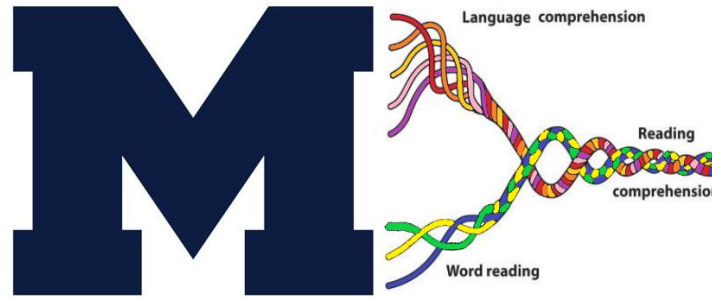




THIRD GRADE ELA KNOWLEDGE-BASED UNITS



Theme	<i>Unit #2: Rocks, Soil, & Fossils</i>	Suggested Duration	<i>3-4 weeks</i>
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GSE Standards

Priority Standards

ELAGSE3RI1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

ELAGSE3RI2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

ELAGSE3RI3 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.

ELAGSE3RI4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

ELAGSE3RI7 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).

ELAGSE3RI8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

ELAGSE3RI9 Compare and contrast the most important points and key details presented in two texts on the same topic.

Essential Questions

<p>Factual—</p> <p>Which type of rock is the softest? hardest?</p> <p>What components are found in a soil sample?</p> <p>How does each type of fossil form?</p>	<p>Inferential—</p> <p>Why were the specific rocks on the Mohs scale chosen as the benchmarks?</p> <p>What can you learn about a soil sample or rock with no tools except your own body?</p>	<p>Critical Thinking-</p> <p>Why are different types of rock used for construction and jewelry?</p> <p>How do differences in soil contribute to more or less farming in different Georgia regions?</p>
<p>Tier I Words (conversational)</p>	<p>Tier II Words (transdisciplinary)</p>	<p>Tier III Words (content-specific)</p>
<p>change, similar, different</p>	<p>layers, texture, organisms, beneficial, harmful, habitat</p>	<p>fossil, sediment, erosion, luster, microscopic, extinct</p>
<p>Science of Reading Strategies</p>		
<p>Berger Framework for Comprehension: Template</p> <p>Berger Framework with Instructional Notes</p>	<p>Fluency Strategy</p> <p>Refer to the Top Ten Tools materials for Tool 7 Fluency to populate a Spin Say Write Vocabulary (pp. 17 & 20) activity with key terms from this unit. For example, descriptive terms about soil and rocks: <i>texture, decay, layers, luster, erode, organism, beneficial, harmful.</i></p>	<p>Phonics and Spelling Strategy</p> <p>Use syllabication resources from Tool 4 (pp. 18-21) to analyze and explain multisyllabic words with and without their suffixes. For example: <i>erode > erosion, microscope > microscopic, extinct > extinction.</i></p>
<p>Assessments</p>		
<p><u>Formative Assessment(s):</u></p> <p>Description: Least to Greatest</p> <ol style="list-style-type: none"> 1. Provide small groups or individuals with a copy of the Rating by Traits sheet and explain the concept of arranging objects or ideas from least to greatest. 2. The activity sheet contains three lines for recording student understanding of three rankable concepts from this unit. Possible choices include hardness of minerals, luster of rocks, drainage of sediments, usefulness of soil types for farming, and age of soil horizons. 		

3. Students should write whatever trait they are ranking inside each arrow then label the left end with the least example, right end with the greatest example, and a midway point with an example that falls between least and greatest.

Standards:

ELAGSE3RI1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

ELAGSE3RI2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

ELAGSE3RI3 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.

Summative Assessment(s):

Description: What's the Scoop on Soil? from district mini assessments

Standards:

ELAGSE3RI2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

ELAGSE3RI3 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.

ELAGSE3RI4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

ELAGSE3RI8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Writing Task and Rubric:

Description: Comparing Two Texts

1. Assign small groups two books from this unit that focus on the same topic. For example, *Rocks: Hard, Soft, Smooth, and Rough* and *Let's Go Rock Collecting*.
2. Provide students with the [Thinking Dots Activity for Comparing Texts](#) to use as preparation for writing an informational essay comparing the two texts.
3. After small groups have completed culminating graphic organizer together, provide each student with a copy of the [Information Writing Checklist](#) to consider as they plan and write.
4. Once students have completed their writing, they can use their written product as a script to record a retelling of the event using Flipgrid or other recording platform.

Score final product using the [Information Writing Rubric for 3rd Grade](#)

Standards:

ELAGSE3W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

b. Develop the topic with facts, definitions, and details.

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

d. Provide a concluding statement or section.

ELAGSE3RI9 Compare and contrast the most important points and key details presented in two texts on the same topic.

Objective or Content	Learning Experiences	Differentiation Consideration
Building Background Knowledge Through The Berger Framework	Berger Framework: Dirt	
Standards Based Text Activities - tasks should require metacognitive strategies. Process of thinking and building knowledge is visible in learning.	Provide students with a Flow Map to create a timeline for the major events in <i>Fossil Huntress</i> by Andi Diehn. Be sure to include events that led to Mary Leaky becoming a paleontologist as well as important contributions she made during her career.	
Performance Task - students should use both written and verbal expression to complete the task.	Follow the directions on pages 30-31 in <i>Dirt</i> by Steve Tomecek for students to create a soil ecosystem using soil gathered from home or an allowable area on campus. Prior to planting seeds, have each student examine their soil sample for evidence of the different elements discussed in the text (i.e., sediment types, organic matter).	
Recommended High Quality Complex Text By Lexile Band		
<p>Rocks: Hard, Soft, Smooth, and Rough (District provided with previous transdisciplinary unit)</p> <p>Fossil Huntress (District provided with previous transdisciplinary unit)</p> <p>Let's Go Rock Collecting (District provided with previous transdisciplinary unit)</p> <p>Dirt (District provided with previous transdisciplinary unit)</p>		