

Third Grade	Meaning-Based Map: EL Curriculum-at-a-Glance	Module 2
<p>Introduction</p>		
<p>In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.</p> <p>By 2025,</p> <ul style="list-style-type: none"> ● 80% of our students will graduate from high school college or career ready ● 90% of students will graduate on time ● 100% of our students who graduate college or career ready will enroll in a post-secondary opportunity. <p>In order to achieve these ambitious goals, we must provide our students with high-quality, standards-aligned instruction in English Language Arts (ELA) that prepares them to be strong readers, writers, thinkers, and communicators. High-quality instruction provides quality content, effective teacher practices, and effective student practices every day for every student. In our ELA classrooms, we integrate the elements of literacy instruction and consistently provide opportunities for students to take ownership over their learning, as outlined in the SCS ELA Instructional Framework (see the full Framework on page 3).</p> <p>The curriculum maps are meant to help teachers and their support providers (e.g., coaches, leaders) to provide College and Career Ready (CCR) aligned instruction in pursuit of Destination 2025. The curriculum maps are a resource for organizing instruction to reach the TN State Standards, which define what to teach and what students need to learn at each grade level. The maps also support teachers in reaching the ELA Instructional Framework by providing resources and content that represents our vision for excellent ELA instruction, including the instructional shifts.</p>		
<p>How to Use the Curriculum Maps</p>		
<p>The curriculum maps are meant to support effective planning and instruction; they are not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. While the curriculum maps provide the foundation for what is taught in SCS classrooms, and that much is non-negotiable, teacher planning and decision making make the materials come to life in classrooms. To this end, the curriculum should be viewed as a <i>guide</i>, not a <i>script</i>, and teachers should work to become experts in teaching and customizing the curriculum to meet the needs of their students.</p> <p>Curriculum maps outline the content and pacing for each grade and subject. For grades K-5 ELA teachers must carefully balance attention between foundational skills-based and meaning-based competencies, which are outlined in two separate curriculum maps. Curriculum maps include the instructional pacing and content for both areas and all grade level ELA standards. While the curriculum maps are separate, effective ELA instruction should integrate practice of both competencies, both in the ELA block and through the school day. A supplement to the curriculum maps, the K-5 ELA Companion Guide, outlines a protocol or routine for teachers to prepare for lessons based on the materials provided in the EL curriculum.</p> <ul style="list-style-type: none"> ● For meaning-based lessons, it is critical that teachers not only prepare to deliver <i>lessons</i>, but also prepare to teach full <i>units</i> and/or <i>modules</i>. The K-5 ELA Companion Guide outlines how to examine units and modules to understand the instructional logic of the curriculum before beginning lesson preparation. The Companion Guide also outlines a “text talk” process for teachers to discuss the curriculum texts in advance of instruction and analyze those texts to understand their features and meaning. ● For skills-based lessons, the <i>Journeys</i> series remains our primary instructional resource as outlined in the Foundational Literacy Map. Research demonstrates that the foundational literacy standards are best taught through a systematic and explicit sequence (such as the sequence provided by <i>Journeys</i>). While we will add on the <i>Journeys</i> resources, it is critical that teachers follow the sequence as provided. 		

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Guidance for the ELA Block

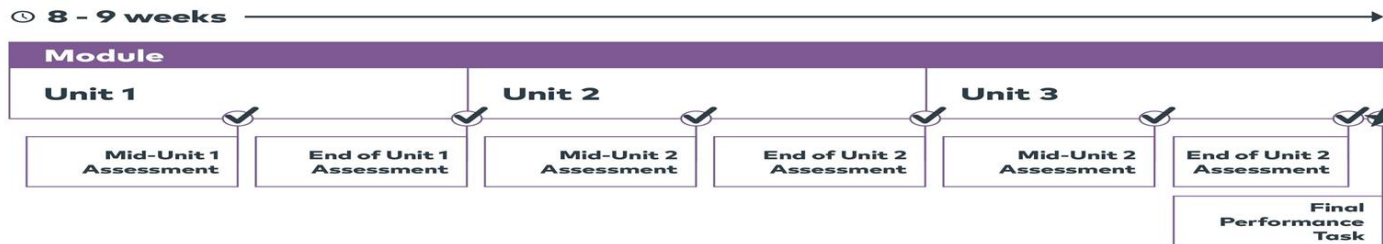
One of the most challenging choices we make as educators is how to spend our time with students, especially when no one structure or recipe will work for all students in all contexts. But, research suggests that some elements of instruction should happen daily, while others can occur less frequently. We can also rely on research to help us understand which methods (i.e. whole group or small group instruction) are most effective for the specific content or skills we are teaching. At a high-level, we recommend that SCS 3rd-5th grade students engage in the following types of practice daily:

- **Working with High-Quality Texts (60 minutes daily EL lessons)** – including reading, discussing, writing about, and listening to texts. The primary goal is developing meaning-based competencies, though work with complex texts should reinforce foundational literacy skills and teachers should look for opportunities to make those connections explicit.
- **Ongoing Practice with Foundational Literacy Skills (30-60 minutes daily)** – including instruction and practice reading texts that are targeted at building and strengthening decoding skills and word recognition. In grades 3-5 students should also work with multisyllabic words and words with irregular spellings, as specified in the Standards.
- **A Volume of Reading (as much as possible)** – additional reading (guided, independent, or shared) both within the ELA block and across the school day to support all aspects of reading, including engagement and motivation

These recommendations align to the [TDOE recommendations](#) for Tier I ELA instruction. In 3rd– 5th grade, students should receive **120 to 150 minutes** of Tier 1 ELA instruction daily. In SCS, daily instruction should include an EL module lesson (60 minutes) and Foundational Literacy instruction (30-60 minutes).

Guidance for Meaning-Based Instruction: Structure of an EL Module

Across all K-5 classrooms, students experience four modules over the course of a school year. In grades 3-5, each module has a consistent structure of three units, each of which includes two formal assessments – a mid-unit assessment and an end-of unit assessment. Each unit progresses in a standard sequence. Unit 1, students read, discuss, and write so that they acquire strong and specific content and background knowledge about the topic. Unit 2 extends the reading, research and writing on the topic. Finally, Unit 3 includes the performance task: an extended, supported writing task or presentation where students need to successfully bring together what they have learned about the topic of study.



3 Dimensions of Student Work: Principles that underlie the curriculum

- **Mastery of student knowledge and skills:** Students demonstrate proficiency and deeper understanding, apply their learning, think critically, and communicate early.
- **Character:** Students work to become effective learners, to become ethical people, and to contribute to a better world.
- **High-quality work:** Students create complex work, demonstrate craftsmanship, and create authentic work.
 - These three dimensions are the aspirational outcomes for the entire K-5 EL curriculum. Achievement is more than mastery of knowledge and skills or students’ scores on a test. Habits of character and high-quality work are also taught and practiced.

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SCS Instructional Framework		

The purpose of this Instructional Framework is to increase our capacity to improve students' literacy by outlining research-supported instructional practices and a shared language for what effective ELA instruction looks like and sounds like in Shelby County School. We believe that consistent use of these practices in every classroom could make measurable positive differences in SCS literacy achievement.

The recommended practices should occur throughout the day, including being integrated into science and social studies learning. These practices should be viewed as the minimum standard of literacy instruction for SCS, not as an exhaustive list of ELA instructional practices.

In our ELA classrooms, students will:

- **Build strong reading foundational skills, starting in the early grades.** Foundational literacy skills unlock the code of text so that students can read and write. We aim for all students to gain these critical skills in the early grades while supporting students of all ages as they strive towards reading proficiently.
- **Work with worthwhile and complex texts.** By reading, discussing and writing about rich texts students build their understanding of the world and their understanding of language. Students must experience a staircase of text complexity across their K-12 experience to prepare them for college and career.
- **Experience a volume of reading to build knowledge, vocabulary, fluency, and independence.** Reading a large volume and wide variety of texts provides students with critical practice in both skills-based and meaning-based competencies. This practice also builds more confident readers and lifelong habits of reading.
- **Regularly discuss and write about texts, grounded in evidence.** Students read texts closely and are challenged to speak and write about what they have read using evidence to justify their positions. Practice should include a focus on the academic language of texts and using such language in discussions and writing.
- **Own the thinking of the lesson.** Students should do most of the reading, thinking, speaking and talking in our classrooms, supported by their peers and their teacher. Students engage in the work of the lesson and take ownership of their learning.

Effective ELA instruction requires research-based instructional practices which include:

- **Thoughtfully planned and executed lessons.** Teachers use a deep understanding of grade-level standards, literacy development, and the curriculum units to ensure daily lessons have clear objectives, worthwhile texts, and aligned tasks. Lesson implementation supports students in achieving the lesson goals while maintaining the rigor of tasks and requiring students to do the thinking.
- **Attention to both skills-based and meaning-based competencies.** Proficient readers simultaneously use skills-based competencies (including decoding, word recognition, and fluency) and meaning-based competencies (including vocabulary and knowledge) to read and make sense of texts. Our students must receive instruction and practice in both competencies to become strong readers.
- **Daily integration of reading, speaking, listening and writing to understand texts and express understanding.** Literacy skills are complex and intertwined and are best developed when practiced in combination, not in isolation. Students need daily, connected practice with the *inputs* of reading and listening and the *outputs* of speaking and writing to develop and express understanding. Strong environments also provide students with regular opportunities to write about their acquired understanding of text and topics.
- **An environment that supports text-based discourse.** Teachers create habits of culture that provide opportunities for students to engage in text-based discussions. Student discussion in ELA builds understanding of the text and topic being studied.
- **Data-informed instruction.** Teachers develop a clear vision of success and use evidence of student thinking to monitor and adjust instruction. Student mistakes are viewed as opportunities for learning and guide teachers in providing strategic scaffolding for students to access rigorous content.

Research suggests these practices can have a positive impact on students, but they do not prescribe how the practices will be used, as we know there is no one set recipe for success. Our students depend on educators making deliberate, researched-informed decisions daily to best meet their students. This document is intended to assist you in making those choices.

ELA Coaching Guide

The ELA Coaching Guide is a tool to diagnose when and if classrooms are meeting the expectations of the Instructional Framework. Designed as a developmental rather than an evaluation tool, it can be used for planning, reflection, and collaboration.

The Coaching Guide is based on the [Instructional Practice Guide from Achieve the Core](#).

ESSA

ESSA is a federal education law committed to equal opportunity for all students. ESSA is about equity and ensuring the federal guardrails are in place, which include provisions that will help to ensure success for all students and schools. In order to provide students with equitable access to the ELA curriculum, scaffolded instruction is expected to support student mastery of the TN Academic Standards. It is imperative for instructional practices to provide each student with the best opportunity to meet these standards by supporting their learning needs.

ESL: English Language Development

To support teachers in helping to ensure success for ESL students in the general education classroom, the EL curriculum provides recommendations for scaffolds for the ELL students in the section called *Meeting Students Needs*. Model Performance Indicators (MPIs) help to make content comprehensible for all learners. The link and the MPI chart below provide instructional recommendations for scaffolds based on the student’s level.

Model Performance Indicators (MPIs): Provide examples (models) of assessable language skills. Reflect the second language acquisition process. Describe how students can use the language (purpose). Relate to specific criteria and elements of academic language. Provide the anchors for curriculum, instruction, and assessment.

	Level 1 (Entering)	Level 2 (Emerging)	Level 3 (Developing)	Level 4 (Expanding)	Level 5 (Bridging)
Listening	<i>Match pictures of key details (vocabulary) from informational text to words read aloud by a teacher/partner.</i>	<i>Sort pictures of key details in informational text according to corresponding basic sentences read aloud by a partner.</i>	<i>Sequence key details that support the main topic of an informational text written in extended sentences from oral presentation with a partner.</i>	<i>Organize details that support the main idea of informational text told in expanded oral discourse with visual support.</i>	<i>Interpret key details that support the main topic in orally presented informational text using complex grade-level oral discourse with visual support.</i>
Reading	<i>Sequence a series of pictures to retell key details of informational text with a partner.</i>	<i>Locate key details within illustrated informational text with a partner.</i>	<i>Sequence key details written in simple sentences on sentence strips with a peer.</i>	<i>Organize main topics and key details from informational text in a graphic organizer with a small group.</i>	<i>Draw conclusions about key details written in complex language using a graphic organizer.</i>
Speaking	<i>Name key details (words) in familiar informational text using illustrations when repeating after a peer.</i>	<i>Describe key details of informational text using phrases and short sentences with visual support such as photos, illustrations and picture books with modeled support.</i>	<i>Retell key details and main topics of informational text using basic sentence structures with models and visual support such as photos, illustrations or picture books.</i>	<i>Explain the main topic and key details of informational text using specific and some technical content-area language in expanded sentences while working with a partner.</i>	<i>Discuss the main topic and key details of informational text using creative word choice and technical and abstract language in multiple complex sentences in a small group.</i>
Writing	<i>Draw and label (with words) illustrations that represent key details of informational text with modeled support.</i>	<i>Compose phrases or short sentences for labeled illustrations representing key details of informational text with a peer.</i>	<i>Retell (in short sentences) the main topic and details of a text supported by a labeled and illustrated flow guidance document.</i>	<i>Summarize the main topics of an informational text and give specific key details in expanded sentences using an illustrated graphic organizer.</i>	<i>Elaborate on the main topic and key details of informational text using organized expression of complex ideas with a word bank.</i>

The WIDA English Language Development (ELD) Standards Connections are found at the following link: <https://www.wida.us/standards/eld.asp>

Throughout this curriculum map, teachers will notice high-quality texts identified for students to engage with through reading/read alouds, discussing, and writing tasks that align to the demands of the standards. Therefore, the high-leverage resources noted below are intended to support teachers' understanding of the curriculum, the standards, and/or instructional practices specified in EL. **To access the resources, click the link. If the link does not open, copy and paste the link into your search engine's browser.**

Reading Resource Tool Kit: Meaning-based Instruction	
The Tennessee State ELA Standards and Crosswalk	
<p>The Tennessee ELA Standards: https://www.tn.gov/education/instruction/academic-standards/english-language-arts-standards.html</p>	<p>Teachers can access the Tennessee State Standards, which are featured throughout this curriculum map and represent college and career ready student learning at each respective grade level.</p>
<p>Crosswalk https://drive.google.com/file/d/1I_iDUT0yj0LNbOX4orjUVw76PDUB07Oz/view?usp=sharing</p>	<p>This crosswalk provides a correlation between the Common Core ELA Standards coding and the Tennessee ELA Standards coding.</p>
Scaffolds in the EL Curriculum	
<p>Digging Deeper on Differentiation Strategies https://drive.google.com/file/d/1A6omzTBZGL7WL-xfR530cu0b3490RHGp/view?usp=sharing</p>	<p>This article contains examples of strategies that help all students make the most of challenging texts and harness them for their work and learning.</p>
<p>Scaffolding Options for ELA https://drive.google.com/file/d/1OchJ8Lwxw9BH6EUCXEZIShL5hxCQ4sRP/view?usp=sharing</p>	<p>This table provides scaffolding options regarding the various instructional components found in EL.</p>
<p>Meeting Students Needs Through Scaffolding https://drive.google.com/file/d/1PU5-lz66v-NRGIZ-VJZ1hp_pz5_UbDI/view?usp=sharing</p>	<p>This table provides temporary instructional supports designed to help students successfully read texts that they may find challenging.</p>
Read-Alouds/Close Reading	
<p>Helping Students Read Closely file:///Users/coach/Downloads/ELED-HelpingStudentsReadCloselyELACurriculumGrades3-8-0815%20(2).pdf</p>	<p>This article provides information regarding how close reads can support students' reading ability.</p>
<p>Close Reading: An Instructional Strategy for Conquering Complex Text https://vimeo.com/89001348</p>	<p>In this video, students and teachers are engaged with EL Education's grades 3-8 ELA curriculum. The teacher guides students through the close reading process, checks for understanding, and leverages the power of student talk and collaboration to help them make meaning of a complex text.</p>
<p>Close Reading Case Study: Grade 3 file:///Users/coach/Downloads/ELED-CloseReadingCaseStudyGrade3InclusionClass-1215.pdf</p>	<p>Teachers can access a case study that features 3rd grade inclusion class engaging in a close reading whereby the teacher is guiding her students through a carefully crafted sequence of text dependent questions that engages all learners.</p>

<p>Grappling with Complex Informational Text https://vimeo.com/54007714</p>	<p>In this video, students and teachers are engaged with EL Education's grades 3-8 ELA curriculum. Students in a fifth-grade class use close reading strategies to determine the main idea and important details from a newspaper article about the Seneca people.</p>
<p>Taking the Conversation Deeper: Read Alouds https://www.youtube.com/watch?v=B76uqrhHVJs</p>	<p>In this Reading Rocket video, a teacher engages students in discussion and read aloud of complex text.</p>
<p>Student Engagement: EL Protocols</p>	
<p>EL Protocols: https://drive.google.com/file/d/1tH0UAMzxCRB9Xvwjw7-5tQLYlt6yT6XY/view?usp=sharing</p>	<p>Teachers can use this resource to learn about how to sequence texts into “expert packs” to build student knowledge of the world.</p>
<p>Classroom Protocols in Action: Science Talk https://vimeo.com/169909161</p>	<p>This video is an example of an EL protocol in action. It shows how the engagement protocols engage all students in the learning.</p>
<p>Social Emotional Learning (SEL) in EL</p>	
<p>EL Character Framework https://characterframework.ededucation.org/</p>	<p>Central to EL Education curriculum is a focus on “habits of character” and social-emotional learning. This website highlights what EL means by character and how EL Education’s curriculum promotes habits of character.</p>
<p>Edutopia: Social Emotional Learning https://www.edutopia.org/social-emotional-learning</p>	<p>This website has a robust library of Social Emotional Learning (SEL) resources, such as videos and articles, that teachers may access to learn more about SEL.</p>
<p>Social Emotional Learning: FAQ https://casel.org/faqs/</p>	<p>Teachers may access the CASEL website to thoroughly develop their professional understanding of Social Emotional Learning.</p>
<p>Aspen Institute: National Commission on Social, Emotional, and Academic Development https://www.aspeninstitute.org/publications/learning-happens-supporting-students-social-emotional-academic-development/</p>	<p>Teachers may use this resource to access SEL articles, videos, and other informative supports to learn more about SEL.</p>
<p>Additional Resources</p>	
<p>The moDEL Detroit Project: https://www.detroitk12.org/Page/9721</p>	<p>The moDEL Detroit Project provides both planning and delivery resources to teachers who are implementing the EL Education curriculum. This includes PowerPoints for every lesson in grades K-8. These resources were developed in conjunction with various literacy experts. However, SCS teachers who choose to use the presentations should review them before use to ensure the information highlights the lesson’s priorities identified for their students. <i>Please note, once downloaded, the PowerPoints can be revised to meet your needs.</i></p>
<p>SCS English Language Learners: Grade 3 https://scsk12.sharepoint.com/:f/s/SCSESLResources/EsupXXRBxHNKimUrMpioDUb9LTAJikDGwkPyApOLEqKIQ?e=FyMuSR</p>	<p>This resources provides scaffolding options for ESL students within EL in order to support their language needs as outlined on their Individual Learning Plans (ILPs) per Tennessee Policy 3.207. (Please copy and paste the link into your browser.)</p>

Module Overview: Third Grade Module 2: Researching to Build Knowledge and Teach Others: Adaptations and the Wide World of Frogs

In this module, students will use literacy skills to become experts—people who use reading, writing, listening, and speaking to build and share deep knowledge about a topic. The module begins with students reading poetry and pourquoi tales about different kinds of frogs to generate “why” questions. At the end of the unit, they write their own fictional pourquoi narratives to attempt to answer some of their “why” questions. In Unit 2, students research to find out the real answers to their frog questions and write paragraphs to communicate their research.

In Unit 3, students will form research groups to become experts on various “freaky” frogs—frogs that have unusual adaptations that help them to survive in extreme environments throughout the world. Students will build their reading, research, writing, and collaborative discussion skills through studying their expert frog. Throughout the module, students will consistently reflect on the role of literacy in building and sharing expertise. They will demonstrate their expertise through a Freaky Frog book and trading card to educate students in grades 2 and 3. This task will center on CCSS ELA Standards **RI.3.7, W.3.2, W.3.3, W.3.4, W.3.6, W.3.8, W.3.10,** and **L.3.6.**

Guiding Questions and Big Ideas

How does an author engage the reader in a narrative?

- *An effective narrative has a beginning that establishes the character and situation, a middle that introduces a problem with character response, and an ending that resolves the problem.*

How do experts build knowledge and share expertise about a topic?

- *Experts build knowledge by studying a topic in depth.*
- *Experts share information through writing and speaking.*

How do frogs survive?

- *Frogs have unique adaptations that help them to survive in various environments.*

Task should align to

- Topic
- Targets
- Texts

The 4 T's	
Topic Freaky frogs	Task Freaky Frog book and trading card to include narrative and informative writing
Targets CCSS explicitly taught and assessed): RI.3.7, W.3.2, W.3.3, W.3.4, W.3.6, W.3.8, W.3.10, and L.3.6	Texts <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>



Third Grade Module 2: Unit 1: Reading and Writing Narratives: Poems and Pourquoi Tales about Frogs

Habits of Character/Social-Emotional Learning (SEL) Focus: Work to Contribute to a Better World

Central to EL Education curriculum is a focus on “habits of character” and social-emotional learning. Students work to become effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration); work to become ethical people, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion); and work to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

In this unit, students **work to contribute to a better world**, putting their learning to use to improve communities (e.g., citizenship, service). Throughout the unit, they practice applying their learning and using their strengths to help others in the class during whole group writing and also peer critiques. Students also **work to become effective learners**, developing the mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration). Throughout the unit they practice collaboration as they work in pairs to read texts and to critique work. Lessons that engage students with social emotional learning and use an anchor chart or protocol as part of the engagement strategy are identified in **bold print** under the category Anchor Charts and Protocols.

Mid Unit Assessment: Reading and Understanding Poetry and Pourquoi Tales

This assessment centers on CCSS ELA RL.3.1, RL.3.2, RL.3.4, RL.3.5, RL.3.10, and L.3.4. In this assessment, students apply what they have learned about reading poems and folktales to read and understand a new poem and pourquoi tale about frogs. In Part I, they read a poem and answer text-dependent selected response questions to show understanding. In Part II, they read a pourquoi tale and answer questions about the story’s plot and purpose, demonstrating their ability to identify key ideas and details as well as analyze the structure of the story.

End of Unit Assessment: Reading and Writing a Pourquoi Tale

This assessment centers on CCSS ELA RF.3.3, RF.3.4a, RF.3.4b, RF.3.4c, W.3.3, W.3.4, W.3.10, L.3.1g, L.3.3a, and L.3.6. It has two parts. In Part I, students read aloud their pourquoi tale and are assessed for reading fluency. In Part II, students use what they have learned about comparative and superlative adjectives and adverbs to answer some selected response questions. They then apply what they have learned about pourquoi tales to write a fanciful narrative that addresses one of the “why” questions that arose from the frog poetry read earlier in the unit (Why do pollywogs wiggle? Why do some frogs live in trees?). Expanding on a planner completed in class, students draft a narrative to “explain” a characteristic of frogs and demonstrate an ability to use rich language and descriptive detail to develop characters and events. Since this will be first draft writing, grammar and conventions will not be formally assessed.

Required Unit Trade book(s): *Bullfrog at Magnolia Circle* and *Lizards, Frogs, and Polliwogs: Poems and Paintings*

Suggested Pacing: This unit is approximately **3 weeks or 14 sessions of instruction.**

NOTE: (1) 2017-18 Power Standards highlighted in **red**. (2) Standards assessed on the Quarterly Common Assessment highlighted in **green**. (3) Click on the **blue “Lesson #”** to access the complete EL lesson details online.

Lesson	Agenda	Daily Learning	Ongoing Assessment	Anchor Charts & Protocols
<p>Lesson 1 Discovering Our Topic: Frogs</p> <p>RL.3.1, RL.3.4, RL.3.10, RI.3.10, L.3.4, SL.3.1, SL.3.1b</p> <p>TN Standards 3.RL.KID.1, 3.RL.CS.4,</p>	<p>1. Opening A. Discovering Our Topic: Mystery Quotes (15 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Introducing the Performance Task (10 minutes) B. Reading for Gist: “Why the Frog</p>	<ul style="list-style-type: none"> I can infer about frogs and support my inferences with details and examples from the mystery quotes. (RL.3.1, SL.3.1, SL.3.1b) I can find the gist of a pourquoi tale. (RL.3.4, L.3.4) I can select a research reading 	<ul style="list-style-type: none"> Participation during Mystery Quotes protocol (RL.3.1, SL.3.1, SL.3.1b) Participation during unpacking of guiding questions (SL.3.1, SL.3.1b) Finding the Gist and Unfamiliar Vocabulary: “Why the Frog Has a Long 	<ul style="list-style-type: none"> Mystery Quotes protocol Guiding Questions anchor chart Performance Task anchor chart Close Readers Do These Things anchor chart

<p>3.RL.RRTC.10, 3.RI.RRTC.10, 3.FL.VA.7a, 3.SL.CC.1</p>	<p>Has a Long Tongue” (15 minutes) 3. Closing and Assessment A. Launching Independent Reading (15 minutes) 4. Homework A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.</p>	<p>book that I want to read. (RL.3.10, RI.3.10)</p>	<p>Tongue” (RL.3.4, L.3.4)</p>	
<p><u>Lesson 2</u> Building Expertise: Characteristics of Narrative Texts</p> <p>RF.3.4, RL.3.1, RL.3.2, RL.3.3, RL.3.4, L.3.1a, L.3.4a</p> <p>TN Standards 3.FL.F.5, 3.RL.KID.1, 3.RL.KID.2, 3.RL.KID.3, 3.RL.CS.4, 3.FL.SC.6, 3.FL.VA.7a</p>	<p>1. Opening A. Engaging the Reader (10 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Close Reading: “The Polliwogs” (15 minutes) B. Shared Reading: “Why the Frog Has a Long Tongue” (20 minutes) 3. Closing and Assessment A. Debrief: What Is a Pourquoi Tale? (10 minutes) 4. Homework A. Choose and respond to a Narrative Quick Write prompt in your Unit 1 homework packet. B. Ask a family member to tell you a pourquoi tale or bring a written tale (in any language) from home, the library, or the research reading selection. C. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can fluently read a poem aloud. (RF.3.4a, RF.3.4b, RF.3.4c) I can refer explicitly to the text when answering questions about the text. (RL.3.1, RL.3.2, RL.3.4, RF.3.4, L.3.1a, L.3.4a) I can describe the structure of a narrative text. (RL.3.2, RL.3.3) 	<ul style="list-style-type: none"> Choral reading: “The Polliwogs” (RF.3.4a, RF.3.4b, RF.3.4c) Close Reading: “The Polliwogs” note-catcher (RL.3.1, RL.3.2, RL.3.4, RF.3.4, L.3.1a, L.3.4a) Participation in analysis of “Why the Frog Has a Long Tongue” (RL.3.2, RL.3.3) 	<ul style="list-style-type: none"> Close Readers Do These Things anchor chart Why? anchor chart
<p><u>Lesson 3</u> Writing Narrative Texts: Planning a Pourquoi Tale</p> <p>RL.3.1, RL.3.2, RL.3.4, RF.3.4, L.3.4a, W.3.3a, W.3.4, W.3.5</p> <p>TN Standards</p>	<p>1. Opening A. Engaging the Reader (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Close Reading: “The Poison-Dart Frogs” (15 minutes) B. Shared Writing: Planning a Pourquoi Tale (30 minutes)</p>	<ul style="list-style-type: none"> I can fluently read a poem aloud. (RF.3.4a, RF.3.4b, RF.3.4c) I can refer explicitly to the text when answering questions about the text. (RL.3.1, RL.3.2, RL.3.4, RF.3.4, L.3.4a) I can plan the characters, 	<ul style="list-style-type: none"> Choral reading of “The Poison-Dart Frogs” (RF.3.4a, RF.3.4b, RF.3.4c) Close Reading: “The Poison-Dart Frogs” note-catcher (RL.3.1, RL.3.2, RL.3.4, RF.3.4, L.3.4a) Participation in creation of Narrative Planning Graphic 	<ul style="list-style-type: none"> Close Readers Do These Things anchor chart Why? anchor chart

<p>3.FL.F.5, 3.RL.KID.1, 3.RL.KID.2, 3.RL.KID.3, 3.RL.CS.4, 3.FL.VA.7a, 3.W.TTP.3, 3.W.PDW.4, 3.W.PDW.5</p>	<p>3. Closing and Assessment A. Debrief (5 minutes) 4. Homework A. Reread “Why the Poison Dart Frog Is So Colorful” for gist. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.</p>	<p>setting, and a clear sequence of events for a pourquoi tale. (W.3.3a, W.3.4, W.3.5)</p>	<p>Organizer: “Why Do Polliwogs Wiggle?” (W.3.3a, W.3.4, W.3.5)</p>	
<p>Lesson 4 Writing Narrative Texts: Drafting the Beginning of a Pourquoi Tale</p> <p>RL.3.1, RL.3.4, RL.3.5, RF.3.3, RF.3.3c, RF.3.4, RF.3.4a, RF.3.4b, RF.3.4c, W.3.3, W.3.3a, W.3.4, W.3.5, L.3.3, L.3.3a, L.3.4, L.3.4b</p> <p>TN Standards 3.FL.F.5, 3.RL.KID.1, 3.RL.CS.4, 3.RL.CS.5, 3.FL.PWR.3, 3.FL.VA.7a i-ii, 3.W.TTP.3, 3.W.PDW.4, 3.W.PDW.5</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Close Reading: “The Wood Frogs” (15 minutes) B. Analyzing a Model (15 minutes) C. Shared Writing: Drafting the Beginning of a Pourquoi Tale (20 minutes) 3. Closing and Assessment A. Exit Ticket (5 minutes) 4. Homework A. Vocabulary. Follow the directions in your Unit 1 homework packet. B. Choose and respond to a Narrative QuickWrite prompt in your Unit 1 homework packet. C. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can fluently read a poem aloud. (RF.3.4a, RF.3.4b, RF.3.4c) I can refer explicitly to the text when answering questions about the text. (RL.3.1, RL.3.2, RL.3.4, RL.3.5, RF.3.3c, RF.3.4, L.3.1a, L.3.4a, L.3.4b) I can write the beginning of a pourquoi tale that establishes the situation and introduces the characters. (W.3.3a, W.3.4, W.3.5) 	<ul style="list-style-type: none"> Choral reading of “The Wood Frog” (RF.3.4a, RF.3.4b, RF.3.4c) Close Reading: “The Wood Frog” note-catcher (RL.3.1, RL.3.2, RL.3.4, RL.3.5, RF.3.3c, RF.3.4, L.3.1a, L.3.4a, L.3.4b) Participation in creation of the beginning of “Why Do Polliwogs Wiggle?” class narrative (W.3.3a, W.3.4, W.3.5) 	<ul style="list-style-type: none"> Close Readers Do These Things anchor chart Why? anchor chart
<p>Lesson 5 Writing Narrative Texts: Drafting the Middle of a Pourquoi Tale</p> <p>W.3.3a, W.3.4, W.3.5</p> <p>TN Standards 3.W.TTP.3, 3.W.PDW.4, 3.W.PDW.5</p>	<p>1. Opening A. Engaging the Writer (5 minutes) B. Reviewing Learning Target (5 minutes) 2. Work Time A. Analyzing a Model (15 minutes) B. Shared Writing: Drafting the Middle of a Pourquoi Tale (25 minutes) 3. Closing and Assessment A. Independent Practice: Planning a Pourquoi Tale (10 minutes)</p>	<ul style="list-style-type: none"> I can write the middle of a pourquoi tale that develops a sequence of events that unfolds naturally and shows the response of characters to the situation. (W.3.3a, W.3.4, W.3.5) 	<ul style="list-style-type: none"> Participation in creation of the middle of the “Why Do Polliwogs Wiggle?” class narrative (W.3.3a, W.3.4, W.3.5) 	<ul style="list-style-type: none"> Why? anchor chart

	<p>4. Homework A. Add illustrations to each page of “Why the Poison Dart Frog Is So Colorful.” B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.</p>			
<p>Lesson 6 Writing Narrative Texts: Drafting the End of a Pourquoi Tale</p> <p>RF.3.4, RL.3.1, RL.3.2, RL.3.4, RL.3.5, L.3.1, L.3.4, W.3.3d, W.3.4, W.3.5</p> <p>TN Standards 3.FL.F.5, 3.RL.KID.1, 3.RL.KID.2, 3.RL.CS.4, 3.RL.CS.5, 3.FL.SC.6, 3.FL.VA.7a, 3.W.TTP.3, 3.W.PDW.4, 3.W.PDW.5</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Language Dive: “The Glass Frog” (20 minutes) B. Analyzing a Model (15 minutes) C. Shared Writing: Drafting the Ending of a Pourquoi Tale (15 minutes) 3. Closing and Assessment A. Exit Ticket (5 minutes) 4. Homework A. Vocabulary. See the directions in your Unit 1 homework packet. B. Choose and respond to a Narrative QuickWrite prompt in your Unit 1 homework packet. C. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can fluently read a poem aloud. (RF.3.4a, RF.3.4b, RF.3.4c) I can refer explicitly to the text when answering questions about the text. (RL.3.1, RL.3.2, RL.3.4, RL.3.5, RF.3.4, L.3.1a, L.3.1h, L.3.3, L.3.4a) I can write the end of a pourquoi tale that provides a solution to the problem and explains the message or purpose of the narrative. (W.3.3d, W.3.4, W.3.5) 	<ul style="list-style-type: none"> Choral reading of “The Glass Frog” (RF.3.4a, RF.3.4b, RF.3.4c,) Close Reading: “The Glass Frog” note-catcher (RL.3.1, RL.3.2, RL.3.4, RL.3.5, RF.3.4, L.3.1a, L.3.1h, L.3.3, L.3.4a) Participation in creation of the ending of “Why Do Polliwogs Wiggle?” class narrative (W.3.3d, W.3.4, W.3.5) 	<ul style="list-style-type: none"> Close Readers Do These Things anchor chart Why? anchor chart
<p>Lesson 7 Mid-Unit 1 Assessment: Reading and Understanding Poetry and Pourquoi Tales</p> <p>RL.3.1, RL.3.2, RL.3.4, RL.3.5, RL.3.10, L.3.4</p> <p>TN Standards 3.RL.KID.1, 3.RL.KID.2, 3.RL.CS.4, 3.RL.CS.5, 3.RL.RRTC.10, 3.FL.VA.7a</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Mid-Unit 1 Assessment, Part I: Reading and Understanding Poetry (15 minutes) B. Mid-Unit 1 Assessment, Part II: Reading and Understanding Pourquoi Tales (20 minutes) C. Independent Practice: Planning a Pourquoi Tale (10 minutes) 3. Closing and Assessment</p>	<ul style="list-style-type: none"> I can refer explicitly to the text when answering questions about the text. (RL.3.1, RL.3.2, RL.3.5, RL.3.10) I can find the meaning of unfamiliar vocabulary. (RL.3.4, L.3.4a, L.3.4b, L.3.4c, L.3.4d) 	<ul style="list-style-type: none"> Mid-Unit 1 Assessment, Parts I and II (RL.3.1, RL.3.2, RL.3.4, RL.3.5, RL.3.10, L.3.4a, L.3.4b, L.3.4c, L.3.4d) Tracking Progress: Reading, Understanding, and Explaining New Text (RL.3.1, RL.3.4, RL.3.10, L.3.4) 	<ul style="list-style-type: none"> Tracking Progress

	<p>A. Tracking Progress (10 minutes)</p> <p>4. Homework</p> <p>A. Finish planning your pourquoi tale using your Narrative Planning Graphic Organizer: New “Why” Question.</p> <p>B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.</p>			
<p>Lesson 8</p> <p>Writing a Pourquoi Tale: Establishing the Situation and Character</p> <p>RF.3.4, W.3.3a, W.3.4, W.3.5</p> <p>TN Standards 3.FL.F.5, 3.W.TTP.3, 3.W.PDW.4, 3.W.PDW.5,</p>	<p>1. Opening</p> <p>A. Reviewing Learning Targets (10 minutes)</p> <p>2. Work Time</p> <p>A. Analyzing Class Pourquoi Tale (10 minutes)</p> <p>B. Preparing for Independent Writing: Sketching the Beginning of a Pourquoi Tale (10 minutes)</p> <p>C. Independent Writing: Beginning of a Pourquoi Tale (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Reading Aloud: Beginning of a Pourquoi Tale (10 minutes)</p> <p>4. Homework</p> <p>A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can write the beginning of a pourquoi tale that establishes the situation and character and uses precise and interesting words and phrases. (W.3.3a, W.3.4, W.3.5, L.3.3a) I can read my pourquoi tale aloud accurately and with expression. (RF.3.4a, RF.3.4b, RF.3.4c) 	<ul style="list-style-type: none"> Narrative Planning Graphic Organizer: New “Why” Question Beginning of a pourquoi tale 	<ul style="list-style-type: none"> Fluent Readers Do These Things anchor chart
<p>Lesson 9</p> <p>Writing a Pourquoi Tale: Describing the Central Problem and the Character Response</p> <p>W.3.3a, W.3.3b, W.3.4, W.3.5</p> <p>TN Standards 3.W.TTP.3 a-b, 3.W.PDW.4, 3.W.PDW.5</p>	<p>1. Opening</p> <p>A. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time</p> <p>A. Mini Lesson: Dialogue and Description (15 minutes)</p> <p>B. Preparing for Independent Writing: Acting Out the Middle of a Pourquoi Tale (10 minutes)</p> <p>C. Independent Writing: Middle of a Pourquoi Tale (25 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Choosing a New “Why” Question (5 minutes)</p>	<ul style="list-style-type: none"> I can write the middle of a pourquoi tale that describes the central problem and how the character responds to the problem. (W.3.3a, W.3.3b, W.3.4, W.3.5) I can use dialogue and descriptions in my pourquoi tale to show rather than tell the response of characters to situations. (W.3.3b, W.3.4, W.3.5) 	<ul style="list-style-type: none"> Middle of a pourquoi tale (W.3.3a, W.3.3b, W.3.4, W.3.5) 	<ul style="list-style-type: none"> Why? anchor chart

	<p>4. Homework A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.</p>			
<p><u>Lesson 10</u> Writing a Pourquoi Tale: A Resolution to the Problem</p> <p>W.3.3, W.3.4, W.3.5</p> <p>TN Standards 3.W.TTP.3, 3.W.PDW.4, 3.W.PDW.5</p>	<p>1. Opening A. Returning Mid-Unit 1 Assessment (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Mini Lesson: Temporal Words and Phrases (10 minutes) B. Analyzing “Why Do Polliwogs Wiggle?” Class Narrative (5 minutes) C. Independent Writing: End of a Pourquoi Tale (25 minutes) 3. Closing and Assessment A. Independent Practice: Planning a Pourquoi Tale (10 minutes) 4. Homework A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can write the end of a pourquoi tale that provides a resolution to the problem and wraps up my story. (W.3.3a, W.3.3b, W.3.3c, W.3.3d, W.3.4, W.3.5, L.3.3a) I can use temporal words and phrases to show the order of events. (W.3.3c, L.3.3a) 	<ul style="list-style-type: none"> End of a pourquoi tale (W.3.3a, W.3.3b, W.3.3c, W.3.3d, W.3.4, W.3.5, L.3.3a) 	
<p><u>Lesson 11</u> Writing a Pourquoi Tale: Final Revisions</p> <p>RF.3.4, W.3.3, W.3.5, L.3.1</p> <p>TN Standards 3.FL.F.5, 3.W.TTP.3, 3.W.PDW.5, 3.FL.SC.6</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Mini Lesson: Comparative and Superlative Adjectives (10 minutes) B. Revising Pourquoi Tale: Comparative and Superlative Adjectives and Word Choice (10 minutes) C. Reading Aloud: Pourquoi Tale (20 minutes) 3. Closing and Assessment A. Planning: End of Unit 1 Assessment Pourquoi Tale (15 minutes) 4. Homework A. Finish planning your pourquoi tale</p>	<ul style="list-style-type: none"> I can revise my pourquoi tale to correctly use comparative and superlative adjectives and to include words and phrases to take it more precise and interesting. (W.3.3, W.3.5, L.3.1g, L.3.3a) I can read my pourquoi tale aloud accurately and with expression. (RF.3.4a, RF.3.4b, RF.3.4c) 	<ul style="list-style-type: none"> Revised pourquoi tale (W.3.3, W.3.5, L.3.1g, L.3.3a) Reading Fluency Self-Assessment Checklist (RF.3.4a, RF.3.4b, RF.3.4c) 	<ul style="list-style-type: none"> Parts of Speech anchor chart Fluent Readers Do These Things anchor chart

	<p>for the End of Unit 1 Assessment. B. Complete the Comparative and Superlative Adjectives practice in your Homework Resources. C. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.</p>			
<p>Lesson 12 End of Unit 1 Assessment: Part I: Frog Festival Part I</p> <p>RF.3.4, W.3.3, W.3.5, W.3.10, L.3.1</p> <p>TN Standards 3.FL.F.5, 3.W.TTP.3, 3.W.PDW.5, 3.W.RW.10, 3.FL.SC.6</p>	<p>1. Opening A. Returning Mid-Unit 1 Assessment (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Mini Lesson: Comparative and Superlative Adverbs (10 minutes) B. Revising Pourquoi Tale: Comparative and Superlative Adverbs (10 minutes) C. End of Unit Assessment, Part I: Frog Festival, Part I (25 minutes) 3. Closing and Assessment A. Frog Festival, Part I: Reflections (5 minutes) 4. Homework A. Complete the Comparative and Superlative Adverbs practice in your Homework Resources. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can revise my pourquoi tale to correctly use comparative and superlative adverbs. (W.3.3, W.3.5, W.3.10, L.3.1g) I can read my pourquoi tale aloud accurately and with expression. (RF.3.4a, RF.3.4b, RF.3.4c) 	<ul style="list-style-type: none"> Revised pourquoi tale (W.3.3, W.3.5, W.3.10, L.3.1g) Reading Fluency Self-Assessment Checklist (RF.3.4a, RF.3.4b, RF.3.4c) 	<ul style="list-style-type: none"> Parts of Speech anchor chart Fluent Readers Do These Things anchor chart
<p>Lesson 13 End of Unit 1 Assessment: Part II: Writing a Pourquoi Tale</p> <p>W.3.3, W.3.4, W.3.10, L.3.1, L.3.6</p> <p>TN Standards 3.W.TTP.3, 3.W.PDW.4, 3.W.RW.10, 3.FL.SC.6, 3.FL.VA.7c</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. End of Unit 1 Assessment, Part II: Writing a Pourquoi Tale (45 minutes) 3. Closing and Assessment A. Tracking Progress (10 minutes) 4. Homework A. Accountable Research Reading. Select a prompt to respond to in the</p>	<ul style="list-style-type: none"> I can form and use comparative and superlative adjectives and adverbs. (L.3.1g) I can write a new pourquoi tale. (W.3.3a, W.3.4, W.3.10, L.3.1g, L.3.3a, L.3.6) 	<ul style="list-style-type: none"> End of Unit 1 Assessment: Writing a Pourquoi Tale (W.3.3a, W.3.4, W.3.10, L.3.1g, L.3.3a, L.3.6) Tracking Progress: Narrative Writing (W.3.3) 	<ul style="list-style-type: none"> Tracking Progress

	front of your independent reading journal.			
<p>Lesson 14 Reading For Gist: Bullfrog at Magnolia Circle</p> <p>RF.3.4, RI.3.1, RI.3.4, L.3.4</p> <p>TN Standards 3.FL.F.5, 3.RI.KID.1, 3.RI.CS.4, 3.FL.VA.7a</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. End of Unit Assessment, Part I: Frog Festival, Part II (25 minutes) B. Frog Festival, Part II: Reflections (5 minutes) C. Reading for Gist: <i>Bullfrog at Magnolia Circle</i> (20 minutes)</p> <p>3. Closing and Assessment A. Exit Ticket: Answering Questions about the Text (5 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> • I can read my pourquoi tale aloud accurately and with expression. (RF.3.4a, RF.3.4b, RF.3.4c) • I can find the gist of <i>Bullfrog at Magnolia Circle</i>. (RI.3.1, RI.3.4, L.3.4) 	<ul style="list-style-type: none"> • Reading Fluency Self-Assessment Checklist (RF.3.4a, RF.3.4b, RF.3.4c) • Gist on sticky notes (RI.3.1, RI.3.4, L.3.4) 	<ul style="list-style-type: none"> • Fluent Readers Do These Things anchor chart • Strategies to Answer Selected Response Questions anchor chart



Third Grade Module 2: Unit 2: Building Background Knowledge: Frogs and the Research Process

Habits of Character/Social-Emotional Learning (SEL) Focus: Work to Contribute to a Better World

Central to EL Education curriculum is a focus on “habits of character” and social-emotional learning. Students work to become effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration); work to become ethical people, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion); and work to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

In this unit, students **work to contribute to a better world**, applying their learning and using their strengths to help others in the class during whole group writing and peer critiques. Students also **work to become effective learners**, collaborating as they work in pairs to read texts and to critique work.

Mid Unit Assessment: Reading and Researching about Reptiles and Amphibians

This assessment centers on CCSS ELA RI.3.1, RI.3.3, RI.3.4, RI.3.5, RI.3.7, RI.3.10, W.3.8, L.3.1d, L.3.1e, and L.3.4. In this assessment, students read a new section from *Everything You Need to Know about Frogs and Other Slippery Creatures*. In Part I, they answer text-dependent multiple choice and short answer questions demonstrating their ability to determine the meaning of un-known words, read for specific details, and use text features and illustrations. In Part II, students gather the information needed to answer a research question and complete a graphic organizer using the information they have found.

End of Unit Assessment: Informative Paragraph: Describing Poison Dart Frogs

This assessment centers on CCSS ELA RI.3.1, RI.3.4, RI.3.8, RI.3.10, L.3.4, W.3.2, W.3.4, W.3.7, W.3.8, W.3.10, L.3.1d, and L.3.1e and has two parts. In Part I, students reread text from the unit, as well as a new text, to synthesize information, answer selected response questions targeting language and reading standards, and plan a short, informative piece of writing that answers the research question: Why is the poison dart frog so colorful? In Part II, students draft the paragraphs they planned, using facts, definitions, and details from the texts to explain the information gathered in their research.

Required Unit Trade book(s): *Everything You Need to Know about Frogs: And Other Slippery Creatures*

Suggested Pacing: This unit is approximately **2.5 weeks or 12 sessions of instruction**.

NOTE: (1) 2017-18 Power Standards highlighted in **red**. (2) Standards assessed on the Quarterly Common Assessment highlighted in **green**. (3) Click on the **blue “Lesson #”** to access the complete EL lesson details online.

Lesson	Agenda	Daily Learning	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1 Reading Informational Texts: Asking and Answering Questions about Frogs RI.3.1, RI.3.4, RI.3.5, RI.3.10, L.3.4, W.3.7, W.3.8	1. Opening A. Engaging the Reader (5 minutes) B. Reviewing Performance Task and Learning Targets (10 minutes) 2. Work Time A. Exploring the Text: <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> (5 minutes)	<ul style="list-style-type: none"> I can use text features to find information about tadpoles efficiently in <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>. (RI.3.1, RI.3.5) I can find the gist of an excerpt from <i>Everything You Need to</i> 	<ul style="list-style-type: none"> KWEL chart (RI.3.1, RI.3.10, W.3.7, W.3.8) 	<ul style="list-style-type: none"> Why? anchor chart Guiding Questions anchor chart Performance Task anchor chart Close Readers Do These Things anchor chart

<p>TN Standards 3.RI.KID.1, 3.RI.CS.4, 3.RI.CS.5, 3.RI.RRTC.10, 3.FL.VA.7a, 3.W.RBPK.7, 3.W.RBPK.8</p>	<p>B. Mini Lesson: Using Informational Text Features (15 minutes) C. Reading for Gist: <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> (15 minutes) 3. Closing and Assessment A. KWEL Chart: Frogs (10 minutes) 4. Homework A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.</p>	<p><i>Know about Frogs and Other Slippery Creatures.</i> (RI.3.4, L.3.4)</p>		
<p><u>Lesson 2</u> Close Read: “Amphibians”</p> <p>RI.3.1, RI.3.3, RI.3.4, RI.3.5, RI.3.7, L.3.1, L.3.4</p> <p>TN Standards 3.RI.KID.1, 3.RI.KID.3, 3.RI.CS.4, 3.RI.CS.5, 3.RI.IKI.7, 3.FL.SC.6, 3.FL.VA.7a</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Close Read: “Amphibians” (50 minutes) 3. Closing and Assessment A. Debrief (5 minutes) 4. Homework A. Conversation about amphibians using the prompts in your Unit 2 homework packet. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can refer explicitly to the text when answering questions about the text. (RI.3.1, RI.3.3, RI.3.5, RI.3.7, L.3.1a, L.3.1h, L.3.1i) I can find the meaning of unfamiliar vocabulary. (RI.3.4, L.3.4a, L.3.4b, L.3.4c, L.3.4d) 	<ul style="list-style-type: none"> Close Reading: “Amphibians” note-catcher (RI.3.1, RI.3.3, RI.3.4, RI.3.5, RI.3.7, L.3.1a, L.3.1h, L.3.1i, L.3.4a, L.3.4b, L.3.4c, L.3.4d) 	<ul style="list-style-type: none"> Parts of Speech anchor chart Close Readers Do These Things anchor chart
<p><u>Lesson 3</u> Writing Informational Texts: Why do Polliwogs Wiggle?</p> <p>RI.3.3, W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, L.3.1</p> <p>TN Standards 3.RI.KID.3, 3.W.TTP.2, 3.W.PDW.4, 3.W.PDW.5, 3.W.RBPK.7, 3.W.RBPK.8, 3.FL.SC.6</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Shared Writing: Planning an Informational Paragraph (15 minutes) B. Mini Lesson: Forming and Using Regular Verbs (15 minutes) C. Shared Writing: Drafting an Informational Paragraph (20 minutes) 3. Closing and Assessment A. Debrief: Informative Writing Checklist (5 minutes) 4. Homework</p>	<ul style="list-style-type: none"> I can plan and draft an informational paragraph that has a clearly stated focus and uses facts, definitions, and details from the text to explain my ideas. (W.3.2, W.3.4, W.3.5) I can form and use regular verbs in the present tense. (L.3.1d, L.3.1e) 	<ul style="list-style-type: none"> Polliwogs Research note-catcher (RI.3.3, W.3.2, W.3.4, W.4.5, W.3.7, W.3.8) Participation in shared writing of “Why Do Polliwogs Wiggle?” (W.3.2, W.3.4, W.3.5) 	<ul style="list-style-type: none"> Performance Task anchor chart Parts of Speech anchor chart

	<p>A. Choose a Regular Verb practice from your Homework Resources to complete. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal</p>			
<p>Lesson 4 Reading Informational Texts: Asking and Answering Questions about Frogs</p> <p>RI.3.1, RI.3.4, RI.3.5, RI.3.10, L.3.4, W.3.7, W.3.8</p> <p>TN Standards 3.RI.KID.1, 3.RI.CS.4, 3.RI.CS.5, 3.RI.RRTC.10, 3.FL.VA.7a, 3.W.RBPK.7, 3.W.RBPK.8</p>	<p>1. Opening A. KWEL Chart: Frogs (10 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Mini Lesson: Using Informational Text Features (15 minutes) B. Reading for Gist: <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> (15 minutes) 3. Closing and Assessment A. Research Reading Share (15 minutes) 4. Homework A. Choose a Regular Verb practice from your Homework Resources to complete. B. Vocabulary. Follow the directions in your Unit 2 homework packet. C. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can use text features to find information about the glass frog efficiently in <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>. (RI.3.5) I can find the gist of an excerpt from <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>. (RI.3.4, L.3.4) 	<ul style="list-style-type: none"> KWEL chart (RI.3.1, RI.3.10, W.3.7, W.3.8) 	<ul style="list-style-type: none"> Why? anchor chart Close Readers Do These Things anchor chart
<p>Lesson 5 Close Read: “The Glass Frog”</p> <p>RI.3.1, RI.3.3, RI.3.4, RI.3.5, RI.3.7, RI.3.8, L.3.1, L.3.4</p> <p>TN Standards 3.RI.KID.1, 3.RI.KID.3, 3.RI.CS.4, 3.RI.CS.5, 3.RI.IKI.7, 3.RI.IKI.8, 3.FL.SC.6, 3.FL.VA.7a</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Close Read: “The Glass Frog” (50 minutes) 3. Closing and Assessment A. Debrief (5 minutes) 4. Homework A. Vocabulary. Follow the directions in your Unit 2 homework packet. B. Accountable Research Reading.</p>	<ul style="list-style-type: none"> I can refer explicitly to the text when answering questions about the text. (RI.3.1; RI.3.3; RI.3.5; RI.3.7; RI.3.8; L.3.1a) I can find the meaning of unfamiliar vocabulary. (RI.3.4, L.3.4a, L.3.4b, L.3.4c, L.3.4d) 	<ul style="list-style-type: none"> Close Reading: “The Glass Frog” note-catcher (RI.3.1; RI.3.3; RI.3.4; RI.3.5; RI.3.7; RI.3.8; L.3.1a; L.3.4a, L.3.4b, L.3.4c, L.3.4d) 	<ul style="list-style-type: none"> Close Readers Do These Things anchor chart Parts of Speech anchor chart

	<p>Select a prompt to respond to in the front of your independent reading journal.</p>			
<p>Lesson 6 Writing Informational Texts: Why is the Glass Frog So Hard to See?</p> <p>RI.3.3, W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, L.3.1</p> <p>TN Standards 3.RI.KID.3, 3.W.TTP.2, 3.W.PDW.4, 3.W.PDW.5, 3.W.RBPK.7, 3.W.RBPK.8, 3.FL.SC.6</p>	<p>1. Opening A. Engaging the Writer (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Guided Practice: Planning an Informational Paragraph (15 minutes) B. Mini Lesson: Forming and Using Irregular Verbs <i>Have</i> and <i>Be</i> (15 minutes) C. Guided Practice: Drafting an Informational Paragraph (15 minutes) 3. Closing and Assessment A. Exit Ticket (5 minutes) 4. Homework A. Complete the Irregular Verbs practice in your Homework Resources. B. Vocabulary. Follow the directions in your Unit 2 homework packet.</p>	<ul style="list-style-type: none"> I can plan and draft an informational paragraph that has a clearly stated focus; uses facts, definitions, and details from the text to explain my ideas; and has a conclusion statement that reminds the reader of the focus of the piece. (RI.3.3, W.3.2, W.3.4, W.3.5, W.3.7, W.3.8) I can form and use irregular verbs in the present tense. (L.3.1d, L.3.1e) 	<ul style="list-style-type: none"> Glass Frog Research note-catcher (RI.3.3, W.3.2, W.3.4, W.3.5, W.3.7, W.3.8) “Why Is the Glass Frog So Hard to See?” draft (W.3.2, W.3.4, W.3.5) 	<ul style="list-style-type: none"> Performance Task anchor chart Parts of Speech anchor chart
<p>Lesson 7 Mid-Unit 2 Assessment: Reading and Researching about Reptiles and Amphibians</p> <p>RI.3.1, RI.3.3, RI.3.4, RI.3.5, RI.3.7, W.3.8, L.3.4</p> <p>TN Standards 3.RI.KID.1, 3.RI.KID.3, 3.RI.CS.4, 3.RI.CS.5, 3.RI.IKI.7, 3.W.RBPK.8, 3.FL.VA.7a</p>	<p>1. Opening A. Returning End of Unit 1 Assessment (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Mid-Unit 2 Assessment, Part I: Selected Response (20 minutes) B. Mid-Unit 2 Assessment, Part II: Researching about Reptiles and Amphibians (20 minutes) 3. Closing and Assessment A. Tracking Progress (10 minutes) 4. Homework A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can refer explicitly to the text when answering questions about the text. (RI.3.1, RI.3.3, RI.3.5, RI.3.7) I can find the meaning of unfamiliar vocabulary. (RI.3.4, L.3.4a, L.3.4b, L.3.4c, L.3.4d) I can gather information from a text and take notes into provided categories. (RI.3.1, W.3.8) 	<ul style="list-style-type: none"> Mid-Unit 2 Assessment, Parts I and II (RI.3.1, RI.3.3, RI.3.4, RI.3.5, RI.3.7, W.3.8, L.3.4a, L.3.4b, L.3.4c, L.3.4d) Tracking Progress: Reading, Understanding, and Explaining New Text (RI.3.1, RI.3.4, RI.3.10, L.3.4) 	<ul style="list-style-type: none"> Close Readers Do These Things anchor chart
<p>Lesson 8</p>	<p>1. Opening</p>	<ul style="list-style-type: none"> I can describe the connections 	<ul style="list-style-type: none"> Frog Adaptations Research 	<ul style="list-style-type: none"> Strategies to Answer Selected

<p>Reading Informational Texts: Researching Frog Adaptations, Part I</p> <p>RI.3.3, RI.3.8, W.3.2, W.3.4, W.3.7, W.3.8</p> <p>TN Standards 3.RI.KID.3, 2.RI.IKI.8, 3.W.TTP.2, 3.W.PDW.4, 3.W.RBPK.7, 3.W.RBPK.8</p>	<p>A. Engaging the Reader: KWEL Chart: Frogs (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Introducing the Writing Prompt (10 minutes) B. Guided Research: <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> (15 minutes) C. Partner Research: <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> (20 minutes) 3. Closing and Assessment A. Exit Ticket: Making Connections (5 minutes) 4. Homework A. Making Connections. Complete the Making Connections practice in your Unit 2 homework packet with the research reading you did today. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.</p>	<p>between sentences, paragraphs, and pages on pages 6–7 and 32–33 of <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>. (RI.3.8)</p> <ul style="list-style-type: none"> I can use texts and images to research the answer to the question: How does where a frog lives affect how it looks and/or acts? (RI.3.7, W.3.7, W.3.8) 	<p>note-catcher (RI.3.3, W.3.2, W.3.4, W.3.7, W.3.8)</p> <ul style="list-style-type: none"> Exit Ticket: Making Connections (RI.3.8) 	<p>Response Questions anchor chart</p>
<p>Lesson 9</p> <p>Reading Informational Texts: Researching Frog Adaptations, Part II</p> <p>RI.3.3, RI.3.7, RI.3.8, W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, L.3.4</p> <p>TN Standards 3.RI.KID.3, 3.RI.IKI.7, 3.RI.IKI.8, 3.W.TTP.2, 3.W.PDW.4, 3.W.PDW.5, 3.W.RBPK.7, 3.W.RBPK.8, 3.FL.VA.7a</p>	<p>1. Opening A. Engaging the Reader: KWEL Chart: Frogs (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Jigsaw: Read for Gist (20 minutes) B. Jigsaw: Independent Research (15 minutes) C. Jigsaw: Share (10 minutes) 3. Closing and Assessment A. Exit Ticket: Making Connections 2 (5 minutes) 4. Homework A. Making Connections. Complete the Making Connections practice in your Unit 2 homework packet with</p>	<ul style="list-style-type: none"> I can describe the connections between sentences, paragraphs, and pages on pages 20–21 or 36–37 of <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>. (RI.3.8) I can use texts and images to research to answer the question: How does where a frog lives affect how it looks and/or acts? (RI.3.7, W.3.7, W.3.8) 	<ul style="list-style-type: none"> Finding the Gist and Unfamiliar Vocabulary: Amazon Horned Frog: Pages 20–21 (RI.3.4, L.3.4) Frog Adaptations Research note-catcher (RI.3.3, W.3.2, W.3.4, W.4.5, W.3.7, W.3.8) Exit Ticket: Making Connections 2 (RI.3.8) 	<ul style="list-style-type: none"> Close Readers Do These Things anchor chart Strategies to Answer Selected Response Questions anchor chart

	<p>the research reading you did today. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.</p>			
<p>Lesson 10 Writing an Informative Paragraph: First Draft RI.3.1, W.3.2, W.3.4 TN Standards 3.RI.KID.1, 3.W.TTP.2, 3.W.PDW.4</p>	<p>1. Opening A. Engaging the Writer: KWEL Chart: Frogs (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Writing an Effective Focus Statement (10 minutes) B. Independent Practice: Drafting an Informational Paragraph (30 minutes) 3. Closing and Assessment A. Sharing Paragraphs (10 minutes) 4. Homework A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can write an effective focus statement for an informative paragraph about how where frogs live affects how they look and/or act. (W.3.2a) I can draft an informative paragraph about how where frogs live affects how they look and/or act. (RI.3.1, W.3.2, W.3.4) 	<ul style="list-style-type: none"> “How Does Where a Frog Lives Affect How It Looks and/or Acts?” draft (RI.3.1, W.3.2, W.3.4) 	
<p>Lesson 11 Writing an Informative Paragraph: Final Draft W.3.2, W.3.5 TN Standards 3.W.TTP.2, 3.W.PDW.5</p>	<p>1. Opening A. Research Reading Share (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Mini Lesson: Linking Words and Phrases (15 minutes) B. Mini Lesson: Editing for Conventions (10 minutes) C. Writing Final Draft of Informative Paragraph (15 minutes) 3. Closing and Assessment A. Citing Sources (5 minutes) 4. Homework A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can revise my draft informative paragraph based on peer feedback. (W.3.2, W.3.5) I can include linking words and phrases to connect ideas in my paragraph. (W.3.2c) 	<ul style="list-style-type: none"> “How Does Where a Frog Lives Affect How It Looks and/or Acts?” final draft (W.3.2, W.3.5) 	<ul style="list-style-type: none"> Back-to-back and Face-to-Face
<p>Lesson 12</p>	<p>1. Opening</p>	<ul style="list-style-type: none"> I can describe the connections 	<ul style="list-style-type: none"> End of Unit 2 Assessment, Parts 	<ul style="list-style-type: none"> Close Readers Do These

<p>End of Unit 2 Assessment: Informative Paragraph: Describing Poison Dart Frogs</p> <p>RI.3.1, RI.3.4, RI.3.8, RI.3.10, W.3.2 W.3.4, W.3.7, W.3.8, W.3.10, L.3.4</p> <p>TN Standards 3.RI.KID.1, 3.RI.CS.4, 3.RI.IKI.8, 3.RI.RRTC.10, 3.W.TTP.2, 3.W.PDW.4, 3.W.RBPK.7, 3.W.RBPK.8, 3.W.RW.10, 3.FL.VA.7a</p>	<p>A. Returning Mid-Unit 2 Assessment (5 minutes) B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. End of Unit 2 Assessment, Part I: Selected Response (20 minutes) B. End of Unit 2 Assessment, Part II: Planning and Writing an Informative Paragraph about the Poison Dart Frog (25 minutes)</p> <p>3. Closing and Assessment A. Tracking Progress (5 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.</p>	<p>between sentences and paragraphs in excerpts of Everything You Need to Know about Frogs and Other Slippery Creatures. (RI.3.8)</p> <ul style="list-style-type: none"> • I can gather and categorize information to answer a research question. (RI.3.1, W.3.7, W.3.8) • I can write an informative paragraph about poison dart frogs in response to a prompt. (RI.3.1, W.3.2, W.3.4, W.3.7, W.3.10) 	<p>I and II (RI.3.1, RI.3.4, RI.3.8, RI.3.10, W.3.2, W.3.4, W.3.7, W.3.8, W.3.10, L.3.4)</p> <ul style="list-style-type: none"> • Tracking Progress: Informative Writing (W.3.2) 	<p>Things anchor chart</p>
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Third Grade Module 2: Unit 3: Using Writing to Inform: Freaky Frog Text

Habits of Character/Social-Emotional Learning (SEL) Focus: Work to Contribute to a Better World

Central to EL Education curriculum is a focus on “habits of character” and social-emotional learning. Students work to become effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration); work to become ethical people, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion); and work to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

In this unit, students **work to contribute to a better world**, putting their learning to use to improve communities by taking care of shared spaces as they work on technology to draft their writing.

Mid Unit Assessment: Informative Paragraph: Describing Freaky Frog Adaptations

This assessment centers on CCSS ELA RI.3.1, W.3.2, W.3.4, W.3.7, W.3.10, L.3.1d, and L.3.1e and has two parts. In Part I, students answer selected response questions targeting assessment of language standards. In Part II, students use the plan they created in class to write a first draft of the second proof paragraph of their informative text about the unique adaptations of their freaky frog.

End of Unit Assessment: Informative Essay: Revising and Editing a Description of My Freaky Frog

This assessment centers on CCSS ELA W.3.2, W.3.5, W.3.10, L.3.1h, L.3.1i, and L.3.6 and has two parts. In Part I, students revise and write a final draft of their informative essay about their chosen freaky frog. In Part II, students answer selected response questions targeting assessment of language standards.

Required Unit Trade book(s): *Everything You Need to Know about Frogs: And Other Slippery Creatures*

Suggested Pacing: This unit is approximately **2.5 weeks or 12 sessions of instruction.**

NOTE: (1) 2017-18 Power Standards highlighted in **red**. (2) Standards assessed on the Quarterly Common Assessment highlighted in **green**. (3) Click on the **blue “Lesson #”** to access the complete EL lesson details online.

Lesson	Agenda	Daily Learning	Ongoing Assessment	Anchor Charts & Protocols
<p>Lesson 1 Reading Informational Texts: Researching Freaky RI.3.1, RI.3.5, W.3.7, W.3.8, SL.3.1 TN Standards 3.RI.KID.1, 3.RI.CS.5, 3.W.RBPK.7, 3.W.RBPK.8, 3.SL.CC.1</p>	<p>1. Opening A. Poster Walk (15 minutes) B. Reviewing Performance Task and Learning Targets (10 minutes) 2. Work Time A. Guided Practice: Researching General Facts about the Poison Dart Frog (15 minutes) B. Independent Practice: Researching General Facts about My Freaky Frog (15 minutes) 3. Closing and Assessment A. Debrief (5 minutes) 4. Homework A. Have a conversation with</p>	<ul style="list-style-type: none"> I can use text features to find information efficiently about my freaky frog. (RI.3.5, W.3.7, W.3.8) I can gather information and take notes about general facts about my freaky frog. (W.3.7, W.3.8) 	<ul style="list-style-type: none"> Observations during Poster Walk (RI.3.1, W.3.7, SL.3.1b) My Freaky Frog Research note-catcher (W.3.7, W.3.8) 	<ul style="list-style-type: none"> Poster Walk protocol Performance Task anchor chart

	<p>someone at home about your selected frog using the provided prompts in your Unit 3 homework packet. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.</p>			
<p>Lesson 2 Reading Informational Texts: Researching Freaky Frogs</p> <p>RI.3.1, RI.3.5, W.3.7, W.3.8, L.3.1, L.3.1d, L.3.1e</p> <p>TN Standards 3.RI.KID.1, 3.RI.CS.5, 3.W.RBPK.7, 3.W.RBPK.8, 3.FL.SC.6 d-e</p>	<p>1. Opening A. Engaging the Reader (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Mini Lesson: Forming and Using Verbs in the Future Tense (15 minutes) B. Guided Practice: Researching Poison Dart Frog Adaptations (10 minutes) C. Independent Practice: Researching My Freaky Frog's Adaptations (20 minutes) 3. Closing and Assessment A. Back-to-Back and Face-to-Face: Frog Adaptations Freeze Frame (5 minutes) 4. Homework A. Reread the Poison Dart Frog Model for gist. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can form and use regular verbs in the future tense. (L.3.1d, L.3.1e) I can use text features to find information efficiently about my freaky frog. (RI.3.5, W.3.7, W.3.8) I can gather information and take notes about what makes my freaky frog unique. (W.3.7, W.3.8) 	<ul style="list-style-type: none"> My Freaky Frog Adaptations Research note-catcher (W.3.2, W.3.4, W.3.5, W.3.7, W.3.8) 	<ul style="list-style-type: none"> Parts of Speech anchor chart
<p>Lesson 3 Writing Informational Texts: Planning an Introduction about My Freaky Frog</p> <p>RI.3.1, RI.3.3, RI.3.4, RI.3.7, RI.3.8, W.3.2, W.3.4, W.3.5, W.3.7, W.3.8</p> <p>TN Standards 3.RI.KID.1, 3.RI.KID.3, 3.RI.CS.4,</p>	<p>1. Opening A. Engaging the Writer (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Analyzing a Model (20 minutes) B. Guided Practice: Planning an Introduction (25 minutes) 3. Closing and Assessment A. Share (5 minutes)</p>	<ul style="list-style-type: none"> I can write a clear focus statement that explains the main idea of my essay. (W.3.2a) I can plan an introduction using my research notes that gives the reader important information needed to understand the piece. (W.3.2a, W.3.4, W.3.5, W.3.7, W.3.8) 	<ul style="list-style-type: none"> Participation in Language Dive discussion (RI.3.1, RI.3.4, RI.3.8, W.3.2a, L.3.1a, L.3.1g) Informational Writing Planning graphic organizer (W.3.2a, W.3.4, W.3.5, W.3.7, W.3.8) 	<ul style="list-style-type: none"> Performance Task anchor chart

<p>3.RI.IK1.7, 3.RI.IK1.8, 3.W.TTP.2, 3.W.PDW.4, 3.W.PDW.5, 3.W.RBPK.7, 3.W.RBPK.8</p>	<p>4. Homework A. Respond to an Informative QuickWrite prompt using the provided prompts in your Unit 3 homework packet. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.</p>			
<p><u>Lesson 4</u> Writing Informational Texts: Drafting an Introduction about My Freaky Frog</p> <p>RI.3.10, W.3.2, W.3.2a, W.3.4, W.3.5, W.3.6, L.3.1, L.3.1d, L.3.1e</p> <p><u>TN Standards</u> 3.RI.RRTC.10, 3.W.TTP.2, 3.W.PDW.4, 3.W.PDW.5, 3.W.PDW.6, 3.FL.SC.6 d-e</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Mini Lesson: Forming and Using Verbs in the Simple Tenses (15 minutes) B. Guided Practice: Drafting an Introduction (20 minutes) C. Research Reading Share (15 minutes) 3. Closing and Assessment A. Exit Ticket (5 minutes) 4. Homework A. Complete Verbs I in your Unit 3 homework packet. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can form and use regular and irregular verbs in the simple tenses. (L.3.1d, L.3.1e) I can write an introduction paragraph for my informational essay that describes my freaky frog, its habitat, its predators, and its prey. (W.3.2a, W.3.4, W.3.5, W.3.6) 	<ul style="list-style-type: none"> Draft introduction paragraph (W.3.2a, W.3.4, W.3.5, W.3.6) 	
<p><u>Lesson 5</u> Writing Informational Texts: Planning a Proof Paragraph about My Freaky Frog</p> <p>RI.3.1, RI.3.3, RI.3.7, RI.3.8, W.3.2, W.3.2a, W.3.2b, W.3.2c, W.3.4, W.3.5, W.3.7, W.3.8</p> <p><u>TN Standards</u> 3.RI.KID.1, 3.RI.KID.3, 3.RI.IK1.7, 3.RI.IK1.8, 3.W.TTP.2a-c/e, 3.W.PDW.4, 3.W.PDW.5, 3.W.RBPK.7, 3.W.RBPK.8</p>	<p>1. Opening A. Engaging the Writer (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Analyzing a Model (15 minutes) B. Guided Practice: Planning Proof Paragraphs 1 and 2 (20 minutes) 3. Closing and Assessment A. Independent Writing: Drafting Proof Paragraph 1 (15 minutes) 4. Homework A. Complete Verbs II in your Unit 3 homework packet.</p>	<ul style="list-style-type: none"> I can identify the characteristics of the proof paragraphs in an informational essay. (W.3.2a, W.3.2b, W.3.4) I can plan the proof paragraphs for my essay, using my research notes, that will explain my ideas and elaborate on facts about the topic. (W.3.2a, W.3.2b, W.3.4, W.3.5, W.3.7, W.3.8) 	<ul style="list-style-type: none"> Informational Writing Planning graphic organizer (W.3.2a, W.3.2b, W.3.4, W.3.5, W.3.7, W.3.8) 	<ul style="list-style-type: none"> Performance Task anchor chart

	<p>B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.</p>			
<p>Lesson 6 Mid-Unit 3 Assessment: Informative Paragraph: Describing Freaky Frog Adaptations</p> <p>W.3.2, W.3.4, W.3.7, W.3.10, L.3.1, L.3.1d, L.3.1e</p> <p>TN Standards 3.W.TTP.2, 3.W.PDW.4, 3.W.RBPK.7, 3.W.RW.10, 3.FL.SC.6 d-e</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Mid-Unit 3 Assessment, Part I: Selected Response (10 minutes) B. Mid-Unit 3 Assessment, Part II: Informative Paragraph: Describing Freaky Frog Adaptations (20 minutes) C. Analyzing a Model (10 minutes) D. Guided Practice: Planning a Conclusion Paragraph (10 minutes) 3. Closing and Assessment A. Tracking Progress (5 minutes) 4. Homework A. Respond to an Informative Quick Write prompt using the provided prompts in your Unit 3 homework packet. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can form and use regular and irregular verbs in the simple tenses. (L.3.1d, L.3.1e) I can draft an informative paragraph describing my frog's unique adaptations. (W.3.2a, W.3.2b, W.3.4, W.3.7, W.3.10) I can plan a conclusion using my research notes that reminds the reader of the focus of my essay. (W.3.2d, W.3.4, W.3.5, W.3.7, W.3.8, W.3.9) 	<ul style="list-style-type: none"> Mid-Unit 3 Assessment: Parts I and II (W.3.2a, W.3.2b, W.3.4, W.3.7, W.3.10, L.3.1d, L.3.1e) Tracking Progress: Informative Writing recording form (W.3.2) Informational Writing Planning graphic organizer (W.3.2d, W.3.4, W.3.5, W.3.7, W.3.8, W.3.9) 	
<p>Lesson 7 Writing Informational Texts: Writing a Conclusion about My Freaky Frog</p> <p>W.3.2, W.3.2d, W.3.4, W.3.6, W.3.10</p> <p>TN Standards 3.W.TTP.2, 3.W.PDW.4, 3.W.PDW.6, 3.W.RW.10</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Drafting a Conclusion (20 minutes) B. Creating a Contents Page (30 minutes) 3. Closing and Assessment A. Citing Sources (5 minutes) 4. Homework A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can write a conclusion to effectively close my informative essay about a freaky frog. (W.3.2d, W.3.4, W.3.6, W.3.10) I can create a contents page for my Freaky Frog book. (W.3.4, W.3.10) 	<ul style="list-style-type: none"> Informative Essay about a Freaky Frog: Conclusion (W.3.2d, W.3.4, W.3.6, W.3.10) Freaky Frog book: Contents Page (W.3.4, W.3.10) 	<ul style="list-style-type: none"> Performance Task anchor chart

<p>Lesson 8 Writing Informational Texts: Revising for Conventions and Word Choice</p> <p>W.3.2, W.3.2c, W.3.4, W.3.5, W.3.6, W.3.10, L.3.1, L.3.6</p> <p>TN Standards 3.W.TTP.2, 3.W.PDW.4, 3.W.PDW.5, 3.W.PDW.6, 3.W.RW.10, 3.FL.SC.6, 3.FL.VA.7c</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Mini Lesson: Linking Words and Phrases (15 minutes) B. Revising Word Choice (15 minutes) C. Editing for Conventions (15 minutes) 3. Closing and Assessment A. Small Group Share (10 minutes) 4. Homework A. Select one or more of the Linking Words and Phrases Practices from your Homework Resources to complete. B. Bring from home, the library, or the research reading selection a favorite book (in any language) with a cover design that you find eye-catching and inspirational for the next lesson. C. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can use linking words and phrases to connect ideas in my writing. (W.3.2c, W.3.4, W.3.5) I can strategically include precise vocabulary in my informative essay about my freaky frog. (W.3.4, W.3.5, L.3.6) 	<ul style="list-style-type: none"> Informative Essay about a Freaky Frog draft revised for linking words and phrases, domain-specific and academic vocabulary and conventions (W.3.2c, W.3.4, W.3.5, W.3.6, W.3.10, L.3.1, L.3.6) 	
<p>Lesson 9 Performance Task: Front and Back Cover of Freaky Frog Book</p> <p>W.3.2, W.3.4, L.3.3, L.3.3a</p> <p>TN Standards 3.W.TTP.2, 3.W.PDW.4</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Generating Criteria for a Front and Back Cover (20 minutes) B. Designing a Front and Back Cover (30 minutes) 3. Closing and Assessment A. Pair Share (5 minutes) 4. Homework A. Select one or more of the Linking Words and Phrases Practices from your Homework Resources to complete. B. Accountable Research Reading.</p>	<ul style="list-style-type: none"> I can design eye-catching front and back covers for my Freaky Frog book that will make students in grades 2 and 3 want to pick it up and read it. (W.3.2, W.3.4) I can choose words for the front and back covers of my Freaky Frog book that will make students in grades 2 and 3 want to pick it up and read it. (W.3.4, L.3.3a) 	<ul style="list-style-type: none"> Informative Essay about a Freaky Frog: front and back covers (W.3.2, W.3.4, L.3.3a) 	<ul style="list-style-type: none"> Performance Task anchor chart Front and Back Cover anchor chart

	<p>Select a prompt to respond to in the front of your independent reading journal.</p>			
<p>Lesson 10 End of Unit 3 Assessment: Informative Essay: Revising and Editing a Description of My Freaky Frog</p> <p>W.3.2, W.3.2a, W.3.2d, W.3.4, W.3.5, W.3.6, W.3.10, L.3.1, L.3.1h, L.3.1i, L.3.6</p> <p>TN Standards 3.W.TTP.2, 3.W.PDW.4, 3.W.PDW.5, 3.W.PDW.6, 3.W.RW.10, 3.FL.SC.6, 3.FL.VA.7c a-b/f</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Mini Lesson: Simple, Compound, and Complex Sentences (15 minutes) B. End of Unit 3 Assessment, Part I: Informative Essay: Revising and Editing a Description of My Freaky Frog (20 minutes) C. End of Unit 3 Assessment, Part II: Answering Selected Response Questions (15 minutes) 3. Closing and Assessment A. Tracking Progress (5 minutes) 4. Homework A. Select one or more of the Simple, Compound and Complex Sentences practices in your Homework Resources to complete. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can revise my informative essay about my freaky frog to include simple, compound, and complex sentences. (W.3.2a, W.3.2d, W.3.4, W.3.5, W.3.6, W.3.10, L.3.1h, L.3.1i, L.3.6) I can revise my informative essay about my freaky frog using teacher feedback. (W.3.2, W.3.5, W.3.10) 	<ul style="list-style-type: none"> End of Unit 3 Assessment, Parts I and II (W.3.2a, W.3.2d, W.3.4, W.3.5, W.3.6, W.3.10, L.3.1h, L.3.1i, L.3.6) Tracking Progress: Informative Writing recording form (W.3.2) 	
<p>Lesson 11 Performance Task: Freaky Frog Trading Card</p> <p>W.3.2, W.3.4, W.3.6, W.3.8, W.3.10, SL.3.1, L.3.6</p> <p>TN Standards 3.W.TTP.2, 3.W.PDW.4, 3.W.PDW.6, 3.W.RBPK.8, 3.W.RW.10, 3.SL.CC.1, 3.FL.VA.7c</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Planning a Scientific Diagram (15 minutes) B. Planning Key Facts (15 minutes) C. Planning Scoring System (20 minutes) 3. Closing and Assessment A. Pair Share (5 minutes) 4. Homework A. Select one or more of the Simple, Compound and Complex Sentences practices in your Homework</p>	<ul style="list-style-type: none"> I can draw a scientific diagram of my freaky frog. (W.3.2, W.3.4, W.3.10) I can identify the most important facts about my freaky frog from my research to include in bullet points on a trading card. (W.3.2, W.3.4, W.3.8, W.3.10, L.3.6) With peers, I can generate a scoring system for freaky frogs to be used on trading cards. (SL.3.1) 	<ul style="list-style-type: none"> Trading Card Planning graphic organizer (W.3.2, W.3.4, W.3.6, W.3.8, W.3.10, L.3.6) Scientific diagram on trading card (W.3.2, W.3.4, W.3.6, W.3.8, W.3.10, L.3.6) 	<ul style="list-style-type: none"> Performance Task anchor chart Trading Card Criteria anchor chart

	<p>Resources to complete. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.</p>			
<p>Lesson 12 Performance Task: Compiling Freaky Frog Books</p> <p>W.3.2, W.3.3, W.3.4, W.3.6, W.3.8, W.3.10, L.3.6</p> <p>TN Standards 3.W.TTP.2, 3.W.TTP.3, 3.W.PDW.4, 3.W.PDW.6, 3.W.RBPK.8, 3.W.RW.10, 3.FL.VA.7c</p>	<p>1. Opening A. Reviewing Learning Target (5 minutes) 2. Work Time A. Completing Trading Card (15 minutes) B. Organizing Information into Freaky Frog Books (30 minutes) 3. Closing and Assessment A. Small Groups: Trading Card Game (10 minutes) 4. Homework A. None</p>	<ul style="list-style-type: none"> I can organize my writing from the module and my trading card into an eye-catching information book. (W.3.2, W.3.3, W.3.4, W.3.6, W.3.8, W.3.10, L.3.6) 	<ul style="list-style-type: none"> Complete Freaky Frog book and trading card (W.3.2, W.3.3, W.3.4, W.3.6, W.3.8, W.3.10, L.3.6) 	<ul style="list-style-type: none"> Performance Task anchor chart

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