

Sample English Language Arts Learning Plan

Big Idea/Topic

Asking and Answering Questions to Understand the Text

Standard(s) Alignment

ELAGSE3RL1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

ELAGSE3RL4: Determine the meaning of words and phrases both literal and nonliteral language as they are used in the text.

ELAGSE3SL1: 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.

ELAGSE3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

ELAGSE3RF4: Read with sufficient accuracy and fluency to support comprehension.

ELAGSE3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Instructional Design

These lessons can be implemented face-to-face, synchronous, and asynchronous. Considerations for offline/unplugged and asynchronous learning are provided at the end of the lesson

Materials:

- [Questioning Strategy Anchor Chart](#)
- Chart Markers
- Any mentor text of your choice (some suggestions below)
 - [Spaghetti in a Hot Dog Bun](#) by Maria Dismondy
 - [The Name Jar](#) by Yangsook Choi
 - [All Are Welcome](#) by Alexandrai Penfield and Suzanne Kaufmann
 - [First Day Jitters](#) by Julie Danneberg
 - [Thank You, Mr. Falker](#) Patricia Polacco
- Sticky Notes, construction paper, coloring pencils or crayons: red, yellow, and green
- Pencils

Opening:

- Explain the instructional focus or learning target for today's lesson
- Why is it important for students to ask questions-relevance, explain "the how" questions are important because they help you have a better understanding of what you are reading?

- Read aloud (you do not have to read entire text) to the class, and then share the green, red, yellow questioning strategy. Model/demonstrate this strategy with the text you just read.
 - Green - go to the text: who, what, where, when, how, which?
 - Red-Stop and Think: Why, why do you think..., How..., what if...
 - Yellow-Slow Down and look and think about the answer:
 - How are ___ and ___ similar?
 - How are ___ and ___ different?
 - What caused...?
 - What was the effect of...?
 - Chart/write your responses to all the 3 different colors of questioning you demonstrated.
- Have students group in 3-4 and have them create red, yellow, and green questions from the read aloud, however most important have them explain why they picked this type of question and what do they want to know.
- Make the connection between the importance of asking questions and how it helps the reader understand the text/story.

Transition to Work Session:

Allow students to help you continue brainstorming by working with a partner (if applicable) to develop 1-2 additional questions to add to your list.

Provide students an opportunity to brainstorm their own question(s). Students may share with the entire class, a small group/partner, or you (the teacher).

Prior to moving into the work session, make sure to reiterate the learning expectation to the students—*Good readers ask questions when they read in order to help them focus on the text and better understand what they are reading.*

Work Session:

Students will engage in independent or collaborative learning during this time. Students may be given opportunities to continue asking questions before reading on their own.

Students can participate in

- **Independent/Partner Reading & Writing**
- **Guided Reading and/or Strategy Lessons**
- **Question Sort using stems from [Questioning Strategy Anchor Chart](#)**
 - **provide a variety of questions and students must sort them into a red/yellow/green category**

While students are working independently, the teacher will observe and monitor student progress. The teacher will also conduct one-on-one or small group conferences with students.



Closing:

Bring the students back together to share their learning from the work session. Students can share something they learned, something they applied, or something that is still challenging to them. Peers can provide feedback, if necessary. Allow students to make any connections with the opening lesson and their work during the work session.

Inform the students that tomorrow we will read our story and see if any of our questions are answered. We will also brainstorm new questions during the story.

Example of formative ways to assess:

- Emoji Faces-How are you feeling about the lesson today? Place your sticky note on the correct emoji.
- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share what they learned

Suggestions for Differentiation:

- Allow students to use the teacher’s modeled question as a guide to help brainstorm their own question.
- Direct students to use a specified question word to ask their question.
- Point to a particular section of the front cover and direct students to ask a question about that section.
- Challenge students to ask a variety of questions (one question for each question word).
- Challenge students to make connections between their questions and predictions of the story.
- Challenge students to ask higher order thinking questions.
- Introduce one color of questions a day starting with green, red, and then yellow.
- Provide complex text and have students write/create open-ended questions about the text.

Considerations for Offline/Unplugged and Asynchronous Learning:

For students who may be learning offline/unplugged at home, teachers can create learning packets to send home with select students. Students are provided printed materials and can work independently or with a family member.

- Record the activity and the strategy for students participating in asynchronous learning.
- [Questioning Strategy Anchor Chart](#)
- Students without access to sticky notes or construction paper can use red, green and yellow crayons or coloring pencils.
- A “just right” book (literary) or the following resource for selecting a “just right” book at home: [Finding “Just Right” Books](#)
- Students can also visit their local library for literary books
- Tips for reading with children at home: [Reading Tips for Parents of Third Graders](#)

Evidence of Student Success

- Emoji Faces-How are you feeling about the lesson today? Place your sticky note on the correct emoji.
- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share what they learned
- Students can also draw emoji faces is unplugged.



Student Learning Supports

- Identify additional strategies to support students as they progress towards mastery of the big idea.
- Students can practice creating a variety of different questions based on what they are reading independently.
- Provide complex text and have students write/create open-ended questions about the text.
- Students can collaborate and brainstorm with members of their family. Students can share their thoughts using a journal, a phone call to the teacher, photographs to the class, etc.

Engaging Families

- 3rd grade resources for families can be found at the [Georgia Home Classroom](#)
- Parents can have students read to them and ask questions and the student will have to indicate what type of question: red, yellow, or green.
- Parents can have students log questions about items around the house or within their living environment.
- Parents can play games with questioning initiatives: ex. Jeopardy, Hollywood Squares, Are You Smarter than a Third grader.



Sample English Language Arts Learning Plan

Big Idea/Topic

Understanding the Difference between Literal and Nonliteral Language

Standard(s) Alignment

ELAGSE3RL1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

ELAGSE3RL4: Determine the meaning of words and phrases both literal and nonliteral language as they are used in the text.

ELAGSE3SL1: 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.

ELAGSE3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

ELAGSE3RF4: Read with sufficient accuracy and fluency to support comprehension.

ELAGSE3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Instructional Design

These lessons can be implemented face-to-face, synchronous, and asynchronous. Considerations for offline/unplugged and asynchronous learning are provided at the end of the lesson

Materials:

- [Literal and Non-Literal Anchor Chart](#)
- Chart Markers
- Any mentor poetry of your choice (some suggestions below)
 - *The Corn-Stalk Fiddle* by Paul Laurence Dunbar
 - *Since Hanna Moved Away* by Judith Viorst
 - *Friends* by Abbie Farwell Brown
 - *Knoxville, Tennessee* by Nikki Giovanni
 - *Homework! Oh, Homework!* by Jack Prelutsky
 - *Sick* by Shel Silverstein
- Sticky Notes
- Pencils

Opening:

- Explain the instructional focus or learning target for today's lesson-asking questions to understand the difference between literal and nonliteral language

- Why you should know the difference between literal and nonliteral language, demonstrate how people talk in conversations with this.
- Read the poem 3 times, first as a cold read, next ask students to listen to the language, during the final read have students think of questions. Use the guiding questions to help students think through how the word makes sense in the context it is being used.
 - Suggested guiding questions:
 - What does the language make you think about?
 - How does the language make sense in the text?
 - What is the author trying to say?
 - First chart questions the students have about the poem and discuss
 - Using the [Literal and Non-Literal Anchor Chart](#), choose a few words and/or phrases from the poem and categorize them on your chart, discuss why they are literal or nonliteral.
- Have students partner and think of words that can be used in a literal and nonliteral way.
- Make the connection between literal and nonliteral words and how they relate to what we read as super readers.

Transition to Work Session:

Allow students to help you continue brainstorming by working with a partner to develop 1-2 additional questions to add to your list.

Provide students an opportunity to brainstorm their own some literal language. Students may share with the entire class, a small group/partner, or you (the teacher).

Prior to moving into the work session, make sure to reiterate the learning expectation to the students—*Good readers think about the type of language used in a text.*

Work Session:

Students will engage in independent or collaborative learning during this time. Students may be given opportunities to continue asking questions before reading on their own.

Students can participate in

- Independent/Partner Reading & Writing
- Guided Reading and/or Strategy Lessons
- Silly Poems-provide copies of short silly poems and students must identify the language as literal/nonliteral using the [Literal and Non-Literal Anchor Chart](#).

While students are working independently, the teacher will observe and monitor student progress. The teacher will also conduct one-on-one or small group conferences with students.



Closing:

Bring the students back together to share their learning from the work session. Students can share something they learned, something they applied, or something that is still challenging to them. Peers can provide feedback, if necessary. Allow students to make any connections with the opening lesson and their work during the work session.

Example of formative ways to assess:

- Emoji Faces-How are you feeling about the lesson today? Place your sticky note on the correct emoji.
- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share what they learned today
- Green/Yellow/Red paper slips-have students hold up their color for understanding of the lesson today

Suggestions for Differentiation:

- Break the lesson into several components and chunk the lesson.
- Point to a particular section of the front cover and direct students to ask a question about that section.
- Challenge students to ask a variety of questions (one question for each question word).
- Challenge students to make connections between their questions and predictions of the story.
- Challenge students to ask higher order thinking questions.
- Provide a variety of poems and have students write their own poems using literal and nonliteral language.

Considerations for Offline/Unplugged and Asynchronous Learning:

For students who may be learning offline/unplugged at home, teachers can create learning packets to send home with select students. Students are provided printed materials and can work independently or with a family member.

- Record the activity and the strategy for students participating in asynchronous learning.
- [Literal and Non-Literal Anchor Chart](#)
- [Knoxville, Tennessee](#) by Nikki Giovanni
- [Sick](#) by Shel Silverstein
- [Since Hanna Moved Away](#) by Judith Viorst
- Students can also visit their local library for poems
- Tips for reading with children at home: [Reading Tips for Parents of Third Graders](#)

Evidence of Student Success

- Explain assessment protocol to evaluate student mastery of content
- Emoji Faces-How are you feeling about the lesson today? Place your sticky note on the correct emoji.
- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share what they learned today
- Green/Yellow/Red paper slips-have students hold up their color for understanding of the lesson today

Student Learning Supports

- Teacher could provide students with a variety of poetry and identify the literal and nonliteral language in the poems.

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- Teacher could teach the same lesson (breakout rooms) with a small group of students for reengagement of the lesson.
- Provide a variety of poems and have students write their own poems using literal and nonliteral language.

Engaging Families

- 3rd grade resources for families can be found at the [Georgia Home Classroom](#).
- Parents and students can write poems together using literal and nonliteral language.
- Parents can provide a scavenger hunt for all literal language found around the home.



Sample English Language Arts Learning Plan

Big Idea/Topic

Understanding Important Parts of a Story & Comparing the Stories

Standard(s) Alignment

ELAGSE3RL1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

ELAGSE3RL4: Determine the meaning of words and phrases both literal and nonliteral language as they are used in the text.

ELAGSE3RL9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

ELAGSE3SL1: 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.

ELAGSE3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

ELAGSE3RF4: Read with sufficient accuracy and fluency to support comprehension.

ELAGSE3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Instructional Design

These lessons can be implemented face-to-face, synchronous, and asynchronous. Considerations for offline/unplugged and asynchronous learning are provided at the end of the lesson

Materials:

- [Parts of a Story Anchor Chart](#)
- Chart Markers
- Any mentor text of your choice (some suggested book series below)
 - Junie B. Jones
 - Magic Tree House
 - Diary of a Wimpy Kid
 - Captain Underpants
 - Flat Stanley
 - Clementine
 - Judy Moody
 - How To Train Your Dragon
 - If You Give A...
- Sticky Notes
- Pencils

Opening:

- Explain the instructional focus or learning target for today’s lesson—is to understand the important parts of a story.
- Every story has a message for us to understand.
- Read aloud the story, tell students while you read for them to think of important questions about the story. After reading chart the student’s questions and discuss. Using the [Parts of a Story Anchor Chart](#), discuss each term and what they mean and chart each example from the story you just read.
- Have students partner and think of questions to ask to show the important parts of a story.
- Make the connection between knowing how the important parts of a story help you understand the story and what the author is trying to convey.

Transition to Work Session:

Allow students to help you continue brainstorming by working with a partner to develop 1-2 additional questions to add to your list.

Provide students an opportunity to brainstorm their favorite parts of the story. Students may share with the entire class, a small group/partner, or you (the teacher).

Prior to moving into the work session, make sure to reiterate the learning expectation to the students—*Good readers think about the important parts of the story.*

Work Session:

Students will engage in independent or collaborative learning during this time. Students may be given opportunities to continue asking questions before reading on their own.

Students can participate in

- **Independent/Partner Reading & Writing**
- **Guided Reading and/or Strategy Lessons**
- **Fables & Folktales—provide copies of fables and/or folktales; have students read and chart the following: theme, plot, setting and characters using the [Parts of a Story Anchor Chart](#)**

While students are working independently, the teacher will observe and monitor student progress. The teacher will also conduct one-on-one or small group conferences with students.

Closing:

Bring the students back together to share their learning from the work session. Students can share something they learned, something they applied, or something that is still challenging to them. Peers can provide feedback, if necessary. Allow students to make any connections with the opening lesson and their work during the work session.



Example of formative ways to assess:

- Emoji Faces-How are you feeling about the lesson today? Place your sticky note on the correct emoji.
- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share what they learned today
- Green/Yellow/Red paper slips-have students hold up their color for understanding of the lesson today

Suggestions for Differentiation:

- Break the lesson into several components and chunk the lesson.
- Point to a particular section of the front cover and direct students to ask a question about that section.
- Challenge students to ask a variety of questions (one question for each question word).
- Challenge students to make connections between their questions and predictions of the story.
- Challenge students to ask higher order thinking questions.
- Have students create a matrix comparing 4 or more books by the same author

Considerations for Offline/Unplugged Learning:

For students who may be learning offline/unplugged at home, teachers can create learning packets to send home with select students. Students are provided printed materials and can work independently or with a family member.

- Record the activity and the strategy for students participating in asynchronous learning.
- [Parts of a Story Anchor Chart](#)
- A list of fables: [The Aesop for Children](#)
- Students can also visit their local library for fables and folktales
- Tips for reading with children at home: [Reading Tips for Parents of Third Graders](#)

Evidence of Student Success

- Emoji Faces-How are you feeling about the lesson today? Place your sticky note on the correct emoji.
- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share what they learned today
- Green/Yellow/Red paper slips-have students hold up their color for understanding of the lesson today
- 3-2-1 Reflection slips, list 3 things you learned, 2 things I still wonder, 1 question I still have

Student Learning Supports

- Challenge students to make connections between their questions and predictions of the story.
- Challenge students to ask higher order thinking questions.
- Have students create a matrix comparing 4 or more books by the same author.
- Chunk the lesson into smaller sections.
- Provide the lesson with a small group, teacher led group for more guidance.



Engaging Families

- 3rd grade resources for families can be found at the [Georgia Home Classroom](#).
- Parent and student will read two different stories which are alike and compare and contrast what they read.
- Parent can listen to student read and ask questions about the story.
- Student can read two stories and write a letter to the parent describing both stories.



Sample English Language Arts Learning Plan

Big Idea/Topic

Comparing and Contrasting Stories

Standard(s) Alignment

ELAGSE3RL1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

ELAGSE3RL4: Determine the meaning of words and phrases both literal and nonliteral language as they are used in the text.

ELAGSE3RL9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

ELAGSE3SL1: 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.

ELAGSE3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

ELAGSE3RF4: Read with sufficient accuracy and fluency to support comprehension.

ELAGSE3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Instructional Design

These lessons can be implemented face-to-face, synchronous, and asynchronous. Considerations for offline/unplugged and asynchronous learning are provided at the end of the lesson

Materials:

- [Compare & Contrast T-Chart](#)
- Chart Markers
- Suggested Read-Aloud story and poem if possible, by the same author, for example:
 - Roald Dahl
 - Judith Viorst
 - Jaqueline Woodson
 - Dr. Seuss
 - Beverly Cleary
- Sticky Notes
- Pencils

Opening:

- Explain the instructional focus or learning target for today's lesson-is to see similarities and differences about text by the same author.

- Explain to students when you read different types of text you may like, or dislike certain types based on the elements of the text.
- Read aloud the story (maybe not all, but enough to demonstrate some form of comparison), read the poem aloud as well. Tell students to think of questions as you read for clarity. Use the [Compare & Contrast T-Chart](#) and go through the elements of the story and poem and compare/contrast. Discuss the comparisons and the author's purpose for both types of text. Highlight literal and nonliteral language in both the story and poem.
- Have students partner and share what they like or dislike between the story and the poem, explain why.
- Make the connection between how authors use different types of text to share a story or a message.

Transition to Work Session:

Allow students to help you continue brainstorming by working with a partner to develop 1-2 additional comparisons to add to your list.

Provide students an opportunity to brainstorm the difference between the two texts. Students may share with the entire class, a small group/partner, or you (the teacher).

Prior to moving into the work session, make sure to reiterate the learning expectation to the students—*Good readers think about the important parts of a story and can talk about similarities and differences in stories.*

Work Session:

Students will engage in independent or collaborative learning during this time. Students may be given opportunities to continue asking questions before reading on their own.

Students can participate in

- **Independent/Partner Reading & Writing**
- **Guided Reading and/or Strategy Lessons**
- **Different Types of Poems-provide a variety of poetry and allow students to compare and contrast 2 of the poems and highlight 2 elements between them that are similar and 2 that are different. Students can also compare a poem and a story using the [Compare & Contrast T-Chart](#).**

While students are working independently, the teacher will observe and monitor student progress. The teacher will also conduct one-on-one or small group conferences with students.

Closing:

Bring the students back together to share their learning from the work session. Students can share something they learned, something they applied, or something that is still challenging to them. Peers can provide feedback, if necessary. Allow students to make any connections with the opening lesson and their work during the work session.

Example of formative ways to assess:

- **Emoji Faces-How are you feeling about the lesson today? Place your sticky note on the correct emoji.**
- **Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson**

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- Show and Share-students can share what they learned today
- Green/Yellow/Red paper slips-have students hold up their color for understanding of the lesson today

Suggestions for Differentiation:

- Break the lesson into several components and chunk the lesson.
- Point to a particular section of the front cover and direct students to ask a question about that section.
- Challenge students to ask a variety of questions (one question for each question word).
- Challenge students to make connections between their questions and predictions of the story.
- Challenge students to ask higher order thinking questions.
- Have students create a matrix comparing 4 or more books by the same author

Considerations for Offline/Unplugged and Asynchronous Learning:

For students who may be learning offline/unplugged at home, teachers can create learning packets to send home with select students. Students are provided printed materials and can work independently or with a family member.

- Record the activity and the strategy for students participating in asynchronous learning.
- [Compare & Contrast T-Chart](#)
- Jacqueline Woodson: [Poem](#) & [Book](#)
- Judith Viorst: [Poem](#) & [Book](#)
- Students can also visit their local library for books and poems
- Tips for reading with children at home: [Reading Tips for Parents of Third Graders](#)

Evidence of Student Success

- Emoji Faces-How are you feeling about the lesson today? Place your sticky note on the correct emoji.
- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share what they learned today
- Green/Yellow/Red paper slips-have students hold up their color for understanding of the lesson today
- 3-2-1 Reflection slips, list 3 things you learned, 2 things I still wonder, 1 question I still have
- Exit Slips with open-ended questions which require a student to explain, demonstrate, or use examples to articulate their understanding

Student Learning Supports

- Questioning Practice-provide text and questioning or sentence stems and students can partner and ask different types of questions
- Different Types of Poems-provide a variety of poetry and allow students to compare and contrast 2 of the poems and highlight 2 elements between them that are similar and 2 that are different
- Chunk the lesson into smaller sections



Engaging Families

- 3rd grade resources for families can be found at the [Georgia Home Classroom](#).
- Parent and student will read two different stories which are alike and compare and contrast what they read.
- Parent can listen to student read and ask questions about the story.
- Student can read two stories and write a letter to the parent describing both stories.
- Students can write 2 different stories and read to parents.



Sample English Language Arts Learning Plan

Big Idea/Topic

Writing about Similarities and Differences in Stories

Standard(s) Alignment

ELAGSE3RL1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

ELAGSE3RL4: Determine the meaning of words and phrases both literal and nonliteral language as they are used in the text.

ELAGSE3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

ELAGSE3RL9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

ELAGSE3SL1: 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.

ELAGSE3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

ELAGSE3RF4: Read with sufficient accuracy and fluency to support comprehension.

Instructional Design

These lessons can be implemented face-to-face, synchronous, and asynchronous. Considerations for offline/unplugged and asynchronous learning are provided at the end of the lesson

Materials:

- [Compare & Contrast T-Chart](#)
- Chart Markers
- Suggested Read-Aloud story and poem if possible, by the same author, for example:
 - Roald Dahl
 - Judith Viorst
 - Jaqueline Woodson
 - Dr. Seuss
 - Beverly Cleary
- Sticky Notes
- Pencils

Opening:

- Explain the instructional focus or learning target for today's lesson-is to see similarities and differences about text by the same author and write about it.

- Explain to students reading is what you breathe in (inhale) and writing is what you articulate out (exhale).
- Review the elements of the story and poem from the previous day and refer to the chart you created. Explain today students will create a double entry journal, on the left side (what happened) will be events that happened from the story/poem and on the right side (what does this event make me think of) there will be your own thoughts and reactions. Teacher will demonstrate and model at least 2-3 bullets for both sides.
 - Guiding Prompts for the double entry journal:
 - What is the most important thing to remember?
 - What event is important to the character? What was important to you?
 - What are your predictions?
- Have students partner and share their personal thoughts about the story/poem.
- Allow opportunities for students to make connections between reading and writing.

Transition to Work Session:

Allow students to help you continue brainstorming by working with a partner to develop 1-2 additional questions about the events in the stories to add to your list.

Provide students an opportunity to brainstorm the difference between the two texts. Students may share with the entire class, a small group/partner, or you (the teacher).

Prior to moving into the work session, make sure to reiterate the learning expectation to the students—*Good readers think about the important parts of stories.*

Work Session:

Students will engage in independent or collaborative learning during this time. Students may be given opportunities to continue asking questions before reading on their own.

Students can participate in

- **Independent/Partner Reading & Writing**
- **Guided Reading and/or Strategy Lessons**
- **Different Types of Poems-provide a variety of poetry and allow students to compare and contrast 2 of the poems and highlight 2 elements between them that are similar and 2 that are different. Students can also compare a poem and a story using the [Compare & Contrast T-Chart](#).**

While students are working independently, the teacher will observe and monitor student progress. The teacher will also conduct one-on-one or small group conferences with students.

Closing:

Bring the students back together to share their learning from the work session. Students can share something they learned, something they applied, or something that is still challenging to them. Peers can provide feedback, if necessary. Allow students to make any connections with the opening lesson and their work during the work session.



Example of formative ways to assess:

- Emoji Faces-How are you feeling about the lesson today? Place your sticky note on the correct emoji.
- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share what they learned today
- Green/Yellow/Red paper slips-have students hold up their color for understanding of the lesson today

Suggestions for Differentiation:

- Students can work with writing buddies
- Break the lesson into several components and chunk the lesson.
- Point to a particular section of the front cover and direct students to ask a question about that section.
- Challenge students to ask a variety of questions (one question for each question word).
- Challenge students to make connections between their questions and predictions of the story.
- Challenge students to ask higher order thinking questions.
- Have students create a matrix comparing 4 or more books by the same author
- Students can take their journal entries and create and write a similar story or poem compared to what was read.

Considerations for Offline/Unplugged and Asynchronous Learning:

For students who may be learning offline/unplugged at home, teachers can create learning packets to send home with select students. Students are provided printed materials and can work independently or with a family member.

- Record the activity and the strategy for students participating in asynchronous learning.
- [Compare & Contrast T-Chart](#)
- Jacqueline Woodson: [Poem](#) & [Book](#)
- Judith Viorst: [Poem](#) & [Book](#)
- Students can also visit their local library for books and poems
- Students can create entries from the lesson in their journals
- Tips for reading with children at home: [Reading Tips for Parents of Third Graders](#)

Evidence of Student Success

- Emoji Faces-How are you feeling about the lesson today? Place your sticky note on the correct emoji.
- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share what they learned today
- Green/Yellow/Red paper slips-have students hold up their color for understanding of the lesson today
- 3-2-1 Reflection slips, list 3 things you learned, 2 things I still wonder, 1 question I still have
- Exit Slips with open-ended questions which require a student to explain, demonstrate, or use examples to articulate their understanding

Student Learning Supports

- Challenge students to make connections between their questions and predictions of the story.
- Challenge students to ask higher order thinking questions.
- Have students create a matrix comparing 4 or more books by the same author .

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- Students can take their journal entries and create and write a similar story or poem compared to what was read.
- Chunk the lesson into smaller sections.
- Provide the lesson in a teacher-led small group for more guidance.

Engaging Families

- 3rd grade resources for families can be found at the [Georgia Home Classroom](#).
- Parents and student can start a pen pal initiative, where they write too each other once a month.
- Student can connect with other students through student-media outlets and blogs and start a pen pal connection with other students or classes.



Sample English Language Arts Learning Plan

Big Idea/Topic

Understanding Questions with Informational text

Standard(s) Alignment

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

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.

ELAGSE3SL1: 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.

ELAGSE3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

ELAGSE3RF4: Read with sufficient accuracy and fluency to support comprehension.

ELAGSE3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Instructional Design

These lessons can be implemented face-to-face, synchronous, and asynchronous. Considerations for offline/unplugged and asynchronous learning are provided at the end of the lesson

Materials:

- [Question Types Chart](#)
- Chart Markers
- Any mentor text of your choice (some suggestions below):
 - [Look, I’m a Scientist!](#) by DK
 - [11 Experiments That Failed](#) by Jenny Offil
 - [Cece Loves Science](#) by Kimberly Derting and Shelli R. Johannes
 - [I Am Albert Einstein](#) by Brad Meltzer
 - [Zoey and Sassafra’s: Dragons and Marshmallows](#) by Asia Citro
- Sticky Notes or paper



- Pencils

Opening:

- Explain the instructional focus or learning target for today's lesson
- Why is it important for students to ask questions-relevance, explain the how questions are important because they help you have a better understanding of what you are reading?
- Read aloud (you do not have to read entire text) to the class, and then talk about different types of questions, closed, open ended, and evaluative questions.
 - Use the [Question Types Chart](#) and have students ask questions and write the questions under the correct category so the students can see the difference in the questions. Also address all unknown words related to the informational text.
- Have students work with a partner and share 1 type of question with their partner.
- Make the connection between the importance of asking questions and how it helps the reader understand the text.

Transition to Work Session:

Allow students to help you continue brainstorming by working with a partner to develop 1-2 additional questions to add to your list.

Provide students an opportunity to brainstorm their own question(s). Students may share with the entire class, a small group/partner, or you (the teacher).

Prior to moving into the work session, make sure to reiterate the learning expectation to the students—*Good readers ask questions when they read in order to help them focus on the text and better understand what they are reading.*

Work Session:

Students will engage in independent or collaborative learning during this time. Students may be given opportunities to continue asking questions before reading on their own.

Students can participate in

- **Independent/Partner Reading & Writing**
- **Guided Reading and/or Strategy Lessons**
- **Question Sort-provide a variety of questions from the [Question Types Chart](#) and students must sort them into three different categories**

While students are working independently, the teacher will observe and monitor student progress. The teacher will also conduct one-on-one or small group conferences with students.



Closing:

Bring the students back together to share their learning from the work session. Students can share something they learned, something they applied, or something that is still challenging to them. Peers can provide feedback, if necessary. Allow students to make any connections with the opening lesson and their work during the work session.

Inform the students that tomorrow we will read informational text and see if any of our questions are answered. We will also brainstorm new questions during the reading of the text.

Example of formative ways to assess:

- Emoji Faces-How are you feeling about the lesson today? Place your sticky note on the correct emoji.
- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share what they learned

Suggestions for Differentiation:

- Allow students to use the teacher’s modeled question as a guide to help brainstorm their own question.
- Direct students to use a specified question word to ask their question.
- Point to a particular section of the front cover and direct students to ask a question about that section.
- Challenge students to ask a variety of questions (one question for each question word).
- Challenge students to make connections between their questions and predictions of the story.
- Challenge students to ask higher order thinking questions.
- Introduce one color of questions a day starting with green, red, and then yellow.
- Provide complex text and have students write/create open-ended questions about the text.

Considerations for Offline/Unplugged and Asynchronous Learning:

For students who may be learning offline/unplugged at home, teachers can create learning packets to send home with select students. Students are provided printed materials and can work independently or with a family member.

- Record the activity and the strategy for students participating in asynchronous learning.
- [Question Types Chart](#)
- A “just right” book (informational) or the following resource for selecting a “just right” book at home: [Finding “Just Right” Books](#)
- Students can also visit their local library for informational books.
- Tips for reading with children at home: [Reading Tips for Parents of Third Graders](#)

Evidence of Student Success

- Emoji Faces-How are you feeling about the lesson today? Place your sticky note on the correct emoji.
- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share what they learned today
- Green/Yellow/Red paper slips-have students hold up their color for understanding of the lesson today
- 3-2-1 Reflection slips, list 3 things you learned, 2 things I still wonder, 1 question I still have
- Exit Slips with open-ended questions which require a student to explain, demonstrate, or use examples to articulate their understanding

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Student Learning Supports

- Allow students to use the teacher's modeled question as a guide to help brainstorm their own question.
- Direct students to use a specified question word to ask their question.
- Point to a particular section of the front cover and direct students to ask a question about that section.
- Challenge students to ask a variety of questions (one question for each question word).
- Challenge students to make connections between their questions and predictions of the text.
- Challenge students to ask higher order thinking questions.

Engaging Families

- 3rd grade resources for families can be found at the [Georgia Home Classroom](#).
- Parent and Student reads together and question each other about what they read.
- Play games together which promote questioning skills: Jeopardy, Hollywood Squares, Are You Smarter than a Third Grader?



Sample English Language Arts Learning Plan

Big Idea/Topic

Academic Language in Science and Social Studies

Standard(s) Alignment

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

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.

ELAGSE3SL1: 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.

ELAGSE3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

ELAGSE3RF4: Read with sufficient accuracy and fluency to support comprehension.

ELAGSE3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Instructional Design

These lessons can be implemented face-to-face, synchronous, and asynchronous. Considerations for offline/unplugged and asynchronous learning are provided at the end of the lesson

Materials:

- [Vocabulary Vault Chart](#)
- Chart Markers
- Any mentor text of your choice (some suggestions below):
 - [The Georgia Colony](#) by Kevin Cunningham
 - [Native Peoples of the Southeast](#) by Linda Lowery
 - [Nations of the Southeast](#) by Bobbie Kalman
 - [Colonial Life](#) by Brendan January
 - [Establishing the American Colonies](#) by Tyler Omoth
- Sticky Notes or paper
- Pencils

Opening:

- Explain the instructional focus or learning target for today's lesson-asking questions to understand academic and content language.
- Why super readers need to know academic and content language-understanding what they read.
- Read a science/social studies content book, tell students to think of questions and to also listen for unknown words/phrases they do not know. After reading, chart questions, answer questions, and discuss. Use the [Vocabulary Vault Chart](#) to explain the different tiers. Ask students about words or phrases they did not know, chart the words in the correct tier while explaining why this word goes into this tier.
- Provide students with a sticky note and say random words and they must write which tier the word would go under.
- Make the connection between academic and content language and how they relate to what we read as super readers.

Transition to Work Session:

Allow students to help you continue brainstorming by working with a partner to develop 1-2 additional words to add to your list.

Provide students an opportunity to brainstorm their own academic language related to the text. Students may share with the entire class, a small group/partner, or you (the teacher).

Prior to moving into the work session, make sure to reiterate the learning expectation to the students—*Good readers want to understand content and academic language to understand what they are reading.*

Work Session:

Students will engage in independent or collaborative learning during this time. Students may be given opportunities to continue asking questions before reading on their own.

Students can participate in

- **Independent/Partner Reading & Writing**
- **Guided Reading and/or Strategy Lessons**
- **Vocabulary Sort-provide a variety of words from the [Vocabulary Vault Chart](#) and have students sort words into correct tier and then create [Frayer model graphic organizer](#) for at least 4-6 of the words.**

While students are working independently, the teacher will observe and monitor student progress. The teacher will also conduct one-on-one or small group conferences with students.



Closing:

Bring the students back together to share their learning from the work session. Students can share something they learned, something they applied, or something that is still challenging to them. Peers can provide feedback, if necessary. Allow students to make any connections with the opening lesson and their work during the work session.

Inform the students that tomorrow we will read and search for more academic language. We will also brainstorm new questions during the story.

Example of formative ways to assess:

- Emoji Faces-How are you feeling about the lesson today? Place your sticky note on the correct emoji.
- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share about what you learned today
- Green/Yellow/Red paper slips-have students hold up their color for understanding of the lesson today
- Formative Assessment Sticks-Have random open-ended questions on popsicle sticks and have students pull a stick and answer the question

Suggestions for Differentiation:

- Provide a variety of informational text and have a scavenger hunt for content and academic words
- Point to a particular section of the front cover and direct students to ask a question about that section.
- Challenge students to ask a variety of questions (one question for each question word).
- Challenge students to make connections between their questions and predictions of the story.
- Challenge students to ask higher order thinking questions.
- Chunk the lesson into smaller sections.
- Provide complex text and have students write/create open-ended questions about the text.

Considerations for Offline/Unplugged and Asynchronous Learning:

For students who may be learning offline/unplugged at home, teachers can create learning packets to send home with select students. Students are provided printed materials and can work independently or with a family member.

- Record the activity and the strategy for students participating in asynchronous learning.
- [Vocabulary Vault Chart](#)
- [Frayer model graphic organizer](#)
- A “just right” book (from Science and/or Social Studies content) or the following resource for selecting a “just right” book at home: [Finding “Just Right” Books](#)
- Students can also visit their local library for Science and/or Social Studies content books.
- Tips for reading with children at home: [Reading Tips for Parents of Third Graders](#)

Evidence of Student Success

- Emoji Faces-How are you feeling about the lesson today? Place your sticky note on the correct emoji.
- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share what they learned today
- Green/Yellow/Red paper slips-have students hold up their color for understanding of the lesson today

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- 3-2-1 Reflection slips, list 3 things you learned, 2 things I still wonder, 1 question I still have
- Exit Slips with open-ended questions which require a student to explain, demonstrate, or use examples to articulate their understanding
- Have students write summaries to explain their understanding of the skill/strategy

Student Learning Supports

- Challenge students to ask higher order thinking questions.
- Chunk the lesson into smaller sections.
- Provide a variety of informational text and have a scavenger hunt for content and academic words.

Engaging Families

- 3rd grade resources for families can be found at the [Georgia Home Classroom](#).
- Scavenger Hunt, students would locate content and academic words thought the home.
- Parent can read too or with student and have students locate content and academic language.



Sample English Language Arts Learning Plan

Big Idea/Topic

Understanding the Important Details in Informational Text

Standard(s) Alignment

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

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.

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

ELAGSE3SL1: 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.

ELAGSE3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

ELAGSE3RF4: Read with sufficient accuracy and fluency to support comprehension.

ELAGSE3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Instructional Design

These lessons can be implemented face-to-face, synchronous, and asynchronous. Considerations for offline/unplugged and asynchronous learning are provided at the end of the lesson

Materials:

- Chart Paper
- Chart Markers
- Any mentor text of your choice (suggested text continued from yesterday lesson):
 - The Georgia Colony by Kevin Cunningham
 - Native Peoples of the Southeast by Linda Lowery
 - Nations of the Southeast by Bobbie Kalman
 - Colonial Life by Brendan January
 - Establishing the American Colonies by Tyler Omoth
- Sticky Notes or paper



- Pencils

Opening:

- Explain the instructional focus or learning target for today's lesson—is to understand key details and main idea in a text.
- When reading informational text, the author is trying to convey or articulate information to the reader.
- Read aloud the text, tell students to think of questions, details and the main idea of the text. Chart the questions/answers, chart the details and the main idea the students think. Ask why they think this is the main idea, what is the evidence?
- Have students partner and share 1 detail to support the main idea of the text.
- Make the connection between knowing the important key details of a text helps you understand the information that is being shared with the reader

Transition to Work Session:

Allow students to help you continue brainstorming by working with a partner to develop 1-2 additional key details to add to your list.

Provide students an opportunity to brainstorm about important details from the text. Students may share with the entire class, a small group/partner, or you (the teacher).

Prior to moving into the work session, make sure to reiterate the learning expectation to the students—*Good readers ask questions about key details when they read in order to help them focus on the text and better understand what they are reading.*

Work Session:

Students will engage in independent or collaborative learning during this time. Students may be given opportunities to continue asking questions before reading on their own.

Students can participate in

- **Independent/Partner Reading & Writing**
- **Guided Reading and/or Strategy Lessons**
- **Provide an informational text and [graphic organizer](#) have students identify key details and main idea of the passage**

While students are working independently, the teacher will observe and monitor student progress. The teacher will also conduct one-on-one or small group conferences with students.

Closing:

Bring the students back together to share their learning from the work session. Students can share something they learned, something they applied, or something that is still challenging to them. Peers can provide feedback, if necessary. Allow students to make any connections with the opening lesson and their work during the work session.

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Inform the students that tomorrow we will read and search for more key details. We will also brainstorm new details during the story.

Example of formative ways to assess:

- Emoji Faces-How are you feeling about the lesson today? Place your sticky note on the correct emoji.
- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share about what you learned today
- Green/Yellow/Red paper slips-have students hold up their color for understanding of the lesson today
- Formative Assessment Sticks-Have random open-ended questions on popsicle sticks and have students pull a stick and answer the question

Suggestions for Differentiation:

- Have students write a summary with key details and evidence from the text.
- Challenge students to ask a variety of questions (one question for each question word).
- Challenge students to make connections between their questions and predictions of the story.
- Challenge students to ask higher order thinking questions.
- Chunk the lesson into smaller sections.
- Provide complex text and have students write/create open-ended questions about the text.

Considerations for Offline/Unplugged and Asynchronous Learning:

For students who may be learning offline/unplugged at home, teachers can create learning packets to send home with select students. Students are provided printed materials and can work independently or with a family member.

- Record the activity and the strategy for students participating in asynchronous learning.
- [Main Idea/Details Graphic Organizer](#)
- A “just right” book (informational) or the following resource for selecting a “just right” book at home: [Finding “Just Right” Books](#)
- Students can also visit their local library for informational books.
- Tips for reading with children at home: [Reading Tips for Parents of Third Graders](#)

Evidence of Student Success

- Emoji Faces-How are you feeling about the lesson today? Place your sticky note on the correct emoji.
- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share about what you learned today
- Green/Yellow/Red paper slips-have students hold up their color for understanding of the lesson today
- Formative Assessment Sticks-Have random open-ended questions on popsicle sticks and have students pull a stick and answer the question

Student Learning Supports

- Challenge students to ask higher order thinking questions.
- Chunk the lesson into smaller sections.
- Provide complex text and have students write/create open-ended questions about the text.

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- Have students create a T-chart and list key details on one side and regular details on the other side.

Engaging Families

- 3rd grade resources for families can be found at the [Georgia Home Classroom](#).
- Students read to the parent and they must identify the key details from the text.
- Students can read magazines or newspaper and summarize the main idea and key details with a Parent.



Sample English Language Arts Learning Plan

Big Idea/Topic

Comparing and Contrasting Details with Two Informational Texts

Standard(s) Alignment

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

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.

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

ELAGSE3SL1: 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.

ELAGSE3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

ELAGSE3RF4: Read with sufficient accuracy and fluency to support comprehension.

ELAGSE3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Instructional Design

These lessons can be implemented face-to-face, synchronous, and asynchronous. Considerations for offline/unplugged and asynchronous learning are provided at the end of the lesson

Materials:

- Chart Paper
- Chart Markers
- Any mentor text of your choice (suggested text continued from yesterday's lesson):
 - The Georgia Colony by Kevin Cunningham
 - Native Peoples of the Southeast by Linda Lowery
 - Nations of the Southeast by Bobbie Kalman
 - Colonial Life by Brendan January
 - Establishing the American Colonies by Tyler Omoth
- Sticky Notes or paper
- Pencils

Opening:

- Explain the instructional focus or learning target for today's lesson—is to see similarities and differences about the same topic.
- Explain to students when you read different types of text you may like, or dislike certain types based on the elements of the text.
- Read aloud the excerpts from 2 different informational books or passages, tell students to think of questions and listen for unknown language as you read. Chart the questions/answers and add any new terms to the [Vocabulary Vault Chart](#). Use the [Compare/Contrast Graphic Organizer](#) and compare some of the key details and main ideas between the 2 texts.
- Have students partner and share what they like or dislike between the 2 texts, explain why.
- Make the connection between how authors use different types of text to share information

Transition to Work Session:

Allow students to help you continue brainstorming by working with a partner to develop 1-2 additional similarities and differences to add to your list.

Provide students an opportunity to brainstorm about important details from both texts. Students may share with the entire class, a small group/partner, or you (the teacher).

Prior to moving into the work session, make sure to reiterate the learning expectation to the students—*Good readers understand how to compare and contrast text when they read in order to help them focus on the text and better understand what they are reading.*

Work Session:

Students will engage in independent or collaborative learning during this time. Students may be given opportunities to continue asking questions before reading on their own.

Students can participate in

- **Independent/Partner Reading & Writing**
- **Guided Reading and/or Strategy Lessons**
- **Provide 2 informational passages and have student complete a [compare/contrast graphic organizer](#)**

While students are working independently, the teacher will observe and monitor student progress. The teacher will also conduct one-on-one or small group conferences with students.

Closing:

Bring the students back together to share their learning from the work session. Students can share something they learned, something they applied, or something that is still challenging to them. Peers can provide feedback, if necessary. Allow students to make any connections with the opening lesson and their work during the work session.



Inform the students that tomorrow we will read and search for more academic language. We will also brainstorm new questions during the story.

Example of formative ways to assess:

- Emoji Faces-How are you feeling about the lesson today? Place your sticky note on the correct emoji.
- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share about what you learned today
- Green/Yellow/Red paper slips-have students hold up their color for understanding of the lesson today
- Formative Assessment Sticks-Have random open-ended questions on popsicle sticks and have students pull a stick and answer the question

Suggestions for Differentiation:

- Have students write a summary with key details and evidence from the text.
- Challenge students to ask a variety of questions (one question for each question word).
- Challenge students to make connections between their questions and predictions of the story.
- Challenge students to ask higher order thinking questions.
- Chunk the lesson into smaller sections.
- Provide complex text and have students write/create open-ended questions about the text.
- Provide a matrix graphic organizer and have students compare and contrast 2 or more text

Considerations for Offline/Unplugged and Asynchronous Learning:

For students who may be learning offline/unplugged at home, teachers can create learning packets to send home with select students. Students are provided printed materials and can work independently or with a family member.

- Record the activity and the strategy for students participating in asynchronous learning.
- [Compare/Contrast Graphic Organizer](#)
- [Vocabulary Vault Chart](#)
- 2 “just right” books (informational) or the following resource for selecting “just right” books at home: [Finding “Just Right” Books](#)
- Students can also visit their local library for informational books.
- Tips for reading with children at home: [Reading Tips for Parents of Third Graders](#)

Evidence of Student Success

- Emoji Faces-How are you feeling about the lesson today? Place your sticky note on the correct emoji.
- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share what they learned today
- Green/Yellow/Red paper slips-have students hold up their color for understanding of the lesson today
- 3-2-1 Reflection slips, list 3 things you learned, 2 things I still wonder, 1 question I still have
- Exit Slips with open-ended questions which require a student to explain, demonstrate, or use examples to articulate their understanding
- Write 2 paragraphs comparing and contrasting the text



Student Learning Supports

- Challenge students to ask higher order thinking questions.
- Chunk the lesson into smaller sections.
- Provide complex text and have students write/create open-ended questions about the text.
- Provide a matrix graphic organizer and have students compare and contrast 2 or more text.
- Provide same lesson in a teacher-led small group for more guidance.

Engaging Families

- 3rd grade resources for families can be found at the [Georgia Home Classroom](#).
- Have students compare informational text around the home, example recipes, magazines, newspapers.
- Have students write about 2 or their favorite things in science or social studies.



Sample English Language Arts Learning Plan

Big Idea/Topic

Writing About Two Informational Texts

Standard(s) Alignment

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

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.

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

ELAGSE3SL1: 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.

ELAGSE3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

ELAGSE3RF4: Read with sufficient accuracy and fluency to support comprehension.

ELAGSE3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Instructional Design

These lessons can be implemented face-to-face, synchronous, and asynchronous. Considerations for offline/unplugged and asynchronous learning are provided at the end of the lesson

Materials:

- Chart Paper
- Chart Markers
- Any mentor text of your choice (suggested text continued from yesterday's lesson):
 - The Georgia Colony by Kevin Cunningham
 - Native Peoples of the Southeast by Linda Lowery
 - Nations of the Southeast by Bobbie Kalman
 - Colonial Life by Brendan January
 - Establishing the American Colonies by Tyler Omoth
- Sticky Notes or paper
- Pencils

Opening:

- Explain the instructional focus or learning target for today’s lesson-is to see similarities and differences about the same topic.
- Explain to students reading is what you breathe in inhale and writing is what you articulate and exhale.
- Review the elements of the similarities and differences between the 2 texts shared on the previous day. Model and explain today you are going to write an opinion piece on which text you like best and why. Model the [SOAR strategy](#)-S state your opinion, O-offer reasons and evidence from the texts, A-add examples, R-restate the opinion.
- Have students partner and share their personal thoughts about their favorite text and why.
- Allow students to make connections between how reading and writing.

Transition to Work Session:

Allow students to help you continue brainstorming by working with a partner to develop 1-2 additional ideas/points to add to your list.

Provide students an opportunity to brainstorm about important details from both texts. Students may share with the entire class, a small group/partner, or you (the teacher).

Prior to moving into the work session, make sure to reiterate the learning expectation to the students—*Good readers should write about what they read to articulate their understanding.*

Work Session:

Students will engage in independent or collaborative learning during this time. Students may be given opportunities to continue asking questions before reading on their own.

Students can participate in

- **Independent/Partner Reading & Writing**
- **Guided Reading and/or Strategy Lessons**
- **Provide 2 passages on the same topic and allow students in small groups to practice the [SOAR writing strategy](#)**

While students are working independently, the teacher will observe and monitor student progress. The teacher will also conduct one-on-one or small group conferences with students.

Closing:

Bring the students back together to share their learning from the work session. Students can share something they learned, something they applied, or something that is still challenging to them. Peers can provide feedback, if necessary. Allow students to make any connections with the opening lesson and their work during the work session.

Inform the students that tomorrow we will read and search for ways to write about informational text.



Example of formative ways to assess:

- Emoji Faces-How are you feeling about the lesson today? Place your sticky note on the correct emoji.
- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share their writing for the day
- Green/Yellow/Red paper slips-have students hold up their color for understanding of the lesson today
- Formative Assessment Sticks-Have random open-ended questions on popsicle sticks and have students pull a stick and answer the question

Suggestions for Differentiation:

- Have students write a summary with key details and evidence from the text.
- Challenge students to ask a variety of questions (one question for each question word).
- Challenge students to make connections between their questions and predictions of the story.
- Challenge students to ask higher order thinking questions.
- Chunk the lesson into smaller sections.
- Provide complex text and have students write/create open-ended questions about the text.

Considerations for Offline/Unplugged and Asynchronous Learning:

For students who may be learning offline/unplugged at home, teachers can create learning packets to send home with select students. Students are provided printed materials and can work independently or with a family member.

- Record the activity and the strategy for students participating in asynchronous learning.
- [SOAR Strategy](#)
- Paired Passages from [ReadWorks.org](#)
- 2 “just right” books (on the same topic) or the following resource for selecting “just right” books at home: [Finding “Just Right” Books](#)
- Students can also visit their local library for informational books on the same topic.
- Tips for reading with children at home: [Reading Tips for Parents of Third Graders](#)

Evidence of Student Success

- Emoji Faces-How are you feeling about the lesson today? Place your sticky note on the correct emoji.
- Virtual Meeting-Thumbs Up or Thumbs Down for your understanding of the lesson
- Show and Share-students can share what they learned today
- Green/Yellow/Red paper slips-have students hold up their color for understanding of the lesson today
- 3-2-1 Reflection slips, list 3 things you learned, 2 things I still wonder, 1 question I still have
- Exit Slips with open-ended questions which require a student to explain, demonstrate, or use examples to articulate their understanding
- Write 2 paragraphs comparing and contrasting the text

Student Learning Supports

- Challenge students to ask higher order thinking questions.
- Chunk the lesson into smaller sections.
- Provide complex text and have students write/create open-ended questions about the text.

Georgia Department of Education

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- Have students use the SOAR strategy independently.
- Have students practice the SOAR strategy with other informational text.

Engaging Families

- 3rd grade resources for families can be found at the [Georgia Home Classroom](#).
- Students can have pen pals with family members and use the SOAR strategy.
- Students can write about informational text they found in their home. Example may be a recipe or a photo.

