

ThinkUp!TM

TEACHER EDITION

Standards Mastery through Critical Thinking

ELA

Interventions

Interventions

Review the Intervention Activities and determine those you will use to support student understanding of the unit standards.

Focus Standard L.3.5, L.3.5.A, L.3.5.B, L.3.5.C

Activity: Sticky Posters

 15 min.  

Display one sheet of chart paper labeled *Literal* and one sheet of chart paper labeled *Nonliteral*. Direct students to locate examples of literal and nonliteral language in texts, to write the examples on sticky notes, and to attach them to the appropriate chart paper. In the large group, discuss the meanings of the examples, using appropriate context from the texts to provide evidence for the meanings.

(CCSS: L.3.5.A, DOK: 2, RBT: Analyze)

Activity: Description Connection

 15 min.  

Display and read aloud literary texts. Have students listen for descriptions of characters, events, and settings. Have students create three-column charts labeled *Description*, *Real-Life*, *Shades of Meaning*. Instruct students to write descriptions from texts they heard during the read aloud in *Description* columns, real-life examples of the descriptions in *Real-Life* columns, and words that have related meanings in *Shades of Meaning* columns. Allow students to share their charts with partners.

(CCSS: L.3.5.B, L.3.5.C, DOK: 2, RBT: Analyze)

Focus Standard L.3.1.I

L.3.1.I Produce simple, compound, and complex sentences.

Activity: Sentence Columns

 15 min.  

Have students create three-column charts labeled *Simple*, *Compound*, *Complex*. Display examples of simple, compound, and complex sentences and direct students to place the examples in appropriate columns. Have students share responses with small groups to confirm accuracy of sentence placements and to correct misunderstandings. Extend the activity by having small groups write original sentences for each of the types of sentences.

(CCSS: L.3.1.I, DOK: 1, RBT: Apply)

Activity: Sentence Chat

 15 min.  

Instruct students to write paragraphs about self-selected topics, using at least one simple sentence, one compound sentence, and one complex sentence. Have students exchange paragraphs with partners. Have partners label the sentences by type. Direct students to debrief identified sentence types with partners.

(CCSS: L.3.1.I, DOK: 2, RBT: Apply)

Interventions

Review the Intervention Activities and determine those you will use to support student understanding of the unit standards.

Focus Standard RI.3.3

Activity: Model Your Thinking

 15 min.  

Read aloud to students historical, scientific, or technical texts. Use the *Think Aloud* strategy to model the steps needed to identify the relationships between and among effects, steps, time, ideas, or concepts within the texts. Then, provide pairs of students with additional historical, scientific, or technical texts. Have students work collaboratively to follow the modeled steps as they determine and record the relationships in the texts.

(CCSS: RI.3.3, DOK: 3, RBT: Understand)

Activity: Questions, Questions!

 15 min.  

Following the reading of informational texts, ask questions that require students to describe the relationships among events, steps, ideas, or concepts in the texts and to provide text evidence to support responses.

- **Cause/Effect:** *What was the effect of _____? What causes led to this effect?*
- **Sequence:** *What is the predicted outcome of the procedure? What are the steps in the procedure to produce the result? Why is each step necessary?*
- **Time:** *Which events are included within the time period? What evidence supports the identification of the time period? What is the relationship between or among the series of events within the time period?*

(CCSS: RI.3.3, DOK: 3, RBT: Understand)

Focus Standard L.3.2.D

L.3.2.D Form and use possessives.

Activity: The Rule Book

 15 min.  

Ask small groups of students to create grammar posters that teach about forming and using possessives. Have students follow these directions for completing the posters: *Provide a list of possessives. Provide an explanation of possessives. Provide three example sentences that use possessives and underline the possessives.* Allow students to share posters in the large group, discussing sentences for correct use and identification of possessives.

(CCSS: L.3.2.D, DOK: 1, RBT: Apply)

Activity: Possessively Speaking

 15 min.  

Select three objects in the room and display them. Direct student pairs to compose as many sentences as possible in five minutes following these rules: *Each sentence must refer to or be inspired by one of the objects. Each sentence must correctly use a possessive.* Have pairs share sentences and ask the large group to make determinations about the accuracy of sentences and about how to correct the sentences as needed.

(CCSS: L.3.2.D, DOK: 1, RBT: Apply)

Interventions

Review the Intervention Activities and determine those you will use to support student understanding of the unit standards.

Focus Standard RL.3.4

Activity: Ad Meaning

🕒 15 min. 👤 👥

In the large group, provide students with advertisements or display advertisements. Direct students to locate examples of nonliteral language in the ads. Ask students to explain or paraphrase the meaning of the language as used in the ads. Discuss responses for accuracy.

(CCSS: RL.3.4, DOK: 2, RBT: Apply)

Activity: Vocabulary Words Connect

🕒 15 min. 👤 👥

Have students read literary texts and circle unknown words and phrases, both using literal and nonliteral language. Instruct students to choose one circled word and complete *Vocabulary Words Connect* graphic organizers with the selected word. Have students share graphic organizers in small groups.

(CCSS: RL.3.4, DOK: 2, RBT: Apply/Analyze)

Vocabulary Words Connect

A graphic organizer titled "Vocabulary Words Connect" enclosed in a rectangular border. On the left side, there is a small illustration of a book. Five lines radiate from the book to five separate text boxes. The boxes contain the following questions: "What do you think this word means?", "What is the definition found in the dictionary?", "What other words do you connect to this word?", "Use this word in a sentence.", and "What is the word?" (positioned between the book and the dictionary definition box).

Focus Standard L.3.1.D, L.3.1.E

L.3.1.D Form and use regular and irregular verbs.

L.3.1.E Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

Activity: And Then What?

🕒 15 min. 👤 👥

Have students write several simple sentences using simple verb tenses. Allow student pairs to exchange sentences and to ask themselves "and then what?" in order to add to the sentences, using the simple verb tenses established in first sentences. Post the completed sentences and allow students to review them. In the large group, read all sentences, identifying sentences that require corrections to the simple verb tenses. Debrief the reasons for the corrections to ensure that the appropriate simple verb tenses are used.

(CCSS: L.3.1.E, DOK: 1, RBT: Apply)

Activity: Variety of Verbs

🕒 15 min. 👤 👥

Display regular and irregular verbs. Instruct students to write sentences that include the verbs. Have students form pairs, read sentences, and circle the verbs in each sentence. Instruct pairs to discuss the circled words and identify if they are *regular* or *irregular*. Challenge pairs to collaborate to determine additional regular and irregular verbs and to write additional sentences.

(CCSS: L.3.1.D, DOK: 2, RBT: Apply)

Interventions

Review the Intervention Activities and determine those you will use to support student understanding of the unit standards.

Focus Standard RI.3.7

Activity: Create Your Own Text Feature

 15 min.  

Provide students with informational texts that are absent of text features. Have students create and insert appropriate text features to enhance the content (e.g., maps, illustrations, diagrams). Direct students to post texts with text features and to participate in a *Gallery Walk*. As students observe the displays, have students place sticky notes with reflective comments and feedback. Allow time for students to debrief peers' observations.

(CCSS: RI.3.7, DOK: 2, RBT: Apply)

Activity: Find a Feature

 15 min.  

Have students brainstorm a list of text features and post the resulting list, adding as needed. Provide students with informational texts that contain text features. Instruct students to write questions to determine the information that might be located using the features and the information that might be located using the text. Direct students to read the texts and to answer the questions using the text and the features. Have students label answers *Text, Feature, Both*. Debrief student responses in the large group.

(CCSS: RI.3.7, DOK: 2, RBT: Apply)

Focus Standard W.3.3, W.3.3.A, W.3.3.B, W.3.3.D

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.3.3.A Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

W.3.3.B Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W.3.3.D Provide a sense of closure.

Activity: Conclusion Predictions

 15 min.  

Have student pairs read narratives with omitted conclusions. Instruct pairs to discuss how they predict the narratives end and support their predictions based on the established situations and event sequences as well as the dialogue and descriptions provided in the texts. Provide student pairs with the omitted conclusions and instruct them to reflect on the accuracy of their predictions.

(CCSS: W.3.3.A, W.3.3.B, W.3.3.D, DOK: 2, RBT: Apply)

Activity: Description Supplier

 15 min.   

Select brief narrative texts and omit several instances of descriptions of actions, thoughts, and feelings from the texts. Provide the prepared texts to student pairs and instruct pairs to use the contexts, including dialogue and descriptions to supply anticipated actions, thoughts, and feelings. In the large group, read aloud the texts, pausing to allow pairs to suggest actions, thoughts, and feelings that might be included. Discuss suggestions to determine if the added descriptions help to develop experiences and events that unfold in natural ways.

(CCSS: W.3.3.A, W.3.3.B, W.3.3.D, DOK: 2, RBT: Apply)

Interventions

Review the Intervention Activities and determine those you will use to support student understanding of the unit standards.

Focus Standard RL.3.3

Activity: Act It Out

 15 min.   

After reading or hearing read aloud fiction stories, have students work in pairs to identify the traits, motivations, actions, and feelings of the characters. In the large group, instruct pairs to perform the character's traits, motivations, actions, and feelings. Allow audience members to identify the performed characteristics and use evidence from the stories to support their identifications.

(CCSS: RL.3.3, DOK: 2, RBT: Analyze)

Activity: Illustrate an Event

 15 min.   

After reading fiction stories, have students illustrate key events. In small groups, instruct students to discuss the illustrations and to explain how the character's traits, motivations, actions, and feelings impact the illustrated events. Debrief small group discussions in the large group.

(CCSS: RL.3.3, DOK: 2, RBT: Analyze)

Focus Standard L.3.2.A

L.3.2.A Capitalize appropriate words in titles.

Activity: Stand for Caps

 15 min.  

Read sentences containing titles that require capitalization. Direct students to stand when they hear words that should be capitalized. After students respond to the oral activity, display the sentences with no capitalization and instruct students to rewrite the sentences using appropriate capitalization.

(CCSS: L.3.2.A, DOK: 1, RBT: Apply)

Activity: Title Correction

 15 min.  

Provide small groups of students with brief paragraphs that include a number of titles of works that require capitalization conventions. Instruct small groups to identify and circle the titles and to discuss how the titles should be capitalized. In the large group, display a *T-chart* labeled *Title*, *Correction*. Have groups identify the titles and record in the *Title* column. Guide students to identify the correct capitalization for the title and record the correction in the *Correction* column.

(CCSS: L.3.2.A, DOK: 1, RBT: Apply)

Interventions

Review the Intervention Activities and determine those you will use to support student understanding of the unit standards.

Focus Standard RL.3.3

Activity: Color the Characters

 15 min.   

Have students read literary texts in which the actions of the characters significantly contribute to the sequence of events. Instruct students to use two colors of highlighters and highlight descriptions of the characters in first colors and contributions of the characters in second colors. Have small groups of students use the annotated texts to analyze the characters and their contributions to the events and to consider how the plot events would be different if the characters' traits, motivations, or feelings had been different. Debrief small group discussions in the large group.

(CCSS: RL.3.3, DOK: 2, RBT: Analyze)

Activity: Character Web

 15 min.  

Have students read stories or listen to read aloud stories. Instruct students to use sticky notes to record descriptions of traits, motivations, or feelings of specified characters. Post a *Character Web* graphic organizer for each of the main characters of the stories. Label the centers with one of the characters and label the extensions *Traits*, *Motivations*, *Feelings*. Allow students to affix their sticky notes to the appropriate extensions. Debrief student responses in the large group.

(CCSS: RL.3.3, DOK: 2, RBT: Analyze)

Focus Standard W.3.2, W.3.2.A, W.3.2.C, L.3.3.A

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.2.A Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

W.3.2.C Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.

L.3.3.A Choose words and phrases for effect.

Activity: Coherent Reflection

 15 min.  

Provide small groups of students with texts that demonstrate exceptional clarity and cohesion by using linking words and phrases. Have students highlight the linking words and phrases that connect ideas within categories of information. Challenge individual students to write reflections in which they consider how the linking words and phrases provide clarity and cohesion to the writing and how they might apply the learning to writing tasks. Repeat the activity with a focus on topics and the ways the information in the texts is grouped by related ideas.

(CCSS: W.3.2.A, W.3.2.C, DOK: 2, RBT: Apply)

Activity: All for Effect

 15 min.   

Have students exchange recently written drafts with partners. Instruct students to underline sentences that might be improved with the addition of words and phrases that might create specific effects, such as suspense, humor, or surprise. Instruct original writers to revise drafts, using the underlined sentences to guide them to include words or phrases that produce specific effects. Have students share revisions with partners and discuss the revisions to ensure that the chosen words and phrases produce specific effects. In the large group, debrief strategies for making these types of revisions.

(CCSS: L.3.3.A, DOK: 2, RBT: Apply)

Interventions

Review the Intervention Activities and determine those you will use to support student understanding of the unit standards.

Focus Standard RI.3.2

Activity: Main Idea Match

 15 min.   

Read aloud a variety of informational texts about common topics. Prepare key detail cards and main idea cards for the informational texts and distribute to small groups. Have groups work together to match the key detail cards and the main idea cards to the appropriate texts. Allow small groups to share their matches in the large group. Discuss responses for accuracy and to correct misconceptions.

(CCSS: RI.3.2, DOK: 2, RBT: Understand)

Activity: Organize It!

 15 min.   

Provide students with informational texts to be read independently or read aloud to the small or large group. Provide a variety of graphic organizers (e.g., *Outline, Web, Grid Chart, T-chart*) for students to use to record main ideas and key details from informational texts. After reading or hearing the texts, instruct students to record main ideas and key details on selected graphic organizers. Invite students to share their graphic organizers in small groups.

(CCSS: RI.3.2, DOK: 2, RBT: Understand)

Focus Standard L.3.2.B, L.3.2.C

L.3.2.B Use commas in addresses.

L.3.2.C Use commas and quotation marks in dialogue.

Activity: Dialogue Decisions

 15 min.  

Have students write short stories that include dialogue between characters by that omit the commas and quotation marks. Ask students to exchange stories with partners and have partners insert commas and quotation marks as needed. Have pairs collaboratively edit stories, checking for the accurate use of commas and quotation marks.

(CCSS: L.3.2.C, DOK: 1, RBT: Apply)

Activity: Address the Envelope

 15 min.   

Have students write personal letters to important people in their lives. Distribute envelopes to students and instruct them to place the letters in the envelopes, seal them, and write appropriate addresses of the receivers and their return addresses on the fronts of the envelopes. Have students exchange envelopes with partners to check that the addresses have been written using correct punctuation. Debrief discovered corrections in the large group.

(CCSS: L.3.2.B, DOK: 1, RBT: Apply)

Interventions

Review the Intervention Activities and determine those you will use to support student understanding of the unit standards.

Focus Standard RL.3.6

Activity: Variety of Versions

 15 min.   

In the large group, have students observe common situations and share personal versions of the events with partners. Direct students to identify likenesses and differences of the versions in order to demonstrate that observations and retelling of events are affected by the points of view of the observers. Have students write brief synthesis statements of the learning from this activity.

(CCSS: RL.3.6, DOK: 2, RBT: Analyze)

Activity: Sticky Connections

 15 min.  

Read aloud literary texts or have students read the texts independently. While reading, direct students to record on sticky notes the key ideas related to the authors' points of view. Instruct students to review the notes in order to determine the authors' points of view of the texts. Have students record their personal points of view on different colors of sticky notes to compare their points of view to those of the authors. Allow students to share their responses in the large group. Discuss responses to confirm accuracy of understanding the points of view of authors.

(CCSS: RL.3.6, DOK: 2, RBT: Analyze)

Focus Standard W.3.2, W.3.2.A, W.3.2.B, W.3.2.D

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.2.A Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

W.3.2.B Develop the topic with facts, definitions, and details.

W.3.2.D Provide a concluding statement or section.

Activity: Off to a Great Start

 15 min. 

Provide small groups of students with introductory paragraphs of informative/explanatory texts that model strong introductions. Ask students to read the texts, circle the main topics, and underline the information and details that preview the topics. Provide the complete texts and have students discuss how the introductions clearly introduce the topics and establish the overall structures of the texts. Repeat the activity with a focus on concluding statements or sections.

(CCSS: W.3.2.A, W.3.2.D, DOK: 2, RBT: Apply)

Activity: Compose in Rows

 15 min.  

Have small groups of students sit in rows. Provide first group members with lined writing pads and pencils. Direct first students to write beginning sentences of informational texts on specified topics. Have students pass the tablets so that all group members add sentences to the texts and texts are complete. Upon completion of texts, have students collaborate to determine if sentences should be revised to develop the topic with additional facts, definitions, or details. Then, have small groups exchange texts with other groups and provide feedback regarding the effectiveness of the texts.

(CCSS: W.3.2.A, W.3.2.B, W.3.2.D, DOK: 2, RBT: Apply)

Interventions

Review the Intervention Activities and determine those you will use to support student understanding of the unit standards.

Focus Standard RL.3.1

Activity: Question Marks

 15 min.  

Have students read or listen to literary texts read aloud. Instruct students to complete *Web* graphic organizers with titles in center circles and answers to *who*, *what*, *when*, *where*, *why*, and *how* questions in extensions. Display a large *Web* graphic organizer and record responses to the questions as they are suggested by students.

(CCSS: RL.3.1, DOK: 2, RBT: Understand)

Activity: Literary Swap

 15 min.  

Read aloud picture books or brief literary texts or have students read self-selected picture books. Have students write questions that require explicit thinking about the books or texts. Instruct students to exchange books or texts and questions with partners and to answer the questions. Have students return papers to partners to confirm accuracy of answers.

(CCSS: RL.3.1, DOK: 2, RBT: Understand)

Focus Standard L.3.1.G

L.3.1.G Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

Activity: Comparative Sentences

 15 min.  

Post or display sentences that use comparative adjectives to compare two topics (e.g., *Giraffes are taller than cats.*). Have one student use the last topic to begin a new sentence that includes a different comparative adjective (e.g., *Cats are happier than clowns.*). Note: The sentences can be silly but must use the comparative adjectives correctly. Continue until all students have stated sentences using comparative adjectives.

(CCSS: L.3.1.G, DOK: 1, RBT: Apply)

Activity: Adding Adverbs

 15 min.   

Provide a story starter (e.g., *The day started ordinarily enough, but _____*). Have small groups of students collaboratively compose stories, recording sentences on passed sheets of paper. Instruct students to continue writing until the stories include at least one comparative and one superlative adverb. Ask students to identify the comparative and superlative adverbs by circling them. Direct students to exchange papers and to continue writing until all members have contributed to the stories. Allow small groups to share stories, confirming correctly identified comparative and superlative adverbs. Post stories for other groups to read. In the large group, debrief to discuss how comparative and superlative adverbs add meaning and interest to stories. Repeat the activity with a focus on comparative and superlative adjectives.

(CCSS: L.3.1.G, DOK: 1, RBT: Apply)

Interventions

Review the Intervention Activities and determine those you will use to support student understanding of the unit standards.

Focus Standard RI.3.9

Activity: Ask the Questions

 15 min.  

Read aloud two informational texts on common topics. Pose questions that require students to make connections between important points and key details in the texts: *What do the texts have in common? What is described in both texts? How do the viewpoints in the texts differ? What ideas are present in the texts? How is _____ similar to/different from _____?* Expect students to provide text evidence to support responses.

(CCSS: RI.3.9, DOK: 3, RBT: Understand/Analyze)

Activity: Noted Texts

 15 min.  

Have student pairs read two texts on the same topics, the first student reading the first text and the second student reading the second text. Have individual students use bullets to record details about the topics. Direct students to use the details during partner discussions of the texts in order to identify similarities and differences in the information about the topics.

(CCSS: RI.3.9, DOK: 3, RBT: Understand)

Focus Standard L.3.1.H

L.3.1.H Use coordinating and subordinating conjunctions.

Activity: Compounds and Conjunctions

 15 min.   

Prepare a spinner labeled *Compound Subject*, *Compound Predicate*, *Compound Sentence*. Display simple sentences with simple subjects and predicates. Spin the spinner to determine the revision students should make to the displayed sentences. Instruct students to revise and record the sentences according to the sentence patterns indicated. Remind students to use correct punctuation and/or coordinating conjunctions when creating compound subjects, predicates, or sentences.

(CCSS: L.3.1.H, DOK: 2, RBT: Apply)

Activity: Conjunction Corrections

 15 min.  

Provide or have students create paddles labeled *Correct*, *Incorrect* on reverse sides. Display sentences that use coordinating or subordinating conjunctions correctly or incorrectly. Have students identify correctly used conjunctions by displaying *Correct* paddles and identify incorrectly used conjunctions by displaying *Incorrect* paddles. Invite students to correct the conjunctions for those identified as incorrect. Debrief by asking students to provide explanations for the needed corrections.

(CCSS: L.3.1.H, DOK: 1, RBT: Apply)

Interventions

Review the Intervention Activities and determine those you will use to support student understanding of the unit standards.

Focus Standard RI.3.6

Activity: Target the Point of View

 15 min.  

Provide students with informational texts and *Bull's Eye* graphic organizers. Direct students to write authors' points of view in center circles of the organizers. Have students record text evidence supporting the points of view in surrounding sections. Direct students to record their personal points of view of the topics in outer sections. Have students discuss graphic organizers with partners and compare responses to confirm accuracy or to correct misunderstandings.

(CCSS: RI.3.6, DOK: 2, RBT: Analyze)

Activity: Chart the Evidence

 15 min.  

Have students read informational texts. Guide students to identify the points of view of the authors. Have students use two-column charts labeled *Author's Point of View*, *My Point of View*. Instruct students to list key details that provide evidence from the texts of the authors' points of view in left columns and their points of view, including beliefs, thoughts, and feelings in right columns. Debrief student responses in the large group.

(CCSS: RI.3.6, DOK: 2, RBT: Analyze)

Focus Standard W.3.1, W.3.1.A, W.3.1.B, W.3.1.D

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.1.A Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1.B Provide reasons that support the opinion.

W.3.1.D Provide a concluding statement or section.

Activity: Focus on Feedback

 15 min.   

Ask students to write brief texts in which they state opinions and support the opinions with reasons. Have students exchange texts with partners and provide feedback to partners by completing these sentence frames: *Your opinion is (clear/unclear) because ____.* *Your reason that ____ (does support/does not support) your opinion because ____.* *Your (opinion/reasons) could be improved by ____.* Instruct original writers to use different colors of ink to revise texts based on the feedback. In the large group, have students display texts and share one or more specific examples of feedback that supported improving the texts.

(CCSS: W.3.1.A, W.3.1.B, DOK: 2, RBT: Apply)

Activity: Catch the Arguments

 15 min.  

Provide students with well-written opinion pieces. Label three containers: *Opinion*, *Reasons*, *Concluding Statements*. Instruct students to cut apart the opinions or write the sentences on separate pieces of paper. Have students place the sentences in the appropriate containers. After sentences are sorted, invite students to draw sentences from the containers and verify or correct the placements.

(CCSS: W.3.1.A, W.3.1.B, W.3.1.D, DOK: 2, RBT: Apply)

Interventions

Review the Intervention Activities and determine those you will use to support student understanding of the unit standards.

Focus Standard RL.3.2

Activity: Sum Up the Story

 15 min.   

Have students select and read favorite stories and use the acrostic to organize their thinking as they write summaries. Allow students to share summaries with partners or small groups.

S – state the main topic or message of the story

T – tell about the characters, setting, problem, and resolution

O – order the key details

R – recount the story using . . .

Y – your own words

(CCSS: RL.3.2, DOK: 2, RBT: Understand)

Activity: Find the Message

 15 min.   

Have students answer these questions to guide the identification of central messages, lessons, or morals in literary texts: *Who is the main character? What is the main character's role in the text? What are the actions of the main character? What are the thoughts of the main character? What lesson does the main character learn or what problem does the main character solve in the story?* Direct students to record the answers about the characters on sticky notes. Guide students to use the sticky notes to identify the central messages, lessons, or morals of the texts. Allow students to share determined central messages, lessons, or morals in small groups or in the large group. Debrief determinations to confirm accuracy and correct misconceptions.

(CCSS: RL.3.2, DOK: 2, RBT: Understand)

Focus Standard W.3.1, W.3.1.B, W.3.1.C, W.3.1.D

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.1.B Provide reasons that support the opinion.

W.3.1.C Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

W.3.1.D Provide a concluding statement or section.

Activity: Who's with Me?

 15 min.  

Have students brainstorm issues that have opposing views. Instruct small groups of students to select issues, form and record clear opinions, and provide and record reasons to support the opinions. Have students share the recorded information in the large group. Repeat the activity using opposing opinions.

(CCSS: W.3.1.B, DOK: 2, RBT: Apply)

Activity: Linking Opinions

 15 min.  

Provide small groups two body paragraphs from opinion pieces that do not demonstrate clear links between opinions and reasons across the paragraphs. Post two possible solutions, one that creates clear links across paragraphs and one that does not. Allow group members to discuss which solution is more effective in linking opinions and reasons. Provide immediate feedback to correct or confirm responses. Have individual students write original body paragraphs and possible solutions that demonstrate their understanding of the concept. Repeat the activity with a focus on concluding statements.

(CCSS: W.3.1.C, W.3.1.D, DOK: 2, RBT: Apply)

Interventions

Review the Intervention Activities and determine those you will use to support student understanding of the unit standards.

Focus Standard RL.3.5

Activity: Partner Build

 15 min.  

Provide students with note cards and texts of dramas. Have students record plot events from the dramas on the cards. Instruct students to exchange texts and cards with partners. Have students sequence the cards, return to partners, and discuss how the plot events of the dramas build to the conclusions.

(CCSS: RL.3.5, DOK: 2, RBT: Understand)

Activity: Display the Dramatic Elements

 15 min.   

Ask small groups of students to create visual displays that identify and define the elements of dramatic texts. Direct students to include the examples of the elements and statements of the importance of the elements in the displays. Allow students to present and post displays for ongoing reinforcement of the concepts.

(CCSS: RL.3.5, DOK: 2, RBT: Analyze)

Focus Standard W.3.2, W.3.2.B, W.3.2.C, W.3.2.D

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.2.B Develop the topic with facts, definitions, and details.

W.3.2.C Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

W.3.2.D Provide a concluding statement or section.

Activity: Topic and Example Sort

 15 min.   

Provide students with related topic cards (e.g., birds, forms of transportation) and example cards (e.g., toucan, penguin, whippoorwill, train, boat, airplane). Direct students to group themselves by like topics and examples. In the small groups, instruct students to discuss how and why authors might include relevant facts, definitions, and details in informative/explanatory texts about their topics/examples. Debrief responses in the large group.

(CCSS: W.3.2.B, DOK: 2, RBT: Apply)

Activity: Organization Collaboration

 15 min.   

Provide small groups of students with topics and organizational strategies (e.g., introduction, linking words and phrases, conclusion). Assign informational writing prompts to groups. Include both topics and organizational strategies as requirements of the prompts. Direct groups to discuss the strategies, to write assigned texts as individuals including facts, definitions, and details to develop the topics, and to collaborate to compose final versions of the informational texts. In the large group, have small groups share their collaborative texts.

(CCSS: W.3.2.B, W.3.2.C, W.3.2.D, DOK: 2, RBT: Apply)

Interventions

Review the Intervention Activities and determine those you will use to support student understanding of the unit standards.

Focus Standard RI.3.5

Activity: Question and Locate

 15 min.   

Provide students with informational texts for independent reading or read aloud the texts and display the features. Use these questions to guide student thinking as they use text features to comprehend the texts: *What do you learn by studying the captions? What text features help you locate important information about what you are reading? What text feature helps you locate major points in the text? Why do authors use italics or bold print? How do labels help you identify parts of diagrams? How do the key words help you as you read this text? How do sidebars help you understand the text? What additional information can you gather from hyperlinks?* As students respond to questions in small groups or in the large group, confirm accuracy and correct misconceptions as needed.

(CCSS: RI.3.5, DOK: 2, RBT: Apply)

Activity: Read Around the Text

 15 min.   

Have students preview texts, using only the text features. Ask students to make predictions about the texts based on the text features and to share their predictions with partners. Direct student pairs to read the texts and to confirm or correct the accuracy of the predictions. In the large group, debrief student responses and guide students to understand the strategies that are important for using text features to comprehend texts.

(CCSS: RI.3.5, DOK: 2, RBT: Apply)

Focus Standard L.3.1.B, L.3.1.C

L.3.1.B Form and use regular and irregular plural nouns.

L.3.1.C Use abstract nouns (e.g., childhood).

Activity: Three-Way Nouns

 15 min. 

Have small groups of students create three-column charts labeled *Regular, Irregular, Abstract*. Post or read aloud nouns from all categories. Direct groups to record the nouns in the appropriate columns. Discuss placements for accuracy and to correct misconceptions.

(CCSS: L.3.1.B, L.3.1.C, DOK: 1, RBT: Apply)

Activity: Why Wait? Start Today!

 15 min.  

Discuss when and why people make resolutions. Then, ask students to brainstorm abstract nouns. Have students compose *I will* resolution statements that are inspired by words in the list of abstract nouns, directing students to underline the abstract nouns (e.g., *I will show more patience when practicing the violin. I will be more appreciative of my friendships.*) Allow small groups of students to share and compare resolution statements, confirming accuracy of the identified abstract nouns.

(CCSS: L.3.1.C, DOK: 2, RBT: Apply)

Interventions

Review the Intervention Activities and determine those you will use to support student understanding of the unit standards.

Focus Standard RL.3.7

Activity: Illustration Walk

 15 min.  

Have small groups of students participate in *Illustration Walks* through literary texts. As illustrations are observed, ask students to record predictions of the settings, characters, and mood of the texts. Direct students to read the stories and compare predictions with the elements of the stories. In the large group, have students discuss the value of the illustrations as they convey mood or aspects of the characters and settings.

(CCSS: RL.3.7, DOK: 2, RBT: Analyze)

Activity: Question the Illustrations

 15 min.  

In small groups or in the large group, provide students with stories without the illustrations. Have students answer questions that require information contained in the stories. Then, provide the stories with illustrations and have students answer the same questions. Instruct students to reflect on the importance of the illustrations as they create mood or emphasize aspects of characters or settings.

(CCSS: RL.3.7, DOK: 2, RBT: Apply)

Focus Standard L.3.1.F

L.3.1.F Ensure subject-verb and pronoun-antecedent agreement.

Activity: Sentence Strip Agree

 15 min.  

Have students write simple and compound sentences on sentence strips, assuring correct subject-verb agreement. Instruct students to cut the strips between subjects and predicates. Distribute strips to students. Have students interact to create new sentences that demonstrate subject-verb agreement. In the large group, direct students to read new sentences and to explain the agreement of subjects and verbs.

(CCSS: L.3.1.F, DOK: 2, RBT: Apply)

Activity: Pronoun Perfection

 15 min.   

In the large group, have students review the functions of pronouns and their connection to antecedents. Then, have students list pronouns and possible antecedents that agree in number and person. Ask students to select recently read literary texts and to write sentences about the texts using pronouns and antecedents from the posted list. Have students work with partners and share sentences. Ask pairs to choose two of their sentences to share in the large group. As sentences are read, ask the remaining students to identify the pronouns and their antecedents.

(CCSS: L.3.1.F, DOK: 2, RBT: Apply)

Interventions

Review the Intervention Activities and determine those you will use to support student understanding of the unit standards.

Focus Standard RI.3.1

Activity: News Search

 15 min.  

Have students read newspaper articles and list facts from the articles on note cards. On reverse sides of cards, instruct students to write questions based on the facts from the articles. With partners, have students exchange articles, read the articles, answer prepared questions, and confirm partners' responses.

(CCSS: RI.3.1, DOK: 2, RBT: Understand)

Activity: Question the Topic

 15 min.   

Prior to reading aloud informational texts on specified topics, have students write questions about the topics on sticky notes and post on a chart paper. After hearing the texts, ask students to answer the questions using evidence from the texts. Invite students to share their responses in small groups or in the large group.

(CCSS: RI.3.1, DOK: 2, RBT: Understand)

Focus Standard W.3.3, W.3.3.B, W.3.3.C, L.3.6

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.3.3.B Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W.3.3.C Use temporal words and phrases to signal event order.

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Activity: Narrative Technique Choices

 15 min.  

Have small groups of students self-select narrative texts. Ask students to identify examples of effective dialogue and description that help develop the experiences, events, and responses of characters. Provide guiding questions to support student identifications: *What does the author want the reader to know about experiences, events, and characters from (dialogue/description)? What does the author reveal about the experiences, events, and characters from (dialogue/description)?* Debrief responses in the large group and encourage students to reflect on how these narrative techniques impact and influence the readers' understandings of the texts.

(CCSS: W.3.3.B, DOK: 2, RBT: Apply)

Activity: Signaling Event Order

 15 min.   

Select excerpts from narrative texts that use temporal words and phrases to signal event order. Ask students to listen as you read aloud the excerpts. Pause while reading and ask students to identify the temporal words and phrases and to explain how the authors' uses of these temporal words and phrases allow the events to progress in a natural order. Guide students to understand the relationships between the temporal words and phrases and the effect they have on signaling event order. Instruct students to write synthesis statements about their learning based on the activity.

(CCSS: W.3.3.C, L.3.6, DOK: 2, RBT: Analyze)

Interventions

Review the Intervention Activities and determine those you will use to support student understanding of the unit standards.

Focus Standard RL.3.5

Activity: Tell the Story

 15 min.   

Read aloud or have student pairs read narrative poems and record events from the lines or stanzas on note cards. Instruct students to sequence the cards showing the order of events in the poems. Have students share their poems and sequenced note cards with other pairs and discuss how the successive parts of the poems build on earlier sections. Debrief student responses in the large group to assure student understanding and learning.

(CCSS: RL.3.5., DOK: 2, RBT: Understand)

Activity: Poetic Presentations

 15 min. 

Provide multi-stanza poems to small groups of students. Assign one stanza to each student. Have individual students summarize the stanzas. Guide students to read the poems collaboratively and to share summaries to show how the successive parts of the poems build on one another.

(CCSS: RL.3.5., DOK: 2, RBT: Understand)

Focus Standard W.3.1, W.3.1.A, W.3.1.B, W.3.1.C

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.1.A Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1.B Provide reasons that support the opinion.

W.3.1.C Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

Activity: Opposing Sides

 15 min. 

Post topics or issues that have opposing sides and that students have prior knowledge about. In small groups, have students discuss the opposing sides of the topics or issues, focusing on similarities and differences in opinions and how the sides might be supported with clear reasons. Have groups write collaborative and well-constructed opinion pieces for both sides of the topics or issues.

(CCSS: W.3.1, W.3.1.A, W.3.1.B, DOK: 3, RBT: Understand)

Activity: Tending to Transitions

 15 min.  

Prepare opinion pieces by removing linking words and phrases. Have small groups of students read the prepared texts and identify and label the opinions and reasons. Then, have students insert words and phrases that appropriately connect the identified opinions and reasons. Have small groups share revised texts in the large group.

(CCSS: W.3.1, W.3.1.A, W.3.1.B, W.3.1.C, DOK: 2, RBT: Apply)

Interventions

Review the Intervention Activities and determine those you will use to support student understanding of the unit standards.

Focus Standard RI.3.4, L.3.4, L.3.4.A, L.3.4.B, L.3.4.C, L.3.4.D

Activity: Sample the Affixes and Roots

 15 min.  

Provide students with paint sample cards that have multiple sections. Display lists of known root words and other word parts. Instruct students to choose roots and other word parts and to record them in the appropriate sections of the paint cards. On reverse sides of the cards, have students write words that contain the roots or word parts and then to write sentences that contain and support the meanings and usages of the words. Direct students to exchange cards with partners. In turn, have partners read the sentences, identify roots or word parts in the word, and check answers using reverse sides of cards. Encourage students to consult print or digital sources to verify responses regarding meanings and usages.

(CCSS: L.3.4.A, L.3.4.B, L.3.4.C, L.3.4.D, DOK: 1, RBT: Apply)

Activity: Context Swap

 15 min.  

Have students brainstorm types of context clues and post the types. Provide small groups of students with sentences and/or brief paragraphs that contain unfamiliar words and a variety of context clues. Have students use context clues to determine the word meanings. Allow groups to consult print or digital sources to verify or correct the meanings. Direct students to select several unfamiliar words and to compose original sentences or paragraphs using the words and including different types of context clues. Have each group exchange papers with other groups and use the provided context clues to determine the meanings of the words. Allow groups to confirm responses with original author groups.

(CCSS: RI.3.4, L.3.4.A, L.3.4.D, DOK: 2, RBT: Apply)

Focus Standard W.3.3, W.3.3.A, W.3.3.C, W.3.3.D

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.3.3.A Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

W.3.3.C Use temporal words and phrases to signal event order.

W.3.3.D Provide a sense of closure.

Activity: It's Natural

 15 min.   

In the large group, brainstorm topics for narratives. Have students choose topics and write brief narratives, ensuring that event sequences unfold naturally. Instruct students to exchange narratives with partners. Have partners read the narratives and complete *Plot Diagrams* to record the events of the plot and to determine if the events unfold naturally. Have partners discuss narratives to determine if the plot events should be developed in more meaningful ways.

(CCSS: W.3.3, W.3.3.A, DOK: 2, RBT: Apply)

Activity: Structure Strategies

 15 min.  

Prepare brief narrative texts by cutting apart sentences and deleting the conclusions of the texts. Distribute the prepared narrative texts to small groups of students. Direct groups to assemble the texts using temporal words and phrases that signal the order of events and structure of the texts. Instruct students to write appropriate conclusions for the assembled paragraphs. Provide groups with the original narrative texts and have students compare original and assembled texts.

(CCSS: W.3.3.C, W.3.3.D, DOK: 2, RBT: Apply)

Interventions

Review the Intervention Activities and determine those you will use to support student understanding of the unit standards.

Focus Standard RL.3.9

Activity: Question the Two

 15 min.   

Lead small or large group discussions after students read or hear read alouds of two books from the same series. Ask guiding questions that allow students to determine connections between the books: *How are the themes, settings, or plots in the books similar/different? One _____ that is important in (name of book) but not in (name of book) is that _____. Both of these books describe _____. One similarity/difference between the books is _____. One idea present in both books is _____.* At the conclusion of the lesson, have individual students write statements that share their learning about why authors write books in a series.

(CCSS: RL.3.9, DOK: 3, RBT: Understand)

Activity: Building Time Lines

 15 min.   

Provide different books from the same series to small groups. After reading the books collaboratively, have students place plot events of their assigned books on time lines. Instruct students to display the completed time lines in the order the books appear in the series. Guide students to discuss similarities and differences in themes, characters, settings, and plot events among the books as time lines are observed and debriefed.

(CCSS: RL.3.9, DOK: 3, RBT: Understand)

Focus Standard L.3.2.G

L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Activity: Spelling Correct or Incorrect

 15 min. 

Post a numbered list of words, some spelled correctly and some spelled incorrectly. Have students number their papers and record *Correct* or *Incorrect* beside corresponding numbers based on the spelling of the words. Next to *Incorrect*, instruct students to spell the words correctly. Instruct students to check corrections using reference materials.

(CCSS: L.3.2.G, DOK: 1, RBT: Apply)

Activity: Help Wanted: Proofreader

 15 min.   

Provide print materials that are likely to contain spelling errors (e.g., neighborhood newsletters, local publications, community bulletin board posts). Allow student pairs to select from available texts. Have students read the materials, highlight words that are spelled incorrectly, write the correct spellings above the highlighted words, and use reference materials to confirm correct spellings. Post products and allow students to conduct a *Gallery Walk*, making notes about common errors made in the publications and possible reasons for the errors.

(CCSS: L.3.2.G, DOK: 1, RBT: Apply)

Interventions

Review the Intervention Activities and determine those you will use to support student understanding of the unit standards.

Focus Standard RI.3.8

Activity: Guided Questions

 15 min.  

After students read informational texts, use questions to lead small group discussions that guide students to describe the logical connections between sentences and paragraphs in the texts and to identify organizational structures. *How are the ideas in sentences/paragraphs connected? What text structure did the author use to organize the selection? How did you determine the text structure? Why do you think the author chose this structure? How did the author use the structure to convey events, ideas, concepts, or information?* Debrief small group responses in the large group to confirm accuracy and check for misunderstandings.

(CCSS: RI.3.8, DOK: 2, RBT: Analyze)

Activity: Graphic Organizers

 15 min.  

Have students read informational texts or listen as texts are read aloud. Instruct students to select one of the following graphic organizers or to use an assigned graphic organizer to identify and compare the logical connections of the sentences and paragraphs within the texts. Allow students to share their graphic organizers and responses with partners.

Time line or Chronology Chain: used to place facts, events, or concepts in the order of occurrence on the basis of sequence or time (first/second/third in a sequence pattern)

Venn diagram: used to compare and contrast topics or events (comparison pattern)

Cause/Effect Chart: used to show causes and effects of events (cause/effect pattern)

Problem/Solution Chart: used to identify problems and solutions (problem/solution pattern)

Topic Outline or Web: used to list facts and details about a topic (description pattern)

(CCSS: RI.3.8, DOK: 2, RBT: Analyze)

Focus Standard L.3.2.E, L.3.2.F

L.3.2.E Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).

L.3.2.F Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

Activity: Spotlight on Correct Spelling

 15 min.  

Display or post pairs of grade-appropriate words, high-frequency words, and/or words using spelling patterns and generalizations, one spelled correctly and one spelled incorrectly. Dim the lights and read aloud the displayed words. Invite individual students to shine a flashlight on the correctly spelled word. Correct or confirm responses as needed, discussing mnemonic devices to memorize high-frequency words or orthographic patterns or rules that guide the spelling of other words. Invite students to record the correctly spelled words and the mnemonic devices or orthographic patterns or rules in spelling journals.

(CCSS: L.3.2.E, L.3.2.F, DOK: 1, RBT: Apply)

Activity: Flash Spelling

 15 min.  

Have students prepare cards with the words **Correct** in green on front sides and **Incorrect** in red on reverse sides. Flash correctly spelled and incorrectly spelled high-frequency words and words with suffixes. Direct students to display appropriate cards to signal correctly spelled or incorrectly spelled words. Instruct students to record the correct spellings of incorrectly spelled words on their papers. Have students correct or confirm responses using print or digital resources.

(CCSS: L.3.2.E, DOK: 1, RBT: Apply)