INTEGRATION OF KNOWLEDGE & IDEAS
(RI.3.7-3.9)
MIssissippi Department of Education Literacy Team

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MISSISSIPPI DEPARTMENT OF EDUCATION
CAREY M. WRIGHT, ED. D., STATE SUPERINTENDENT OF EDUCATION
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ACKNOWLEDGEMENTS

The Mississippi Department of Education gratefully acknowledges the hard work of the following individuals for their involvement in developing the 3rd Grade Standards Guidebooks and supporting documents.

### 3RD GRADE STANDARDS GUIDEBOOK COMMITTEE

<table>
<thead>
<tr>
<th>MDE LITERACY TEAM (2019)</th>
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<tbody>
<tr>
<td>Lydia Aderholt</td>
</tr>
<tr>
<td>Cartessia Angrum</td>
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<tr>
<td>Shakita Bagwell</td>
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<tr>
<td>Amy Baker</td>
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<td>Brandi Bankston</td>
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<td>Sherry Barnes</td>
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<td>Natalie Breithaupt</td>
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<td>Elisa Brooks</td>
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<td>Debbie Bullock</td>
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<td>Julie Burton</td>
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<td>Ann Marie Carlyle</td>
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<td>Miriam Comans</td>
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<td>Cindy Courtney</td>
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<td>Mary Craig</td>
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<td>Kelli Crain</td>
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<td>Lakesha Doyle</td>
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<td>Coretta Doss</td>
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<td>Emily Eaton</td>
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<td>Catherine Fitzgerald</td>
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<tr>
<td>Lani Foil</td>
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## ADDITIONAL COMMITTEE MEMBERS (2018)

<table>
<thead>
<tr>
<th>Name</th>
<th>Name</th>
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<tbody>
<tr>
<td>Ashanti Barnes</td>
<td>Sandra Kyles</td>
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<tr>
<td>Dr. Kymyona Burk</td>
<td>Jennifer Lee</td>
</tr>
<tr>
<td>Dr. Melissa Brown</td>
<td>Marie McGowan</td>
</tr>
<tr>
<td>Nancy Comer</td>
<td>Shewonia Mercadel</td>
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<td>Angela Davis</td>
<td>Nikki Pippen</td>
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<td>Emily Flutt</td>
<td>Patrice Razor</td>
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<td>Kimberly Gardner</td>
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<td>Candance Gooch</td>
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<td>Leah Hannah</td>
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<td>Cheryl Haynes</td>
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<tr>
<td>Dr. Taneka Hawkins</td>
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<td>Kay Hobbs</td>
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<td>Carita Vidrine</td>
</tr>
<tr>
<td>Debbie Johnston</td>
<td>Morgan Wallis</td>
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INTRODUCTION

The Third Grade Standards Guidebook was developed to assist teachers in planning and delivering lessons aligned to the Mississippi College- and Career-Readiness Standards. This Guidebook includes daily lesson plans, graphic organizers, anchor charts, and small group activities and provides references to grade-appropriate texts that may be used to implement engaging, high-quality literacy instruction. Please note that although these lesson plans may serve as model lessons, all activities and resources may be modified and personalized to meet the needs of individual students.

NOTE: Local school districts have discretion over which technology partners and products are utilized in their districts. For legal advice regarding technology services, please contact your local school board attorney. Additional information and resources for educators may be found by visiting http://mdek12.org/ESE/literacy.

Text Complexity (RL 3.10 and RI 3.10)
The Mississippi College-and-Career Readiness Standards require all students to engage meaningfully with complex texts on a regular basis. Reading standard 10 (see below) defines grade-by-grade growth in students’ ability to read complex text. Students need opportunities to stretch their reading abilities but also to experience the satisfaction of easy, fluent reading. All students need access to the complex ideas and the knowledge contained in complex texts. Exposure to only simplified texts, or those with restricted, limited, or thin meaning will not result in college and career readiness. There is no evidence that struggling readers catch up by reading simpler texts. In fact, the opposite is true.
“Students who struggle greatly to read texts within (or even below) their text complexity [level] must be given the support needed to enable them to read at an appropriate level of complexity. Even many students on course for college and career readiness are likely to need scaffolding as they master higher levels of text complexity.” (CCSS-ELA; Appendix A, p. 9)
READING STANDARDS FOR INFORMATIONAL TEXTS

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
6. Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas

7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
9. Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
READING INFORMATIONAL TEXTS
“Integration of Knowledge”

Mastery of the “Integration of Knowledge” standards ensure students are able to recognize why an author is writing. Students will understand that authors use different text formats to convey their message, and will be able to compare different texts for similarities and differences. Following high-quality, effective instruction of these standards, students will be able to ask and answer the following questions:

• How does this text format help me understand the topic better?
• What part of the story does this picture show?
• How does this visual add to my understanding of the text?
• What could the author have explained more thoroughly so I could understand it better?
• What is the best evidence presented by the author?
• Which details are the most relevant in the text? Which details are irrelevant?
• How are these two texts similar? How are they different?
• What information in Text A is not shown in Text B?
**MCCRS ELA STANDARD**

**RI.3.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

<table>
<thead>
<tr>
<th>KEY LANGUAGE/VERBS/TERMS Related to the Standard</th>
<th>FORMAL DEFINITION</th>
<th>STUDENT-FRIENDLY DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illustration</td>
<td>A picture or drawing serving to clarify or prove something and give meaning to a text</td>
<td>A drawing or picture provided within the text that helps clarify or prove information for the reader</td>
</tr>
<tr>
<td>Visual Aid</td>
<td>Instructional devices such as charts, pictures, models, etc. that appeal chiefly to vision and help to make a point or enhance the presentation of information</td>
<td>A specific type of illustration added to help the reader understand informational text</td>
</tr>
<tr>
<td>Map</td>
<td>A diagrammatic representation of an area of land or sea showing physical features, cities, roads, etc.</td>
<td>A picture or drawing of an area such as a city, country, or continent showing main features</td>
</tr>
<tr>
<td>Photograph/Image</td>
<td>Pictures made using a camera in which an image is focused onto film or other light sensitive material and then made visible and permanent by chemical treatment or stored digitally</td>
<td>A picture made using a camera</td>
</tr>
<tr>
<td>Chart</td>
<td>An outlined visual aid presenting information in an organized manner in the form of tables, lists, graphs, or diagrams</td>
<td>Information presented in a visual form such as a table, graph, or diagram</td>
</tr>
<tr>
<td>Table</td>
<td>A data structure that organizes information into rows and columns</td>
<td>Information arranged in rows and columns</td>
</tr>
<tr>
<td>Diagram</td>
<td>Visual representation of information showing how one part contributes to the whole</td>
<td>Image or drawing of the parts of an object</td>
</tr>
<tr>
<td>Graph</td>
<td>A chart that shows the relation between variable quantities</td>
<td>Drawing that shows information with lines, shapes, and color</td>
</tr>
<tr>
<td>Timeline</td>
<td>A graphic representation of timed events listed in chronological order</td>
<td>A table listing important events in order by time</td>
</tr>
</tbody>
</table>
RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

<table>
<thead>
<tr>
<th>ESTIMATED TIME</th>
<th>LESSON TARGET(S)</th>
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<tbody>
<tr>
<td>20 minutes</td>
<td>Identify various types and purposes of visual aids/illustrations that are often presented in informational text.</td>
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<table>
<thead>
<tr>
<th>TEXT(S)</th>
<th>GUIDING/TEXT-DEPENDENT QUESTION(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>1. What are visual aids/illustrations?</td>
</tr>
<tr>
<td></td>
<td>2. How are visual aids/illustrations used to help the reader better gain understanding from informational text?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESOURCES AND MATERIALS</th>
<th>TEXT DEPENDENT WRITING PROMPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Anchor chart paper</td>
<td>N/A</td>
</tr>
<tr>
<td>• Visual Aids Anchor Chart</td>
<td></td>
</tr>
<tr>
<td>• Markers</td>
<td></td>
</tr>
<tr>
<td>• Pictures of different types of visual aids/illustrations</td>
<td></td>
</tr>
<tr>
<td>• Tape</td>
<td></td>
</tr>
<tr>
<td>• Typed definitions</td>
<td></td>
</tr>
<tr>
<td>• Student visual aid/illustration graphic organizer</td>
<td></td>
</tr>
<tr>
<td>• Glue &amp; scissors</td>
<td></td>
</tr>
<tr>
<td>• Visual Aid Graphic Organizer</td>
<td></td>
</tr>
</tbody>
</table>

**INSTRUCTIONAL PLAN**

**Understanding Lesson Purpose and Student Outcomes**

- I can identify various types of visual aids/illustrations when referring to informational text.
- I can explain how visual aids/illustrations can be used to help understand informational text.

**Academic Vocabulary Instruction**

1. Introduce the vocabulary words utilizing the interactive anchor chart (Handout RI.3.7-1.1)
2. Words to introduce: photographs, images, maps, charts, graphs, timelines, diagrams, tables, informational text, and visual aids/illustrations.
3. Pronounce each word or guide students in using their decoding skills to pronounce each word.
4. Provide a student-friendly explanation of each word while showing students a visual representation of each word.
**RI.3.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

### Academic Vocabulary Instruction (continued)

<table>
<thead>
<tr>
<th>Step</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>Invite students to restate the explanation in their own words.</td>
</tr>
<tr>
<td>6.</td>
<td>Instruct students to write each explanation in their vocabulary notebook.</td>
</tr>
<tr>
<td>7.</td>
<td>Add words to the word wall along with the visual representation of the word’s meaning.</td>
</tr>
<tr>
<td>8.</td>
<td>Optional: Teach hand gestures/movements to help students remember vocabulary.</td>
</tr>
</tbody>
</table>

*Note: these are the same words you will introduce in the Guided Practice.*

### Making a Connection

Everyone (including adults) encounters unfamiliar words in a text. The new standard we are learning today will provide us with tools to help us determine the meaning of unknown words we might find in the texts we read by using clues we find within the text.

### Anticipatory Set/Introduction to the Lesson

1. Review the “I can” statements with students. Have students repeat the statements to a partner.
2. Prior to the lesson: Create a three-column chart and write chocolate ice cream, vanilla ice cream, and strawberry ice cream in each column.
3. Ask the students, “Raise your hand if you like chocolate ice cream.”
4. Tally the number of students that raised their hands for chocolate ice cream and write that number in the appropriate column.
5. Repeat for vanilla and strawberry ice cream. (Save chart for Day 2 Anticipatory Set.)
6. Explain to the students, “This is a visual aid/illustration called a chart. We will learn about various types of visual aids/illustrations and their purposes. Visual aids/illustrations can help a reader to quickly understand large amounts of information. By looking at this chart, I can quickly see that (chocolate/vanilla/strawberry) is our class’s favorite flavor of ice cream.”

### Guided Practice vs. Independent Practice

#### Guided Practice

1. Create an anchor chart by drawing three columns with seven rows on chart paper (Handout RI 3.7-1.1).
2. Label the columns with the following headings: visual aid/illustration, definition, and question stem.
3. Write the names of the selected vocabulary words in each row under the first column.
4. Explain that each term is a specific type of visual aid/illustration that can be found in informational text. Vocabulary words: photographs/images, maps, charts/graphs, timelines, diagrams, and tables. 
   *Note: This anchor chart will be used for multiple lessons.*
5. Using the anchor chart, the teacher and students match the pictures of the visual aids/illustrations to the correct

#### Independent Practice

1. Distribute visual aid/illustration graphic organizer (Handout RI.3.7-1.2) to students.
2. Explain to students that they will use the graphic organizer to match correct definitions with each picture of various visual aids/illustrations.

*Note: Students will need visual aid/illustration graphic organizer for multiple days.*
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).

<table>
<thead>
<tr>
<th>Guided Practice (continued)</th>
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<tbody>
<tr>
<td>name (Handout RI 3.7-1.1). (Photographs/images, maps, charts, graphs, timelines, diagrams, and tables)</td>
</tr>
<tr>
<td>6. Divide students into several groups.</td>
</tr>
<tr>
<td>7. Give each group the definition of one visual aid/illustration.</td>
</tr>
<tr>
<td>8. Each student group will read and discuss the given definition for 1-2 minutes.</td>
</tr>
<tr>
<td>9. Facilitate a discussion as the students work together to determine and match the definition for each of the presented visual aids/illustrations.</td>
</tr>
<tr>
<td>10. Allow one student per group to glue the group’s agreed upon definition to the correct column on the interactive anchor chart. (Handout RI 3.7-1.1).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflection and Closing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will select one visual aid/illustration and use the think-pair-share strategy to explain the purpose of their visual aid/illustration to the class.</td>
</tr>
</tbody>
</table>

**Think-Pair-Share**

T: (Think) Teachers begin by asking a specific question about the lesson. Students “think” about what they know or have learned about the topic.

P: (Pair) Each student should be paired with another student or a small group to discuss one of the visual aids/illustrations that they learned about.

S: (Share) Students share their thinking with their partner. Teachers expand the “share” into a whole-class discussion and give corrective feedback based on student answers.

<table>
<thead>
<tr>
<th>HANDOUTS FOR LESSON</th>
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<tbody>
<tr>
<td>RI.3.7-1.1 Interactive Visual Aid Anchor Chart and Resources</td>
</tr>
<tr>
<td>RI.3.7-1.2 Visual Aid Graphic Organizer</td>
</tr>
<tr>
<td>Visual Aid/Illustration</td>
</tr>
<tr>
<td>-------------------------</td>
</tr>
<tr>
<td>Photograph/Image</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Chart/Graph</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Table</td>
</tr>
<tr>
<td>Favorite School Subject</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Timeline</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Diagram</td>
</tr>
<tr>
<td>Anatomy of an Animal Cell</td>
</tr>
</tbody>
</table>
### Interactive Visual Aid Anchor Chart and Resources

#### Map
A picture or drawing of a particular area such as a city, country, or continent showing main features

#### Pictures

#### Going to School

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>6 a.m.</td>
<td>Wake up</td>
</tr>
<tr>
<td>6:02 a.m.</td>
<td>Get out of bed</td>
</tr>
<tr>
<td>6:05 a.m.</td>
<td>Take a shower</td>
</tr>
<tr>
<td>6:20 a.m.</td>
<td>Get dressed</td>
</tr>
<tr>
<td>6:30 a.m.</td>
<td>Eat breakfast</td>
</tr>
<tr>
<td>6:45 a.m.</td>
<td>Get on bus</td>
</tr>
<tr>
<td>7 a.m.</td>
<td>Arrive at school</td>
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#### Ice Cream Toppings

<table>
<thead>
<tr>
<th>Topping</th>
<th>Count</th>
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<tbody>
<tr>
<td>Sprinkles</td>
<td>4</td>
</tr>
<tr>
<td>Strawberries</td>
<td>6</td>
</tr>
<tr>
<td>Chocolate</td>
<td>2</td>
</tr>
<tr>
<td>Caramel</td>
<td>9</td>
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</tbody>
</table>
Favorite School Subject

<table>
<thead>
<tr>
<th>Science</th>
<th>Social Studies</th>
<th>Math</th>
<th>Reading</th>
</tr>
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<tbody>
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</tr>
</tbody>
</table>

Anatomy of an Animal Cell

- nucleus
- nucleolus
- endoplasmic reticulum
- golgi body
- centrosomes
- mitochondrion
- cell wall

STANDARDS GUIDEBOOK  RI 3.7 – 3.9  Integration of Knowledge and Ideas
## Definitions

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
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<tbody>
<tr>
<td>A picture made using a camera</td>
<td>Chart: Information presented in a visual form such as a table, graph, or diagram</td>
</tr>
<tr>
<td>Chart</td>
<td>A table listing important events in order by time</td>
</tr>
<tr>
<td>Graph</td>
<td>Graph: Drawing that shows information with lines, shapes, and color</td>
</tr>
<tr>
<td>Information arranged in rows and columns</td>
<td>Image or drawing of the parts of something</td>
</tr>
<tr>
<td>A table listing important events in order by time</td>
<td>A picture or drawing of a particular area such as a city, country, or continent showing main features</td>
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</tbody>
</table>
Name ___________________________  Date__________________

**RI.3.1 VISUAL AID GRAPHIC ORGANIZER**

<table>
<thead>
<tr>
<th>Visual Aid/Illustration</th>
<th>Definition</th>
<th>Question Stems</th>
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<tbody>
<tr>
<td>Photograph/Image</td>
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<td></td>
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<tr>
<td>Charts/Graphs</td>
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<td>Table</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timeline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diagram</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Map</td>
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### Visual Aids

**Visual Aid Graphic Organizer**

#### Definitions

<table>
<thead>
<tr>
<th>A picture made using a camera</th>
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<tbody>
<tr>
<td><strong>Chart</strong>: Information presented in a visual form such as a table, graph, or diagram</td>
</tr>
<tr>
<td><strong>Graph</strong>: Drawing that shows information with lines, shapes, and color</td>
</tr>
<tr>
<td>Information arranged in rows and columns</td>
</tr>
<tr>
<td>A table listing important events in order by time</td>
</tr>
<tr>
<td>Image or drawing of the parts of something</td>
</tr>
<tr>
<td>A picture or drawing of a particular area such as a city, country, or continent showing main features</td>
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#### Visual Aids

**Going to School**

<table>
<thead>
<tr>
<th>Jan</th>
<th>Mar</th>
<th>May</th>
<th>July</th>
<th>Sept</th>
<th>Nov</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>1</td>
<td>2</td>
<td>0.5</td>
<td>2.5</td>
<td>1.5</td>
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</table>

**Ice Cream Toppings**

<table>
<thead>
<tr>
<th>Treatments</th>
<th>Source 1</th>
<th>Source 2</th>
<th>Source 3</th>
<th>Source 4</th>
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<td>3</td>
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<td>1</td>
<td>0</td>
<td>2.5</td>
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**Favorite School Subject**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Science</th>
<th>Social Studies</th>
<th>Math</th>
<th>Reading</th>
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<tr>
<td></td>
<td>III</td>
<td>III</td>
<td>II</td>
<td>II</td>
</tr>
</tbody>
</table>

**Anatomy of an Animal Cell**

- Nucleus
- Cytoplasm
- Mitochondria
- Ribosomes
- Endoplasmic reticulum
- golgi apparatus
- lysosome
- nucleus}

**Map of Mississippi**

### STANDARDS GUIDEBOOK

**RI 3.7 – 3.9** Integration of Knowledge and Ideas
RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

<table>
<thead>
<tr>
<th>ESTIMATED TIME</th>
<th>LESSON TARGET(S)</th>
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<tbody>
<tr>
<td>20 minutes</td>
<td>- Identify specific types of visual aid/illustrations.</td>
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<tr>
<td></td>
<td>- Use visual aids/illustrations to answer questions in an effort to better understand informational text.</td>
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<thead>
<tr>
<th>TEXT(S)</th>
<th>GUIDING/TEXT-DEPENDENT QUESTION(S)</th>
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<tbody>
<tr>
<td>N/A</td>
<td>1. How can visual aids/illustrations assist readers with better understanding an informational text?</td>
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<td></td>
<td>2. How can readers use visual aids/illustrations to answer questions in order to demonstrate understanding of the text?</td>
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<td></td>
<td>3. What is the title of this chart?</td>
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<td>4. What can you learn from this table?</td>
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<td>5. When did the event occur on the timeline?</td>
</tr>
<tr>
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<td>6. Why is the diagram important in helping you to understand the text?</td>
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<td></td>
<td>7. Where and when did the photograph take place?</td>
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<tr>
<td></td>
<td>8. What key information can you find on the map?</td>
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<table>
<thead>
<tr>
<th>RESOURCES AND MATERIALS</th>
<th>TEXT DEPENDENT WRITING PROMPT</th>
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<tr>
<td>• PowerPoint</td>
<td>N/A</td>
</tr>
<tr>
<td>• Markers</td>
<td></td>
</tr>
<tr>
<td>• Visual Aid Interactive anchor chart</td>
<td></td>
</tr>
<tr>
<td>• Student visual aid/illustration graphic organizer</td>
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</table>

<table>
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<tr>
<th>INSTRUCTIONAL PLAN</th>
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<tr>
<td>Understanding Lesson Purpose and Student Outcomes</td>
</tr>
<tr>
<td>☐ I can identify specific types of visual aids/illustrations.</td>
</tr>
<tr>
<td>☐ I can identify how to use visual aids/illustrations to better understand the information presented in the text.</td>
</tr>
<tr>
<td>☐ I can use questioning from the visual aid/illustration to better understand the key events/details from the text.</td>
</tr>
</tbody>
</table>
RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Academic Vocabulary Instruction

1. Review vocabulary from Day 1: photographs, images, maps, charts, graphs, timelines, diagrams, tables, informational text, and visual aids/illustrations.
2. Use the interactive anchor chart and student graphic organizers from Day 1 to review the identification of visual aid/illustrations (Handouts RI.3.7-1.1 & 1.2).
3. Randomly select students to briefly answer questions such as: What is the name of this visual aid/illustration? What information can you gather from it or what does it tell you? (e.g. “It is a map and it gives information about an area where there are different types of land, such as grasslands, prairie lands, forests, etc....”)

Making a Connection

Yesterday we worked together to create this interactive anchor chart helping us match visual aids/illustrations to a visual example and definition. Let’s review the different visual aids/illustrations we covered yesterday (review the chart). Today we will continue to use this information along with the graphic organizers you created yesterday to continue to build knowledge on these visual aids and graphics, and how they help us as readers better understand information from a text.

Anticipatory Set/Introduction to the Lesson

1. Review “I can” statements. Have students recite the statements to a partner.
2. Remind students about the anticipatory set in Day 1: “Yesterday, we created a chart to determine how many students liked three different types of ice cream.”
3. Based on the chart, ask students the following questions: “What is the class’s favorite type of ice cream? What is the least favorite type of ice cream? How many students like vanilla ice cream? How many liked chocolate ice cream? How many liked strawberry ice cream?”
4. Allow students to turn and talk and discuss their answers before sharing out as a class.
5. Tell students that this chart helped organize the information and create a visual, making it easier to view the information. Authors use visual aids for this purpose.
6. Set purpose: “Today, we will use a PowerPoint that will help us gain information from the visual aids/illustrations to answer questions that will demonstrate our understanding of the text.”

Guided Practice

1. Present the PowerPoint to students (Handout RI 3.7-2.1).
2. On each slide of the PowerPoint, explain the visual aid/illustration and question stems to the students. (Example: “This is a chart like the one we created yesterday about ice cream toppings. On this chart, people have chosen their favorite types of various ice cream toppings. Let’s look at our questions:"

<table>
<thead>
<tr>
<th>Guided Practice</th>
<th>Independent Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Present the PowerPoint to students (Handout RI 3.7-2.1).</td>
<td>Instruct students to complete their visual aid/illustration student graphic organizer from day 1 based on the PowerPoint (Handout RI.3.7-1.2).</td>
</tr>
<tr>
<td>2. On each slide of the PowerPoint, explain the visual aid/illustration and question stems to the students. (Example: “This is a chart like the one we created yesterday about ice cream toppings. On this chart, people have chosen their favorite types of various ice cream toppings. Let’s look at our questions:”</td>
<td></td>
</tr>
</tbody>
</table>
**RI.3.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

**Guided Practice (continued)**

- **a.** *Which ice cream topping is liked the most?* We can use the chart to find the answer by looking for the tallest line. The tallest line tells us which ice cream topping is the most popular.
- **b.** *What ice cream topping is liked the least?* We can use the chart to find the answer by looking for the shortest line. The shortest line tells us which ice cream topping is liked the least.

3. Repeat the same procedure for the remaining visual aids/illustrations. Have students answer questions about the other types of visual aids/illustrations from the PowerPoint with the students.

4. As the students orally answer the questions, they should reference the visual aids/illustrations anchor chart to gather the information as the teacher fills in the question stem column for the first two visuals.

5. Randomly select students to write the questions for the remaining visual aids/illustrations on the anchor chart under the question stem column (Handout RI 3.7-1.1).

**Reflection and Closing**

Randomly select students to answer questions using visual aids/illustrations that demonstrate understanding of the informational text.

- What information can you obtain from the map?
- Can you tell what time of day it is by looking at this picture?
- Can you tell when the event occurred by using the timeline?
- How does the diagram help you understand this text?

**Handouts for Lesson**

- **RI.3.7-1.1** Interactive Visual Aid Anchor Chart and Resources
- **RI.3.7-1.2** Visual Aid Graphic Organizer
- **RI.3.7-2.1** Visual Aid PowerPoint Slide Template
Directions:

- Please see Day 2 Lesson Plan for implementation of this PowerPoint.
- The PowerPoint serves as a guide for students to see the types of questions that may be asked and supported with each visual aid/illustration.

**Chart/Graph**

Ice Cream Toppings

<table>
<thead>
<tr>
<th>Topping</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sprinkles</td>
<td>3</td>
</tr>
<tr>
<td>Strawberries</td>
<td>6</td>
</tr>
<tr>
<td>Chocolate</td>
<td>2</td>
</tr>
<tr>
<td>Caramel</td>
<td>8</td>
</tr>
</tbody>
</table>

Questions

1. What is the title of the chart?
2. Which is the most favorite ice cream topping?
3. Which is the least favorite ice cream topping?
Table

<table>
<thead>
<tr>
<th>Science</th>
<th>Social Studies</th>
<th>Math</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>III</td>
<td>III</td>
<td>II</td>
<td>III</td>
</tr>
</tbody>
</table>

Questions
1. What information can be gained from this table?
2. Which subject is liked the most?
3. Which subject is liked the least?

Timeline

Going to School

- 6 a.m. Wake up
- 6:02 a.m. Get out of bed
- 6:05 a.m. Take a shower
- 6:20 a.m. Get dressed
- 6:30 a.m. Eat breakfast
- 6:45 a.m. Get on bus
- 7 a.m. Arrive at school

Questions
1. What occurred first?
2. Where was this person going?
3. What happened at 6:20 A.M.?
Diagram

"Anatomy of an Animal Cell"

Possible Questions and Question Stems:
1. What is the title?
2. How does the illustration relate to the text?
3. What is the diagram about?

Questions
1. What information can you obtain from the diagram?
2. What type of cell is pictured?
3. What is the name of the outer most part of the cell?

Photograph/Image

Possible Questions and Question Stems:
1. What does the image show?
2. What information can you gain?
3. When was this photograph taken?

Questions
1. What do you see in this photograph?
2. Where is the man located?
3. What is the man doing?
Possible Questions and Question Stems:
Why is the map key, or legend, important?
What does the map show?
Explain what the “key/legend” of the map convey?

Questions

1. What state or area is shown on this map?
2. What does the map key, or legend, tell you?
3. Why is the map key, or legend, important?
4. How many cities are labeled on the map?
RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

**ESTIMATED TIME**

20 minutes

**LESSON TARGET(S)**

Explain how visual aids/illustrations and words within a text are used to better understand details and key events.

**TEXT(S)**

- “Volcanoes” (Original Text)
- “Native American Headdresses” (Original Text)
- “Football” (Original Text)

**GUIDING/TEXT-DEPENDENT QUESTION(S)**

How can using visual aid/illustrations along with text allow a reader to gain a better understanding of key events or details?

**RESOURCES AND MATERIALS**

- e-Spark Learning Video
- Visual Aid Interactive Anchor Chart
- Visual Aid Student Graphic Organizer
- “I Do, We Do, You Do” Passages and Questions

**TEXT DEPENDENT WRITING PROMPT**

N/A

**INSTRUCTIONAL PLAN**

**Understanding Lesson Purpose and Student Outcomes**

- I can ask and answer questions about visual aids/illustrations to gain a better understanding of the text.
- I can explain how I use visual aids/illustrations and words within a text to gain an understanding about key events or details.

**Academic Vocabulary Instruction**

1. Continue to reinforce the use of these academic vocabulary words throughout the lesson: photographs, images, maps, charts, graphs, timelines, diagrams, tables, informational text, and visual aids.

2. Play a word wall game focusing on RI.3.7 vocabulary (“I Spy,” “Hot Seat,” “Categories” etc.)
   - To play Hot Seat, select a student to come to the front with his or her back facing the word wall.
   - Have the class select a mystery word.
   - The chosen student has to ask the class questions to determine the mystery word.
   - The class answers the student’s questions until he or she figures it out.
RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Making a Connection

Let’s start by reviewing the different types of visual aids/illustrations we have been working on (use the Anchor Chart Handout RI.3.7-1.1). Today, we will use the information gathered from previous lessons to learn how to use these visual aids/illustrations with actual text.

Anticipatory Set/Introduction to the Lesson

1. Review “I can” statements with students. Have students discuss with a partner the meaning of each statement.
2. Show the e-Spark learning video to students.
3. Ask students to turn to a partner or small group and discuss how the visual aids and graphics in the Sports Illustrated magazine helped the person in the video better understand what she was reading.
4. Make the connection to students that this video highlights the ways in which visual aids help us.
5. Explain: “In today’s lesson, we will be using both words and visual aids/illustrations to demonstrate understanding of a given text.”

Guided Practice

1. Post the pre-made Strategy Anchor Chart (Handout RI.3.7-3.1). This Strategy Anchor Chart will walk students through the process of how to gain understanding of texts using both the words and visual aids/illustrations.
2. Pass out Handout RI.3.7-3.2 to students, which includes three passages and questions in an “I Do, We Do, You Do” progression.
3. Model how to read a text and use the visual aids/illustrations to answer questions by following the steps from the strategy anchor chart (Handout RI.3.7-3.1).
4. Use the “I Do” section of student Handout RI.3.7-3.2. (Optional PowerPoint template (Handout RI.3.7-3.3) is provided as a template to create a visual display.)
5. Explain the Strategy Anchor Chart (Handout RI.3.7-3.) to the students:
   “Today, we are going to read informational texts that contain visual aids/illustrations. Here are the steps a reader should take when reading a text with visual aids/illustrations.
   Step 1: Read the questions.
   Step 2: Read the text.
   Step 3: Look at the visual aids.
   Step 4: Answer the questions.”

Independent Practice

1. Instruct students to complete the “You Do” section of Handout RI.3.7-3.2.
2. Allow students to work in partners or small groups, depending on student ability.
Guided Practice (continued)

6. Complete the “We Do” section of Handout RI.3.7-3.2 with the students using the steps listed above.
7. Refer to the Strategy Anchor Chart (Handout RI.3.7-3.1) throughout this portion of the activity.

Note: A PowerPoint template labelled RI.3.7-3.3 has been provided in the resources. The PowerPoint template can be used in place of or in addition to the Handout RI.3.7-3.2. Both options have been included to alleviate copying issues.

Reflection and Closing

Check for student understanding of using words and visual aids/illustrations to answer questions about informational text.

• How did the visual aids/illustrations help you to gain a better understanding of the text?
• Which visual aid/illustration did you find the most helpful in answering the questions?

CENTER TITLE

<table>
<thead>
<tr>
<th>INFORMATIONAL ILLUSTRATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus standard</td>
</tr>
<tr>
<td>RI.3.7</td>
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HANDOUTS FOR LESSON

RI.3.7-3.1 Visual Aid Strategy Anchor Chart
RI.3.7-3.2 “I Do, We Do, You Do” Passages and Questions Handout
RI.3.7-3.3 Optional Power Point
Strategy Anchor Chart for RI3.7

1. Read the questions.
   - Who?
   - When?
   - Why?
   - What?
   - Where?
   - How?

2. Read the text.

3. Look at the visual aid -
   - Illustration
   - Photograph/Image
   - Chart
   - Graph
   - Timeline
   - Map
   - Table
   - Diagram

4. Answer the question.
   - Orally
   - Written
   - Discussion
   - Print
Name __________________________

Visual Aids/Illustrations in Informational Text

Model/I do

Across the world, there are more than 1,500 active volcanoes. Active volcanoes are ones that have erupted in the last 10,000 years. Scientists think there may be even more. So what makes a volcano?

The top layer of the Earth is called the crust. Underneath the crust are giant plates of rock. These plates sit on top of hot, liquid rock called magma. Sometimes, magma pushes up through spaces between the plates. Then it pushes through cracks in the crust, through a vent, and onto the Earth. This is how a volcano erupts!

Question: Study the picture. The reader can see that once the magma leaves the volcano is called:

A. a crater  
B. ash cloud  
C. lava  
D. a magma chamber

Question: The picture shows the reader:

A. the parts of a volcano  
B. how hot the magma is  
C. areas with the most volcanoes  
D. that all mountains are volcanoes
Guided Practice/We do

Plains Indian men wore headdresses as they fought in battle. The men believed that the headdresses gave them strength. Mostly, they protected the men. Most headdresses were made from eagle feathers. Eagles are the most powerful of all the birds. Each feather was decorated differently to mark a special part of the battle.

Not all Native Americans wore headdresses. The Cherokee did not. Neither did the Navajo or Inuit. They sometimes wore bones or skins instead.

**Question:** Which of these is most likely true about the illustration?

- A. The man probably wears the headdress every day.
- B. The headdress feathers probably come from eagles.
- C. The person is probably an old prince in the tribe.
- D. Only chiefs wear the headdress in the picture.

**Question:** In the picture, why are the tips of each feather a different color?

- A. The come from different birds.
- B. They protect a different part of the body.
- C. The mark a different part of a battle.
- D. They make the headdress beautiful.

**Question:** The type of illustration used is a:

- A. chart
- B. photograph
- C. map
- D. painting

**Question:** The man in the illustration is:

- A. an Inuit
- B. a Cherokee
- C. a Navajo
- D. a Plains
Independent Practice/You do

Football is one of the most popular sports in America. It is played on a large field that is 100 yards long. Long white lines mark every 10 yards. The halfway point of the field is called the 50-yard line. Each team tries to score points by running the football past the other team’s goal line into the end zone. Where are the end zones? You guessed it. At both ends of the field! Goal posts sit upright at the edge of each end zone. A team can score extra points by kicking the ball through the posts.

**Question:** In this picture, a football is shown:

A. on the 50-yard line  
B. above the goal posts  
C. at the goal line  
D. in the end zone

**Question:** The G most likely stands for:

A. goal  
B. green  
C. guess  
D. gear

**Question:** In this illustration of a football field, the end zone is colored:

A. blue  
B. brown  
C. black  
D. green

**Question:** Most of a football field is colored:

A. green  
B. white  
C. brown  
D. blue
**I do**

### Visual Aids/Illustrations in Informational Text

Across the world, there are more than 1,500 active volcanoes. Active volcanoes are ones that have erupted in the last 10,000 years. Scientists think there may be even more. So what makes a volcano?

The top layer of the Earth is called the crust. Underneath the crust are giant plates of rock. These plates sit on top of hot, liquid rock called magma. Sometimes, magma pushes up through spaces between the plates. Then it pushes through cracks in the crust, through a vent, and onto the Earth. This is how a volcano erupts!

**Question 1:** Study the picture. The reader can see that once the magma leaves the volcano it is called:

A. a crater  
B. ash cloud  
C. lava  
D. a magma chamber

**Question 2:** The picture shows the reader:

A. the parts of a volcano  
B. how hot the magma is  
C. areas with the most volcanoes  
D. that all mountains are volcanoes

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**We do**

Plains Indian men wore headdresses as they fought in battle. The men believed that the headdresses gave them strength. Mostly, they protected the men. Most headdresses were made from eagle feathers. Eagles are the most powerful of all of the birds. Each feather was decorated differently to mark a special part of the battle.

Not all Native Americans wore headdresses. The Cherokee did not. Neither did the Navajo or Inuit. They sometimes wore bones or skins instead.

**Question 1:** Which of these is most likely true about the illustration?

A. The man probably wears the headdress every day.  
B. The headdress feathers probably come from eagles.  
C. The person is probably an old prince in the tribe.  
D. Only chiefs wear the headdress in the picture.

**Question 2:** In the picture, why are the tips of each feather a different color?

A. The come from different birds  
B. They protect a different part of the body.  
C. The mark a different part of a battle.  
D. They make the headdress beautiful.

**Question 3:** The type of visual aid—illustration used is a:

A. chart  
B. photograph  
C. map  
D. painting

**Question 4:** The man in the illustration is:

A. an Inuit  
B. a Cherokee  
C. a Navajo  
D. a Plains
Football is one of the most popular sports in America. It is played on a large field that is 100 yards long. Long white lines mark every 10 yards. The halfway point of the field is called the 50-yard line. Each team tries to score points by running the football past the other team’s goal line into the end zone. Where are the end zones? You guessed it. At both ends of the field! Goal posts sit upright at the edge of each end zone. A team can score extra points by kicking the ball through the posts.

**Question 1:** In this picture, a football is shown:

A. at the goal line  
B. above the goal posts  
C. at the goal line on the 50-yard line  
D. in the end zone

**Question 2:** The G most likely stands for:

A. goal  
B. guess  
C. green  
D. gear

**Question 3:** In this illustration of a football field, the end zone is colored:

A. blue  
B. brown  
C. black  
D. green

**Question 4:** Most of a football field is colored:

A. blue  
B. white  
C. brown  
D. green
RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

ESTIMATED TIME

30 minutes

LESSON TARGET(S)

Explain how visual aids/illustrations and words within a text are used to better understand details and key events.

TEXT(S)

- “Zebras”
- “Snow Fun on the Run!”
- “Cactus Jam” (Lexile Level 790L)
- “Dung Beetles”
- “Abraham Lincoln”

GUIDING/TEXT-DEPENDENT QUESTION(S)

1. What details can you obtain from the photograph?
2. How does the visual aid/illustration help you gain knowledge from the text?

RESOURCES AND MATERIALS

- Strategy Anchor Chart
- PowerPoint
- Passages & Questions Handout

TEXT DEPENDENT WRITING PROMPT

N/A

INSTRUCTIONAL PLAN

Understanding Lesson Purpose and Student Outcomes

☐ I can ask and answer questions about visual aids/illustrations to gain a better understanding of the text.
☐ I can explain how I use visual aids/illustrations and words within a text to gain an understanding about key events or details.

Academic Vocabulary Instruction

1. Review all vocabulary words from Days 1-3.
2. Conduct a Frayer Model 4-Square for the term visual aid (suggested box labels: definition, sentence, examples, characteristics) with the class.
3. Include as many of the vocabulary words from RI.3.7 as possible (try to use all).

Making a Connection

Today we will continue to use the strategy of using visual aids/illustrations when reading informational texts to help us make sense of the presented information.
RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

### Anticipatory Set/Introduction to the Lesson

1. Review the “I can” statements with students. Have students recite the statements to a partner.
2. Use the PowerPoint (Handout RI.3.7-4.1) to display the text titled “Zebra.”
3. Read the text to the students.
4. Model a think aloud, asking the following questions:
   - What details can you obtain from this photograph?
   - How does the visual aid/illustration help you gain knowledge from the text?
5. Model thinking used to answer above questions:
   - The photograph helps the reader see the zebra’s stripes that the zebra uses to confuse other animals.
   - The visual aid/illustration helps the reader gain knowledge by showing the fact that zebras have stripes that confuse other animals.
6. Explain to students that they will continue to use visual aids/illustrations to better understand details and key events of a text.

### Guided Practice

1. Distribute copies of “Snow Fun on the Run!” to students and chorally read the text.
2. Refer to Strategy Anchor Chart (Handout 3.7-3.1) throughout the lesson. Ask the following questions using the photograph/image from the text:
   - Which statement about snowshoes is made clearer by the photograph at the end of the passage?
   - How did the visual aid/illustration help the reader gain understanding of the text?
3. Guide students to answer the questions, referencing the visual aids as evidence. Think aloud and model as needed:
   - D – Snowshoes are very large and flat.
   - The reader can look at the photograph/image and see a visual representation of the snowshoes.
4. To conduct the “We Do,” provide students with the text “Cactus Jam.”
5. Chorally read “Cactus Jam” with students.
6. Ask the following questions:
   - Based on the first picture in “Cactus Jam,” what does the reader learn about the saguaro cactus?

### Independent Practice

1. Allow students to work in partners.
2. Instruct students to read “Dung Beetles” and then answer the questions.
3. Answers:
   - Looking at the photograph/image, the reader can gain understanding of all three answer choices.
   - B – Tunnelers
   - C – Rollers
RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Guided Practice (continued)

- What does the photograph of the saguaro fruit help the reader understand about making jam?

7. Guide students to answer the questions, referencing the visual aids as evidence. Think aloud and model as needed:
   - C – It is tall.
   - D – The photograph shows that the fruits must be scraped out because they have cactus spines on them.

Reflection and Closing

1. Have students discuss with a partner the steps that they used from the Strategy Anchor Chart (Handout RI.3.7-3.1) to answer the questions.
2. Encourage students to use the academic vocabulary from the lessons during the discussion.

CENTER TITLE VISUAL AID GRAPHIC ORGANIZER

Focus standard | Materials | Student Procedure
---|---|---
RI.3.7 | • Abraham Lincoln text (Handout RI.3.7-4.2)  
• Pencil | 1. Students will read the text.  
2. Students will use the visual aid/illustration and the text to answer questions about key events or details to show demonstrate understanding of the text.

Center Accountability | Finished Product

HANDOUTS FOR LESSON

RI.3.7-4.1 PowerPoint: “Zebras” text
RI.3.7-4.2 Abraham Lincoln Text and Center Activity

NOTE:
Text References -
- “Cactus Jam”: [https://achievethecore.org/content/upload/Cactus_JAM_3MA.pdf](https://achievethecore.org/content/upload/Cactus_JAM_3MA.pdf)
1. What information can you obtain from this photograph?

2. How does the visual aid illustrate help you gain knowledge from the text?

Zebras are large animals that live on grassy plains in Africa. They can run up to 40 miles per hour. They do this for only short times. This helps zebras when they need to run away from other animals. Zebras have stripes to confuse animals that are chasing them. Zebras eat grass, and drink a lot of water. They can live for up to 28 years.
Center Activity

Abraham Lincoln

1. Abraham Lincoln was born on February 12, 1809 in a log cabin in Kentucky. A cabin is a small house made of wood. When he was seven years old, his family moved to Indiana. In 1830, the family moved to Illinois. As a boy, Abraham Lincoln loved books. He always borrowed books from his neighbors. Even though Lincoln had very little schooling, he learned how to read and write. Books were scarce on the frontier, but he closely read the books he got his hands on. Lincoln pored over the family Bible. He would walk for miles to borrow books. Some books he read were Aesop’s Fables and Pilgrim’s Progress. He read them for a short time and then took them back to their owners.

2. As a young man, Lincoln worked many jobs to earn a living. He was tall and strong. He split logs and fence rails for farmers. He helped take a flatboat down a river to New Orleans. Eventually, he started a general store with a friend. When the store went into debt, he paid those debts off working other jobs. By 1834, a friend encouraged Lincoln to become a lawyer. Instead of learning at a law school, Lincoln taught himself law. “Your own resolution to succeed is more important than any other thing,” he would later say.

3. He became president of the United States in 1861. He was the 16th president of the U.S. Lincoln is considered to be one of the greatest leaders in the nation’s history. There was a war between the North and the South in the U.S. It was the Civil War. Lincoln called men to fight for the North. The North won the war. There were slaves in the South. Slaves work for no money. They must work. They are not free to do what they want. Lincoln set the slaves free in 1863. He let them go so they did not have to be slaves anymore. Lincoln is famous for that.
Directions: Answer the following questions.

1. When did Abraham Lincoln become president?

2. What year did Abraham Lincoln set the slaves free?

3. How does the timeline relate to the information in the passage Abraham Lincoln?

4. Create a timeline that displays the steps you took this morning to get to school.
**RI.3.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

<table>
<thead>
<tr>
<th>ESTIMATED TIME</th>
<th>LESSON TARGET(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 minutes</td>
<td>Explain how visual aids/illustrations and words within a text are used to better understand details and key events.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEXT(S)</th>
<th>GUIDING/TEXT-DEPENDENT QUESTION(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• “Zebras”</td>
<td>N/A</td>
</tr>
<tr>
<td>• “Snow Fun on the Run!”</td>
<td></td>
</tr>
<tr>
<td>• “Cactus Jam”</td>
<td></td>
</tr>
<tr>
<td>(Lexile Level 740L)</td>
<td></td>
</tr>
<tr>
<td>• “Dung Beetles”</td>
<td></td>
</tr>
<tr>
<td>• Additional Writing Prompt Passages (Original texts)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESOURCES AND MATERIALS</th>
<th>TEXT DEPENDENT WRITING PROMPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Visual Aids Graphic Organizer</td>
<td>Look at the 7 visual aids/illustrations listed. Select 3 visual aids/illustrations from our lessons this week. Write an essay that explains these three visual aids/illustrations and how they can be used with the words in a text to help the reader gain a better understanding of details and key events. Cite evidence from passages read this week.</td>
</tr>
<tr>
<td>• Visual Aids Interactive Anchor Chart</td>
<td>Additional Writing Prompts:</td>
</tr>
<tr>
<td>• 4-Square and ACE Power Point</td>
<td>1. Passage # 1: How does the author use a pie chart to help you gain information? Does the chart make is easier to answer questions? Why or why not? Use details about the pie chart on sports to support your answer.</td>
</tr>
<tr>
<td>• 4-Square and ACE Anchor Chart</td>
<td>2. Passage # 2: Look at the photograph. How did the author use the photograph to engage the reader with the text? Does it make reading the text more or less interesting? Explain.</td>
</tr>
<tr>
<td>• 4-Square and ACE Graphic Organizer</td>
<td>3. Passage # 3: Look at the graph. How did the author use the graph to engage the reader with the text? What information does the graph provide? How does the graph support the text?</td>
</tr>
<tr>
<td>• Additional Writing Prompts and Passages</td>
<td></td>
</tr>
</tbody>
</table>

**STANDARDS GUIDEBOOK**  RI 3.7 – 3.9  Integration of Knowledge and Ideas 41
**RI.3.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

**INSTRUCTIONAL PLAN**

**Understanding Lesson Purpose and Student Outcomes**

☐ I can explain in writing how to use visual aids/illustrations and words within a text to gain understanding about key ideas and events.

**Academic Vocabulary Instruction**

1. Review all of the 3.7 vocabulary words on the word wall.
2. Play a word wall game, create a Frayer Model 4-square, or play a vocabulary matching game to review the words.

**Making a Connection**

This week we have learned about several different visual aids/illustrations authors use in their informational texts to help provide the reader with more information about the text. Who can give me some specific examples of how the visual aids, graphics, and illustrations are useful in an informational text?

**Anticipatory Set/Introduction to the Lesson**

1. Review the “I can” statements. Have students explain to you how this standard makes them stronger readers.
2. Refer to Visual Aids Interactive Anchor Chart (Handout RI.3.7-1.1) and Visual Aid Student Graphic Organizer (Handout RI.3.7-3.1).
3. Ask students to recall how visual aids/illustrations help readers gain a better understanding about key ideas and events.
4. Set purpose for the lesson: “Today, we will use what we have learned about visual aids/illustrations to write an essay. You will choose three of the seven visual aids that we studied this week. First, I will show you how this is done.”

**Guided Practice**

1. Model: Draw a 4 Square Graphic Organizer (Handout RI.3.7-5.1) and display the PowerPoint (Handout RI.3.7-5.2) for students. The PowerPoint explains the 4 Square Writing with the ACE Strategy, which will assist students with the writing task.
2. Use the PowerPoint to discuss the elements of the 4 Square Writing with the ACE Strategy Graphic Organizer (Handout RI.3.7-5.3) using the steps below.
   - Step 1: Read and decode the writing prompt.
   - Step 2: Create a topic sentence from the prompt and place it in the diamond.

**Independent Practice**

1. In groups of four, students will use the think-pair-share strategy to explain how visual aids/illustrations and words within a text were used to help them better understand details and key events.
**Guided Practice (continued)**

- Step 3: Fill in the first box of the 4 Square using the ACE strategy by writing A-C-E in the opening/supportive sentence box and repeat with boxes two and three (supportive sentence boxes).
- Step 4: Write a summary sentence in the final box.

2. Follow the steps using the 4 Square Writing with the ACE Strategy Anchor Chart (Handout RI.3.7-5.1).
3. Display the writing prompt from the PowerPoint.
4. Have students generate a topic sentence using the writing prompt.
5. Next, place that sentence in the introductory statement section or diamond portion of the 4 Square.
6. Use the ACE strategy and model how you fill in the first box of the 4 Square Graphic Organizer.
7. Model the following steps on how to begin the writing task by reading the strategy from the PowerPoint to the students:
   - **Example:**
     - A- Address the prompt: “We learned about illustrations in class this week.”
     - C- Cite what you learned: “On Monday, we learned that illustrations are included in informational text to help the reader gain more clarity to better understand what the author is saying.”
     - E- Explain or elaborate: “There are many different types of illustrations. They are also called visual aids. These aids provide information in an easy to view format.”

8. We Do: Move to the second box of the 4 Square.
9. Invite the class to select another visual aid/illustration from the list.
10. Complete the steps outlined above with the class, writing the information provided in box 2.
11. Repeat Step 1 in the third box while guiding the students, writing the information provided in box 3.
12. Finally, have the class create a one-sentence summary about the lessons, and write the summary in box 4. (Remind students to tie it back to the introductory statement.)
RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Reflection and Closing

1. Have students move into new groups of four.
2. Students will share what their first groups discussed, explaining how visual aids/illustrations and words within a text were used to help them better understand details and key events.
3. Select several groups to share responses with the class.

HANDOUTS FOR LESSON

RI.3.7-5.1 4-Square and ACE Anchor Chart
RI.3.7-5.2 4-Square and ACE PowerPoint Slides
RI.3.7-5.3 4-Square Organizer
RI.3.7-5.4 Additional Writing Prompts
4-Square and ACE Anchor Chart

4 Square using A.C.E.

Intro
Statement:

Summary/Conclusion

ACE until you finish the RACE!
Directions

- This PowerPoint serves as a guide for using the 4 Square graphic organizer and learning how to apply the A.C.E. Writing Strategy when responding to the standards-based writing task taught this week:

  **RI 3.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

- Display this PowerPoint on day 5, and see lesson plan for implementation.

TASK

- Look at the 7 visual aids/illustrations listed and choose 3.
  - Photograph/Image
  - Timeline
  - Diagram
  - Map
  - Chart
  - Table
  - Graph

- Write an essay that explains three visual aids/illustrations and how they can be used with the words in a text to help the reader gain a better understanding of details and key events.

- Cite evidence from what you have learned this week.

4 Square using the A.C.E. Strategy

[Diagram of the 4 Square using the A.C.E. Strategy]
A.C.E. –
A simple scaffolded writing strategy

\[
\begin{align*}
A &= \text{answer} \\
C &= \text{cite} \\
E &= \text{explain}
\end{align*}
\]

Introducing A.C.E. –

A – Answer or address the topic or task. What is the “overall” topic?

C – Cite or give specific information to support your answer.

E – Explain or provide examples of what you cited.

4 Square using the A.C.E. Strategy

Step 1: Read and decode the writing prompt
Step 2: Create a topic sentence from the prompt and place it in the diamond
Step 3: Fill in the first box on the 4 square using the A.C.E. Strategy by writing A-C-E in the box and repeat with the second and third box
Step 4: Write a summary sentence in the final box

Example

A – Address the prompt: We learned about illustrations in class this week that are used in different types of informational texts.

C – Cite what you learned: On Monday, we learned that illustrations are included in informational text to help the reader gain more clarity and to better understand what the author is saying.

E – Explain or elaborate: There are many different types of illustrations. They are also called visual aids. These aids provide information in an easy to view format.
4-Square Organizer

“ACE until you finish the RACE!”

**E** - **E** - **E** - **E**

**C** - **C** - **C** - **C**

**A** - **A** - **A** - **A**

4 Square using the A.C.E. Strategy

Introductory Statement

Summary/conclusion:
 additional writing prompts

name ___________________________ date________________

<table>
<thead>
<tr>
<th>timeline</th>
<th>chart/graph</th>
<th>table</th>
<th>diagram</th>
<th>photo/image</th>
<th>map</th>
</tr>
</thead>
</table>

writing prompt
look at the 7 visual aids-illustrations listed. select 3 visual aids-illustrations from our lessons this week. write an essay that explains these three visual aids-illustrations and how they can be used with the words in a text to help the reader gain a better understanding of details and key events. cite evidence from the lessons taught this week.
A survey on favorite sports was given to 150 students. Ten said that soccer was their favorite sport, while fifty-one answered that football was their favorite. Twenty-nine, twenty-two, and thirty-eight said ice hockey, baseball, and basketball respectively. Although some students liked more than one sport, they were allowed to only choose one as their most favorite.

1. Which sport was voted the least number of times?
2. Which sport was the most favorite?
3. Which sport was more popular between baseball and basketball?

**WRITING PROMPT**
How does the author use a pie chart to help you gain information? Does the chart make it easier to answer questions? Why or why not? Use details about the pie chart about sports to support your answer.

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
The Golden Gate Bridge in San Francisco is one of the most photographed bridges in existence today. It opened in 1937 to an eager 200,000 people who were excited to walk across the longest suspension bridge in the world at that time.

The bridge was designed to withstand earthquakes and intense winds which are common in the area. It is designed to withstand an earthquake of up to 8.0 on the Richter scale, and can also withstand winds of 90 miles per hour.

**WRITING PROMPT**

Look at the photograph. How did the author use the photograph to engage the reader with the text? Does it make reading the text more interesting or more boring? Explain.

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________
There are many languages spoken throughout the world. In fact, there are more than seven thousand living languages spoken on Earth. It can be very useful for an individual to speak more than one language. The majority of people on Earth speak: Chinese, English, Hindi-Urdu, Arabic, and Spanish. Languages are spoken in more than one country. English is spoken in 101 countries on Earth. The second most spoken language is Arabic in 60 countries. English is the official language spoken in many parts of the world.

WRITING PROMPT
Look at the graph. How did the author use the graph to engage the reader with the text?
What information does the graph provide? How does the graph support the text?
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
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___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Sources: Ethnologue: Languages of the World, Eighteenth edition, THE WASHINGTON POST
**MCCRS ELA STANDARD**

**RI.3.8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

<table>
<thead>
<tr>
<th>KEY LANGUAGE/VERBS/TERMS Related to the Standard</th>
<th>FORMAL DEFINITION</th>
<th>STUDENT-FRIENDLY DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Logical Connection</strong></td>
<td>Something that comes from clear reasoning</td>
<td>How two things connect to make sense</td>
</tr>
<tr>
<td><strong>Text Structure</strong></td>
<td>How the information in a text is written and organized</td>
<td>How a text is written (cause and effect, process, historical events)</td>
</tr>
<tr>
<td><strong>Compare</strong></td>
<td>To discuss similarities between two or more topics or objects</td>
<td>To find similarities</td>
</tr>
<tr>
<td><strong>Contrast</strong></td>
<td>To discuss differences between two or more topics or objects</td>
<td>To find differences</td>
</tr>
<tr>
<td><strong>Cause</strong></td>
<td>An event or action that leads to another event; why something happens</td>
<td>Why something happens</td>
</tr>
<tr>
<td><strong>Effect</strong></td>
<td>The result of another action</td>
<td>The result of what happened</td>
</tr>
<tr>
<td><strong>Sequence</strong></td>
<td>A particular order in which related events, moments, or things follow each other</td>
<td>What happens first, next, and last in a passage</td>
</tr>
<tr>
<td><strong>Signal Words</strong></td>
<td>Words that carry the reader across from one thought to another</td>
<td>Clue words that show you how the author organized the passage</td>
</tr>
<tr>
<td><strong>Author’s Reasons</strong></td>
<td>Why an author decides to write about a specific topic</td>
<td>The reason the author wrote the passage: to inform, entertain, or persuade</td>
</tr>
<tr>
<td><strong>Supporting Details</strong></td>
<td>A group of sentences that revolve around a single idea</td>
<td>Facts that tell more about the idea</td>
</tr>
<tr>
<td><strong>Main Idea</strong></td>
<td>Important information that tells more about the overall idea of a paragraph or section of a passage</td>
<td>What the passage is about</td>
</tr>
<tr>
<td><strong>Problem</strong></td>
<td>A question proposed for solution or discussion</td>
<td>The issue in a text</td>
</tr>
<tr>
<td><strong>Solution</strong></td>
<td>The act of solving a problem, question, etc.; an explanation or answer</td>
<td>How the problem is solved in a text</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------------------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>An act or method of describing; descriptive representation</td>
<td>To tell about a topic with details</td>
</tr>
</tbody>
</table>
### Instructional Plan

**Understanding Lesson Purpose and Student Outcomes**

- I can list the five different types of text structures authors use when writing informational texts.
- I can identify key words authors use to signal the text structure being used in a text.

**Academic Vocabulary Instruction**

1. Introduce the vocabulary words: text structure, compare, contrast, cause, effect, problem, solution, description, and sequence.
2. Pronounce each word or guide students in using their decoding skills to pronounce each word.
3. Provide a student-friendly explanation of each word and a hand motion. (Suggested hand motions: text structure – chop hands in a downward motion to signal different paragraphs; compare – weigh both hands, like on a scale; contrast – turn hands away from one another; cause – move left hand in a circular motion, palm up; effect – arch left hand, palm up, and bring over to the right hand and clap together; sequence – count off 1-5 on fingers; description...
### Academic Vocabulary Instruction (continued)

- cup right hand by mouth and use left hand to make a circular motion to suggest talking;  
  problem — shake both hands on either side of the head as if frustrated;  
  solution — point right pointer finger in air in an a-ha motion).

4. Invite students to repeat the definitions and hand motions to a partner.
5. Instruct students to write each definition in their vocabulary notebook.
6. Add words to the word wall.

### Making a Connection

Who can tell me the parts of a paragraph (introduction, details, and concluding statement)? (Allow for wait time before asking students to share out responses.) Just like we learned about the structure of a paragraph, sentences and texts also have specific structures. Understanding the structure of sentences and paragraphs can help us better understand the text.

### Anticipatory Set/Introduction to the Lesson

1. Introduce the “I can” statements to students. Have students recite the statements to a partner.
2. Set purpose for the lesson: “Today we will learn about the five different types of text structures authors use when they write an informational text, and we will learn how to find specific key words which can help us as the reader to identify which text structure is being used.”
3. Post a skeletal of the Text Structure Anchor Chart (Handout RI.3.8-1.2) where only the structure names are listed under the “Structure” column. Ask students to read the names of each structure listed.
4. Going down the list, ask students which structure names are familiar to them, or which they have learned about before. Ask “What does that mean?” (Ex: “What does it mean to compare and contrast?”, “What is a description?”, etc.)

### Guided Practice

1. Using the Text Structure Anchor Chart, ask students to look at the column labelled “Defined.”
2. Going through each text structure type, work with students to develop a definition of each text structure type. Record on the anchor chart. (Note: This is an ideal place to introduce the daily vocabulary words and motions with students.)
3. Once all definitions have been placed on the anchor chart, chorally review the meaning of each text structure type with students.
4. Move to the column labelled “Clues.” Explain to students that each text structure type has specific key words, or clues, which signal to the reader the text structure being utilized.

### Independent Practice

1. Break students into groups. Give each group a copy of the Text Structure Key Words Activity Cards (Handout RI.3.8-1.3).
2. Give each student a copy of the Text Structure Reference Table (Handout RI.3.8-1.2) to use in completing the activity. Remind students not to lose this resource, they will need it throughout the unit.
3. Explain to students that they will work together to read the information on each card about
### Guided Practice (continued)

5. Working on one row at a time, reread the text structure name and definition. Then provide students with one or two example key words which would be used for that text structure type. (Ex: “If I am reading a descriptive passage, then there will be a lot of adjectives, because adjectives describe something.”)

6. Have students work with table groups to brainstorm other key words which would signal each specific text structure. Record correct student responses on the anchor chart. Provide support as needed.

### Independent Practice (continued)

Janelle Monáe. Using the anchor chart and their reference tables, they will use the definitions of each text structure and the key words in each paragraph to identify which text structure each card represents.

4. Monitor to listen in on student conversation and redirect understanding as needed.

### Reflection and Closing

1. As a class, discuss students’ responses to check understanding of each text structure type. Have students give their reasoning for why they chose specific labels for each paragraph. Use the reasoning on the answer key to support student understanding, if necessary.

2. Explain to students that the class will spend additional time working on each text structure type as the unit progresses.

### Handouts for Lesson

- **RI.3.8-1.1** Text Structure Reference Table
- **RI.3.8-1.2** Text Structure Anchor Chart
- **RI.3.8-1.3** Text Structure Key Words Activity Cards
| STANDARDS GUIDEBOOK | RI 3.7 – 3.9 Integration of Knowledge and Ideas |

**Handout RI.3.8-11**

**Text Structure Reference Table**

<table>
<thead>
<tr>
<th><strong>Compare and Contrast</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the text compare two or more items or ideas?</td>
</tr>
<tr>
<td>How are they different?</td>
</tr>
<tr>
<td>How are they the same?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Cause and Effect</strong></th>
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</thead>
<tbody>
<tr>
<td>Does the text explain what happened and why it happened?</td>
</tr>
<tr>
<td>Does the text show a cause and not a solution?</td>
</tr>
<tr>
<td>Does the text show a solution and not a cause?</td>
</tr>
<tr>
<td>What is the problem stated in the beginning?</td>
</tr>
<tr>
<td>Solution: problem</td>
</tr>
<tr>
<td>Keywords: problem, solution, solve, idea, issue</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Problem and Solution</strong></th>
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<tbody>
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<td>In the text, is the problem stated in the beginning?</td>
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<tr>
<td>Is the solution found at the end?</td>
</tr>
<tr>
<td>Does this event take place over time?</td>
</tr>
<tr>
<td>Sequence: then, next, after, second, before, finally</td>
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<table>
<thead>
<tr>
<th><strong>Description</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What specific person, place or thing is being described?</td>
</tr>
<tr>
<td>Example: for instance, for example, in addition</td>
</tr>
</tbody>
</table>

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<td>Sequence: then, second, before, finally</td>
</tr>
<tr>
<td>Keywords: then, second, before, after, finally</td>
</tr>
</tbody>
</table>
# Informational Text Structures

<table>
<thead>
<tr>
<th>Structure</th>
<th>Defined</th>
<th>Clue</th>
<th>Visual</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
<td>Text provides elements or characteristics of something.</td>
<td>Examples, characteristics</td>
<td>Mind Map</td>
<td>Ice cream as a dessert, bakery snack technology. The book comes in a clear plastic bag.</td>
</tr>
<tr>
<td><strong>Compare</strong></td>
<td>The text makes explicit comparisons or similarities between people, places, things, etc.</td>
<td>Notes, differences</td>
<td>Concept Map, flowchart</td>
<td>The book comes in a clear plastic bag.</td>
</tr>
<tr>
<td><strong>Contrast</strong></td>
<td>The text makes explicit comparisons or similarities between people, places, things, etc.</td>
<td>Notes, differences</td>
<td>Concept Map, flowchart</td>
<td>The book comes in a clear plastic bag.</td>
</tr>
<tr>
<td><strong>Order</strong></td>
<td>The text presents information in a sequence or order of events or steps in a process.</td>
<td>Order of events, stages</td>
<td>Flowchart</td>
<td>The book comes in a clear plastic bag.</td>
</tr>
<tr>
<td><strong>Sequence</strong></td>
<td>The text presents information in a sequence or order of events or steps in a process.</td>
<td>Order of events, stages</td>
<td>Flowchart</td>
<td>The book comes in a clear plastic bag.</td>
</tr>
<tr>
<td><strong>Problem</strong></td>
<td>The text introduces a problem or issue and then suggests a solution.</td>
<td>Problems, solutions</td>
<td>Process Map</td>
<td>The book comes in a clear plastic bag.</td>
</tr>
<tr>
<td><strong>Solution</strong></td>
<td>The text introduces a problem or issue and then suggests a solution.</td>
<td>Problems, solutions</td>
<td>Process Map</td>
<td>The book comes in a clear plastic bag.</td>
</tr>
<tr>
<td><strong>Cause</strong></td>
<td>The text introduces a cause and effect relationship, often explaining why something happens.</td>
<td>Cause, effect</td>
<td>Process Map</td>
<td>The book comes in a clear plastic bag.</td>
</tr>
<tr>
<td>1</td>
<td>After graduating from high school, Monáe studied music at a school in New York City. However, she quickly dropped out. The school would not let her be as creative as she wanted to be.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>In 2013, Monáe released her second record, &quot;The Electric Lady.&quot; It continues to take listeners on a musical journey with Cindi Mayweather. This record was even more popular than &quot;The ArchAndroid.&quot;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>A famous rapper named Big Boi was there. He liked Monáe's performance. He decided to use her voice on his next album with the group OutKast. But Monáe wanted to make her own music. Her 2007 record attracted a famous producer named Diddy. He signed Monáe to his record company as a solo artist.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>From a young age, Monáe stood out as a singer at church. She also performed in musicals. Monáe was also a gifted writer. She joined a young writers' group and wrote several plays and musicals. She wrote one story when she was only 12 years old. It was about a boy and girl who fight for the love of a plant.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Born in Kansas in 1985, singer Janelle Monáe began performing as a child. She got her big break when she was invited to perform on several tracks for the hip-hop group OutKast. She later got a record deal from producer Sean &quot;Puffy&quot; Combs and his record company.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ANSWER KEY**

1. **Cause/Effect:** Because the school would not let her be creative, she dropped out.

2. **Compare/Contrast:** Compares her two different records, stating the popularity of one was greater than the other even though both are based on the same character.

3. **Problem/Solution:** Being signed to Diddy's record company solved the problem of her wanting to make her own music.

4. **Description:** Describes young Monáe and her first musical.

5. **Sequence:** Outlines Monáe's rise from child performer to having a record deal.
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

ESTIMATED TIME

25 minutes

LESSON TARGET(S)

• Recognize when an author is using a descriptive text structure in an informational text.
• Describe the logical connection between particular sentences and paragraphs in a text that identify that a descriptive text structure is being used.
• Recognize key words that signal which text structure is being used in an informational text.

TEXT(S)

“In Egypt, you could get jail time for joining the #InMyFeelingsChallenge” (NewsELA - adjusted to 710 Lexile)

GUIDING/TEXT-DEPENDENT QUESTION(S)

1. How do we know that the author is using a descriptive text structure? What words helped us determine this particular text structure was being used?
2. What is the purpose of an author using a descriptive text structure?
3. Why would an author choose to begin their informational texts with a descriptive text structure?

RESOURCES AND MATERIALS

• NewsELA Text
• Text Structures Anchor Chart
• Highlighters

TEXT DEPENDENT WRITING PROMPT

N/A

INSTRUCTIONAL PLAN

Understanding Lesson Purpose and Student Outcomes

☐ I can recognize when an author uses a descriptive text structure in an informational text.
☐ I can identify key words that signal a descriptive text structure is being used.
☐ I can describe how the logical connection between particular sentences and paragraphs in a text help the reader.

Academic Vocabulary Instruction

1. Review the vocabulary words: compare, contrast, text structure, cause, effect, sequence, description, problem, and solution using the student-friendly definitions and hand motions from the previous day.
2. Introduce the vocabulary words main idea, supporting details, author’s reasons, logical connection, and signal words by giving a student-friendly definition and utilizing hand motions.
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Academic Vocabulary Instruction (continued)

(Suggested hand motions: main idea – make a fist and circle it in the air; supporting details – make a fist with the right hand, use the left pointer finger to draw lines away from the first, representing the details that support the main idea; author’s reasons – use left pointer finger to count off 1-3 on right hand fingers; logical connection – touch one finger to middle of forehead and “bounce” forward to make a path/connection; signal words – flash fingers on both hands like a warning sign.)

3. Have students practice saying the definitions while practicing the motions with a partner.
4. Instruct students to write each definition in their vocabulary notebook.
5. Add words to the word wall.

Making a Connection

Yesterday we started to develop this anchor chart to learn the types of text structures authors use when writing an informational text (Handout RI.3.8-1.2). We learned that there are five different text structure types authors can use. Today we are going to focus on descriptive text structures. Let’s review what text structure and description mean. (Review vocabulary words with student-friendly definitions and hand motions.)

Anticipatory Set/Introduction to the Lesson

1. Introduce the “I can” statement to the class. Have students recite the statements with a partner.
2. Set purpose: “Who is familiar with the #InMyFeelingsChallenge? (Wait for students to raise hands/respond.) This week we are going to use a text about the #InMyFeelingsChallenge to help us learn about informational text structures. Today we are going to focus on the descriptive text structure.”
3. Explain to students that when an author writes an informational text, they usually write with the presumption that their audience has no background knowledge related to the subject on which they are writing. When an author is telling the reader about the topic using a lot of details, descriptive text structure is used.
4. Direct student attention to the “Clues” column of the Text Structure Anchor Chart (Handout RI.3.8-1.2). Remind students that if they see a lot of examples, characteristics, adjectives, or mental images, they are probably reading a passage with a descriptive text structure.
5. Pass out copies of the text and highlighters to students.
6. Prior to reading, direct students to listen for paragraphs where they see a lot of examples, characteristics, and adjectives which help them better understand what is happening in the text or providing background information. As students follow along, read the text aloud to model fluency and aid in comprehension.

Guided Practice

1. After reading the text to students, direct their attention to the first paragraph. Reread the first paragraph, encouraging students to read along.

Independent Practice

1. Have students continue to work with their partners to read paragraphs 3 and 4,
### Guided Practice (continued)

2. After reading, model a think-aloud. “I don’t know much about the #InMyFeelingsChallenge, but I found some information in this paragraph which give me some characteristics to help me understand what this challenge is.” Model using your highlighter to highlight the following sentences: “They are getting out of their cars to dance to singer Drake’s song, ‘In My Feelings.’” and “The stunt is part of an Internet craze called the ‘In My Feelings’ challenge.” Explain to students that these sentences help the reader understand that the challenge has something to do with people getting out of their cars, a specific dance, a specific song by a specific singer, and that it is a big deal on the Internet.

3. Chorally read the second paragraph.

4. Ask students to talk to a partner to identify sentences from this paragraph which provide examples, characteristics, adjectives, or mental images of the challenge. (Allow for talk time.)

5. Have students share out with the class which example sentences they found. As students share out, have them explain why they chose that particular sentence. (Students should be able to explain how the sentence provides an example, characteristic, adjective, or mental image.) Encourage students to highlight correct sentences on their texts.

### Independent Practice (continued)

continuing to identify and highlight sentences that provide a description of the challenge.

2. Once students have identified the descriptive sentences in their text, have them share out their findings with the class, providing their reasoning.

3. As students are sharing out, record several examples on the final column of the anchor chart, labelled “Examples.”

### Reflection and Closing

1. Ask students the following question: “Why would an author choose to begin their informational texts with a descriptive text structure?” (Allow time for students to turn-and-talk.)

2. Have students share out their responses with the class. (By beginning with a descriptive text structure, the author can ensure that the reader is provided with background knowledge they will need to understand the remainder of the text.)

3. Tell students they will continue to read the passage tomorrow to learn about another text structure used by authors.

### Handouts for Lesson

**RI.3.8-1.2** Text Structure Anchor Chart
### ESTIMATED TIME

25 minutes

### LESSON TARGET(S)

- Describe the logical connection between particular sentences and paragraphs in a text that signal a sequential text structure is being used.
- Recognize key words that signal which text structure is being used in an informational text.

### TEXT(S)

“In Egypt, you could get jail time for joining the #InMyFeelingsChallenge”
(NewsELA - adjusted to 710 Lexile)

### GUIDING/TEXT-DEPENDENT QUESTION(S)

1. How do we know that the author is using a sequential text structure? What words helped us determine this particular text structure was being used?
2. How does having a sequential text structure assist readers when reading an informational text?
3. How can readers determine that a sequential text structure is being used, even if there are not many sequential key words in the passage?

### RESOURCES AND MATERIALS

- Text
- Highlighters (different color from previous day)
- Sequence Text Structure Anchor Chart
- Sequential Events Graphic Organizer
- Notecard
- Pencils

### TEXT DEPENDENT WRITING PROMPT

N/A

### INSTRUCTIONAL PLAN

**Understanding Lesson Purpose and Student Outcomes**

- I can recognize when an author uses a sequential text structure in an informational text.
- I can identify key words that signal a sequential text structure is being used.
- I can describe how the logical connection between particular sentences and paragraphs in a text help the reader.
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Academic Vocabulary Instruction

1. Review all previously learned vocabulary words using the student-friendly definitions and hand motions by calling out definitions and having students provide the word and the matching hand signal.
2. Focus students’ attention on the following words by having them echo the definitions: logical connection, text structure, signal words, and sequence. These words will be a focus for today’s lesson.

Making a Connection

We have been learning about the different text structures authors use in informational texts. Yesterday we read a passage about the #InMyFeelingsChallenge. We focused on the first four paragraphs of the text, and we determined that the author was using a descriptive text structure. Who remembers why we thought a descriptive text structure was being used? (Allow for wait time.) Tell your partner why we thought it was a descriptive text structure. (Allow for talk time. Answer: The author used multiple descriptive sentences to describe the challenge, developing the reader’s background knowledge.)

Anticipatory Set/Introduction to the Lesson

1. Introduce the “I can” statement to students. Have students repeat the statements to a partner.
2. Set purpose: “Today we are going to continue to read the same passage, but we are going to see something interesting happen. In an informational text, authors can actually use multiple text structures. Even though we found an example of a descriptive text structure used yesterday, today we will read the entire passage to help us learn about the sequential text structure also used by the author.”
3. Introduce the Sequence Text Structure Anchor Chart to students (Handout RI.3.8-3.1). Explain to students that when we sequence events, we put them in order, like items on a timeline. Introduce students to the key words often used by authors to signal sequence: first, next, then, finally, etc. Record the words on the anchor chart. Emphasize though that authors do not always use these as cues.
4. Explain that one fail-proof way to recognize that a text has a sequential text structure is for the reader to ask themselves “If I move events around into a different order, will the text still make sense?” If the text still makes sense, then it does not have a sequential text structure. However, if a text does NOT make sense, it most likely uses a sequential text structure.
5. Set the purpose for reading by telling students to follow along as you reread the text aloud and listen for major events in the text. After listening, they will determine if these events can be moved into a different order and have the text still make sense or not.

Guided Practice

1. Pass out highlighters (a different color from the previous day). Read the text aloud, encouraging students to follow along and highlight on their texts of any major events they find.

Independent Practice

1. Working in table groups, have students continue to read through the remainder of the passage to identify other
### Guided Practice (continued)

2. After reading, pass out copies of the Sequential Events Graphic Organizer (Handout RI.3.8-3.2). Post a larger version on the Smartboard, Promethean board, projector, or chart paper as a recording visual for students.

3. Model a think aloud by saying “As we read this text, I understood that the main idea of the text was that the #InMyFeelingsChallenge is a popular but dangerous challenge being done all over the world. In response to this, authorities in different countries are starting to punish people for doing the challenge.”

4. Continue to model a think aloud by saying “To determine whether a sequential text structure is being used, I need to identify the major events in this text so that I can see if I can rearrange them. The first major event that this text talks about is people doing the challenge. In paragraphs 1 and 2, the major event being described is the challenge, and what people do as part of the challenge — they jump out of their cars and dance. On my graphic organizer I’m going to write the following sentences to help me remember this major event.”

5. Record the following sentences on your copy of the graphic organizer, noting “Paragraphs 1 and 2” and keyword “then.” Encourage students to record on their organizers as well.
   - Jumping out of a moving car to dance is a bad idea.
   - Thousands of people around the world are doing it.
   - Then they post the videos online.

6. Have students chorally read paragraphs 3-6 with you. After reading paragraph 6, as students if they recognized a different major event. (Allow for think time.) Use highlighters to notate paragraph 6. Encourage students to provide sentences which support the major event.
   - In recent weeks some unlucky participants have been hit by cars.
   - They have been fined by police or badly hurt.
   - One American teen was seriously hurt.
   - One woman was robbed.
   - Other distracted dancers have tripped over holes in the road.

### Independent Practice (continued)

1. After students have completed their graphic organizers, ask the following: “Look at your graphic organizer. If you cut the graphic organizer apart and moved these note boxes into a different order, would the passage still make sense? Why or why not?” Have students discuss their answers with their table groups.

2. Facilitate a class discussion where students respond with their answers to the question. (No, the text would not make sense. For example, if events were rearranged, then the police would be issuing penalties, people would be in danger, and people would be dancing, which makes no sense.)
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Guided Practice (continued)

7. Record some of these sentences as evidence on the graphic organizer, noting “Paragraph 1” and keyword “also.” Encourage students to record on their organizers as well.
8. Continue with paragraphs 7 and 8, chorally reading and identifying the major event. Record evidence on anchor charts.

Reflection and Closing

1. Ask students to consider the discussion they had. Ask the following question: “Is a sequential text structure used in this text? How do you know?”
2. Have students write their responses on a note card and collect as an exit ticket.

CENTER TITLE SEQUENCING SCIENTIFIC EVENTS

<table>
<thead>
<tr>
<th>Focus standard</th>
<th>Materials</th>
<th>Student Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.3.8</td>
<td>“Life Cycle of a Frog” (Lexile Level 820L) from ReadWorks.org&lt;br&gt;Four-Square Graphic Organizer&lt;br&gt;Pencils</td>
<td>1. Read the text “Life Cycle of a Frog.”&lt;br&gt;2. Identify key details of the frog’s life cycle using a four-square graphic organizer.&lt;br&gt;3. After the organizer is completed, use the information to write a report on a frog’s life cycle.&lt;br&gt;4. Be sure to include transition words, a topic sentence and a concluding sentence.&lt;br&gt;5. Share your paragraph with a partner. &lt;br&gt;Note: Additional/alternate passages may be used.</td>
</tr>
</tbody>
</table>

Additional Standards: W.3.2

Center Accountability Completed Four Square Organizer and Paragraph

HANDOUTS FOR LESSON

RI.3.8-3.1 Sequence Text Anchor Chart<br>RI.3.8-3.2 Sequential Events Graphic Organizer
Sequencing
- putting things in order
- the order of events in a story

First • Next • Then • Finally

or □ → □ → □

Clue Words:
- first before afterward
- next after eventually
- then later meanwhile
- finally at least the next day
Paragraph: __________________  Signal Words (if any): _________________________________

Paragraph: __________________  Signal Words (if any): _________________________________

Paragraph: __________________  Signal Words (if any): _________________________________

Paragraph: __________________  Signal Words (if any): _________________________________

Paragraph: __________________  Signal Words (if any): _________________________________

Paragraph: __________________  Signal Words (if any): _________________________________
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

**ESTIMATED TIME**
25 minutes

**LESSON TARGET(S)**
Describe the logical connection between particular sentences and paragraphs in a text that signal a comparison text structure is being used.

**TEXT(S)**
“In Egypt, you could get jail time for joining the #InMyFeelingsChallenge”
(NewsELA - adjusted to 710 Lexile)

**GUIDING/TEXT-DEPENDENT QUESTION(S)**
How do we know that the author is using a comparison text structure?

**RESOURCES AND MATERIALS**
- Text
- Highlighters (different colors from previous days)
- Text Structure Anchor Chart
- Double Bubble Map Graphic Organizer

**TEXT DEPENDENT WRITING PROMPT**
You have read how authorities around the world are responding to the #InMyFeelingsChallenge. Choose two responses from the text and write to explain their similarities and differences.

**INSTRUCTIONAL PLAN**

**Understanding Lesson Purpose and Student Outcomes**
- I can recognize when an author uses a comparison text structure in an informational text.
- I can describe the logical connection between particular sentences and paragraphs in a text.

**Academic Vocabulary Instruction**
1. Review the following vocabulary words: logical connection, compare, contrast, text structure, and supporting details.
2. Have students practice the hand motions while stating the student-friendly definitions with a partner.
3. Do a 4-square with the phrase “logical connection” (suggested box labels: sentence, definition, examples, non-examples).

**Making a Connection**
Who can tell me the names of the five text structures used by authors of informational texts? (Allow for think time. Randomly select students to answer.) Remember that yesterday I told you authors of informational texts can use more than one text structure in their writing. So far in our text, we have found examples of descriptive and sequential text structures. Today we are going to read the passage again, but this time we will look for comparison text structures.
**RI.3.8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

### Anticipatory Set/Introduction to the Lesson

1. Review the “I can” statements. Have students repeat the statements to a partner.
2. Direct students’ attention to the Text Structure Anchor Chart (Handout RI.3.8-1.2). Review the row labelled “Compare and Contrast.”
3. Remind students that sometimes authors use key words to signal if a comparison is taking place, but sometimes readers have to recognize where comparisons are occurring without key words.
4. Set the purpose: “Today we will look in the text to see if we can find examples of comparison between sentences and paragraphs to see if the author used a comparison text structure. We will look for key words, but we will also use logic or inferencing to help us see if there are comparisons, as well.”
5. As a class, chorally read the entire text.
6. Focus students’ attention to paragraphs 8-13. Model a think aloud “In this passage, I didn’t really notice any comparison key words. However, I did notice something interesting in these paragraphs. In paragraphs 8-13, the author mentioned many different countries and what authorities there are doing with participants of the challenge to punish them. I know that to compare means that I tell how things are similar, and to contrast means I tell how they are different. I really think that I could make some comparisons from these paragraphs.”

### Guided Practice

1. Display a large copy of the Double Bubble Map Graphic Organizer (Handout RI.3.8-4.1).
2. Display a projected copy of the text.
3. Pass out highlighters to students (a different color than was used the previous days).
4. Direct students’ attention to paragraph 8. Model a think aloud by saying, “This passage talks about an actor and singer from the country of Turkey. It says that she will get a ticket for endangering traffic. I am going to highlight ‘Turkey’ and ‘the star will get a ticket’ to show what authorities in Turkey are doing to punish people who participate in the challenge.” Model highlighting and encourage students to highlight.
5. Chorally read paragraph 9. Ask students “What information do we see here about how authorities are punishing people who participate in the challenge?” Allow for wait time, then randomly call on students to share the name of the country and what is being done. Highlight students’ responses on your text and encourage students to highlight on their own texts.
6. Direct students’ attention to the Double Bubble Map Graphic Organizer. Explain that a double bubble map is used to compare and contrast ideas.

### Independent Practice

1. Pass out student copies of the Double Bubble Map Graphic Organizer (Handout RI.3.8-4.1).
2. Allow students to work with a partner to read paragraphs 10-13. After rereading the paragraphs, students will follow the same process used in the Guided Practice to identify countries/cities and what the authorities are doing in response to the #InMyFeelingsChallenge.
3. After students have had time to identify the information from the text, let them work together to complete the graphic organizer with their partner.
4. Walk around the room and monitor student discussion and work, redirecting/assisting.
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

<table>
<thead>
<tr>
<th>Guided Practice (continued)</th>
<th>Independent Practice (continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Ask students to identify the two ways authorities are responding to the challenge, as identified in the two paragraphs read (give a ticket, being arrested/going to jail). In the middle bubble on the left, write “give a ticket,” and on the right middle bubble write “arrest/send to jail”.</td>
<td>completion of the graphic organizer to ensure it is filled out correctly.</td>
</tr>
<tr>
<td>8. Direct students’ attention to the outer bubbles. Ask them which country/city is doing each action. Write the country and city names in an outer bubble to show which consequence they are enforcing (Turkey attaches to the “give a ticket” bubble, Egypt and Abu Dhabi will get their own circles attached to the “arrest/send to jail” bubble).</td>
<td><strong>Writing Extension</strong> (to be completed either during the writing block, at the teacher table, or as additional guided/independent practice): You have read how authorities around the world are responding to the #InMyFeelingsChallenge. Choose two responses from the text and write to explain their similarities and differences. <strong>Note:</strong> Incorporate any currently established writing routine/strategies with the Writing Extension activity (ex: RACES, 4-Square, etc.)</td>
</tr>
<tr>
<td>9. Bring student attention to the bubble connecting “give a ticket” and “arrest/send to jail.” Ask students to think about what these two bubbles have in common. Have students discuss their thoughts with a partner (allow for talk time). Have students share their thoughts (the commonality is that they are both punishments/consequences for doing the challenge). Record student responses on the bubble map.</td>
<td></td>
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</tbody>
</table>

Reflection and Closing

1. Ask students to share their findings from the text with the class.
2. Ask students to determine whether they think a comparison text structure was used in these final paragraphs. (Allow for think time.) Discuss as a class, having students give their reasoning to support why or why not they think a comparison text structure was used.
3. Explain that the focus for tomorrow is a different text structure.
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

CENTER TITLE

WRITING: CREATING A CLASS BOOK

<table>
<thead>
<tr>
<th>Focus standard</th>
<th>Materials</th>
<th>Student Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.3.8</td>
<td>• Paper</td>
<td>1. Read the text “Animals Get Ready.”</td>
</tr>
<tr>
<td></td>
<td>• Pencils</td>
<td>2. Create a tri-fold brochure presenting the ways animals prepare for winter, citing information from the text.</td>
</tr>
<tr>
<td><strong>Additional Standards:</strong></td>
<td><strong>“Animals Get Ready”</strong> (Lexile Level 690L) from ReadWorks.org</td>
<td>3. Be sure to include at least three compare/contrast relationships.</td>
</tr>
<tr>
<td>W.3.2</td>
<td></td>
<td>4. Share with a partner at the center.</td>
</tr>
</tbody>
</table>

Center Accountability

Completed Foldable

HANDOUTS FOR LESSON

RI.3.8-1.2 Text Structure Anchor Chart Example
RI.3.8-4.1 Double Bubble Map Student Graphic Organizer
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

ESTIMATED TIME
25 minutes

LESSON TARGET(S)
Describe the logical connection between particular sentences and paragraphs in a text that signal a cause and effect text structure is being used.

TEXT(S)
“In Egypt, you could get jail time for joining the #InMyFeelingsChallenge” (NewsELA - adjusted to 710 Lexile)

GUIDING/TEXT-DEPENDENT QUESTION(S)
1. How do we know that the author is using a cause and effect text structure?
2. How does a cause and effect text structure assist readers when reading an informational text?
3. How can readers determine that a cause and effect text structure is being used, even if there are not many cause and effect key words used in the passage?

RESOURCES AND MATERIALS
• Text
• Highlighters (different colors from previous days)
• Cause and Effect Text Structure Anchor Chart
• Cause and Effect Graphic Organizer

TEXT DEPENDENT WRITING PROMPT
N/A

INSTRUCTIONAL PLAN
Understanding Lesson Purpose and Student Outcomes
☐ I can recognize when an author uses a cause and effect text structure in an informational text.
☐ I can identify what happened and why it happened in a text.
☐ I can describe the logical connection between particular sentences and paragraphs in a text.

Academic Vocabulary Instruction
1. Review the following vocabulary words: passage, logical connection, cause, effect, identify, text evidence, and signal words.
2. Have students work with a partner to review the student-friendly definitions and created hand motions.
3. Play a matching game with definitions using the word wall.
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Making a Connection

We have been spending a lot of time with our passage about the #InMyFeelingsChallenge. We have been using this passage to understand that authors of informational texts will frequently have multiple text structures in their writing. So far this author has used descriptive, sequential, and comparison text structures to give us a lot of information about the challenge and how it is leading law enforcement and governments to issue consequences for participants.

Anticipatory Set/Introduction to the Lesson

1. Review the “I can” statement with students. Have students recite the statement to a partner.
2. Set purpose with students: “Today we will continue to read this passage to see if we can find some cause and effect relationships which might signal that a cause and effect text structure has also been used.”
3. Direct students’ attention to the Cause and Effect Text Structure Anchor Chart (Handout RI.3.8-5.1). Remind students that this is not the first time they have worked with cause and effect, but this is a concept they should be familiar with from previous grades.
4. Remind students that an easy way to remember cause and effect is to say to themselves as they read "Because this event occurred, this effect happened." Emphasize the cause and effect in the phrase.

Guided Practice

1. Pass out highlighters to students (a different color from the previous days).
2. Set the purpose for reading by telling students they will read the passage to determine if there is a cause and effect relationship in the main idea of the text. (Allow for reading time.)
3. Focus students’ attention to the section header “Challenge Puts People in Danger.” Model a think aloud, “Because I am familiar with this text, I know that it is about people doing the #InMyFeelingsChallenge, which has caused a lot of people to get seriously injured or harmed, and that authorities have started punishing people to help keep them safe. I see the header ‘Challenge Puts People in Danger,’ and I see the header ‘Strict Penalties for Taking Part.’ If I say to myself ‘Because this event occurred, this effect happened,’ I can then fill it in with the headers and instead say ‘Because the challenge puts people in danger, there are strict penalties for taking part.’ That sounds like a cause and effect relationship to me. Let’s highlight those headers and direct our attention to the paragraphs under those headers.”
4. Have students reread paragraphs 5-13 with their groups. Encourage them to highlight sentences or notate specific

Independent Practice

1. Tell students that they will continue to go through the remainder of the passage, identifying cause and effect relationships and recording them on their graphic organizers. Remind students that cause and effect relationships can be found between different paragraphs (as was just modeled,) or between sentences.
2. Allow for students to work with a partner to complete the task.
3. Monitor as students work, providing feedback as necessary.
Guided Practice (continued)

- Display a larger copy of the Cause and Effect Graphic Organizer (Handout RI.3.8-5.2) and hand out student copies.
- Model a think aloud, “As I was reading, I notated several causes in paragraph 6. The first sentence in that paragraph says that people have been hit by cars. I’m going to record that on my graphic organizer.” Encourage students to record on their organizers. Ask students if they found any other causes in the paragraph. Record student responses on the graphic organizer.
- Ask students to look and see if there are any effects of these causes in the same paragraph (there aren’t). Explain that the effect might be found in the next paragraph. Direct student attention to paragraph 7.
- Model a think aloud “I see an effect in this first sentence of paragraph 7. It says that ‘Police have started sending warnings.’ Because people are hurting themselves doing the challenge, the effect of that is police sending out warnings. I’m going to write that on my graphic organizer.” Have students record on their graphic organizer. Ask students if they found any other effects in this paragraph. Record student responses on the graphic organizer.

Reflection and Closing

1. Randomly select students to share the cause and effect relationships they found. As they share, have them tell whether these were sentence-level or paragraph-level relationships.
2. Ask students: “How were you able to determine that a cause and effect text structure was being used, even though there weren’t any cause and effect key words used in the passage?” (Allow think time). Have students discuss their answers with their table group. (Allow for talk time.)
3. Have students share their responses with the class.
### CENTER TITLE

#### CAUSE AND EFFECT TEXT STRUCTURE

<table>
<thead>
<tr>
<th>Focus standard</th>
<th>Materials</th>
<th>Student Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.3.8</td>
<td>• Cause and Effect Graphic Organizer (Handout RI.3.8-5.2)</td>
<td>1. Read the passage “Fleeing Goma: Eruption in the Congo” with a partner.</td>
</tr>
<tr>
<td></td>
<td>• “Fleeing Goma: Eruption in the Congo” (Lexile Level 820L) and question set (Lexile Level 820L) from ReadWorks.org</td>
<td>2. Find at least three cause and effect relationships in the text.</td>
</tr>
<tr>
<td></td>
<td>• Pencils</td>
<td>3. Complete the graphic organizer to record your findings.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Answer the questions from the text.</td>
</tr>
</tbody>
</table>

**Center Accountability**  
Finished Student Product

### HANDOUTS FOR LESSON

- **RI.3.8-5.1**  
  Cause and Effect Text Structure Anchor Chart Example
- **RI.3.8-5.2**  
  Cause and Effect Graphic Organizer
Cause & Effect

Cause → The reason
Why something happened

Effect → The result
What happened

Go - because - since - as a result - due to

RI 3.8-8
RI.3.8  CAUSE AND EFFECT GRAPHIC ORGANIZER

Text Title: ________________________________

<table>
<thead>
<tr>
<th>CAUSE</th>
<th>EFFECT</th>
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</table>

Paragraph: ______________ Signal Words (if any): __________________________

<table>
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<th>EFFECT</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Paragraph: ______________ Signal Words (if any): __________________________
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

**ESTIMATED TIME**

25 minutes

**LESSON TARGET(S)**

Describe the logical connection between particular sentences and paragraphs in a text that signal a problem and solution text structure is being used.

**TEXT(S)**

“In Egypt, you could get jail time for joining the #InMyFeelingsChallenge” (NewsELA - adjusted to 710 Lexile)

**GUIDING/TEXT-DEPENDENT QUESTION(S)**

How do we know that the author is using a problem and solution text structure?

**RESOURCES AND MATERIALS**

- Text
- Highlighters (different colors from previous days)
- Fish Bone Problem/Solution Graphic Organizer

**TEXT DEPENDENT WRITING PROMPT**

You have read a passage about the #InMyFeelingsChallenge. This text outlined a problem faced by many cities and countries around the world. Write to outline the problem and provide at least two examples from the text about how the problem is being solved.

**INSTRUCTIONAL PLAN**

**Understanding Lesson Purpose and Student Outcomes**

☐ I can identify a problem and solution in a text.
☐ I can recognize when an author uses a problem/solution text structure in an informational text.
☐ I can describe the logical connection between particular sentences and paragraphs in a text.

**Academic Vocabulary Instruction**

1. Review the following vocabulary words: logical connection, problem, solution, author’s reasons, and main idea.
2. Have students practice the hand motions while stating the student-friendly definitions with a partner.
3. Do a 4-square with the phrase “author’s reasons” (suggested box labels: sentence, definition, examples, non-examples).
Making a Connection

Think about your week. Have you faced any problems in the past week? How did you fix your problems? Was your problem the result of another action you did? (Allow think time.) In today’s lesson we are going to look at our passage one more time to see if there was a problem that people tried to solve.

Anticipatory Set/Introduction to the Lesson

1. Review the “I can” statements with students. Have students recite the statements to a partner.
2. Set the purpose: “Remember we have said that authors of informational text can use multiple text structures in their writing. We have seen so many different types of text structures used. Today we are going to see if we can find a problem and solution in the text. If there is a problem/solution text structure, the author will usually start the passage with the problem, then explain different solutions which have been attempted to solve the problem throughout the rest of the passage.”
3. Post a large copy of the Fish Bone Problem/Solution Graphic Organizer (Handout RI.3.8-6.1) so students can see and provide students with their own copy of the graphic organizer.
4. Pass out highlighters to students (a different color from the previous days).
5. Direct students’ attention to the first paragraph of the text. Set the purpose for reading by having students look for a problem presented by the author. Have students read the first paragraph to themselves, highlighting an identified problem if there is one.
6. Direct students’ attention to the first sentence. Model a think aloud: “The first sentence of this entire text says, ‘Jumping out of a moving car to dance is a bad idea.’ If I keep reading the first paragraph, it says ‘You could get very badly hurt. Thousands of people around the world, though, are doing it.’” I know that if an author is using a problem/solution text structure, they are starting their entire text with a problem. Is it a problem that thousands of people are jumping out of their cars to dance? (Allow students to respond.) This sounds like a problem that people would want to find a solution to. I’m going to write ‘People are jumping out of their cars to dance’ in the Problem box of my graphic organizer.”
7. Record the sentence on the graphic organizer. Encourage students to record the problem on their graphic organizers.

Guided Practice

1. Tell students that now that a problem has been identified, solutions must be provided by the author.
2. Say, “We are familiar with this text. What solutions do we know have been attempted to stop this problem?” Allow students to brainstorm the different solutions with their table groups.
3. Ask two students to share an example of a solution that has been attempted. When they give their solution, they must

Independent Practice

1. Have students work independently to complete the graphic organizer, identifying all of the solutions presented from the text.
2. Monitor as students work, providing scaffolded support and feedback as necessary.

Writing Extension (to be completed either during the writing block, at the teacher table, or as additional guided/independent practice):
You have read a passage about the
**Guided Practice (continued)**

Identify where in the text the solution was found. Encourage all students to highlight the identified solutions on their texts. Record the two solutions on the anchor chart. Have students copy on their anchor charts.

#InMyFeelingsChallenge. This text outlined a problem faced by many cities and countries around the world. Write to outline the problem and provide at least two examples from the text of how the problem is being solved.

*Note: Incorporate any currently established writing routine/strategies with the Writing Extension activity (ex: RACES, 4-Square, etc.)*

**Reflection and Closing**

1. Randomly call on students to share the additional solutions they found from the text. Ensure that students cite where they found their solution in the text.
2. Ask students: “The author did not give us information in the text on whether these solutions are stopping people from completing the challenge. What do you think the result of these solutions will be?” (Allow think time.)
3. Encourage students to share their ideas with their table groups or a partner. Call on one or two students to share their thoughts with the entire class.

**CENTER TITLE**

### SEQUENCING

**Focus standard**

- RI.3.8

**Additional Standards:**

- W.3.2

**Materials**

- “Wanted: An Orbiting Garbage Collector to Clean Up Space” (Lexile Level 613L) from NewsELA
- Four Square Graphic Organizer

**Student Procedure**

1. Read the article “Wanted: An Orbiting Garbage Collector to Clean Up Space.”
2. Write to explain how the problem and solution text structure used in the text, “Wanted: An Orbiting Garbage Collector to Clean Up Space” helped you better understand the author’s point of view. Use the four square graphic organizer to organize your thoughts.
3. Have a partner read your report to verify that it answers all the components of the prompt.

**Center Accountability**

Completed four square organizer and paragraph

**HANDOUTS FOR LESSON**

- RI.3.8-6.1 Fish Bone Problem/Solution Graphic Organizer
Name: ____________________________________________        Date: ______________
## MCCRS ELA STANDARD

**RI.3.9** Compare and contrast the most important points and key details presented in two texts on the same topic.

### KEY LANGUAGE/VERBS/TERMS Related to the Standard

<table>
<thead>
<tr>
<th></th>
<th>FORMAL DEFINITION</th>
<th>STUDENT-FRIENDLY DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Details</strong></td>
<td>A word or phrase that gives important information about an event like who, what, when, where, why</td>
<td>The information or details that support the main idea</td>
</tr>
<tr>
<td><strong>Compare</strong></td>
<td>To discuss similarities between two or more topics or objects</td>
<td>To find similarities</td>
</tr>
<tr>
<td><strong>Contrast</strong></td>
<td>To discuss differences between two or more topics or objects</td>
<td>To find differences</td>
</tr>
<tr>
<td><strong>Important Points</strong></td>
<td>Valuable content or relationship in a text</td>
<td>Significant information in the text</td>
</tr>
<tr>
<td><strong>Main Idea</strong></td>
<td>Important information that tells more about the overall idea of a paragraph or section of a passage</td>
<td>What the passage is about</td>
</tr>
<tr>
<td><strong>Informational Text</strong></td>
<td>Written with the intention of informing the reader about a specific topic</td>
<td>Stating facts about a given topic</td>
</tr>
<tr>
<td><strong>Topic Sentence</strong></td>
<td>States the point the writer wishes to make about that subject in the following paragraph</td>
<td>Where the writer states the main idea of a paragraph</td>
</tr>
<tr>
<td><strong>Concluding Sentence</strong></td>
<td>To reiterate the main point developed by the body sentences and to signal the reader that this is the end of the writing</td>
<td>Where the writer brings the writing to an end by restating the topic sentence</td>
</tr>
<tr>
<td><strong>Linking Word</strong></td>
<td>Joins clauses, sentences, and paragraphs together</td>
<td>A word or phrase that links one idea to another</td>
</tr>
</tbody>
</table>
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

**ESTIMATED TIME**

30 minutes

**LESSON TARGET(S)**

List the steps in comparing and contrasting topics.

**TEXT(S)**

N/A

**GUIDING/TEXT-DEPENDENT QUESTION(S)**

What are the similarities and differences presented in the two topics?

**RESOURCES AND MATERIALS**

- Compare and Contrast Strategy Anchor Chart
- Venn Diagram Anchor Chart
- Venn Diagram Graphic Organizer
- Vocabulary Anchor Chart
- Sticky Notes
- Compare and Contrast video

**TEXT DEPENDENT WRITING PROMPT**

N/A

**INSTRUCTIONAL PLAN**

**Understanding Lesson Purpose and Student Outcomes**

☐ I can tell the differences and similarities of two topics.

**Academic Vocabulary Instruction**

1. Introduce the vocabulary words compare and contrast using the Vocabulary Anchor Chart (Handout RI.3.9-1.4). Record the student-friendly definitions on the chart and review the hand motions from RI.3.8. (Suggested hand motions: compare – weigh both hands, like on a scale; contrast – turn hands away from one another) Have students practice using the hand motions while reciting the definition to a partner.
2. Instruct students to write each explanation in their vocabulary notebook.
3. Add words to the word wall.

**Making a Connection**

Take a minute to brainstorm some similarities and differences between kindergarten and third grade. (Allow for think time. Encourage students to jot down their ideas on a scrap of paper.) Who can share a similarity between kindergarten and third grade? (Randomly select 2-3 students to share an idea with the class.) Who can share a difference between kindergarten and third grade? (Randomly select 2-3 students to share an idea with the class.) When you are stating the similarities and differences between kindergarten and third grade, you are comparing and contrasting two topics.
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

**Anticipatory Set/Introduction to the Lesson**

1. Introduce the “I can” statement to students. Have students recite the statement to a partner.
2. Display the Compare and Contrast Anchor Chart (Handout RI.3.9-1.1). Explain to students that this week they will compare and contrast two distinct texts on the same informational topic. Students will learn how to compare and contrast two texts’ main ideas and key details.
3. Show students a video on comparing and contrasting two topics.
4. Discuss the similarities and differences between bananas and lemons from the viewed video.
5. Think aloud to model what you see: “I see two images on the same topic, fruit, but the images are different. Let’s pull out what details we see in each type of fruit to determine similarities and differences.” Invite students to turn and talk to discuss the similarities and differences between the two images.
6. Record the similarities and differences stated by the students on a Venn diagram using sticky notes (Handout RI.3.9-1.2).

**Guided Practice**

1. Display two images, both showing different images of a volcano (Handout RI.3.9-1.5, page 1).
2. Using another blank Venn Diagram, state “I see two texts on the same topic. Remember, images can be considered part of the text because we can get information from them. Looking at these images, what are these texts about?” (Allow for think time. Answer: volcanoes)
3. Explain to students that they will compare and contrast these two texts to find information about volcanoes.
4. Allow students time to analyze the images and determine similarities and differences between the two texts. Let students work in groups of 3-4 to identify similarities and differences and determine how these facts give information about volcanoes. Encourage students to write down their findings to share with the class.
5. After allowing for sufficient work time, record the similarities and differences on a class Venn Diagram (RI.3.9-1.2) using sticky notes.
6. Emphasize the purpose of the placements of similarities and differences on the Venn Diagram. Have students echo the rules for how to use a Venn Diagram.

**Independent Practice**

1. Group students in pairs.
2. Provide each group with the two images, “Iceland Homes.” (Handout RI.3.9-1.5, pg. 2).
3. In groups, students will compare and contrast the photographs using their Venn Diagrams (Handout RI.3.8-1.3).
4. Review student findings as a class by encouraging students to share one comparing and one contrasting statement for the topic.

**Reflection and Closing**

The students will answer two questions to determine their understanding of comparing and contrasting.

1. When you are stating the differences of two things, you are ________________. (contrasting)
2. When you are stating the similarities of two things, you are ________________. (comparing)
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

### HANDOUTS FOR LESSON

- **RI.3.9-1.1** Compare and Contrast Anchor Chart
- **RI.3.9-1.2** Venn Diagram Anchor Chart
- **RI.3.9-1.3** Venn Diagram Organizer
- **RI.3.9-1.4** Vocabulary Anchor Chart
- **RI.3.9-1.5** Photographs
Comparing & Contrasting Key Details in a Text

Steps:
1. Number the passages
2. Determine the main idea
3. Look for ideas that are the same
4. Look for ideas that are different
5. Make a Venn Diagram to sort your thoughts!

Compare Words
- same
- alike
- similar
- in the same way

Contrast Words
- also
- in common
- different
- although
- however
- on the other hand
- unlike
- however
- differ
- even though
**RI.3.9** I CAN compare and contrast the most important points and key details presented in two texts on the same topic.
This Venn Diagram helps me to compare and contrast.

Name: __________________________

Date: __________________________
**Academic Vocabulary**

- **Compare**: To think about and identify similarities between two or more topics.
- **Contrast**: To think about and identify differences between two or more topics.
- **Key details**: The information or details that support the main idea.
- **Main idea**: The most important point of an informational text; it is what the text is mostly about.
- **Important points**: Significant information in the text.

**Linking Words**: A word or phrase that links one idea to another.

- **Topic sentence**: The writer states the main idea.
- **Concluding sentence**: The writer bring the writing to an end by restating the topic sentence.

**Informational Writing**: States facts given topic.
RI.3.9  Compare and contrast the most important points and key details presented in two texts on the same topic.

<table>
<thead>
<tr>
<th>ESTIMATED TIME</th>
<th>LESSON TARGET(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 minutes</td>
<td>Compare and contrast elements of two different texts on the same topic.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEXT(S)</th>
<th>GUIDING/TEXT-DEPENDENT QUESTION(S)</th>
</tr>
</thead>
</table>
| • “Earth Helpers” (Lexile Level 640L) from ReadWorks.org  
• “Take Care of Our Planet” (Lexile Level 640L) from ReadWorks.org  
• “Where is the North Pole?” (Lexile Level 750L) from ReadWorks.org  
• “Arctic Climate and Sunlight” (Lexile Level 780L) from ReadWorks.org | 1. What is the main idea in each text?  
2. What new information did you get from reading text 2 that was not included in text 1? |

<table>
<thead>
<tr>
<th>RESOURCES AND MATERIALS</th>
<th>TEXT DEPENDENT WRITING PROMPT</th>
</tr>
</thead>
</table>
| • Compare and Contrast Strategy Anchor Chart  
• Venn Diagram Anchor Chart  
• Venn Diagram Graphic Organizer  
• Vocabulary Anchor Chart  
• Index Cards  
• Compare and Contrast video (https://www.youtube.com/watch?v=CkV_uRErIqk) | N/A |

**INSTRUCTIONAL PLAN**

**Understanding Lesson Purpose and Student Outcomes**

☐ I can compare and contrast two texts on the same topic.
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

Academic Vocabulary Instruction

1. Review the vocabulary words compare and contrast with the Vocabulary Anchor Chart (Handout RI.3.9-1.4).
2. Use the vocabulary anchor chart to introduce key details, main idea, and important points. Introduce the words using student-friendly definitions and hand motions. (Suggested hand motions: main idea - make a fist and circle it in the air; key details – make the motion for “main idea,” and then use the pointer finger on your opposite hand to draw lines away from your fist; important points – emphatically count off 1-3 on your right hand.) Have students practice saying the definition while doing the motions with a partner.
3. Instruct students to write each explanation in their vocabulary notebook.
4. Add words to the word wall.

Making a Connection

We have been learning about comparing and contrasting. What do we do when we compare? (Allow for think time.) What do we do when we contrast? (Allow for think time.) Turn and tell a partner what it means to compare and what it means to contrast. (Allow for talk time.) Yesterday, we compared and contrasted images. Today, we will compare two informational texts on a similar topic.

Anticipatory Set/Introduction to the Lesson

1. Review the “I can” statement with students. Have students recite the statements with a partner.
2. Re-watch the following video on comparing and contrasting.
3. Discuss the similarities and differences in the topics presented in the video.
4. Display and go through the steps of comparing and contrasting key details in two texts with the Compare and Contrast Strategy Anchor Chart (Handout RI.3.9-1.1).
5. Set the purpose for the lesson: “Today we will read two informational texts on protecting planet earth. As we read, we will compare and contrast details from both texts. Keep in mind that both texts are on the same topic but may have different important points and main ideas.”

Guided Practice

1. Close read the two ReadWorks texts, “Earth Helpers” and “Take Care of Our Planet” while students follow along.
2. After each passage, prompt students to discuss the key details and main idea in both texts.
3. Record the students’ statements on a Venn Diagram Anchor Chart (Handout RI.3.9-1.2)
4. Model a think-aloud to show how you compare the two texts: “I see that both texts talk about taking care of the earth. Both texts discuss ways to recycle.” Record your think aloud observations on the Venn Diagram Anchor Chart.

Independent Practice

1. Put students in small groups.
2. Instruct students to read the texts, “Where is the North Pole?” and “Arctic Climate and Sunlight”.
3. Direct students to record comparing and contrasting statements they find between the two texts on a
Guided Practice (continued)

5. Ask students to help you identify additional similarities between the two texts. Record on anchor chart.
6. Model a think-aloud to show how you contrast the two texts: “I see that ‘Earth Helpers’ talks about how planting a tree helps the earth, and in ‘Take Care of Our Planet,’ it talks about ways to reduce the amount of trash we throw away. These are two different details in the two texts. They are not the same, even though they are about the same topic.” Record your think aloud observations on the Venn Diagram Anchor Chart.
7. Ask students to help you identify additional differences between the two texts. Record student responses on anchor chart.

Independent Practice (continued)

Venn Diagram (Handout RI.3.9-1.3).
4. Encourage students to reference the Compare and Contrast Key Details Anchor Chart (Handout RI.3.9-1.1).
5. When students complete their Venn Diagram, they will present their Venn Diagram to the class and discuss the comparing and contrasting statements.

Note: This lesson may span over two days.

Reflection and Closing

1. On an index card, have students respond to the following question: “What new information did you get from reading, ‘Where is the North Pole?’ that was not included in ‘Arctic Climate and Sunlight?’”
2. Collect as an exit ticket.
3. Review student responses as a class.

HANDOUTS FOR LESSON

RI.3.9-1.1 Compare and Contrast Anchor Chart
RI.3.9-1.2 Venn Diagram Anchor Chart
RI.3.9-1.3 Venn Diagram Organizer
RI.3.9-1.4 Vocabulary Anchor Chart
**RI.3.9** Compare and contrast the most important points and key details presented in two texts on the same topic.

<table>
<thead>
<tr>
<th>ESTIMATED TIME</th>
<th>LESSON TARGET(S)</th>
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<tbody>
<tr>
<td>30 minutes</td>
<td>Identify the important points and key ideas in a passage.</td>
</tr>
</tbody>
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<tr>
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<th>GUIDING/TEXT-DEPENDENT QUESTION(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Earth Helpers” (Lexile Level 640L) from ReadWorks.org</td>
<td>1. What are the important points in each text?</td>
</tr>
<tr>
<td>“Take Care of Our Planet” (Lexile Level 640L) from ReadWorks.org</td>
<td>2. Where can I look to confirm my ideas about what is important?</td>
</tr>
<tr>
<td>“Where is the North Pole?” (Lexile Level 750L) from ReadWorks.org</td>
<td>3. What are the key details in the passage?</td>
</tr>
<tr>
<td>“Arctic Climate and Sunlight” (Lexile Level 780L) from ReadWorks.org</td>
<td></td>
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</tbody>
</table>

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<th>TEXT DEPENDENT WRITING PROMPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare and Contrast Strategy Anchor Chart</td>
<td>1. Why is it important to take care of the Earth, and what are some ways to protect it? Use evidence from both texts, “Earth Helpers” and “Take Care of Our Planet,” to support your answer.</td>
</tr>
<tr>
<td>Venn Diagram Anchor Chart</td>
<td>2. Write a report about the Arctic. Use evidence from both texts, “Arctic Climate and Sunlight” and “Where is the North Pole?” to provide details specific to your topic.</td>
</tr>
<tr>
<td>Venn Diagram Graphic Organizer</td>
<td></td>
</tr>
<tr>
<td>T-Chart Anchor Chart</td>
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<tr>
<td>T-Chart Graphic Organizer</td>
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<tr>
<td>Vocabulary Anchor Chart</td>
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<tr>
<td>Vocabulary Matching Cards</td>
<td></td>
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<tr>
<td>Sticky Notes</td>
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<tr>
<td>Anchor Chart Paper</td>
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</tbody>
</table>

**INSTRUCTIONAL PLAN**

Understanding Lesson Purpose and Student Outcomes

- I can identify the important points in a text.
- I can identify the important points that are similar and different in a given text.
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

### Academic Vocabulary Instruction

1. Review RI.3.9 vocabulary words using the word wall or the Vocabulary Anchor Chart (Handout RI.3.9-1.4).
2. Introduce a matching game: Choose 10 students to hold the matching cards. Each card will contain a vocabulary word and the definition. Examples: One card will contain the words **key details**. Another card will contain the words **information or details that support the main idea**.
3. Give students 20 seconds as music plays to match the vocabulary term and definition to each other. The remaining students will check the matched terms to ensure accuracy of the matched terms.
4. Play until each term has been reviewed.

### Making a Connection

Today we will continue to compare and contrast the same two texts we used yesterday, but this time, we will focus on only comparing and contrasting the most important points from each text.

### Anticipatory Set/Introduction to the Lesson

1. Introduce the “I can” statements. Have students recite the statements with a partner.
2. Set the purpose for the lesson: “Today we will revisit the same sets of text from yesterday, except today we will focus on only the important points each text is making about the topic.”
3. Review the term **important points** with students (significant information in a text).
4. Show the Coding the Text Anchor Chart (Handout RI.3.9-3.1) and explain that this chart will be used to help identify the difference between interesting or important points found in the texts being read.
5. Chorally reread the passages “Earth Helpers” and “Take Care of Our Planet.”
6. Model how to distinguish important points in a text versus interesting points. Reference the Coding a Text Anchor Chart (Handout RI.3.9-3.1) and record observations on a T-Chart Organizer (Handout RI.3.9-3.2). Note: You can use sticky notes on the anchor chart to make it reusable.
7. Think aloud: “In ‘Earth Helpers,’ the text talks about the Great American Clean-up which occurs during the month of March. This is an interesting fact, but I don’t think it is an important point. I think an important point of the text is that people should come together and take care of the planet. There are supporting key details which tell me how to do it. In ‘Take Care of Our Planet,’ I see one detail stating that the average American throws away 4 ½ pounds of trash per day. That is a very interesting fact, but it is not an important point of the text. I think an important fact is where it discusses how people can help protect the earth by following the ‘three R’s: reduce, reuse, and recycle.’”
<table>
<thead>
<tr>
<th>Guided Practice</th>
<th>Independent Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Chorally reread the two texts from Day 2 Independent Practice: “Where is the North Pole?” and “Arctic Climate and Sunlight.”&lt;br&gt;2. Use the T-chart Organizer (Handout RI.3.9-3.2) to discriminate the important points from the interesting points in “Where is the North Pole?”</td>
<td>1. Instruct students to work in small groups to reread “Arctic Climate and Sunlight.”&lt;br&gt;2. Have students complete a T-chart to identify the important points found in “Arctic Climate and Sunlight.”&lt;br&gt;3. Students will record their observations in their T-Chart Graphic Organizer (Handout RI.3.9-3.2).&lt;br&gt;4. Review student findings as a class.</td>
</tr>
<tr>
<td>Guided Practice (continued)</td>
<td>Independent Practice (continued)</td>
</tr>
<tr>
<td>3. Instruct students to work with a partner to identify two important points from each text. Students should record their findings on their T-chart Organizer.</td>
<td>Writing Extension Questions (to be completed either during the writing block, at the teacher table, or as additional guided/independent practice):&lt;br&gt;- Why is it important to take care of the Earth, and what are some ways to protect it? Use evidence from both texts, “Earth Helpers” and “Take Care of Our Planet,” to support your answer.&lt;br&gt;- Write a report about the Arctic. Use key details from both texts, “Arctic Climate and Sunlight” and “Where is the North Pole?” to support your writing.&lt;br&gt;Note: Incorporate any currently established writing routine/strategies with the Writing Extension activity (ex: RACES, 4-Square, etc.).</td>
</tr>
</tbody>
</table>
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

Reflection and Closing

1. Post a blank anchor chart to use as a “Parking Lot.”
2. Pass each student a sticky note.
3. Ask students the following question: “What is the difference between the main idea and important points in a text?”
4. Students will record answers on their sticky note.
5. Have students post their sticky note on the “Parking Lot.”

HANDOUTS FOR LESSON

RI.3.9-1.1 Compare and Contrast Anchor Chart
RI.3.9-1.2 Venn Diagram Anchor Chart
RI.3.9-1.3 Venn Diagram Organizer
RI.3.9-1.4 Vocabulary Anchor Chart
RI.3.9-3.1 Coding the Text Anchor Chart
RI.3.9-3.2 T-Chart Graphic Organizer/Anchor Chart Template
Coding a Text

**Interesting**
- something neat to read about
- fun facts
- your opinion as to why it's interesting
- something you find cool or interesting
- not always important to the article

**Important**
- needed for the topic
- major fact
- you need to know to understand
- important to the text
- an answer to a question
- important to the subject
<table>
<thead>
<tr>
<th>INTERESTING POINTS</th>
<th>IMPORTANT POINTS</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

**Text 2:**

<table>
<thead>
<tr>
<th>INTERESTING POINTS</th>
<th>IMPORTANT POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

**ESTIMATED TIME**

30 minutes

**LESSON TARGET(S)**

Compare and contrast two texts on the same topic.

**TEXT(S)**

“The International Space Station” (Lexile Level 570L) from ReadWorks.org

“What’s It Like in Space” (Lexile Level 600L) from ReadWorks.org

**GUIDING/TEXT-DEPENDENT QUESTION(S)**

1. What new information did you get from reading text 2 that was not included in text 1?
2. What are the similarities and differences presented in the two topics?

**RESOURCES AND MATERIALS**

- 3-2-1 Strategy Handout
- Academic Vocabulary Anchor Chart
- Coding A Text Anchor Chart
- Venn Diagram Anchor Chart
- Venn Diagram Graphic Organizer

**TEXT DEPENDENT WRITING PROMPT**

N/A

**INSTRUCTIONAL PLAN**

**Understanding Lesson Purpose and Student Outcomes**

☐ I can compare and contrast two texts on the same topic.

☐ I can identify information found in text 2 that is not included in text 1.

**Academic Vocabulary Instruction**

1. Review the vocabulary terms: compare, contrast, key details, and facts.

2. Review student-friendly definitions and created hand motions.

3. Have students complete a vocabulary triangle for the words compare, contrast, and key details (ask students to write a sentence with compare and contrast, a sentence with compare and key details, a sentence with contrast and key details, and a sentence with all three).

**Making a Connection**

Have you ever visited the U.S. Space and Rocket Center in Huntsville, Alabama? Have you ever imagined how it would be to travel to outer space? (Allow students to discuss their responses with their table group, then share out as a class.)
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

### Anticipatory Set/Introduction to the Lesson

1. Review the “I can” statements with students. Have students recite the statements to a partner.
2. Set purpose for the lesson: “Today we will compare and contrast two texts on space stations and rocket ships. We will compare and contrast the most important points and key details of each text.”
3. Review the anchor charts: Coding the Text (Handout RI.3.9-3.1) and Compare and Contrast Strategy Anchor Chart (Handout RI.3.9-1.1).

### Guided Practice

1. Choral read the two Read Works texts, “The International Space Station” and “What’s It Like in Space.”
2. Code the texts, identifying important points versus interesting points.

### Independent Practice

1. Students will complete a Jigsaw activity.
2. Put the students in pairs. Student #1 will be responsible for comparing the important points and key details in the two texts, “The International Space Station” and “What’s It Like in Space.” Student #2 will be responsible for contrasting the important points and key details in the two texts.
3. The students will complete a Venn diagram to compare and contrast the passages (Handout RI.3.9-1.3).

### Reflection and Closing

1. Pass out the 3-2-1 Strategy exit ticket where students write down three things they learned, two interesting facts, and one question they still have (Handout RI.3.9-4.1).
2. Students will complete it individually.
3. Randomly select students to share their thoughts with the class.

### Handouts for Lesson

- **RI.3.9-1.1** Compare and Contrast Anchor Chart
- **RI.3.9-1.2** Venn Diagram Anchor Chart
- **RI.3.9-1.3** Venn Diagram Organizer
- **RI.3.9-1.4** Vocabulary Anchor Chart
- **RI.3.9-3.1** Coding the Text Anchor Chart
- **RI.3.9-4.1** 3-2-1 Strategy Handout
- **RI.3.9-4.2** “The International Space Station” (ReadWorks.org text)
- **RI.3.9-4.3** “What’s It Like in Space?” (ReadWorks.org text)
3 Things I Discovered

1. __________________________________________________________
   __________________________________________________________

2. __________________________________________________________
   __________________________________________________________

3. __________________________________________________________
   __________________________________________________________

2 Things I Thought Were Interesting

1. __________________________________________________________
   __________________________________________________________

2. __________________________________________________________
   __________________________________________________________

1 Questions I Still Have

1. __________________________________________________________
   __________________________________________________________
### RI.3.9

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

<table>
<thead>
<tr>
<th>ESTIMATED TIME</th>
<th>LESSON TARGET(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 to 30 minutes</td>
<td>Compare and contrast two texts on the same topic while composing text.</td>
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</table>

<table>
<thead>
<tr>
<th>TEXT(S)</th>
<th>GUIDING/TEXT-DEPENDENT QUESTION(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;The International Space Station&quot; (Lexile Level 570L) from ReadWorks.org</td>
<td>How can I combine or integrate the information from both texts into one written piece?</td>
</tr>
<tr>
<td>&quot;What's It Like in Space&quot; (Lexile Level 600L) from ReadWorks.org</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>RESOURCES AND MATERIALS</th>
<th>TEXT DEPENDENT WRITING PROMPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Four-Square Organizer</td>
<td>You have read two articles about how life is different in space. Write an informational piece comparing and contrasting the effects gravity has on Earth and in outer space. Use examples from both passages in your explanation. Your writing will be scored based on the development of ideas, organization of writing, and language conventions of grammar, usage, and mechanics.</td>
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<tr>
<td>• Four-Square Organizer Anchor Chart</td>
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<tr>
<td>• Linking Words Anchor Chart</td>
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<tr>
<td>• Academic Vocabulary Anchor Charts</td>
<td></td>
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<tr>
<td>• T-Chart Brainstorm Anchor Chart</td>
<td></td>
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<tr>
<td>• Index Cards</td>
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</tbody>
</table>

### INSTRUCTIONAL PLAN

#### Understanding Lesson Purpose and Student Outcomes

☐ I can compare and contrast the most important points and key details from two texts on the same topic while composing a text.

#### Academic Vocabulary Instruction

1. Review RI.3.9 vocabulary from days 1-4. Review student-friendly definitions and hand motions.

#### Making a Connection

Turn and talk with a partner to discuss the most important points we found yesterday in our passages, “What’s It Like in Space” and “The International Space Station.” (Allow time for student discussion, then have students share out their thoughts with the class. Use chart paper and markers to record information stated by students during the making a connection portion referring to the important points of the two texts.) Today we will be using these two texts to respond to a writing prompt.
### Anticipatory Set/Introduction to the Lesson

1. Introduce the “I can” statement. Have students repeat the statement to a partner.
2. Set the purpose for the lesson: “Today we will be responding to the following writing prompt: ‘You have read two articles about how life is different in space. Write an informational piece comparing and contrasting the effects gravity has on Earth and in outer space. Use examples from both passages in your explanation. Your writing will be scored based on the development of ideas, organization of writing, and language conventions of grammar, usage, and mechanics.’”
3. Create a T-Chart (on an anchor chart or on the board) of the effects gravity has on Earth and in space (Handout RI.3.9-5.2). Think aloud the first few bullets for each side (to both compare and contrast): “On Earth, gravity pulls you down to the ground, and you can only jump a few feet in the air. In space, because there is less gravity, when you jump, you float down slowly.”

### Guided Practice

1. Invite students to help you complete the T-chart brainstorm. After completing the T-chart, highlight where there are similarities (there aren’t many similarities: just that you have to exercise, eat, sleep and work in both places, but it all occurs differently due to gravity).
2. Show students a four-square writing model on chart paper or on the whiteboard.
3. As a class, create a topic sentence restating the writing prompt. Place it on the four-square model. (Example: “The passages are two texts that discuss how life is different in space. In particular, the texts talk about gravity. Gravity has similar and different effects on Earth and in space.”)
4. Compose an introduction together and place it in the middle of the four-square model.
5. Review the Linking Words Anchor Chart (Handout RI.3.9-5.1) to highlight the transition words students should use in their four squares.

### Independent Practice

1. Put students in small groups.
2. Have students choose three key details based on the brainstorm to support the topic sentence and complete the four-square.
3. Encourage students to use linking/transition words and evidence.
4. Instruct students to restate the topic sentence as a concluding statement.
5. Invite student groups to share their completed four-square organizer with the class.
6. Have students turn their four-square organizer into an essay. If possible, have students type their essays on a computer.
7. Optional: Conduct a “write-around” activity, where students take turns (moving clockwise) writing a sentence in the four-square organizer (someone writes the first detail, someone writes the evidence, someone writes the second detail, etc.).

*Note: The independent practice may span over two days instead of one. Additional writing lessons may take place revising and editing paragraphs.*
**Reflection and Closing**

1. Provide index cards to each student.
2. Ask the following questions: “What is the purpose of the topic sentence? What is the purpose of the concluding sentence?”
3. Review student responses and the objective for the lesson.

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**CENTER TITLE**

**FCRR COMPARE/CONTRAST TEXT ANALYSIS**

<table>
<thead>
<tr>
<th>Focus standard</th>
<th>Materials</th>
<th>Student Procedure</th>
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</thead>
<tbody>
<tr>
<td>RI.3.9</td>
<td>• Read Works articles: “The International Space Station” and “What’s It Like in Space”&lt;br&gt;• Large index cards (labelled International Space Station, Rocket Ships, Same)&lt;br&gt;• Small index cards&lt;br&gt;• Pencils or markers&lt;br&gt;• Accountability sheet&lt;br&gt;• Compare and Contrast Text Analysis Student Activity (<em>FCRR 2nd-3rd Grade Comprehension Student Activities: C.021b</em>)</td>
<td>1. Place the two ReadWorks articles at the center. Place the large index cards with “The International Space Station” and “What’s It Like in Space” in a row with the SAME card in the middle.&lt;br&gt;2. Each student takes four-to-six small index cards.&lt;br&gt;3. Reread both articles.&lt;br&gt;4. Use background knowledge and reference materials (articles) to write one fact on each card relating to the articles (four-to-six per heading).&lt;br&gt;5. After writing the facts on index cards, read each card and decide if it is unique to their topic or common to both topics. If unique to one topic, place under that topic name. If common to both topics place under SAME.&lt;br&gt;6. Record answers on accountability sheet.</td>
</tr>
</tbody>
</table>

**Center Accountability**

Compare and Contrast Recording Sheet

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**HANDOUTS FOR LESSON**

- **RI.3.9-1.2** Venn Diagram Anchor Chart  
- **RI.3.9-1.3** Venn Diagram Organizer  
- **RI.3.9-1.4** Vocabulary Anchor Chart  
- **RI.3.9-5.1** Linking Words Anchor Chart  
- **RI.3.9-5.2** T-Chart Brainstorm Anchor Chart
Linking Words Anchor Chart

First
- To start with
- To begin
- One day (time)
- It all began

Secondly
- After a while
- Suddenly
- In addition
- For example

Then
- Third
- Next,
- Also,
- Later
- All of a sudden

Last
- Finally,
- At last,
- In conclusion,
- As you can see
- To sum it up
You have read two articles about how life is different in space. Write an informational piece comparing and contrasting the most important points and key details on the effects gravity has on Earth and in outer space. Use examples from both passages in your explanation.

<table>
<thead>
<tr>
<th>Effects of Gravity on Earth</th>
<th>Effects of Gravity in Outer Space</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>