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<tr>
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<tbody>
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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

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<th>MDE LITERACY TEAM (2019)</th>
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<td>Cartessia Angrum</td>
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<td>Leah Hannah</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)
Levels of Meaning (literary texts) or Purpose (informational texts)
- Single level of meaning → Multiple levels of meaning
- Explicitly stated purpose → Implicit purpose, may be hidden or obscure

Structure
- Simple → Complex
- Explicit → Implicit
- Conventional → Unconventional (chiefly literary texts)
- Events related in chronological order → Events related out of chronological order (chiefly literary texts)
- Traits of a common genre or subgenre → Traits specific to a particular discipline (chiefly informational texts)
- Simple graphics → Sophisticated graphics
- Graphics unnecessary or merely supplementary to understanding the text → Graphics essential to understanding the text and may provide information not otherwise conveyed in the text

Language Conventionality and Clarity
- Literal → Figurative or Ironic
- Clear → Ambiguous or purposefully misleading
- Contemporary, familiar → Archaic or otherwise unfamiliar
- Conversational → General academic and domain-specific

Knowledge Demands: Life Experiences (literary texts)
- Simple theme → Complex or sophisticated themes
- Single themes → Multiple themes
- Common, everyday experiences or clearly fantastical situations → Experiences distinctly different from one's own
- Single perspective → Multiple perspectives
- Perspective(s) like one's own → Perspective(s) unlike or in opposition to one's own

Knowledge Demands: Cultural/Literary Knowledge (chiefly literary texts)
- Everyday knowledge and familiarity with genre conventions required → Cultural and literary knowledge useful
- Low intertextuality (few if any references/allusions to other texts) → High intertextuality (many references/allusions to other texts)

Knowledge Demands: Content/Discipline Knowledge (chiefly informational texts)
- Everyday knowledge and familiarity with genre conventions required → Extensive, perhaps specialized discipline-specific content knowledge required
- Low intertextuality (few if any references to/citations of other texts) → High intertextuality (many references to/citations of other texts)

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.
Mastery of the “Key Ideas” standards ensure students are able to find evidence in the texts they read. It also ensures students can summarize and retell using pertinent details, and can identify the message of the text. Following high-quality, effective instruction of these standards, students will be able to ask and answer the following questions:

- What details stand out to me? Why?
- What do I know about ______ that I did not know before?
- What surprised me?
- Why do I think the author included these details?
- What message does the author want me to understand?
- What is this text about?
- How do different parts of this text relate to one another?
**MCCRS ELA STANDARD**

**RI.3.1**  Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

<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>Answer</td>
<td>A thing said, written, or done to deal with or as a reaction to a question, statement, or situation</td>
<td>A response to a question (orally or in writing)</td>
</tr>
<tr>
<td>Text</td>
<td>A book or other printed work, in terms of its content rather than its physical form</td>
<td>The words in a written work (books, articles, passages)</td>
</tr>
<tr>
<td>Text Evidence</td>
<td>The available body of details from the passage indicating whether a belief or proposition is true or valid</td>
<td>Details from the text that support or prove an answer to be true</td>
</tr>
<tr>
<td>Questioning</td>
<td>A sentence worded or expressed to elicit information</td>
<td>To ask something</td>
</tr>
<tr>
<td>Ask</td>
<td>Say something to obtain an answer or some information</td>
<td>Saying something to get an answer or response (often a question)</td>
</tr>
<tr>
<td>Summarize</td>
<td>Give a brief statement of the main points of something</td>
<td>To give a short version of the main points in your own words</td>
</tr>
<tr>
<td>Explicitly Stated</td>
<td>Stated clearly and in detail, leaving no room for confusion or doubt</td>
<td>Answering a question or making a statement in a clear and complete manner</td>
</tr>
<tr>
<td>Inference (Infer)</td>
<td>A conclusion made based on evidence in a text and background knowledge</td>
<td>Using text evidence and background knowledge to answer a question</td>
</tr>
</tbody>
</table>
### RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

#### ESTIMATED TIME

30 minutes

#### LESSON TARGET(S)

Answer questions about a text.

#### TEXT(S)

“Should School Be Year-Round?” (Lexile Level 650L) and question set (Lexile Level 650L) from ReadWorks.org

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

1. Who, or what, is this text about?
2. Where in the text can you find the answer?
3. What in the text leads you to the answer?
4. Show me where the author states that.
5. Can you show me in the text the basis for your answer?

#### RESOURCES AND MATERIALS

- Highlighters (one per student)
- Promethean Board/document camera (if available)
- Chart Paper
- “Prove It” Anchor Chart
- Markers

#### TEXT DEPENDENT WRITING PROMPT

N/A

#### INSTRUCTIONAL PLAN

**Understanding Lesson Purpose and Student Outcomes**

- I can answer questions to show or demonstrate that I understand the text I am reading.
- I can provide oral and written answers to a text-dependent question.
- I can use details in the text to find the answers to specific questions using evidence from the text.

**Academic Vocabulary Instruction**

1. Introduce the words *answer*, *text*, and *evidence* with student-friendly definitions and visual representations. (Suggested visuals: *answer* – thought bubble with an exclamation point, *text* – rectangle with squiggles inside to represent paper with written text, *evidence* – magnifying glass)
2. Teach students hand motions to represent the words and have them practice the motions with a partner. (Suggested hand motions: *answer* - point finger from mouth, *text* – hands positioned like a book, *evidence* - pretend to have binoculars and “search” for the evidence)
3. Add *answer*, *text*, and *evidence* to the word wall.
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Making a Connection

In second grade, you learned about asking and answering questions about key details in a text using the question words who, what, when, where, why, and how. In third grade, when we answer questions, we will learn how to explicitly refer to the text for evidence. When we ask questions, our questions will show an in-depth understanding of a text.

Anticipatory Set/Introduction to the Lesson

1. Introduce the “I can” statements. Have students repeat after you, and then to a partner.
2. Explain that RI.3.1 encourages us to answer questions with text-based evidence to support our reasoning.
3. Introduce this question (tied to the text): “After (maybe list some typical summer activities) during a long summer vacation, it’s difficult to start school again. This is why year-round schooling would be a great idea. Do you think year-round schooling is a good idea? Provide reasons to support your opinion.”
4. Have students turn-and-talk to their neighbor to discuss the question based on their own background knowledge. Encourage students to explain their reasoning.
5. Explain to students that to effectively answer the question, they need to provide evidence. At the end of the lesson, students will be re-asked this question, and they will provide an answer with evidence from the text.

Model

1. Create the “Prove It” Anchor Chart (Handout RI.3.1-1.1) with the students, explaining each step as you write it (“Good readers use evidence in the text to support their thinking. Good readers highlight and underline their evidence.”).
2. Display the text, “Should School Be Year-Round?” and provide each student with a copy.
3. Set the Purpose: “I will model how to answer questions about the text, citing the evidence.”
4. Read the first section of the text or play the audio from ReadWorks.org (if available). Students will track and follow along during reading.
5. After the first paragraph, stop and ask, “Who, or what, is this text about?” Think aloud and model how you determine the answer (students who go to year-round) and find evidence in the text. Go back in the text and underline “they go to year-round schools.”
6. Record answer and evidence on anchor chart (Handout RI.3.1-1.2). Students can fill it in on their copy (Handout RI.3.1-1.3).

Guided Practice | Independent Practice
--- | ---
1. Chorally read the second section of the text, “Yes Schools Should Be Year-Round.”
2. Ask, “Students feel like they need frequent breaks. Which piece of evidence from the text supports this statement?” Have students place their finger on their evidence.
1. Students will read the last section of the text, “No Schools Should Not Be Year-Round” and will answer the third question: “According to the text, why might students have trouble learning in school during the summer? Find the evidence in the text.”
**Guided Practice (continued)**

3. Survey the room and allow time for students to find the answer ("Frequent breaks are good for students. They have less stress when they go back to school after a break").
4. If correct, have students highlight the sentences.
5. Record answers on the anchor chart and have students record on the student organizer.

**Independent Practice (continued)**

2. Students will work in a group to find the evidence, highlight it, and record it on their graphic organizer.

**Reflection and Closing**

1. Re-ask the question, “Do you think year-round schooling is a good idea? Provide details from the text to support your opinion.”
2. Have students discuss in partners and share out with the class. Note: students will have the opportunity to write their response on Day 2 as an extension.

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### CENTER TITLE

**TEXT-BASED EVIDENCE ORGANIZER**

<table>
<thead>
<tr>
<th>Focus standard</th>
<th>Materials</th>
<th>Student Procedure</th>
</tr>
</thead>
</table>
| RI.3.1         | • RI.3.1 Graphic Organizer (questions will need to be written out by the teacher prior to the activity based on the texts available for students to choose from)  
• Pencil  
• Colored Pencils/Highlighters  
• Various on-level passages for students | 1. Choose a text based on their independent reading level.  
2. Read text.  
3. Answer the questions which align to your chosen text in your graphic organizer.  
4. Color code the evidence for each question.  
5. Record evidence in the table. |

**Center Accountability**  
Completed Graphic Organizer

---

### HANDOUTS FOR LESSON

- **RL.3.1-1.1** “Prove It” Anchor Chart
- **RL.3.1-1.2** Graphic Organizer Anchor Chart
- **RL.3.1-1.3** Graphic Organizer Anchor Chart: Student Copy
Prove it

Good Readers use evidence in the text to support their thinking.

1. Go back into the text
2. Highlight or underline the text that supports your thinking

Sentence Starter:

I know this because the text says....
**RI.3.1**  I CAN ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**ANCHOR CHART**

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>ANSWER</th>
<th>EVIDENCE</th>
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<tbody>
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### RI.3.1 GRAPHIC ORGANIZER

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</table>
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

ESTIMATED TIME
30 minutes

LESSON TARGET(S)
Answer questions about a text.

TEXT(S)
“Should School Be Year-Round?” (Lexile Level 650L) and question set (Lexile Level 650L) from ReadWorks.org

GUIDING/TEXT-DEPENDENT QUESTION(S)
1. What are you wondering as you read?
2. How are your questions helping you understand the text?
3. How do readers talk about their questions?

RESOURCES AND MATERIALS
- Highlighter per student
- White board
- Promethean Board/document camera
- Photograph (provided)**
- Paper bag with an ordinary object hidden inside
- Chart paper
- Markers
- Sticky notes/index cards
- Word cards
- Let’s Generate Questions Anchor Chart

“Lesson inspired by “Asking Questions Lesson” from Wayland Public Schools

TEXT DEPENDENT WRITING PROMPT
Do you think year-round schooling is a good idea? Provide details from the text to support your opinion.

INSTRUCTIONAL PLAN

Understanding Lesson Purpose and Student Outcomes

☐ I can generate questions to show or demonstrate that I understand the text I am reading.
☐ I can ask questions using who, what, when, where, why, how, and which about key details in a text.
☐ I can use details in the text as evidence to answer specific questions.

Academic Vocabulary Instruction

1. Review vocabulary from the day before, using the motions (answer, text, evidence). Complete a vocabulary triangle with the three words (see handout RI.3.1-2.1 for directions).
2. Introduce the word questioning with the student-friendly definition and a visual representation. (Suggested image is a lightbulb with a question mark above it.) Have students practice using the word questioning in a sentence with a partner.
### RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

<table>
<thead>
<tr>
<th>Academic Vocabulary Instruction (continued)</th>
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<tbody>
<tr>
<td>3. Teach the hand motion and have students practice using the motion and word with a partner. <em>(Suggested motion: puzzled face with finger at side of mouth like one is thinking.)</em></td>
</tr>
<tr>
<td>4. Add questioning to the word wall.</td>
</tr>
</tbody>
</table>

### Making a Connection

“Yesterday we talked about how finding evidence in a text is important to answering questions. Another way we learn information and communicate with the people around us is by asking questions. Asking questions also demonstrates your level of understanding of text and can sometimes be trickier than just answering questions. Today we are going to learn about asking questions while we read.”

### Anticipatory Set/Introduction to the Lesson

1. State the “I can” statements and have students repeat.
2. Set Purpose: “Today we are going to practice asking questions. Good readers ask themselves various questions as they read to help them better understand the text and to figure out the deeper meaning of the text.”
3. Have students brainstorm and share out with the class different types of questioning words and phrases (who, what, when, where, why, how, which, how come…, I wonder…, etc.).
4. Record question words on the “Let’s Generate Questions” Anchor Chart (Handout RI.3.1-2.2).
5. Project a picture (your choice). Give students one minute and tell them to come up with a question about the picture (not a statement). Encourage students to use can use the question words they recalled in step # 3.

**Additional anticipatory activity:** “Let’s look at another way we use questioning. Let’s pretend a new student is joining our class. What are some things you would want to ask him or her?”

### Model

1. Watch me as I read aloud the first section of, “Should School Be Year-Round?” and ask my own questions. Even though we read this yesterday, I’m going to model how to come up with my own questions during reading, and how this helps me better understand the ideas in this text.”
2. Questions to ask:
   - What is the text mostly about?
   - How long are the breaks for year-round school?
   - Why more and more schools are becoming year-round?
   - How do the students feel about year-round school?
3. Record your questions on a sticky note and place them on the Let’s Generate Questions Anchor Chart (Handout RI.3.1-2.2)
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**Guided Practice**

1. Chorally read the second section of the text, “Yes Schools Should Be Year-Round.”
2. Using question stems as a guide, have students work in pairs or small groups to come up with a question about this section of the text and share their thoughts with the class. Record questions on the anchor chart.
3. Have students pay attention to the different ways they are asking questions by drawing attention to what question words or phrases are they using.

**Independent Practice**

1. Students will read the last section of the text, “No Schools Should Not Be Year-Round” and record their own question on a sticky note.
2. Once students have composed their own question, have them switch questions with a partner. Students will write the question given to them on an index card and answer the question, citing evidence from the text.

**Writing Extension** (to be completed either during the writing block, at the teacher table, or as additional guided/independent practice): Do you think year-round schooling is a good idea? Provide details from the text to support your opinion. *Note: Incorporate any currently established writing routine/strategies with the Writing Extension activity (ex: RACES, 4-Square, etc.)*

**Reflection and Closing**

Invite students to share out the question they were given and their own answer with evidence. Remind students how their questions helped them to better understand the text.

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**CENTER TITLE**

**QUESTION CREATION**

<table>
<thead>
<tr>
<th>Focus standard</th>
<th>Materials</th>
</tr>
</thead>
</table>
| RI.3.1         | • Florida Center for Reading Research-Comprehension/ Monitoring for Understanding C.039 (FCRR.org)  
|                | • Informational text with teacher-designated stopping points  
|                | • Sticky notes  
|                | • Question word cards (Activity Master C.039.AM1a – C.039.AM1b)  
|                | • Recording sheet (Activity Master C.038.SS)  
|                | • Whiteboards  
|                | • Markers |

<table>
<thead>
<tr>
<th>Student Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Taking turns, Student One reads the text aloud until they reach the designated stopping point.</td>
</tr>
<tr>
<td>2. Select the top card and read it aloud (e.g., list). If the word on the card cannot be used to make a question that pertains to the section of text read, select another card. Place the card on the bottom of the stack.</td>
</tr>
<tr>
<td>3. Write a question or task using the word on the card that can be answered by the text just read. Record selected questions and answers on the recording sheet (Activity Master C.038.SS). Use the whiteboard to help compose a question, if needed. If Student One has trouble developing a question, Student</td>
</tr>
</tbody>
</table>
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**Student Procedure (continued)**

<table>
<thead>
<tr>
<th>Center Accountability</th>
<th>Recording Sheet</th>
</tr>
</thead>
</table>

**HANDOUTS FOR LESSON**

- RI.3.1-2.1 Vocabulary Triangle
- RI.3.1-2.2 Let’s Generate Questions Anchor Chart
Directions: Write three sentences on each side of the triangle, using the two vocabulary words on each point of the line. Lastly, write one sentence using all three words.
Let’s Generate Questions Anchor Chart Example

Reasons to ask questions:

• If you are curious about something
• If you want to predict what will happen
• If you want to make something more clearer
### RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

<table>
<thead>
<tr>
<th>ESTIMATED TIME</th>
<th>LESSON TARGET(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 minutes</td>
<td>Understand that readers ask questions before, during, and after reading.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEXT(S)</th>
<th>GUIDING/TEXT-DEPENDENT QUESTION(S)</th>
</tr>
</thead>
</table>
| “Walking Tall” (Lexile Level 660L) and question set (Lexile Level 660L) from ReadWorks.org | 1. Which questions did you ask before reading?  
2. Which questions did you ask during reading?  
3. Which questions did you ask after reading?  
4. How are the questions you asked before reading different from the questions you asked after reading? |

<table>
<thead>
<tr>
<th>RESOURCES AND MATERIALS</th>
<th>TEXT DEPENDENT WRITING PROMPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highlighter per student, Promethean Board/document camera, Before, During, After Reading Anchor Chart, Chart Paper</td>
<td>N/A</td>
</tr>
</tbody>
</table>

*Lesson inspired by “Asking Questions Lesson” from Wayland Public Schools*

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### INSTRUCTIONAL PLAN

#### Understanding Lesson Purpose and Student Outcomes

- I can ask and answer questions before, during, and after reading a text.
- I can use details in the text as evidence to answer specific questions.

#### Academic Vocabulary Instruction

1. Review vocabulary words from Lessons 1 and 2 (answer, text, evidence, questioning). Create a Frayer Four-Square for the word answer. Incorporate the vocabulary words text, evidence and questioning in the four-square. Suggested box headers: definition, sentence, examples, and non-examples.
2. Introduce the word ask with a student-friendly definition and image. (Suggested image is a speech bubble with a question mark inside.) Allow time for students to use the word in a sentence with a partner.
3. Teach the hand motion to represent the word and have students practice using the motion and word with a partner. (Suggested motion: ask - shrug shoulders with hands up)
4. Add word to the word wall.
### RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

#### Making a Connection

1. Ask, “Why do we ask questions?”
2. State: “Yesterday we learned about asking questions during reading. Today we are going to learn how readers ask questions in three stages: before, during, and after reading.

#### Anticipatory Set/Introduction to the Lesson

1. State the “I can” statements and have students repeat.
2. Set the Purpose: “Asking questions before we read helps us make predictions about the text. Asking questions while we read helps us to pay careful attention to what is happening and to understand the deeper meaning. Asking questions after we read helps us reflect on the text and make connections. Sometimes, we have lingering questions about a topic after we read a text, or we may want to learn more.”
3. Introduce opening activity: “Today I have a paper bag with an ordinary object hidden inside. We are going to ask questions in three different stages: before we open the bag to look at the object, while looking at the object, and after the object is put away. During the activity, I want you to think about the types of questions you ask in each stage. I will model an example of a question at each stage before it is your turn.”
4. Record student questions in a chart for “Before,” “During” and “After.” Note that before questions should be to figure out what is in the bag. Encourage students to ask open-ended questions (e.g. “What would you use the item for?” versus, “Is it an apple?”).

**Think Aloud Questions:**
- Before: Where would I find this item?
- During: Why is the object (blank)?
- After: Who is someone I may know that has this object?

#### Guided Practice

1. Introduce the Read Works text, “Walking Tall.” Explain that you will practice asking questions in the three stages. For each stage, you will record questions on the Before, During, and After Reading Anchor Chart (Handout RI.3.1-3.1).
2. Before Reading: Have students review the title and available text features. What questions do students have? Record on anchor chart. Possible questions: I wonder who Ruby Bridges is. Why is the title called, “Walking Tall?”
3. During Reading: Chorally read the text, stopping after every two or three paragraphs. Have students generate questions about what they’ve read. Record on the visual/anchor chart. Possible questions: Why did an angry crowd shout at Ruby? Why couldn’t black and white children attend the same school?

#### Independent Practice

1. In partners/groups, students are given three questions about “Walking Tall.”
2. In partners/groups, students sort the questions to determine if the question is something that would be asked before reading, during reading, and after reading. See Handout RI.3.1-3.2.
3. Encourage students to share out their answers with the class to check for accuracy.
**RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

<table>
<thead>
<tr>
<th>Guided Practice (continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. After Reading: Have students think of questions which reflect on what they have read and demonstrate understanding. What questions do they ask which demonstrate making connections between this text and other texts, or between this text and themselves? Possible questions: Why did segregation happened in the first place? What happened to Ruby Bridges afterwards? What is Ruby Bridges doing now?</td>
</tr>
</tbody>
</table>

**Reflection and Closing**

1. Have students turn and talk to answer the following questions: “How are the questions you asked before you read different from the questions you asked while you read and after you read the text? How did asking questions help you to read with an open mind?”
2. Review student responses as a class.

<table>
<thead>
<tr>
<th>CENTER TITLE</th>
<th>BEFORE, DURING, AFTER QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus standard</strong></td>
<td><strong>Materials</strong></td>
</tr>
</tbody>
</table>
| RI.3.1 | • Before, During, After Reading Question Organizer/Chart  
• Sticky Notes  
• Highlighters  
• Pencils  
• Non-fiction ReadWorks Texts (based on students’ independent levels) | 1. Choose an on-level text and a graphic organizer.  
2. Look at the title and text features. Write 3 “Before Reading” questions.  
3. Read the text. After each section, write a question about the text.  
4. After reading the text, write 2 questions about possible connections or questions you are left wondering.  

*Note: Students can also work in pairs.* |

| Center Accountability | Recording Sheet |

**HANDOUTS FOR LESSON**

- **RI.3.1-3.1** Before, During, and After Reading Anchor Chart
- **RI.3.1-3.2** “Walking Tall” Question Sort
Directions: Read the questions and determine if the questions would be asked before, during or after reading. Label the questions B (before), D (during) or A (after). Be prepared to share out.

1. Why is the title called “Walking Tall?”
2. What other places in the U.S. had segregated schools?
3. According to the text, why did U.S. Marshals have to walk Ruby Bridges to school?
4. What does segregation mean?
5. Why is there a picture of a girl in a school uniform?
6. What does Ruby Bridges do now?
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**ESTIMATED TIME**
30 minutes

**LESSON TARGET(S)**
Answer questions about a text.

**TEXT(S)**
“Walking Tall” (Lexile Level 660L) and question set (Lexile Level 660L) from ReadWorks.org

**GUIDING/TEXT-DEPENDENT QUESTION(S)**
1. How does asking questions help you as a reader?
2. Have any of your questions been answered yet?
3. Which questions have been answered and which have not?
4. What do you notice about your unanswered questions?

**RESOURCES AND MATERIALS**
- “Inferring to Answer Unanswered Questions” document (Handout RI.3.1-4.2)
- Highlighter per student
- Promethean Board/document camera (if available)
- Chart Paper
- Markers
- “Making Inferences” Anchor Chart (RI.3.1-4.1)
- Writing utensil

*Lesson inspired by “Asking Questions Lesson” from Wayland Public Schools

**TEXT DEPENDENT WRITING PROMPT**
N/A

**INSTRUCTIONAL PLAN**

Understanding Lesson Purpose and Student Outcomes

☐ I can infer to answer unanswered questions in a text.
☐ I can use details in the text as evidence to answer specific questions.
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

### Academic Vocabulary Instruction

1. Review vocabulary from days 1-3 (answer, text, evidence, questioning, ask). Say a word and have students demonstrate the movement. Have students take turns stating the definitions of the words to a partner.

2. Introduce the words summarize, explicitly stated, and infer with student-friendly definitions and images. (Suggested images: summarize – a rectangle with squiggles representing text and an arrow to the side with a smaller squiggle representing a shorter version of the text; explicitly stated – a rectangle with squiggles representing text and a large “X” to mark the spot where the information is evident; infer – a brain with a thumbs up.) Have students use summarize, explicitly stated, and infer in a sentence with a partner.

### Academic Vocabulary Instruction (continued)

3. Provide hand motions to represent words. (Suggested motions: summarize - vertical hands coming in wide, then narrow like bookends; explicitly stated - right pointer finger touches left palm face up; infer - point to the text, point to your brain, then give a thumbs up.

4. Add summarize, explicitly stated, and infer to the word wall.

### Making a Connection

Explain to students: “We have been learning that good readers ask themselves questions before they read, while they read, and after they read. When you ask questions, it helps you set a purpose for your reading and stimulates your thinking. We read more deeply when we are driven to find answers to our questions. However, sometimes authors do not directly answer our questions in the text and leave us wondering. When this happens, we have to infer to answer these questions.”

### Anticipatory Set/Introduction to the Lesson

1. State the “I can” statements and ask the students to repeat after you and then to a partner.

2. Display a picture (ex: a picture with a dog drooling over food).

3. Ask students what they see in the picture (a dog drooling, a fried chicken wing).

4. Ask students what they know about the topic (when you are really hungry, your mouth waters when you see or smell food).

5. Think aloud: “I see that the dog is drooling, and I also see that the steam is rising from the chicken wing. I am going to make an inference that the dog is drooling because he is very hungry and wants the chicken. The picture doesn’t explicitly say, ‘The dog wants to eat the chicken,’ but I am making an inference based on what I do see in the picture, and my own background knowledge. We often have to do this when we read. Many of our questions that we ask lead to making inferences, because the answer isn’t always right there in the text.”

6. Create a Making Inferences Anchor Chart (RI.3.1-4.1) to explain how to create an inference.
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**Model**

1. **Set Purpose:** “Let’s look at our questions from yesterday. As I look down the list, I think about which questions of my unanswered questions are still lingering in my mind. Which question is important to me? The question, ‘Why is the title of the text called, “Walking Tall”?’ was not answered in the text, so I am going to have to infer the answer. I will have to come up with an answer based on evidence in the text and my own background knowledge.”

2. **Refer back to the Making Inferences Anchor Chart (Handout RI.3.1-4.1).**

3. **Think aloud:** “In order to answer this question, I need to pull evidence from the text and background knowledge.”

*Note: Depending on the questions your students created the day before, you can also choose one of theirs to model.*

<table>
<thead>
<tr>
<th>Guided Practice</th>
<th>Independent Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Present another inferential question from “Walking Tall”</strong>. “The text quotes Ruby Bridges stating, ‘I wasn’t really afraid...I didn’t know what was going on at the time, and I loved school.’ Why do you think Ruby wasn’t afraid?”</td>
<td>1. Have students look over the list of questions that they generated with their partner when they read the text on Day 3.</td>
</tr>
<tr>
<td>2. <strong>Model recording the question on the Inferring to Answer Unanswered Questions Graphic Organizer (Handout RI.3.1-4.2).</strong></td>
<td>2. Students select an inferential question and complete their Inferring to Answer Unanswered Questions Graphic Organizer (Handout RI.3.1-4.2).</td>
</tr>
<tr>
<td>3. <strong>“Now that I have this important question in my mind, I am going to reread the text and search for quotes from the text that might lead me to an answer. Since this is an unanswered question, I know that the answer won’t be written in the text, but I can put some ideas together to come up with my own answer.”</strong> Model rereading the text and identifying information that supports an inferred answer to the question. Allow students to share explicit information they find which also supports the answer.</td>
<td><em>Note: If students struggle to identify an inferential question, provide one for them: Why was Ruby Bridges’ father concerned for her safety?</em></td>
</tr>
<tr>
<td>4. <strong>With students, complete the Inferring to Answer Unanswered Questions Graphic Organizer (Handout RI.3.1-4.2). Emphasize the importance of pulling evidence and using background knowledge to infer an answer.</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Reflection and Closing**

Call on two or three students to share out their selected questions and inferred answers. Discuss answers as a class, and give all students the opportunity to add additional facts from the text that might support the inferred answers.
**RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

<table>
<thead>
<tr>
<th>Focus Standard</th>
<th>Materials</th>
<th>Student Procedure</th>
</tr>
</thead>
</table>
| RI.3.1         | • Florida Center for Reading Research-Comprehension/ Monitoring for Understanding C.032 (FCRR.org)  
• Informational text (based on students’ independent levels)  
• Student sheet (Activity Master C.032.SS1)  
• Prompt cards (Activity Master C.032.AM1)  
• Pencil | 1. Write the title of the text and what is already known about the topic before beginning to read.  
2. Read text. Stop at question prompt cards to write a question based on the text. Refer to the Making Inferences Anchor Chart as needed (Handout RI.3.1-4.2).  
3. Read on to answer the question. Write answer on the student sheet.  
4. Stop at summary prompt card at the end of the text and write a short summary.  
**Note:** Place an informational text that is within students’ instructional-independent reading level range at the center. Provide each student with a student sheet. Place prompt cards throughout the text (i.e., state what is known, ask questions, and summarize). Color code the evidence for each question. |

**Center Accountability**  
Student Sheet (Activities Master C.032.SS1)

**HANDOUTS FOR LESSON**

- RI.3.1-4.1 Making Inferences Anchor Chart  
- RI.3.1-4.2 “Inferring to Answer Unanswered Questions” Graphic Organizer
Make an Inference

What I Infer

Go beyond the author’s words to understand what is NOT SAID in the text.

What I Read

Use exact quotes or details found in the text. Find the EVIDENCE to prove thinking.

What I Know

Use your SCHEMA (knowledge you already have). Connect your background knowledge to justify thinking.

I can infer

because the author said ______

and I already know

- vacation
- school
- holidays
- time off
RI.3.1 INFERRING TO ANSWER UNANSWERED QUESTIONS

Our Big Question

<table>
<thead>
<tr>
<th>PAGE #</th>
<th>Quotes from the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Our Answer
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

ESTIMATED TIME
30 minutes

LESSON TARGET(S)
• Ask important questions.
• Determine what is an important question.

TEXT(S)
“Should School Be Year-Round?” (Lexile Level 650L) and question set (Lexile Level 650L) from ReadWorks.org
“Walking Tall” (Lexile Level 660L) and question set (Lexile Level 660L) from ReadWorks.org

GUIDING/TEXT-DEPENDENT QUESTION(S)
1. Which questions are “important questions?” How do you know?
2. What questions get at the most important ideas in the text? How do you know?
3. What is an example of an “interesting” question?

RESOURCES AND MATERIALS
• Highlighters (one per student)
• Post-It Notes
• Pencil/Marker
• Important vs. Interesting Anchor Chart (Handout RI.3.1-5.1)
• Promethean Board/document camera (if available)

TEXT DEPENDENT WRITING PROMPT
Why is the article about Ruby Bridges titled, “Walking Tall”? Use inferences and evidence from the text to support your answer.

INSTRUCTIONAL PLAN
Understanding Lesson Purpose and Student Outcomes
☐ I can ask and answer questions to show or demonstrate that I understand the text I am reading.
☐ I can use details in the text as evidence to answer specific questions.
☐ I can identify important questions.

Academic Vocabulary Instruction
1. Review all the words from days 1-4 listed on the word wall (incorporate word wall games to review).
2. Ask students to review the hand motion for each word.
3. Ask students to provide a student-friendly definition for each word.

*Lesson inspired by “Asking Questions Lesson” from Wayland Public Schools
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Making a Connection
1. Explain to students that they’ve practiced answering and asking many types of questions at different stages of reading.
2. Add that students will look more closely at the types of questions that they are asking and will identify which questions are the most important.

Anticipatory Set/Introduction to the Lesson
1. State the “I can” statements and ask the students to repeat after you and then to a partner.
2. Set Purpose: “Today I want to show you how to think about which unanswered questions are truly important questions. I want to show you how some unanswered questions help you to talk about the ‘big’ ideas in the text. Important questions help you to understand the author’s message, and they tie together lots of ideas in the text. Interesting questions are cool facts but not necessary to understanding the text.”
3. Create an Important vs. Interesting anchor chart (Handout RI.3.1-5.1). Note: Students will add the sticky notes during guided practice.

Model
1. Explain to students that you will model how to identify important questions by reviewing questions from “Should School Be Year-Round?” When it is their turn, they’ll review questions from “Walking Tall.”
2. Think aloud for students as you read and sort questions into “interesting” questions vs. “important” questions. Sample questions to sort: “Why might students have trouble learning in school during the summer?” (important) and “How much has the number of students enrolled in year-round schools increased by?” (interesting).

Guided Practice
1. Assign students to groups of 3-4.
2. Give each group a question.
3. Questions to use:
   - How long are year-round school breaks? (interesting)
   - How do frequent breaks improve student learning? (important)
   - Why did Christopher Newland state, “The evidence is that it would be as useful as changing the color of the school buses” in reference to year-round schooling? (important)
   - When do families plan their vacations? (interesting)
4. Each group will write their assigned question on a sticky note and will

Independent Practice
1. In partners, students continue to sort questions from “Walking Tall” (use sticky notes or index cards).
2. Questions:
   - What is another good title for this passage? (interesting)
   - Why were United States Marshals taking Ruby to school? (important)
   - How did Ruby’s parents feel about her attending an all-white school? (interesting)
   - Why did no more angry people come to the school when Ruby was in second grade? (important)
3. Students will work independently to complete a graphic organizer sorting the types of questions (Handout RI.3.1-5.2).
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Guided Practice (continued)

1. Determine if it is an “interesting” question or an “important” question.

2. Each group will share out their answers with the class and put the sticky notes under the correct category on the anchor chart.

4. Collect graphic organizers as an exit ticket.

Writing Extension: (to be completed either during the writing block, at the teacher table, or as additional guided/independent practice): Why is the article about Ruby Bridges titled, “Walking Tall”? Use inferences and evidence from the text to support your answer.

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

Independent Practice (continued)

Reflection and Closing

1. Encourage students to turn and talk to answer the following questions: “Let’s take a look at your questions. Which questions get at the truly important ideas in the text? How do you know? How might you answer that question? What in the text helps you to know that this is an important question?”

2. Facilitate a discussion to review answers as a class.

CENTER TITLE TEXT-BASED EVIDENCE ORGANIZER

<table>
<thead>
<tr>
<th>Focus Standard</th>
<th>Materials</th>
<th>Student Procedure</th>
</tr>
</thead>
</table>
| RI.3.1         | - Florida Center for Reading Research-Comprehension/ Monitoring for Understanding C.044 (FCRR.org)  
- Informational text (based on students’ independent levels)  
- Pencil  
- Self-assessment student sheet (Activity Master C.044.SS1) | 1. Read the items on the student self-assessment sheet.  
2. Read the informational text.  
3. Monitor use of your comprehension strategies while you read. Refer to strategy anchor charts as needed.  
4. Read the text.  
5. Read each item on the self-assessment sheet and check the corresponding box on the student sheet.  
6. Answer questions. Use the back of student sheet, if necessary. |

Center Accountability

Self-assessment Student Sheet (Activity Master C.044.SS1)
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

HANDOUTS FOR LESSON

RI.3.1-5.1 Interesting vs. Important Anchor Chart
RI.3.1-5.2 Interesting vs. Important Graphic Organizer
Important vs. Interesting

* A detail that is crucial in understanding the text!

* A detail that is a cool fact but is not necessary to understanding the text!
<table>
<thead>
<tr>
<th>Interesting Details</th>
<th>Important Details</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>
**MCCRS ELA STANDARD**

**RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.

<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>Main Idea</td>
<td>The most important thought of a text which tells the reader what the text is about</td>
<td>What the text is mostly about</td>
</tr>
<tr>
<td>Key Details</td>
<td>The major details that support the main idea</td>
<td>Facts or parts of the text that support the main idea</td>
</tr>
<tr>
<td>Recount</td>
<td>Give an account of an event or experience read within a text</td>
<td>To tell in your own words</td>
</tr>
<tr>
<td>Explain</td>
<td>Make an idea clear by describing it in more detail</td>
<td>To tell about</td>
</tr>
<tr>
<td>Support</td>
<td>To furnish collaborating evidence for</td>
<td>Back up your ideas</td>
</tr>
</tbody>
</table>
### RI.3.2
Determine the main idea of a text; recount the key details and explain how they support the main idea.

<table>
<thead>
<tr>
<th>ESTIMATED TIME</th>
<th>LESSON TARGET(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 minutes</td>
<td>Identify the main idea of an image or photograph.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEXT(S)</th>
<th>GUIDING/TEXT-DEPENDENT QUESTION(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Who or what is the image or photograph about?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESOURCES AND MATERIALS</th>
<th>TEXT DEPENDENT WRITING PROMPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Main idea images (photographs of any animal, event, or task) (RI.3.2-1.1)</td>
<td>N/A</td>
</tr>
<tr>
<td>• Main Idea anchor chart (RI.3.2-1.2)</td>
<td></td>
</tr>
<tr>
<td>• Main Idea Map graphic organizer (RI.3.2-1.3)</td>
<td></td>
</tr>
<tr>
<td>• Projector (if available)</td>
<td></td>
</tr>
</tbody>
</table>

### INSTRUCTIONAL PLAN

#### Understanding Lesson Purpose and Student Outcomes
- I can identify the main idea of a photograph or image.
- I can use key details to determine the main idea of a photograph or image.

#### Academic Vocabulary Instruction
1. Introduce the terms *main idea* and *key details* with a student-friendly definition.
2. Teach students a gesture to represent the new vocabulary words. (Suggested gestures: *main idea* - make a circle with both hands, *key details* - make a chopping down motion with one hand). Have students practice using the motion and saying the definition with a partner.
3. Create a Frayer Model for each vocabulary word (suggested boxes: definition, sentence, synonyms, antonyms, examples, non-examples).
4. Add the words to the word wall.

#### Making a Connection
Last year in second grade you learned how to identify the topic of a passage. In third grade we learn how to identify the main idea. The main idea is what an author is saying about the topic.

*Note: It may be important at this point to break down the difference between main idea and central message. Main idea is a term used with informational text, and central message refers to fictional stories.*
**RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.

### Anticipatory Set/Introduction to the Lesson

1. Introduce the “I can” statements to students. Have students repeat the statements to a partner.
2. Display the Main Idea anchor chart (Handout RI.3.2-1.2). Point out the academic vocabulary and review the definitions of these words if needed.
3. Explain to students that being able to retell key details of a text and then determine the main idea will help them better understand what they read.
4. Show an image or photograph (project if you are able or provide students with a copy of the image or photograph, or draw an image on the board).
5. Suggested example: Display a picture of students playing at the park (image provided).
6. Think aloud how to determine the topic of an image, the main idea, and support the main idea with details from the photograph.
7. Model your thinking: “The topic of this picture is a park, because I see trees, a playground, benches, and a sidewalk. Based on the picture, I believe that the main idea is that children are having fun playing in the park. I am inferring this because of the picture’s details. I see that children are swinging on the swings. Some are throwing a ball. All the kids are smiling, and a few are laughing. These details help me conclude that the children are having fun.”

### Guided Practice

1. Display two or three different photographs or images for students (from an informational text).
2. Have students turn and talk to identify the topic and formulate a main idea based on at least two key details in the pictures.
3. As a class, complete a Main Idea Map anchor chart.
4. Ask students to share with the class their determined main ideas and key details to check for understanding.

### Independent Practice

1. Display a photograph or image (from an informational text).
2. Have students complete a Main Idea Map graphic organizer (Handout RI.3.2-1.3) using the key details in the pictures to identify the topic and the main idea on their own.

### Reflection and Closing

1. Review the “I can” statements.
2. Ask students to share their key details in the chart with a partner.
3. Encourage students to explain how each detail tells more about the main idea.
4. Monitor partner talk to check for understanding.
5. Conduct a whole group share out (call on at least three students).
6. Collect the Main Idea Map graphic organizer as an exit ticket.
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

HANDOUTS FOR LESSON

RI.3.2-1.1 Suggested Images
RI.3.2-1.2 Main Idea Anchor Chart Example
RI.3.2-1.3 Main Idea Graphic Organizer
HANDOUT RI.3-2-1.1  
Suggested Images

---

STANDARDS GUIDEBOOK  
RI.3.1 – 3.3  
Key Ideas and Details
What's the Main Idea?

R.I.3.2: Determine the **main idea** (what the text is mostly about) of a text; **recount** (tell in your own words) the **key details** (details that support the main idea) and **explain** (tell about) how they **support** (back up) the main idea.

What's the main idea?
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

<table>
<thead>
<tr>
<th>ESTIMATED TIME</th>
<th>LESSON TARGET(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 - 30 minutes</td>
<td>Identify the main idea of a paragraph.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEXT(S)</th>
<th>GUIDING/TEXT-DEPENDENT QUESTION(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Trouble in the Amazon” (Lexile Level 800L) from ReadWorks.org</td>
<td>1. How did I identify the main idea of the text?</td>
</tr>
<tr>
<td></td>
<td>2. Where in the paragraph is the main idea often located?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESOURCES AND MATERIALS</th>
<th>TEXT DEPENDENT WRITING PROMPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Guided and Independent Practice Worksheet (Lexile Level 800L) from ReadWorks.org</td>
<td>N/A</td>
</tr>
<tr>
<td>• Main Idea Strategy Anchor Chart (Handout RI.3.2-1.2)</td>
<td></td>
</tr>
<tr>
<td>• Highlighters</td>
<td></td>
</tr>
<tr>
<td>• “The Main Idea Song”</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INSTRUCTIONAL PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding Lesson Purpose and Student Outcomes</td>
</tr>
<tr>
<td>☐ I can identify the main idea of a paragraph.</td>
</tr>
<tr>
<td>☐ I can identify key details in a paragraph.</td>
</tr>
<tr>
<td>☐ I can use key details to determine the main idea of a paragraph.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Vocabulary Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Review academic vocabulary discussed on day 1 (main idea, key details) with the Main Idea Anchor Chart (Handout RI.3.2-2.1).</td>
</tr>
<tr>
<td>2. Review gestures for each word.</td>
</tr>
<tr>
<td>3. Partner students and have them create a sentence that includes both main idea and key details in the same sentence.</td>
</tr>
<tr>
<td>4. Have students share their sentences with the class.</td>
</tr>
</tbody>
</table>
Making a Connection

On day 1, you learned how to state the main idea of a topic with a photograph. Today you will learn how to find the main idea of a paragraph. The same way we used key details to help us find the main idea in the photograph, we will use key details from the paragraph to help us determine the main idea.

Anticipatory Set/Introduction to the Lesson

1. Review the “I can” statements with students. Have students repeat them to a partner.
2. Set the purpose: “Let’s think about how to find the main idea of a paragraph. I need a strategy to help me. What can I use?”
3. With students, create a Main Idea Strategy Anchor Chart (Handout RI.3.2-2.1) on how to find the main idea.
4. Introduce the text “Trouble in the Amazon”.
5. Explain that you will model how to use the steps identified on the anchor chart to determine the main idea of individual paragraphs in the passage.
6. Read the first paragraph, and have students follow along.
7. Think aloud: “This paragraph talks about types of animals that live in the rain forest. It mentions brightly-colored birds and monkeys. It also states that thousands of other animals live in the rainforest. Based on these details, I think the main idea is that many types of animals live in the rainforest.”

Guided Practice

1. As a class, chorally read paragraphs 2-3.
2. Have students turn and talk to determine the main idea for paragraph 3, including why they think that is the main idea (Note: paragraph 2 has only two sentences). The main idea in paragraph 3 is that the Amazon is being destroyed.
3. Pull out key details that support the main idea of paragraph 3. Students will underline or highlight the key details in the paragraph. Next to paragraph 3, students will write the main idea based off of the class discussion and identified key details.
4. Repeat with paragraph 4. The main idea of paragraph 4 is that the Amazon has many rich and important resources.

Independent Practice

1. Students will work in pairs to annotate the remaining paragraphs in the text “Trouble in the Amazon.”
2. Pairs will underline (or highlight) the key details and write the main idea next to each paragraph.
3. Have students share out their notations with their classmates to check for accuracy and understanding.
Reflection and Closing

1. Discuss the overall main idea of “Trouble in the Amazon.”
2. Review the “I can” statements.
3. Have students chorally review the steps to finding the main idea from the anchor chart.
4. Play “The Main Idea Song.”

CENTER TITLE: DETERMINING THE MAIN IDEA OF A PARAGRAPH

<table>
<thead>
<tr>
<th>Focus standard</th>
<th>Materials</th>
<th>Student Procedure</th>
</tr>
</thead>
</table>
| RI.3.2         | • Concept of Comprehension: Main Idea 3rd Grade Unit: Lesson 1 (ReadWorks.org)  
• Highlighters  
• Pencils | 1. Designate who will be Partner 1 and who will be Partner 2.  
2. Partner 1 will read the first paragraph.  
3. Partner 1 will use a highlighter to identify the key details in the paragraph.  
4. Partner 1 will determine the main idea and answer the question. Partner 2 will check for accuracy.  
5. Switch roles to complete the next paragraph. |

Center Accountability: Completed Concept of Comprehension: Main Idea Lesson worksheet

HANDOUTS FOR LESSON

RI.3.2-2.1 Main Idea Strategy Anchor Chart Example
What's the Main Idea?
The main idea is what the text is mostly about

MAIN IDEA:

DETAILS:
- detail 1
- detail 2
- detail 3

How do I find the main idea?

Before you Read:
- read the title
- What is the text about?
- What is the topic?

While you Read:
- Look for and carefully read text features.
- Is the text fiction or non-fiction?
- Look for information, words, and pictures that are repeated

After you Read:
- Think about the most important point about the topic
- What details or examples back up and support the main idea?
**RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.

### ESTIMATED TIME

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>20 - 30 minutes</td>
</tr>
</tbody>
</table>

### LESSON TARGET(S)

- Identify the main idea and key details in a connected text.

### TEXT(S)

- **“An Unlikely Parasite: The Mistletoe”** (Lexile Level 790L) from ReadWorks.org

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

1. What is the main idea of the text, and how do the key details support it?
2. The mistletoe plant is evergreen. What does this mean?
3. What is one positive effect mistletoe have on the ecosystems where they grow?
4. What is the main topic of the article?

### RESOURCES AND MATERIALS

- Main Idea Graphic Organizer (Handout RI.3.2-2.1)
- Main Idea Anchor Chart (Handout RI.3.2-3.1)
- Pencil
- Highlighters

### TEXT DEPENDENT WRITING PROMPT

Choose one key detail from the passage you wrote in the chart. How does it support the main idea?

### INSTRUCTIONAL PLAN

#### Understanding Lesson Purpose and Student Outcomes

- I can identify the main idea of a text and the key details that support it.
- I can use key details to determine the main idea of a text.

#### Academic Vocabulary Instruction

1. Review **main idea** and **key details**. Have students demonstrate the gestures while chorally stating the definition.
2. Introduce the academic term **support** with a student-friendly definition.
3. Teach a hand gesture to represent **support**. (Suggested gesture: make a muscle.) Allow students to practice the motion while saying the definition with a partner.
4. Use a Frayer Model with students to describe the word (suggested boxes: definition, sentence, synonyms, antonyms).
5. Add the new term to the word wall.

#### Making a Connection

We’ve been learning how to determine the main idea, first with pictures and then with paragraphs. Today we will learn how to determine the main idea of an entire informational text.
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

**Anticipatory Set/Introduction to the Lesson**

1. Review “I can” statements with students. Have students explain what each statement means with a partner.
2. Review anchor charts from days 1 and 2.
3. Set the purpose with students: “Today we will read an article about a destructive plant. We will read the text two times. First, we will read to understand what the text is saying. Then, we will read more deeply and identify the key details to determine the main idea.”
4. **Before Reading:**
   - Read the title, “An Unlikely Parasite: The Mistletoe”
   - Draw students’ attention to the photo in the text.
   - Ask students to predict what this text may be about.
5. Chorally read the text with students. Note: You may choose to have students read the passage independently first, depending on reading levels.
6. **During Reading Questions:**
   - The mistletoe plant is evergreen. What does this mean?
   - What is one positive effect mistletoe has on the ecosystems where it grows?
   - What is the topic of the article?
   - Are there any unknown Tier II or Tier III words? *Note: If students are encountering unfamiliar words, make time to provide them with a quick definition.*

**Guided Practice**

1. Explain to students that you will now reread the passage to determine the main idea.
2. As the class rereads, encourage students to circle the sentence that best states the main idea and to underline or highlight key details that support or tell more about the main idea.
3. After paragraph 1, model for students how to identify and circle the main idea of the passage— “In the forests where they’re from, mistletoe can do some real damage.” Think aloud why this is the main idea (the rest of the passage explains how mistletoe plants damage other plants in the forest).
4. “To ensure this is the main idea, let’s find our key details that show how mistletoe are damaging.”
5. Model how to find and underline the first key detail: “The mistletoe lives on other plants, taking water and nutrients from these plants.”
6. Have students work with a partner or small group to identify and underline at least two more key details in the text as a follow-up to the model.

**Independent Practice**

1. Provide the following short response prompt to students: “Choose one key detail you wrote in the chart. How does it support the main idea?”
2. Have students write their response independently. *Note: Incorporate any currently established writing routine/strategies with the Writing Extension activity (ex: RACES, 4-Square, etc.)*
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

Guided Practice (continued)

7. Instruct students to use their underlined or highlighted information to complete the What’s the Main Idea Graphic Organizer (Handout RI.3.2-3.1).
8. When students finish, encourage them to share out with the class what they wrote on their graphic organizers.

Reflection and Closing

1. Review the “I can” statements with students.
2. Discuss with students how identifying the main idea and key details helped them to understand the science article.
3. Have students share any remaining questions about mistletoe.

CENTER TITLE WHAT’S THE MAIN IDEA?

<table>
<thead>
<tr>
<th>Focus standard</th>
<th>Materials</th>
<th>Student Procedure</th>
</tr>
</thead>
</table>
| RI.3.2         | • What’s the Main Idea Anchor Chart (Handout RI.3.2-3.1)  
• Leveled informational passages for each group  
• Notebook paper  
• Pencils | 1. Follow the steps in the What’s the Main Idea Anchor Chart.  
2. Answer each question on the anchor chart before, during, and after you read your group’s passage.  
3. Write the name of your passage and your answers to the anchor chart questions on notebook paper (or record answers on sticky notes and place on an anchor chart). |

Center Accountability Completed “What’s the Main Idea?” Graphic Organizer

HANDOUTS FOR LESSON

RI.3.2-2.1 Main Idea Anchor Chart Example  
RI.3.2-3.1 “What’s the Main Idea?” Graphic Organizer
What’s the Main Idea?

Describe the main idea of the story. Ask yourself: “What is this story mostly about?” and give examples to support your answer.

Main Idea:

Supporting Detail #1

Supporting Detail #2

Supporting Detail #3
### R1.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

#### ESTIMATED TIME

| 30 minutes |

#### LESSON TARGET(S)

| Identify the main idea in a text, recount details, and explain how the details support the main idea. |

#### TEXT(S)

| “A Dangerous Dust Storm” (Lexile Level 820L) and question set (Lexile Level 820L) from ReadWorks.org |

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

| 1. What happens during a dust storm? |
| 2. Recount one detail from the article that tells what people do to protect themselves during a dust storm. |
| 3. The article states that dust storms can be very dangerous. What evidence from the text best supports this statement? |

#### RESOURCES AND MATERIALS

- Main Idea Table activity sheet (Handout Ri.3.2-4.1)
- Main Idea Anchor Chart (handout Ri.3.2-2.1)
- Pencils
- Highlighters
- “A Dangerous Dust Storm” Question Set (included in link above) from ReadWorks.org

#### TEXT DEPENDENT WRITING PROMPT

| How might people be affected if forecasters did not have the ability to predict dust storms? Use evidence from the text to support your answer. |

#### INSTRUCTIONAL PLAN

**Understanding Lesson Purpose and Student Outcomes**

- I can identify the main idea of connected text.
- I can recount key details.
- I can explain how key details support the main idea.

**Academic Vocabulary Instruction**

1. Review vocabulary words *main idea, key details, and support*. Provide the appropriate gesture and have students give you the term.
2. Introduce the academic term *recount* by giving a student-friendly definition and a motion. (Suggested motion: point to fingers on one hand.) Have students practice saying the definition while doing the motion with a partner.
3. Conduct a Frayer Model (suggested boxes: definition, sentence, antonyms, and synonyms).
4. Add recount to the word wall.
RI.3.2  Determine the main idea of a text; recount the key details and explain how they support the main idea.

Making a Connection

“We have been learning to identify the main ideas of photographs, paragraphs, and passages. It is important that we recognize and identify key details which support the main idea.” Have students tell you why key details are necessary to find the main idea.

Anticipatory Set/Introduction to the Lesson

1. Review “I can” statements with students. Have students recite the statements using their vocabulary hand gestures.
2. Review the Main Idea Anchor Chart (RI.3.2-2.1).
3. Set the purpose: “Today, you will read an article about a science topic. It’s titled, ‘A Dangerous Dust Storm’. It tells about a different kind of storm that we don’t see in Mississippi. First, we will read to understand what the article is about. Then, you will reread with a partner to identify the main idea, recount key details, and explain how they support the main idea.”
4. Preview the article with students. Read aloud the title of the article and the author’s name.
5. Provide background information on the geography of deserts and the location of Arizona on a map.
6. Encourage students to make predictions about the article based on the title and photographs.

Guided Practice

1. Chorally read the text with students.
2. Pause throughout the text if students have any questions about selection vocabulary (clarify meanings of words with students and demonstrate how to use any context clues to determine word meanings).
3. Ask students to reread the article with a partner.
4. Instruct students to underline key details in the passage and to circle which sentence in the article best identifies the main idea.
5. Ask partners to answer the following questions:
   - What happens during a dust storm?
   - Tell one detail from the article that tells what people do to protect themselves during a dust storm.
   - The article states that dust storms can be very dangerous. What evidence from the text best supports this statement?

Independent Practice

1. Students work in pairs or groups to complete the Main Idea Table Activity Sheet (Handout RI.3.2-4.1) based on “A Dangerous Dust Storm.”
2. As students discuss, monitor pairs or groups for understanding.

Writing Extension (can be completed during writing block, at the teacher table, or as additional guided/independent practice): How might people be affected if forecasters did not have the ability to predict dust storms? Use evidence from the text to support your answer.

Note: Incorporate any currently established writing routine/strategies with the Writing Extension activity (ex: RACES, 4-Square, etc.).
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

Reflection and Closing

1. Review the “I can” statements.
2. Ask students to share their answers from the independent practice with the class.
3. Collect the Main Idea Table Activity Sheet (Handout RI.3.2-4.1) as an exit ticket.

HANDOUTS FOR LESSON

RI.3.2-2.1 Main Idea Anchor Chart Example
RI.3.2-4.1 Main Idea Table Activity Sheet
Main Idea

Supporting Detail

Supporting Detail

Supporting Detail

Each "Lee" that supports the label supports the main idea.

Supports the main idea.

Table Top Lesson

Main Idea from the paragraph or question is where you restate the main idea.

Name ___________________________
### ESTIMATED TIME

| 20 minutes |

### LESSON TARGET(S)

| Identify the main idea in a text, recount details, and explain how they support the main idea. |

### TEXT(S)

| “Watching the Weather” (Lexile Level 660L) and question set (Lexile Level 660L) from ReadWorks.org |

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

| Refer to Question Handout (Handout RI.3.2-5.1). |

### RESOURCES AND MATERIALS

| • Question Set  
  • Pencils  
  • Main Idea Anchor Chart (Handout RI.3.2-2.1) |

### TEXT DEPENDENT WRITING PROMPT

| What is the main idea of the section “Drying Out”? Use details from the passage to support your answer. |

### INSTRUCTIONAL PLAN

#### Understanding Lesson Purpose and Student Outcomes

- I can identify the main idea of a text.
- I can recount key details and explain how they support the main idea.

#### Academic Vocabulary Instruction

1. Review all vocabulary words.
2. Play Charades: Use popsicle sticks to randomly select students to come to the front of the class and act out the vocabulary word selected on the word wall.

#### Making a Connection

Think about what we have learned this week about finding the main idea and how to use key details. (Provide wait time.) Pair with a partner and share your thoughts. (Provide discussion time.) As a class, let’s discuss: how do we find the main idea of text? What are key details?

#### Anticipatory Set/Introduction to the Lesson

1. Explain that students will read a science article, “Watching the Weather” (Handout RI.3.2-5.2) independently and will use what they have learned this week to determine the main idea and its key details.
2. Preview article with students: read the title and encourage students to look at photographs and headings to help them begin to make predictions about the text.
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

Guided Practice

N/A

Independent Practice

1. Have students read the article “Watching the Weather” and complete the questions.
2. After answering the questions, students will respond to the writing prompt “What is the main idea of the section ‘Drying Out’? Use details from the passage to support your answer.”

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

Reflection and Closing

1. Use popsicle sticks to have randomly selected students share three key details from “Watching the Weather”.
2. Check answers and short response writing and provide individual feedback to students.

Center Title: WHAT’S THE MAIN IDEA?

Focus standard  | Materials  | Student Procedure |
----------------|------------|-------------------|
RI.3.2          | • Main Idea Table Activity Sheet (Handout RI.3.2-4.1) (Note: You can use the sheet or have students create on construction paper).
                 | • Expository texts available at students’ independent reading levels
                 | • Pencils
                 | • Scissors
                 | • Glue or tape | 1. Select the expository text on your independent reading level.
                 |               | 2. Read the passage.
                 |               | 3. Complete the Main Idea Table Activity Sheet.
                 |               | 4. Use the What’s the Main Idea Anchor Chart (Handout RI.3.2-2.1) for support.

Center Accountability  | Completed Main Idea Table Activity Sheet (Handout RI.3.2-4.1)

Handouts for Lesson

RI.3.2-2.1 Main Idea Anchor Chart Example
RI.3.2-5.1 “Watching the Weather” Question Set
RI.3.2 “WATCHING THE WEATHER” QUESTION SET

Directions: After reading “Watching the Weather”, answer the questions below. Be sure to locate evidence in the passage.

1. What is the main idea of the entire passage?
   A. ONE way to lower air pollution is to drive less and find other sources of electricity.
   B. Global warming may lead to all kinds of weather problems that will be harmful.
   C. Droughts hit parts of our country causing many problems.
   D. A little bit of global warming is good. Without it, we could not live on Earth because it would be too cold.

2. This question has two parts. First, answer Part A. Then answer Part B.

   Part A: Which sentence best states the main idea of the section “What’s the Answer”?
   A. Cutting down on air pollution will slow global warming.
   B. Cars that people drive create a lot of pollution.
   C. Droughts kill off crops.
   D. Scientists are not sure how global warming will change the weather.

   Part B: Which two sentences from the passage best support your answer to Part A?
   A. “Experts aren’t sure how global warming will change the weather.”
   B. “But they agree that something must be done to stop global warming.”
   C. “One way to lower air pollution is to drive less.”
   D. “People also need to find cleaner ways to make electricity.”
   E. “The life of future generations depends on it.”
3. Which sentence states the main idea of the paragraph “A Rising Tide”?
   A. “Hurricanes are storms that create high wind and rainfall.”
   B. “Levels could rise 3 feet in the next 100 years!”
   C. “That change might also bring more storms.”
   D. “As the ice melts, ocean levels rise.”

4. How do the key details in the paragraph “A Rising Tide” support its main idea?
   A. They describe the ways that rising ocean levels can cause problems.
   B. They compare rising ocean levels to tornados.
   C. They list what U.S. coastal areas might flood.
   D. They describe how scientists measure rising ocean levels.

5. What is the main idea of the section “Drying Out”? Use details from the passage to support your answer.

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**MCCRS ELA STANDARD**

**RI.3.3** 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.

<table>
<thead>
<tr>
<th>KEY LANGUAGE/VERBS/TERMS</th>
<th>FORMAL DEFINITION</th>
<th>STUDENT-FRIENDLY DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sequence</strong></td>
<td>A particular order in which related events, things or movements occur</td>
<td>The order that events occur</td>
</tr>
<tr>
<td><strong>Historical Events</strong></td>
<td>Important events or moments that happened in the past, often noted in historical or social studies literature</td>
<td>Important events that happened in the past, usually found in social studies text</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>Chronological</strong></td>
<td>Starting from the beginning and following the sequential order at which something occurred</td>
<td>When events happen in order</td>
</tr>
<tr>
<td><strong>Timeline</strong></td>
<td>A graphic representation that shows events over time on a line</td>
<td>A text feature that shows important events on a line</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>Relationship</strong></td>
<td>The way in which two or more concepts, events, objects or people are connected</td>
<td>The connection between two or more events, concepts or objects</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>Scientific Ideas</strong></td>
<td>An explanation based off research and evidence, repeatedly confirmed by experiment</td>
<td>An idea often supported by research and evidence</td>
</tr>
<tr>
<td><strong>Problem</strong></td>
<td>A conflict or situation presented in a text that needs to be overcome</td>
<td>A conflict or situation that needs to be solved</td>
</tr>
<tr>
<td><strong>Solution</strong></td>
<td>The method or action taken to fix or address a problem</td>
<td>How a problem is addressed or fixed</td>
</tr>
</tbody>
</table>
RI.3.3 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.

ESTIMATED TIME

30 minutes

LESSON TARGET(S)

- Identify the structures of historical texts.
- Identify key events with signal words.
- Sequence the key events using a timeline.

TEXT(S)

*Happy Birthday, Martin Luther King*, ISBN 0-439-09942-0

“A Great Leader” (Lexile Level 900L) from ReadWorks.org

GUIDING/TEXT-DEPENDENT QUESTION(S)

1. Does this text describe people and events in history?
2. Does the author use language and key words that identify time, sequence, or cause and effect?

RESOURCES AND MATERIALS

- Signal Words Anchor Chart
- Timeline Anchor Chart
- Timeline Handout
- Markers
- Pencils
- Interactive Whiteboard (if available)
- Highlighters

TECH DEPENDENT WRITING PROMPT

N/A

INSTRUCTIONAL PLAN

Understanding Lesson Purpose and Student Outcomes

☐ I can identify the structures of historical texts.
☐ I can identify key events using signal words from the text.
☐ I can sequence the key events in chronological order using a timeline.

Academic Vocabulary Instruction

1. Introduce the terms *sequence, historical events, text structure, chronological,* and *timeline* with student-friendly definitions and visual representations.
2. Teach students hand motions to represent the words and have them practice the motions with a partner. (Suggested hand motions: *sequence* – tick fingers off 1, 2, 3; *historical events* – point thumb backwards over shoulder to signal the past; *text structure* – chop hands in a downward motion to signal different paragraphs; *chronological* – chopping hand motion from left to right to signal individual events; *timeline* – place both hands together in prayer position at the left and move the right hand to the right away from the left hand to signal time)
RI.3.3 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.

Academic Vocabulary Instruction (continued)

3. Add the words to the word wall.
   *Note: During Guided Practice, point out Tier II vocabulary words capital, memorial, and perform, using context clues to determine the meaning.*

Making a Connection

Explain to students that they have already read historical texts so far this year (specifically name which ones). Authors usually write these texts in chronological order, or the order in which they happened.

Anticipatory Set/Introduction to the Lesson

1. Introduce/review the “I can” statements. Have students repeat and tell a partner.
2. Set the purpose: “Today we are going to read a book titled *Happy Birthday, Martin Luther King* and create a timeline of events from his life.”
3. Display the Timeline Anchor Chart (Handout RI.3.3-1.1). Explain how authors help us sequence events by using visuals such as a timeline.
4. Add that authors sequence events in a text by using signal words. These signal words help readers determine the order the events took place. Create Signal Words Anchor Chart (Handout RI.3.3-1.2) with students. Provide a few signal words, and have students help build the list, recording their answers on the chart. Explain that the signal words are similar to the transition words they use in their writing.

Guided Practice

2. Model a think aloud and bring attention to the signal words the author uses. Add any new signal words to the signal word anchor chart (Handout RI.3.3-1.2). Example: “On page 7 I read about Martin Luther King’s education. In the last sentence I heard a word that signals time and sequence. The sentence says: LATER he went to divinity school in Pennsylvania. That tells me that he went to divinity school after he attended college in Atlanta.”
3. After reading, guide the class in sequencing key events from the text.
4. Create a class timeline of Dr. King’s early life (Handout RI.3.3-1.3).

Independent Practice

1. Place students in partners.
2. Have students read the ReadWorks text, “A Great Leader.”
3. Students will use the information from the passage to add to their individual timelines, sequencing Dr. King’s life and work as a leader and activist. (Handout RI.3.3-1.3).
**Guied Practice (continued)**

5. Explain how timelines are used to show the sequence or chronological order of historical events.

**Reflection and Closing**

1. Using a turn and talk strategy, ask students how authors write about historical events.
2. Allow students to share out with the class what they discussed.
3. Explain that on day 2 the class will learn how some events can cause other events to happen.

**HANDOUTS FOR LESSON**

- **RI.3.3-1.1** Timeline Anchor Chart Example
- **RI.3.3-1.2** Signal Words Anchor Chart Example
- **RI.3.3-1.3** Timeline Handout
A timeline is used to keep track of things that happened on certain days or certain years.
Time and Sequence

**Signal Words**

- First... Next... Last
- Later
- To start
- before
- eventually
- after
- suddenly
- last
- Finally
- first... second... third
- over time
RI.3.3 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.

ESTIMATED TIME

30 minutes

LESSON TARGET(S)

- Identify the structures of historical texts.
- Identify key events and determine how the events effect future events
- Identify cause and effect relationships.

TEXT(S)

Happy Birthday, Martin Luther King, ISBN 0-439-09942-0
“A Great Leader” (Lexile Level 900L) and question set (Lexile Level 900L) from ReadWorks.org

GUIDING/TEXT-DEPENDENT QUESTION(S)

1. Does this text describe people and events in history?
2. Does the author use language and key words that identify time, sequence, or cause and effect?

RESOURCES AND MATERIALS

- Signal Words Anchor Chart
- Cause and Effect Anchor Chart
- Cause and Effect Signal Words Anchor chart
- Markers
- Pencils
- Highlighters

TEXT DEPENDENT WRITING PROMPT

N/A

INSTRUCTIONAL PLAN

Understanding Lesson Purpose and Student Outcomes

☐ I can identify the structures of historical texts.
☐ I can identify key events using signal words from the text.
☐ I can determine how key events are related and how events can cause other events to happen or have an effect on the outcome of the event.

Academic Vocabulary Instruction

1. Review the terms sequence, historical events, text structure, chronological, and timeline (use the hand motions and give clues to students and have them guess the correct word).
2. Introduce the words cause, effect, and relationship with student-friendly definitions.
3. Teach students hand motions to represent the words and have them practice the motions with a partner. (Suggested hand motions: cause – move left hand in a circular motion, palm
RI.3.3 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.

Academic Vocabulary Instruction (continued)

- effect – arch left hand, palm up, and bring over to the right hand and clap together;
- relationship – hold hands together, interlace fingers)

4. Add the words to the word wall.

Making a Connection

Yesterday we read a historical text on Dr. Martin Luther King Jr., and we worked together to create a timeline to show key events in his life in chronological order. Who remembers what key events we added to our timeline? (Have students tell you key events using the Timeline Anchor Chart Handout RI.3.3-1.1) Who remembers the signal words we found that the author used to sequence events? (Review Signal Words Anchor Chart RI.3.3-1.2) In addition to using signal words to show the sequence of key events in a text, authors also use signal words to show how events influence future events.

Anticipatory Set/Introduction to the Lesson

1. Introduce/review the “I can” statements. Have students repeat and tell a partner.
2. Set purpose for lesson: “Today we are going to review the text, Happy Birthday, Martin Luther King, and the timeline of events we read about in the text. However, this time as we read, we will discuss the relationship between events and the effects they can have on future events.”
3. Explain how events often impact other events, and that this relationship is called cause and effect.
4. To demonstrate a cause and effect relationship, provide students with real-life examples in action. Suggestions: set up dominoes and point out the effect of tapping the domino at the end, turn the lights on and off in the classroom, move a chair to make a squeaky sound, etc. Think aloud during the first example, and then have students join in and identify the cause and effect in the scenarios.
5. Introduce the Cause and Effect Anchor Chart (RI.3.3-2.1). Review the content and examples.
6. Show students the Cause and Effect Signal Words Anchor Chart (RI.3.3-2.2). Use the in-action scenarios to discuss the sentence structure. Have students practice using sentence stems to describe the cause and effect relationships in the scenarios.
7. Explain that students will look at cause and effect relationships in Dr. King’s life using key details from the text.

Guided Practice

1. Reread the book Happy Birthday, Martin Luther King aloud (Note: if the book not available, model with the ReadWorks Passage, “A Great Leader”).
2. Model a think aloud to bring attention to the signal words the author uses.
3. Add any new signal words to the signal word anchor chart from the text.

Independent Practice

1. Put students in partners.
2. Have students work together to complete finding the cause and effect relationships for their Guided Notes.
3. Ensure students finish 2 examples to determine either the cause of the event or the effect.
### Guided Practice (continued)

4. Using the Guided Notes Handout (RI.3.3-2.3), model how to identify two examples of cause/effect relationships from the text. Example: "On page 7 I read about Martin Luther King’s education. In the last sentence the author says: ‘He went to divinity school in Pennsylvania.’ The next page tells us that he became a pastor at Ebenezer Baptist Church in Atlanta. This tells me that attending divinity school led Martin to become a pastor. The first event is known as the cause. I have that recorded in my notes. What was the effect of this event? That he became a pastor. This is the effect because it occurred as a result of the first event."

5. Continue reading the book (or passage) and record notes on the relationship between events in Dr. King’s life.

6. Guide students to determine whether one event caused the next, or if it is a result of the previous event.

7. Complete 3 examples of cause and effect relationships together.

### Reflection and Closing

1. Have students turn and talk to answer the following questions: How do authors write about historical events? What are cause and effect relationships? What are signal words? Which signal words help us determine cause and effect relationships?

2. Tell students that on day 3, they will use similar strategies to analyze relationships in scientific texts.

### HANDOUTS FOR LESSON

- **RI.3.3-2.1** Cause and Effect Anchor Chart Example
- **RI.3.3-2.2** Cause and Effect Signal Words Anchor Chart Example
- **RI.3.3-2.3** Dr. Martin Luther King, Jr. Guided Notes
Cause and Effect Anchor Chart Example

**Cause** - an event that makes or causes, something else to happen

**Effect** - the consequence of the cause

Because it rained... the flowers bloomed
Causes and Effect Signal Words Anchor Chart Example

- cause, so effect.
- Because cause, effect.
- If cause, then effect.
- Effect because cause.
- When cause, effect.
- As a result of cause, effect.
- Due to cause, effect.
I DO

1. **Cause:** He went to divinity school in Pennsylvania.
   **Effect:** Martin became a pastor at Ebenezer Baptist Church in Atlanta.

2. **Cause:** Martin visited sick people in the hospital.
   **Effect:** This made them feel better.

WE DO

1. **Cause:** He helped our country change some of its laws.

2. **Cause:** Martin and Rosa Parks helped change laws that said only white people could sit in the front of the bus.
   **Effect:**

3. **Cause:**
   **Effect:** Now all people can share the same restaurants and drinking fountains.
RI.3.3 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.

ESTIMATED TIME

30 minutes

LESSON TARGET(S)

- Identify cause and effect relationships in an informational text.
- Identify cause and effect relationships that relate to a sequence of events.

TEXT(S)

The Journey: Stories of Migration
by Cynthia Rylant
ISBN 0.590-307177

GUIDING/TEXT-DEPENDENT QUESTION(S)

1. Does this text explain a historical event, animals and nature, or another topic?
2. What process does this text describe?
3. In your own words, describe the sequence of events that leads to a locust swarm.

RESOURCES AND MATERIALS

- Clear sheet protectors
- Locust Migration Guided Notes
- Writing prompt/checklist
- Anchor Charts: Cause and Effect, Cause and Effect Signal Words, Migration, Cause and Effect Patterns
- National Geographic Video, “Amazing Animal Migrations”
- Cause and Effect T-Chart

TEXT DEPENDENT WRITING PROMPT

How do locust swarms harm humans? Use evidence from the text to support your answer.

INSTRUCTIONAL PLAN

Understanding Lesson Purpose and Student Outcomes

☐ I can describe the relationship between a series of scientific ideas using language that pertains to time, sequence, and cause/effect.

Academic Vocabulary Instruction

1. Review the terms sequence, historical events, text structure, chronological, timeline, cause, effect, and relationship.
2. Introduce the words compare, contrast, scientific ideas, problem and solution with student-friendly definitions.
Academic Vocabulary Instruction (continued)

3. Teach students hand motions to represent the words and have them practice the motions with a partner. (Suggested hand motions: compare – weigh both hands, like on a scale; contrast – turn hands away from one another; scientific ideas – tap forehead; problem – make a confused face and scratch head; solution – make an “aha” face and point a finger up towards the air)

4. Add the words to the word wall.

Making a Connection

We have used the story of the life of Dr. Martin Luther King Jr. to learn about sequencing important events and cause and effect relationships. Who can give me specific examples from Dr. King’s life that represent the sequencing of important events? (Allow for wait time.) Who can give me specific examples of a cause and effect relationship in Dr. King’s life? (Allow for wait time.) Today we will continue to practice with these concepts and key terms as we compare and contrast the migration of two very different animals.

Anticipatory Set/Introduction to the Lesson

1. Introduce/review the “I can” statements. Have students repeat and tell a partner.
3. Write the word “Migration” in large letters at the top of an anchor chart with two columns underneath (Handout RI.3.3-3.2). Title column one “Characteristics” and column two “Reasons”.
4. Ask students to think about what they learned from the video. Suggested questions: “What are some reasons why animals migrate? What do migrations have in common?”
5. Write the following under “Reasons”: to find food; to find a partner; to have young; change of seasons.
6. Write the following underneath “Characteristics”: by land, sea, or air; happens all over the world; covers great distances; can be dangerous.
7. Set purpose for lesson: “After watching the video, we will see that animals migrate for similar reasons, and that migrations themselves share the same characteristics. However, each animal’s journey can be very different. We are going to study this in greater detail as we read The Journey: Stories of Migration by Cynthia Rylant. This book tells about the migrations of two very different animals: locusts in the deserts of Africa and the gray whale in the Pacific Ocean.”
8. Explain that by the end of the lesson, students will be able to identify causes and effects related to locust migrations and understand how cause and effect relationships can work together to form a sequence of events.
9. Read aloud the section on locust migrations. Display the text on the interactive whiteboard (if available) or provide students with typed copies. Set the purpose for reading with the question, “What causes locusts to migrate?”
10. Think aloud: “I was asked to find what causes locusts to migrate. It looks to me like the first sentence of the second paragraph contains a cause and an effect. ‘Too many eggs are laid in one small area (cause), and when the grasshoppers hatch there is not enough food (effect).’ I’m going to highlight the cause green and the effect red.”

11. Highlight the information on the Smartboard and write it on a T-chart with a cause and effect column. Paraphrase the information from the first step using a signal word or phrase. “Sometimes grasshoppers lay too many eggs in a tiny area. As a result, there is not enough food for the babies when they hatch.”

12. Think aloud: “The last sentence states that the grasshoppers migrate to search for vegetation, or food, which sounds like an effect. It seems that the effect from the first sentence (not enough food) is the cause for the grasshoppers to migrate because they migrate to find food.”

13. Using the green highlighter, underline and place parentheses around the phrase “there is not enough food” and highlight “to migrate in search of vegetation” in red. Add the information to the T-chart. Paraphrase the information from the second step using a signal word. “Grasshoppers migrate because there is not enough food.”

14. Paraphrase the entire process using signal words: “Sometimes grasshoppers lay too many eggs in a small area. This results in grasshopper migration because there is not enough food for the babies to eat.”

15. Conduct a turn and talk. Ask students: “What did you notice about the causes and effects in this sequence of events?” Students should notice that the effect in the first step was the cause in the second step.

16. Explain to students that when describing events or processes in science and social studies, causes and effects form a sequence where the effect from one step usually becomes the cause for the next. Although this is common, it is not always the case.

---

**Guided Practice**

1. Distribute Locust Migration Guided Notes (Handout RI.3.3-3.3). Have students highlight the causes green and effects red in the “Why Locusts Migrate” chart.

2. Instruct students to turn to the next page and partner read. Use the guiding question, “When locusts migrate, what can it look and sound like? Look for causes and effects to explain your answer.”

3. Think aloud: “Look at the chart titled ‘Locust Migration Sights and Sounds’ on your handout. I’m going to reread page 2 aloud. Pay attention to the information that is already on the chart because in a moment I am going to ask you to help me fill in the missing parts.”

4. Read page 2 aloud. After, ask students to lay their sheet protectors over the page. Several causes and effects are already listed on the handout. Highlight them in the text.

---

**Independent Practice**

1. Place students in partners.

2. Students will complete the You Do section of the Handout using the next page in the text.

**Writing Extension** (to be completed either during the writing block, at the teacher table, or as additional guided/independent practice):

How do locust swarms harm humans? Use evidence from the text to support your answer.
**Guided Practice (continued)**

- on the interactive whiteboard; green for causes and red for effects. Students do the same using their sheet protectors and highlighters.

5. Ask the question: “The first effect in the sequence states that the locust swarm blocks out the sun. What is the cause? You may need to look in the first paragraph to find it. Discuss with your partner and highlight the cause in green on your sheet protector.”

6. Ask for student responses. Once the class agrees on the correct response, highlight “They rise up and fly together by the billions” from the first paragraph in green. Then record it on the model graphic organizer while students write on theirs.

7. Repeat this process for step 2.

8. Remind students that an effect is not ALWAYS the next cause (noted in step 3). Guide the class to understand that the cause, “They rise up and fly together by the billions” is the same as in step one. Highlight and write on the graphic organizer.

9. Encourage students to paraphrase/restate the cause and effect relationships using signal words. Example: “Billions of locusts take to the sky. This can block the sunlight causing it to seem like night. Another result could be a thunderous noise.” Ask for student responses.

**Independent Practice (continued)**

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

**Reflection and Closing**

1. Review the Independent Practice chart.

2. Have students answer the following prompts: How can we identify cause and effect relationships in a text? Explain how cause and effect patterns can lead to a sequence of events. Use an example from today’s text.
**RI.3.3** 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.

<table>
<thead>
<tr>
<th>CENTER TITLE</th>
<th>CAUSE AND EFFECT MATCH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus standard</strong></td>
<td><strong>Materials</strong></td>
</tr>
</tbody>
</table>
| RI.3.3 | - FCRR Center C.020 Text Analysis Cause and Effect Match  
- Cause and effect cards | 1. Place cause cards in a stack face down at the center of the table. Place effect cards face up in rows.  
2. Working in pairs, Student One selects top card from cause stack and reads it to a partner.  
3. Student Two looks at effect cards and identifies one that corresponds, picks up the card, reads it, and places the two cards side by side. If the effect card is not identified, Student One assists.  
4. Reverse roles and continue until all cards are matched. |
| **Center Accountability** | Students record cause and effect relationship matches. Students “paraphrase” referencing the Cause and Effect Signal Words Anchor Chart (Handout RI.3.3-2.2). |

**HANDOUTS FOR LESSON**

- **RI.3.3-2.1** Cause and Effect Anchor Chart Example  
- **RI.3.3-2.2** Cause and Effect Signal Words Anchor Chart Example  
- **RI.3.3-3.1** Cause and Effect Characteristics Anchor Chart  
- **RI.3.3-3.2** Migration Anchor Chart  
- **RI.3.3-3.3** Locust Migration Guided Notes
Cause and Effect Patterns

- If you want _______, you should not ________.
- According to the text, _______, thus, ________.
- In the passage, ______ showed ______ by ______.
- According to paragraph _______, _______, which led to ________.
- Due to the fact that _______, ______.
- ________ as a result of ________.
<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>By land, sea, or air</td>
<td>To find food</td>
</tr>
<tr>
<td>Happens all over the world</td>
<td>To find a partner</td>
</tr>
<tr>
<td>Covers great distances</td>
<td>To have young</td>
</tr>
<tr>
<td>Can be dangerous</td>
<td>Change of seasons</td>
</tr>
</tbody>
</table>
Directions: Follow your teacher’s instructions to complete the charts about locust migrations.

**Why Locusts Migrate - I DO**

1. **Cause:** Too many eggs are all in one small area.
   **Effect:** There isn't enough food.

2. **Cause:** There isn't enough food.
   **Effect:** This made them feel better.

**Characteristics of Locust Migrations - WE DO**

1. **Cause:**
   **Effect:** The locust swarm blocks out the sun

2. **Cause:** The locust swarm blocks out the sun
   **Effect:**

3. **Cause:**
   **Effect:** A terrible thunderous noise is heard
How Locust Swarms Harm Humans - YOU DO

1. **Cause:** The locust swarm flies to the ground.
   **Effect:**

2. **Cause:**
   **Effect:**

3. **Cause:**
   **Effect:** People die of starvation.

Write about It

**How do locust swarms harm humans?**
Write a paragraph explaining your answer. Use the checklist below to make sure your paragraph is complete.

- Introduce the topic by restating the underlined prompt.
- Use at least two signal words from the anchor chart.
- Include all information in the chart using your own words.
- Conclude the paragraph by restating the topic.

______________________________________________________________________________
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______________________________________________________________________________
### RI.3.3
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.

<table>
<thead>
<tr>
<th>ESTIMATED TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 minutes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LESSON TARGET(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify cause/effect relationships in a text and relate them to a sequence of events.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEXT(S)</th>
</tr>
</thead>
</table>
| The Journey: Stories of Migration  
by Cynthia Rylant  
ISBN 0.590-307177 |

<table>
<thead>
<tr>
<th>GUIDING/TEXT-DEPENDENT QUESTION(S)</th>
</tr>
</thead>
</table>
| 1. Does this text explain a historical event, animals and nature, or another topic?  
2. What process does this text describe?  
3. In your own words, describe whale migration using cause and effect relationships. |

<table>
<thead>
<tr>
<th>RESOURCES AND MATERIALS</th>
</tr>
</thead>
</table>
| • Clear sheet protectors  
• Gray Whale Graphic Organizer  
• Anchor charts: Cause and Effect, Cause and Effect Signal Words, Migration  
• Notebook/notebook paper/index card |

<table>
<thead>
<tr>
<th>TEXT DEPENDENT WRITING PROMPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare and contrast the migration of locusts to gray whales. How are they the same? Different? Use evidence from the text to support your answer. Include at least two cause and effect relationships.</td>
</tr>
</tbody>
</table>

### INSTRUCTIONAL PLAN

#### Understanding Lesson Purpose and Student Outcomes

☐ I can describe the relationship between a series of scientific ideas using language that pertains to time, sequence, and cause/effect.

#### Academic Vocabulary Instruction

1. Review the terms sequence, historical events, text structure, chronological, timeline, cause/effect, relationship, compare, contrast, scientific ideas, problem, and solution (give clues to students and have them guess the correct word, conduct a Frayer Model, vocabulary triangle, or word wall game).

2. Review Word Master.
In yesterday’s lesson we learned about the role that cause and effect relationships can have in a sequence of events. Today, we will learn about another type of migration from a different animal, the gray whale. As we read, pay close attention and listen for cause and effect relationships and any sequence of events as we learn about gray whale migrations.

### Making a Connection

### Anticipatory Set/Introduction to the Lesson

1. Introduce/review the “I can” statements. Have students repeat the statements to a partner.
2. Explain that by the end of the lesson, students will be able to identify causes and effects related to whale migrations and compare them to those of the locusts.
3. Explain to students that you will read aloud the section on gray whale migrations in the text *The Journey: Stories of Migration*. Display the text on the interactive whiteboard (if available) or provide copies to students.
4. Read the section aloud (or incorporate a choral read, partner read, etc.). Ask students to pay attention to any cause and effect relationships or sequences that they notice.
5. Think aloud and ask, “What causes a gray whale to migrate? How do the causes of their migration differ from those of locusts?”
6. Think aloud: “On page 2 in the first paragraph, I notice a cause and effect relationship that may be the reason gray whales migrate. It gives me a cause explaining why gray whales love the cold waters of the North Pole (effect), which is because their favorite food is there. I’m going to highlight the cause green and the effect red.”
7. Highlight the information on the interactive whiteboard and write it on a T-chart with a cause and effect column. Students highlight on their copy.
8. Paraphrase the information using a signal word or phrase. “Gray whales love the frigid waters of the North Pole because their favorite food is there.”

### Guided Practice

1. Repeat the process above for the cause and effect relationship in the second paragraph of page 2 together as a class.
2. Chorally read the second paragraph with the class.
3. Have students paraphrase the information with their partners.
4. Refer them to the signal word and sentence starter anchor charts.
   - Cause: During the winter, the arctic waters fill with ice.
   - Effect 1: Whales look for a travelling companion.
   - Effect 2: Whales migrate south.

### Independent Practice

1. Pass out the Cause and Effect Graphic Organizer (Handout Ri.3.3-4.1).
2. Allow time for students to create bulleted points for the information discussed so far in the lesson.
3. Have students partner read the next 3 pages of the selection, filling in their graphic organizer as they read.
4. Write the following pages and paragraphs on the board to help direct students towards examples of cause and effect: page 3 paragraph 2, page 4 paragraphs 1 and 2, page 5 paragraphs 1 and 2.
**Guided Practice (continued)**

5. Have students partner read to reread paragraph 3.
6. Partners will highlight the cause and effect relationship (pregnant mothers leave first because they want to have plenty of time to get to the warm waters). Each partner will take turns paraphrasing the information.
7. Monitor student work and conversations.
8. Review student responses as a class.

**Independent Practice (continued)**

5. Monitor partners as they work.
6. Call pairs back to your teacher table for extra support as needed.
7. Review graphic organizers as a class, discussing the sequence of the gray whale migration using cause and effect relationships from the graphic organizer.

**Writing Extension** (to be completed during the writing block, at the teacher table, or as an additional guided/independent practice): Compare and contrast the migration of locusts to gray whales. How are they the same? How are they different? Use evidence from the text to support your answer. Include at least two cause and effect relationships.

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**Reflection and Closing**

1. Conduct a turn and talk with students to discuss answers to the following question: “How do the causes of the gray whale migration differ from those of locusts?”
2. After a small discussion, have students record their response in a notebook or on an index card or sheet of notebook paper to be used as an exit ticket.

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**CENTER TITLE**

**TEXT STRUCTURE SORT**

<table>
<thead>
<tr>
<th>Focus standard</th>
<th>Materials</th>
<th>Student Procedure</th>
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</thead>
</table>
| RI.3.3         | • FCRR Center (http://www.fcrr.org/studentactivities/c_022c.pdf)  
• Text structure header cards  
• Text structure cards | 1. Place text structure headers face up in a row. Place text structure cards face down in a stack.  
2. Taking turns, students select the top card from stack and read it to partner.  
3. Partner One will identify the type of text structure used and place it under the corresponding header.  
4. Reverse roles and continue until all cards are sorted.  
5. Work as partners to check one another’s work.  
*Note: A key will be available after cards are sorted to check accuracy.* |

**Center Accountability**

Recording sheet (listing cards and types of text structure)
RI.3.3 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.

<table>
<thead>
<tr>
<th>HANDOUTS FOR LESSON</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.3.3-2.1 Cause and Effect Anchor Chart Example</td>
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<tr>
<td>RI.3.3-2.2 Cause and Effect Signal Words Anchor Chart Example</td>
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<tr>
<td>RI.3.3-3.1 Cause and Effect Characteristics Anchor Chart</td>
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<tr>
<td>RI.3.3-3.2 Migration Anchor Chart</td>
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<tr>
<td>RI.3.3-4.1 Cause and Effect Graphic Organizer</td>
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</table>
**Cause and Effect Graphic Organizer**

<table>
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<tr>
<th>Cause</th>
<th>Effect</th>
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