

Third Grade	Meaning-Based Map: EL Curriculum-at-a-Glance	Module 4
Introduction		
<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>		
How to Use the Curriculum Map		
<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 adapting 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 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 Guidance document. 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

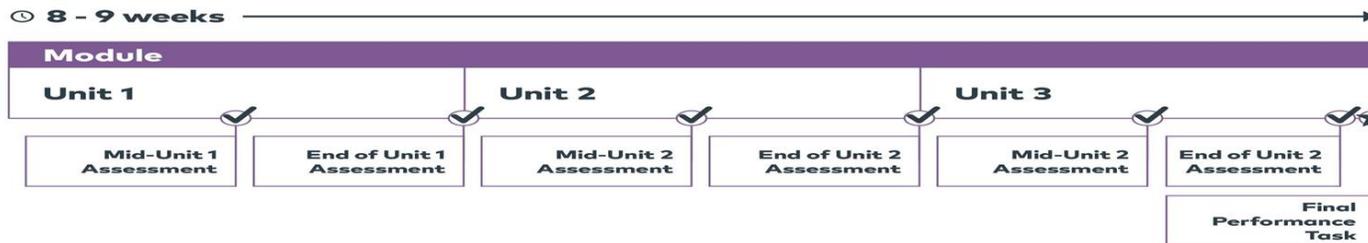
One of the most challenging choices we make as educators is how to spend our time with students, especially when no one structure or recipe will work for all students in all contexts. But, research suggests that some elements of instruction should happen daily, while others can occur less frequently. 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.eleducation.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/EsupXXRBxHNKimUrMpioDUUsB9LTAJikDGwkPyApOLEqKIQ?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 4: Water Around the World

This module focuses on the importance of clean freshwater around the world. In Unit 1, students read the text *One Well: The Story of Water on Earth* to build background knowledge about freshwater around the world and the three issues they will read more about in Unit 2: access to water, demands on water, and water pollution. In Unit 2, students continue their study of the three issues related to water, this time reading different texts about each issue and comparing the point of view of the authors to their own point of view. In the second half of the unit, they add to the research begun in Unit 1 by rereading the module texts for solutions for each issue. Students then use the Painted Essay® structure to write an opinion essay about the importance of water conservation.

In Unit 3, students plan and create a video public service announcement to educate people about their chosen water issue and to encourage them to take action with specific recommendations to solve the problem. They write invitational letters to guests for the live launch of their video PSA. For the performance task, students present a live “launch” of the PSA (public service announcement) they created about a water issue. The presentation includes a personal reflection on why this issue is important and a brief description of the process of creating a public service announcement. **This task centers on CCSS ELA RI.3.1, SL.3.4, SL.3.6, and L.3.3b.**

Guiding Questions and Big Ideas

Why are the world’s freshwater sources threatened?

- *Water is a finite resource.*
- *The demands on water and water pollution threaten our freshwater sources.*
- *Due to rainfall, freshwater is not distributed equally around the world.*

How do people persuade others to take action to contribute to a better world?

- *People persuade others to take action by explaining the issue with researched facts and evidence and by providing realistic, manageable solutions in an engaging and meaningful way.*

Task should align to

- Topic
- Targets
- Texts

The 4 T's	
<p>Topic The importance of water conservation</p>	<p>Task Students create a presentation for their PSA about a water issue.</p>
<p>Targets CCSS explicitly taught and assessed): RI.3.1, SL.3.4, SL.3.6, L.3.3b</p>	<p>Texts <i>One Well: The Story of Water on Earth, Water Dance, The Boy Who Harnessed the Wind</i></p>



Third Grade Module 4: Unit 1: Building Background Knowledge: Water Around the World

Habits of Character/Social-Emotional Learning (SEL) Focus: Work to Become Effective Learners

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 Unit 1, students **work to become effective learners**, taking responsibility for identifying habits of character they feel will best serve them in the work they do. 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: Answering Questions about an Informational Text

This assessment centers on CCSS RI.3.1, RI.3.3, RI.3.4, RI.3.7, SL.3.2, L.3.1a, and L.3.4 and has two parts. In Part I, students listen to an excerpt of *One Well* read aloud and determine the main idea and supporting details. In Part II, they read the same text and answer text-dependent, multiple choice, and short answer questions, demonstrating an ability to explain the function of nouns and pronouns, to determine the relationship among a series of steps, and to use illustrations to gain a deeper understanding of the meaning of the text.

End of Unit Assessment: Comparing and Contrasting Informational Texts

This assessment centers on CCSS **RI.3.1, RI.3.2, RI.3.9, and L.3.1a**. In this assessment, students read a new informational text and compare the main ideas and key details with those of pages 24–25 of *One Well*. They then answer selected response and short constructed response questions to demonstrate an ability to explain the function of verbs, adjectives, and adverbs.

Required Unit Trade book(s): *One Well: The Story of Water on Earth and Water Dance*

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

Note: (1) 2017-18 Power Standards highlighted in red. (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</p> <p>Discovering Our Topic: Freshwater Around the World</p> <p>RL.3.2, RL.3.4, RI.3.1, RI.3.7, W.3.8, SL.3.1, L.3.4, L.3.4a, L.3.4b, L.3.4c, L.3.4d</p> <p>TN Standards 3.RL.KID.2, 3.RL.CS.4, 3.RI.KID.1, 3.RI.IKI.7, 3.W.RBPK.8, 3.SL.CC.1, 3.FL.VA.7a</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Infer the Topic (15 minutes) B. Introducing the Performance Task and the Module Guiding Questions (10 minutes) C. Engaging the Reader: <i>Water Dance</i> (20 minutes)</p> <p>3. Closing and Assessment A. KWEL Chart: Freshwater Around the World (10 minutes)</p> <p>4. Homework A. Read and reflect on the guiding</p>	<ul style="list-style-type: none"> I can infer the topic of this module from the resources. (RI.3.1) I can determine the central message of <i>Water Dance</i>. (RL.3.2) 	<ul style="list-style-type: none"> I Notice/I Wonder note-catcher (RL.3.1, W.3.8) 	<ul style="list-style-type: none"> Infer the Topic protocol Working to Become Effective Learners anchor chart Performance Task anchor chart Module Guiding Questions anchor chart Close Readers Do These Things anchor chart Parts of Speech anchor chart

	<p>questions for the module. Talk about them with someone at home. How do the questions make you feel? Why? What do they make you think about? You can sketch or write your reflections.</p>			
<p>Lesson 2 Determining the Main Idea: Pages 4–5 of <i>One Well: The Story of Water on Earth</i></p> <p>RI.3.10, SL.3.2</p> <p>TN Standards 3.RI.RRTC.10, 3.SL.CC.2</p>	<p>1. Opening A. Reflecting on Module Guiding Questions (10 minutes) B. Reviewing Learning Target (5 minutes) 2. Work Time A. Reading Aloud: <i>One Well</i>, Pages 4–5 (30 minutes) 3. Closing and Assessment A. Launching Independent Research Reading (15 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can determine the main ideas and supporting details of a text read aloud. (SL.3.2) 	<ul style="list-style-type: none"> Determining the Main Ideas note-catcher (SL.3.2) 	<ul style="list-style-type: none"> Module Guiding Questions anchor chart Working to Become Ethical People anchor chart Working to Become Effective Learners anchor chart Parts of Speech anchor chart
<p>Lesson 3 Answering Text-Dependent Questions: Pages 4–5 of <i>One Well: The Story of Water on Earth</i></p> <p>RI.3.1, RI.3.4, RI.3.7, L.3.1, L.3.1a, L.3.4, L.3.4a, L.3.4b, L.3.4c, L.3.4d</p> <p>TN Standards 3.RI.KID.1, 3.RI.KID.3, 3.RI.IKI.7, 3.FL.SC.6, 3.FL.VA.7ai-iv</p>	<p>1. Opening A. Engaging the Reader: Rereading <i>One Well</i>, Pages 4–5 (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Language Dive: The Function of Nouns (15 minutes) B. Answering Text-Dependent Questions: <i>One Well</i>, Pages 4–5 (25 minutes) 3. Closing and Assessment A. KWEL Chart: Freshwater Around the World (10 minutes) 4. Homework A. Complete the Language Dive Practice: Nouns in your Unit 1 homework. B. Accountable Research Reading. Select a prompt and respond in the</p>	<ul style="list-style-type: none"> I can explain the function of nouns. (L.3.1a) I can use the text to answer questions about pages 4–5 of <i>One Well</i>. (RI.3.1, RI.3.4, RI.3.7, L.3.4) 	<ul style="list-style-type: none"> Text-Dependent Questions: Pages 4–5 of <i>One Well</i> (RI.3.1, RI.3.4, RI.3.7, L.3.4) 	<ul style="list-style-type: none"> Close Readers Do These Things anchor chart Working to Become Effective Learners anchor chart Parts of Speech anchor chart Questions We Can Ask during a Language Dive anchor chart

	<p>front of your independent reading journal.</p>			
<p>Lesson 4 Determining the Main Idea: Pages 6–7 of <i>One Well: The Story of Water on Earth</i></p> <p>RI.3.1, RI.3.4, RI.3.7, SL.3.2, L.3.1, L.3.1a, L.3.4, L.3.4a, L.3.4b, L.3.4c, L.3.4d</p> <p>TN Standards 3.RI.KID.1, 3.RI.KID.3, 3.RI.IKI.7, 3.SL.CC.2, 3.FL.SC.6, 3.FL.VA.7a-iv</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Reading Aloud: <i>One Well</i>, Pages 6–7 (15 minutes) B. Language Dive: The Function of Pronouns (15 minutes) C. Answering Text-Dependent Questions: <i>One Well</i>, Pages 6–7 (15 minutes) 3. Closing and Assessment A. KWEL Chart: Freshwater Around the World (10 minutes) 4. Homework A. Complete the Language Dive Practice: Pronouns in your Unit 1 homework. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can determine the main ideas and supporting details of a text read aloud. (SL.3.2) I can explain the function of pronouns. (L.3.1a) I can use the text to answer questions about pages 6–7 of <i>One Well</i>. (RI.3.1, RI.3.4, RI.3.7, L.3.4) 	<ul style="list-style-type: none"> Text-Dependent Questions: Pages 6–7 of <i>One Well</i> (RI.3.1, RI.3.4, RI.3.7, SL.3.2, L.3.4) 	<ul style="list-style-type: none"> Parts of Speech anchor chart Working to Become Effective Learners anchor chart Questions We Can Ask during a Language Dive anchor chart Strategies to Answer Selected Response Questions anchor chart
<p>Lesson 5 Mid-Unit 1 Assessment: Answering Questions about an Informational Text</p> <p>RI.3.1, RI.3.4, RI.3.7, SL.3.2, L.3.1, L.3.1a, L.3.4, L.3.4a, L.3.4b, L.3.4c, L.3.4d</p> <p>TN Standards 3.RI.KID.1, 3.RI.KID.3, 3.RI.IKI.7, 3.SL.CC.2, 3.FL.SC.6, 3.FL.VA.7a-iv</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Mid-Unit 1 Assessment: Answering Questions about an Informational Text (40 minutes) 3. Closing and Assessment A. Tracking Progress (15 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can determine the main ideas and supporting details of a text read aloud. (SL.3.2) I can explain the function of nouns and pronouns. (L.3.1a) I can use the text to answer questions about pages 8–9 of <i>One Well</i>. (RI.3.1, RI.3.4, RI.3.7, L.3.4) 	<ul style="list-style-type: none"> Mid-Unit 1 Assessment: Answering Questions about an Informational Text (RI.3.1, RI.3.3, RI.3.4, SL.3.2, L.3.1a, L.3.4) Tracking Progress: Reading, Understanding, and Explaining New Text (R.1, R.4, R.10, L.4) 	<ul style="list-style-type: none"> Working to Become Effective Learners anchor chart Strategies to Answer Selected Response Questions anchor chart
<p>Lesson 6 Determining the Main Idea: Pages 16–19 of <i>One Well: The Story of</i></p>	<p>1. Opening A. Engaging the Reader: <i>One Well</i>, Pages 16–19 (10 minutes)</p>	<ul style="list-style-type: none"> I can explain the function of adjectives. (L.3.1a) I can determine the main ideas 	<ul style="list-style-type: none"> Glossary: Pages 16–19 of <i>One Well</i> (RI.3.4, L.3.4) Research note-catcher (RI.3.1, 	<ul style="list-style-type: none"> Parts of Speech anchor chart Working to Become Effective Learners anchor chart

<p>Water on Earth</p> <p>RI.3.1, RI.3.2, RI.3.4, L.3.1, L.3.1a, L.3.4</p> <p>TN Standards 3.RI.KID.1, 3.RI.KID.2, 3.RI.CS.4, 3.FL.SC.6, 3.FL.VA.7a</p>	<p>B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Determining the Meaning of Unfamiliar Vocabulary: <i>One Well</i>, Pages 16–19 (15 minutes) B. Language Dive: The Function of Adjectives (15 minutes)</p> <p>3. Closing and Assessment A. Determining the Main Ideas: <i>One Well</i>, Pages 16–19 (15 minutes)</p> <p>4. Homework A. Complete the Language Dive Practice: <i>One Well</i>: Adjectives in your Unit 1 homework. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<p>and supporting details of pages 16–19 of <i>One Well</i>. (RI.3.2)</p>	<p>RI.3.2, W.3.7, W.3.8)</p>	<ul style="list-style-type: none"> • Close Readers Do These Things anchor chart • Questions We Can Ask during a Language Dive anchor chart
<p>Lesson 7</p> <p>Determining the Main Idea: Pages 20–21 of <i>One Well: The Story of Water on Earth</i></p> <p>RI.3.1, RI.3.2, RI.3.4, W.3.7, W.3.8, L.3.1, L.3.1a</p> <p>TN Standards 3.RI.KID.1, 3.RI.KID.2, 3.RI.CS.4, 3.W.RBPK.7, 3.W.RBPK.8, 3.FL.SC.6</p>	<p>1. Opening A. Engaging the Reader: <i>One Well</i>, Pages 20–21 (5 minutes) B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Language Dive: The Function of Verbs (15 minutes) A. Determining the Main Ideas: <i>One Well</i>, Pages 20–21 (15 minutes)</p> <p>3. Closing and Assessment A. Researching: Why Must We Act Now to Protect Our Water Supply? (20 minutes)</p> <p>4. Homework A. Complete the Language Dive Practice: <i>One Well</i>: Verbs in your Unit 1 homework. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> • I can explain the function of verbs. (L.3.1a) • I can determine the main ideas and supporting details of pages 20–21 of <i>One Well</i>. (RI.3.1, RI.3.2) 	<ul style="list-style-type: none"> • Determining the Main Ideas note-catcher (RI.3.1, RI.3.2) 	<ul style="list-style-type: none"> • Close Readers Do These Things anchor chart • Parts of Speech anchor chart • Working to Become Effective Learners anchor chart • Questions We Can Ask during a Language Dive anchor chart • Performance Task anchor chart
<p>Lesson 8</p> <p>Determining the Main Idea:</p>	<p>1. Opening A. Engaging the Reader: “Access to</p>	<ul style="list-style-type: none"> • I can determine the main ideas and supporting details of 	<ul style="list-style-type: none"> • Determining the Main Ideas Note-catcher: “Access to 	<ul style="list-style-type: none"> • Working to Become Effective Learners anchor chart

<p>“Access to Freshwater”</p> <p>RI.3.1, RI.3.2, RI.3.4, RI.3.9, W.3.7, W.3.8, L.3.4</p> <p>TN Standards 3.RI.KID.1, 3.RI.KID.2, 3.RI.CS.4, 3.RI.IKI.9, 3.W.RBPK.7, 3.W.RBPK.8, 3.FL.VA.7a</p>	<p>Freshwater” (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Close Reading: “Access to Freshwater” (25 minutes) B. Determining the Main Idea: “Access to Freshwater” (15 minutes) 3. Closing and Assessment A. Comparing and Contrasting: “Access to Freshwater” and <i>One Well</i>, Pages 20–21 (10 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<p>“Access to Freshwater.” (RI.3.1, RI.3.2)</p> <ul style="list-style-type: none"> I can compare and contrast the main ideas and supporting details on pages 20–21 of <i>One Well</i> with “Access to Freshwater.” (RI.3.9) 	<p>Freshwater” (RI.3.1, RI.3.2)</p>	<ul style="list-style-type: none"> Close Readers Do These Things anchor chart Parts of Speech anchor chart Exit Ticket
<p>Lesson 9</p> <p>Determining the Main Idea: Pages 22–23 of <i>One Well: The Story of Water on Earth</i></p> <p>RI.3.1, RI.3.2, RI.3.4, W.3.7, W.3.8, L.3.1, L.3.1a, L.3.4</p> <p>TN Standards 3.RI.KID.1, 3.RI.KID.2, 3.RI.CS.4, 3.W.RBPK.7, 3.W.RBPK.8, 3.FL.SC.6, 3.FL.VA.7a</p>	<p>1. Opening A. Engaging the Reader: <i>One Well</i>, Pages 22–23 (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Language Dive: The Function of Adverbs (15 minutes) A. Determining the Main Ideas: <i>One Well</i>, Pages 22–23 (15 minutes) 3. Closing and Assessment A. Researching: Why Must We Act Now to Protect Our Water Supply? (20 minutes) 4. Homework A. Complete the Language Dive Practice: <i>One Well</i>: Adverbs in your Unit 1 homework. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can explain the function of adverbs. (L.3.1a) I can determine the main ideas and supporting details of pages 22–23 of <i>One Well</i>. (RI.3.1, RI.3.2) 	<ul style="list-style-type: none"> Determining the Main Ideas note-catcher (RI.3.1, RI.3.2) 	<ul style="list-style-type: none"> Close Readers Do These Things anchor chart Parts of Speech anchor chart Working to Become Effective Learners anchor chart Questions We Can Ask during a Language Dive anchor chart Performance Task anchor chart
<p>Lesson 10</p> <p>Determining the Main Idea: “Population Growth”</p>	<p>1. Opening Engaging the Reader: “Population Growth” (5 minutes) B. Reviewing Learning Targets (5</p>	<ul style="list-style-type: none"> I can determine the main ideas and supporting details of “Population Growth.” (RI.3.1, RI.3.2) 	<ul style="list-style-type: none"> Determining the Main Ideas Note-catcher: “Population Growth” (RI.3.1, RI.3.2) 	<ul style="list-style-type: none"> Close Readers Do These Things anchor chart Working to Become Effective Learners anchor chart

<p>RI.3.1, RI.3.2, RI.3.4, RI.3.9, W.3.7, W.3.8, L.3.4</p> <p>TN Standards 3.RI.KID.1, 3.RI.KID.2, 3.RI.CS.4, 3.RI.IKI.9, 3.W.RBPK.7, 3.W.RBPK.8, 3.FL.VA.7a</p>	<p>minutes) 2. Work Time A. Close Reading: “Population Growth” (25 minutes) B. Determining the Main Ideas: “Population Growth” (15 minutes) 3. Closing and Assessment A. Comparing and Contrasting: “Population Growth” with <i>One Well</i>, Pages 22–23 (10 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can compare and contrast the main ideas and supporting details on pages 22–23 of <i>One Well</i> with “Population Growth.” (RI.3.9) 		<ul style="list-style-type: none"> Exit Ticket
<p>Lesson 11 Determining the Main Idea: Pages 24–25 of <i>One Well: The Story of Water on Earth</i></p> <p>RI.3.1, RI.3.2, RI.3.4, W.3.7, W.3.8, L.3.4</p> <p>TN Standards 3.RI.KID.1, 3.RI.KID.2, 3.RI.CS.4, 3.W.RBPK.7, 3.W.RBPK.8, 3.FL.VA.7a</p>	<p>1. Opening A. Engaging the Reader: <i>One Well</i>, Pages 24–25 (5 minutes) B. Reviewing Learning Target (5 minutes) 2. Work Time A. Determining the Meaning of Unfamiliar Vocabulary: <i>One Well</i>, Pages 24–25 (15 minutes) B. Determining the Main Ideas: <i>One Well</i>, Pages 24–25 (15 minutes) 3. Closing and Assessment A. Researching: Why Must We Act Now to Protect Our Water Supply? (20 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can determine the main ideas and supporting details of pages 24–25 of <i>One Well</i>. (RI.3.1, RI.3.2) 	<ul style="list-style-type: none"> Determining the Main Ideas note-catcher (RI.3.1, RI.3.2) 	<ul style="list-style-type: none"> Close Readers Do These Things anchor chart Working to Become Effective Learners anchor chart Parts of Speech anchor chart Performance Task anchor chart
<p>Lesson 12 End of Unit 1 Assessment: Comparing and Contrasting Informational Texts</p> <p>RI.3.1, RI.3.2, RI.3.9, L.3.1, L.3.1a</p> <p>TN Standards</p>	<p>1. Opening A. Returning Mid-Unit 1 Assessment (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. End of Unit 1 Assessment: Comparing and Contrasting</p>	<ul style="list-style-type: none"> I can explain the function of adjectives, verbs, and adverbs. (L.3.1a) I can determine the main ideas and supporting details of “Water Pollution.” (RI.3.1, RI.3.2) I can compare and contrast the main ideas and supporting 	<ul style="list-style-type: none"> End of Unit 1 Assessment: Comparing and Contrasting Informational Texts (RI.3.1, RI.3.2, RI.3.9, L.3.1a) Tracking Progress: Reading, Understanding, and Explaining New Text (R.1, R.4, R.10, L.4) 	<ul style="list-style-type: none"> Working to Become Effective Learners anchor chart Strategies to Answer Selected Response Questions anchor chart

<p>3.RI.KID.1, 3.RI.KID.2, 3.RI.IKI.9, 3.FL.SC.6</p>	<p>Informational Texts (35 minutes) 3. Closing and Assessment A. Tracking Progress (15 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<p>details on pages 24– 25 of <i>One Well</i> with “Water Pollution.” (RI.3.9)</p>		
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Third Grade Module 4: Unit 2: Developing an Opinion: The Importance of Water Conservation

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**, taking care of and improving the environment and applying their learning to help the environment when planning and writing their opinion essays. 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: Examining Point of View

This assessment centers on CCSS ELA RI.3.1, RI.3.6, and L.3.5a. Students read a new text on lack of access to water in Australia and answer selected response and short constructed response questions to demonstrate an ability to distinguish an author’s point of view from their own and to determine the literal and nonliteral meanings of words and phrases in context.

End of Unit Assessment: Writing an Opinion Essay

This assessment centers on CCSS ELA **RI.3.1, W.3.1, W.3.4, and L.3.1b** and has two parts. In Part I, students use information gathered from multiple sources to draft an opinion essay explaining why we should get involved in water conservation. In Part II, students apply what they have learned about linking words and forming and using regular and irregular plural nouns to revise and edit the essay. In an optional Part III, students answer selected response questions about forming and using regular and irregular plural nouns.

Required Unit Trade book(s): *One Well* and *The Boy Who Harnessed the Wind*

Suggested Pacing: This unit is approximately **2.5 weeks or 14 sessions of instruction**.

Note: (1) 2017-18 Power Standards highlighted in red. (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</p> <p>Building Background Knowledge: Challenges Related to Clean Water for Everyone</p> <p>RI.3.1, RI.3.4, SL.3.1, SL.3.1b, L.3.4</p> <p>TN Standards 3.RI.KID.1, 3.RI.CS.4, 3.SL.CC.1, 3.FL.VA.7a</p>	<p>1. Opening A. Say Something: Water Quote (10 minutes) B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Reading for Gist: <i>One Well</i>, Pages 26–27 (15 minutes) B. Poster Walk: Challenges to Having Clean Water (20 minutes)</p> <p>3. Closing and Assessment A. Debrief (10 minutes)</p> <p>4. Homework</p>	<ul style="list-style-type: none"> I can find the gist of an informative text. (RI.3.4, L.3.4) I can find specific details in images that highlight a challenge to having clean water for everyone. (RI.3.1, SL.3.1) 	<ul style="list-style-type: none"> Finding the Gist and Unfamiliar Vocabulary: <i>One Well</i>, Page 26 (RI.3.4, L.3.4) Observations during Poster Walk (RI.3.1, SL.3.1) 	<ul style="list-style-type: none"> Poster Walk protocol Say Something protocol Close Readers Do These Things anchor chart Working to Become Effective Learners anchor chart Module Guiding Questions anchor chart

	<p>A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>			
<p>Lesson 2 Reading Informational Texts: Understanding the Author’s Point of View</p> <p>RI.3.1, RI.3.4, RI.3.6, L.3.4, L.3.5, L.3.5a</p> <p>TN Standards 3.RI.KID.1, 3.RI.CS.4, 3.RI.CS.6, 3.FL.VA.7a, 3.FL.VA.7b</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Reading for Gist: <i>The Boy Who Harnessed the Wind</i> (15 minutes) B. Language Dive: <i>The Boy Who Harnessed the Wind</i> (10 minutes) C. Modeling: Comparing Point of View (25 minutes) 3. Closing and Assessment A. Exit Ticket: Comparing Point of View (5 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can find the gist of a narrative nonfiction text. (RI.3.4, L.3.4) I can explain the literal and nonliteral meanings of words and phrases in <i>The Boy Who Harnessed the Wind</i>. (L.3.5a) I can compare the author’s point of view to my own point of view. (RI.3.6) 	<ul style="list-style-type: none"> Finding the Gist and Unfamiliar Vocabulary: <i>The Boy Who Harnessed the Wind</i> (RI.3.4, L.3.4) Exit Ticket: Comparing Point of View (RI.3.6) 	<ul style="list-style-type: none"> Working to Become Effective Learners anchor chart Working to Contribute to a Better World anchor chart Questions We Can Ask during a Language Dive anchor chart Describing Point of View anchor chart Exit Ticket
<p>Lesson 3 Reading Informational Texts: Understanding the Author’s Point of View</p> <p>RI.3.1, RI.3.2, RI.3.4, RI.3.6, RI.3.8, L.3.4, L.3.4a, L.3.5, L.3.5a</p> <p>TN Standards 3.RI.KID.1, 3.RI.KID.2, 3.RI.CS.4, 3.RI.CS.6, 3.RI.IKI.8, 3.FL.VA.7a, 3.FL.VA.7b</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Reading for Gist: “Real Lives: Angola, Africa” (15 minutes) B. Language Dive: <i>The Boy Who Harnessed the Wind</i> (10 minutes) C. Text-Dependent Questions: “Real Lives: Angola, Africa” (25 minutes) 3. Closing and Assessment A. Exit Ticket: “Real Lives: Angola, Africa” (5 minutes) 4. Homework A. Complete the Language Dive Practice: <i>The Boy Who Harnessed the Wind</i> in your Unit 2 homework. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can find the gist of an informational text. (RI.3.4, L.3.4) I can explain the literal and nonliteral meanings of words and phrases in <i>The Boy Who Harnessed the Wind</i>. (L.3.5a) I can compare the author’s point of view to my own point of view. (RI.3.6) 	<ul style="list-style-type: none"> <i>Finding the Gist and Unfamiliar Vocabulary: “Real Lives: Angola, Africa”</i> (RI.3.4, L.3.4) <i>Text-Dependent Questions: “Real Lives: Angola, Africa”</i> (RI.3.1, RI.3.2, RI.3.4, RI.3.6, RI.3.8, L.3.4a) <i>Exit Ticket: “Real Lives: Angola, Africa”</i> (RI.3.6) 	<ul style="list-style-type: none"> Close Readers Do These Things anchor chart Working to Contribute to a Better World anchor chart Questions We Can Ask during a Language Dive anchor chart Working to Become Effective Learners anchor chart Strategies to Answer Selected-Response Questions anchor chart Describing Point of View anchor chart Exit Ticket

<p>Lesson 4 Mid-Unit 2 Assessment: Examining Point of View</p> <p>RI.3.1, RI.3.4, RI.3.6, L.3.5, L.3.5a</p> <p>TN Standards 3.RI.KID.1, 3.RI.CS.4, 3.RI.CS.6, 3.FL.VA.7b</p>	<p>1. Opening A. Returning End of Unit 1 Assessments (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Mid-Unit 2 Assessment: Examining Point of View (35 minutes) 3. Closing and Assessment A. Tracking Progress (15 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can explain the literal and nonliteral meanings of words and phrases in “Dry Days in Australia.” (RI.3.4, L.3.5a) I can compare the author’s point of view to my own point of view. (RI.3.1, RI.3.6) 	<ul style="list-style-type: none"> Mid-Unit 2 Assessment: Examining Point of View (RI.3.1, RI.3.4, RI.3.6, L.3.5a) 	<ul style="list-style-type: none"> Close Readers Do These Things anchor chart Strategies to Answer Selected Response Questions anchor chart Working to Become Effective Learners anchor chart Working to Contribute to a Better World anchor chart
<p>Lesson 5 Writing an Opinion Essay: Analyzing a Model</p> <p>W.3.1, W.3.5, L.3.1, L.3.1b</p> <p>TN Standards 3.W.TTP.1, 3.W.PDW.5, 3.FL.SC.6</p>	<p>1. Opening A. Engaging the Reader: Clean, Safe Water for Everyone! (15 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Analyzing a Model (20 minutes) B. Language Dive: Regular and Irregular Plural Nouns (15 minutes) 3. Closing and Assessment A. Debrief (5 minutes) 4. Homework A. Complete the Language Dive Practice: Model Opinion Essay in your Unit 2 homework. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can use the Painted Essay® structure to analyze a model. (W.3.1, W.3.5) I can form and use regular and irregular plural nouns. (L.3.1b) 	<ul style="list-style-type: none"> The Painted Essay® template (W.3.1) 	<ul style="list-style-type: none"> Performance Task anchor chart Working to Become Effective Learners anchor chart Questions We Can Ask during a Language Dive anchor chart
<p>Lesson 6 Reading Informational Texts: Researching Possible Solutions for Issues Related to Water</p> <p>W.3.7, W.3.8</p>	<p>1. Opening A. Engaging the Reader: <i>One Well</i>, Pages 28–29 (5 minutes) B. Reviewing Learning Target (5 minutes) 2. Work Time A. Guided Practice: Researching</p>	<ul style="list-style-type: none"> I can research to build knowledge about solutions for and the importance of conserving water. (W.3.7, W.3.8) 	<ul style="list-style-type: none"> Research note- catchers (W.3.7, W.3.8) 	<ul style="list-style-type: none"> Close Readers Do These Things anchor chart Working to Contribute to a Better World anchor chart Performance Task anchor chart

<p>TN Standards 3.W.RBPK.7, 3.W.RBPK.8</p>	<p>Solutions and Importance (20 minutes) B. Independent Practice: Researching Solutions and Importance (15 minutes) 3. Closing and Assessment A. Pair Share: Water Issues Research (15 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>			
<p><u>Lesson 7</u> Writing an Opinion Essay: Planning RI.3.1, W.3.1, W.3.1a, W.3.1b</p> <p>TN Standards 3.RI.KID.1, 3.W.TTP.1</p>	<p>1. Opening A. Back-to-Back and Face-to-Face Protocol: Importance of Protecting Our Water Supply (5 minutes) B. Reviewing Learning Target (5 minutes) 2. Work Time A. Guided Practice: Planning an Opinion Essay (20 minutes) B. Independent Practice: Planning an Opinion Essay (20 minutes) 3. Closing and Assessment A. Research Reading Share (10 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can plan an opinion essay that states an opinion and has reasons that are supported by facts and details. (RI.3.1, W.3.1a, W.3.1b) 	<ul style="list-style-type: none"> Color-coded Research Note-catcher: Water Pollution (RI.3.1, W.3.1a, W.3.1b) 	<ul style="list-style-type: none"> Working to Become Effective Learners anchor chart Working to Become Ethical People anchor chart Working to Contribute to a Better World anchor chart
<p><u>Lesson 8</u> Writing an Opinion Essay: Drafting the Introduction RI.3.1, W.3.1, W.3.1a, L.3.1, L.3.1b</p> <p>TN Standards 3.RI.KID.1, 3.W.TTP.1, 3.FL.SC.6</p>	<p>1. Opening A. Engaging the Reader: Model Book Review (15 minutes) B. Reviewing Learning Target (5 minutes) 2. Work Time A. Analyzing a Model: The Painted Essay® (25 minutes) 3. Closing and Assessment A. Research Reading Share (15 minutes)</p>	<ul style="list-style-type: none"> I can form and use regular plural nouns. (L.3.1b) I can write an introductory paragraph for my opinion essay giving context on the issue and clearly stating my opinion. (RI.3.1, W.3.1a) 	<ul style="list-style-type: none"> Introduction to Opinion Essay: Water Pollution (RI.3.1, W.3.1a) 	<ul style="list-style-type: none"> Characteristics of Opinion Essays anchor chart Close Readers Do These Things anchor chart Working to Become Effective Learners anchor chart Parts of Speech anchor chart Regular Plural Nouns anchor chart

	<p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>			
<p>Lesson 9 Writing an Opinion Essay: Drafting Proof Paragraph 1 RI.3.1, W.3.1, W.3.1a, W.3.1b TN Standards 3.RI.KID.1, 3.W.TTP.1</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. The Painted Essay®: Sorting and Color-Coding the Parts of Proof Paragraphs 1 and 2 (25 minutes) B. Independent Practice: Writing 3. Closing and Assessment A. Reflecting on Learning (5 minutes) 4. Homework Complete the Plural Nouns II practice in your Unit 2 homework. A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can write Proof Paragraph 1 of my opinion essay using evidence from my research to support one reason for my opinion. (RI.3.1, W.3.1a, W.3.1b) 	<ul style="list-style-type: none"> Proof Paragraph 1 of Opinion Essay: Water Pollution (RI.3.1, W.3.1a, W.3.1b) 	<ul style="list-style-type: none"> Working to Become Effective Learners anchor chart Characteristics of Opinion Essays anchor chart
<p>Lesson 10 Writing an Opinion Essay: Drafting Proof Paragraph 2 RI.3.1, W.3.1, W.3.1b, W.3.1c TN Standards 3.RI.KID.1, 3.W.TTP.1</p>	<p>1. Opening A. Reviewing Learning Target (5 minutes) 2. Work Time A. Mini Lesson: Linking Words and Phrases (20 minutes) B. Independent Practice: Writing Proof Paragraph 2 (30 minutes) 3. Closing and Assessment A. Reflecting on Learning (5 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can connect my opinion to the reasons in the proof paragraphs of my essay with linking words and phrases. (W.3.1c) I can write Proof Paragraph 2 of my opinion essay using evidence from my research to support one reason for my opinion. (RI.3.1, W.3.1b) 	<ul style="list-style-type: none"> Proof Paragraph 2 of Opinion Essay: Water Pollution (RI.3.1, W.3.1b, W.3.1c) 	<ul style="list-style-type: none"> Close Readers Do These Things anchor chart Working to Become Effective Learners anchor chart Working to Become Ethical People anchor chart Working to Contribute to a Better World anchor chart Characteristics of Opinion Essays anchor chart
<p>Lesson 11 Writing an Opinion Essay: Drafting the Conclusion</p>	<p>1. Opening A. The Painted Essay®: Sorting the Parts of a Conclusion Paragraph (10 minutes) B. Reviewing Learning Targets (5 minutes)</p>	<ul style="list-style-type: none"> I can form and use irregular plural nouns. (L.3.1b) I can write a conclusion paragraph for my opinion essay 	<ul style="list-style-type: none"> Conclusion paragraph of Opinion Essay: Water Pollution (W.3.1d) 	<ul style="list-style-type: none"> Characteristics of Opinion Essays anchor chart Close Readers Do These Things anchor chart

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<p>RI.3.1, W.3.1, W.3.1d, L.3.1, L.3.1b</p> <p>TN Standards 3.RI.KID.1, 3.W.TTP.1, 3.FL.SC.6</p>	<p>2. Work Time A. Mini Lesson: Forming and Using Irregular Plural Nouns (20 minutes) B. Guided Practice: Writing a Conclusion Paragraph (20 minutes) 3. Closing and Assessment A. Reflecting on Learning (5 minutes) 4. Homework A. Complete the Plural Nouns III practice in your Unit 2 homework B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<p>that restates the focus of my essay. (RI.3.1, W.3.1a, W.3.1b)</p>		<ul style="list-style-type: none"> • Working to Become Effective Learners anchor chart • Regular Plural Nouns anchor chart • Irregular Plural Nouns anchor chart
<p><u>Lesson 12</u> Writing an Opinion Essay: Peer Critique</p> <p>W.3.1, W.3.1c, W.3.5, SL.3.1, L.3.1, L.3.1b</p> <p>TN Standards 3.W.TTP.1, 3.W.PDW.5, 3.SL.CC.1, 3.FL.SC.6</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Peer Critique: Linking Words and Phrases and Plural Nouns (20 minutes) B. Independent Practice: Revising an Opinion Essay (20 minutes) 3. Closing and Assessment A. Research Reading Share (15 minutes) 4. Homework A. Complete the Plural Nouns IV practice in your Unit 2 homework. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> • I can give kind, helpful, and specific feedback to my partner. (SL.3.1) • I can revise my opinion essay for linking words and phrases and for correct use of regular and irregular plural nouns. (W.3.1c, L.3.1b) 	<ul style="list-style-type: none"> • Draft Opinion Essay: Water Pollution with revision notes (W.3.1c, W.3.5, L.3.1b) 	<ul style="list-style-type: none"> • Regular Plural Nouns anchor chart • Irregular Plural Nouns anchor chart • Working to Become Ethical People anchor chart • Peer Critique anchor chart
<p><u>Lesson 13</u> End of Unit 2 Assessment, Part I: Drafting an Opinion Essay</p> <p>RI.3.1, W.3.1, W.3.1a, W.3.1b, W.3.1c, W.3.1d, W.3.4</p> <p>TN Standards 3.RI.KID.1, 3.W.TTP.1, 3.W.PDW.4</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Independent Practice: Planning an Opinion Essay (15 minutes) B. End of Unit 2 Assessment, Part I: Drafting an Opinion Essay (35 minutes) 3. Closing and Assessment</p>	<ul style="list-style-type: none"> • I can plan an opinion essay that states an opinion and has reasons that are supported by facts and details. (W.3.1a, W.3.1b) • I can write an opinion essay stating my opinion on the importance of protecting our water supply. (RI.3.1, W.3.1a, 	<ul style="list-style-type: none"> • End of Unit 2 Assessment, Part I (RI.3.1, W.3.1a, W.3.1b, W.3.1c, W.3.1d, W.3.4) 	<ul style="list-style-type: none"> • Characteristics of Opinion Essays anchor chart • Working to Become Effective Learners anchor chart

	<p>A. Preparing for End of Unit 2 Assessment, Part II (5 minutes)</p> <p>4. Homework</p> <p>A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<p>W.3.1b, W.3.1c, W.3.1d, W.3.4)</p>		
<p>Lesson 14</p> <p>End of Unit 2 Assessment, Part II: Revising an Opinion Essay</p> <p>W.3.1, W.3.1c, L.3.1, L.3.1b</p> <p>TN Standards</p> <p>3.W.TTP.1, 3.FL.SC.6</p>	<p>1. Opening</p> <p>A. Returning Mid-Unit 2 Assessment (5 minutes)</p> <p>B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time</p> <p>A. End of Unit 2 Assessment, Part II: Revising for Linking Words and Regular and Irregular Plural Nouns (20 minutes)</p> <p>B. Tracking Progress (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Share: Opinion Essays (15 minutes)</p> <p>4. Homework</p> <p>A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can revise my opinion essay for linking words and phrases and for correct use of regular and irregular plural nouns. (W.3.1c, L.3.1b) 	<ul style="list-style-type: none"> End of Unit 2 Assessment, Part II: Revising for Linking Words and Regular and Irregular Plural Nouns (W.3.1c, L.3.1b) 	<ul style="list-style-type: none"> Working to Become Effective Learners anchor chart



Third Grade Module 4: Unit 3: Call to Action: Solutions to Water Issues

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** by taking care of and improving the environment and applying their learning to help the environment when planning and creating their PSAs. 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: Writing an Invitational Letter

This assessment centers on CCSS ELA W.3.2, W.3.4, L.3.1c, and L.3.2b. Students use planning done in previous lessons to write a letter to guests inviting them to the live launch of their water issue video PSAs. The letter briefly outlines the water issue the presentation addresses and the purpose of the presentation and also includes details about where and when the presentation will take place. Students address an envelope in which to send the invitation, demonstrating an ability to use commas and capital letters correctly in mailing addresses.

End of Unit Assessment: Water Issue Video PSA

This assessment centers on CCSS ELA RI.3.1, SL.3.4, and SL.3.6. In pairs, students create a PSA about one of the three water issues studied earlier in the module: access to water, demands on water, pollution. The PSA describes the issue and its effects and presents some possible solutions in an engaging way. The announcement is no more than 1 minute long and is recorded on video.

Required Unit Trade book(s): *One Well: The Story of Water on Earth*

Suggested Pacing: This unit is approximately **2.5 weeks or 13 sessions of instruction.**

Note: (1) 2017-18 Power Standards highlighted in red. (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</p> <p>Analyzing a Model and Generating Criteria</p> <p>RI.3.1, SL.3.2, SL.3.3, SL.3.4</p> <p>TN Standards 3.RI.KID.1, 3.SL.CC.2, 3.SL.CC.3, 3.SL.PKI.4</p>	<p>1. Opening A. Engaging the Learner: Watching a Model PSA (25 minutes) B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Analyzing a Model and Generating Criteria for an Effective PSA (15 minutes)</p> <p>3. Closing and Assessment A. Planning a PSA: Choosing an Issue (10 minutes)</p> <p>4. Homework A. Accountable Research Reading.</p>	<ul style="list-style-type: none"> I can analyze a model to generate criteria for an effective video PSA. (SL.3.2, SL.3.3, SL.3.4) I can choose a water issue to be the focus of my video PSA. (SL.3.4) 	<ul style="list-style-type: none"> Student plan of process on Video PSA Presentation Process note- catcher (SL.3.4) Student choice of water issue on PSA Planning graphic organizer (SL.3.4) 	<ul style="list-style-type: none"> Performance Task anchor chart Working to Become Effective Learners anchor chart Working to Become Ethical People anchor chart Working to Contribute to a Better World anchor chart Video PSA Presentation Process anchor chart Parts of Speech anchor chart Criteria for an Effective PSA anchor chart

	<p>Select a prompt to respond to in the front of your independent reading journal.</p>			
<p>Lesson 2 Planning a PSA: Key Points and Structure</p> <p>RI.3.1, W.3.4, SL.3.4</p> <p>TN Standards 3.RI.KID.1, 3.W.PDW.4, 3.SL.PKI.4</p>	<p>1. Opening A. Engaging the Learner: Watching a Model PSA (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Planning a PSA: Key Points (30 minutes) B. Planning a PSA: Structure (10 minutes) 3. Closing and Assessment A. Research Reading Share (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 identify the key points of my issue to describe in my video PSA. (RI.3.1, SL.3.4) I can plan the structure of my video PSA. (SL.3.4) 	<ul style="list-style-type: none"> Student choice of target audience and key points on PSA Planning graphic organizer (RI.3.1, SL.3.4) 	<ul style="list-style-type: none"> Working to Contribute to a Better World anchor chart Video PSA Presentation Process anchor chart Working to Become Effective Learners anchor chart Criteria for an Effective PSA anchor chart Working to Become Ethical People anchor chart
<p>Lesson 3 Planning a PSA: Writing a Script</p> <p>RI.3.1, W.3.2, W.3.4, W.3.5, SL.3.4</p> <p>TN Standards 3.RI.KID.1, 3.W.TTP.2, 3.W.PDW.4, 3.W.PDW.5, 3.SL.PKI.4</p>	<p>1. Opening A. Engaging the Writer: Watching a Model PSA (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Planning a PSA: Writing a Script (30 minutes) 3. Closing and Assessment A. Peer Critique: PSA Script (20 minutes) 4. Homework A. For ELLs: Complete the Language Dive Practice: Model PSA Script in your Unit 3 homework. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can write a script for my PSA. (RI.3.1, W.3.2, W.3.4, SL.3.4) I can critique my partner's script and provide kind, helpful, and specific feedback. (W.3.5) 	<ul style="list-style-type: none"> Script for PSA (RI.3.1, W.3.2, W.3.4, SL.3.4) Stars and steps on sticky notes (W.3.5) 	<ul style="list-style-type: none"> Working to Contribute to a Better World anchor chart Criteria for an Effective PSA anchor chart Video PSA Presentation Process anchor chart Parts of Speech anchor chart Working to Become Effective Learners anchor chart Fluent Readers Do These Things anchor chart Working to Become Ethical People anchor chart Questions We Can Ask during a Language Dive anchor chart Peer Critique anchor chart
<p>Lesson 4 Planning a PSA: Storyboarding</p>	<p>1. Opening A. Engaging the Writer: Watching a</p>	<ul style="list-style-type: none"> I can determine the capabilities and limitations of the technology 	<ul style="list-style-type: none"> Storyboard for PSA (SL.3.4) 	<ul style="list-style-type: none"> Working to Contribute to a Better World anchor chart

<p>RI.3.1, SL.3.4</p> <p>TN Standards 3.RI.KID.1, 3.SL.PKI.4</p>	<p>Model PSA (5 minutes) B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Planning a PSA: Exploring Technology (25 minutes)</p> <p>3. Closing and Assessment A. Planning a PSA: Storyboard (25 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<p>tools available to create my PSA. (SL.3.4)</p> <ul style="list-style-type: none"> I can create a storyboard to accompany my video PSA. (SL.3.4) 		<ul style="list-style-type: none"> Video PSA Presentation Process anchor chart Close Readers Do These Things anchor chart Working to Become Effective Learners anchor chart Parts of Speech anchor chart Fluent Readers Do These Things anchor chart
<p><u>Lesson 5</u> Planning an Invitational Letter</p> <p>RI.3.1, W.3.2, W.3.4, W.3.5, L.3.1c, L.3.2b</p> <p>TN Standards 3.RI.KID.1, 3.W.TTP.2, 3.W.PDW.4, 3.W.PDW.5, 3.FL.SC.6c,k</p>	<p>1. Opening A. Engaging the Writer: Model Invitational Letter (5 minutes) B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Analyzing a Model and Generating Criteria for an Effective Invitational Letter (20 minutes) B. Planning an Invitational Letter (20 minutes)</p> <p>3. Closing and Assessment A. Exit Ticket: Addressing Letters (10 minutes)</p> <p>4. Homework A. Complete the Writing Addresses practice in your Unit 3 homework. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can use abstract nouns. (L.3.1c) I can plan an invitational letter for my video PSA live launch. (RI.3.1, W.3.2, W.3.4, W.3.5) I can use commas and capital letters in a mailing address. (L.3.2b) 	<ul style="list-style-type: none"> Invitational Letter Planning graphic organizer (RI.3.1, W.3.2, W.3.4, W.3.5, L.3.1c, L.3.2b) Exit Ticket: Writing Addresses (L.3.2b) 	<ul style="list-style-type: none"> Video PSA Presentation Process anchor chart Performance Task anchor chart Parts of Speech anchor chart Close Readers Do These Things anchor chart Working to Become Effective Learners anchor chart Criteria for an Effective Invitational Letter anchor chart Working to Become Ethical People anchor chart Questions We Can Ask during a Language Dive anchor chart
<p><u>Lesson 6</u> Drafting an Invitational Letter</p> <p>RI.3.1, W.3.2, W.3.4, W.3.5, L.3.1c, L.3.2b</p> <p>TN Standards 3.RI.KID.1, 3.W.TTP.2, 3.W.PDW.4,</p>	<p>1. Opening A. Engaging the Writer: Model Invitational Letter (5 minutes) B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Independent Writing: Invitational Letter (35 minutes)</p>	<ul style="list-style-type: none"> I can draft an invitational letter for my video PSA live launch. (RI.3.1, W.3.2, W.3.4, L.3.1c, L.3.2b) I can critique my partner's letter and provide kind, helpful, and specific feedback. (W.3.5) 	<ul style="list-style-type: none"> Invitational letter (RI.3.1, W.3.2, W.3.4, L.3.1c, L.3.2b) 	<ul style="list-style-type: none"> Working to Become Effective Learners anchor chart Criteria for an Effective Invitational Letter anchor chart Questions We Can Ask during a Language Dive anchor chart Working to Become Ethical People anchor chart

<p>3.W.PDW.5, 3.FL.SC.6</p>	<p>3. Closing and Assessment A. Peer Critique: Invitational Letter (15 minutes) 4. Homework A. For ELLs: Complete the Language Dive Practice: Model Invitational Letter in your Unit 3 homework. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>			<ul style="list-style-type: none"> Peer Critique anchor chart
<p>Lesson 7 Mid-Unit 3 Assessment: Writing an Invitational Letter</p> <p>RI.3.1, W.3.2, W.3.4, W.3.5, L.3.1c, L.3.2b</p> <p>TN Standards 3.RI.KID.1, 3.W.TTP.2, 3.W.PDW.4, 3.W.PDW.5, 3.FL.SC.6</p>	<p>1. Opening A. Returning End of Unit 2 Assessment (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Mid-Unit 3 Assessment: Writing an Invitational Letter (35 minutes) 3. Closing and Assessment A. Tracking Progress (15 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can write an invitational letter for my video PSA live launch. (RI.3.1, W.3.2, W.3.4, W.3.5) I can use abstract nouns. (L.3.1c) I can use commas and capital letters in a mailing address. (L.3.2b) 	<ul style="list-style-type: none"> Mid-Unit 3 Assessment: Writing an Invitational Letter (RI.3.1, W.3.2, W.3.4, W.3.5, L.3.1c, L.3.2b) Tracking Progress: Informative Writing (W.2) 	<ul style="list-style-type: none"> Working to Become Effective Learners anchor chart Criteria for an Effective Invitational Letter anchor chart
<p>Lessons 8, Lesson 9, and Lesson 10 End of Unit 3 Assessment: Water Issue Video PSA</p> <p>RI.3.1, W.3.5, SL.3.4, SL.3.6</p> <p>TN Standards 3.RI.KID.1, 3.W.PDW.5, 3.SL.PKI.4, 3.SL.PKI.6</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. End of Unit 3 Assessment: Water Issue Video PSA (140 minutes) B. Returning Mid-Unit 3 Assessment (5 minutes) 3. Closing and Assessment A. Peer Critique: PSA (30 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can use my plans to create a high-quality video PSA with a partner. (RI.3.1, SL.3.4, SL.3.6) I can critique my peers' PSA and provide kind, helpful, and specific feedback. (W.3.5) 	<ul style="list-style-type: none"> End of Unit 3 Assessment: Water Issue Video PSA (RI.3.1, SL.3.4, SL.3.6) Stars and steps on sticky notes (W.3.5) 	<ul style="list-style-type: none"> Working to Contribute to a Better World anchor chart Video PSA Presentation Process anchor chart Criteria for an Effective Video PSA anchor chart Working to Become Ethical People anchor chart Peer Critique anchor chart
<p>Lesson 11</p>	<p>1. Opening</p>	<ul style="list-style-type: none"> I can prepare the prompt cards 	<ul style="list-style-type: none"> Presentation prompt cards 	<ul style="list-style-type: none"> Performance Task anchor chart

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<p>Performance Task: Preparing for a Live Launch Presentation</p> <p>SL.3.2, SL.3.4, SL.3.6, L.3.3, L.3.3b</p> <p>TN Standards 3.SL.CC.2, 3.SL.PKI.4, 3.SL.PKI.6</p>	<p>A. Engaging the Writer: Performance Task Anchor Chart (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Preparing PSA Presentations: Prompt Cards (40 minutes) 3. Closing and Assessment A. Practicing PSA Presentations (10 minutes) 4. Homework A. Use your prompt cards to practice your live launch presentation. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<p>for my video PSA live launch. (SL.3.4, SL.3.6, L.3.3b)</p> <ul style="list-style-type: none"> I can use my prompt cards to practice my video PSA live launch. (SL.3.4, SL.3.6, L.3.3b) 	<p>(SL.3.4)</p>	<ul style="list-style-type: none"> Working to Become Effective Learners anchor chart Criteria for an Effective Presentation anchor chart Video PSA Presentation Process anchor chart
<p>Lesson 12</p> <p>Performance Task: Practicing Presentations</p> <p>SL.3.2, SL.3.4, SL.3.6, L.3.3, L.3.3b</p> <p>TN Standards 3.SL.CC.2, 3.SL.PKI.4, 3.SL.PKI.6</p>	<p>1. Opening A. Reviewing Performance Task Anchor Chart and Learning Targets (5 minutes) 2. Work Time A. Practicing PSA Presentations (40 minutes) 3. Closing and Assessment A. Peer Critique: PSA Presentations (15 minutes) 4. Homework A. Use your prompt cards to practice your live launch presentation. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can effectively deliver my presentation. (SL.3.4, SL.3.6, L.3.3b) I can critique another pair's presentation and provide kind, helpful, and specific feedback. (SL.3.4, SL.3.6) 	<ul style="list-style-type: none"> Student presentations (SL.3.4, SL.3.6, L.3.3b) Stars and steps on sticky notes (SL.3.4, SL.3.6, L.3.3b) 	<ul style="list-style-type: none"> Performance Task anchor chart Working to Become Effective Learners anchor chart Criteria for an Effective Presentation anchor chart Working to Become Ethical People anchor chart Peer Critique anchor chart
<p>Lesson 13</p> <p>End of Unit 3 Assessment: Reading a New Text Aloud for Fluency</p> <p>SL.3.2, SL.3.4, SL.3.6, L.3.3, L.3.3b</p> <p>TN Standards</p>	<p>1. Opening A. Reviewing Performance Task Anchor Chart and Learning Targets (5 minutes) 2. Work Time A. Delivering PSA Presentations (50 minutes) 3. Closing and Assessment A. Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> I can effectively deliver my presentation. (SL.3.4, SL.3.6, L.3.3b) 	<ul style="list-style-type: none"> Student presentations (SL.3.4, SL.3.6, L.3.3b) 	<ul style="list-style-type: none"> Performance Task anchor chart Criteria for an Effective Presentation anchor chart

3.SL.CC.2, 3.SL.PKI.4, 3.SL.PKI.6	4. Homework A. N/A			
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*To access this module and other Third Grade modules access the following web address- <http://curriculum.ededucation.org/curriculum/ela/grade-3/>