



EXPEDITIONARY
LEARNING

Grade 3: Module 4: Unit 1: Lesson 2

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



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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.

[illegible]



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:
