**Performance Task Target Standard:**

**Writing Standard 1:** Write opinion pieces on topics or texts, supporting a point of view with reasons.

**Science Standard 3 Objective 1c:** Investigate how forces applied through simple machines affect the direction and/or amount of resulting force.

|  |
| --- |
| **Text Set #1: May the Force Be With You**  [Link to Text](http://www.uen.org/core/science/sciber/TRB3/downloads/literacy3.pdf) |

|  |
| --- |
| LEVEL 1: Key Ideas and Details |

**General Understandings**

* What is force? R.I.3.1
* What can a force do? R.I.3.1
* What is a simple machine? R.I. 3.1
* Why do people use simple machines? R.I. 3.1
* Give an example from the text to support the idea that simple machines are helpful. R.I.3.1

**Key Ideas and Details**

* What are the main ideas of the text? R.I. 3.2
* What details support the main idea? R.I. 3.2
* What causes an object to change its motion? R.I. 3.3

|  |
| --- |
| LEVEL 2: Craft and Structure |

**Vocabulary**

* What is motion? R.I. 3.4
* Reread paragraph 1. Why did the author begin the text with a riddle? (Answers may vary). R.I.3.4

**Structure**

* How do pictures A and B on page 2 help you understand the text? R.I. 3.5
* Why are some words written in italics? R.I. 3.5
* Why did the author include a picture of a shovel, a rake, and clippers? R.I. 3.5

|  |
| --- |
| LEVEL 3: Integration of Knowledge and Ideas |

**Inter-textual Connections and Integration of Knowledge and Ideas**

* What is the difference between a push and a pull? R.I. 3.8
* What are some simple machines you have used? S.L.3.1d
* Tell your partner one way you have used a push or a pull to accomplish a task. S.L.3.4
* What does the author want us to learn from this text? R.I.3.8

|  |
| --- |
| **Learning Task #1:** **3-2-1 Organizational Chart (DOK LEVEL 2 )**  See attached 3-2-1 Organizational Chart |

**Instructional Sequence**

|  |
| --- |
| Read and discuss “May the Force Be With You”using the text-dependent questions listed above. Activities below are suggestions for teaching.   * **Whole Group Activity**   + Read the article as shared reading or teacher read aloud. (All students need their own copy of text.)   + Pause as needed to guide effective discussion. See discussion questions listed above.   + Allow time for students to pair-share, take notes, highlight, underline key points, annotate, etc. on their copy of the article.   + Be sure students cite evidence when answering text-dependent questions. * **Individual Activity**   + All students individually complete the 3-2-1 Organizational Chart.   + Use an engagement strategy of your choice for students to share responses.   + Answers may vary. Make sure students cite text evidence to support opinions. |

**Standards Addressed:**

|  |  |
| --- | --- |
|  |  |

|  |  |
| --- | --- |
|  |  |

|  |  |
| --- | --- |
|  |  |

|  |
| --- |
| **Informational Text:**  **R.I.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers  **R.I.3.2:** Determine the main idea of a text; recount the key details and explain how they support the main idea.  **R.I.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.  **R.I.3.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.  **R.I.3.5:** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  **R.I. 3.8:** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).  **Language:**  **L.3.4:** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.  **Science:**  **S. 3.1c:** Investigate how forces applied through simple machines affect the direction and/or amount of resulting force.  **Speaking and Listening:**  **S.L.3.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.  **S.L.3.1a:** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  **S.L.3.1b:** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  **S.L.3.1c:**  Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  **S.L. 3.1d:** Explain their own ideas and understanding in light of the discussion.  **S.L. 3.4**: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an intelligible pace.  **Writing:**  **W.3.8:** Recall information from experiences or gather information from print and digital sources; take brief notes on sources, and sort evidence into provided categories.  **W.3.10**: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

|  |
| --- |
| **Text #2: Simple Machine Video and How Do Simple Machines Work?**  [How Do Simple Machines Work?](http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=567679fb-c6b6-4f79-b4a5-95ff4eb71689%40sessionmgr4003&vid=11&hid=4101) [Simple Machine Video](http://idahoptv.org/sciencetrek/topics/simple_machines/index.cfm?id=3) |

|  |
| --- |
| LEVEL 1: Key Ideas and Details |

**General Understandings**

* What are the six simple machines? R.3.I.1
* What is the purpose of a simple machine? R.I.3.1 and R.I.3.2

**Key Ideas and Details**

* Give two examples of each simple machine. R.I.3.1 and R.I.3.2

|  |
| --- |
| LEVEL 2: Craft and Structure |

**Vocabulary**

* What is a fulcrum? R.I.3.4
* Describe each simple machine. R.I.3.4

**Structure**

* How is the written text organized? R.I.3.5
* How do the text features help the reader understand the text? R.I.3.5
* How is the video organized? R.I.3.5
* How do the text features help the reader understand the video? R.I.3.5

|  |
| --- |
| LEVEL 3: Integration of Knowledge and Ideas |

**Inter-textual Connections Integration of Knowledge and Ideas**

* Compare and contrast the content of the video to the text. R.I.3.9

|  |
| --- |
| **Learning Task #2: Sorting and Classifying Everyday Simple Machines** (DOK 3 ) |

**Instructional Sequence**

|  |
| --- |
| View the “[Simple Machines” Video](http://www.google.com/url?q=http%3A%2F%2Fidahoptv.org%2Fsciencetrek%2Ftopics%2Fsimple_machines%2Findex.cfm%3Fid%3D3&sa=D&sntz=1&usg=AFQjCNEG7sx4B-smBGi5x2ORP-CPEOZbAQ). Read and discuss “How Do Simple Machines Work” using the text-dependent questions listed above. Activities below are suggestions for teaching.   * **Whole Group Activity**   + View Simple Machines Video.   + After viewing the video, facilitate a discussion using the discussion questions that apply.   + Read text “[How Do Simple Machines Work](http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=567679fb-c6b6-4f79-b4a5-95ff4eb71689%40sessionmgr4003&vid=11&hid=4101)?”   + Pause frequently to discuss text dependent questions. Be sure students cite evidence when answering text dependent questions. * **Partner or Individual Activity**   + With a partner, have students complete the Simple Machines Sorting Chart.     - Some simple machines can be classified in more than one category. Be sure students justify their thinking in the explanation box.   + Use an engagement strategy of your choice for students to share responses. |

**Standards Addressed**

|  |
| --- |
| **Informational Text:**  **R.I.3.1**: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  **R.I.3.2**: Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| **R.I.3.4**: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area.*  **R.I.3.5**: Use text features and search tools (e.g., key words, sidebars, and hyperlinks) to locate information relevant to a given topic efficiently.  **R.I.3.9**: Compare and contrast the most important points and key details presented in two texts on the same topic. |
| **Language:**  **L.3.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.  **Speaking and Listening**  **S.L.3.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.  **S.L.3.1a:** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  **S.L.3.1b:** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, and speaking one at a time about the topics and texts under discussion).  **S.L.3.1c:**  Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  **S.L. 3.1d:** Explain their own ideas and understanding in light of the discussion. |
|  |
|  |
| **Writing:**  **W.3.8**: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  **W.3.10**: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

|  |
| --- |
| **Performance Task** (DOK LEVEL 4) |

Suppose your grandmother is moving from her apartment and needs your help. Watch the video “Simple Machines” and read the texts “May the Force Be With You” and “How Do Simple Machines Work?” Use the information you gain to write an opinion piece that states which machine you would use to help. Be sure to include evidence from the texts to support your choice.

**3-2-1 Organizational Chart**

|  |
| --- |
| **3 Things I Discovered**  1.  2.  3. |
| **2 Interesting Things**  1.  2. |
| **1 Question I Still Have**  1. |

Directions: Sort and classify the simple machines by writing the names of each picture into the correct simple machines box. Justify your choices by writing a brief explanation.

|  |  |  |
| --- | --- | --- |
| Simple Machines | | |
|  | **Simple Machines** | **Explanation** |
| **Pulley** |  |  |
| **Inclined Plane** |  |  |
| **Lever** |  |  |
| **Wedge** |  |  |
| **Wheel and Axle** |  |  |
| **Screw** |  |  |











