

## Third Grade Module Vignette DC

### [CCSS.ELA-LITERACY.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.

### [CCSS.ELA-LITERACY.SL.3.1.C](#)

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

### [CCSS.ELA-LITERACY.SL.3.1.D](#)

Explain their own ideas and understanding in light of the discussion.

Key Ideas and Details:

### [CCSS.ELA-LITERACY.RI.3.1](#)

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

### [CCSS.ELA-LITERACY.RI.3.2](#)

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

Range of Writing:

### [CCSS.ELA-LITERACY.W.3.10](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### CAELD Part I.B.3.5

Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with occasional prompting and moderate support.

### CAELD Part I.C.3.9

Plan and deliver brief oral presentations on a variety of topics and content areas.

For this unit, Ms. Solis has planned and developed a sequence of lessons to teach students how to clearly communicate information they have learned from a text to demonstrate and share their understanding and new knowledge. Students will read informational texts to identify key details, main ideas and use this information to deliver brief oral presentations that require students to communicate their learning in multiple/new contexts/tasks. More specifically, she has designed lessons to focus on the quality of oral output and how students use language to share ideas and create new knowledge. A professional objective is to support students in using academic vocabulary and complex sentence frames to communicate their learning. Ms. Solis wants students to use language both to learn and to develop language. This unit will culminate in a lesson where students will analyze and discuss how two texts approach the same topic differently.

She begins today's lesson by explaining the learning target. "Today we will work on clearly communicating information we have learned from a text."

She projects the standards in student friendly statements:

I will:

- Orally present my ideas and new learning
- Read to identify and annotate details in the text

- Share and discuss relevant details to determine main ideas in the text
- Write a summary

She reads the standard statements aloud. “First, I am going to model how to read to identify key details. I am going to read the first paragraph and underline key details related to the development of the telephone. This will help me identify the steps that lead to the development of the telephone.” Ms. Solis projects the text, reads aloud and underlines three key details in the paragraph 1. “Today you will have three opportunities to read the text for three different purposes. Reading a text multiple times and for different purposes helps us comprehend a text so that we can orally present our learning.”

She continues, “For the first reading, you are going to have time to read to identify and annotate key ideas which is one of our learning targets. I will give you seven minutes to read and annotate the six paragraphs. We are reading closely so that we can share the information which is another of our learning targets. While you are reading and underlining, I am going to walk around and review what you have underlined. I am going to monitor your annotations to notice if you identify important details versus unimportant details. If I notice that you missed a detail, I will give you feedback and ask you to reread.” Students read text independently while Ms. Solis monitors the room.

Ms. Solis notices that Chris has underlined an entire paragraph and offers feedback. “Chris, I noticed that you underlined all the sentences in paragraph. I agree that the entire paragraph gives us new information. To help you decide which details are important, I am going to ask you two questions. Then you share your response with me and underline only the text that answers those two questions. Who is the paragraph talking about?” Chris rereads the paragraph, shares his answer with Ms. Solis and then underlines a sentence. “What is the paragraph about?” Chris shares his response and underlines another sentence. “For both of your responses you turned the question into a sentence frame. This made the information you shared very clear.”

Ms. Solis tells the class, “Now that you have read to identify key details, I am going to model how I want you to share the key ideas you identified and the main idea. These are the key details I identified and annotated in paragraph one. There are several ideas that are important in the first paragraph. That Bell invented the telephone is the most important detail. I think it is important that his mother was deaf because it explains a reason why he wanted to learn about sound and find new ways for people to communicate. The date he was born is important because it helps us understand the historical time.”

Sentence Frames:

There are \_\_\_ important ideas in the paragraph.

The most important detail is \_\_\_\_\_.

The detail that \_\_\_\_\_ is important because \_\_\_\_\_.

The main idea of the paragraph is \_\_\_\_\_.

Ms. Solis explains, “Now you will work in a small group to present your annotations. The first person will use the sentence frames to explain their annotations for paragraph one to the group. Other people in the group might have information they want to add, and they can do so after the person is done presenting. Then the next person will present and explain their annotations for paragraph two to the group. After the first person present their information using the sentence frames, the rest of you can decide if you want to use the sentence frames or not. The sentence frames are there to help you organize our ideas and communicate them clearly. Eventually you will not need them. The group will continue presenting their ideas until you get to paragraph six. For this activity I will monitor how you are using the sentence frames to explain your annotations. Or if you choose not to use the sentence frames, then I will be listening how you organize and

clearly communicate your thinking. If you need support, I will stop and provide feedback so that your next share is clearer and stronger. “

Students work in pairs to share their annotations. Ms. Solis walks the room and listens to students.

As Ms. Solis approaches one of the groups, she hears Fernando announce to the group that he is going to try not to use the sentence frames. After three sentences which he begins with, “Another important detail is...” he stops and refers to sentence frame. He uses the sentence frame, “The detail that \_\_\_\_\_ is important because \_\_\_\_\_” to present a previous idea. When he is done Ms. Solis states, “Fernando, I noticed that you were monitoring how you use language. I know this because you stopped and then used a sentence frame to share an idea you had already shared. Will you explain why you did this?” I heard myself say the same thing over again. Another important detail is another important detail is. I don’t think ideas are clear we too many sentences start the same way.”

When the group works concludes Ms. Solis explains. “Now that you have shared your annotations, we want to return to the text and confirm our best thinking. I am going to model how to use the graphic organizer. The second time you read the text is with a partner to paraphrase the text and discuss your key details and main ideas. You’re going to work with a partner to read the text. Partner A will read the text and Partner B will paraphrase what they heard. Why do we paraphrase? We paraphrase because when we put text into our own words, we understand it better. Paraphrasing helps us with comprehension. Paraphrasing helps us meet one of our learning targets which is to orally present information. It will also help you to collaboratively identify they key details and main ideas in the text. Once you have paraphrased the paragraph, you will collaborate with your partner and decide which key details you will include in your graphic organizer and why. I am going to model the process. I am going to be both Partner A and Partner B.” Ms. Solis reads paragraph one and paraphrases the key ideas.

Next Ms. Solis directs the class to identify key academic vocabulary. “For the third reading of the text, we are going to focus on academic vocabulary. We focus on academic vocabulary for several reasons. One to learn new vocabulary. Two, to identify words we don’t know and need to learn and three to identify words that we need to use when we present our ideas orally and in writing. Learning and using new academic vocabulary helps us meet the learning target of orally presenting our ideas because academic vocabulary helps us to more clearly present our ideas. You are going to use the graphic organizer to identify and record the academic vocabulary from the text.”

<b>Paragraph</b>	<b>Key Details</b>	<b>Academic Vocabulary</b>
1	Alexander Graham Bell invented the telephone He was born in Scotland in 1847 His mother was deaf.	

“If the word is important and you want to use it when you share and/or write, then you are going to make a box around it. If a word is familiar to you and you want to share how you know the word, then underline it. If the word is unfamiliar to you and you want to learn it, then circle it. Once you have identified the words, then you write them on the graphic organizer. I am going to model, identifying and recording the academic vocabulary in chapter 1.

Ms. Solis models by projecting and rereading paragraph one of the texts. She puts a box around the word 'deaf'. "I know that deaf mean when a person cannot hear. I want to make sure to use this word when I discuss why Alexander Graham Bell was interested in sound and how it travels."

"Now I am going to model how to share the academic vocabulary you selected. These are the sentence frames I would like you to use when you share your academic vocabulary. When I explain to my partners why I selected the word deaf, I will say, 'The word deaf is important for us to use because it describes Alexander's mother and explains why he was interested in sound and how it travels.' Now it is your turn. Meet with two partners and take turns explaining why you selected each of your words."

**Sentence Frames:**

The word \_\_\_\_ is familiar to me because \_\_\_\_\_.

The word \_\_\_\_ is important for us to use because \_\_\_\_\_.

I am not familiar with the word \_\_\_\_ but I think it is important because \_\_\_\_\_.

Students work in triads to share the academic vocabulary they identified. Ms. Solis walks to each triad to listen for their use of the sentence frames and students' explanations. She listens as Miguel shares, "I am familiar with the word invention because it is almost the same in Spanish. In Spanish it is invención." Ms. Solis provides feedback. "Miguel, your use of the sentence frames helped you clearly share your knowledge. There is a word we use to describe words that sound and mean the same in Spanish and English. The word is cognate. Can you use the word cognate and the sentence frame to share what you know? Miguel thinks for a moment and then states. "I am familiar with the word invention because it is the cognate of the Spanish word invención." Based on this interaction, Ms. Solis jots a quick note to herself to add cognates to the category of academic words that students can identify and record. She quickly writes the sentence frame, "I am familiar with the word \_\_\_\_ because it is a cognate of the Spanish word \_\_\_\_\_."

When students have completed their group task Ms. Solis says, "You have orally presented your thinking about the key details, main ideas and academic vocabulary in the text. Now you will use what you have learned to write a one paragraph summary of the text. Review your graphic organizer. Make decisions about how you will communicate the main idea, what key details you will include and what academic vocabulary you will use to clearly communicate your ideas. Once you write your summary you will present it to a small group and get feedback." Students work in small groups to present their summaries.