

Copy of ELA Grade 3 Module 1

Subject	Grade	Module	Suggested Timeline
English Language Arts	3	1	9 weeks

### Grade Level Summary

In third grade, students select and combine skills to read fluently with meaning and purpose. They apply comprehension and vocabulary strategies to informational text and a wider variety of literary genres including poetry. Students demonstrate comprehension by participating in discussions, writing responses, and using key details and evidence from text to support their thinking. They explore author point of view and also begin to infer meaning from texts. They read for pleasure and choose books based on personal preference, topic, or author.

Students are writing longer texts, especially narratives. They embed their ideas in time and place and develop characters through detail and dialogue. Students organize around a central idea and elaborate using complete sentences. Their writing is often divided into sections through paragraphing or book parts (e.g., table of contents, chapters) and follows logical sequencing. Information gathering as part of the planning process is common, and students are becoming more selective about vocabulary, especially when writing informational texts. They conduct short research using a variety of print and digital sources. They listen to other's writing, offer feedback, and begin to consider suggestions from others about their own writing.

### Grade Level Modules

Module 1: Becoming a Close Reader and Writing to Learn

Module 2: Researching to Build Knowledge and Teaching Others (Emphasis on narrative text types and writing)

Module 3: Researching to Build Knowledge and Teaching Others (Emphasis on informational text types and writing)

Module 4: Considering Perspectives and Supporting Opinions (Emphasis on opinion writing comparing texts)

Module 5: Considering Perspectives and Supporting Opinions (Emphasis on opinion writing explaining with textual reasons)

Module 6: Gathering Evidence and Speaking to Others

Module 7: Literary Analysis

### Module Title

Module 1: Becoming a Close Reader and Writing to Learn

## Module Overview

In this module, students learn about and practice how to close read and answer text-dependent questions. Close readers "unpack" the text, paying close attention to what is printed and also understanding the meaning. Students read within a variety of genres, often comparing and contrasting multiple texts by the same author. They also determine the criteria for a good conversation and practice discussing texts with their peers. Students build their ability to write an informational piece using a simple structure: developing a topic with facts, definitions, and details. Academic vocabulary is filtered throughout the module where students are given multiple opportunities to engage in discussions.

## Module Objectives

At the end of this module, students will be able to independently use their learning to:

- Determine the central message, lesson or moral in literary texts and explain how it is conveyed in the text
- Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters
- Write informative/explanatory texts, using strong organizational structures to convey ideas and information clearly
- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

## Focus Standards Addressed in this Module

### [CC.1.2.3.A](#)

Determine the main idea of a text; recount the key details and explain how they support the main idea.

### [CC.1.2.3.J](#)

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

### [CC.1.3.3.A](#)

Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.

### [CC.1.3.3.H](#)

Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

### [CC.1.4.3.D](#)

Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.

#### CC.1.5.3.D

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

### Important Standards Addressed in this Module

#### CC.1.1.3.D

Know and apply grade-level phonics and word analysis skills in decoding words. • Identify and know the meaning of the most common prefixes and derivational suffixes. • Decode words with common Latin suffixes. • Decode multisyllable words. • Read grade-appropriate irregularly spelled words.

#### CC.1.1.3.E

Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### CC.1.2.3.B

Ask and answer questions about the text and make inferences from text; refer to text to support responses.

#### CC.1.3.3.J

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

#### CC.1.4.3.F

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

#### CC.1.4.3.S

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts

#### CC.1.4.3.T

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

#### CC.1.4.3.V

Conduct short research projects that build knowledge about a topic.

#### CC.1.4.3.X

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

**Misconceptions**

Students feel close reading is “racing through the passages” and retelling information.

Students point out what is similar and different between two texts on similar topics based on their background knowledge or perceptions.

**Proper Conceptions**

Students should do a “close reading of text” through analyzing text read, questioning the text itself, interpreting what is written, and justifying their reasoning behind their interpretation - using text evidence to support their response.

Students should be able to identify basic similarities in and difference between two texts of the same topic. Students will be required to determine whether the similarities and differences between the texts are due to author’s interpretation or based on factual information - drawing information from the text to support their conclusions.

**Concepts**

- Main Idea
- Vocabulary Acquisition and Use
- Theme
- Organization for Writing
- Evaluating Information
- Purpose, Audience and Task

**Competencies**

- Determine the main idea of a text; recount the key details and explain how they support the main idea.
- Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
- Describe how an author connects sentences and paragraphs in a text to support particular points.
- Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.
- Informational: Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.  
Opinion: Create an

**Vocabulary**

- Recount
- Convey
- Literary
- Volume
- Pacing

**organizational structure that includes reasons linked in a logical order with a concluding statement or section.**

**Narrative: Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.**

- **Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.**

#### **Assessment(s)**

**ELA assessments**

**Graphic organizers**

**Simple Solutions ELA**

**Writing to learn strategies: Teachers College Reading Writing Project**

#### **Suggested Strategies to Support Design of Coherent Instruction**

##### **Create Meaning from Informational and Literary Text**

**Close Reading Students who are close reading not only pay close attention to what is printed but also understand the meaning. This may include vocabulary, sentence structure, imagery, themes, how the story is told, and world views.**

- **The following may be one way to establish a routine for Close Reading.**
  - 1. Pre-teach the vocabulary and concepts.**
  - 2. Set a purpose for reading.**
  - 3. Model close reading.**
  - 4. Provide guided practice and check for understanding**
  - 5. Provide independent practice.**
  - 6. Organize discussions and debates.**
  - 7. Have students write about the text.**

**Consensus In this activity, students identify the main ideas in a series of "coming-to-a-consensus" processes.**

- Have students identify individually the three most important things (three main ideas) they learned from the text that they read. They should list them on a piece of paper.
- Pair students to share their most important information (main ideas) and come to a consensus about the three most important pieces of learning (main ideas), again listing them.
- Then have each pair join with another to form a group to discuss their findings and again come to a consensus about the three most important pieces of learning (main idea).
- Finally, ask the groups to come together as a class and exchange ideas and come to a class consensus of the three most important main ideas. As they do, list the class's main idea on the board. (Beers & Howell, 2003)

**Mini-Lesson Ideas Related to Determining Importance** The following are mini-lesson ideas about determining importance.

- Main ideas are supported with details.
- In nonfiction, there is often a main idea in every section.
- Readers use many text features to help them distinguish important from unimportant information.
- Good readers slow down when they think something is important or worth remembering.
- Main idea can be stated in other ways such as central idea, main point.
- Sometimes the theme of a story must be inferred (Guisinger, 2012)

### **Expanding Vocabulary**

**Word Sorts** Sorts can be categorized according to sound features, according to relationships between pronunciations or how they look, according to origin and according to meaning (Reading First, 2004).

**Visual Sorts:** Examine word features and compare with another word

**Blind Sorts:** A word is read to the student and the student decides on placement in categories without seeing the word first. The student checks categorization after word is placed.

**Speed Sorts:** The student is asked to work quickly and accurately trying to beat the clock.

**Write to the Sorts:** Students have key words available for reference. The words are read for them and they write the words correctly in the appropriate category.

**Open Sorts:** Students choose categories for sorting and then organize items into columns based on categories. Others try to solve the sort by guessing about the features of the categories.

**Multiple Sorts:** A set of items is sorted several times for different purposes in different categories.

**Four Square Vocabulary Grid** Make a four square grid with the vocabulary word and a picture, if it will assist students, in the upper left, definition or meaning in lower left, “what it makes me think of”...in the upper right and the opposite of the vocabulary term in the lower right (Reading First, 2004).

**Word Web** Have student create a word web, with a vocabulary word in the center, listing boxes around it with categories such as: draw a picture, example, definition, what it is NOT, use in a sentence, words that mean about the same. (Fraye, Frederick, Kausmeier (1969).

**Exit slip** List the two or three key terms from the text. Ask students to explain what each word means and where in the reading can they show this to be true. Students will justify their answers.

**Peer Assessment** Students exchange their exit slip or word web and evaluate each others’ work. Have students discuss their conclusions. Teachers listen for use of valid arguments and accurate understanding of the terms.

### References

Illinois State Board of Education, Reading First. (2004). *Reading first academy: Third grade module* .

Fraye, D., Frederick, W., & Klausmeier, H. (1969). *A schema for testing the level of cognitive mastery* (Working paper No. 16). Madison, WI: Wisconsin Research and Development Center.

### **Creating Meaning From Informational and Literary Text**

**Wonder Worms** Use the sample “I Wonder Worm” bookmarks that students can place inside a text. Ask “I Wonder” questions as students read. Students should form answers based on the text. For example, “I wonder how the main character’s feelings changed in the story.” Students then find the evidence in the text that supports their answer and places a page number in the section on the worm. As time allows, students may share with everyone.

**Dialogue Digs** Provide time for students to be social about reading. Offer a list of questions useful for general narrative texts and supported by critical thinking models such as Bloom’s Taxonomy. Students then have discussions in an electronic format such as a blog, wiki or as pen pals with another school or student. For a reluctant reader the blog could be posts between the student and an adult, such as the teacher. In all scenarios, students utilize the text to support their ideas. (Allyn, 2012)

**Questioning Types** Students examine texts that have the same theme such as taking a journey. They create their own questions to ask of other students who have examined the same texts. An example chart is provided for use. (Goudvis & Harvey, 2012)

**Read and Question** Students read a text on their own or with a partner. They then pair up, taking turns asking questions from what they read. The partner then answers the question, showing where he can find it in the text. Students could also participate in this activity in a small reading group. The teacher walks around the room as the students complete this task, recording questions and responses. Grouping: *Small group, pair, individual*

**Exit Slip** Students read a text, and then create an exit slip for the information found in the story. They randomly exchange slips, complete the questions with references to the text. The students are evaluated both on the questions they create and the answers, with references supplied. Grouping: *Small group, pair, individual*

**Foldable Chart** After completing a text, students write four quality questions on the top four flaps of a piece of construction paper, folded lengthwise and cut to the fold to form 4 doors. Under each question door they may write the answer with reference to the text. A variation would be to have students exchange charts and answer on another's questions. These can be hung in the hall as a challenge for other students to read and answer the questions if they have read the passage. Grouping: *Pair, individual*

### References

Allyn, P. (2012). Taming the wild text: A top-10 list of strategies to help the struggling reader become fierce, unafraid, and strong. *Educational Leadership*, 69(6), 16-21.

Goudvis, A. and Harvey, S. (2012). Teaching for historical literacy. *Educational Leadership*, 69(6), 52-57.

### **Text Elements**

**Character Counts** Choose a character trait or theme that students wish to explore such as curiosity. Find a series that the same set of characters can be compared and contrasted such as *The Stories that Julian Tells* by Ann Cameron listed in Appendix B of the Common Core State Standards. Using a chart, list the characters across the top and the list of stories along the side. Students find instances in the story where the character trait is exhibited and list a sentence or piece of evidence that supports their thoughts.

**Plot Plunk** Using a game mat like Twister, mark the columns at the top with the names of elements in a story such as settings, themes, characters, problem, solution, character traits, etc. On the side along the rows, list the names of books in a series or characters from a series that can be compared in the books. Invite students to throw a bean bag on the mat. When they land on a color, they must compare or contrast the story and the element that align.

**Theme Thinking.** Read aloud stories that may have the same theme such as friendship or cooperation. Brainstorm a definition regarding the theme and then



have students choose other books from a classroom library or books they have read that may fall into the same category. Create book jackets that can hang under the definitions.

**Card Pyramid** Students make cards labeled theme, setting, characters, beginning, middle, and end on different colored paper. Each color represents one book from a series. Students fill in the cards for each book read from the series and compare/contrast the different parts of the books. An example is provided. (Adapted from Boulware-Gooden, Carreker, Thornhill, Joshi, 2007).

**Author Study 1** Students read one book, such as a first in a series, in a small group setting. They discuss the characters, themes, setting and plot of the story. This task could be completed as a whole group read aloud as well. Next, they select another book in the series to read. Using a book mark with characters, theme, setting and plot, they record this story's information. Finally, they compare and contrast the 2 books based on those topics, either through small group discussion or with a graphic organizer. Students are evaluated on their ability to compare and contrast the themes, setting, and plot. Grouping: *Small group, pair, individual*

**Author Study 2** Students read two or more books in a series by the same author. Next they make a poster diagramming the themes, settings, and plots of the multiple texts. They will show how the multiple books compare and contrast using the same characters. Grouping: *Small group, pair, individual*

**Becoming a Character** Students read two or more books in a series. They then create a dialog as the main character, where they tell the two stories as that character, referring to themes, settings, and plots. They may also address any personal changes in the chosen character or other characters' personalities as the books progress. Finally, they present this dialog to the class and perhaps to other classes to encourage them to read the series. Students are evaluated on their ability to compare and contrast the themes, settings, and plots of the books. Grouping: *Pair, individual*

## References

Boulware-Gooden, R., Carreker, S., Thornhill, A., & Joshi, R.M. Instruction of metacognitive strategies enhances reading comprehension and vocabulary achievement of third-grade students. *The Reading Teacher*, 61 (1), 70-77.

Cameron, A. (1981). *The stories that Julian tells*. New York, NY: Random House

## **Main Ideas and Key Details**

- Groups of students read different passages. Students then work together to create signs for the main idea and the key details of their selection. The student holding the main idea sign then presents it to the class and defends his/her choice. Next each of the students holding a key detail sign defends how his/her key detail supports the main idea.

**Note** For struggling students, teachers may want to start with a short paragraph at a lower reading level, then build on understanding. Also working with other students may provide support.

### References

Beers, S., & Howell, L. (2003). *Reading strategies for the content areas*. Alexandria, VA: Association for Supervision and Curriculum Development.

Guisinger, P. (2012). *Determining importance*. Retrieved from [http://ohiorc.org/adlit/strategy/strategy\\_each.aspx?id=000005](http://ohiorc.org/adlit/strategy/strategy_each.aspx?id=000005) on Jan. 20, 2012

### Informational/Explanatory Writing

**Strategies re:** Mentor texts provide for clear and effective writing.

**Mentor Texts** The PA Core Standards recognize the reciprocal relationship between reading and writing, i.e., what is, what and how students write should have a relationship to what students read. For this reason, writing instruction should incorporate the use of mentor texts. Mentor texts provide students with a model of effective writing. “Mentor texts help writers notice things about an author’s work that is not like anything they might have done before, and empower them to try something new” (Dorfman and Cappelli, 2007, 3). Typically mentor texts are used to teach the entire class about a new writing genre or technique however they can also be used with small groups of students who may need differentiated instruction in a specific area. Mentor texts can include texts from published authors as well as writing pieces from the classroom teacher and students. Use mentor texts to model and teach the following characteristics of effective writing.

### Informational/Explanatory writing:

- How do we develop a topic with facts, definitions, details and illustrations (when appropriate) to explain ideas and information?
- How do we introduce our topic, use linking words and phrases, and provide a concluding statement or section in informational/explanatory writing?
- How do we use the writing process to produce a piece of Informative/Explanatory writing?
- How do writers use accurate conventions to explain or inform the topic?

**Additional Resources** Visit the following free online resources for practical tips, tools and resources to support writing instruction:

- Teaching That Makes Sense’ - [www.ttms.org](http://www.ttms.org)
- The Writing Fix - <http://www.writingfix.com>
- ReadWriteThink - <http://www.readwritethink.org>

### Formative Assessment Suggestions

**Sample Questions Reflecting the PA Core Standards for Reading** The purpose of these prompts is to provide teachers with sample questions that are similar in content to those asked on the reading portion of PSSA/Keystone Assessments. Rich discussions and writing tasks about what students read should be the focus of classroom instruction. The PA Core Standards in ELA provide an excellent framework from which to craft probing questions to encourage students to think deeply and critically about what they read. Students who are engaged, critical readers and thinkers will be able to transfer those skills and be successful no matter the question format. (adapted from "Linking the Common Core for Reading, Classroom Instruction, and DCAS" Delaware Dept of Education)

**CC.1.3.3A (3RL1) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.**

**Note:** These question stems are aligned with module focus standards that can be utilized with various text pieces.

- Who finished the race first? Which sentence(s) from the story that support(s) your answer?
- What is so special about Mario? Which sentence(s) from the story that support(s) your answer?
- Where does the story take place? Which sentence(s) from the story that support(s) your answer?
- When did Tiesha try out for the play? Which sentence(s) from the story support(s) your answer?
- Why did Tyrone get an "A" on his test? Which sentence(s) from the story support(s) your answer?
- How is John different from Paul? Which sentence(s) from the story support(s) your answer?

**CC.1.3.3.H (3RL9) Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).**

- How are the themes/plots/settings in books \_\_\_\_\_ (title) and \_\_\_\_\_ (title) alike and different?

**CC.1.2.3A (3RI2) Determine the main idea of a text; recount the key details and explain how they support the main idea.**

- What is the main idea of the article? What key details support this main idea?
- What are the key details in the article? How do the key details support the main idea?
- Why is \_\_\_\_\_ a good title for the article? How do the key details support the selection of this title?

## **Interdisciplinary Connections**

## **Additional Resources**

**Differentiated ELA materials**

**Graphic organizers**

**Trade books based on student needs**

**Web-based materials**

## **Created By**

**Mercer 3rd Grade**

Copy of ELA Grade 3 Module 2

Subject	Grade	Module	Suggested Timeline
English Language Arts	3	2	5 weeks

**Grade Level Summary**

In third grade, students select and combine skills to read fluently with meaning and purpose. They apply comprehension and vocabulary strategies to informational text and a wider variety of literary genres including poetry. Students demonstrate comprehension by participating in discussions, writing responses, and using key details and evidence from text to support their thinking. They explore author point of view and also begin to infer meaning from texts. They read for pleasure and choose books based on personal preference, topic, or author.

Students are writing longer texts, especially narratives. They embed their ideas in time and place and develop characters through detail and dialogue. Students organize around a central idea and elaborate using complete sentences. Their writing is often divided into sections through paragraphing or book parts (e.g., table of contents, chapters) and follows logical sequencing. Information gathering as part of the planning process is common, and students are becoming more selective about vocabulary, especially when writing informational texts. They conduct short research using a variety of print and digital sources. They listen to other's writing, offer feedback, and begin to consider suggestions from others about their own writing.

**Grade Level Modules**

- Module 1: Becoming a Close Reader and Writing to Learn
- Module 2: Researching to Build Knowledge and Teaching Others (Emphasis on narrative text types and writing)
- Module 3: Researching to Build Knowledge and Teaching Others (Emphasis on informational text types and writing)
- Module 4: Considering Perspectives and Supporting Opinions (Emphasis on opinion writing comparing texts)
- Module 5: Considering Perspectives and Supporting Opinions (Emphasis on opinion writing explaining with textual reasons)
- Module 6: Gathering Evidence and Speaking to Others
- Module 7: Literary Analysis

**Module Title**

Module 2: Researching to Build Knowledge and Teaching Others (Emphasis on

## narrative text types and writing)

### Module Overview

This module is designed to help students use reading, writing, listening, and speaking to build and share deep knowledge about a topic. Students first do a class study of a topic then read excerpts from a central text and supporting text pieces from various genres. They demonstrate their expertise by writing a research-based narrative that highlights their research and educates others. Academic vocabulary is filtered throughout the module where students are given multiple opportunities to engage in discussions.

### Module Objectives

At the end of this module, students will be able to independently use their learning to:

- Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships
- Compare and contrast the most important points and key details presented in two texts on the same topic
- Ask and answer questions about the text and make inferences from text, referring to text to support responses
- Read and comprehend literary fiction on grade level, reading independently and proficiently
- Compare and contrast the important events gained from texts and write a research-based narrative piece emphasizing text-based evidence that support real or imagined experiences or events

### Focus Standards Addressed in this Module

#### CC.1.2.3.B

Ask and answer questions about the text and make inferences from text; refer to text to support responses.

#### CC.1.2.3.E

Use text features and search tools to locate and interpret information.

#### CC.1.2.3.I

Compare and contrast the most important points and key details presented in two texts on the same topic.

#### CC.1.3.3.A

Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.

#### CC.1.3.3.H

Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

#### CC.1.4.3.M

Write narratives to develop real or imagined experiences or events.

#### CC.1.4.3.N

Establish a situation and introduce a narrator and/or characters.

#### CC.1.4.3.O

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

#### CC.1.4.3.P

Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.

#### CC.1.4.3.Q

Choose words and phrases for effect.

#### CC.1.5.3.A

Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

### **Important Standards Addressed in this Module**

#### CC.1.1.3.D

Know and apply grade-level phonics and word analysis skills in decoding words. • Identify and know the meaning of the most common prefixes and derivational suffixes. • Decode words with common Latin suffixes. • Decode multisyllable words. • Read grade-appropriate irregularly spelled words.

#### CC.1.1.3.E

Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### CC.1.2.3.G

Use information gained from text features to demonstrate understanding of a text.

#### CC.1.4.3.F

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

#### CC.1.5.3.B

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.

### Misconceptions

Students generally feel the knowledge they have about a topic or subject is correct and their personal experiences that are not always related to text can be very entrenched in student thinking. In addition, new experiences are interpreted through these erroneous understandings, thereby interfering with being able to correctly grasp new information.

Some students believe that writing is an inborn talent: Either you have it, or you do not. They believe that some people inherit a so-called writing gene, while others do not have this "gift" and will never be able to write well.

Some students believe that narrative pieces are not supported by research.

### Proper Conceptions

Students should be able to ask and answer questions about the text and make inferences from text. This may or may not conform to students' perceptions. Students should refer to text to support responses.

Effective writers have multiple opportunities to practice and refine the craft of writing while understanding the process of writing.

Narratives can be research-based through real life situations and/or characters.

### Concepts

- Text Analysis
- Focus for Writing
- Content for Writing
- Organization for Writing
- Collaborative Discussion
- Evaluating Information

### Competencies

- Ask and answer questions about the text and make inferences from text; refer to text to support responses.
- Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., books in a series).
- Informational: Identify and introduce the topic. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Establish a situation and introduce a narrator and/or characters.
- Informational: Develop the topic with facts, definitions, details, and illustrations, as

### Vocabulary

Theme

Convey

Literary

Dialogue



appropriate. **Opinion:**  
Support an opinion with reasons. **Narrative:**  
Establish a situation and introduce a narrator and/or characters.

- **Informational:** Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.  
**Opinion:** Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.  
**Narrative:** Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.
- Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.

#### Assessment(s)

ELA assessments

Graphic organizers

Simple Solutions ELA

Writing to learn strategies: Teachers College Reading Writing Project

#### Suggested Strategies to Support Design of Coherent Instruction

In this module, students will build knowledge about topics while learning the process of conducting and reporting research within specific subject areas such as science and social studies. They are moving from participating in shared research in K-2, to conducting short research projects in grades 3. Research should include short experiences such as partnering up with another student to answer questions about the reading as well as long-term projects that build knowledge about a specific topic. This section includes strategies for reading and writing research. These strategies are most effective

when taught using mentor texts that are selected by the teacher or local school district. A list of example mentor texts has been included in this unit to provide teachers with ideas and is not meant to be a required reading list. [Mentor Texts Gr 3-5.docx](#)

### **Create Meaning From Informational and Literary Text**

**Think Alouds** - The “Think Aloud” strategy serves two purposes – 1) It is an effective model technique to teach students a new strategy and 2) it is an effective technique for readers to use to aid their understanding of new information. While reading mentor texts, utilize a 'Think Aloud' approach to model for students how effective readers approach text with a goal of gaining new information on a topic. To access a lesson plan that demonstrates how this strategy can be used to aid in the comprehension of the “The Pledge of Allegiance”, visit <http://www.readwritethink.org/classroom-resources/lesson-plans/building-reading-comprehension-through-139.html?tab=1#tabs>

**Using Text Features to Locate Important Information** - Science captures even the most reluctant readers and writers. Students are naturally drawn to the colorful photographs and layouts of nonfiction science texts. This lesson supports students in grades 3–5 as they explore the organizational features of nonfiction texts, such as labels, captions, headings, fonts, and so on. Students then have an opportunity to work together with their classmates to create a two-page spread using those features to present information about their local environment. To access this lesson, visit <http://www.readwritethink.org/classroom-resources/lesson-plans/using-science-texts-teach-413.html?tab=1#tabs> . A handout on text features can be accessed at [http://www.readwritethink.org/files/resources/lesson\\_images/lesson413/features.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson413/features.pdf)

**Graphic Organizers** – Organizers need to be carefully selected to meet the purpose of the lesson and need to be explicitly taught. The teacher first models how to use the organizer, then provides students with guided practice as they use the organizers, and finally provides multiple opportunities for students to use the organizer independently. The sequence of instruction is referred to as the Gradual Release of Responsibility model of learning. The following are examples of graphic organizers that support the focus of this unit:

- **Gathering Evidence from Narrative Texts** - After students have read a narrative text, have them formulate an opinion or observation about a character, event, or theme. Students then record their opinion on the organizers and then 'research' the text to find evidence to support their opinion or observation. [Gathering Evidence from Narrative texts.docx](#)
- **Gathering Evidence from Informational Texts** – While or after reading informational texts, have students record the key point or their opinion on the topic and supporting evidence. [Gathering Evidence from Informational](#)

### [Texts.docx](#)

- Narrative Compare/Contrast Matrix – While reading multiple texts from the same author, record key information from each text. Use this information as a basis to describe, analyze, and evaluate multiple texts from the same author. [Narrative Compare Contrast Organizer.docx](#)
- Informational Compare/Contrast Matrix – While researching a topic from multiple sources, record important points, key details, and identify the source. From this organizer, write a summary of the most important information on the topic. [Informational Compare Contrast Organizer.docx](#)

Question-Answer-Relationship (QAR) - Using the QAR strategy, students identify different types of questions and learn how to determine the appropriate response for each question type. Questions are organized into two categories - “In the Text” and “In my Head”. With continued practice, this process becomes automatic and students ask questions of themselves while reading to monitor comprehension. For more a comprehensive description of this strategy visit <http://www.readwritethink.org/classroom-resources/lesson-plans/using-qars-develop-comprehension-232.html?tab=1#tabs> . A student-friendly description of the question types can be accessed at [http://www.readwritethink.org/files/resources/lesson\\_images/lesson232/question.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson232/question.pdf) . After explicitly teaching the question types, provide examples of each type and model how effective readers respond to each type of question. Provide students with guided practice by having them read a text (chorally, partner reading, or independently) and then answer specific types of questions. The QAR strategy is also an effective strategy for close-reading (Module 1).

### **Narrative Writing**

In this module, third graders are expected to write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. Significant shifts at this grade level are that writers are expected to orient the reader by establishing a situation and introduce a narrator and/or characters and organize an event sequence that unfolds naturally to support the writer’s purpose. Writers use descriptions of actions, thoughts, feelings, and other narrative techniques, such as dialogue, to develop experiences and events or to show the response of characters to situations. Students will continue using to use temporal words and phrases to signal event order and provide a sense of closure.

Narrative formats may include personal stories about a memorable event or fictional stories made up by the author. Narrative writing may also include research-based stories such as biographies, historical fiction, and science fiction.

Narrative writing was incorporated into this unit as a way of providing students with opportunities to apply their research skills to narrative writing. An example of this would be to have students research an important person and then incorporate the found facts into a story, or biography, on their important

person.

- For example, Harriet Tubman could be researched using several texts. Then the student would incorporate the information they gathered about her life into a story told through the eyes of Harriet Tubman.

The following instructional strategies are organized around the writing process, however, teachers should use professional judgment as when to engage students in long-term writing (which will utilize the writing process) and short-term, on demand writing which does not utilize the writing process.

- **Planning** - Writers can use a graphic organizer, or planning map, to help plan and organize their narrative writing. Graphic organizers need to be carefully selected to meet the purpose of the lesson and need to be explicitly taught. An alternative to writing in graphic organizers is to use Sticky Notes to layout the structure of the opinion piece. The teacher should first model how to use the Narrative Writing Graphic Organizer, then provide students with guided practice as they use the organizer, and finally provide multiple opportunities for students to use the organizer independently. The sequence of instruction is referred to as the Gradual Release of Responsibility model of learning. [Narrative Writing Map Gr 3-5.docx](#)

As students move from planning to drafting, remind them to use temporal words (*such as another, also, for example, in contrast*) to signal event order.

- **Drafting**- The following questions may help to guide students as they are drafting and revising their narrative writing piece (Owocki, 2013):
  - How does the author establish the situation? What does the event sequence look like?
  - Who does the author have telling the story?
  - How does the author use description to develop events or show character views?
  - What words are used to help create a picture in the readers mind?
  - How does the author use dialogue to develop events or show character views?
  - What words are used to show event order?
  - How did the author close the piece?

These same questions can also be used to focus the teacher's instruction and to evaluate mentor narrative texts.

- **Publishing**– Examples of narrative formats include memoirs, personal stories, fictional stories, biographies, historical fiction, and science fiction. Narrative writing can be published in a variety of formats such as summaries, reports, how-to pieces, all-about pieces, articles, web-pages, powerpoints, and wikispaces. The following is a list of digital-media tools to support the digital and online publication:
  - **Glogster** - Glogster's multimedia poster tool allows students to make posters that include text, images, audio, video, sound and

data. Students can use this tool to individually or collaboratively develop pieces such as book reviews, advertisements, or informational presentations. Posters can be saved and shared as a presentation or made available through a link to a wiki, blog, or websites. <http://edu.glogster.com/what-is-glogster-edu/>

- Storybird - Storybird contains art images that students use as a basis for creating text. Tags on the art allow for searching in relation to topics. For example, students `[[#|writing]]` narrative fiction could search for character images of fairies, pirates, and unicorns. Non-fiction images are also available. Text and images can be saved and printed. <http://storybird.com/>
- Puppet Pals - This iPad application allows users to create and record their own animated story. Choose characters, a setting, and a title and narrate the story into the microphone while moving the cartoon “puppets” manually. The app with a “Wild West” theme is free, but additional characters and scenes cost extra.
- Voicethread – Once students have composed an opinion piece of publishable quality, they can upload photos or a powerpoint and compose a voiceover. Presentations can be saved or emailed <https://voicethread.org/>
- Blabberize – Once students have composed an opinion piece of publishable quality, they can visit <http://blabberize.com/> to create a voice over of themselves reading their piece. Students can upload a photo of themselves and the photo will become animated once the audio is uploaded.

## Formative Assessment Examples

### Sample Questions Reflecting PA Core Standards for Reading

The purpose of these prompts is to provide teachers with sample questions that are similar in content to those asked on the reading portion of PSSA/Keystone Assessments. Rich discussions and writing tasks about what students read should be the focus of classroom instruction. The PA Core Standards in ELA provide an excellent framework from which to craft probing questions to encourage students to think deeply and critically about what they read. Students who are engaged, critical readers and thinkers will be able to transfer those skills and be successful no matter the question format.

(aligned with module Focus Standards that can be utilized with various text pieces)

CC.1.3.3.A – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

- Who finished the race first? Which sentence(s) from the story supports your answer?

- What is so special about Mario? Which sentence(s) from the story supports your answer?
- Where does the story take place? Which sentence(s) from the story supports your answer?
- When did Tiesha try out for the play? Which sentence(s) from the story supports your answer?
- Why did Tyrone get an “A” on his test? Which sentence(s) from the story supports your answer?
- How is John different from Paul? Which sentence(s) from the story supports your answer?

**CC.1.2.3.B Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.**

- Who invented electricity? Which sentence(s) from the article supports your answer?
- What gave Edison the idea for his invention? Which sentence(s) from the article supports your answer?
- Where was the first soccer game played? Which sentence(s) from the article supports your answer?
- When do birds fly south for the winter? Which sentence(s) from the article supports your answer?
- Why was a written language started? Which sentence(s) from the article supports your answer?
- How are insects and mammals alike and different? Which sentence(s) from the article supports your answer?

**CC1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic.**

- How are the most important points in the two texts about \_\_\_\_\_ alike and different?
- How are the key details in the two texts about \_\_\_\_\_ alike and different?

#### Differentiation

#### Interdisciplinary Connections

#### Additional Resources

Differentiated ELA materials

Graphic organizers

Trade books based on student needs

Web-based materials

#### Created By

Mercer 3rd Grade

Copy of ELA Grade 3 Module 3

Subject	Grade	Module	Suggested Timeline
English Language Arts	3	3	4 weeks

### Grade Level Summary

In third grade, students select and combine skills to read fluently with meaning and purpose. They apply comprehension and vocabulary strategies to informational text and a wider variety of literary genres including poetry. Students demonstrate comprehension by participating in discussions, writing responses, and using key details and evidence from text to support their thinking. They explore author point of view and also begin to infer meaning from texts. They read for pleasure and choose books based on personal preference, topic, or author.

Students are writing longer texts, especially narratives. They embed their ideas in time and place and develop characters through detail and dialogue. Students organize around a central idea and elaborate using complete sentences. Their writing is often divided into sections through paragraphing or book parts (e.g., table of contents, chapters) and follows logical sequencing. Information gathering as part of the planning process is common, and students are becoming more selective about vocabulary, especially when writing informational texts. They conduct short research using a variety of print and digital sources. They listen to other's writing, offer feedback, and begin to consider suggestions from others about their own writing.

### Grade Level Modules

**Module 1: Becoming a Close Reader and Writing to Learn**

**Module 2: Researching to Build Knowledge and Teaching Others (Emphasis on narrative text types and writing)**

**Module 3: Researching to Build Knowledge and Teaching Others (Emphasis on informational text types and writing)**

**Module 4: Considering Perspectives and Supporting Opinions (Emphasis on opinion writing comparing texts)**

**Module 5: Considering Perspectives and Supporting Opinions (Emphasis on opinion writing explaining with textual reasons)**

## **Module 6: Gathering Evidence and Speaking to Others**

## **Module 7: Literary Analysis**

### **Module Title**

**Module 3: Researching to Build Knowledge and Teaching Others (Emphasis on informational text types and writing)**

### **Module Overview**

**This module is designed to prepare students for reading, writing, speaking, and listening in the context of informational reading. Students begin the process with a whole group class study of a determined topic. Utilizing graphic organizers, independent reading, and partner reading, students cite evidence from the various genres of the topic and develop a research project with a writing project that focuses on informational research to build knowledge and teach others. Academic vocabulary filtered throughout the module where students are given multiple opportunities to engage in discussions.**

### **Module Objectives**

**At the end of this module, students will be able to independently use their learning to:**

- Compare and contrast the most important points and key details presented in two texts on the same topic**
- Write informational/explanatory texts, using strong organizational structures to convey ideas and information clearly**
- Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly**
- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation**

### **Focus Standards Addressed in this Module**

#### **CC.1.2.3.B**

**Ask and answer questions about the text and make inferences from text; refer to text to support responses.**

#### **CC.1.2.3.G**



Use information gained from text features to demonstrate understanding of a text.

**CC.1.2.3.I**

Compare and contrast the most important points and key details presented in two texts on the same topic.

**CC.1.3.3.B**

Ask and answer questions about the text and make inferences from text; refer to text to support responses.

**CC.1.4.3.A**

Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

**CC.1.4.3.B**

Identify and introduce the topic.

**CC.1.4.3.C**

Develop the topic with facts, definitions, details, and illustrations, as appropriate.

**CC.1.4.3.D**

Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.

**CC.1.4.3.E**

Choose words and phrases for effect.

**CC.1.4.3.U**

With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

**CC.1.4.3.W**

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**CC.1.5.3.D**

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

**Important Standards Addressed in this Module**

**CC.1.1.3.D**

Know and apply grade-level phonics and word analysis skills in decoding words. • Identify and know the meaning of the most common prefixes and derivational suffixes. • Decode words with common Latin suffixes. • Decode multisyllable words. • Read grade-appropriate irregularly spelled words.

**CC.1.1.3.E**

Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding,

rereading as necessary.

**CC.1.2.3.D**

Explain the point of view of the author.

**CC.1.2.3.E**

Use text features and search tools to locate and interpret information.

**CC.1.3.3.D**

Explain the point of view of the author.

**CC.1.3.3.E**

Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each successive part builds upon earlier sections.

**CC.1.3.3.G**

Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

**CC.1.5.3.A**

Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others’ ideas and expressing their own clearly.

**CC.1.5.3.C**

Ask and answer questions about information from a speaker, offering appropriate detail.

**Misconceptions**

Some students believe writing is a linear process and leave writing assignments to the last minute to turn out a writing assignments. Revisions are only made at the sentence level. Nor do they ask themselves “Is my argument clear, is it interesting?”

**Proper Conceptions**

The writing process is complex and the process should be taught explicitly. Students need multiple opportunities to practice and revise.

**Concepts**

- Text Analysis
- Analysis Across Texts
- Content for Writing
- Organization for Writing
- Collaborative Discussion
- Purpose, Audience and Task

**Competencies**

- Ask and answer questions about the text and make inferences from text; refer to text to support responses.
- Compare and contrast the most important points and key details presented in two texts on the same topic.
- Informational: Develop the

**Vocabulary**

- Chapter
- Dialogue
- Infer
- Inferences
- Scene

topic with facts, definitions, details, and illustrations, as appropriate. Opinion:

Support an opinion with reasons. Narrative:

Establish a situation and introduce a narrator and/or characters.

- **Informational:** Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.  
**Opinion:** Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.  
**Narrative:** Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.
- Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

**Stanza**

**Support**

#### Assessment(s)

ELA assessments

Graphic organizers

Simple Solutions ELA

Writing to learn strategies: Teachers College Reading Writing Project

## Suggested Strategies to Support Design of Coherent Instruction

In this module, students will build knowledge about topics while learning the process of conducting and reporting research within specific subject areas such as science and social studies. They are moving from ‘participating in shared research’ in K-2, to ‘conducting short research projects’ in Gr.

3. Research should include short experiences such as partnering up with another student to answer questions about the reading as well as long-term projects that build knowledge about a specific topic. This module is framed around using researched-based mentor texts to show students 1) how to read informational texts and 2) how to write research-based texts.

### Strategies for Reading Research

#### Think Alouds

The “Think Aloud” strategy serves two purposes – 1) It is an effective model technique to teach students a new strategy and 2) it is an effective technique for readers to use to aid their understanding of new information. While reading mentor texts, utilize a 'Think Aloud' approach to model for students how effective readers approach text with a goal of gaining new information on a topic. [Mentor Texts Gr 3-5.docx](#) To access a lesson plan that demonstrates how this strategy can be used to aid in the comprehension of the “The Pledge of Allegiance”, visit

<http://www.readwritethink.org/classroom-resources/lesson-plans/building-reading-comprehension-through-139.html?tab=1#tabs>

#### Using Text Features to Locate Important Information

Science captures even the most reluctant readers and writers. Students are naturally drawn to the colorful photographs and layouts of nonfiction science texts. This lesson supports students in grades 3–5 as they explore the organizational features of nonfiction texts, such as labels, captions, headings, fonts, and so on. Students then have an opportunity to work together with their classmates to create a two-page spread using those features to present information about their local environment. To access this lesson, visit

<http://www.readwritethink.org/classroom-resources/lesson-plans/using-science-texts-teach-413.html?tab=1#tabs> . A handout on text features can be accessed

at

[http://www.readwritethink.org/files/resources/lesson\\_images/lesson413/feature\\_s.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson413/feature_s.pdf)

#### Graphic Organizers

Organizers need to be carefully selected to meet the purpose of the lesson and need to be explicitly taught. The teacher first models how to use the organizer, then provides students with guided practice as they use the organizers, and finally provides multiple opportunities for students to use the organizer independently. The sequence of instruction is referred to as the Gradual Release of Responsibility model of learning. The following are examples of graphic organizers that support the focus of this unit:

- ***Gathering Evidence from Narrative Texts*** After students have read a narrative text, have them formulate an opinion or observation about a character, event, or theme. Students then record their opinion on the organizers and then 'research' the text to find evidence to support their opinion or observation. [Gathering Evidence from Narrative texts.docx](#)
- ***Gathering Evidence from Informational Texts*** While or after reading informational texts, have students record the key point or their opinion on the topic and supporting evidence. [Gathering Evidence from Informational Texts.docx](#)
- ***Narrative Compare/Contrast Matrix*** While reading multiple texts from the same author, record key information from each text. Use this information as a basis to describe, analyze, and evaluate multiple texts from the same author. [Narrative Compare Contrast Organizer.docx](#)
- ***Informational Compare/Contrast Matrix*** While researching a topic from multiple sources, record important points, key details, and identify the source. From this organizer, write a summary of the most important information on the topic. [Informational Compare Contrast Organizer.docx](#)

### Question-Answer-Relationship (QAR)

Using the QAR strategy, students identify different types of questions and learn how to determine the appropriate response for each question type. Questions are organized into two categories - "In the Text" and "In my Head". With continued practice, this process becomes automatic and students ask questions of themselves while reading to monitor comprehension. For more a comprehensive description of this strategy visit

<http://www.readwritethink.org/classroom-resources/lesson-plans/using-qars-develop-comprehension-232.html?tab=1#tabs> . A student-friendly description of the question types can be accessed at

[http://www.readwritethink.org/files/resources/lesson\\_images/lesson232/question.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson232/question.pdf) . After explicitly teaching the question types, provide examples of each type and model how effective readers respond to each type of question. Provide students with guided practice by having them read a text (chorally, partner reading, or independently) and then answer specific types of questions. The QAR strategy is also an effective strategy for close-reading (Module 1).

### Writing Strategies

Third graders are expected to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. With guidance and support from peers and adults, students are expected to develop and strengthen writing as needed by planning, revising, and editing.

### Informational Writing

After researching a topic, third graders are expected to write informational pieces that introduce a topic and develop that topic with facts, definitions, and details. Related information is grouped together and illustrations should be included when useful to the reader. Linking words and phrases are used and the piece and a conclusion are evident. Informational formats may include summaries, how-to pieces, all-about pieces, articles, web-pages, powerpoints, and wikispaces.

The following instructional strategies are organized around the writing process, however, teachers use professional judgment as when to engage students in long-term writing (which will utilize the writing process) and short-term, on demand writing which does not utilize the writing process.

- **Generating Topics Model** how to find a meaningful topic by using a T-Chart to create a list of topics that you or your students already know something about. On the left side of the T-chart, record the topics and on the right side, record any facts or information that you already know about that topic. After modeling how to generate ideas, have students create their own lists in their writer's notebooks or journals. This should be a working list in which students can go back and add to their topic list throughout the year. When selecting a topic to further research, writers should consider the interest and needs of their audience.
- **Conducting the Research** After selecting a specific topic to research, model how to do a K-W-L chart (What I know, What I want to know, and What I learned chart) on that topic. The questions generated will help to focus the students' writing as well as help the writer to identify specific categories of information. Select one of the topics generated from the class T-Chart to model how to do a K-W-L and to begin identifying categories of information as they emerge.

Once students have narrowed down to a specific topic or question, explicitly teach students how to use search engines to continue their research. The following search engines support elementary students in conducting research (Owocki, 2013):

- [www.Askkids.com](http://www.Askkids.com)
- [www.Awesomelibrary.org](http://www.Awesomelibrary.org)
- [www.Booify.org](http://www.Booify.org)
- [www.Cybersleuth-kids.com](http://www.Cybersleuth-kids.com)
- [www.Dibdabdo.com](http://www.Dibdabdo.com)
- [www.Gogooligans.com](http://www.Gogooligans.com)
- [www.Kidrex.org](http://www.Kidrex.org)
- [www.Kidsclick.org](http://www.Kidsclick.org)
- [www.Kids.yahoo.com](http://www.Kids.yahoo.com)
- [www.Quinturakids.com](http://www.Quinturakids.com)
- [www.Sweetsearch.com](http://www.Sweetsearch.com)

Choose just one or two to start, teaching and guiding students towards

independent use. Teachers should review each search engine before having students access the site.

- **Planning** Writers can use a planning map (graphic organizer) to help gather and organize information as well as plan their writing. Using the class topic, model how to use the Informational Writing Organizer to gather and organize information. Place a special emphasis on developing categories of information as this is a shift from K-2 expectations. [Informational Writing Map Gr. 3-5.docx](#)
- **Drafting** The following questions may help to guide students as they are drafting and revising their informational writing piece:
- How does the author introduce the topic? What techniques does the author use to hook the reader?
- How does the author develop the topic with facts, definitions, details, quotations, or other information or examples? What questions do we have?
- How does the author use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information?
- How did the author close this piece?

These same questions can also be used to focus the teacher’s instruction and to evaluate mentor informational texts.

- **Publishing** Informational writing can be published in a variety of formats such as summaries, reports, how-to pieces, all-about pieces, articles, web-pages, powerpoints, and wikispaces. The following is a list of digital-media tools to support the digital and online publication:
- **Fakebook** Create a fake Facebook profile for a fictional or historical character. <http://www.classtools.net/FB/home-page>
- **Glogster** Glogster's multimedia poster tool allows students to make posters that include text, images, audio, video, sound and data. Students can use this tool to individually or collaboratively develop pieces such as book reviews, advertisements, or informational presentations. Posters can be saved and shared as a presentation or made available through a link to a wiki, blog, or websites. <http://edu.glogster.com/what-is-glogster-edu/>
- **Storybird** Storybird contains art images that students use as a basis for creating text. Tags on the art allow for searching in relation to topics. For example, students `[[#|writing]]` narrative fiction could search for character images of fairies, pirates, and unicorns. Non-fiction images are also available. Text and images can be saved and printed. <http://storybird.com/>
- **Puppet Pals** This iPad application allows users to create and record their own animated story. Choose characters, a setting, and a title and narrate the story into the microphone while moving the cartoon “puppets” manually. The app with a “Wild West” theme is free, but additional characters and scenes cost extra.
- **Wikispaces** Students create wikis, or collaborative websites that are managed and edited by groups of people, through Wikispaces. Teachers

regularly use wikis for group projects. On the K-12 plan for educators, wikis are free and private. [wikispaces.com](http://wikispaces.com)

## Formative Assessment Examples

### Sample Questions Reflecting the Common Core State Standards for Reading

The purpose of these prompts is to provide teachers with sample questions that are similar in content to those asked on the reading portion of PSSA/Keystone Assessments. Rich discussions and writing tasks about what students read should be the focus of classroom instruction. The PA Core Standards in ELA provide an excellent framework from which to craft probing questions to encourage students to think deeply and critically about what they read. Students who are engaged, critical readers and thinkers will be able to transfer those skills and be successful no matter the question format. (adapted from [http://www.doe.k12.de.us/aab/English\\_Language\\_Arts/ELA\\_docs\\_folder/Linking\\_Documents/Linking\\_Doc\\_Gr3\\_2013.pdf](http://www.doe.k12.de.us/aab/English_Language_Arts/ELA_docs_folder/Linking_Documents/Linking_Doc_Gr3_2013.pdf))

**CC.1.3.3.A** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

- Who finished the race first? Which sentence(s) from the story supports your answer?
- What is so special about Mario? Which sentence(s) from the story supports your answer?
- Where does the story take place? Which sentence(s) from the story supports your answer?
- When did Tiesha try out for the play? Which sentence(s) from the story supports your answer?
- Why did Tyrone get an “A” on his test? Which sentence(s) from the story supports your answer?
- How is John different from Paul? Which sentence(s) from the story supports your answer?

**CC.1.3.3.E** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

- How are the themes/plots/settings in Kevin Henke’s books \_\_\_\_\_(title) and \_\_\_\_\_(title) alike and different?

#### Differentiation

#### Interdisciplinary Connections

#### Additional Resources

Differentiated ELA materials

Graphic organizers

Trade books based on student needs



**Web-based materials**

**Created By**

**Mercer 3rd Grade**

Copy of ELA Grade 3 Module 4

Subject	Grade	Module	Suggested Timeline
English Language Arts	3	4	5 weeks

### Grade Level Summary

In third grade, students select and combine skills to read fluently with meaning and purpose. They apply comprehension and vocabulary strategies to informational text and a wider variety of literary genres including poetry. Students demonstrate comprehension by participating in discussions, writing responses, and using key details and evidence from text to support their thinking. They explore author point of view and also begin to infer meaning from texts. They read for pleasure and choose books based on personal preference, topic, or author.

Students are writing longer texts, especially narratives. They embed their ideas in time and place and develop characters through detail and dialogue. Students organize around a central idea and elaborate using complete sentences. Their writing is often divided into sections through paragraphing or book parts (e.g., table of contents, chapters) and follows logical sequencing. Information gathering as part of the planning process is common, and students are becoming more selective about vocabulary, especially when writing informational texts. They conduct short research using a variety of print and digital sources. They listen to other's writing, offer feedback, and begin to consider suggestions from others about their own writing.

### Grade Level Modules

**Module 1: Becoming a Close Reader and Writing to Learn**

**Module 2: Researching to Build Knowledge and Teaching Others (Emphasis on narrative text types and writing)**

**Module 3: Researching to Build Knowledge and Teaching Others (Emphasis on informational text types and writing)**

**Module 4: Considering Perspectives and Supporting Opinions (Emphasis on opinion writing comparing texts)**

**Module 5: Considering Perspectives and Supporting Opinions (Emphasis on opinion writing explaining with textual reasons)**

**Module 6: Gathering Evidence and Speaking to Others**

## Module 7: Literary Analysis

### Module Title

**Module 4: Considering Perspectives and Supporting Opinions (Emphasis on opinion writing comparing texts)**

### Module Overview

This module focuses on a study of informational texts as students consider how to evaluate and make comparisons. Students delve into informational structure, focusing on how series of events, concepts, or steps in a procedure is connected within a text. They then examine evidence in informational text and write their own opinion comparing the texts. Academic vocabulary is filtered throughout the module where students are given multiple opportunities to engage in discussions.

### Module Objectives

At the end of this module, students will be able to independently use their learning to:

- Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence and cause and effect
- Write opinion texts, supporting an opinion with reasons while creating an organizational structure that includes reasons linked in logical order with a concluding statement or section
- Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation

### Focus Standards Addressed in this Module

#### [CC.1.3.3.B](#)

Ask and answer questions about the text and make inferences from text; refer to text to support responses.

#### [CC.1.4.3.G](#)

Write opinion pieces on familiar topics or texts.

#### [CC.1.4.3.H](#)

Introduce the topic and state an opinion on the topic.

**CC.1.4.3.J**

Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.

**CC.1.4.3.K**

Use a variety of words and sentence types to appeal to the audience.

**CC.1.5.3.A**

Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

**CC.1.5.3.D**

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

**Important Standards Addressed in this Module**

**CC.1.1.3.D**

Know and apply grade-level phonics and word analysis skills in decoding words. • Identify and know the meaning of the most common prefixes and derivational suffixes. • Decode words with common Latin suffixes. • Decode multisyllable words. • Read grade-appropriate irregularly spelled words.

**CC.1.1.3.E**

Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**CC.1.2.3.C**

Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.

**CC.1.3.3.F**

Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.

**CC.1.3.3.G**

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

**CC.1.4.3.P**

Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.

**CC.1.4.3.O**

Choose words and phrases for effect.

**CC.1.5.3.B**

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.

**CC.1.5.3.C**

Ask and answer questions about information from a speaker, offering appropriate detail.

**Misconceptions**

**Proper Conceptions**

**Reading is a skill and not an indicator of intelligence.**

**Reading slowly and being accurate is more desirable than reading fast and inaccurate, no matter what type of text is being read.**

**Concepts**

- Text Analysis
- Analysis Across Texts
- Evaluating Arguments
- Text Structure
- Sources of Information
- Focus for Writing
- Content for Writing
- Organization for Writing
- Collaborative Discussion
- Evaluating Information

**Competencies**

- Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence and cause and effect.
- Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
- Informational: Develop the topic with facts, definitions, details, and illustrations, as appropriate. Opinion: Support an opinion with reasons. Narrative: Establish a situation and introduce a narrator and/or characters.
- Informational: Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. Opinion: Create an organizational structure

**Vocabulary**

- Dialogue**
- Pacing**
- Volume**

that includes reasons linked in a logical order with a concluding statement or section.

**Narrative:** Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.

- **Opinion:** Use a variety of words and sentence types to appeal to the audience.
- **Informational and Narrative:** Choose words and phrases for effect.
- Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

#### Assessment(s)

ELA assessments

Graphic organizers

Simple Solutions ELA

Writing to learn strategies: Teachers College Reading Writing Project

#### Suggested Strategies to Support Design of Coherent Instruction

##### Creating Meaning from Informational and Literary Text

The following suggestions offer instructional strategies that will allow students to access text that follow the focus standards for this module.

##### Model Multiple Perspectives

Using a Think Aloud approach to explicitly teach and model how to identify and assume multiple perspectives. The following link is an example of lessons and read alouds that support the teaching of multiple perspectives

<http://www.readwritethink.org/classroom-resources/lesson-plans/seeing-multiple-perspectives-introductory-30792.html>

**Questioning the Author (QtA) (Margaret McKeown, Isabel Beck, and Jo Worthy)**  
Questioning the author is a strategy that uses a series of questions to actively engage students with a text. Rather than reading and taking information from a text, the QtA strategy encourages students to ask questions of the author and the text. This strategy is designed to encourage students to think beyond the words on the page and to consider the author's perspective, purpose for the selection and his or her success at communicating it.

Questioning the Author is a questioning process that begins with students reading a selection of text (one or more paragraphs, but generally not as much as a whole page). Students then work to answer these questions:

- What is the author trying to tell you? or What is the author's message?
- Why is the author telling you that?
- Does the author explain it clearly?
- How could the author have said things more clearly?
- What would you say instead?

Through forming their questions, students learn more about the text. By carefully examining the author's intent, craft, clarity, and organization, students can form an opinion regarding the author's work and cite specific evidence from the text to support their stance.

### **Graphic Organizers**

Organizers need to be carefully selected to meet the purpose of the lesson and need to be explicitly taught. The teacher first models how to use the organizer, then provides students with guided practice as they use the organizers, and finally provides multiple opportunities for students to use the organizer independently. The sequence of instruction is referred to as the Gradual Release of Responsibility model of learning. The following are examples of graphic organizers that support the focus of this unit:

- **Gathering Evidence from Informational Texts –** While or after reading informational texts, have students record the key point or their opinion on the topic and supporting evidence. [Gathering Evidence from Informational Texts.docx](#)
- **Informational Compare/Contrast Matrix –** While researching a topic from multiple sources, record important points, key details, and identify the source. From this organizer, write a summary of the most important information on the topic. [Informational Compare Contrast Organizer.docx](#)

### **Opinion/Proof**

This strategy helps students learn to develop an opinion and support it through evidence from a text.

- Students read a text collaboratively or independently
- As students read, they develop an opinion about a character from the text

and write their opinion down in the left-hand column.

- On the right-hand column, students write down supporting evidence from the text that supports their opinion (which has been recorded in the left-hand column). The evidence must be derived from the text along with the page number for reference.
- The students share their opinion/proof notes with the class. Extension: The students may use their opinion/proof notes to develop an opinion piece about a specific text.

Example of Graphic Organizer to Support Opinion/Proof Strategy.

Opinion	Evidence to Support Your Opinion	Page # or Paragraph #

### Strategies for Opinion Writing

Third graders are expected to write opinion pieces on topics or texts, supporting a point of view with reasons. Students are to introduce their topic, state an opinion and provide reasons to support the opinion. A significant shift at this grade level is that students are expected to create an organizational structure to list their reasons. Students use more sophisticated linking words (*because, therefore, since, for example*) and provide a concluding statement or section. Opinion formats may include book reviews, letters, blogs, and essays.

The following instructional strategies are organized around the writing process, however, teachers should use professional judgment as when to engage students in long-term writing (which will utilize the writing process) and short-term, on demand writing which does not utilize the writing process.

- **Planning** Writers can use a graphic organizer, or planning map, to help plan and organize their opinion writing. Graphic organizers need to be carefully selected to meet the purpose of the lesson and need to be explicitly taught. An alternative to writing in graphic organizers is to use Sticky Notes to layout the structure of the opinion piece. The teacher should first model how to use the Opinion Writing Graphic Organizer, then provide students with guided practice as they use the organizer, and finally provide multiple opportunities for students to use the organizer independently. The sequence of instruction is referred to as the Gradual Release of Responsibility model of learning. [Opinion Writing Map Gr. 3-5.docx](#)
- **Drafting** The following questions may help to guide students as they are



drafting and revising their opinion writing piece (Owocki, 2013):

- How does the author introduce the piece? Does the introduction begin to draw the reader toward the opinion? How? If not, what other ideas could the author try?
- What key words and phrases are used to express the opinion?
- What reasons are given or shown for the opinion? Are there other reasons or details the author could include?
- How is the piece organized? What linking words are used? Could any linking words be added to help the reader?
- How does the author close the piece? Does it move you? If not, what other ideas could the author try?

These same questions can also be used to focus the teacher's instruction and to evaluate mentor opinion texts.

- Publishing- Opinion formats may include book reviews, letters, blogs, and essays. Informational writing can be published in a variety of formats such as summaries, reports, how-to pieces, all-about pieces, articles, web-pages, powerpoints, and wikispaces. The following is a list of digital-media tools to support the digital and online publication:
  - Glogster Glogster's multimedia poster tool allows students to make posters that include text, images, audio, video, sound and data. Students can use this tool to individually or collaboratively develop pieces such as book reviews, advertisements, or informational presentations. Posters can be saved and shared as a presentation or made available through a link to a wiki, blog, or websites. <http://edu.glogster.com/what-is-glogster-edu/>
  - Voicethread Once students have composed an opinion piece of publishable quality, they can upload photos or a powerpoint and compose a voiceover. Presentations can be saved or emailed <https://voicethread.org/>
  - Blabberize Once students have composed an opinion piece of publishable quality, they can visit <http://blabberize.com/> to create a voice over of themselves reading their piece. Students can upload a photo of themselves and the photo will become animated once the audio is uploaded.

### Formative Assessment Examples

#### Sample Questions Reflecting the PA Core Standards for Reading

The purpose of these prompts is to provide teachers with sample questions that are similar in content to those asked on the reading portion of PSSA/Keystone Assessments. Rich discussions and writing tasks about what students read should be the focus of classroom instruction. The PA Core Standards in ELA provide an excellent framework from which to craft probing questions to encourage students to think deeply and critically about what they read. Students who are engaged, critical readers and thinkers will be able to transfer those skills and be successful no matter the question format. (adapted from

**"Linking the Common Core for Reading, Classroom Instruction, and DCAS"  
Delaware Dept of Education)**

These question stems are aligned with module Focus Standards that can be utilized with various text pieces.

**CC.1.3.3A (3RL1) – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.**

- **Who finished the race first? Which sentence(s) from the story supports your answer?**
- **What is so special about Mario? Which sentence(s) from the story supports your answer?**
- **Where does the story take place? Which sentence(s) from the story supports your answer?**
- **When did Tiesha try out for the play? Which sentence(s) from the story supports your answer?**
- **Why did Tyrone get an “A” on his test? Which sentence(s) from the story supports your answer?**
- **How is John different from Paul? Which sentence(s) from the story supports your answer?**

**CC.1.3.3.H (3RL9) – Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).**

- **How are the themes/plots/settings in books \_\_\_\_\_ (title) and \_\_\_\_\_ (title) alike and different?**

**CC.1.2.3A (3RI2) – Determine the main idea of a text; recount the key details and explain how they support the main idea.**

- **What is the main idea of the article? What key details support this main idea?**
- **What are the key details in the article? How do the key details support the main idea?**
- **Why is \_\_\_\_\_ a good title for the article? How do the key details support the selection of this title?**

**Differentiation**

**Interdisciplinary Connections**

**Additional Resources**

Differentiated ELA materials

Graphic organizers

Trade books based on student needs

**Web-based materials**

**Created By**

**Mercer 3rd Grade**

Copy of ELA Grade 3 Module 5

Subject	Grade	Module	Suggested Timeline
English Language Arts	3	5	4 weeks

### Grade Level Summary

In third grade, students select and combine skills to read fluently with meaning and purpose. They apply comprehension and vocabulary strategies to informational text and a wider variety of literary genres including poetry. Students demonstrate comprehension by participating in discussions, writing responses, and using key details and evidence from text to support their thinking. They explore author point of view and also begin to infer meaning from texts. They read for pleasure and choose books based on personal preference, topic, or author.

Students are writing longer texts, especially narratives. They embed their ideas in time and place and develop characters through detail and dialogue. Students organize around a central idea and elaborate using complete sentences. Their writing is often divided into sections through paragraphing or book parts (e.g., table of contents, chapters) and follows logical sequencing. Information gathering as part of the planning process is common, and students are becoming more selective about vocabulary, especially when writing informational texts. They conduct short research using a variety of print and digital sources. They listen to other's writing, offer feedback, and begin to consider suggestions from others about their own writing.

### Grade Level Modules

**Module 1: Becoming a Close Reader and Writing to Learn**

**Module 2: Researching to Build Knowledge and Teaching Others (emphasis on narrative text types and writing)**

**Module 3: Researching to Build Knowledge and Teaching Others (emphasis on informational text types and writing)**

**Module 4: Considering Perspectives and Supporting Opinions (emphasis on opinion writing comparing texts)**

**Module 5: Considering Perspectives and Supporting Opinions (emphasis on opinion writing explaining with textual reasons)**

**Module 6: Gathering Evidence and Speaking to Others**

**Module 7: Literary Analysis**

## Module Title

**Module 5--Considering Perspectives and Supporting Opinions (emphasis on opinion writing explaining with textual reasons)**

## Module Overview

This module focuses on a study of a narrative as students consider how writers capture a reader's imagination. Students delve into narrative structure, focusing on character (central to the third-grade standards). They then examine author's craft in a narrative text piece, specifically the use of dialogue and vivid language, and then write their own scene based on the narrative. To build fluency, they participate in Readers Theater and read aloud a monologue. They write opinions in the form of book recommendations, including which character is their favorite and why. Academic vocabulary is filtered throughout the module where students are given multiple opportunities to engage in discussions.

## Module Objectives

At the end of this module, students will be able to independently use their learning to:

- Explain the point of view of the author in narrative texts including referring to parts of text when writing or speaking about a text (using such terms as chapter, scene, and stanza) and describe how each successive part builds upon earlier sections
- Write opinion texts by supporting an opinion with reasons while creating an organizational structure that includes reasons linked in logical order with a concluding statement or section and using a variety of words and sentence types to appeal to the audience
- Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly

## Focus Standards Addressed in this Module

### CC.1.2.3.D

Explain the point of view of the author.

### CC.1.3.3.E

Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each successive part builds upon earlier sections.

### CC.1.4.3.G

Write opinion pieces on familiar topics or texts.

**CC.1.4.3.H**

Introduce the topic and state an opinion on the topic.

**CC.1.4.3.J**

Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.

**CC.1.4.3.K**

Use a variety of words and sentence types to appeal to the audience.

**CC.1.4.3.M**

Write narratives to develop real or imagined experiences or events.

**CC.1.4.3.N**

Establish a situation and introduce a narrator and/or characters.

**CC.1.4.3.O**

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

**CC.1.5.3.A**

Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

**Important Standards Addressed in this Module**

**CC.1.1.3.D**

Know and apply grade-level phonics and word analysis skills in decoding words. • Identify and know the meaning of the most common prefixes and derivational suffixes. • Decode words with common Latin suffixes. • Decode multisyllable words. • Read grade-appropriate irregularly spelled words.

**CC.1.1.3.E**

Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**CC.1.2.3.C**

Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.

**CC.1.2.3.E**

Use text features and search tools to locate and interpret information.

**CC.1.2.3.G**

Use information gained from text features to demonstrate understanding of a text.

**CC.1.4.3.P**

Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.

**CC.1.4.3.Q**

Choose words and phrases for effect.

**CC.1.4.3.W**

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**CC.1.5.3.B**

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.

**CC.1.5.3.C**

Ask and answer questions about information from a speaker, offering appropriate detail.

**Misconceptions**

When writing, authors always have one distinct audience or one distinct purpose. If the purpose is to entertain, then the work must be funny or have a happy ending.

**Proper Conceptions**

Authors may have in mind multiple audiences, and purposes may be mixed. In this sense, "to entertain" means simply to keep you interested in what will happen next. Story telling of any kind--dramatic, action-packed, romantic, tear-jerker, you name it--all count as entertainment. So it is with the author's purpose, "to entertain."

**Concepts**

- Text Analysis
- Point of View
- Text Structure
- Writing Style
- Collaborative Discussion

**Competencies**

- Explain the point of view of the author.
- Refer to parts of text when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections.
- Informational: Identify and introduce the topic. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Establish a situation and introduce a narrator and/or characters.
- Informational: Create an

**Vocabulary**

- Chapter
- Dialogue
- Point of View: First Hand Account and Second Hand Account
- Scene
- Stanza

**organizational structure that includes information grouped and connected logically with a concluding statement or section.**

**Opinion: Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.**

**Narrative: Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.**

- **Opinion: Use a variety of words and sentence types to appeal to the audience.**  
**Informational and Narrative: Choose words and phrases for effect.**
- **Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.**

### Assessment(s)

ELA assessments

Graphic organizers

Simple Solutions ELA

Writing to learn strategies: Teachers College Reading Writing Project

### Suggested Strategies to Support Design of Coherent Instruction

**In this module, the students are expected to participate in a narrative study considering how writers capture a reader's imagination. They will also be given the opportunity to write and speak about narratives, such as a fable, to further develop real or imagined experiences or events. The following suggested strategies would allow instructors to explicitly teach the skills students need to be successful with this module's objectives.**

**Teaching Point of View**

**Using Chris Van Allsburg's *Two Bad Ants*, teach students to use the**



illustrations and text to develop an understanding of the point of view of the characters. While reading the text (with the teacher, with a partner, or by themselves), students work collaboratively to analyze the illustrations and text to compare and contrast points of view. Students can record their thoughts in a graphic organizer that distinguishes between a person’s point of view and an ant’s point of view.

A Person’s Point of View	An Ant’s Point of View

After rereading the story, students apply their knowledge of point of view by writing a short story from an ant's perspective. A full description of this lesson can be accessed at <http://www.readwritethink.org/classroom-resources/lesson-plans/teaching-point-view-with-789.html?tab=5#tabs>

### Using Mentor Texts to Teach Organization

Teacher students to experiment with organizational structures by studying published opinion pieces, also known as ‘mentor texts’. Explicitly teach students how authors choose a genre and structure that will best convey their opinion and supporting evidence. Christopher Lehman (2012) suggests the following three-step process as a strategy to teach students to experiment with different ways of organizing the structure of their writing:

- Choose a published opinion-based text that you admire
- Try to sort your opinions and evidence in a similar way
- When you finish ask two important questions:
- “Do I think this will really help my readers to understand my opinion and why I feel that way?”
- “What else do I need to learn or gather in order to convey the credibility of my opinion?”

### Using Transition Phrases to Link Ideas

Identify transitional words and phrases in mentor texts and teach students how these phrases help readers to transition from one idea to the next. In addition to building students repertoire of transitional phrases, students must understand the effect that these phrases have on the readers’ understanding of the text. The following is an excerpt from Energize Research Reading and Writing (Christopher Lehman, 2012) and is designed to help writers to select transitional phrases based on their intended impact on the reader:

Impact on Reader	Examples of Phrases that Link Ideas and Direct the Reader
<p>Phrases that ‘move forward’ by connecting one idea to a Similar Idea</p>	<p>First . . . then . . . then . . .</p> <p>For example . . .</p> <p>In addition . . . another . . . also . . .</p> <p>That is to say . . . Another way to say . . .</p>
<p>Phrases that ‘turn a corner’ by comparing one idea to a different one</p>	<p>However . . .</p> <p>In contrast . . . .</p> <p>An exception to this . . .</p> <p>Alternatively . . .</p> <p>This is different from . . .</p> <p>In opposition . . .</p>
<p>Phrases that ‘give directions’ and tell the reader to pay attention</p>	<p>There are three main points. First, . . .</p> <p>Notice how . . .</p> <p>Look at the picture to the right . . .</p> <p>Consider this . . .</p>

[Using Transition Phrases to Link Ideas.docx](#)

Note that these phrases are examples that reflect the span of Gr. 3-8 and teachers should select phrases that meet the demands of their specific grade level. This is not an exhaustive list rather these are examples. As teachers encounter additional transitional phrases in the texts they read with students, they should add to this list. This list then becomes an ‘anchor chart’ in which it is displayed in the classroom so students can refer to this as a source of support for their writing.

## Collaborative Discussions

*Teaching Elementary School Students to be Effective Writers* (US Department of Education, 2012) identifies collaboration as an evidenced-based best practice in elementary writing. The report offers the following description of how collaborative writing practices can be achieved in elementary classrooms:

“Teachers can encourage students to collaborate throughout the writing process by brainstorming ideas about a topic, responding to drafts in a writing group, or helping peers edit or revise their

Opinion Writing Third graders are expected to write opinion pieces on topics or texts, supporting a point of view with reasons. Students are to introduce their topic, state an opinion and provide reasons to support the opinion. A significant shift at this grade level is that students are expected to create an organizational structure to list their reasons. Students use more sophisticated linking words (*because, therefore, since, for example*) and provide a concluding statement or section. Opinion formats may include book reviews, letters, blogs, and essays.

The following instructional strategies are organized around the writing process, however, teachers should use professional judgment as to when to engage students in long-term writing (which will utilize the writing process) and short-term, on demand writing which does not utilize the writing process.

Planning Writers can use a graphic organizer, or planning map, to help plan and organize their opinion writing. Graphic organizers need to be carefully selected to meet the purpose of the lesson and need to be explicitly taught. An alternative to writing in graphic organizers is to use Sticky Notes to layout the structure of the opinion piece. The teacher should first model how to use the Opinion Writing Graphic Organizer, then provide students with guided practice as they use the organizer, and finally provide multiple opportunities for students to use the organizer independently. The sequence of instruction is referred to as the Gradual Release of Responsibility model of learning. [Opinion Writing Map Gr. 3-5.docx](#)

Drafting The following questions may help to guide students as they are drafting and revising their opinion writing piece (Owocki, 2013):

- How does the author introduce the piece? Does the introduction begin to draw the reader toward the opinion? How? If not, what other ideas could the author try?
- What key words and phrases are used to express the opinion?
- What reasons are given or shown for the opinion? Are there other reasons or details the author could include?
- How is the piece organized? What linking words are used? Could any linking words be added to help the reader?
- How does the author close the piece? Does it move you? If not, what

**other ideas could the author try?**

**These same questions can also be used to focus the teacher's instruction and to evaluate mentor opinion texts.**

**Publishing Opinion formats may include book reviews, letters, blogs, and essays. Informational writing can be published in a variety of formats such as summaries, reports, how-to pieces, all-about pieces, articles, web-pages, powerpoints, and wikispaces. The following is a list of digital-media tools to support the digital and online publication:**

- **Glogster** Glogster's multimedia poster tool allows students to make posters that include text, images, audio, video, sound and data. Students can use this tool to individually or collaboratively develop pieces such as book reviews, advertisements, or informational presentations. Posters can be saved and shared as a presentation or made available through a link to a wiki, blog, or websites.  
<http://edu.glogster.com/what-is-glogster-edu/>
- **Voicethread** Once students have composed an opinion piece of publishable quality, they can upload photos or a powerpoint and compose a voiceover. Presentations can be saved or emailed <https://voicethread.org/>
- **Blabberize** Once students have composed an opinion piece of publishable quality, they can visit <http://blabberize.com/> to create a voice over of themselves reading their piece. Students can upload a photo of themselves and the photo will become animated once the audio is uploaded.

### **Speaking and Listening Strategies: Reader's Theatre**

**Repeated reading as a way to improve both fluency and comprehension is well established (Dowhower, 1987, 1991; LaBerge & Samuels, 1974), but finding an authentic purpose for this type of reading and rereading can be challenging. By providing a performance and an audience, Readers Theatre offers an authentic purpose for the kind of repeated practice required to become a fluent reader-especially for struggling readers (Griffith & Rasinski, 2004; Martinez et al., 1999; Worthy, 2005; Worthy & Broaddus, 2000.) Reader's Theatre allows for repeated readings which promote fluency and prosody as well as increased comprehension.**

<http://www.readingrockets.org/article/52140/>

**Readers Theater is a dramatic presentation of a written work in a script form. Readers read from a "script" and reading parts are divided among the readers. No memorization, costumes, blocking, or special lighting is needed. Presentations can easily be done in a k-3 classroom and beyond. Scripts are held by the readers. Lines are not memorized. The focus is on reading the text with expressive voices and gestures. Making comprehending the text**

meaningful and fun for the student!

The TeachingHeart website offers free, printable scripts for Reader's Theatre as well as

- tips on reading
- tips on scripts
- voice inflection
- reader's theatre evaluation

<http://www.teachingheart.net/readerstheater.htm>

Additional Resources to support Reader's Theater:

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

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

**Formative Assessments**

**Sample Questions Reflecting the PA Core Standards for Reading**

The purpose of these prompts is to provide teachers with sample questions that are similar in content to those asked on the reading portion of PSSA/Keystone Assessments. Rich discussions and writing tasks about what students read should be the focus of classroom instruction. The PA Core Standards in ELA provide an excellent framework from which to craft probing questions to encourage students to think deeply and critically about what they read. Students who are engaged, critical readers and thinkers will be able to transfer those skills and be successful no matter the question format. (adapted from "Linking the Common Core for Reading, Classroom Instruction, and DCAS" Delaware Dept of Education)

These question stems are aligned with module Focus Standards that can be utilized with various text pieces.

**CC.1.2.3.D – Distinguish their own point of view from that of the author of a text.**

- How does the author feel about the topic? Do you agree or disagree? Explain why or why not.

**CC.1.2.3.C – Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.**

- What caused the plant to grow? What information from the article supports your answer?
- What is the effect of not getting enough sleep? What information from the article supports your answer?
- Why is it important to sand the wood before it is painted? What information from the article supports your answer?

- Explain how a bird makes its nest. Use information from the article in your explanation.
- Explain the relationship between \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ (series of historical events). Use information from the article in your explanation.
- Explain the relationship between \_\_\_\_\_ and \_\_\_\_\_ (scientific concepts/ideas). Use information from the article in your explanation.
- Explain the steps in \_\_\_\_\_ (a technical procedure). Use information from the article in your explanation.

**CC.1.2.3.E – Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.**

- What does the caption under the picture tell you?
- What information do the headings give the reader about the next section of the text?
- Why are some words in bold print?
- Why does the author provide hyperlinks?
- Where can more information on \_\_\_\_\_ be located?

**CC.1.2.3.G – Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).**

- How does the map help the reader understand why the countries fought for control of the river?
- How does the photograph help the reader understand why people were eager to visit the canyon?
- How does the map help the reader understand where the battle occurred?
- How does the photograph help the reader understand when the event occurred?
- How does the map help the reader understand how the Mississippi River helped farmers get their crops to market?
- 

#### Differentiation

#### Interdisciplinary Connections

#### Additional Resources

Differentiated ELA materials

Graphic organizers

Trade books based on student needs

Web-based materials

#### Created By

**Mercer 3rd Grade**

Copy of ELA Grade 3 Module 6

Subject	Grade	Module	Suggested Timeline
English Language Arts	3	6	5 weeks

### Grade Level Summary

In third grade, students select and combine skills to read fluently with meaning and purpose. They apply comprehension and vocabulary strategies to informational text and a wider variety of literary genres including poetry. Students demonstrate comprehension by participating in discussions, writing responses, and using key details and evidence from text to support their thinking. They explore author point of view and also begin to infer meaning from texts. They read for pleasure and choose books based on personal preference, topic, or author.

Students are writing longer texts, especially narratives. They embed their ideas in time and place and develop characters through detail and dialogue. Students organize around a central idea and elaborate using complete sentences. Their writing is often divided into sections through paragraphing or book parts (e.g., table of contents, chapters) and follows logical sequencing. Information gathering as part of the planning process is common, and students are becoming more selective about vocabulary, especially when writing informational texts. They conduct short research using a variety of print and digital sources. They listen to other's writing, offer feedback, and begin to consider suggestions from others about their own writing.

### Grade Level Modules

**Module 1: Becoming a Close Reader and Writing to Learn**

**Module 2: Researching to Build Knowledge and Teaching Others (emphasis on narrative text types and writing)**

**Module 3: Researching to Build Knowledge and Teaching Others (emphasis on informational text types and writing)**

**Module 4: Considering Perspectives and Supporting Opinions (emphasis on opinion writing comparing texts)**

**Module 5: Considering Perspectives and Supporting Opinions (emphasis on opinion writing explaining with textual reasons)**

**Module 6: Gathering Evidence and Speaking to Others**

## Module 7: Literary Analysis

### Module Title

#### Module 6: Gathering Evidence and Speaking to Others

### Module Overview

In this module, students will read various informational pieces about a topic and gather evidence. They form an understanding of the issues surrounding a topic and create an engaging product that explains the effect of the informational topic by adding visual displays, audio recordings, and other media formats. Students will have the opportunity to present their findings and speak in complete sentences in order to provide requested detail or clarification. Academic vocabulary is filtered throughout the module where students are given multiple opportunities to engage in discussions.

### Module Objectives

At the end of this module, students will be able to independently use their learning to:

- Report on a topic with appropriate facts and relevant, descriptive details, speaking clearly with appropriate pacing, and clear pronunciation
- Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section
- Create an engaging product utilizing audio recordings that demonstrate fluid reading and adding visual displays when appropriate to emphasize or enhance certain facts or details
- Speak in complete sentences when appropriate to task and situation

### Focus Standards Addressed in this Module

#### CC.1.4.3.J

Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.

#### CC.1.4.3.K

Use a variety of words and sentence types to appeal to the audience.

#### CC.1.5.3.D

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

#### CC.1.5.3.E

Speak in complete sentences when appropriate to task and situation in order to provide requested



detail or clarification.

**CC.1.5.3.F**

Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

**Important Standards Addressed in this Module**

**CC.1.1.3.D**

Know and apply grade-level phonics and word analysis skills in decoding words. • Identify and know the meaning of the most common prefixes and derivational suffixes. • Decode words with common Latin suffixes. • Decode multisyllable words. • Read grade-appropriate irregularly spelled words.

**CC.1.1.3.E**

Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**CC.1.2.3.E**

Use text features and search tools to locate and interpret information.

**Misconceptions**

Students tend to think the teacher is the only person who will be reading their writing and is the audience for whom they write to.

Following an organizational structure is boring and uncreative.

**Proper Conceptions**

Authentic writing experiences requires students to be aware of many different audiences (teachers, classmates, the community, etc.). Writing is more exciting when it is shared.

Following an organizational structure helps to form a writer's thoughts based on textual evidence while communicating intentions to an audience.

**Concepts**

- Text Analysis
- Analysis Across Texts
- Focus for Writing
- Content for Writing
- Writing Style
- Technology and Publication
- Multimedia
- Purpose, Audience and

**Competencies**

- Describe how an author connects sentences and paragraphs in a text to support particular points.
- Compare and contrast the most important points and key details presented in two texts on the same topic.

**Vocabulary**

- Pacing**
- Task Clarification**
- Volume**

## Task

- **Informational:** Identify and introduce the topic.  
**Opinion:** Introduce the topic and state an opinion on the topic.  
**Narrative:** Establish a situation and introduce a narrator and/or characters.
- **Informational:** Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.  
**Opinion:** Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.  
**Narrative:** Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.
- **Opinion:** Use a variety of words and sentence types to appeal to the audience.  
**Informational and Narrative:** Choose words and phrases for effect.
- Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
- Speak in complete sentences when appropriate to task and situation in order to

provide requested detail or clarification.

#### Assessment(s)

ELA assessments

Graphic organizers

Simple Solutions ELA

Writing to learn strategies: Teachers College Reading Writing Project

#### Suggested Strategies to Support Design of Coherent Instruction

In this module, the students are expected to participate in research on a topic and create an engaging product that incorporates visual displays, audio recordings, and other digital media formats. In addition to using mentor texts in instruction, showing students a variety of products that have been created for the purposes as described in this module would also be beneficial. Teachers should then consider explicitly teaching students how to use a variety of media to create a product similar to the models, as well as sharing student products as further instructional tools.

The strategies below are adaptations of instructional strategies utilized throughout these modules.

#### Sharing Pieces with Others: Using Digital Media

The PA Core Standards integrate the meaningful use of technology throughout the literacy standards. As school districts begin investing in technology, teachers will have more opportunities to utilize digital media to record and share their work with others. The following is a list of open-sources (free) that support teachers and students in making audio recordings of their written texts:

- **Glogster** Glogster's multimedia poster tool allows students to make posters that include text, images, audio, video, sound and data. Students can use this tool to individually or collaboratively develop pieces such as book reviews, advertisements, or informational presentations. Posters can be saved and shared as a presentation or made available through a link to a wiki, blog, or websites. <http://edu.glogster.com/what-is-glogster-edu/>
- **Storybird** Storybird contains art images that students use as a basis for creating text. Tags on the art allow for searching in relation to topics. For example, students `[[#|writing]]` narrative fiction could search for character images of fairies, pirates, and unicorns. Non-fiction images are also available. Text and images can be saved and printed. <http://storybird.com/>
- **Puppet Pals** This iPad application allows users to create and record their own animated story. Choose characters, a setting, and a title and narrate the story into the microphone while moving the cartoon “puppets”

manually. The app with a “Wild West” theme is free, but additional characters and scenes cost extra.

- Voicethread Once students have composed an opinion piece of publishable quality, they can upload photos or a powerpoint and compose a voiceover. Presentations can be saved or emailed <http://voicethread.org/>
- Blabberize Once students have composed an opinion piece of publishable quality, they can visit <http://blabberize.com/> to create a voice over of themselves reading their piece. Students can upload a photo of themselves and the photo will become animated once the audio is uploaded.

### Using Model Presentations

Teach students to experiment with digital media and visual displays by studying models of digital and non-digital presentations. Explicitly teach students how presenters or speakers choose a media format, style, and visual aids that will best teach their intended audience about the topic. Christopher Lehman (2012) suggests the following three-step process as a strategy to teach students to experiment with different ways of organizing the structure of their writing:

- After seeing a variety of presentations, choose a presentation that you admire
- Try to format your ideas in a similar way (thinking not producing)
- When you finish ask two important questions:
- “Do I think this will really help my readers learn about my topic?”
- “What else do I need to learn or gather to use this presentation format?”

### Using Transition Phrases to Link Ideas

Identify transitional words and phrases in presentations and teach students how these phrases help the audience to understand the information. In addition to building students repertoire of transitional phrases, students must understand the effect that these phrases have on the listener’s understanding of the presentation. The following is an excerpt from *Energize Research Reading and Writing* (Christopher Lehman, 2012) and is designed to help writers, and speakers, to select transitional phrases based on their intended impact on the audience:

Impact on Reader	Examples of Phrases that Link Ideas and Direct the Reader
Phrases that ‘move forward’ by connecting one idea to a similar idea	<p>First . . . then . . . then . . .</p> <p>For example . . .</p>

	<p>In addition . . . another . . . also . . .</p> <p>That is to say . . . Another way to say . . .</p>
<p>Phrases that ‘turn a corner’ by comparing one idea to a different one</p>	<p>However . . .</p> <p>In contrast . . . .</p> <p>An exception to this . . .</p> <p>Alternatively . . .</p> <p>This is different from . . .</p> <p>In opposition . . .</p>
<p>Phrases that ‘give directions’ and tell the reader to pay attention</p>	<p>There are three main points. First, . . .</p> <p>Notice how . . .</p> <p>Look at the picture to the right . . .</p> <p>Consider this . . .</p>

[Using Transition Phrases to Link Ideas.docx](#)

Note that these phrases are examples that reflect the span of Gr. 3-8 and teachers should select phrases that meet the demands of their specific grade level. This is not an exhaustive list rather these are examples. As teachers encounter additional transitional phrases in model presentations, they should add to this list. This list then becomes an ‘anchor chart’ in which it is displayed in the classroom so students can refer to this as a source of support for when developing their presentations.

**Sharing Pieces with Others: Author’s Chair**

Although the sharing of student work often gets overlooked, it is a critical piece that greatly impacts the overall quality of students’ writing. In the US Department of Education’s research report on effective K-5 writing practices (*Teaching Elementary Students to be Effective Writers*, June 2012), they note the importance of establishing a community of writers. One way of meeting this recommendation is to create opportunities for students to share their work. A specific strategy noted in this report is the use of an “Author’s Chair”.

“During the “Author’s Chair” activity, one student, sitting in a special chair,

reads his or her work to peers as they sit on the rug. The teacher then models and facilitates giving kind verbal comments such as the following:

- I really like \_\_\_\_\_ .
- A standout line in your text for me is \_\_\_\_\_ because \_\_\_\_\_ .
- I could really picture \_\_\_\_\_ because \_\_\_\_\_ .

### Formative Assessment Examples

#### Sample Questions Reflecting Standards for Reading

The purpose of these prompts is to provide teachers with sample questions that are similar in content to those asked on the reading portion of PSSA/Keystone Assessments. Rich discussions and writing tasks about what students read should be the focus of classroom instruction. The PA Core Standards in ELA provide an excellent framework from which to craft probing questions to encourage students to think deeply and critically about what they read. Students who are engaged, critical readers and thinkers will be able to transfer those skills and be successful no matter the question format.

(aligned with module Focus Standards that can be utilized with various text pieces)

**CC.1.2.3.E – Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.**

- What does the caption under the picture tell you?
- What information do the headings give the reader about the next section of the text?
- Why are some words in bold print?
- Why does the author provide hyperlinks?
- Where can more information on \_\_\_ be located?

#### Differentiation

#### Interdisciplinary Connections

#### Shared responsibility for students' literacy development

The standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. The grades 6–12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.

Part of the motivation behind the interdisciplinary approach to literacy

promulgated by the standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K–12 schools and comparatively little scaffolding.

The standards are not alone in calling for a special emphasis on informational text. The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.

<http://www.corestandards.org/ELA-Literacy/introduction/key-design-consideration>

### Module Focus: Gathering Evidence and Speaking to Others

#### Science

Effective science instruction could start with a discussion - not a lecture. The teacher may pose a question to review a concept or vocabulary word presented in a previous lesson or simply introduces the focus question for the new lesson. The following strategies could be used as whole class discussion protocols:

- **Think-pair-share:** Pose a question for students to answer. First, give students a minute or two to think - then they share an answer with a partner. This can be as simple as turn to your neighbor or visiting a clock buddy (cooperative grouping strategy). *Possible benefits:* This strategy may allow quiet, less outgoing students a chance to express what they are thinking in a safe and meaningful way. Many of our students need to talk through their thinking for meaning connections and this is a perfect way to provide this structure.
- **Pick a stick:** Write every students name on a craft stick and put in a cup. Some teachers even put their own name on a stick so that they can express an idea. One suggestion is to put tape across the middle of the cup so you can store the names you have called on one side. *Possible benefits:* This is a great way to keep teachers honest. This allows you to call on names randomly and give everyone a chance.
- **Whip around:** Each student take a quick turn sharing a thought or reaction in a circle or at their desks. Questions are phrased to elicit quick responses that can be answered in a few words. (Ex: Name an animal that lives in a pond ecosystem) *Possible benefits:* It's quick and gets students talking.
- **Group posters:** Have the small group record their ideas on a poster and do a quick share or gallery walk. *Possible benefits:* This allows kids to work together and it is a quick snapshot into the group's thinking...plus, it is a tangible record you can display in your classroom.

<http://sciencegal-sciencegal.blogspot.com/2011/09/speaking-and-listening-in-science.html>

## **Social Studies**

Teachers have developed a number of strategies to help students learn the social studies. The following strategies are shown to be effective.

- **Use role plays to make abstract concepts concrete** For example, if students are unfamiliar with the concept of negotiation, the teacher might create a role play in which family members work together to solve a dispute. If students lack the language skills to participate in a role play, others can play the roles. Students will still benefit from watching and listening.
- **Create analogies to help students link the unfamiliar with the familiar** For example; a teacher might help students understand the concept of the U.S. cabinet by comparing it to a school in which each teacher has responsibility for a particular subject and group of students but reports to the principal. One caveat: Teachers should be careful to point out differences as well as similarities to avoid oversimplifying or inadvertently misleading students.
- **Preteach reading assignments to help struggling readers** In an student-friendly classroom, the teacher discusses a reading assignment with students before they read it, modeling how to use textbook features such as chapter overviews and summaries to preview chapter content, objectives to set learning goals, and questions to self-monitor comprehension. The teacher also preteaches unfamiliar vocabulary and helps students activate prior knowledge through the Use of KWL (Know-Want to Know-Have Learned) activities.
- **Create opportunities for jigsaw learning to provide reading and study support** In this form of collaborative learning, the teacher divides a subject or a textbook chapter into five or six logical parts and makes each student responsible for learning and then teaching one of those parts. To create jigsaw groups, the teacher assigns each student a number from one to five or six, then assigns all the "number-one" students the first part of the chapter, all the "number-two" students the second part, and so on. The teacher then forms "expert learning circles" by putting all students with the same number in the same group. In this way native speakers and Students work together to understand their section of the chapter, and Students are not overwhelmed by a long assignment. After expert learning circles have finished reading and discussing their portions of the chapter, the teacher reorganizes the class into teaching groups, each group containing one number-one student, one number-two student, and so on.
- **Be a considerate lecturer to help struggling listeners** Pass out fill-in-the-blank lecture guides or graphic organizers before you lecture. As you lecture, tell students when to fill in each blank. Speak slowly and distinctly, and write key concepts and vocabulary on the board or on a flipchart. Use simple, familiar language whenever possible, and pause



frequently to ask and answer questions.

### **Mathematical Communication**

Effective teachers encourage their students to explain and justify their solutions. They ask them to take and defend positions against the contrary mathematical claims of other students. They scaffold student attempts to examine conjectures, disagreements, and counterarguments. With their guidance, students learn how to use mathematical ideas, language, and methods. As attention shifts from procedural rules to making sense of mathematics, students become less preoccupied with finding the answers and more with the thinking that leads to the answers.

**Scaffolding attempts at mathematical ways of speaking and thinking**  
Students need to be taught how to communicate mathematically, give sound mathematical explanations, and justify their solutions. Effective teachers encourage their students to communicate their ideas orally, in writing, and by using a variety of representations. Revoicing is one way of guiding students in the use of mathematical conventions. Revoicing involves repeating, rephrasing, or expanding on student talk. Teachers can use it (i) to highlight ideas that have come directly from students, (ii) to help develop students' understandings that are implicit in those ideas, (iii) to negotiate meaning with their students, and (iv) to add new ideas, or move discussion in another direction.

Effective teachers are able to facilitate classroom dialogue that is focused on mathematical argumentation.

### **Developing skills of mathematical argumentation**

To guide students in the ways of mathematical argumentation, effective teachers encourage them to take and defend positions against alternative views; their students become accustomed to listening to the ideas of others and using debate to resolve conflict and arrive at common understandings.

In the following episode, a class has been discussing the claim that fractions can be converted into decimals. Bruno and Gina have been developing the skills of mathematical argumentation during this discussion. The teacher then speaks to the class:

This teacher sustained the flow of student ideas, knowing when to step in and out of the discussion, when to press for understanding, when to resolve competing student claims, and when to address misunderstandings or confusion. While the students were learning mathematical argumentation and discovering what makes an argument convincing, she was listening attentively to student ideas and information. Importantly, she withheld her own explanations until they were needed.

*Suggested readings:* Lobato, Clarke, & Ellis, 2005; O'Connor, 2001; Yackel, Cobb, & Wood, 1998. An excerpt from the International Academy of Education. *Effective Pedagogy in Mathematics* by Glenda Anthony and

## **Maragaret Walshaw Educational Practices 19**

[www.ibe.unesco.org](http://www.ibe.unesco.org)

### **Additional Resources**

**Differentiated ELA materials**

**Graphic organizers**

**Trade books based on student needs**

**Web-based materials**

### **Created By**

**Mercer 3rd Grade**

Copy of ELA Grade 3 Module 7

Subject	Grade	Module	Suggested Timeline
English Language Arts	3	7	4 weeks

### Grade Level Summary

In third grade, students select and combine skills to read fluently with meaning and purpose. They apply comprehension and vocabulary strategies to informational text and a wider variety of literary genres including poetry. Students demonstrate comprehension by participating in discussions, writing responses, and using key details and evidence from text to support their thinking. They explore author point of view and also begin to infer meaning from texts. They read for pleasure and choose books based on personal preference, topic, or author.

Students are writing longer texts, especially narratives. They embed their ideas in time and place and develop characters through detail and dialogue. Students organize around a central idea and elaborate using complete sentences. Their writing is often divided into sections through paragraphing or book parts (e.g., table of contents, chapters) and follows logical sequencing. Information gathering as part of the planning process is common, and students are becoming more selective about vocabulary, especially when writing informational texts. They conduct short research using a variety of print and digital sources. They listen to other's writing, offer feedback, and begin to consider suggestions from others about their own writing.

### Grade Level Modules

**Module 1: Becoming a Close Reader and Writing to Learn**

**Module 2: Researching to Build Knowledge and Teaching Others (emphasis on narrative text types and writing)**

**Module 3: Researching to Build Knowledge and Teaching Others (emphasis on informational text types and writing)**

**Module 4: Considering Perspectives and Supporting Opinions (emphasis on opinion writing comparing texts)**

**Module 5: Considering Perspectives and Supporting Opinions (emphasis on opinion writing explaining with textual reasons)**

## **Module 6: Gathering Evidence and Speaking to Others**

## **Module 7: Literary Analysis**

### **Module Title**

## **Module 7:Literary Analysis**

### **Module Overview**

In this module, students will participate in literary analysis while reading various narrative pieces including fables, myths, and legends. They will focus on determining the central message, lesson, or moral in literary text and explain how it is conveyed in text. Students will have opportunities to write narratives, such as a fable, to further develop real or imagined experiences or events while demonstrating command of the conventions of standards English grammar and spelling. To build fluency, they will participate in Readers Theater and read aloud a narrative play. Academic vocabulary is filtered throughout the module where students are given multiple opportunities to engage in discussions.

### **Module Objectives**

At the end of this module, students will be able to independently use their learning to:

- Determine the central message, lesson, or moral in literary text, explaining how it is conveyed in text along with the point of view of the author.
- Ask/answer questions while making inferences and referring to the text to support their responses.
- Write narratives to develop real or imagined experiences or events while using dialogue and descriptions of actions, thoughts, and feelings.
- Demonstrate command of the conventions of standard English grammar and spelling when writing and speaking.

### **Focus Standards Addressed in this Module**

#### **CC.1.3.3.A**

Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.

#### **CC.1.3.3.B**

Ask and answer questions about the text and make inferences from text; refer to text to support responses.

#### **CC.1.3.3.D**

Explain the point of view of the author.

### CC.1.3.3.F

Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.

### CC.1.4.3.M

Write narratives to develop real or imagined experiences or events.

### CC.1.4.3.O

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

### CC.1.4.3.R

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

### CC.1.5.3.G

Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content.

## Important Standards Addressed in this Module

### CC.1.2.3.E

Use text features and search tools to locate and interpret information.

### Misconceptions

In Readers Theater is only for small children or for those with extensive theatrical experience. Students must memorize their parts, scripts are difficult to find and adapt, and a great deal of time and preparation are required for this instructional technique.

### Proper Conceptions

Readers Theater is for any age and reading ability. Possible scripts exist in any material used in the classroom, and that these scripts may quickly be adapted by the students and performed soon afterwards. Readers Theater is not limited to those students with a high level of speaking proficiency; instead, students of all levels can participate in this activity which can involve the entire class.

### Concepts

- Point of View
- Vocabulary
- Text Analysis
- Focus for Writing
- Writing Conventions
- Evaluating Information

### Competencies

- Ask and answer questions about the text and make inferences from text; refer to text to support responses.
- Explain the point of view of the author.

### Vocabulary

Point of view  
Connotation  
Denotation

- Conventions of Standard English

- Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.
- Describe characters in a story and explain how their actions contribute to the sequence of events.
- Informational: Identify and introduce the topic. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Establish a situation and introduce a narrator and/or characters.
- Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content.

**Literal**  
**Non-literal**  
**Convey**  
**Literary**  
**Infer**  
**Inferences**  
**Support**  
**Abstract nouns**  
**Regular verbs**  
**Irregular verbs**  
**Antecedents**  
**Comparative adjectives**  
**Superlative adjectives**  
**Coordinating conjunctions**  
**Subordinate conjunctions**  
**Simple sentences**  
**Compound sentences**  
**Complex sentences**

### Assessment(s)

ELA assessments

Graphic organizers

Simple Solutions ELA

Writing to learn strategies: Teachers College Reading Writing Project

### Suggested Strategies to Support Design of Coherent Instruction

**Strategies to teach Making Inferences**

An inference is a conclusion made by connecting prior knowledge or known information with new information when the meaning isn't obvious in the text. It is sometimes referred to as "reading between the lines". Using graphic organizers is an effective strategy for helping students to distinguish between textual evidence and their own thinking. While reading texts, teach students how to use a graphic organizer to help them identify textual evidence to make logical inferences.

What the text says . . .	My own thinking about this . . .	My logical inference . . .

### Using Dialogue Tags

Using mentor texts, students study how authors use dialogue tags (such as "he said" or "she answered") in picture books and novels. Students discuss the author's purpose for using specific tags and the impact that those tags have on the reader's understanding and interpretations of the story and characters. Students work independently or collaboratively to identify dialogue tags in stories and add these tags to an on-going anchor chart. Students can use the anchor chart of tags to help revise dialogue tags within their own writing. For a more detailed lesson on teaching varied dialogue tags, visit

<http://www.readwritethink.org/classroom-resources/lesson-plans/choosing-clear-varied-dialogue-291.html?tab=1#tabs>

### Teaching Point of View

Using Chris Van Allsburg's *Two Bad Ants*, teach students to use the illustrations and text to develop an understanding of the point of view of the characters. While reading the text (with the teacher, with a partner, or by themselves), students work collaboratively to analyze the illustrations and text to compare and contrast points of view. Students can record their thoughts in a graphic organizer that distinguishes between a person's point of view and an ant's point of view.

A Person's Point of View	An Ant's Point of View

After rereading the story, students apply their knowledge of point of view by writing a short story from an ant's perspective. A full description of this lesson

can be accessed at

<http://www.readwritethink.org/classroom-resources/lesson-plans/teaching-point-view-with-789.html?tab=5#tabs>

### **Narrative Writing**

In this module, third graders are expected to write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. Significant shifts at this grade level are that writers are expected to orient the reader by establishing a situation and introduce a narrator and/or characters and organize an event sequence that unfolds naturally to support the writer's purpose. Writers use descriptions of actions, thoughts, feelings, and other narrative techniques, such as dialogue, to develop experiences and events or to show the response of characters to situations. Students will continue using to use temporal words and phrases to signal event order and provide a sense of closure.

Narrative formats may include personal stories about a memorable event or fictional stories made up by the author. Narrative writing may also include research-based stories such as biographies, historical fiction, and science fiction.

Narrative writing was incorporated into this unit as a way of providing students with opportunities to apply their research skills to narrative writing. An example of this would be to have students research an important person and then incorporate the found facts into a story, or biography, on their important person.

The following instructional strategies are organized around the writing process, however, teachers should use professional judgment as when to engage students in long-term writing (which will utilize the writing process) and short-term, on demand writing which does not utilize the writing process.

Planning Writers can use a graphic organizer, or planning map, to help plan and organize their narrative writing. Graphic organizers need to be carefully selected to meet the purpose of the lesson and need to be explicitly taught. An alternative to writing in graphic organizers is to use Sticky Notes to layout the structure of the opinion piece. The teacher should first model how to use the Narrative Writing Graphic Organizer, then provide students with guided practice as they use the organizer, and finally provide multiple opportunities for students to use the organizer independently. The sequence of instruction is referred to as the Gradual Release of Responsibility model of learning. [Narrative Writing Map Gr 3-5.docx](#)

As students move from planning to drafting, remind them to use temporal words (*such as another, also, for example, in contrast*) to signal event order.

Drafting- The following questions may help to guide students as they are drafting and revising their narrative writing piece (Owocki, 2013):

- How does the author establish the situation? What does the event sequence look like?
- Who does the author have telling the story?
- How does the author use description to develop events or show character



views?

- What words are used to help create a picture in the readers mind?
- How does the author use dialogue to develop events or show character views?
- What words are used to show event order?
- How did the author close the piece?

These same questions can also be used to focus the teacher's instruction and to evaluate mentor narrative texts.

**Publishing** Examples of narrative formats include memoirs, personal stories, fictional stories, biographies, historical fiction, and science fiction. Narrative writing can be published in a variety of formats such as summaries, reports, how-to pieces, all-about pieces, articles, web-pages, powerpoints, and wikispaces. The following is a list of digital-media tools to support the digital and online publication:

- **Glogster** Glogster's multimedia poster tool allows students to make posters that include text, images, audio, video, sound and data. Students can use this tool to individually or collaboratively develop pieces such as book reviews, advertisements, or informational presentations. Posters can be saved and shared as a presentation or made available through a link to a wiki, blog, or websites.  
<http://edu.glogster.com/what-is-glogster-edu/>
- **Storybird** Storybird contains art images that students use as a basis for creating text. Tags on the art allow for searching in relation to topics. For example, students `[[#|writing]]` narrative fiction could search for character images of fairies, pirates, and unicorns. Non-fiction images are also available. Text and images can be saved and printed. <http://storybird.com/>
- **Puppet Pals** This iPad application allows users to create and record their own animated story. Choose characters, a setting, and a title and narrate the story into the microphone while moving the cartoon "puppets" manually. The app with a "Wild West" theme is free, but additional characters and scenes cost extra.
- **Voicethread** Once students have composed an opinion piece of publishable quality, they can upload photos or a powerpoint and compose a voiceover. Presentations can be saved or emailed <https://voicethread.org/>
- **Blabberize** Once students have composed an opinion piece of publishable quality, they can visit <http://blabberize.com/> to create a voice over of themselves reading their piece. Students can upload a photo of themselves and the photo will become animated once the audio is uploaded.

**Formative Assessment Examples**

**Sample Questions Reflecting the Common Core State Standards for Reading**

The purpose of these prompts is to provide teachers with sample questions that are similar in content to those asked on the reading portion of PSSA/Keystone

**Assessments.** Rich discussions and writing tasks about what students read should be the focus of classroom instruction. The PA Core Standards in ELA provide an excellent framework from which to craft probing questions to encourage students to think deeply and critically about what they read. Students who are engaged, critical readers and thinkers will be able to transfer those skills and be successful no matter the question format. (aligned with module Focus Standards that can be utilized with various text pieces)

**CC. 1.2.3.H – Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).**

- Explain how the first paragraph relates to the second paragraph. Use examples from the article in your explanation.
- Explain how the author develops his/her idea across the paragraphs. Use examples from the article in your explanation.
- Explain what the author does to help the reader understand how to put the tent together. Use examples from the article in your explanation.

**CC.1.2.3.I – Compare and contrast the most important points and key details presented in two texts on the same topic.**

- How are the most important points in the two texts about \_\_\_\_\_ alike and different?
- How are the key details in the two texts about \_\_\_\_\_ alike and different?

#### **Differentiation**

#### **Interdisciplinary Connections**

#### **Shared responsibility for students' literacy development**

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K–12 schools and comparatively little scaffolding.

The Standards are not alone in calling for a special emphasis on informational text. The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.

<http://www.corestandards.org/ELA-Literacy/introduction/key-design-consideration>

## **Module Focus: Literary Analysis**

### **Social Studies**

**Teaching Social Studies through literature proposes the use of stories to provoke an interest in our society and community. These stories can provide a situation that explains civic concepts in a way that is current, applicable, and immediate for students. When approachable characters must make life decisions or face hardships and challenges related to economic, civic, or geographic concepts, those concepts come to life and elicit individual perspectives from a student. Activities to incorporate literature in the Social Studies classroom can include the following strategies:**

**A semantic map or web is a spider-like diagram drawn on the whiteboard, overhead, or chart**

**paper where words or phrases related to the concepts being taught are written with student input describing what they know about the topic. The strategy is useful because it provides a visual representation of ideas, activates schema, builds background knowledge, teaches vocabulary and gives the teacher insight as to what the students know about a given subject. The steps in constructing a semantic map are as follows:**

- The teacher will select an important word or topic related to the social studies concept found in the trade book. The topic, for example, could be “slavery.”**
- The teacher will write the topic (slavery) in the center of the board, chart, or overhead projector and will draw a circle around the word.**
- The teacher will ask the students to write as many related words they can think of from their own experiences or readings either independently or in small groups.**
- Students will share their words with the teacher who records them by placing them around the topic word using a line to connect the shared words with the topic word.**
- As student words are shared, categories will emerge. The teacher will place the suggested shared words into groups and ask the students to create names for the categories.**

**The Quick Write (Moore, Moore, Cunningham, & Cunningham, 2003) is an informal pre-reading strategy which engages students by asking them to write what they know about a topic in a specified amount of time, usually 5 minutes or less. The strategy provides the teacher with an informal diagnosis of what students know about a topic when shared prior to beginning a unit of study. The teacher begins by developing a writing prompt related to the topic, such as, the Middle Ages, for example:**

- The teacher will direct the class by stating the following: “Before we begin our unit on the Middle Ages, write down everything you know about this topic. You have one minute.”**
- Another possible prompt for a specific lesson taught during the unit may include: “We are learning about feudalism today. In 30 seconds, write what**

you know about feudalism and its effect on Europe during the Middle Ages.”

Quick Writes engage students immediately and can be a catalyst for further class discussions. Through initial sharing the teacher can discern misconceptions and address them during the upcoming lesson, thus increasing the effectiveness of student learning.

Sketch-to-stretch is a visual activity that helps students meaningfully reflect about the characters, theme, setting, events, and other elements of material they are reading. In small groups, students create charts and illustrations to symbolize what the narrative or information text means to them. Students are instructed to incorporate shapes, lines, symbols, colors, and words in their sketches to express their perceptions of the text. Working in a social setting with the support of their peers allows students to communicate freely, to share ideas, and to extend their understanding and generate new insights (Tompkins, 2013).

### Science

Using children's literature with a science focus allows children to bring their own background of experiences to the text and extend their understanding of concepts and skills in the classroom. This understanding transfer and extends naturally in the home. When literature is used to teach science, the benefits are two-fold. Literacy is encouraged and science is at the front-line. This language-based approach to science instruction helps teachers apply their language arts skills, linking them to children's science learning. (from: Literature & science breakthroughs by Jo-Anne Lake, p.13)

<http://libguides.ucalgary.ca/content.php?pid=225756&sid=2229334>

<http://www.thereadingnook.com/science/>

<http://www.nsta.org/publications/ostb/>

### Additional Resources

Differentiated ELA materials

Graphic organizers

Trade books based on student needs

Web-based materials

### Created By

Mercer 3rd Grade

