**Performance Task Standards:**

* **Writing**: W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly
* **Science/Social Studies:** Standard 2.2.e Pose a question about the interaction between living things *(and nonliving)* in the environment.

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| **Text #1: *Why do We Need Animals and Plants?*** <http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=efd48b06-55b2-4b36-8fc3-3c7a7300c870%40sessionmgr4005&vid=30&hid=4207> |

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| LEVEL 1: Key Ideas and Details |

**General Understandings**

* What does the author say will happen if too many plants or animals disappear? RI.3.1
* Finish this sentence with clues from the article: All animals and plants are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (*linked together)* RI.3.1

**Key Ideas and Details**

* What is the main idea of this article? RI.3.2
* What does the author say will happen if you remove one block? RI.3.2

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| LEVEL 2: Craft and Structure |

**Vocabulary**

* What does *balance shifts* mean as referenced by this article? RI.3.4
* What is the meaning of s*pecies*? RI.3.4
* What does the author mean when he states: “When a species disappears, the balance shifts.” RI.3.4

**Structure**

* What is the author trying to show by using the graphic of the block pyramid? RI.3.5

**Author’s Craft**

* The author says plants and animals sustain us. How do plants and animals sustain you? RI.3.6

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| LEVEL 3: Integration of Knowledge and Ideas |

**Author’s Purpose**

* What does the author believe will happen if too many plants and animals disappear? RI.3.7

**Intertextual Connections Integration of Knowledge and Ideas**

* The author states: “People are at the top of the pyramid and often don't realize how much their own survival depends on the survival of other species.” What effect do you have on plants and animals? RI.3.8

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| **Learning Task #1:** Close Reading with a Graphic Organizer (DOK LEVEL 2) |

*Scaffolding to accomplish learning task #1: As students read the article, they will first read the article for general understandings and key details. On the second read, students will close read specific paragraphs and phrases to determine the craft and structure of the article. The third read students fill in a graphic organizer showing causes and effects explored in the article.*

**Instructional Sequence**

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| Provide a copy of the text: *Why do We Need Animals and Plants?*(2011). *Zoobooks*, *29*(2), 2.First Read: 1. Read the text as a whole group. Use strategies such as choral reading, echo reading, cloze reading, and strategic partner reading. 2. When finished use the questions from the General Understandings and Key Ideas and Details section of the lesson plan. 3. Do a quick write with the questions in preparation for the discussion about the text. 4. Form discussion groups following classroom discussion norms.5. Group member 1: States the first question and their prepared answer. 6. Group member 2: Respectfully agrees or respectfully disagrees and adds on. I agree with \_\_\_\_\_, because in the text \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.7. Continue with remaining questions.Second Read: 1. Have the students reread the second paragraph.
2. Find and underline in the text, balance shifts and species.
3. Use dictionary skills to determine the meaning of balance.
4. Use dictionary and thesaurus skills to teach about species.
5. Directly, explicitly teach the word species
6. Relook at the last line of the 1st paragraph, and discuss: How do plants and animals sustain you?

Third Read: 1. Have students fill in the effects on the cause and effect chart.
2. Underline in the article where they found the answers.

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| Causes | Effects |
| Plant species are becoming extinct . . .  |  |
| Blocks of the pyramid are removed. . . . |  |
| Insects disappear . . . |  |

1. Have students summarize the article in 5-7 sentences with the main idea and key details.
	1. Teacher summarizes the main idea with the students and writes the sentence on the board.
	2. Students orally summarize one key idea or detail and add to the main idea sentence with a partner or small group.
	3. Students write the main idea, key detail, and add one more detail on their own for a summarized response.
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**Standards Addressed:**

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| RI 3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.RI 3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.RI 3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.RI 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*.RI 3.6: Distinguish their own point of view from that of the author of a text.RI 3.7: Distinguish their own point of view from that of the author of a text.RI 3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearlyW.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. 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.RI.3.10: 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.SL 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.SL 3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.SL 3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 [here](http://www.corestandards.org/ELA-Literacy/L/3/) for specific expectations.) |

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| **Text #2: Big Bad Wolf?** Smith, S. (2005). <http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=efd48b06-55b2-4b36-8fc3-3c7a7300c870%40sessionmgr4005&vid=26&hid=4207> |

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| LEVEL 1: Key Ideas and Details |

**General Understandings**

* Which species has changed Yellowstone’s ecosystem? RI.3.1
* According to the article, how many wolves call Yellowstone home? RI.3.1

**Key Ideas and Details**

* After reading the introduction to the article, what is the main idea? RI.3.2
* Find a detail from the article that supports your main idea sentence. RI 3.2

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| LEVEL 2: Craft and Structure |

**Vocabulary**

* What is the meaning of *ecosystem*? RI.3.4
* What is the relationship between predator and prey? Draw an example of a predatory relationship and label the predator and prey. RI.3.4

**Structure**

* Using the map from the article, which state has the most gray wolves? RI.3.5
* Using the map from the article, draw a conclusion on why California has fewer wolves than Montana. RI.3.5

**Author’s Craft**

* After reading the introduction of the article, what impact are wolves having on Yellowstone? RI.3.6

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| LEVEL 3: Integration of Knowledge and Ideas |

**Author’s Purpose**

* What does the author say is certain about wolves coming back to Yellowstone? RI.3.6

**Intertextual Connections Integration of Knowledge and Ideas**

* The elk population is limited because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. RI.3.8
* The trees grow because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . RI.3.8
* The birds come back because \_\_\_\_\_\_\_\_\_\_\_\_\_\_ . RI.3.8

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| **Learning Task #2:** Close Read a text and compare two texts on a similar topic (DOK 4). |

*Scaffolding to accomplish learning task #2: As students read the article, they will first read the article for general understandings and key details. On the second read, students will close read specific paragraphs and phrases to determine the craft and structure of the article. The third read students fill in a graphic organizer showing causes and effects explored in the article and compare the previously read article.*

**Instructional Sequence**

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| Provide a copy of the text: *Big Bad Wolf?*Smith, S. (2005).First Read: 1. Read the text as a whole group. Use strategies such as choral reading, echo reading, cloze reading, and strategic partner reading. 2. When finished use the questions from the General Understandings and Key Ideas and Details section of the lesson plan. 3. Do a quick write with the questions in preparation for the discussion about the text. 4. Form discussion groups following classroom discussion norms.5. Group member 1: States the first question and their prepared answer. 6. Group member 2: Respectfully agrees or respectfully disagrees and adds on. I agree with \_\_\_\_\_, because in the text \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.7. Continue with remaining questions.Second Read: 1. Have the students reread the third paragraph.
2. Find and underline in the text, ecosystem and predator.
3. Directly, explicitly teach the words ecosystem and predator.

Third Read: 1. Have the students reread the section *Ecosystem Changes.*
2. Have students fill in the effects on the cause and effect chart.

1. Underline in the article where they found the answers.
2. Fill out graphic organizer to compare the similarities and differences between *Why Do We Need Animals and Plants? Big Bad Wolf?*

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| What are some things that are the same from both articles? |
| What is different from *Why do We Need Animals and Plants?* | What is different from *Big Bad Wolf?* |

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**Standards Addressed**

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| RI 3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.RI 3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.RI 3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.RI 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*.RI 3.6: Distinguish their own point of view from that of the author of a text.RI 3.7: Distinguish their own point of view from that of the author of a text.RI 3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). RI 3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.W 3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearlyW 3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. 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.RI.3.10: 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.SL 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.SL 3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.SL 3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 [here](http://www.corestandards.org/ELA-Literacy/L/3/) for specific expectations.) |

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

Use the information you gained from reading *Why Do We Need Animals and Plants?* and *Big Bad Wolf?* to write an informative paragraph(s) about ecosystems being in balance. What happens when you remove one piece of the ecosystem?

Support your response with evidence from the texts.