                         |
| <b>Detail</b>              | Traveling far to get water - Uganda                                          |
| <b>Detail</b>              | Pollution in our water – fertilizer from crops                               |
| <b>Detail</b>              | Using water—and wasting it.                                                  |
| <b>Conclusion Sentence</b> | These challenges make it hard to keep our water clean and safe for everyone. |



End of Unit 2 Assessment: Writing to Inform Your Reader  
Part 1: Planning Your Informative Essay  
Sample Student Response

Paragraph 2: More Detail about the One Challenge You Researched

|                     |                                                                    |
|---------------------|--------------------------------------------------------------------|
| Topic Sentence      | Access to water is a very big challenge for many people            |
| Detail/Reason       | Traveling distances is hard for moms, too                          |
| Detail/Reason       | Not having clean water makes it hard to grow crops                 |
| Detail/Reason       | Not having clean water makes people sick—washing hands             |
| Conclusion Sentence | Accessing clean water is one of the biggest challenges for people. |



**End of Unit 2 Assessment: Writing to Inform Your Reader**  
**Part 2: Writing Your Essay**  
**Sample Student Response**

There are three big challenges to keeping our water safe and clean. First, not everyone can easily get to clean water to drink and use. In Uganda, for example, people sometimes had to walk as much as twelve miles. For some kids, this means they couldn't even go to school because just getting water took so much time. Another challenge to our water resource is pollution. Fertilizer that runs off the soil and pollution from factories can make our water polluted. Finally, the demand on water is another big challenge. We use a lot of water in America. We waste water in lots of ways: letting the faucets run all the time, watering our lawns too much, and just not thinking about how much water we use. These challenges make it hard to keep our water clean and safe for everyone.

Access to water is a very big challenge for many people in the world. Traveling a great distance to get water makes people's lives very hard. Mothers also have to travel distances to get water, which means that they can't do other things in their villages or towns. People often can't grow their crops because they are spending so much time gathering water. Not having access to clean water also makes people sick. People get sick not just from drinking dirty water, but from not being able to wash their hands and not having clean bathrooms. Accessing clean water is one of the biggest challenges for people.



End of Unit 2 Assessment Rubric

| Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | CCCS                                   | 4                                                                                                                                                                                                                                                                                                                          | 3                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>IDEAS</b><br/>(CONTENT AND ANALYSIS)<br/>The extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text.</p> <p>(COMMAND OF EVIDENCE)<br/>The extent to which the essay presents evidence from the provided text to support analysis and reflection.</p> <p><i>*Note: To suit the task and to adapt to student-friendly language, these two categories from the NYSED rubric were merged together.</i></p> | <p>W.2<br/>R.1–9<br/>W.2<br/>R.1–8</p> | <ul style="list-style-type: none"> <li>clearly introduces topic in a manner that follows logically from the task and purpose</li> <li>demonstrates comprehension and analysis of the text</li> <li>develops the topic with relevant, well-chosen facts, definitions, and details throughout the essay</li> </ul>           | <ul style="list-style-type: none"> <li>clearly introduces a topic in a manner that follows from the task and purpose</li> <li>demonstrates grade-appropriate comprehensions of the text</li> <li>develops the topic with relevant facts, definitions, and details throughout the essay</li> </ul> |
| <p><b>ORGANIZATION</b><br/>(COHERENCE, ORGANIZATION, AND STYLE):<br/>The extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language.</p>                                                                                                                                                                                                                                                                        | <p>W.2<br/>L.3<br/>L.6</p>             | <ul style="list-style-type: none"> <li>clearly and consistently groups related information together</li> <li>skillfully connects ideas within categories of information using linking words and phrases</li> <li>-provides a concluding statement that follows clearly from the topic and information presented</li> </ul> | <ul style="list-style-type: none"> <li>generally groups related information together</li> <li>-connects ideas within categories of information using linking words and phrases</li> <li>provides a concluding statement that follows form the topic and information presented</li> </ul>          |



End of Unit Assessment Rubric

| Criteria                                                                                                                                                                                                    | CCCS              | 4                                                                                                                      | 3                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CONVENTIONS<br/>(CONTROL OF CONVENTIONS):</b><br><br>The extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. | W.2<br>L.1<br>L.2 | <ul style="list-style-type: none"><li>demonstrates grade-appropriate command of conventions, with few errors</li></ul> | <ul style="list-style-type: none"><li>demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension</li></ul> |



End of Unit Assessment Rubric

| Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | CCCS                                   | 2                                                                                                                                                                                                                                                                                                                                | 1                                                                                                                                                                                                                                                                                                                                                      | 0                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>IDEAS<br/>(CONTENT AND ANALYSIS)</b><br/>The extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text.</p> <p><b>(COMMAND OF EVIDENCE)</b><br/>The extent to which the essay presents evidence from the provided text to support analysis and reflection.</p> <p><i>*Note: To suit the task and to adapt to student-friendly language, these two categories from the NYSED rubric were merged together.</i></p> | <p>W.2<br/>R.1–9<br/>W.2<br/>R.1–8</p> | <ul style="list-style-type: none"> <li>introduces a topic in a manner that follows generally from the task and purpose</li> <li>demonstrates a confused comprehension of the text</li> <li>partially develops the topic of the essay with the use of some textual evidence, some of which may be irrelevant</li> <li></li> </ul> | <ul style="list-style-type: none"> <li>introduces a topic in a manner that does not logically follow from the task and purpose</li> <li>demonstrates little understanding of the text</li> <li>demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence, which is generally invalid or irrelevant</li> </ul> | <ul style="list-style-type: none"> <li>demonstrates a lack of comprehension of the text or task</li> <li>provides no evidence or provide evidence that is completely irrelevant</li> <li></li> </ul> |



End of Unit Assessment Rubric

| Criteria                                                                                                                                                                                                       | CCCS                       | 2                                                                                                                                                                                                                                     | 1                                                                                                                                                                                               | 0                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| <p><b>ORGANIZATION (COHERENCE, ORGANIZATION, AND STYLE):</b></p> <p>The extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language.</p>    | <p>W.2<br/>L.3<br/>L.6</p> | <p>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</p> | <p>exhibits little attempt at organization lacks the use of linking words and phrases provides a concluding statement that is illogical or unrelated to the topic and information presented</p> | <p>exhibits no evidence of organization -does not provide a concluding statement</p>                   |
| <p><b>CONVENTIONS (CONTROL OF CONVENTIONS):</b></p> <p>The extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> | <p>W.2<br/>L.1<br/>L.2</p> | <ul style="list-style-type: none"> <li>demonstrates emerging command of conventions, with some errors that may hinder comprehension</li> </ul>                                                                                        | <ul style="list-style-type: none"> <li>demonstrates a lack of command of conventions, with frequent errors that hinder comprehension</li> </ul>                                                 | <ul style="list-style-type: none"> <li>minimal, making assessment of conventions unreliable</li> </ul> |





**End of Unit Assessment Rubric**

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 totally copied from the text(s) with no original student writing should be scored a 0.



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# Grade 3: Module 4: Unit 3: Overview



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

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

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

#### Guiding Questions And Big Ideas

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



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



### Content Connections

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

#### **NYS Social Studies Core Curriculum**

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

#### **NYS Science**

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

### Texts

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



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

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



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



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





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



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



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



**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/>.



EXPEDITIONARY  
LEARNING

# Grade 3: Module 4: Unit 3:

## Recommended Texts



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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.

**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

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.

| Title                                                     | Author And Illustrator      | Text Type     | Lexile Measure |
|-----------------------------------------------------------|-----------------------------|---------------|----------------|
| <b>Lexile text measures below band level (under 420L)</b> |                             |               |                |
| <i>Let's Save Water!</i>                                  | Sara E. Nelson (author)     | Informational | 300            |
| <i>Kids Can Keep Water Clean</i>                          | Cecilia Minden (author)     | Informational | 300*           |
| <i>Saving Water</i>                                       | Charlotte Guillain (author) | Informational | 360            |
| <i>Keeping Water Clean</i>                                | Helen Frost (author)        | Informational | 410            |

Lexile based on a conversion from Accelerated Reading level;



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

Lexile based on a conversion from Accelerated Reading level.





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

Lexile based on a conversion from Accelerated Reading level.

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EXPEDITIONARY  
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# **Grade 3: Module 4: Unit 3: Lesson 1**

## **Reading Closely to Become “Well Aware”: Launching Our Performance Task**



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**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**

- 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.”

**Ongoing Assessment**

- Main Idea and Key Details recording form
- Exit Ticket: My Initial Thinking: What Should Be Done?



| Agenda                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Teaching Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Reviewing End of Unit 2 Assessments (5 minutes)</li> <li>B. Unpacking Learning Targets (5 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Close Reading Recording Form, Part 1 (20 minutes)</li> <li>B. Close Reading Recording Form, Part 2 (15 minutes)</li> <li>C. Launching Performance Task: What Should Be Done to Help Others Become “Well Aware”? (10 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Exit Ticket: My Initial Thinking: What Should Be Done? (5 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Reread pages 28–29 of One Well: The Story of Water on Earth to someone at home.</li> <li>B. Explain to someone at home what you will do to help people become “well aware.”</li> </ol> </li> </ol> | <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.”</li> <li>• 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.</li> <li>• 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.</li> <li>• Keep the VoiceThread Main Idea recording form with students’ ideas, as this will be used again in Lesson 7.</li> <li>• Review: Performance Task (In Module-level documents)</li> <li>• 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 <a href="http://www.engageny.org/resource/grade-3-ela-module-4">http://www.engageny.org/resource/grade-3-ela-module-4</a></li> </ul> |



| Lesson Vocabulary                                           | Materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| “well aware,” anchors, exhaust, public service announcement | <ul style="list-style-type: none"><li>• VoiceThread: An Overview for Teachers (for teacher reference)</li><li>• Extended Teaching Note: VoiceThread Recordings</li><li>• End of Unit 2 Assessment with rubric (from Unit 2; returned in this lesson with teacher feedback)</li><li>• Equity sticks</li><li>• <i>One Well: The Story of Water on Earth</i> (book; one per student)</li><li>• Close Reading recording form (one per student)</li><li>• Performance Task Invitation (one per student and one to display)</li><li>• Document camera</li><li>• VoiceThread Model Recording</li><li>• VoiceThread Main Idea recording form (one to display)</li><li>• Exit Ticket: My Initial Thinking: What Should Be Done? (one per student)</li></ul> |



| Opening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Meeting Students’ Needs |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| <p><b>A. Reviewing End of Unit 2 Assessments (5 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• Then, invite students to partner with a person next to them. Ask students:<ul style="list-style-type: none"><li>* “When you look at your End of Unit 2 Assessment, what is one thing you did well as a writer?”</li></ul></li><li>• 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.”</li></ul>                                         |                         |
| <p><b>B. Unpacking Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students’ attention to the posted learning targets. Invite students to read them aloud:<ul style="list-style-type: none"><li>– “I can ask questions to deepen my understanding of ‘becoming well aware’.”</li><li>– “I can answer questions with specific details about ‘becoming well aware’.”</li><li>– “I can identify the main message of ‘becoming well aware.’”</li></ul></li><li>• Tell students these targets should be familiar to them and that they have developed many skills as readers. Ask:<ul style="list-style-type: none"><li>* “What do you have to do as a reader to ‘answer questions with specific details’ and ‘identify the main message’?”</li></ul></li><li>• Give students time to think, then talk to the person next to them.</li><li>• Using <b>equity sticks</b>, 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.”</li><li>• Guide students to engage with the learning targets; this promotes ownership and engagement.</li></ul> |                         |



| Work Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Meeting Students’ Needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <p><b>A. Close Reading Recording Form, Part 1 (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute students’ texts, <i><b>One Well: The Story of Water on Earth</b></i>, 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Distribute the <b>Close Reading recording form</b>. Give students a minute to review this recording form and note its familiarity.</li> <li>• 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.</li> <li>• Answer any clarifying questions. Tell students they can read with a neighbor to support their reading if they choose.</li> <li>• Release students to read. As they read, circulate and confer with them.             <ul style="list-style-type: none"> <li>– Ask students to identify vocabulary they might be unsure of.</li> <li>– 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?”</li> <li>– If students are struggling, read a short passage aloud. Ask a specific question about what you read aloud.</li> <li>– 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.</li> <li>– 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?”</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Provide struggling learners with smaller chunks of the text at a time.</li> <li>• 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?”</li> <li>• 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.</li> </ul> |



| Work Time (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Meeting Students’ Needs                                                                                                                                                                                       |
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| <p><b>B. Close Reading Recording Form, Part 2 (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• After about 20 minutes, call the class to attention. Ask students to look at Part 2 of their Close Reading recording form.</li> <li>• 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.</li> <li>• 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:               <ul style="list-style-type: none"> <li>* “Can you restate what the question is asking you?”</li> <li>* “Where might you look back in the text to support your answer?”</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Consider asking struggling learners to answer just one text-dependent question. This focuses them on the reading, but gives them a more manageable focus.</li> </ul> |
| <p><b>C. Launching Performance Task: What Should Be Done to Help Others Become “Well Aware”? (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Distribute the <b>Performance Task Invitation</b> to students and display one copy using a <b>document camera</b>. Explain to students that a <i>public service announcement</i>, or PSA, is something people create to teach others about a topic.</li> <li>• Read the Performance Task Invitation aloud.</li> <li>• 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.</li> <li>• Play the VoiceThread Model Recording.</li> <li>• 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.</li> <li>• 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.</li> </ul> |                                                                                                                                                                                                               |





| Work Time (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Meeting Students’ Needs |
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| <ul style="list-style-type: none"><li>• Display the <b>VoiceThread Main Idea recording form</b>.</li><li>• 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.</li><li>• Play the first part of the VoiceThread model. Stop at the end of the first part. Give students time to think first.</li><li>• 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.</li><li>• After a minute, repeat this process with the second and third parts of the VoiceThread model.</li><li>• For the second part, listen for students to identify the main idea as the challenges to having clean water.</li><li>• For the third part, listen for them to state that the speaker is expressing an opinion about what should be done.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• “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.</li><li>• “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!”</li></ul> |                         |



| Closing and Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Meeting Students’ Needs |
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| <p><b>A. Exit Ticket: My Initial Thinking: What Should Be Done? (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>Exit Ticket: My Initial Thinking: What Should Be Done?</b></li><li>• Remind students that in Unit 2, when they began their research about the challenges, they started with their initial questions.</li><li>• 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.</li><li>• 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?”</li><li>• Collect students’ exit tickets. Tell them that in the next lesson they will learn about things people are doing to protect our water.</li></ul> |                         |
| Homework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Meeting Students’ Needs |
| <ul style="list-style-type: none"><li>• Reread pages 28–29 of <i>One Well: The Story of Water on Earth</i> to someone at home.</li><li>• Explain to someone at home what you will do to help people become “well aware.”</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                         |



EXPEDITIONARY  
LEARNING

# Grade 3: Module 4: Unit 3: Lesson 1

## Supporting Materials



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**VoiceThread:**  
An Overview for Teachers

“A VoiceThread is a collaborative, multimedia slide show that holds images, documents, and videos 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: [www.voicethread.com](http://www.voicethread.com).
- 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: <http://voicethread.com/about/features/>.
- 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: [www.voicethread.com](http://www.voicethread.com).
- 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.



**VoiceThread:**  
An Overview for Teachers

**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.

**Extended Teaching Note:**  
VoiceThread Recordings

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.





Close Reading Recording Form

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:

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

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

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Close Reading Recording Form

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 Herjlaac 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.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Performance Task Invitation

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**Name:**

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**Date:**

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**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.

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VoiceThread Main Idea Recording Form

Name:

Date:

**Part 1**

The main idea of Part 1 is...

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**Part 2**

The main idea of Part 2 is...

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**Part 3**

The main idea of Part 1 is...

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

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**Name:**

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**Date:**

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

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EXPEDITIONARY  
LEARNING

## **Grade 3: Module 4: Unit 3: Lesson 2**

### **Determining the Main Idea and Key Details: “Dry Days in Australia”**



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**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**

- 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.”

**Ongoing Assessment**

- Students’ annotated text “Dry Days in Australia”



| Agenda                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Teaching Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Engaging the Reader: Being Well Aware (5 minutes)</li> <li>B. Unpacking Learning Targets (5 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Reading and Answering Questions about “Dry Days in Australia” (20 minutes)</li> <li>B. Writing the Main Idea Statement (12 minutes)</li> <li>C. Finding Key Details from the Sections “Laying Down the Law” or “Using Less” (13 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Adding to the New Being Well Aware Anchor Chart (5 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Read “Water Conservation for Kids” with someone at home.</li> <li>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</li> </ol> </li> </ol> | <ul style="list-style-type: none"> <li>• 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.               <ol style="list-style-type: none"> <li>1. During Work Time A, you read “Dry Days in Australia” aloud. This serves three purposes:</li> <li>2. This text’s Lexile is above grade level, and reading it aloud helps students access the content.</li> <li>3. This text includes many unfamiliar proper nouns. Reading aloud exposes students to fluent reading of these new terms.</li> <li>4. Reading aloud gives students the context so that they can challenge themselves and focus on the key details related to content.</li> </ol> </li> <li>• “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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Cut the Subtitle Definition cards. Be sure to shuffle them so they are not in order. Consider printing them on card stock.</li> <li>• 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.</li> </ul> |





| Agenda | Teaching Notes (continued)                                                                                                                                                                                                                    |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        | <ul style="list-style-type: none"><li>• Locate a world map on which Australia is clearly displayed.</li><li>• Post: Power Words/Water Words anchor chart, Determining the Main Idea and Key Details anchor chart, learning targets.</li></ul> |

| Lesson Vocabulary                     | Materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| drought, severe, coping, restrictions | <ul style="list-style-type: none"><li>• Being Well Aware anchor chart (new; teacher created; see supporting materials)</li><li>• World map (teacher-selected in advance; one to display)</li><li>• “Dry Days in Australia” (one per student and one to display)</li><li>• Document camera</li><li>• Equity sticks</li><li>• Subtitle Definition cards</li><li>• Power Words/Water Words anchor chart (begun in Unit 1, Lesson 2)</li><li>• Determining the Main Idea and Key Details task card (from Unit 1, Lesson 8)</li><li>• Determining the Main Idea and Key Details task card (specific to today’s lesson; answers, for teacher reference)</li><li>• Determining the Main Idea and Key Details anchor chart (begun in Unit 1, Lesson 6)</li><li>• Highlighters or colored pencils (one per student)</li><li>• Sticky notes (one per student)</li><li>• “Water Conservation for Kids” <a href="http://www.thewaterpage.com/water-conservation-kids.htm">http://www.thewaterpage.com/water-conservation-kids.htm</a> (one per student)</li></ul> |



| Opening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Meeting Students’ Needs |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| <p>A. Engaging the Reader: Being Well Aware (5 minutes)</p> <ul style="list-style-type: none"><li>• 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.</li><li>• Invite a few volunteers to share their ideas. Add these to the new Being Well Aware anchor chart.</li><li>• Tell students that today and for the next few lessons they will read about how people in other parts of the world are <b>being well aware</b>.</li></ul> |                         |
| <p>B. Unpacking Learning Targets (5 minutes)</p> <ul style="list-style-type: none"><li>• Direct students’ attention to the posted learning targets and read the first one aloud.</li><li>• Ask volunteers to share what they remember about determining the main idea.</li><li>• Tell students that in today’s lesson they will read about Australia.</li><li>• Call on a volunteer to find Australia on the <b>world map</b>.</li></ul>                                                                                                                    |                         |



| Work Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>A. Reading and Answering Questions about “Dry Days in Australia” (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Project <b>“Dry Days in Australia”</b> on the <b>document camera</b>. 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.</li><li>• Ask students to share with their partners their initial ideas about what they think this text will be about.</li><li>• Use <b>equity sticks</b> 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.”</li><li>• Divide students into predetermined pairs (see teaching notes).</li><li>• Distribute one set of <b>Subtitle Definition cards</b> to each pair. Ask students to arrange the phrases into a sentence with their partners.</li><li>• 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.</li><li>• Call on a few volunteers to share their sentences or a word and definition.</li><li>• Add <i>drought</i> to the Water Words section of the <b>Power Words/Water Words anchor chart</b>. Add the other words to the Power Words sections.</li><li>• 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.</li></ul> | <ul style="list-style-type: none"><li>• 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.</li><li>• Consider posting the questions you ask to support visual learners.</li><li>• Students may benefit from talking with a partner before sharing their answers. Consider using strategies like Think-Pair-Share.</li></ul> |



| Work Time (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Meeting Students’ Needs                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• 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.<ul style="list-style-type: none"><li>* “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.)</li><li>* 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.”)</li></ul></li><li>• 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.<ul style="list-style-type: none"><li>* “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.)</li><li>* “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.)</li><li>* “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. )</li></ul></li></ul> | <ul style="list-style-type: none"><li>• Consider asking struggling learners to answer just one text-dependent question. This focuses them on the reading, but gives them a more manageable focus.</li></ul> |



| Work Time (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Meeting Students’ Needs |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| <p><b>B. Writing the Main Idea Statement (12 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute <b>the Determining the Main Idea and Key Details task card</b> to students and project a copy on the document camera. Remind students that this is the same task card they used in Unit 1.</li><li>• 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.”</li><li>• Ask students:<ul style="list-style-type: none"><li>* “What do you remember about writing a main idea statement?”</li></ul></li><li>• Record responses on the board.</li><li>• Responses should include:<ul style="list-style-type: none"><li>– It should address all the major sections of the text.</li><li>– It should pull together the most important ideas.</li><li>– It should be short, only one or two complete sentences.</li></ul></li><li>• 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 <b>Determining the Main Idea and Key Details anchor chart</b> to support their thinking.</li><li>• Circulate and observe students’ work. To prompt thinking, ask questions like these to individuals, small groups, or the whole class:<ul style="list-style-type: none"><li>* “What is helping you determine the main idea?”</li><li>* “What is this text mostly about?”</li></ul></li><li>• You might ask follow-up questions such as:<ul style="list-style-type: none"><li>* “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?”</li><li>* “Which picture best helps you to understand the main idea? Why?”</li></ul></li></ul> |                         |



| Work Time (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Meeting Students’ Needs                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>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.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                     |
| <p><b>C. Finding Key Details from the Sections “Laying Down the Law” or “Using Less” (13 minutes)</b></p> <ul style="list-style-type: none"><li>Direct students’ attention to the posted learning targets. Ask a volunteer to read the second target aloud.</li><li>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.</li><li>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.</li><li>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.</li><li>Tell each pair which section of the text they will be working on. Distribute a <b>highlighter or colored pencil</b> to each student.</li><li>Give students about 10 minutes to work with a partner on Part 2 of the Main Idea and Key Details task card.</li><li>Circulate as students work. As needed, ask questions like:<ul style="list-style-type: none"><li>* “Why did you select this passage as a key detail?” (Listen for approaches from the Determining the Main Idea and Key Details anchor chart.)</li><li>* “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.)</li></ul></li><li>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.”</li><li>If students finish early, invite them to skim the text for other ways in which Australians are “well aware.”</li></ul> | <ul style="list-style-type: none"><li>Consider pulling small groups for support with the text.</li><li>Display these questions for students to reference.</li></ul> |



| Closing and Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Meeting Students’ Needs                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>A. Adding to the New Being Well Aware Anchor Chart (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute one sticky note to each student.</li><li>• Give directions for a closing activity:<ol style="list-style-type: none"><li>1. Find a partner who did not read your section of the text.</li><li>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.</li><li>3. Choose one detail that your <u>partner</u> shared and write it on <u>your</u> sticky note.</li></ol></li><li>• Invite students to post their sticky notes on the new Being Well Aware anchor chart.</li><li>• Call out a few strong ideas that relate to the text.</li><li>• Distribute “<b>Water Conservation for Kids</b>” and preview the homework.</li></ul> |                                                                                                                                                                                                             |
| Homework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Meeting Students’ Needs                                                                                                                                                                                     |
| <ul style="list-style-type: none"><li>• Read “Water Conservation for Kids” with someone at home.</li><li>• 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.</li><li>• Extension: Work with an adult to research how much water that change would save in a month.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"><li>• 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.</li></ul> |



EXPEDITIONARY  
LEARNING

# Grade 3: Module 4: Unit 3: Lesson 2

## Supporting Materials



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Being Well Aware Anchor Chart  
For Teacher Reference

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                     |                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learn More and Educate Others</b> |                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Join Others</b>                   | <ul style="list-style-type: none"><li>• Pass laws to encourage people to save water</li></ul>                                                                                                                                                                                                                                                                                         |
| <b>Conserve Water</b>                | <ul style="list-style-type: none"><li>• Limit lawn watering</li><li>• Use cool water from the shower to water plants</li><li>• Use buckets to wash cars</li><li>• Take short showers</li><li>• Use water-saving showerheads</li><li>• Limit baths</li><li>• Turn off leaky faucets</li><li>• Design houses that save water</li><li>• Drink from a cup instead of the faucet</li></ul> |
| <b>Protect Water</b>                 |                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Improve Access</b>                |                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Other</b>                         |                                                                                                                                                                                                                                                                                                                                                                                       |



“Dry Days in Australia”

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

**I**n 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

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



Lachlan

### 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,

ILLUSTRATION: JEFFREY MAYER FOR SCHOLASTIC; COURTESY OF ANN WEIL; LACHLAN: TONY BEZ/PHOTOS; MELBOURNE: JEFFREY MAYER FOR SCHOLASTIC; COURTESY OF ANN WEIL; MITCHELL: L. SCOTT MATHESON AND STONE GETTY IMAGES (2 IMAGES)





“Dry Days in Australia”



# 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 1788 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 whirlwind 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

*Continued on next page →*

JUNIOR SCHOLASTIC / NOVEMBER 26, 2007 11





## “Dry Days in Australia”

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.

“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*




A prolonged drought has led to more bush fires (above) and flooding storms (below).



Subtitle Definition Cards



|                     |                                                      |                        |
|---------------------|------------------------------------------------------|------------------------|
| <b>A really bad</b> | <b>time of no rain</b>                               | <b>has Australians</b> |
| <b>dealing with</b> | <b>limits on how<br/>much water<br/>they can use</b> |                        |



|                     |                                                      |                        |
|---------------------|------------------------------------------------------|------------------------|
| <b>A really bad</b> | <b>time of no rain</b>                               | <b>has Australians</b> |
| <b>dealing with</b> | <b>limits on how<br/>much water<br/>they can use</b> |                        |



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.

“Water Conservation Tips”

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.





## “Water Conservation Tips”

### 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.





“Water Conservation Tips”

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.



EXPEDITIONARY  
LEARNING

# **Grade 3: Module 4: Unit 3: Lesson 3**

## **Determining the Main Idea and Key Details:**

### **“Tackling the Trash”**



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**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**

- I can determine the main idea of “Tackling the Trash.”
- I can determine the key details from “Tackling the Trash.”

**Ongoing Assessment**

- Students’ annotated text “Tackling the Trash”
- Commitment cards (from Lesson 2 homework)



| Agenda                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Teaching Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Engaging the Reader: Sharing Conservation Commitments (5 minutes)</li><li>Unpacking Learning Targets (5 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Determining the Main Idea of “Tackling the Trash” (15 minutes)</li><li>Answering Questions about “Tackling the Trash” (10 minutes)</li><li>Finding Key Details and Revising the Main Idea Statement (15 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Sharing Ways to Be Well Aware (10 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Share three things Chad did to make a difference.</li><li>Continue reading your independent reading book.</li><li>Begin completing your Independent Reading recording form</li></ol></li></ol> | <ul style="list-style-type: none"><li>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.</li><li>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: <a href="http://www.livinglandsandwaters.org">http://www.livinglandsandwaters.org</a>.</li><li>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.</li><li>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.</li><li>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.</li><li>Post: Learning targets.</li></ul> |



| Lesson Vocabulary                                                                                                               | Materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| act out (perform), pantomime, synonym, trash, litter, junk, clutter, landfill, determined/determination, grant, donate/donation | <ul style="list-style-type: none"><li>• Being Well Aware anchor chart (begun in Lesson 2)</li><li>• “Tackling the Trash” (one per student and one to display)</li><li>• Determining the Main Idea and Key Details task card (from Unit 1, Lesson 8)</li><li>• Determining the Main Idea and Key Details task card (specific to today’s lesson; answers, for teacher reference)</li><li>• Document camera</li><li>• Determining the Main Idea and Key Details anchor chart (begun in Unit 1, Lesson 6)</li><li>• Highlighters or colored pencils (one per student)</li><li>• Equity sticks</li><li>• Independent Reading recording form (from Unit 2, Lesson 4; one per student)</li></ul> |



| Opening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Meeting Students’ Needs                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <p><b>A. Engaging the Reader: Sharing Conservation Commitments (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to refer to the commitment cards they made for homework.</li><li>• Invite them to determine how they can act out or silently perform their commitments for one another (pantomime).</li><li>• Review the Back-to-Back, Face-to-Face protocol with students, and ask them to stand back-to-back with a partner.</li><li>• 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.”</li><li>• Call out, “Front-to-front.” Give students 30 seconds to 1 minute to share with their partner.</li><li>• Then say, “Back-to-back” and ask students to find a new partner.</li><li>• Repeat as time permits.</li><li>• 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 <b>Being Well Aware anchor chart</b>. Add these to the chart.</li><li>• Remind students that they may use some of these ideas in their VoiceThread.</li></ul> | <ul style="list-style-type: none"><li>• Physical movement supports ELLs and students with different learning styles.</li></ul> |
| <p><b>B. Unpacking Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students’ attention to the posted learning targets. Ask students to read them silently.</li><li>• 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:<ul style="list-style-type: none"><li>* “Why do you think we have spent so much time on main ideas and key details?”</li></ul></li><li>• 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.”</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                |



| Work Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                |
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| <p><b>A. Determining the Main Idea of “Tackling the Trash” (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute <b>“Tackling the Trash”</b> and the <b>Determining the Main Idea and Key Details task card</b>. Tell students this text tells the story of a young man named Chad Pregracke, who is well aware.</li><li>• 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.</li><li>• Encourage students to think about how they might include ideas from this text in their VoiceThread.</li><li>• Circulate and observe students as they read. Give support with decoding only when necessary.</li><li>• As students begin to work on their main idea statements, ask questions like the following to individuals, small groups, or the whole class:<ul style="list-style-type: none"><li>* “What is helping you determine the main idea?”</li><li>* “What is this text mostly about?”</li></ul></li><li>• You might ask follow-up questions like:<ul style="list-style-type: none"><li>* “How do the text features like the title, pictures, and border help you to determine the main idea?”</li><li>* “How do the illustrations along the border reinforce the main idea?”</li></ul></li><li>• Refocus students’ attention whole group.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• After a few minutes, call students together. Share the main idea statements that you selected.</li></ul> | <ul style="list-style-type: none"><li>• 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 .</li><li>• Consider pulling small groups for support with the text .</li></ul> |



| Work Time (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Meeting Students’ Needs                                                                                                 |
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| <p><b>B. Answering Questions about “Tackling the Trash” (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Display a copy of “Tackling the Text” on a <b>document camera</b>.</li> <li>• Direct students’ attention to the displayed text.</li> <li>• Ask:             <ul style="list-style-type: none"> <li>* “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?’”</li> </ul> </li> <li>• Ask for volunteers to call out a few words they found (“trash,” “junk,” “clutter,” “litter”).</li> <li>• Ask:             <ul style="list-style-type: none"> <li>* “Why do you think the author used these different words for garbage?”</li> </ul> </li> <li>• 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.”</li> <li>• Ask:             <ul style="list-style-type: none"> <li>* “Why do you think that the author used the word ‘clutter’ in this sentence instead of just saying ‘trash?’”</li> </ul> </li> <li>• Again give students a few moments to think; then call on a volunteer to respond.</li> <li>• 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:             <ul style="list-style-type: none"> <li>* “What is a synonym for ‘landfill?’”</li> </ul> </li> <li>• Cold call a few students to respond.</li> <li>• Read Paragraphs 3 and 4 on the second page aloud.</li> <li>• 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.</li> <li>• Ask:             <ul style="list-style-type: none"> <li>* “In the fourth paragraph, which word do you think is a synonym for a donation of money?”</li> </ul> </li> <li>• Cold call partners to respond. Listen for: “grant.”</li> </ul> | <ul style="list-style-type: none"> <li>• Consider posting the questions you ask to support visual learners .</li> </ul> |





| Work Time (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Meeting Students’ Needs                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p><b>C. Finding Key Details and Revising the Main Idea Statement (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Redirect students’ attention to the posted learning targets. Ask a volunteer to read the second learning target aloud.</li><li>• Tell students they are now going to complete Part 2 of the task card with their partners.</li><li>• 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 <b>Determining the Main Idea and Key Details anchor chart</b>.</li><li>• Distribute one <b>highlighter or colored pencil</b> to each student.</li><li>• Give students about 10 minutes to complete Part 2.</li><li>• Circulate as students work. As needed, ask questions like:<ul style="list-style-type: none"><li>* “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.)</li><li>* “What’s the important thing to learn from this paragraph about how Chad Pregracke made a difference?”</li></ul></li><li>• Refocus students’ attention whole group. Direct students to their main idea statement. Ask them to discuss the following with their partners:<ul style="list-style-type: none"><li>* “Based on the key details that you identified, would you change your main idea statement? Why or why not?”</li></ul></li><li>• Circulate as students discuss. Select a few highlights to share or a few students to share their thinking.</li></ul> | <ul style="list-style-type: none"><li>• 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.</li><li>• Students may benefit from talking with a partner before sharing their answers. Consider using strategies like Think-Pair-Share.</li></ul> |



| Closing and Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Meeting Students’ Needs                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>A. Sharing Ways to Be Well Aware (10 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• Use <b>equity sticks</b> to call on at least three students to share their ideas. Add ideas to the Being Well Aware anchor chart.</li><li>• Distribute the <b>Independent Reading recording form</b> to students and preview the homework.</li></ul>       | <ul style="list-style-type: none"><li>• 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.</li></ul> |
| Homework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Meeting Students’ Needs                                                                                                                                                                                                                                                                                                     |
| <ul style="list-style-type: none"><li>• 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?</li><li>• Continue reading your independent reading book.</li><li>• Begin completing your Independent Reading recording form.</li></ul> <p><i>Note: Students work on their Independent Reading recording form for homework across several lessons.</i></p> |                                                                                                                                                                                                                                                                                                                             |



EXPEDITIONARY  
LEARNING

# Grade 3: Module 4: Unit 3: Lesson 3

## Supporting Materials



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Being Well Aware Anchor Chart  
For Teacher Reference

(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                     |                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learn More and Educate Others</b> | <ul style="list-style-type: none"><li>• <b>Take pictures of the problem to share with others</b></li><li>• <b>Share your story with other groups</b></li></ul>                                                                                                                                                                                                                                                                         |
| <b>Join Others</b>                   | <ul style="list-style-type: none"><li>• Pass laws to encourage people to save water</li><li>• <b>Work together to clean up a river (Adopt-a-Mississippi Mile)</b></li><li>• <b>Ask for money for or donate money to people who are doing good work</b></li></ul>                                                                                                                                                                       |
| <b>Conserve Water</b>                | <ul style="list-style-type: none"><li>• Limit lawn watering</li><li>• Use cool water from the shower to water plants</li><li>• Use buckets to wash cars</li><li>• Take short showers</li><li>• Use water-saving showerheads</li><li>• Limit baths</li><li>• Turn off leaky faucets</li><li>• Design houses that save water</li><li>• Drink from a cup instead of the faucet</li><li>• (Add student responses from homework.)</li></ul> |
| <b>Protect Water</b>                 | <ul style="list-style-type: none"><li>• <b>Clean up trash near waterways</b></li></ul>                                                                                                                                                                                                                                                                                                                                                 |
| <b>Improve Access</b>                |                                                                                                                                                                                                                                                                                                                                                                                                                                        |



“Tackling the Trash”

13 air conditioners 

28 toilets 

350 propane tanks 

56 stoves 

46 washing machines 

223 milk crates 

8 anchors 

348 bottles of antifreeze 

18 duck decoys 



223 milk crates 

46 washing machines 

56 stoves 

350 propane tanks 

28 toilets 

14,240 pounds of metal 

28 garbage cans 

4,870 car tires 

55 life jackets 

# Tackling the Trash

By Jill Esbaum

Not many people would spend their free time picking up other people's litter. But Chad Progracke 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.





“Tackling the Trash”

**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.**

**27 bicycles**  **40 barbecue grills**  **430 feet of steel cable**  **15 boat bumpers**  **75 water heaters** 

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

**Chad Pregracke made clean rivers his business.**

Illustrated by Beth A. Florigan

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.



EXPEDITIONARY  
LEARNING

# **Grade 3: Module 4: Unit 3: Lesson 4**

## **Determining the Main Idea and Key Details: “Ryan Hreljac: The Boy Who Built a Well”**



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| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)                                                                                                                                                                                                                                                                 |                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>I can answer questions using specific details from informational texts. (RI.3.1)</p> <p>I can determine the main idea of an informational text. (RI.3.2)</p> <p>I can retell key ideas from an informational text. (RI.3.2)</p> <p>I can determine the meaning of unknown words in informational text. (RI.3.4)</p> |                                                                                                                                                                                        |
| Supporting Learning Targets                                                                                                                                                                                                                                                                                            | Ongoing Assessment                                                                                                                                                                     |
| <ul style="list-style-type: none"><li>• I can determine the main idea of “Ryan Hreljac: The Boy Who Built a Well.”</li><li>• I can determine the key details from “Ryan Hreljac: The Boy Who Built a Well.”</li></ul>                                                                                                  | <ul style="list-style-type: none"><li>• Students’ annotated text “Ryan Hreljac: The Boy Who Built a Well”</li><li>• Idea from “Tackling the Trash” to include in VoiceThread</li></ul> |



| Agenda                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Teaching Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Engaging the Reader: Being “Well Aware” (5 minutes)</li><li>B. Unpacking Learning Targets (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Determining the Main Idea of “Ryan Hreljac: The Boy Who Built a Well” (15 minutes)</li><li>B. Answering Questions about “Ryan Hreljac: The Boy Who Built a Well” (10 minutes)</li><li>C. Finding Key Details and Revising the Main Idea Statement (15 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Sharing Ways to Be Well Aware (10 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Choose one thing that should be done to conserve, protect, and provide access to clean water.</li><li>B. Continue reading your independent reading book.</li><li>C. Continue completing your Independent Reading recording form.</li></ol></li></ol> | <ul style="list-style-type: none"><li>• 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.”</li><li>• 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.</li><li>• There is a wealth of information available about Ryan Hreljac (pronounced “Hurl-jak”) and his foundation. Consider sharing this short video with students:<br/><a href="http://www.youtube.com/watch?v=eUx4zHLcgmY">http://www.youtube.com/watch?v=eUx4zHLcgmY</a>. A similar version, with Spanish subtitles, is available here: <a href="http://www.youtube.com/watch?v=-R20srzOGmk">http://www.youtube.com/watch?v=-R20srzOGmk</a>.</li><li>• Consider having students work with the same partners as in Lessons 2 and 3.</li><li>• 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.</li><li>• In advance: Locate and post a world map. A Web search will produce many options.</li><li>• Post: Learning targets.</li></ul> |



| Lesson Vocabulary                           | Materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| cause, foundation, donation (from Lesson 3) | <ul style="list-style-type: none"><li>• World map (one to display)</li><li>• “Ryan Hreljac: The Boy Who Built a Well” (one per student and one to display)</li><li>• Determining the Main Idea and Key Details task card (from Unit 1, Lesson 8)</li><li>• Determining the Main Idea and Key Details task card (specific to today’s lesson; answers, for teacher reference)</li><li>• Document camera</li><li>• Equity sticks</li><li>• Determining the Main Idea and Key Details anchor chart (begun in Unit 1, Lesson 6)</li><li>• Highlighters or colored pencils (one per student)</li><li>• Being Well Aware anchor chart (begun in Lesson 2)</li></ul> |



| Opening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Meeting Students’ Needs |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| <p><b>A. Engaging the Reader: Being “Well Aware” (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students:<ul style="list-style-type: none"><li>* “What is one idea about being well aware that you are thinking of including in your VoiceThread?”</li></ul></li><li>• Ask a few volunteers to share.</li></ul>                                                                                                                                                                                                                                       |                         |
| <p><b>B. Unpacking Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students’ attention to the posted learning targets and read them aloud. Ask students to turn and share with a partner:<ul style="list-style-type: none"><li>* “Just reading the title, what do you think you might learn about being well aware from ‘Ryan Hreljac: The Boy Who Built a Well’?”</li></ul></li><li>• 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.”</li></ul> |                         |



| Work Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                               |
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| <p><b>A. Determining the Main Idea of “Ryan Hreljac: The Boy Who Built a Well” (15 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• Point out Canada and Uganda on the <b>world map</b>. Remind students that this is a map of the entire world and note the distance between the two countries.</li><li>• Ask:<ul style="list-style-type: none"><li>* “Why might Ryan have wanted to help people who lived so far away?”</li></ul></li><li>• Cold call a few students to share out.</li><li>• Distribute <b>“Ryan Hreljac: The Boy Who Built a Well”</b> and the <b>Determining the Main Idea and Key Details task card</b> to each student.</li><li>• Remind students to be thinking about how they might use Ryan’s story in their VoiceThread to help others become well aware.</li><li>• 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.</li><li>• Observe students as they read. Give support with decoding only when necessary.</li><li>• As students work on their main idea statements, ask questions like the following to individuals, small groups, or the whole class:<ul style="list-style-type: none"><li>* “What is helping you determine the main idea?”</li><li>* “What is this text mostly about?”</li></ul></li><li>• You might ask follow-up questions like:<ul style="list-style-type: none"><li>* “The subtitle of this article is ‘The Boy Who Built a Well.’ How did Ryan build the well?”</li></ul></li><li>• Listen for ideas like: “doing chores,” “raising money,” “told his story to others,” or “got others to help.”</li><li>• After 10 minutes, call students together.</li><li>• 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.</li><li>• 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.</li></ul> | <ul style="list-style-type: none"><li>• 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 .</li><li>• Consider pulling small groups for support with the text .</li></ul> |



| Work Time (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Meeting Students’ Needs                                                                                               |
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| <ul style="list-style-type: none"><li>• 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.</li><li>• After a few minutes, call students together. Share the main idea statements that you selected.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                       |
| <p><b>B. Answering Questions about “Ryan Hreljac: The Boy Who Built a Well” (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Display a copy of “Ryan Hreljac: The Boy Who Built a Well” on a <b>document camera</b>.</li><li>• Direct students’ attention to the display text.</li><li>• 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 <b>equity sticks</b> to cold call a few pairs to share out. Ask:<ul style="list-style-type: none"><li>* “What words in the first sentence of this paragraph does the author use to show Ryan’s determination?” (Answer: “four LONG months,” “finally.”)</li><li>* “What word in the last sentence of paragraph 4 also signals Ryan’s determination?” (Answer: “refused”; discuss this word if needed.)</li></ul></li><li>• Read the last sentence in Paragraph 6 aloud: “When people learned what Ryan wanted to do, they began donating to his cause.” Ask:<ul style="list-style-type: none"><li>* “What is a synonym for <i>cause</i> in this sentence?” (Answer: goal or work.)</li></ul></li><li>• 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:<ul style="list-style-type: none"><li>* “Based on that paragraph, what do you think a foundation does?”</li></ul></li><li>• (A foundation is a company or organization that collects money and uses it for a good cause/to do good work.)</li></ul> | <ul style="list-style-type: none"><li>• Consider posting the questions you ask to support visual learners .</li></ul> |



| Work Time (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Meeting Students’ Needs                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p><b>C. Finding Key Details and Revising the Main Idea Statement (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Redirect students’ attention to the posted learning targets and ask for a volunteer to read the second learning target aloud.</li><li>• Tell students they now will complete Part 2 of the Determining the Main Idea and Key Details task card with their partners.</li><li>• Refer to the <b>Determining the Main Idea and Key Details anchor chart</b>. Remind students of the strategy they used yesterday for finding the key details (one paragraph at a time).</li><li>• Distribute a <b>highlighter or colored pencil</b> to each student.</li><li>• Give students about 10 minutes to complete Part 2.</li><li>• Circulate as students work. As needed, ask questions like:<ul style="list-style-type: none"><li>* “Why did you select this passage as a key detail?” (Listen for approaches from the Determining the Main Idea and Key Details anchor chart.)</li><li>* “What’s the important thing to know from this paragraph about how Ryan made a difference?”</li></ul></li><li>• Refocus students’ attention whole group. Direct students to their main idea statements. Ask students to discuss the following with their partners:<ul style="list-style-type: none"><li>* “Based on the key details that you identified, would you change your main idea statement? Why or why not?”</li></ul></li><li>• Listen in on conversations. Select a few highlights to share or a few students to share their thinking.</li></ul> | <ul style="list-style-type: none"><li>• 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.</li><li>• Students may benefit from talking with a partner before sharing their answers. Consider using strategies like Think-Pair-Share.</li></ul> |



| Closing and Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Meeting Students’ Needs                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>A. Sharing Ways to Be Well Aware (10 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• Remind students that they may want to use these details in their VoiceThreads.</li><li>• Use equity sticks to call on at least three students to share their ideas. Add ideas to the Being Well Aware anchor chart.</li><li>• Preview the homework.</li></ul> | <ul style="list-style-type: none"><li>• 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.</li></ul> |
| Homework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Meeting Students’ Needs                                                                                                                                                                                                                                                                                                     |
| <ul style="list-style-type: none"><li>• 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.</li><li>• Continue with your independent reading book.</li><li>• Continue completing your Independent Reading recording form.</li></ul>                                                                                                     |                                                                                                                                                                                                                                                                                                                             |





EXPEDITIONARY  
LEARNING

# Grade 3: Module 4: Unit 3: Lesson 4

## Supporting Materials

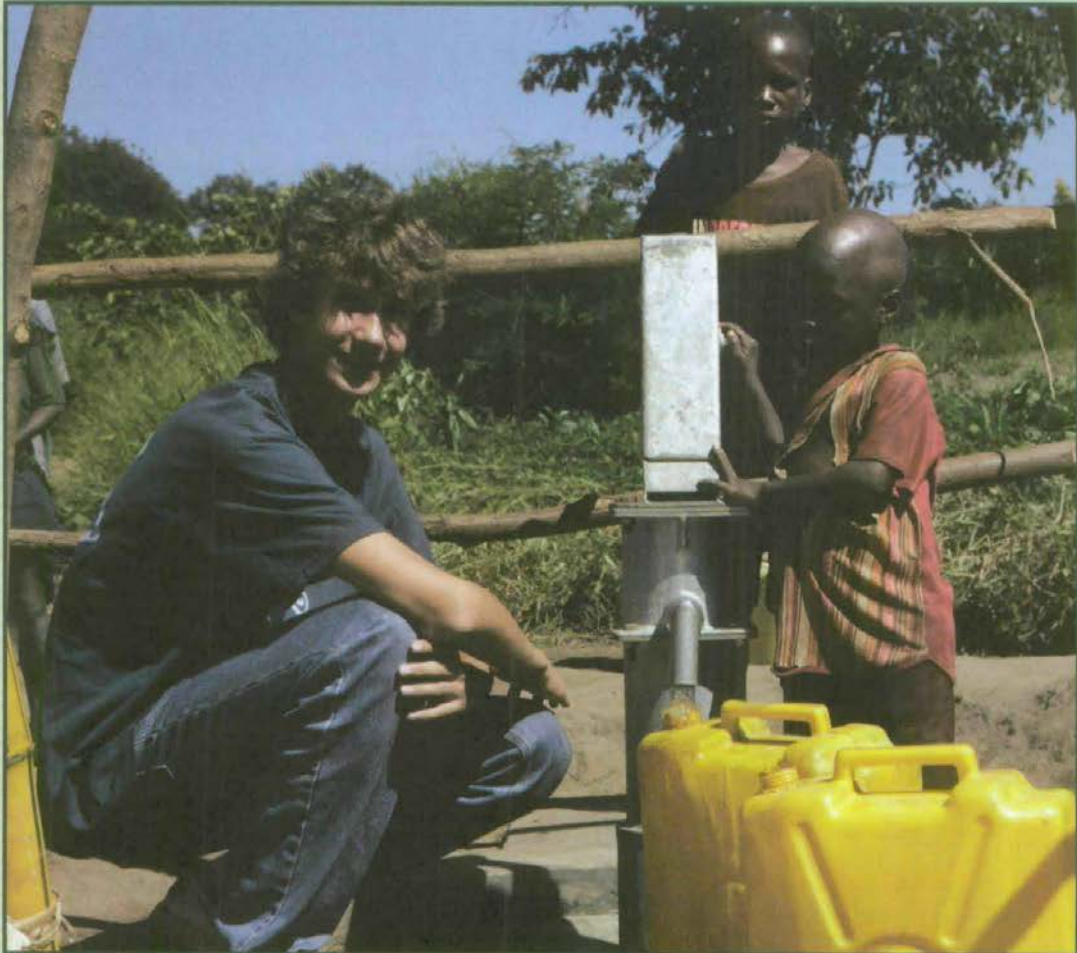


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“Ryan Hreljac: The Boy Who Built a Well”



Cover and article photos courtesy of Ryan's Well Foundation

## Ryan Hreljac: The Boy Who Built a Well

by Elisabeth Deffner

**R**yan 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.





“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](http://www.ryanswell.ca) and clicking on “Volunteer.”

## Questions

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

- 2 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?

- 3 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.



“Ryan Hreljac: The Boy Who Built a Well”

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



Being Well Aware Anchor Chart  
For Teacher Reference

(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                     |                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learn More and Educate Others</b> | <ul style="list-style-type: none"><li>• Take pictures of the problem to share with others</li><li>• Share your story with other groups</li><li>• <b>Share your cause through the news</b></li></ul>                                                                                                                                                                                                                                    |
| <b>Join Others</b>                   | <ul style="list-style-type: none"><li>• Pass laws to encourage people to save water</li><li>• Work together to clean up a river (Adopt-a-Mississippi Mile)</li><li>• Ask for money for or donate money to people who are doing good work</li><li>• <b>Set up a foundation</b></li></ul>                                                                                                                                                |
| <b>Conserve Water</b>                | <ul style="list-style-type: none"><li>• Limit lawn watering</li><li>• Use cool water from the shower to water plants</li><li>• Use buckets to wash cars</li><li>• Take short showers</li><li>• Use water-saving showerheads</li><li>• Limit baths</li><li>• Turn off leaky faucets</li><li>• Design houses that save water</li><li>• Drink from a cup instead of the faucet</li><li>• (Add student responses from homework.)</li></ul> |
| <b>Protect Water</b>                 | <ul style="list-style-type: none"><li>• <b>Clean up trash near waterways</b></li></ul>                                                                                                                                                                                                                                                                                                                                                 |
| <b>Improve Access</b>                | <ul style="list-style-type: none"><li>• <b>Help build wells for people who need them</b></li></ul>                                                                                                                                                                                                                                                                                                                                     |



**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.



EXPEDITIONARY  
LEARNING

# **Grade 3: Module 4: Unit 3: Lesson 5**

## **Discussion Circles: What's One Thing We Should Do?**



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

I can effectively participate in a conversation with my peers and adults. (SL.3.1)

Supporting Learning Targets

- 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.

Ongoing Assessment

- Preparing Evidence and Questions for Discussion Circles recording form
- Discussion Circle Criteria Checklist





| Agenda                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Teaching Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Engaging the Reader: Discussion Circles (5 minutes)</li><li>B. Unpacking Learning Targets (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Preparing Evidence and Questions for the Discussion Circle (20 minutes)</li><li>B. Conducting the Discussion Circle (20 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Debrief: How Has Your Thinking Changed or Grown? (10 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Continue reading your independent reading book.</li><li>B. Continue completing your Independent Reading recording form.</li></ol></li></ol> | <ul style="list-style-type: none"><li>• 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.</li><li>• Discussion circles serve several purposes:<ol style="list-style-type: none"><li>1. They support students' speaking and listening skills: Students share their opinion and build on one another's ideas.</li><li>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.</li><li>3. They give teachers a window into students' thinking and help them assess what students know and what their misconceptions may be.</li></ol></li><li>• The Concentric Circles protocol was modified for this lesson (see Appendix and supporting materials).</li><li>• 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.</li><li>• In Advance: Create the Participating in a Discussion Circle anchor chart (see supporting materials).</li><li>• Determine whether to use chairs or have students sit on the floor for the discussion circles. Set up the room accordingly.</li><li>• Review Discussion Circle/Concentric Circles protocol (see supporting materials).</li><li>• Post: Learning targets.</li></ul> |



| Lesson Vocabulary                              | Materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| participate, effectively, discussion, evidence | <ul style="list-style-type: none"><li>• Equity sticks</li><li>• <i>One Well: The Story of Water On Earth</i> (book; one per student)</li><li>• Preparing Evidence and Questions for the Discussion Circle recording form (one per student and one to display)</li><li>• Document camera</li><li>• Water journals and texts (from previous lessons; see Teaching Note above)</li><li>• Discussion Circle/Concentric Circles protocol (one to display)</li><li>• Participating in a Discussion Circle anchor chart (new; teacher-created)</li><li>• Discussion Circle Criteria Checklist (for teacher reference)</li></ul> |



| Opening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Meeting Students' Needs                                                                                                                                                                                                                                                                          |
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| <p><b>A. Engaging the Reader: Discussion Circles (5 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• Ask students:<ul style="list-style-type: none"><li>* “What are some of the many things we have read about that people are doing to be well aware?”</li></ul></li><li>• 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.”</li><li>• 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.</li><li>• 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.</li><li>• Use <b>equity sticks</b> 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.”</li><li>• 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.</li><li>• 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.</li><li>• 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.”</li></ul> | <ul style="list-style-type: none"><li>• Making connections between past and present learning helps students solidify understanding.</li><li>• Provide nonlinguistic symbols to support students’ understanding of words in the targets (e.g., a question mark over the word question).</li></ul> |



| Opening (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Meeting Students' Needs |
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| <p><b>B. Unpacking Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students' attention to the posted learning targets. Invite one student to read the main learning target aloud:<ul style="list-style-type: none"><li>– “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 <i>effectively</i> and <i>participate</i>.</li></ul></li><li>• Invite students to identify the key words in the “this means” subtargets, listed as a–d. Guide them toward the words <i>norms</i>, <i>prepare</i>, and <i>evidence</i>. Review the meanings of the words as necessary.</li></ul> |                         |



| Work Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <p><b>A. Preparing Evidence and Questions for the Discussion Circle (20 minutes)</b></p> <ul style="list-style-type: none"> <li>Share the discussion circle question with the class: <ul style="list-style-type: none"> <li>* "What's one thing we can do to ensure that everyone has access to clean water?"</li> </ul> </li> <li>Direct students' attention back to the learning targets. Refer to supporting learning target "b" for today: <ul style="list-style-type: none"> <li>– "I can prepare for the conversation by using evidence from research texts and <i>One Well: The Story of Water on Earth</i>."</li> </ul> </li> <li>Explain the importance of experts sharing specific evidence from texts, such as <i>One Well: The Story of Water on Earth</i>, in their discussions with others.</li> <li>Distribute the <b>Preparing Evidence and Questions for the Discussion Circle recording form</b> to each student and display one copy on a <i>document camera</i>.</li> <li>Briefly model how to fill out the recording form using evidence from students' <b>water journals and the texts</b> 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."</li> <li>Tell students they will have 15 minutes to complete their Preparing Evidence and Questions for the Discussion Circle recording form.</li> <li>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: <ul style="list-style-type: none"> <li>* "Tell me what your opinion is about one thing we should do. In which text did you read about that solution?"</li> <li>* "Where might you find more information about cleaning up trash? Think about what you learned when we read about pollution in <i>One Well</i>."</li> </ul> </li> <li>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.</li> </ul> | <ul style="list-style-type: none"> <li>Providing visual models of academic vocabulary supports language development and comprehension.</li> <li>Allow ELLs and other students to use pictures and symbols as necessary on their recording forms.</li> <li>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.</li> <li>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 ____."</li> <li>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.</li> </ul> |



| Work Time (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Meeting Students' Needs |
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| <p><b>B. Conducting the Discussion Circle (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Gather students in the whole-group area in concentric circles (inner circle facing outer circle, so each student is facing a partner).</li><li>• Focus them whole group. Display the <b>Discussion Circle/Concentric Circles protocol</b> on the document camera. Review the protocol with students.</li><li>• Then, direct students' attention to the Participating in a <b>Discussion Circle anchor chart</b> and briefly review this with students. Answer any clarifying questions.</li><li>• 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.</li><li>• If necessary, provide a model for making connections to each other's thinking such as:<ul style="list-style-type: none"><li>* "_____ 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."</li></ul></li><li>• 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?"</li><li>• Explain to students that each person should share his or her thinking and respond to his or her partner's thinking.</li><li>• 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.</li><li>• Direct students to begin the discussion circle.</li><li>• Use the <b>Discussion Circle Criteria Checklist (for teacher reference)</b> to monitor student progression toward the learning targets. Redirect and support students as needed, but avoid leading the conversation.</li><li>• After 15 minutes, stop the discussion circle. Ask students to form one whole circle.</li></ul> |                         |



| Closing and Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Meeting Students' Needs                                                                                                                                      |
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| <p><b>A. Debrief: How Has Your Thinking Changed or Grown? (10 minutes)</b></p> <ul style="list-style-type: none"><li>• 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."</li><li>• 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.</li><li>• Direct students' attention to the main learning target for the discussion circle.</li><li>• Ask students:<ul style="list-style-type: none"><li>* "How has your thinking changed or grown?"</li></ul></li><li>• Cold call a few students to share out.</li><li>• Then, ask students to discuss with a neighbor:<ul style="list-style-type: none"><li>* "Based on our main learning target, how could you improve your participation in our next discussion circle?"</li></ul></li><li>• Cold call a few students to share out.</li><li>• Preview the homework.</li></ul> | <ul style="list-style-type: none"><li>• Allowing students to work in small groups provides the opportunity for all students to share their voices.</li></ul> |
| Homework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Meeting Students' Needs                                                                                                                                      |
| <ul style="list-style-type: none"><li>• Continue reading your independent reading book.</li><li>• Continue completing your Independent Reading recording form.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                              |



EXPEDITIONARY  
LEARNING

# Grade 3: Module 4: Unit 3: Lesson 5

## Supporting Materials



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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:

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**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.

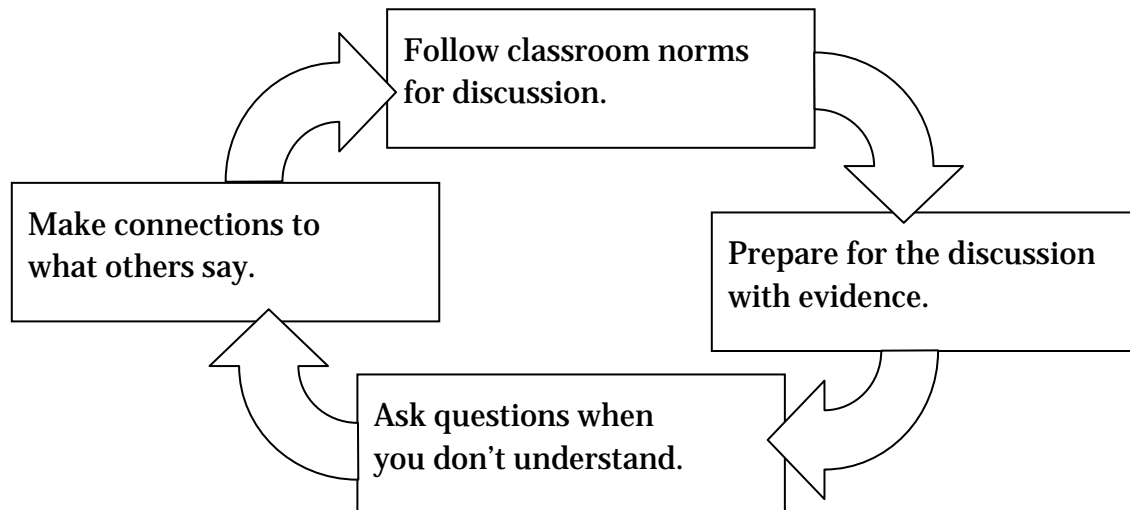
Ask these new pairs to discuss the same question.

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.



Participating in a Discussion Circle Anchor Chart





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 |
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EXPEDITIONARY  
LEARNING

# **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?**



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**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**

- I can write an opinion piece that tells my reader one thing we should do to ensure everyone has clean water.

**Ongoing Assessment**

- Mid-Unit 3 Assessment
- Tracking My Progress, Mid-Unit 3 recording form



| Agenda                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Teaching Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Engaging the Writer: Reviewing What We Have Learned about Becoming “Well Aware” (5 minutes)</li><li>B. Unpacking Learning Targets (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Mid-Unit 3 Assessment, Part 1: Planning (15 minutes)</li><li>B. Mid-Unit 3 Assessment, Part 2: Opinion Writing (25 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Sharing Our Opinions (5 minutes)</li><li>B. Tracking My Progress (5 minutes).</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Continue reading your independent reading book.</li><li>B. Continue completing your Independent Reading recording form.</li></ol></li></ol> | <ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• See an important teaching note at the end of this lesson regarding preparations for the second half of Unit 3.</li><li>• Post: Learning targets.</li></ul> |



| Lesson Vocabulary | Materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| opinion (review)  | <ul style="list-style-type: none"> <li>• Water journals (one per student)</li> <li>• One Well, The Story of Water on Earth (book; one per student)</li> <li>• Becoming Well Aware anchor chart (begun in Lesson 2)</li> <li>• Equity sticks</li> <li>• 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)</li> <li>• Document camera</li> <li>• "Tackling the Trash" (from Lesson 3; one per student)</li> <li>• "Ryan Hreljac: The Boy Who Built a Well" (from Lesson 4; one per student)</li> <li>• "Dry Days in Australia" (from Lesson 2; one per student)</li> <li>• Discussion Circle recording form (from Lesson 5; one per student)</li> <li>• Mid-Unit 3 Assessment: Student Sample (for teacher reference)</li> <li>• Tracking My Progress, Mid-Unit 3 recording form (one per student)</li> <li>• Mid-Unit 3 Assessment Rubric (for teacher reference)</li> </ul> |

| Opening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Meeting Students' Needs |
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| <p><b>A. Engaging the Writer: Reviewing What We Have Learned about Becoming "Well Aware" (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Gather students with their <b>water journals</b> and their text, <i><b>One Well: The Story of Water on Earth</b></i>.</li> <li>• Ask students to refer to their water journals, <i>One Well</i>, and <b>Becoming Well Aware anchor chart</b> and think for a moment: <ul style="list-style-type: none"> <li>* "What do the texts we've read tell us about what people are doing to protect our water?"</li> </ul> </li> <li>• Ask for volunteers to share or use <b>equity sticks</b> 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."</li> <li>• 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).</li> </ul> |                         |





| Opening (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Meeting Students' Needs |
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| <p><b>B. Unpacking Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students' attention to the posted learning targets and invite one student to read the first one aloud.</li><li>• Draw students' attention to the word opinion.</li><li>• Ask students to discuss with a partner:<ul style="list-style-type: none"><li>* "How is writing an opinion different from writing an informative piece?"</li></ul></li><li>• 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."</li><li>• 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.</li><li>• Ask students to discuss with a partner:<ul style="list-style-type: none"><li>* "What are the things you should think about in order to write a strong opinion?"</li></ul></li><li>• 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."</li><li>• 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.</li></ul> |                         |



| Work Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p><b>A. Mid-End 3 Assessment, Part 1: Planning (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>Mid-Unit 3 Assessment: On-Demand Opinion Writing: What's One Thing We Can Do to Ensure There Is Clean Water for Everyone?</b> to each student and display a copy using a <b>document camera</b>.</li><li>• 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.</li><li>• Read the Mid-Unit 3 Assessment prompt aloud:<ul style="list-style-type: none"><li>* "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."</li></ul></li><li>• Remind students that for previous assessments, the first step was unpacking the prompt so they knew precisely what the prompt was asking of them.</li><li>• Tell them they will do the same thing with the Mid-Unit 3 Assessment prompt, this time with a partner.</li><li>• Ask students to turn and discuss with a partner:<ul style="list-style-type: none"><li>* "What are the important words or phrases in this writing prompt that help me know what to do?"</li></ul></li><li>• Using equity sticks, invite several students to share important words they noted.</li><li>• 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."</li></ul> | <ul style="list-style-type: none"><li>• ELLs receive extended time as an accommodation on NY State assessments.</li><li>• 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.</li><li>• 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.</li></ul> |



| Work Time (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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:               <ul style="list-style-type: none"> <li>Water journal</li> <li><i>One Well</i></li> <li><b>“Tackling the Trash”</b></li> <li><b>“Ryan Hreljac: The Boy Who Built a Well”</b></li> <li><b>“Dry Days in Australia”</b></li> <li><b>Discussion Circle recording form</b></li> </ul> </li> <li>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.</li> <li>Give students 10 minutes to plan their writing. Circulate to support.</li> </ul> | <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul> |
| <p><b>B. Mid-Unit 3 Assessment, Part 2: Opinion Writing (25 minutes)</b></p> <ul style="list-style-type: none"> <li>After 10 minutes, direct students to start their opinion writing.</li> <li>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.</li> <li>Give students 25 minutes to complete the Mid-Unit 3 Assessment. Circulate to provide encouragement and focus as students work.</li> <li>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?”</li> <li>After 25 minutes, collect students’ assessments. Provide specific praise and feedback about their writing. Note students who were diligent about using their planning page.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |



| Closing and Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Meeting Students' Needs |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| <p><b>A. Sharing Our Opinions (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to partner up and share orally some of what they wrote about.</li> <li>• As time permits, invite a few volunteers to share whole group.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                         |
| <p><b>B. Tracking My Progress (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute the <b>Tracking My Progress, Mid-Unit 3 recording form</b>.</li> <li>• 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.</li> <li>• Give them a few minutes to complete the Tracking My Progress, Mid-Unit 3 recording form. Then collect the recording forms.</li> <li>• Gather the class as a whole.</li> <li>• 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.</li> </ul> |                         |
| Homework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Meeting Students' Needs |
| <ul style="list-style-type: none"> <li>• Continue reading your independent reading book.</li> <li>• Continue completing your Independent Reading recording form.</li> </ul> <p><i>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:</i></p> <ul style="list-style-type: none"> <li>– “Water on Earth” writing (from Unit 2, Lesson 2)</li> <li>– End of Unit 2 Assessment writing (from Unit 2, Lesson 11); Challenges</li> <li>– Mid-Unit 3 Assessment writing (from this lesson)</li> </ul> <p><i>Review the VoiceThread supporting documents and plan for the technology.</i></p>               |                         |



EXPEDITIONARY  
LEARNING

# Grade 3: Module 4: Unit 3: Lesson 6

## Supporting Materials



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

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**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.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.





Mid-Unit 3 Assessment: Student Sample  
(For Teacher Reference)

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



**Mid-Unit 3 Assessment: Student Sample  
(For Teacher Reference)**

**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.



Tracking My Progress

Mid-Unit 3

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:

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2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



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

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Mid-Unit 3 Assessment Rubric  
For Teacher Reference

| Criteria                                                                                                                                                                     | CCCS                         | 4                                                                                                                                                                                                                                                                                                      | 3                                                                                                                                                                                                                                                                                     | 2                                                                                                                                                                                                                                                                                                | 1                                                                                                                                                                                                                                                                                                                                             | 0                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ideas<br/>(Content and Analysis)</b><br>The extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text | W.2<br>R.1-9<br>W.2<br>R.1-8 | <input type="checkbox"/> clearly introduces topic in a manner that follows logically from the task and purpose<br><br><input type="checkbox"/> demonstrates comprehension and analysis of the text —develops the topic with relevant, well-chosen facts, definitions, and details throughout the essay | <input type="checkbox"/> clearly introduces a topic in a manner that follows from the task and purpose<br><br><input type="checkbox"/> demonstrates grade-appropriate comprehension of the text —develops the topic with relevant facts, definitions and details throughout the essay | <input type="checkbox"/> introduces a topic in a manner that follows generally from the task and purpose<br><br><input type="checkbox"/> 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 | <input type="checkbox"/> introduces a topic in a manner that does not logically follow from the task and purpose<br><br><input type="checkbox"/> 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 | <input type="checkbox"/> demonstrates a lack of comprehension of the text or task —provides no evidence or provides evidence that is irrelevant |
| <b>(Command of Evidence)</b><br>The extent to which the essay presents evidence from the provided text to support analysis and reflection                                    |                              |                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                 |

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

Mid-Unit 3 Assessment Rubric  
For Teacher Reference

| Criteria                                                                                                                                                                                           | CCCS              | 4                                                                                                                                                                                                                                                                                                                                              | 3                                                                                                                                                                                                                                                                                                            | 2                                                                                                                                                                                                                                                                                                                       | 1                                                                                                                                                                                                                                                                      | 0                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <b>Organization (Coherence, Organization and Style):</b><br><br>The extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language | W.2<br>L.3<br>L.6 | <input type="checkbox"/> clearly and consistently groups related information together<br><br><input type="checkbox"/> skillfully connects ideas within categories of information using linking words and phrases<br><br><input type="checkbox"/> provides a concluding statement that follows clearly from the topic and information presented | <input type="checkbox"/> generally groups related information together<br><br><input type="checkbox"/> connects ideas within categories of information using linking words and phrases<br><br><input type="checkbox"/> provides a concluding statement that follows from the topic and information presented | <input type="checkbox"/> exhibits some attempt to group related information together<br><br><input type="checkbox"/> inconsistently connects ideas using some linking words and phrases<br><br><input type="checkbox"/> provides a concluding statement that follows generally from the topic and information presented | <input type="checkbox"/> exhibits little attempt at organization<br><br><input type="checkbox"/> lacks linking words and phrases<br><br><input type="checkbox"/> provides a concluding statement that is illogical or unrelated to the topic and information presented | <input type="checkbox"/> exhibits no evidence of organization<br><br><input type="checkbox"/> does not provide a concluding statement |

Mid-Unit 3 Assessment Rubric  
For Teacher Reference

| Criteria                                                                                                                                                                                                | CCCS              | 4                                                                                               | 3                                                                                                                                       | 2                                                                                                                     | 1                                                                                                                      | 0                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| <b>Conventions (Control of Conventions):</b><br><br>The extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling | W.2<br>L.1<br>L.2 | <input type="checkbox"/> demonstrates grade-appropriate command of conventions, with few errors | <input type="checkbox"/> demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension | <input type="checkbox"/> demonstrates emerging command of conventions, with some errors that may hinder comprehension | <input type="checkbox"/> demonstrates a lack of command of conventions, with frequent errors that hinder comprehension | <input type="checkbox"/> demonstrates 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.



EXPEDITIONARY  
LEARNING

# **Grade 3: Module 4: Unit 3: Lesson 7**

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



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**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**

- I can revise my paragraph to strengthen my reasons to better support my opinion.

**Ongoing Assessment**

- VoiceThread PSA Script: Opinion recording form





| Agenda                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Teaching Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Engaging the Listener: Listening to the VoiceThread PSA Model (5 minutes)</li> <li>B. Introducing the VoiceThread PSA Performance Task Rubric (5 minutes)</li> <li>C. Unpacking the Learning Target (5 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Mini Lesson: Revising Your Paragraph to Strengthen Reasons to Better Support Your Opinion (15 minutes)</li> <li>B. Crafting VoiceThread PSA Script: Strengthening Reasons to Better Support Your Opinion (25 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Sharing Your Revisions: Back-to-Back, Face-to-Face Protocol (5 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Complete your VoiceThread PSA Script: Opinion recording form.</li> <li>B. Read your VoiceThread PSA Script: Opinion recording form aloud to someone at home..</li> </ol> </li> </ol> | <ul style="list-style-type: none"> <li>• In Lessons 7–11, students revise their writing from the module to craft a script for their VoiceThread PSA.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• The actual audio, the VoiceThread Model Recording, was created by Expeditionary Learning for instructional purposes. The audio file can be found at <a href="http://www.engageny.org/resource/grade-3-ela-module-4">http://www.engageny.org/resource/grade-3-ela-module-4</a></li> <li>• 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.</li> <li>• 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.</li> </ul> |



| Agenda | Teaching Notes (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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|        | <ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• In advance:</li><li>• 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.</li><li>• Consider creating invitational groups for Work Time B based on students’ Mid-Unit 3 Assessments.</li><li>• 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.</li><li>• 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.</li><li>• Arrange to have technology available to play the VoiceThread PSA model. Students will listen to this model at various points in Lessons 7–11.</li><li>• Create a Work Time B Steps to display in the classroom (see supporting materials).</li><li>• Review: Fist to Five in Checking for Understanding Techniques and</li><li>• Back-to-Back, Face-to-Face protocol (see Appendix).</li><li>• Post: Learning target.</li></ul> |



| Lesson Vocabulary                | Materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| revise, strengthen, support, PSA | <ul style="list-style-type: none"><li>• Performance Task Invitation (from Lesson 1; one to display)</li><li>• Document camera</li><li>• VoiceThread model recording, found at: <a href="http://www.engageny.org/resource/grade-3-ela-module-4">http://www.engageny.org/resource/grade-3-ela-module-4</a></li><li>• VoiceThread PSA: Teacher Model (script included in supporting materials, for teacher reference)</li><li>• Computer, LCD projector, and speakers</li><li>• VoiceThread PSA Performance Task Rubric (one for display)</li><li>• VoiceThread Main Idea recording form (from Lesson 1; one for display)</li><li>• Equity sticks</li><li>• Part 2 of the Mid-Unit 3 Assessment: Student Sample (from Lesson 6; one to display)</li><li>• VoiceThread PSA Script: Opinion recording form (one per student and one to display)</li><li>• VoiceThread PSA Script: Opinion recording form (answers, for teacher reference)</li><li>• <i>One Well: The Story of Water on Earth</i> (book; for teacher reference)</li><li>• Asking and Answering Questions recording forms (from Unit 2, Lessons 3–7; one per student)</li><li>• Water journals (one per student)</li><li>• Work Time B Steps (one to display)</li><li>• Mid-Unit 3 Assessments (from Lesson 6, returned in this lesson with teacher feedback)</li><li>• Mid-Unit 3 Assessment Rubrics (from Lesson 6, returned in this lesson with teacher feedback)</li></ul> |



| Opening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Meeting Students' Needs                                                                                                                                              |
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| <p><b>A. Engaging the Listener: Listening to the VoiceThread PSA Model (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Gather students in the whole-group area. Give students specific positive feedback for their efforts on the Mid-Unit 3 Assessment yesterday.</li><li>• Share with students that now they will use their writing from the entire module to create a strong and powerful PSA.</li><li>• Review the meaning of PSA, saying something like: “A public service announcement is something that people create to teach others about a topic.”</li><li>• Display the <b>Performance Task Invitation</b> using a <b>document camera</b> and read it aloud. Invite students to read along silently.</li><li>• 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.</li><li>• 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.</li><li>• Play the entire <b>VoiceThread model recording</b> for students, using a <b>computer, LCD projector, and speakers</b>.</li><li>• Ask students to turn and talk to their elbow partner about what the speaker was trying to teach the listener.</li><li>• 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.”</li></ul> | <ul style="list-style-type: none"><li>• Provide ELLs with a sentence starter to aid in language production. For example, “The speaker was trying to ____.”</li></ul> |



| Opening (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>B. Introducing the VoiceThread PSA Performance Task Rubric (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Display the <b>VoiceThread PSA Performance Task Rubric</b>.</li><li>• Explain that this rubric will be used to assess students on their performance task.</li><li>• 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.</li><li>• 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.</li></ul> | <ul style="list-style-type: none"><li>• 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.</li><li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li></ul> |



| Opening (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>C. Unpacking the Learning Target (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Display the <b>VoiceThread Main Idea recording form</b>.</li> <li>• Then ask students to briefly discuss with a partner the three parts of the VoiceThread PSA.</li> <li>• Use <b>equity sticks</b> to call on students to share their thinking.</li> <li>• Confirm the three parts of the VoiceThread PSA: <ul style="list-style-type: none"> <li>• The first part teaches the listener about water in the world.</li> <li>• The second part teaches the listener about the challenges to protecting water.</li> <li>• The third part tells the reader what the speaker thinks should be done to conserve, protect, or provide access to clean water for everyone.</li> </ul> </li> <li>• 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.</li> <li>• Direct students' attention to the posted learning target and read it aloud: <ul style="list-style-type: none"> <li>* "I can revise my paragraph to strengthen my reasons to better support my opinion."</li> </ul> </li> <li>• Circle the words revise and strengthen. Ask students: <ul style="list-style-type: none"> <li>* "What do the words 'revise' and 'strengthen' mean?"</li> </ul> </li> <li>• 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.</li> <li>• Listen for answers such as: "It means I have to make changes in my paragraph so it makes sense."</li> <li>• Then cold call a few students to share what the word strengthen means. Look for the answer: "It makes something stronger."</li> <li>• 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."</li> <li>• Use the Fist to Five protocol to gauge students' understanding of today's learning target. Clarify any questions they have.</li> </ul> | <ul style="list-style-type: none"> <li>• 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.</li> </ul> |



| Work Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Meeting Students' Needs |
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| <p><b>A. Mini Lesson: Revising Your Paragraph to Strengthen Reasons to Better Support Your Opinion (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Display <b>Part 2 of the Mid-Unit 3 Assessment: Student Sample</b>. 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.”</li><li>• Read aloud the paragraph. Ask students to discuss with a partner:<ul style="list-style-type: none"><li>* “What was the structure you followed to compose your paragraph?”</li></ul></li><li>• Use equity sticks to call on students to share.</li><li>• Confirm the structure as needed:<ul style="list-style-type: none"><li>– Introduction</li><li>– Reason 1</li><li>– Reason 2</li><li>– Reason 3</li><li>– Conclusion</li></ul></li><li>• Next, display the <b>VoiceThread PSA Script: Opinion recording form</b>. Explain to students that they will use this recording form to craft their script.</li><li>• Ask students to discuss the following with an elbow partner:<ul style="list-style-type: none"><li>* “What similarities do you notice between the structure of the Mid-Unit 3 Assessment paragraph and the new recording form?”</li></ul></li><li>• Cold call a few students to share the similarities they notice.</li><li>• 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.”</li><li>• 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.</li></ul> |                         |



| Work Time (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Meeting Students' Needs |
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| <ul style="list-style-type: none"> <li>• 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.”</li> <li>• Write the sentence on the VoiceThread PSA Script: Opinion recording form in the “Introduction (Topic Sentence/Opinion)” box.</li> <li>• 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.”</li> <li>• On the Mid-Unit 3 Assessment: Student Sample, underline the first reason provided that supports the opinion.</li> <li>• Read the reason aloud: “The first step is to build wells for people who don’t have clean water in their town or village.”</li> <li>• Ask students to turn to an elbow partner and discuss: <ul style="list-style-type: none"> <li>* “Does this reason need to be revised to better support your opinion?”</li> </ul> </li> <li>• Cold call a few students to share their ideas.</li> <li>• 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.”</li> <li>• Write the sentence on the VoiceThread PSA Script: Opinion recording form in the “Detail/Reason 1” box.</li> <li>• Underline the next reason on the Mid-Unit 3 Assessment: Student Sample: “When water becomes dirty, people can get sick and even die.”</li> <li>• 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.”</li> <li>• Ask students to turn to an elbow partner and discuss what revisions you might make to strengthen your reason and better support your opinion.</li> <li>• Cold call students to share out their suggestions.</li> <li>• 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.”</li> </ul> |                         |





| Work Time (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Meeting Students' Needs |
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| <ul style="list-style-type: none"><li>• 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."</li><li>• Underline the final reason on the Mid-Unit 3 Assessment: Student Sample: "Finally, building wells helps people have water to use every day."</li><li>• 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."</li><li>• Model using the index of <b><i>One Well: The Story of Water on Earth</i></b> to find the word "agriculture."</li><li>• Turn to page 16, "People at the Well," and model skimming the page.</li><li>• 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."</li><li>• 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."</li><li>• Have students once again turn to an elbow partner to discuss what possible revisions you might make to strengthen your reason.</li><li>• Cold call students to share their ideas.</li><li>• 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."</li><li>• Take a moment to write in the conclusion and read aloud the revised paragraph on the VoiceThread PSA Script: Opinion recording form.</li><li>• Give students a moment to discuss with their elbow partner how you strengthened your reasons to better support your opinion.</li><li>• Cold call students to have them briefly share the changes you made to your reasons to strengthen them.</li><li>• 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.</li></ul> |                         |



| Work Time (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Meeting Students' Needs |
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| <p><b>B. Crafting VoiceThread PSA Script: Strengthening Reasons to Better Support Your Opinion (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute a <b>VoiceThread PSA Script: Opinion recording form</b> to each student.</li><li>• While you are doing this, ask students to take out their <b>Asking and Answering Questions recording forms</b> and <b>water journals</b>.</li><li>• Explain to students that it's now their turn to revise their paragraphs to strengthen their reasons to better support their opinion.</li><li>• Post <b>Work Time B Steps</b>. Remind students that as they revise, they should do the following:<ul style="list-style-type: none"><li>• Read over each sentence in your paragraph.</li><li>• Decide if your reasons need to be strengthened to better support your opinion. If so, revise.</li><li>• Write the introduction (opinion), reasons, and conclusion on your VoiceThread PSA Script: Opinion recording form.</li><li>• Use your Asking and Answering Questions recording forms and water journals to help you find stronger reasons.</li></ul></li><li>• Return students' <b>Mid-Unit 3 Assessments</b> along with their scored <b>Mid-Unit 3 Assessment Rubrics</b>. Give students a few minutes to review your feedback.</li><li>• Students may work with a partner but should revise their own work.</li><li>• Give students 20 minutes to complete the VoiceThread PSA Script: Opinion recording form.</li><li>• As they work, circulate and confer with students. Questions you might ask are:<ul style="list-style-type: none"><li>* "How does that reason support your opinion?"</li><li>* "Tell me about the reason you chose."</li><li>* "How can you strengthen your reason?"</li></ul></li><li>• 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.</li></ul> |                         |



| Closing and Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <p><b>A. Sharing Your Revisions: Back-to-Back, Face-to-Face Protocol (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Gather students in the whole-group area. Review the Back-to-Back, Face-to-Face protocol with them.</li><li>• Invite students to find a partner and stand back-to-back with him or her.</li><li>• Ask:<ul style="list-style-type: none"><li>* “What is one reason you revised in order to strengthen it? How does your revised reason support your opinion better now?”</li></ul></li><li>• Give students a minute to think about what they want to share.</li><li>• 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.</li><li>• Give the signal for students to find a new partner. Repeat as many times as time allows.</li></ul> | <ul style="list-style-type: none"><li>• 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.</li><li>• 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 _____.”</li></ul> |
| Homework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"><li>• Complete your VoiceThread PSA Script: Opinion recording form.</li><li>• Read your VoiceThread PSA Script: Opinion recording form aloud to someone at home.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |



EXPEDITIONARY  
LEARNING

# Grade 3: Module 4: Unit 3: Lesson 7

## Supporting Materials



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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.

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

|                                               |                                                                                                                                                                                           |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Hook:</b>                                  | If water is in all these places, we must have plenty of water to use, right? Wrong!                                                                                                       |
| <b>Introduction (Topic Sentence/Opinion):</b> | Unfortunately, there are three significant challenges to keeping our water safe and clean.                                                                                                |
| <b>Detail/Reason 1:</b>                       | First of all, not everyone can easily access clean water to drink and use.                                                                                                                |
| <b>Explain/Evidence from the Text:</b>        | 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. |
| <b>Detail/Reason 2:</b>                       | Another challenge to our global water source is pollution.                                                                                                                                |
| <b>Explain/Evidence from the Text:</b>        | When fertilizer runs off the soil, it can pollute our water. Pollution from factories can also make the water unsafe to drink.                                                            |
| <b>Detail/Reason 3:</b>                       | Finally, the third challenge we face is wasting our limited water resource.                                                                                                               |
| <b>Explain/Evidence from the Text:</b>        | 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.                    |
| <b>Conclusion:</b>                            | These challenges make it hard to keep our water clean and safe for everyone around the world.                                                                                             |

VoiceThread PSA: Teacher Model  
For Teacher Reference

|                                               |                                                                                                                                                                                                                                                 |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Hook:</b>                                  | Everyone should become “well aware” because without water, you couldn’t survive!                                                                                                                                                                |
| <b>Introduction (Topic Sentence/Opinion):</b> | 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.                                                                                              |
| <b>Detail/Reason 1:</b>                       | The first step is to build wells for people who don’t have clean water in their town or village.                                                                                                                                                |
| <b>Explain/Evidence from Text:</b>            | 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! |
| <b>Detail/Reason 2:</b>                       | Also, if we built wells where they are needed, people would be healthier.                                                                                                                                                                       |
| <b>Explain/Evidence from Text:</b>            | 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.                                                                                                |
| <b>Detail/Reason 3:</b>                       | Finally, building wells helps provide clean water for agriculture.                                                                                                                                                                              |
| <b>Explain/Evidence from Text:</b>            | With close access to clean water, farmers could grow crops—and schools could even build gardens to feed their students!                                                                                                                         |
| <b>Conclusion:</b>                            | 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                                            |
|-----------------|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| <b>Speaking</b> | SL.4<br>SL.5<br>SL.6<br>L.3.3b | <p><input type="checkbox"/> The speaker pronounces all words precisely so the listener is engaged and easily understands the speaker's message.</p> <p><input type="checkbox"/> The speaker varies his or her volume and expression to add emphasis and interest to his or her message.</p> <p><input type="checkbox"/> The speaker varies his or her rate and adds pauses to emphasize his or her message.</p> | <p><input type="checkbox"/> The speaker pronounces all words clearly so the listener easily understands the speaker's message.</p> <p><input type="checkbox"/> The speaker varies his or her volume and expression to present his or her message.</p> <p><input type="checkbox"/> The speaker talks at an understandable pace: not too slow, not too fast.</p> | <p><input type="checkbox"/> The speaker pronounces most words correctly.</p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> 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.</p> | <p><input type="checkbox"/> The speaker pronounces many of the words incorrectly, making it difficult for the listener to understand the speaker's message.</p> <p><input type="checkbox"/> The speaker talks too soft or low (quiet) that the listener cannot follow the speaker's message.</p> <p><input type="checkbox"/> The speaker uses little or no expression.</p> | <p><input type="checkbox"/> No evidence.</p> |





VoiceThread PSA Performance Task Rubric

| Criteria                    | CCCS | 4 | 3 | 2                                                                                                                                          | 1                                                                                                                         | 0 |
|-----------------------------|------|---|---|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---|
| <b>Speaking</b><br>(Cont'd) |      |   |   | <input type="checkbox"/><br>The speaker mostly talks at an understandable pace; however, at times, the speaker talks too fast or too slow. | <input type="checkbox"/><br>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                                        |
|---------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------------------------------------|
| <b>Ideas</b>        | SL.4 | <input type="checkbox"/><br>The speaker uses appropriate facts and descriptive details from the research to strengthen his or her message. | <input type="checkbox"/><br>The speaker uses appropriate facts and descriptive details from the research to support his or her message. | <input type="checkbox"/><br>The speaker uses some appropriate facts and descriptive details from the research; it may not support the speaker's message or may be incorrect. | <input type="checkbox"/><br>The speaker uses very few or no facts and details from the research.     | <input type="checkbox"/><br>No evidence. |
| <b>Presentation</b> | SL.5 | <input type="checkbox"/><br>The speaker uses two or more digital images to support his or her message.                                     | <input type="checkbox"/><br>The speaker uses one digital image that supports his or her message.                                        | <input type="checkbox"/><br>The speaker uses a digital image; however, it does not support his or her message.                                                               | <input type="checkbox"/><br>The speaker uses a digital image; however, it is unrelated to the topic. | <input type="checkbox"/><br>No evidence. |



VoiceThread PSA Script: Opinion Recording Form

\_\_\_\_\_  
**Name:**

\_\_\_\_\_  
**Date:**

|                                               |  |
|-----------------------------------------------|--|
| <b>Hook:</b>                                  |  |
| <b>Introduction (Topic Sentence/Opinion):</b> |  |
| <b>Detail/Reason 1:</b>                       |  |
| <b>Explain/<br/>Evidence from Text:</b>       |  |
| <b>Detail/Reason 2:</b>                       |  |
| <b>Explain/<br/>Evidence from Text:</b>       |  |
| <b>Detail/<br/>Reason 3:</b>                  |  |



VoiceThread PSA Script: Opinion Recording Form

|                                         |  |
|-----------------------------------------|--|
| <b>Explain/<br/>Evidence from Text:</b> |  |
| <b>Conclusion:</b>                      |  |



VoiceThread PSA Script: Opinion Recording Form  
For Teacher Reference

|                                               |                                                                                                                                                         |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Hook:</b>                                  |                                                                                                                                                         |
| <b>Introduction (Topic Sentence/Opinion):</b> | 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.      |
| <b>Detail/Reason 1:</b>                       | The first step is to build wells for people who don't have clean water in their town or village.                                                        |
| <b>Explain/Evidence from Text:</b>            |                                                                                                                                                         |
| <b>Detail/Reason 2:</b>                       | If we built wells where they are needed, people would be healthier.                                                                                     |
| <b>Explain/Evidence from Text:</b>            |                                                                                                                                                         |
| <b>Detail/Reason 3:</b>                       | Finally, building wells helps provide clean water for agriculture.                                                                                      |
| <b>Explain/Evidence from Text:</b>            |                                                                                                                                                         |
| <b>Conclusion:</b>                            | 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.



EXPEDITIONARY  
LEARNING

# **Grade 3: Module 4: Unit 3: Lesson 8**

## **Crafting Your VoiceThread PSA Script: Organizing Your Ideas Logically to Send a Clear Message**



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| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)                                                                                                                                                                 |                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| I can pronounce all words clearly so the listener easily understands my message.<br>I can organize my ideas logically to send a clear message to my listener.                                                          |                                                                                                                                         |
| Supporting Learning Targets                                                                                                                                                                                            | Ongoing Assessment                                                                                                                      |
| <ul style="list-style-type: none"><li>• I can pronounce all words clearly so the listener easily understands my message.</li><li>• I can organize my ideas logically to send a clear message to my listener.</li></ul> | <ul style="list-style-type: none"><li>• VoiceThread PSA Script: Water on Earth, Water Challenges, and Opinion recording forms</li></ul> |





| Agenda                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Teaching Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Engaging the Speaker: Reviewing the Speaking Criteria of the Performance Task Rubric (10 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Mini Lesson: Organizing Your Ideas Logically to Send a Clear Message (10 minutes)</li><li>B. Guided Practice (10 minutes)</li><li>C. Crafting Your VoiceThread PSA Script: Organizing Your Ideas Logically to Send a Clear Message (25 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Previewing Homework (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Complete your VoiceThread PSA Script: Water Challenges recording form.</li><li>B. Practice reading your script aloud. Focus on saying the words correctly and clearly.</li></ol></li></ol> | <ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• 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).</li><li>• 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.</li><li>• 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.</li><li>• 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.</li></ul> |



| Agenda | Teaching Notes (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        | <ul style="list-style-type: none"><li>• 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.</li><li>• Create a copy of Work Time C Steps to display (see supporting materials).</li><li>• Post: Learning targets.</li></ul> |

| Lesson Vocabulary             | Materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| pronounce, clearly, logically | <ul style="list-style-type: none"><li>• Document camera</li><li>• Performance Task Rubric (from Lesson 7; one to display)</li><li>• Equity sticks</li><li>• Criteria from the Performance Task Rubric anchor chart (new; co-created with students during Opening)</li><li>• VoiceThread PSA Script: Opinion recording form (answers, for teacher reference) (from Lesson 7)</li><li>• Water on Earth sentence strips (one set)</li><li>• Water on Earth paragraph, teacher model (from Unit 2, Lesson 2)</li><li>• VoiceThread PSA Script: Water on Earth recording form (one per student and one to display)</li><li>• VoiceThread PSA Script: Water on Earth recording form (answers, for teacher reference)</li><li>• Water on Earth paragraphs (from Unit 2, Lesson 2; one per student)</li><li>• Clipboards (one per student)</li><li>• Pencils (one per student)</li><li>• Work Time C Steps (one to display)</li><li>• Think-aloud Model for Mini Lesson (for teacher reference)</li><li>• Water Challenges paragraphs (from Unit 2, Lesson 11; one per student)</li><li>• VoiceThread PSA Script: Water Challenges recording form (one per student and one to display)</li></ul> |



| Opening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p><b>A. Engaging the Speaker: Reviewing the Speaking Criteria of the Performance Task Rubric (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to gather in the whole-group area.</li> <li>• Say something like: “Today we’re going to take 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.”</li> <li>• Using the <b>document camera</b>, display the <b>Performance Task Rubric</b>, focusing on the speaking criteria. Remind students that their goal is to score a 3 on the rubric.</li> <li>• 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.”</li> <li>• Direct students’ attention to the posted learning targets and read the first one aloud: <ul style="list-style-type: none"> <li>* “I can pronounce all words clearly so the listener easily understands my message.”</li> </ul> </li> <li>• Connect the learning target to the speaking criteria you read on the rubric.</li> <li>• Next, circle the words <i>pronounce</i> and <i>clearly</i>. Ask students to Think-Pair-Share what these words mean.</li> <li>• Use <b>equity sticks</b> 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.”</li> <li>• Start a new <b>Criteria from the Performance Task Rubric anchor chart</b> and record students’ answers in the “This means ...” column.</li> <li>• Display the <b>VoiceThread PSA Script: Opinion recording form (answers, for teacher reference)</b>. Read the model aloud to demonstrate how to pronounce all words clearly.</li> <li>• Then, intentionally mispronounce the word “agriculture.” Stop and explain to students that this is a tricky word to pronounce!</li> <li>• Ask students: <ul style="list-style-type: none"> <li>* “What is a strategy I could use so I know how to pronounce this word correctly?”</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li> <li>• 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 ____.”</li> </ul> |



| Opening (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Meeting Students' Needs |
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| <ul style="list-style-type: none"><li>• Cold call students to share a few strategies with the class. Strategies to listen for include:<ul style="list-style-type: none"><li>– Breaking apart the word, looking for smaller, familiar words or prefixes and suffixes</li><li>– Using an online dictionary to hear the word</li><li>– Asking someone to pronounce the word for you</li></ul></li><li>• 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.</li><li>• 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.</li></ul> |                         |



| Work Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p><b>A. Mini Lesson: Organizing Your Ideas Logically to Send a Clear Message (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Gather students in the whole-group area.</li> <li>• Choose seven volunteers and ask them to stand up, side-by-side. Give each student a <b>Water on Earth sentence strip</b> 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.</li> <li>• Share with the class that each sentence strip represents a sentence from the teacher model paragraph about where water is on earth.</li> <li>• 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.</li> <li>• Ask all students to discuss with a partner: <ul style="list-style-type: none"> <li>* “Did this paragraph make sense to you? Why or why not?”</li> </ul> </li> <li>• 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.”</li> <li>• Direct students’ attention again to the posted learning targets and read the second one aloud: <ul style="list-style-type: none"> <li>* “I can organize my ideas logically to send a clear message to my listener.”</li> </ul> </li> <li>• Circle the word <i>logically</i>. Confirm for students that your sentences or ideas were in fact not organized logically; the message about water on earth was certainly not clear!</li> <li>• Ask students to turn to an elbow partner and discuss what the word “logically” means.</li> <li>• 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.”</li> <li>• 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?”</li> </ul> | <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• For students needing additional support, consider providing a partially filled-in recording form.</li> </ul> |



| Work Time (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Meeting Students' Needs |
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| <ul style="list-style-type: none"><li>• Pull equity sticks and have a few students share their responses. Confirm that the paragraph writing structure that would help you is the following:<ul style="list-style-type: none"><li>– Topic sentence</li><li>– Reasons/details</li><li>– Concluding sentence</li></ul></li><li>• 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.</li><li>• Next, display the <b>Water on Earth paragraph, teacher model</b> and review the structure of your paragraph.</li><li>• Then, display the <b>VoiceThread PSA Script: Water on Earth recording form</b>. Point out to students that this is the same recording form they used yesterday to strengthen the reasons that support their opinion.</li><li>• Ask students:<ul style="list-style-type: none"><li>* “What do you notice is similar about this recording form compared with the structure you used to write your paragraph about water on earth?”</li></ul></li><li>• Cold call students to share.</li><li>• Say: “Yes! The structure is the same. This structure helped me organize my ideas logically to send a clear message to my listener.”</li><li>• Then ask students to discuss with a partner:<ul style="list-style-type: none"><li>* “Why is it important to organize your ideas logically?”</li></ul></li><li>• 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.”</li></ul> |                         |



| Work Time (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Meeting Students' Needs |
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| <p><b>B. Guided Practice (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Have students remain in the whole-group area.</li><li>• 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.”</li><li>• Explain to students that you are first going to share with them how you revised your main idea.</li><li>• 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.”</li><li>• 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.”</li><li>• Model reading through the paragraph to determine the main idea.</li><li>• Say: “OK, so really what I’m trying to say is water is everywhere on earth.”</li><li>• Switch documents and display the VoiceThread PSA Script: Water on Earth recording form.</li><li>• 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.”</li><li>• Next, distribute students’ <b>Water on Earth paragraphs</b>, a VoiceThread PSA: Water on Earth recording form, a <b>clipboard</b>, and <b>pencil</b> to each student.</li><li>• Explain to students that it’s their turn to determine their main idea. Invite them to look over their paragraph.</li><li>• 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.”</li><li>• Give students a few minutes to read over their topic sentences and make revisions. Circulate and provide support when needed.</li><li>• Ask students to give a thumbs-up when they’ve revised their topic sentence to clearly reflect their main idea.</li></ul> |                         |



| Work Time (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Meeting Students' Needs |
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| <p><b>C. Crafting Your VoiceThread PSA Script: Organizing Your Ideas Logically to Send a Clear Message (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Explain to students that now they will revise their paragraphs to organize their ideas logically.</li><li>• Display and read aloud <b>Work Time C Steps</b>:<ol style="list-style-type: none"><li>1. Read over your paragraph and identify the topic sentence, details/reasons, and conclusion that you used to structure your writing.</li><li>2. Make sure your topic sentence reflects the main idea you want to convey to your listener.</li><li>3. Decide what three details/reasons support this main idea.</li><li>4. Organize these details/reasons logically to send a clear message to the listener.</li><li>5. Record the revisions on the appropriate recording forms.</li></ol></li><li>• 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.</li><li>• Students may work with a partner but should revise their own work.</li><li>• Give students 20 minutes to work. As they work, circulate and confer with students. Questions you might ask are:<ul style="list-style-type: none"><li>* “Read the order of your ideas out loud. Does it make sense to you?”</li><li>* “Tell me about the details you chose. How do they support your main idea?”</li></ul></li><li>• If some students need more time with guided practice, provide them with the <b>Think-aloud Model for Mini Lesson (teacher reference)</b>.</li><li>• If students complete this work before the end of the Work Time, return their <b>Water Challenges paragraphs</b>.</li></ul> |                         |





| Closing and Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Meeting Students' Needs |
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| <p><b>A. Previewing Homework (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Gather students in the whole-group area. Give students specific, positive feedback. Name one or two examples of the work observed today. For example:<ul style="list-style-type: none"><li>* “I noticed many of you were thinking hard about how to put your details in order, to make sense to the listener.”</li><li>* “I noticed _____ was stuck for a minute, but he read his ideas aloud to _____ to see if his ideas were organized logically.”</li></ul></li><li>• Tell students that tonight’s homework is to complete the <b>VoiceThread PSA Script: Water Challenges recording form</b>.</li><li>• Distribute the VoiceThread PSA Script: Water Challenges recording form (and students’ Water Challenges paragraphs, if you haven’t already).</li><li>• 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.”</li></ul> |                         |
| Homework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Meeting Students' Needs |
| <ul style="list-style-type: none"><li>• Complete your VoiceThread PSA Script: Water Challenges recording form.</li><li>• Practice reading your script aloud. Focus on saying the words correctly and clearly</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                         |



EXPEDITIONARY  
LEARNING

# Grade 3: Module 4: Unit 3: Lesson 8

## Supporting Materials



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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.”<br><br>“‘Clearly’ means the listener understands the words you are speaking.” |
|          |                                                                                                |                                                                                                                                     |
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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.

Think-aloud Model for Mini Lesson  
For Teacher Reference

**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 Model for Mini Lesson

- 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:**



EXPEDITIONARY  
LEARNING

## **Grade 3: Module 4: Unit 3: Lesson 9**

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



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**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**

- 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

**Ongoing Assessment**

- VoiceThread PSA Script: Water on Earth recording form
- VoiceThread PSA Script: Water Challenges recording form
- VoiceThread PSA Script: Opinion recording form



| Agenda                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Teaching Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Engaging the Listener: Reviewing the Ideas Criteria of the Performance Task Rubric (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Mini Lesson: Identifying Appropriate Facts and Descriptive Details to Support Your Message (20 minutes)</li><li>B. Crafting Your VoiceThread PSA Script: Identifying Appropriate Facts and Descriptive Details to Support Your Message (30 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Debrief (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Complete your VoiceThread PSA Script so all three parts include appropriate facts and descriptive details.</li></ol></li></ol> | <ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• In advance:</li><li>• In Lesson 10, you will play the VoiceThread PSA model for students. Ensure the technology for this is available.</li><li>• 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.</li><li>• Create a copy of Work Time B Steps to display (see supporting materials).</li><li>• Post: Learning targets; Linking Words and Phrases anchor chart from Lesson 2.</li><li>• 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.</li></ul> |



| Lesson Vocabulary                      | Materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| appropriate facts, descriptive details | <ul style="list-style-type: none"><li>• Document camera</li><li>• Performance Task Rubric (from Lesson 7; one to display)</li><li>• Equity sticks</li><li>• Criteria from the Performance Task Rubric anchor chart (begun in Lesson 8)</li><li>• Computer, LCD projector, speakers</li><li>• VoiceThread PSA model (link needed)</li><li>• Asking and Answering Questions recording form (from Unit 2, Lessons 3–7, one per student and one to display)</li><li>• Asking and Answering Questions recording form (from Unit 2, Lesson 5; answers, for teacher reference)</li><li>• Sticky notes (10 per student; one for the teacher)</li><li>• Water journal (one per student)</li><li>• VoiceThread PSA Script: Opinion recording form (from Lesson 7; one per student)</li><li>• Clipboards (one per student)</li><li>• Pencils (one per student)</li><li>• Work Time B Steps (one to display)</li><li>• VoiceThread PSA Script: Water on Earth recording form (from Lesson 8; one per student)</li><li>• VoiceThread PSA Script: Water Challenges recording form (from Lesson 8; one per student)</li></ul> |



| Opening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Meeting Students' Needs                                                                                                                                                                                                                                                                                                        |
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| <p><b>A. Engaging the Listener: Reviewing the Ideas Criteria of the Performance Task Rubric (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Gather students in the whole-group area. Tell them they will continue crafting their VoiceThread PSA script today.</li> <li>• 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."</li> <li>• Using the <b>document camera</b>, display the <b>Performance Task Rubric</b>. Remind students that their goal is to score a 3 on the rubric.</li> <li>• 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."</li> <li>• Direct students' attention to the posted learning target and read it aloud:             <ul style="list-style-type: none"> <li>* "I can use appropriate facts and descriptive details from the research to support my message."</li> </ul> </li> <li>• Connect the target to the Ideas criteria of the rubric.</li> <li>• Circle the words "appropriate" and "descriptive." Invite students to turn and talk to an elbow partner about what these two words mean.</li> <li>• Use <b>equity sticks</b> 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."</li> <li>• 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 <i>appropriate facts</i>, then, "means you are expected to use the facts from your research that are relevant to support your message."</li> <li>• 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.</li> <li>• Point out that this word is also used in today's learning target to describe another word: "details." Invite students to share what <i>descriptive details</i> 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."</li> <li>• 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."</li> <li>• Record the meaning of the learning target on the <b>Criteria from the Performance Task Rubric anchor chart</b> posted in the classroom.</li> </ul> | <ul style="list-style-type: none"> <li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li> <li>• ELLs and other students may benefit for pictorial representations of learning targets. For example, for targets involving details you might use a magnifying glass.</li> </ul> |



| Work Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p><b>A. Mini Lesson: Identifying Appropriate Facts and Descriptive Details to Support Your Message (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Have students remain in the whole-group area.</li> <li>• Say: “Today you are going to revise your VoiceThread script to include appropriate facts and descriptive details for all three parts of your script.”</li> <li>• Explain to students that you first need their help revising your script.</li> <li>• Display the <b>VoiceThread PSA Script: Opinion recording form, teacher model</b>.</li> <li>• 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.”</li> <li>• Read the model aloud and ask students: <ul style="list-style-type: none"> <li>* “What’s missing?”</li> </ul> </li> <li>• Pause so students can respond. Listen for them to say you are missing appropriate facts and descriptive details.</li> <li>• 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.”</li> <li>• Direct students to the first reason on the displayed VoiceThread PSA Script: Opinion recording form.</li> <li>• 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.”</li> <li>• 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?”</li> <li>• Display a copy of the <b>Asking and Answering Questions recording form</b>.</li> <li>• 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.</li> <li>• When they have indicated they are ready, cold call students to share which fact best supports your reason.</li> <li>• 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.”</li> </ul> | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Consider transcribing for students as you confer.</li> <li>• 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.</li> </ul> |





| Work Time (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Meeting Students' Needs |
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| <ul style="list-style-type: none"><li>• 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."</li><li>• Write the fact on a <b>sticky note</b> 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.</li><li>• 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."</li><li>• Ask students to discuss the following with an elbow partner:<ul style="list-style-type: none"><li>* "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."</li></ul></li><li>• Cold call students to share how you should revise your writing so it connects or links your ideas together well.</li><li>• 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."</li><li>• Read it aloud again along with the reason, and tell students that it now helps the listener understand how the fact supports your reason.</li><li>• 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.</li><li>• Say: "Read through your research using your <b>water journal</b> 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."</li><li>• Next, distribute or ask students to take out:<ul style="list-style-type: none"><li>– <b>VoiceThread PSA Script: Opinion recording form</b></li><li>– Asking and Answering Questions recording form</li><li>– Water journals</li><li>– <b>Clipboard</b></li><li>– One sticky note per student</li><li>– <b>Pencil</b></li></ul></li></ul> |                         |



| Work Time (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Meeting Students' Needs |
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| <ul style="list-style-type: none"><li>• 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.</li><li>• Circulate and confer with students as they work. Take note of which students will benefit from further support.</li><li>• 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.</li><li>• 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.</li><li>• Display the VoiceThread PSA Script: Opinion recording form, teacher model again.</li><li>• Ask students:<ul style="list-style-type: none"><li>* "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."</li></ul></li><li>• Cold call students to share how you should revise your writing so it includes descriptive details.</li><li>• 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!"</li><li>• Ask students how the new sentences help the listener hear, see, or feel what you are trying to say.</li><li>• 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."</li><li>• Remind students that using synonyms is another way for them to make their writing more interesting and descriptive, as they learned in Lesson 3.</li><li>• Explain to students that it's their turn to revise their writing so it includes descriptive details.</li><li>• 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."</li><li>• 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.</li></ul> |                         |



| Work Time (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Meeting Students' Needs |
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| <ul style="list-style-type: none"><li>• Circulate and offer support as needed. Take note once again of students who will benefit from further support.</li><li>• Once you've determined most students can complete this task independently, ask:<ul style="list-style-type: none"><li>* "What will be important for you to think about as you continue to craft your script today?"</li></ul></li><li>• Have students share their thinking with their partner.</li><li>• 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."</li></ul> |                         |



| Work Time (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Meeting Students' Needs |
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| <p><b>B. Crafting Your VoiceThread PSA Script: Identifying Appropriate Facts and Descriptive Details to Support Your Message (30 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• Display and read aloud <b>Work Time B Steps</b>:<ol style="list-style-type: none"><li>1. Read through your research and identify facts and details that will support each Detail/Reason. Use sticky notes to record your writing.</li><li>2. Revise the facts and details you identified to make sure they are relevant or connect to the Detail/Reason.</li><li>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.</li><li>4. Record your final sentence(s) in the “Explain/Evidence from Text” box on your script.</li></ol></li><li>• Distribute or ask students to take out their <b>VoiceThread PSA Script: Water on Earth recording form</b> and <b>VoiceThread PSA Script: Water Challenges recording form</b>.</li><li>• Give students 25 minutes to work.</li><li>• As they work, circulate to confer. Look at their scripts and ask:<ul style="list-style-type: none"><li>* “Let’s read your sentence aloud. Does it help the listener see, hear, or feel what you are trying to say?”</li><li>* “Let’s look up some synonyms to help make your writing more descriptive.”</li><li>* “Show me the fact you chose to support your reason.”</li><li>* “How can you revise your sentence to make sure it connects to your reason?”</li><li>* “What words or phrases could you add to help create an image for your listener?”</li></ul></li></ul> |                         |



| Closing and Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Meeting Students' Needs |
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| <p><b>A. Debrief (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students' attention whole group. Give students specific, positive feedback. Name one or two examples of the work observed today. For example:<ul style="list-style-type: none"><li>* "I noticed many of you were thinking hard about how each fact was appropriate and connected to your reasons."</li><li>* "I noticed _____ was stuck for a minute, but she returned to her recording forms and found a fact that made sense."</li><li>* "I noticed many of you added descriptive details that helped the listener see, hear, or feel what you were trying to say."</li></ul></li><li>• Then, ask students:<ul style="list-style-type: none"><li>* "How did including facts and details from the research change your script?"</li></ul></li><li>• Guide students to think about how facts and details strengthen their PSA's message, making it both effective and engaging for the listener.</li></ul> |                         |
| Homework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Meeting Students' Needs |
| <ul style="list-style-type: none"><li>• Complete your VoiceThread PSA Script so all three parts include appropriate facts and descriptive details.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                         |



EXPEDITIONARY  
LEARNING

# Grade 3: Module 4: Unit 3: Lesson 9

## Supporting Materials



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**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.



EXPEDITIONARY  
LEARNING

# **Grade 3: Module 4: Unit 3: Lesson 10**

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



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**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**

- 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

**Ongoing Assessment**

- VoiceThread PSA Script: Water on Earth recording form
- VoiceThread PSA Script: Water Challenges recording form
- VoiceThread PSA Script: Opinion recording form



| Agenda                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Teaching Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Engaging the Listener: Reviewing the Speaking Criteria of the Rubric (10 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Crafting Your VoiceThread PSA Script: Using Linking Words and Phrases to Connect Ideas (20 minutes)</li><li>B. Crafting Your VoiceThread PSA Script: Choosing Specific and Interesting Words to “Hook” Your Listener (25 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Sharing Your Revisions: Back-to-Back, Face-to-Face Protocol (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Complete all the revisions for your script tonight.</li><li>B. Practice varying your volume and expression as you present your script to your family.</li></ol></li></ol> | <ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• Post: Learning targets</li></ul> |



| Lesson Vocabulary                                         | Materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| vary, volume, expression, linking words and phrases, hook | <ul style="list-style-type: none"><li>• Document camera</li><li>• Performance Task Rubric (from Lesson 7; one to display)</li><li>• Equity sticks</li><li>• Criteria from the Performance Task Rubric anchor chart (begun in Lesson 8)</li><li>• Computer, LCD projector, speakers</li><li>• VoiceThread PSA model (link needed)</li><li>• Work Time A Steps (one for display)</li><li>• Linking Words and Phrases anchor chart (begun in Lesson 2)</li><li>• Chart paper (one piece</li></ul> |



| Opening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <p><b>A. Engaging the Listener: Reviewing the Speaking Criteria of the Rubric (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Using the <b>document camera</b>, display the <b>Performance Task Rubric</b>. Remind students that their goal is to score a 3 on the rubric.</li> <li>• 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.”</li> <li>• Direct students’ attention to the posted learning targets and read the first one aloud: <ul style="list-style-type: none"> <li>* “I can vary my volume and expression to present my message.”</li> </ul> </li> <li>• Connect the target to the speaking criteria on the rubric.</li> <li>• Next, circle the words <i>vary</i>, <i>volume</i>, and <i>expression</i>. Invite students to turn and talk to an elbow partner about what these words mean.</li> <li>• Use <b>equity sticks</b> to call on a few students to share the meaning of <i>vary</i>. Listen for students to say something like: “Vary means to change or make something different.”</li> <li>• 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.</li> <li>• To check for understanding of the word <i>volume</i>, 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.</li> <li>• Next, ask students: <ul style="list-style-type: none"> <li>* “Often when you are asked to read aloud, teachers ask you to use <i>expression</i>. What does it mean to speak with <i>expression</i>?”</li> </ul> </li> <li>• 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.”</li> </ul> | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li> <li>• ELLs and other students may benefit from pictorial representations of learning targets. For example, for targets involving details you might use a magnifying glass.</li> <li>• 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.</li> </ul> |



| Opening (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Meeting Students' Needs                                                                                                                                                                                                                                               |
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| <ul style="list-style-type: none"><li>• Connect the concept of speaking with expression to work students have done around reading fluency throughout the year.</li><li>• Demonstrate the opposite of using expression by speaking in a monotone voice.</li><li>• Record what the learning target means on the <b>Criteria from the Performance Task Rubric anchor chart</b> in the “This means ...” column.</li><li>• Next, tell students they will now listen via a <b>computer, LCD projector, and speakers</b> to the <b>VoiceThread PSA model</b>.</li><li>• 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</li><li>• Play the entire VoiceThread PSA model.</li><li>• Then ask students to share with an elbow partner an example of when the speaker varied her volume and expression.</li><li>• 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.”</li><li>• 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.</li></ul> | <ul style="list-style-type: none"><li>• 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.</li></ul> |



| Work Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p><b>A. Crafting Your VoiceThread PSA Script: Using Linking Words and Phrases to Connect Ideas (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students' attention to the posted learning targets and read the second one aloud:<ul style="list-style-type: none"><li>* "I can use linking words and phrases to connect my ideas."</li></ul></li><li>• 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.</li><li>• Confirm or remind them of examples from past modules, such as the Freaky Frog paragraph and Peter Pan summary.</li><li>• 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!"</li><li>• Display and read aloud the <b>Work Time A Steps</b> for revising their work:<ol style="list-style-type: none"><li>1. Read each part of your script aloud.</li><li>2. Highlight the linking words and phrases you used.</li><li>3. Decide if there are places in your script that need a linking word or phrase to connect ideas.</li><li>4. Revise using the <b>Linking Words and Phrases anchor chart</b> (begun in Lesson 2).</li></ol></li><li>• Students may work with a partner as they complete this task; however, they must do their own revisions.</li><li>• Give students 15 minutes to work on this task.</li><li>• Circulate to offer support. If needed, pull invitational groups to support struggling students.</li></ul> | <ul style="list-style-type: none"><li>• If needed, pull invitational groups to model how to revise the script to include linking words and phrases for struggling writers.</li><li>• 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.</li><li>• Compose "hooks" for struggling writers and have them choose the ones they want to use in their script.</li></ul> |



| Work Time (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Meeting Students' Needs |
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| <p><b>B. Crafting Your VoiceThread PSA Script: Choosing Specific and Interesting Words to “Hook” Your Listener (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to gather whole group.</li><li>• 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.</li><li>• Explain to students that another way to connect ideas in their script is by using a hook.</li><li>• Direct students' attention to the posted learning targets and read the last one aloud:<ul style="list-style-type: none"><li>* “I can choose specific and interesting words to ‘hook’ my listener.”</li></ul></li><li>• Circle the word <i>hook</i>. Ask students,<ul style="list-style-type: none"><li>* “What does the word <i>hook</i> mean?”</li></ul></li><li>• 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.”</li><li>• 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 <i>hook</i> is a sentence that grabs the listeners’ attention and keeps them engaged in what the speaker is saying.</li><li>• Ask students to listen to the VoiceThread PSA model again. Tell them to put a thumb up when they hear a <i>hook</i>.</li><li>• 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!”</li><li>• Ask:<ul style="list-style-type: none"><li>* “What did the speaker do to hook you, the listener?”</li></ul></li><li>• Cold call students, and listen for something like: “The speaker used a descriptive detail, so I could imagine what she was trying to say.”</li><li>• Point out the speaker’s expressive tone when saying this line.</li><li>• Continue playing the model and pause it after the next hook:</li><li>• “If water is in all these places, we must have plenty of water to use, right? Wrong!”</li><li>• Ask again:</li></ul> |                         |



| Work Time (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Meeting Students' Needs |
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| <ul style="list-style-type: none"><li>* "What did the speaker do here to hook the listener?"</li><li>• 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."</li><li>• Again, make the connection to the way the speaker uses expression to deliver the hook.</li><li>• Finish playing the model, pausing at the final hook: "Everyone should become well aware, because without water, you couldn't survive!"</li><li>• Invite students to share how the speaker caught the listener's attention in this final hook. Students should notice the speaker:<ul style="list-style-type: none"><li>– Used specific, academic language</li><li>– Used the phrase "well aware" and brought to the listener's attention how important it is be "well aware"</li><li>– Used expression</li></ul></li><li>• 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:<ul style="list-style-type: none"><li>– Use a descriptive detail.</li><li>– Ask the listener a question.</li><li>– Use specific words to connect one part to the next and/or bring what's important about your message to the listener's attention.</li></ul></li><li>• Write this list on the whiteboard or a piece of <b>chart paper</b>. Struggling learners can return to these guidelines to make sure they are on track as they work.</li><li>• Students may work with a partner as they complete this task, but they must write their own hooks.</li><li>• Give students 15 minutes to work on this task. As they work, circulate and offer support as needed. When conferring, ask students:<ul style="list-style-type: none"><li>* "How does this hook grab your listener's attention?"</li><li>* "Tell me about the specific or interesting words you chose to hook your listener."</li><li>* "How does this hook connect your ideas?"</li></ul></li><li>• If needed, pull invitational groups to support struggling students.</li></ul> |                         |





| Closing and Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <p><b>A. Sharing Your Revisions: Back-to-Back, Face-to-Face Protocol (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Gather students whole group. Tell them to find a partner and stand back-to-back with him or her.</li> <li>Ask: <ul style="list-style-type: none"> <li>* “What is one hook you wrote and how does it grab your listener’s attention?”</li> </ul> </li> <li>Give students a minute to think about what they want to share.</li> <li>Then say: “Face-to-face.” Students turn to face their partners and share.</li> <li>Remind students to listen carefully when their partners speak and make eye contact.</li> <li>Give the signal for students to find a new partner.</li> <li>Repeat as many times as time allows.</li> </ul> | <ul style="list-style-type: none"> <li>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.</li> <li>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 _____.”</li> </ul> |
| Homework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <ul style="list-style-type: none"> <li>Complete all the revisions for your script tonight.</li> <li>Practice varying your volume and expression as you present your script to your family.</li> </ul> <p><i>Note:</i></p> <ul style="list-style-type: none"> <li><i>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.</i></li> <li><i>In Lesson 11, you will play the VoiceThread PSA model for students. Ensure the technology for this is available.</i></li> </ul>                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |



EXPEDITIONARY  
LEARNING

# Grade 3: Module 4: Unit 3: Lesson 10

## Supporting Materials



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**Work Time A Steps**

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.



EXPEDITIONARY  
LEARNING

## **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



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**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**

- 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.

**Ongoing Assessment**

- 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Engaging the Listener: Reviewing the Speaking Criteria of the Rubric (10 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Mini Lesson: Understanding the Difference between Spoken and Written Language (10 minutes)</li><li>B. Practicing Your VoiceThread PSA Script (15 minutes)</li><li>C. Peer Critique of VoiceThread PSA Script: Praise-Question-Suggest Protocol (20 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Sharing Your Next Steps: Concentric Circles Protocol (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>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.</li></ol></li></ol> | <ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• Review: Praise-Question-Suggest protocol, Concentric Circles protocol (see Appendix).</li><li>• In advance: Create Praise-Question-Suggest protocol anchor chart (see supporting materials).</li><li>• Create strategic partnerships for the Praise-Question-Suggest protocol.</li><li>• 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.</li><li>• Post: Learning targets; Praise-Question-Suggest protocol anchor chart</li></ul> |



| Lesson Vocabulary                              | Materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| understandable pace, versus, fluent (fluently) | <ul style="list-style-type: none"><li>• Document camera</li><li>• Performance Task Rubric (from Lesson 7; one for display, one per pair)</li><li>• Equity sticks</li><li>• Criteria from the Performance Task Rubric anchor chart (begun in Lesson 8)</li><li>• VoiceThread PSA Script: Water Challenges recording form, teacher model (from Lesson 7; one to display)</li><li>• Water on Earth Sample Sentences (one for display)</li><li>• VoiceThread PSA Script: Water on Earth recording form, teacher model (from Lesson 7; one to display)</li><li>• VoiceThread PSA Script: Water on Earth recording form (from Lesson 8; one per student)</li><li>• VoiceThread PSA Script: Water Challenges recording form (from Lesson 8; one per student)</li><li>• VoiceThread PSA Script: Opinion recording form (from Lesson 7; one per student)</li><li>• Praise-Question-Suggest adapted protocol anchor chart (new; teacher-created; see supporting materials)</li><li>• Praise-Question-Suggest protocol (for teacher reference)</li><li>• Praise-Question-Suggest protocol recording form (one per student; one to display)</li></ul> |



| Opening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <p><b>A. Engaging the Listener: Reviewing the Speaking Criteria of the Rubric (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Using the <b>document camera</b>, display the <b>Performance Task Rubric</b>. Remind students that their goal is to score a 3 on the rubric.</li> <li>• 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.”</li> <li>• Direct students’ attention to the posted learning targets and read the first one aloud:             <ul style="list-style-type: none"> <li>* “I can speak at an understandable pace: not too fast and not too slow.” Connect the target to the speaking criteria on the rubric.</li> </ul> </li> <li>• Next, circle the phrase <i>understandable pace</i>. Invite students to turn and talk to an elbow partner about what this phrase means.</li> <li>• Pass out <b>equity sticks</b> to the class and have a few students share the meaning of the word <i>pace</i>. Listen for students to say something like: “Pace means rate or speed.”</li> <li>• Then, ask students:             <ul style="list-style-type: none"> <li>* “What do you think it means to speak at an understandable pace?”</li> </ul> </li> <li>• 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.”</li> <li>• Record the meaning of the learning target on the <b>Criteria from the Performance Task Rubric anchor chart</b> in the “This means ...” column.</li> <li>• Next, display the <b>VoiceThread PSA Script: Water Challenges recording form, teacher model</b>.</li> <li>• Read the script at different paces: too fast, too slow, and then at an understandable pace.</li> </ul> | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li> <li>• 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.</li> </ul> |





| Opening (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Meeting Students' Needs |
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| <ul style="list-style-type: none"><li>• Ask students:<ul style="list-style-type: none"><li>* "As I read the script, when were you able to best understand what I said?"</li></ul></li><li>• Cold call a few students to share out.</li><li>• Listen for students to say something like: "I could understand what you said when you didn't speak too fast or too slow."</li><li>• 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.</li></ul> |                         |



| Work Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p><b>A. Mini Lesson: Understanding the Difference between Spoken and Written Language (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students' attention to the posted learning targets and read the second one aloud:<ul style="list-style-type: none"><li>* "I can describe the difference between how to use language when I write versus when I talk."</li></ul></li><li>• Circle the word <i>versus</i>. Tell students the word <i>versus</i> in this learning target can be replaced with "compared with."</li><li>• 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."</li><li>• Display the <b>Water on Earth Sample Sentences</b>. Ask for volunteers to read the sentences aloud:<ul style="list-style-type: none"><li>* "Most of this water comes from our oceans."</li><li>* "It's also found in lakes and rivers."</li><li>* "Water is even found under the ground."</li></ul></li><li>• Tell students that these are sentences from a draft written before the final script.</li><li>• 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."</li><li>• Review the meaning of <i>fluent</i> (fluently). Confirm for students that speaking fluently means speaking in a smooth and flowing manner.</li><li>• Display the <b>VoiceThread PSA Script: Water on Earth recording form, teacher model</b>. Read the third sentence aloud.</li><li>• 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."</li><li>• Read aloud the first few sentences of the model to demonstrate fluency.</li></ul> | <ul style="list-style-type: none"><li>• 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.</li></ul> |



| Work Time (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Meeting Students' Needs |
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| <p><b>B. Practicing Your VoiceThread PSA Script (15 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• Distribute or ask students to take out their:<ul style="list-style-type: none"><li>– <b>VoiceThread PSA Script: Water on Earth recording form</b></li><li>– <b>VoiceThread PSA Script: Water Challenges recording form</b></li><li>– <b>VoiceThread PSA Script: Opinion recording form</b></li></ul></li><li>• Give students 10 minutes to practice reading and revising their scripts. As they work, circulate and offer support as needed.</li><li>• If needed, pull invitational groups to support struggling students.</li></ul> |                         |



| Work Time (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Meeting Students' Needs |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| <p><b>C. Peer Critique of VoiceThread PSA Script: Praise-Question-Suggest Protocol (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students' attention to the whole group.</li><li>• 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.</li><li>• Direct students to the posted <b>Praise-Question-Suggest adapted protocol anchor chart</b>. Remind them that they have used this protocol in the past. Review the steps.</li><li>• Next, display the <b>Praise-Question-Suggest protocol recording form</b>.</li><li>• 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.</li><li>• Emphasize that students are expected to use this feedback to practice and improve their presentation before recording their script for the performance task.</li><li>• Distribute the Praise-Question-Suggest recording form to each student and a copy of the Performance Task Rubric to each pair.</li><li>• Encourage students to give feedback using language from the Performance Task Rubric.</li><li>• Clarify any questions students have about this protocol.</li><li>• 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.</li></ul> |                         |



| Closing and Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Meeting Students' Needs |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| <p><b>A. Sharing Your Next Steps: Concentric Circles Protocol (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to bring their Praise-Question-Suggest protocol recording forms and gather whole group.</li><li>• 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.</li><li>• 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.</li><li>• Once students have shared with one partner, have them rotate to the left. Repeat within the time remaining.</li></ul> |                         |
| Homework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Meeting Students' Needs |
| <ul style="list-style-type: none"><li>• 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.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                         |



EXPEDITIONARY  
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# Grade 3: Module 4: Unit 3: Lesson 11

## Supporting Materials



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**Water on Earth Sample Sentences**

“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                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>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.</p> <p>Use the sentence starters and the language of the rubric:<br/>“I like how ...”<br/>“I noticed you ...”</p> | <b>Speaker:</b> <i>What worked well in my presentation?</i>                                                                                                                                                      |
|                                                                                                                                                                                                                                                                                                | <b>Listener:</b> “I like how you used expression to emphasize the importance of building wells.”                                                                                                                 |
|                                                                                                                                                                                                                                                                                                | <b>Listener:</b> “I noticed you used appropriate facts, like how much water is on earth, to describe why water on earth is important to protect.”                                                                |
|                                                                                                                                                                                                                                                                                                | <b>Listener:</b> “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                                                                                                                                                                                  |
| <p>Then, the speaker asks if the listeners have any questions and helpful suggestions.</p> <p>The listeners ask questions and offer helpful suggestions.</p>                                                                                                                                   | <b>Speaker:</b> <i>What questions and suggestions do you have about my presentation?</i>                                                                                                                         |
|                                                                                                                                                                                                                                                                                                | <b>Listener:</b> “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:<br>“I was confused ...”<br>“It was unclear to me ...”<br>“I didn’t understand ...”<br>“Maybe you could ...”<br>“I wonder if ...”<br>“It would be helpful to the listener if ...” | <b>Listener:</b> “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.”                                                                                                                  |
|                                                                                                                                                                                                                                        | <b>Listener:</b> “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.                                                                                                                                     | <b>Speaker:</b> <i>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.</i> |

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



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 \_\_\_\_\_



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# **Grade 3: Module 4: Unit 3: Lesson 12**

## **End of Unit 3 Assessment: Presenting Your VoiceThread PSA Script and Giving Peer Feedback**



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| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)                                                                                                                                                                                                                                                                                                                                    |                                                                                                                            |
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| <p>I can speak clearly and at an understandable pace. (SL.3.4)</p> <p>I can demonstrate fluency when reading stories or poems for an audio recording. (SL.3.5)</p> <p>I can use facts and details to tell about a story or experience. (SL.3.4)</p> <p>I can describe the difference between how to use language when I write versus when I talk. (L.3.3b)</p>                            |                                                                                                                            |
| Supporting Learning Targets                                                                                                                                                                                                                                                                                                                                                               | Ongoing Assessment                                                                                                         |
| <ul style="list-style-type: none"><li>• I can speak clearly so my listener easily understands my message.</li><li>• I can speak with varied volume and expression to present my message.</li><li>• I can speak at an understandable pace: not too fast and not too slow.</li><li>• I can use appropriate facts and descriptive details from the research to support my message.</li></ul> | <ul style="list-style-type: none"><li>• End of Unit 3 Assessment</li><li>• Exit Ticket: Successes and Challenges</li></ul> |



| Agenda                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Teaching Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Engaging the Speaker: Reviewing What We Have Learned about Speaking Fluently (5 minutes)</li><li>B. Unpacking Learning Targets (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. End of Unit 3 Assessment: Presenting Your VoiceThread Script: Praise-Question-Suggest Protocol (45 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Exit Ticket: Successes and Challenges (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Continue to practice your VoiceThread PSA script at home. Use the feedback you received today to improve your presentation.</li></ol></li></ol> | <ul style="list-style-type: none"><li>• 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.</li><li>• Students and the teacher use the End of Unit 3 Assessment Rubric to assess and provide feedback to each student during their presentations.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• Make arrangements with the school's media specialist for students to record their scripts using the VoiceThread program online.</li><li>• In advance: Review the Praise-Question-Suggest protocol (see supporting materials in Lesson 11). Create an anchor chart version of this protocol.</li><li>• Strategically organize students into presentation groups of three or four students.</li><li>• Create presentation schedule for Lessons 12 and 13.</li><li>• Post: Learning targets; presentation schedule.</li></ul> |



| Lesson Vocabulary                                                                 | Materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| clarity, varied volume and expression, pace, understandable pace, clearly, praise | <ul style="list-style-type: none"><li>• Document camera</li><li>• End of Unit 3 Assessment: VoiceThread Script Presentation and Critique (one per student and one to display)</li><li>• End of Unit 3 Assessment Rubric (five per student presenting and one to display)</li><li>• Criteria from the Performance Task Rubric anchor chart (begun in Lesson 8)</li><li>• Equity sticks</li><li>• Presentation schedule (new; teacher-created)</li><li>• Praise-Question-Suggest adapted protocol anchor chart (begun in Lesson 11)</li><li>• VoiceThread PSA Script: Water on Earth recording form (from Lesson 8; one per student)</li><li>• VoiceThread PSA Script: Water Challenges recording form (from Lesson 8; one per student)</li><li>• VoiceThread PSA Script: Opinion recording form (from Lesson 7; one per student)</li><li>• Independent reading books (one per student)</li><li>• Praise-Question-Suggest protocol recording form (one per student)</li><li>• Exit Ticket: Successes and Challenges (one per student and one to display)</li></ul> |



| Opening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p><b>A. Engaging the Speaker: Reviewing What We Have Learned about Speaking Fluently (5 minutes)</b></p> <ul style="list-style-type: none"><li>• 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 <b>document camera</b>, display the <b>End of Unit 3 Assessment: VoiceThread Script Presentation and Critique</b> and discuss it briefly.</li><li>• Next, display the <b>End of Unit 3 Assessment Rubric</b>. 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 <b>Criteria from the Performance Task Rubric anchor chart</b>.</li><li>• Ask students to turn and discuss with a partner:<ul style="list-style-type: none"><li>* “What does it mean to speak fluently? Use the language from the rubric to help explain your answer.”</li></ul></li><li>• Listen in on conversations as students share their ideas with one another.</li><li>• Use <b>equity sticks</b> to call on a few students to share out.</li><li>• 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:<ul style="list-style-type: none"><li>– “Speaking fluently means I pronounce all my words clearly.”</li><li>– “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.”</li><li>– “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.”</li></ul></li></ul> | <ul style="list-style-type: none"><li>• Consider providing a sentence frame, sentence starter, or cloze sentence for students who struggle to produce language orally.</li><li>• 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.</li></ul> |



| Opening (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Meeting Students' Needs |
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| <p><b>B. Unpacking Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students' attention to the posted learning targets and read the first four aloud.</li><li>• Underline or highlight the words and phrases: "clearly," "varied volume and expression," "understandable pace," "appropriate facts and descriptive details."</li><li>• 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."</li><li>• 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.</li><li>• 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.</li></ul> |                         |





| Work Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p><b>A. End of Unit 3 Assessment: Presenting Your VoiceThread PSA Script: Praise-Question-Suggest Protocol (45 minutes)</b></p> <ul style="list-style-type: none"> <li>• Direct students' attention to the posted <b>presentation schedule</b>. 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."</li> <li>• Then, explain the assessment process to students: <ul style="list-style-type: none"> <li>– Each group member presents his or her VoiceThread PSA script.</li> <li>– While the speaker is presenting, the listeners fill in an End of Unit 3 Assessment Rubric for the speaker.</li> <li>– 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.</li> </ul> </li> <li>• Direct students to the posted <b>Praise-Question-Suggest adapted protocol anchor chart</b>. Remind them that they used the protocol described on this chart yesterday. Review the steps.</li> <li>• 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."</li> <li>• At this time, distribute or ask students to take out: <ul style="list-style-type: none"> <li>– <b>VoiceThread PSA Script: Water on Earth recording form</b></li> <li>– <b>VoiceThread PSA Script: Water Challenges recording form</b></li> <li>– <b>VoiceThread PSA Script: Opinion recording form</b></li> <li>– <b>Independent reading books</b></li> </ul> </li> <li>• Ask students to take these materials and join their assessment groups.</li> <li>• Then, distribute the <b>Praise-Question-Suggest protocol recording forms</b> and the End of Unit 3 Assessment Rubrics for each group being assessed today.</li> <li>• Allow 35 to 40 minutes to assess half of the class.</li> </ul> | <ul style="list-style-type: none"> <li>• 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.</li> <li>• If needed, provide additional time for ELLs to practice before formally assessing them.</li> <li>• 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.</li> <li>• Asking students to provide feedback to their peers based on explicit criteria benefits both students in clarifying the meaning of their learning targets.</li> </ul> |



| Closing and Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <p><b>A. Exit Ticket: Successes and Challenges (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Bring the class together whole group.</li><li>• Distribute the <b>Exit Ticket: Successes and Challenges</b> to each student and display it on the document camera.</li><li>• Explain to students that today they all presented their VoiceThread PSA script, whether it was for assessment or not.</li><li>• 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.</li><li>• Have students take a minute to complete the Exit Ticket: Successes and Challenges.</li><li>• 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."</li></ul> | <ul style="list-style-type: none"><li>• The exit ticket is a self-assessment and reflection that supports all learners, but research shows it supports struggling learners most.</li><li>• 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 ..."</li></ul> |
| Homework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"><li>• Continue to practice your VoiceThread PSA script at home. Use the feedback you received today to improve your presentation.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |



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# Grade 3: Module 4: Unit 3: Lesson 12

## Supporting Materials



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### End of Unit 3 Assessment: VoiceThread Script Presentation and Critique

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**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            |
|-----------------------------------------|--------------|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <b>Speaking Clarity</b>                 | SL.4<br>SL.5 | <input type="checkbox"/> The speaker pronounces all words precisely so the listener is engaged and easily understands the speaker's message. | <input type="checkbox"/> The speaker pronounces all words clearly so the listener easily understands the speaker's message. | <input type="checkbox"/> The speaker pronounces most words correctly.                                                                                                                                                                  | <input type="checkbox"/> The speaker pronounces many of the words incorrectly, making it difficult for the listener to understand the speaker's message.                                           | No evidence. |
| <b>Speaking Volume &amp; Expression</b> | SL.4<br>SL.5 | <input type="checkbox"/> The speaker varies his or her volume and expression to add emphasis and interest to his or her message.             | <input type="checkbox"/> The speaker varies his or her volume and expression to present his or her message.                 | <input type="checkbox"/> 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.<br><br><input type="checkbox"/> The speaker uses expression to present | <input type="checkbox"/> The speaker talks so soft or low (quiet) that the listener cannot follow the speaker's message.<br><br><input type="checkbox"/> The speaker uses little or no expression. | No evidence. |



End-of-Unit 3 Assessment Rubric

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



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.

|                     |  |
|---------------------|--|
| <b>Peer's Name:</b> |  |
| <b>Praise</b>       |  |
| <b>Question</b>     |  |
| <b>Suggest</b>      |  |
| <b>Peer's Name:</b> |  |
| <b>Praise</b>       |  |
| <b>Question</b>     |  |
| <b>Suggest</b>      |  |
| <b>Peer's Name:</b> |  |
| <b>Praise</b>       |  |
| <b>Question</b>     |  |
| <b>Suggest</b>      |  |



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: |             |
|             |             |



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# **Grade 3: Module 4: Unit 3: Lesson 13**

## **End of Unit 3 Assessment, Continued:**

### Presenting Your VoiceThread PSA Script and Giving Peer Feedback



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| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| <p>I can speak clearly and at an understandable pace. (SL.3.4)</p> <p>I can demonstrate fluency when reading stories or poems for an audio recording. (SL.3.5)</p> <p>I can use facts and details to tell about a story or experience. (SL.3.4)</p> <p>I can describe the difference between how to use language when I write versus when I talk. (L.3.3b)</p>                            |                                                                                                                                         |
| Supporting Learning Targets                                                                                                                                                                                                                                                                                                                                                               | Ongoing Assessment                                                                                                                      |
| <ul style="list-style-type: none"><li>• I can speak clearly so my listener easily understands my message.</li><li>• I can speak with varied volume and expression to present my message.</li><li>• I can speak at an understandable pace: not too fast and not too slow.</li><li>• I can use appropriate facts and descriptive details from the research to support my message.</li></ul> | <ul style="list-style-type: none"><li>• End of Unit 3 Assessment</li><li>• Tracking My Progress, End of Unit 3 recording form</li></ul> |



| Agenda                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Teaching Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Reviewing Learning Targets: Quiz-Quiz-Trade Protocol (10 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. End of Unit 3 Assessment, Continued: Presenting Your VoiceThread PSA Script: Praise-Question-Suggest Protocol (45 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Tracking My Progress (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Continue to practice your VoiceThread PSA script at home. Use the feedback you received today to improve your presentation.</li></ol></li></ol> | <ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• Students are expected to use this feedback to practice and improve their presentation before recording their VoiceThread PSA script for the performance task.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• Make arrangements with the school's media specialist for students to record their scripts using the VoiceThread program online.</li><li>• In advance: Create Quiz-Quiz-Trade cards. You will need one card per student (see supporting materials).</li><li>• Review: Quiz-Quiz-Trade protocol and Praise-Question-Suggest protocol (see Appendix).</li><li>• Post: Learning targets.</li></ul> |



| Lesson Vocabulary                                                                 | Materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| clarity, varied volume and expression, pace, understandable pace, clearly, praise | <ul style="list-style-type: none"><li>• Quiz-Quiz-Trade cards (one card per student)</li><li>• Document camera</li><li>• End of Unit 3 Assessment: VoiceThread Script Presentation and Critique (from Lesson 12; one to display)</li><li>• End of Unit 3 Assessment Rubric (from Lesson 12; five per student presenting and one to display)</li><li>• Presentation schedule (from Lesson 12)</li><li>• Praise-Question-Suggest adapted protocol anchor chart (begun in Lesson 11)</li><li>• VoiceThread PSA Script: Water on Earth recording form (from Lesson 8; one per student)</li><li>• VoiceThread PSA Script: Water Challenges recording forms (from Lesson 8; one per student)</li><li>• VoiceThread PSA Script: Opinion recording forms (from Lesson 7; one per student)</li><li>• Praise-Question-Suggest protocol recording forms (from Lesson 12; one per student)</li><li>• Tracking My Progress, End of Unit 3 recording forms (one per student)</li></ul> |



| Opening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p><b>A. Reviewing Learning Targets: Quiz-Quiz-Trade Protocol (10 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• Direct students' attention to the posted learning targets and read them aloud.</li><li>• Explain they are going to play a round of Quiz-Quiz-Trade to review today's learning targets.</li><li>• 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."</li><li>• Pass out one <b>Quiz-Quiz-Trade card</b> to each student. Give them 4 or 5 minutes to quiz and trade.</li><li>• Gather students whole group. Ask:<ul style="list-style-type: none"><li>* "What learning target will you focus on today? Turn and share with a partner."</li></ul></li><li>• Invite a few students to share out.</li></ul> | <ul style="list-style-type: none"><li>• 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.</li><li>• Consider providing a sentence frame, sentence starter, or cloze sentence for students who struggle to produce language orally.</li></ul> |



| Work Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p><b>A. End of Unit 3 Assessment, Continued: Presenting Your VoiceThread Script: Praise-Question-Suggest Protocol (45 minutes)</b></p> <ul style="list-style-type: none"> <li>Using the <b>document camera</b>, display the <b>End of Unit 3 Assessment: VoiceThread Script Presentation and Critique</b> (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.</li> <li><b>End of Unit 3 Assessment Rubric.</b> Remind students this rubric will be used during today's End of Unit 3 Assessment, and their goal is to score a 3.</li> <li>Direct students' attention to the <b>presentation schedule</b>. Note which groups will be assessed today and in what order.</li> <li>Review the assessment process with students: <ul style="list-style-type: none"> <li>Each group member presents his or her VoiceThread PSA script.</li> <li>While the speaker is presenting, the listeners fill in an End of Unit 3 Assessment Rubric for the speaker.</li> <li>After everyone in the group has presented, you will participate in the Praise-Question-Suggest protocol with your group following Steps 2 and 3.</li> </ul> </li> <li>Direct students to the posted <b>Praise-Question-Suggest adapted protocol anchor chart</b>. Remind them that they used the protocol described on this chart yesterday. Review the steps and clarify any questions.</li> <li>Students who are not being assessed should practice their scripts with a partner from their group or may read their independent reading book silently.</li> <li>At this time, distribute or ask students to take out: <ul style="list-style-type: none"> <li><b>VoiceThread PSA Script: Water on Earth recording form</b></li> <li><b>VoiceThread PSA Script: Water Challenges recording form</b></li> <li><b>VoiceThread PSA Script: Opinion recording form</b></li> <li><b>Independent reading books</b></li> </ul> </li> <li>Ask students to take these materials and join their assessment groups.</li> <li>Then, distribute the <b>Praise-Question-Suggest protocol recording forms</b> and the End of Unit 3 Assessment Rubrics to groups being assessed today.</li> <li>Allow 35 to 40 minutes to assess the remainder of the class</li> </ul> | <ul style="list-style-type: none"> <li>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.</li> <li>If needed, provide additional time for ELLs to practice before formally assessing them.</li> <li>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.</li> <li>Asking students to provide feedback to their peers based on explicit criteria benefits both students in clarifying the meaning of their learning targets.</li> </ul> |



| Closing and Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Meeting Students' Needs |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| <p><b>A. Tracking My Progress (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>Tracking My Progress, End of Unit 3 recording forms</b>.</li><li>• 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.</li><li>• Give them a few minutes to complete the Tracking My Progress, End of Unit 3 recording form.</li><li>• Collect the forms and gather students whole group.</li><li>• Give students specific, positive feedback for their engagement in the End of Unit 3 Assessment and feedback process.</li><li>• 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.</li><li>• Also, tell them that they will receive their End of Unit 3 Assessment Rubrics with feedback to perfect their performance task.</li></ul> |                         |
| Homework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Meeting Students' Needs |
| <ul style="list-style-type: none"><li>• Continue to practice your VoiceThread PSA script at home. Use the feedback you received today to improve your presentation.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                         |





EXPEDITIONARY  
LEARNING

# Grade 3: Module 4: Unit 3: Lesson 13

## Supporting Materials



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Quiz-Quiz Trade Cards

**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.             | <p>“Pronounce means to say or speak a word correctly.”</p> <p>“Clearly means the listener understands the words I am speaking.”</p>                                                                                                                                                           |
| I can use appropriate facts and descriptive details from the research to support my message. | <p>“This means I am expected to use facts from my research that are relevant to support my message.”</p> <p>“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.”</p> |
| I can vary my volume and expression to present my message.                                   | <p>“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.”</p>                                                                                                   |
| I can speak at an understandable pace: not too fast and not too slow.                        | <p>“This means I speak at a speed that people can understand: not too slow and not too fast.”</p>                                                                                                                                                                                             |



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:

---

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2. How am I doing? Circle one.

**I need more help to learn this.**



**I understand some of this.**



**I am on my way!**



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

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Tracking My Progress

End of Unit 3

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

1. The target in my own words is:

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2. How am I doing? Circle one.

**I need more help to learn this.**



**I understand some of this.**



**I am on my way!**



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

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Tracking My Progress

End of Unit 3

**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:

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2. How am I doing? Circle one.

**I need more help to learn this.**



**I understand some of this.**



**I am on my way!**



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

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Tracking My Progress

End of Unit 3

**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:

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---

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2. How am I doing? Circle one.

**I need more help to learn this.**



**I understand some of this.**



**I am on my way!**



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

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