



S U M M A T I V E

Grade 3 English Language Arts

Alabama Educator Instructional Supports

Alabama Course of Study Standards

Introduction

The *Alabama Instructional Supports: English Language Arts* is a companion to the 2016 *Revised Alabama Course of Study: English Language Arts* for Grades K–12. Instructional supports are foundational tools that educators may use to help students become independent learners as they build toward mastery of the *Alabama Course of Study* content standards. **Instructional supports are designed to help educators engage their students in exploring, explaining, and expanding their understanding of the content standards.**

The content standards contained within the course of study may be accessed on the Alabama State Department of Education (ALSDE) website at www.alsde.edu. When examining these instructional supports, educators are reminded that content standards indicate minimum content—what all students should know and be able to do by the end of each grade level or course. Local school systems may have additional instructional or achievement expectations and may provide instructional guidelines that address content sequence, review, and remediation.

The instructional supports are organized by standard. Each standard’s instructional support includes a statement of the content standard, instructional outcomes, guiding questions and instructional activities, key academic terms, and additional resources.

Content Standards

The content standards are the statements from the 2016 *Revised Alabama Course of Study: English Language Arts* that define what all students should know and be able to do at the conclusion of a given grade level or course. Content standards contain minimum required content and complete the phrase “Students will _____.”

Each grade-level content standard integrates, builds on, and leads to broader, more comprehensive skills. The standards collectively guide educators in preparing students with the content and skills students should know by the end of high school.

The **Reading** standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also ensured through the requirement that students read increasingly complex texts.

The **Writing** standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades while using increasingly demanding content and sources. To meet these goals, students must devote significant time and effort to

writing. Students must produce numerous pieces, over short and extended time frames, that are integrated across all curricular areas.

The skills developed through the **Language** standards require attention to conventions of standard English, language, and vocabulary. As with all content domains, the Language standards are cumulative, building throughout the years with increased sophistication and complexity.

Instructional Outcomes

The instructional outcomes are statements that describe essential learning that learners should achieve at the end of instruction.

Guiding Questions and Instructional Activities

Guiding questions are designed to create a framework for the given standards and to engage students in exploring, explaining, and expanding their understanding of the content standards provided in the 2016 *Revised Alabama Course of Study: English Language Arts*. Therefore, each guiding question is written to help educators convey important concepts within the standard. By utilizing guiding questions, educators are engaging students in investigating, analyzing, and demonstrating knowledge of the underlying concepts reflected in the standard.

Each guiding question includes a representative set of sample activities and examples that can be used in the classroom. The set of activities and examples is not intended to include all the activities and examples that would be relevant to the standard.

Key Academic Terms

These academic terms are derived from the standards and are to be incorporated into instruction by the educator and used by the students.

Additional Resources

Additional resources are included that are aligned to the standard and may provide additional instructional support to help students build toward mastery of the designated standard. Please note that while every effort has been made to ensure all hyperlinks are working at the time of publication, web-based resources are impermanent and may be deleted, moved, or archived by the information owners at any time and without notice. Registration is not required to access the materials aligned to the specified standard. Some resources offer access to additional materials by asking educators to complete a registration. While the resources are publicly available, some websites may be blocked due to Internet restrictions put in place by a facility. Each facility's technology coordinator can assist educators in accessing any blocked content. Sites that use Adobe Flash may be difficult to access after December 31, 2020, unless users download additional programs that allow them to open SWF files outside their browsers.

Your Feedback

ALSDE and DRC value your feedback. The last two pages of this document contain a survey about your experience using the Alabama Educator Instructional Supports. Once you have had a chance to use and become familiar with these Instructional Supports, please take the time to fill out the survey. The Instructional Supports, as well as your responses to the survey, will be discussed during an educator review meeting in summer 2021.

Printing This Document

It is possible to use this entire document without printing it. However, if you would like to print this document, you do not have to print every page. First, identify the page ranges of the standards or domains that you would like to print. Then, in the print pop-up command screen, indicate which pages you would like to be printed.

Reading

Reading Standards for Literature**Key Ideas and Details**

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Instructional Outcomes:

- Engage in close reading to comprehend complex literary texts.
- Develop questions that will help demonstrate understanding of a text.
- Answer questions that have been developed to demonstrate understanding of a text.
- Introduce and practice using explicit details from a text to answer questions.

Guiding Questions and Instructional Activities:**When do you ask questions to understand a text?**

1. Students have learned about how to ask questions about text beginning in first grade but will need to review why this is an important comprehension strategy. Use the anchor chart to explain to students that it is important to ask questions before, during, and after reading a text to aid comprehension.

Anchor Chart: Asking Questions about the Text

Asking Questions about the Text		
<p>Before Reading:</p> <p><i>Preview the text by looking at the title, cover, and chapter name, or by thinking about what you have already read.</i></p> <p>I wonder what. . .</p> <p>I wonder where. . .</p> <p>I wonder when. . .</p> <p>I wonder why. . .</p> <p>I wonder how. . .</p> <p>I wonder if. . .</p>	<p>During Reading:</p> <p><i>As you read, ask yourself questions that begin with:</i></p> <p>Who?</p> <p>What?</p> <p>Where?</p> <p>When?</p> <p>Why?</p> <p>How?</p>	<p>After Reading:</p> <p><i>Check for understanding:</i></p> <p>What did I read about?</p> <p>Did anything confuse me?</p> <p>Should I reread any parts?</p> <p><i>Check for understanding:</i></p> <p>Now I wonder...</p>

2. Select a short literary text. Lead a whole class guided reading of the text. Prior to reading the text, model how to ask predictive questions about the text. While reading the text, model how to ask questions to guide comprehension (e.g., “Why did XYZ decide to act that way?” “How will XYZ solve this problem?”). After reading the text, model how to ask questions that check for understanding and make predictions about what will happen next. Have students provide questions that would be helpful during each stage of reading. Lead a discussion about why these questions are helpful and how they might be answered.

- Have students read longer literary texts independently. Provide a graphic organizer that allows students to record their questions before, during, and after reading the text.

Graphic Organizer: Questions for Reading

Before I read:	While I read:	After I read:
Q: A:	Q: A:	Q: A:
Q: A:	Q: A:	Q: A:
Q: A:	Q: A:	Q: A:

As students read, they should attempt to answer the questions they ask. Have students share their questions and answers in small groups or pairs.

How do you answer questions to demonstrate understanding of a text? What does it mean to refer explicitly to a text? How do you refer explicitly to a text when you answer questions?

- Students learn about how to answer questions about the text beginning in first grade but will need to review how to refer to the text explicitly. Identify a reading text that will support literal questions about what the text says explicitly. Have students work in small groups or pairs to read the text. Provide a list of questions that will require students to find explicit answers. Explain to students that they should read each question and then go through the text and look for the answer. If they can find the answer, they should underline it in the text. These are literal questions. Remind students that this is explicit support for their answer. Lead a classroom discussion about the responses, modeling how to refer to the text while monitoring how students have responded. Clarify any misconceptions about how to use the text when answering literal questions.
- Explain to students that they will need to both identify answers in the text and refer to the text when answering questions. Introduce the concept of the RACE model of answering text and explain what the RACE acronym stands for (e.g., [RACE chart](#)). Select a short literary text that has enough detail to yield several explicit questions. Lead a guided reading of the text. Project a question on the board and model how to restate the question as the beginning of their answer.

Question:	Where did Ivan go first after he left home?
Restate:	After Ivan left home, he first went _____.

Have students practice restating several questions. Then have students use the text to find the answer to the question. Model how to use this information to construct an answer.

Question:	Where did Ivan go first after he left home?
Answer:	After Ivan left home, he first went <u>to the park</u> .

Then have students provide textual evidence to support the answer. Model for students how to use the text evidence.

Question:	Where did Ivan go first after he left home?
Answer:	After Ivan left home, he first went to the park. <u>In paragraph 3, the author says, "Ivan walked out his front door and sprinted down the sidewalk to the park."</u>

Finally have students explain how the text evidence proves their answer. Model for students how to explain the answer.

Question:	Where did Ivan go first after he left home?
Answer:	After Ivan left home, he first went to the park. In paragraph 3, the author says, "Ivan walked out his front door and sprinted down the sidewalk to the park." I know that Ivan left his front door and then went straight to the park, because the sentence does not have any other place between his door and the park.

3. Select a longer literary text for students to read independently. Provide students with one or two questions they will answer about the text. Students should use the RACE model when answering the questions. Provide students with several sentence frames to help them with citing their text evidence (e.g., [Text Evidence Stems](#)). Have students share one of their answers in a small group or in pairs. Students should provide feedback to one another about whether they used RACE to answer their question.

Key Academic Terms:

literary text, ask, answer, questions, details, explicit

Additional Resources:

[Asking Questions As You Read](#)

[Asking and Answering Questions: Reading Literature Video](#)

[Using the RACE Strategy for Text Evidence](#)

[RACE: Restate the Question Video](#)

Reading Standards for Literature

Key Ideas and Details

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Instructional Outcomes:

- Engage in close reading to comprehend complex literary texts, including stories such as fables, folktales, and myths.
- Recount stories, including fables, folktales, and myths from diverse cultures.
- Explain how the central message is conveyed through key details in the text.
- Explain how the lesson is conveyed through key details in the text.
- Explain how the moral is conveyed through key details in the text.

Guiding Questions and Instructional Activities:**How do you recount a story?**

1. Students have been recounting and retelling stories since kindergarten but will need to review how to recount a story. Review with students how to recount or retell a story using characters, setting, and major plot details from the beginning, middle, and end of the text (e.g., [How to Retell a Story for Kids Video](#)). Select a short literary text (e.g., fable, folktale, myth). Lead a guided reading of the text, noting the characters, setting, problem, solution, and major plot points on a graphic organizer (e.g., [Fiction Stories: Using Ordinal Words Template](#)). Model for students how to recount a story based on those details.
2. Select a short literary text (e.g., fable, folktale, myth). Have students work independently, in small groups, or in pairs to read the text and record information about the story elements of the text using a graphic organizer like the ones used previously. Have students practice retelling each other the text using a sentence frame such as “The title of the text is _____. The characters in this text are _____. It takes place _____. First, _____. Next, _____. Finally, _____.”

Lead a whole class discussion in which students share their retellings with the class. Provide feedback if students are including too much or not enough information.

3. Select a longer literary text (e.g., fable, folktale, myth). Have students work independently to read the text and record information about the story. Have students practice writing a paragraph that recounts the text.

What is a central message? What is a lesson? What is a moral? How do you determine how a central message, lesson, or moral of a story is conveyed through key details in a text?

1. Students begin learning in first grade about how to determine the central message, lesson, or moral of a story through key details in a text. Remind students that a central message is what the author is trying to tell you through the text, and the lesson or moral is a specific type of central message. Select or create a short literary text (e.g., paragraph story) that has a clear central message (e.g., “It’s important to try something new.”, “New friends can be found in unexpected places.”). Lead a guided reading of the text and underline key details that help point out the central message that the author is trying to convey. Remind students that a central message is often a life lesson. Remind students that fables will have a *moral* or a line that explains what the lesson is.
2. Select a short literary text (e.g., fable, folktale, myth). Have students work in small groups or pairs to determine the central message, lesson, or moral of the text. Have students work together to read the text aloud. Then have students discuss what each thinks is the central message, lesson, or moral of the text. Have students use sticky notes to identify places in the text that help support the message, lesson, or moral of the text. Lead a classroom discussion about their findings. Have students practice using sentence frames to describe their findings such as “I think the lesson of the text is _____. One detail that showed me that was _____. Another detail was _____.”
3. Select a longer literary text (e.g., fable, folktale, myth). Have students read the literary text independently. In a reading journal or on a designated worksheet, have students note details that convey the message, lesson, or moral of the text. Have students respond to a writing prompt such as “What is the message, lesson, or moral of the text? What details from the text tell you this? Support your answer with text evidence.”

Key Academic Terms:

literary text, story, recount, fable, folktale, myth, central message, lesson, moral, key details, diverse cultures

Additional Resources:

[Messages, Lessons, and Morals Online Lesson](#)

[Sample Messages, Lessons, and Morals Worksheets](#)

[Determining the Central Message](#)

Reading Standards for Literature

Key Ideas and Details

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Instructional Outcomes:

- Engage in close reading of complex stories.
- Describe characters using their traits.
- Describe characters using their motivations.
- Describe characters using their feelings.
- Describe characters using a combination of traits, motivations, or feelings.
- Identify characters' actions in a story.
- Explain the ways characters' actions help contribute to the sequence of events in a story.

Guiding Questions and Instructional Activities:

What is a character trait? What is a feeling? How do you describe characters' traits in a story? How do you describe characters' feelings in a story?

1. Review how to describe characters. Students learn how to describe what characters say, think, and do beginning in first grade but will need to review how to analyze a character based on their feelings. Select a short literary text that has several well-developed characters in it. Lead a shared reading experience and use a graphic organizer to model how to highlight details that provide an understanding of a character's feelings (e.g., [Inferring Character Traits](#)). Through a class discussion, work together to write a character description.
2. Select a short story with strong character development. Tell students that they will be choosing a character to study and understand. Have students work individually, in small groups, or in pairs to read the story, highlighting important character details as they read. Lead a classroom discussion about the character. Provide students with a list of common character traits (e.g., [Character Traits](#)). Have students select a character trait that describes the character based on the feelings the character expresses in the story. Model for students how to use textual evidence to support the trait they selected. Prompt students to use a sentence frame to describe the character such as "The character XYZ is _____. I know

this because in the text it states _____ and _____.” or “The character XYZ feels _____. I know this because in the text it states _____ and _____.”

3. Have students read a longer literary text and choose a character to understand based on the character’s traits. As students read a section, have them note textual evidence about the character and the character’s feelings. Have students respond in writing to a prompt such as “How would you describe your character? What character trait(s) does this character have? Use textual evidence about the character’s feelings to support your answer.”

What is character motivation? How do you describe characters’ motivations in a story?

1. Explain to students what the term *motivation* means. Explain that a character’s motivation is the reason “why” a character does something. Give an example of a common action such as “saving money in a piggy bank” or “raising a hand in class.” Have students talk about why a student would perform one of the actions. Explain that these reasons are the person’s *motivation* for the action. When reading, the details in the text can give insight into the characters’ motivations for the action. Select a short literary text. Lead a guided reading about the short literary text, underlining particular actions a character takes. Then have students discuss why the character acted this way in the text. Have students use a sentence frame such as “In the text, the character _____. The motivation for this action was probably _____ because _____.”
2. Select a short story with strong character development. Tell students that they will be choosing a character’s actions to study and understand. Have students work individually, in small groups, or in pairs to read the story, highlighting important details about a character’s actions as they read. Have students determine the motivation for the character’s actions based on the textual evidence they have found and discuss their findings. Prompt students to use a sentence frame to describe the character’s motivation such as “In the text, the character _____. The motivation for this action was probably _____ because _____.”
3. Have students read a longer literary text and choose a character’s actions to analyze. As students read a section, have them note textual evidence about the character’s actions. Have students respond to a prompt in writing such as “How does the character act in the text? What is the character’s motivation for these actions? Use textual evidence about the character’s actions to support your answer.”

How do you explain how characters' actions help contribute to the sequence of events in a story?

1. Select a short story or drama with clear descriptions of events. Tell students that they will be studying how a character's actions help contribute to the sequence of events in a story. Have students work individually, in small groups, or in pairs to read the story and highlight important event details. Lead a classroom discussion about the events in the story. Model for students how to use a graphic organizer (e.g., [Story Map 1](#)) to determine important events. Model for students how to outline a character's actions. Help students place those character's actions on the story map. Lead a discussion about how the character's actions relate to the sequence of events.
2. Have students read a longer literary text and select a character's actions to evaluate. As students read a section, have them think about how a character's actions contribute to the sequence of events in a story. Have students respond to a prompt in writing such as "Describe the major sequence of events in the story. Choose a character from the story. How do the character's actions relate to the sequence of events? Use textual evidence to support your answer."

Key Academic Terms:

literary text, stories, characters, character trait, character motivation, character feeling, actions, sequence of events

Additional Resources:

[Describing Characters](#)

[Character Examination](#)

[Describing Characters 2](#)

[Identifying Character Motivations: Why Do Characters Do What They Do?](#)

[Teaching Character Traits in Reader's Workshop](#)

Reading Standards for Literature
Craft and Structure
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Instructional Outcomes:

- Engage in close reading to comprehend complex literary texts.
- Identify and determine the meaning of unknown words and phrases in a text.
- Determine the literal meanings of words and phrases that are used in a text.
- Determine the nonliteral meanings of words and phrases that are used in a text.
- Distinguish literal from nonliteral language.

Guiding Questions and Instructional Activities:

How do you determine the meaning of unknown words and phrases in a text? What resources help define the meaning of unknown words and phrases from a text?

1. Lead a discussion with students about what strategies they use when they come to a word they do not know. Explain to students that there are often clues to the meanings of unknown words in the words and sentences before and after the unknown word. Share with students the types of context clues that can be used to find word meaning (e.g., [Use Context Clues](#)). Select or create a text that will allow students to use context clues to figure out meanings of words. Model for students how to use context clues to determine the meanings of the words in the text.
2. Select a text that contains many words surrounded by context clues. Have students work independently, in small groups, or in pairs to practice using these context clues to determine the meaning of unknown words ([Practice: Use Context Clues](#)). Once students have completed the task, lead a discussion about their findings.
3. Lead a discussion with students about what strategies they use when they come to a word they do not know and there is not enough context to help determine the meaning. Remind students that they are able to use word parts to help determine the meaning of the word (e.g., [Word Parts](#)). Select or create a text that will allow students to use word parts to figure out meanings of words. Model for students how to use word parts to determine the meaning of the words in the sentence.

4. Select a text that includes many examples of words formed from root words, prefixes, and suffixes. Have students work independently, in small groups, or in pairs to practice using these word parts to determine the meaning of unknown words. Once students have completed the task, lead a discussion about their findings.
5. Lead a discussion with students about what strategies they use when they are unable to use context clues or word parts to determine meaning. Remind students that they are able to use glossaries or dictionaries to determine word meaning (e.g., [Glossaries](#), [Dictionaries](#)). Select or create a text that will allow students to use these resources to figure out meanings of words. Model for students how to use glossaries or dictionaries to determine the meaning of the words in the sentence.
6. Select a text with words that have meanings that may not be determined by context or word parts. Have students work independently, in small groups, or in pairs to practice using glossaries and dictionaries to determine the meaning of unknown words (e.g., [Practice: Dictionaries and Glossaries](#)). Once students have completed the task, lead a discussion about their findings.
7. As students read independently, have students note two or three unknown words in the text selection. Have students attempt to use context clues and word parts to find their meaning. In a reading journal or in writing, have students note the word, the sentence in which the word is found, any context clues or word parts that help denote the meaning, and their predicted meaning. Students should double-check their answers using a dictionary or online vocabulary reference.

What is literal language? What is nonliteral language? How do you distinguish literal language from nonliteral language?

1. Introduce the concept of literal meanings and nonliteral meanings. Explain to students that literal language means exactly what it says, while nonliteral language may go beyond the literal meaning. Provide a definition and some examples of words or phrases that have nonliteral meanings (e.g., [Literal and Nonliteral Meanings](#)). Select a few examples to discuss. Have students work in small groups or pairs to use their background knowledge and imaginations to develop meanings for common words or phrases that have both literal and nonliteral meanings (e.g., [Practice: Understand Literal and Nonliteral Language](#)). Lead a classroom discussion about these examples, and brainstorm a list of additional words and phrases.

Select a short text that has several examples of nonliteral words or phrases. Have students work independently, in small groups, or in pairs to find all of the examples. When they find them, they should use context to determine both the literal meaning and the nonliteral meanings. Have students discuss how they know whether the words or phrases are being used in literal or nonliteral ways and why the author may have decided to use nonliteral

meanings. Use a sentence frame for each word or phrase such as “I know this is a nonliteral meaning because _____. The author most likely used nonliteral meanings here because _____.”

Key Academic Terms:

literal meaning, nonliteral meaning

Additional Resources:

[Lesson Plan: Literal and Nonliteral Language – Amelia Bedelia](#)

[PBS Learning Media: Literal and Nonliteral Language](#)

Reading Standards for Literature**Craft and Structure**

RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Instructional Outcomes:

- Engage in close reading of stories, dramas, and poems.
- Identify the characteristics of a chapter in a story.
- Describe how one chapter builds on earlier chapters in a story.
- Identify the characteristics of a scene in a drama.
- Describe how one scene builds on earlier scenes in a drama.
- Identify the characteristics of a stanza in a poem.
- Describe how one stanza builds on earlier stanzas in a poem.

Guiding Questions and Instructional Activities:

What is a chapter? Why do you refer to chapters when writing or speaking about a story? How do you describe how each successive part of a story builds on earlier sections?

1. Review with students what they have learned in the past about stories. Remind students that sometimes longer stories are broken into chapters to help organize them. Introduce the concept of a chapter as a way the author organizes the story. Explain that students can use the titles of chapters to make predictions about the text and also to find particular events in the text (e.g., [Parts of Stories Model](#)). Model for students how to use a chapter title to make predictions; how to describe what happens to characters, setting, and plot in a chapter; and how to explain how one chapter builds on another.
2. Have students work independently, in small groups, or in pairs to read a chapter of a story. Have students practice referring to a chapter when writing and speaking about the story. Have students describe how one chapter builds on another (e.g., [Practice: Parts of Stories](#)).

**What is a scene? Why do you refer to scenes when writing or speaking about a drama?
How do you describe how each successive part of a drama builds on earlier sections?**

1. Review with students what they have learned in the past about dramas. Remind students that sometimes longer dramas are broken into scenes to help organize them. Introduce the concept of scenes as a way the author organizes the drama. Model for students how to tell when there is a new scene in a drama (e.g., [Parts of Dramas Model](#)). Model for students how to refer to a scene; how to describe what happens to characters, setting, and plot in a scene; and how to explain how one scene builds on another.
2. Have students work independently, in small groups, or in pairs to read a scene of a drama. Have students practice referring to a scene when writing and speaking about the drama. Have students describe how one scene builds on another (e.g., [Practice: Structure within Drama](#)).

**What is a stanza? Why do you refer to stanzas when writing or speaking about a poem?
How do you describe how each successive part of a poem builds on earlier sections?**

1. Review with students what they have learned in the past about poems. Remind students that sometimes longer poems are broken into stanzas made up of several lines to help organize ideas or events within the poem. Introduce the concept of stanzas as a way the author organizes the poem. Model for students how to tell when there is a new stanza in a poem (e.g., [Parts of Poems](#)). Model for students how to refer to a stanza, how to describe what ideas or actions take place in a stanza, and how to explain how one stanza builds on another.
2. Have students work independently, in small groups, or in pairs to read a stanza of a poem. Have students practice referring to a stanza when writing and speaking about the poem. Have students describe how one stanza builds on another by responding to a prompt such as “What message is the author trying to share in this stanza? How do you know? Use textual evidence to support your answer.” OR “How does this stanza build on the stanza before it? Use textual evidence to support your answer.”

Key Academic Terms:

literary text, story, drama, poem, chapter, scene, stanza, successive, describe

Additional Resources:

[Text Parts Lesson](#)

[Text Parts Worksheets](#)

[Building Across Stanzas](#)

Reading Standards for Literature
Craft and Structure
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

Instructional Outcomes:

- Engage in close reading to comprehend complex literary texts.
- Identify the narrator and the narrator’s point of view in a text.
- Identify the characters and the characters’ points of view in a text.
- Distinguish a personal point of view from that of the narrator and characters.

Guiding Questions and Instructional Activities:

What is point of view? What is a narrator? How do you identify the point of view of a narrator or a character?

1. Introduce the concept of *point of view* (e.g., [Introduction to Reading Skills: Narrator's Point of View](#)). Explain to students that by determining the point of view, they will understand who is telling the story. Explain the concept of a narrator with the students (e.g., [Narrator](#)). Share several short examples of literary text and lead a whole class discussion about who the narrator is in each text. Model for students how to identify the narrator, and explain that by determining the narrator, students can determine the point of view of the text.
2. Explain to students that characters may have points of view as well (e.g., [Characters](#)). Share several short examples of literary text, and lead a whole class discussion about who the characters are and what their points of view are in each text. Model for students how to identify the characters’ points of view.
3. Select two or three short literary texts. Have students work independently, in small groups, or in pairs to determine the narrator and characters of each text. Have students use a graphic organizer to determine the points of view of the narrator and characters.

Graphic Organizer: Point of View

Narrator/Character	Point of View
Narrator:	
Character 1	
Character 2	

Once students have completed the task, lead a discussion about their findings.

- As students read longer texts independently, have them note textual evidence that shows the narrator’s point of view and the characters’ points of view. Have them answer a prompt such as “Who is the narrator/a character in the text? What is the narrator’s/character’s point of view? Use textual evidence to support your answer.”

How do you identify your own point of view? How do you distinguish your point of view from that of the narrator or that of a character?

- Explain to students that as they read, they may form a point of view about what they are reading. Share several short examples of literary text, and lead a whole class discussion about students’ own points of view about each text. Model for students how to compare their own points of view with the narrator and/or characters’ points of view.
- Select two or three short literary texts. Have students work independently, in small groups, or in pairs to practice comparing their own points of view to those of the narrator or major characters (e.g., [Practice: Compare Your Point of View with the Narrator's](#), [Practice: Compare Your Point of View with the Characters'](#)). Lead a discussion about student findings.
- Have students read a longer literary text independently. As they read, students should note in a reading journal or other written response who the narrator and major characters are, along with their points of view. Have students respond to a prompt such as “What is the point of view of the narrator/a character in the text? What is your point of view? Are the points of view similar or different? Why?”

Key Academic Terms:

literary text, point of view, narrator, characters, distinguish

Additional Resources:

[Read*Write*Think: Teaching Point of View With *Two Bad Ants*](#)

[Point of View Lesson Ideas](#)

[Point of View: Who Is Telling the Story?](#)

[5 Easy Activities for Teaching Point of View](#)

[Determine a Character's Point of View Lesson](#)

[Using Video Shorts: Point of View Practice](#)

[ReadWorks: First Person and Third Person Objective, Limited, and Omniscient Points of View](#)

[Point of View Lesson](#)

Reading Standards for Literature

Integration of Knowledge and Ideas

RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Instructional Outcomes:

- Identify complex literary texts that have illustrations that contribute to what is being conveyed by the words in a story.
- Engage in close reading of texts that have illustrations that contribute to what is being conveyed by the words in a story.
- Describe specific aspects of illustrations in a story.
- Explain how a text’s illustrations help create a mood in a story.
- Explain how specific aspects of a text’s illustrations contribute to what is being conveyed by the words in a story.

Guiding Questions and Instructional Activities:

How do you use a text illustration to help explain aspects of a text? How do specific aspects of a text’s illustrations contribute to what is being conveyed by the words in a story? What is a mood? How do a text’s illustrations help create a mood in a story? How do a text’s illustrations help emphasize aspects of a character or setting?

1. Students have been using illustrations to understand text since Kindergarten. It will be important, however, to review the use of illustrations and help students better understand the way illustrations and words together contribute to understanding the characters, settings, and mood of a story. Review with students that the mood is the overall feeling the text creates. Show a short picture book and review how illustrations function in a text. Show students an illustration that is paired with a short excerpt of literary text. Model for students how to use the illustration along with the text to understand characters, setting, and mood. Lead a discussion about the illustration and how it emphasizes character, setting, and mood.
2. Select another short text with an illustration. Have students work independently, in small groups, or in pairs to determine what the illustration tells the reader about the character,

setting, and mood (e.g., [Practice: Examine Illustrations in Text](#)). Lead a discussion about student findings.

3. As students read longer literary texts independently, have them note what illustrations show them about characters, settings, and mood of the text. Have them answer a prompt such as “What does the illustration tell you about the characters/setting/mood of the text? How does this connect with what you have read in the text? Use textual evidence to support your answer.”

Key Academic Terms:

literary text, illustration, mood, character, setting, aspect, specific

Additional Resources:

[Analyzing Illustrations](#)

[What's the Mood?](#)

Reading Standards for Literature

Integration of Knowledge and Ideas

RL.3.8 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).

Instructional Outcomes:

- Identify complex pairs or groups of stories written by the same author about the same or similar characters.
- Engage in close reading of groups of stories written by the same author about the same or similar characters.
- Identify and describe themes of a text.
- Compare and contrast the themes of stories written by the same author about the same or similar characters.
- Identify and describe settings in a text.
- Compare and contrast the settings of stories written by the same author about the same or similar characters.
- Identify and describe plot events in a text.
- Compare and contrast the plots of stories written by the same author about the same or similar characters.

Guiding Questions and Instructional Activities:

What are books from a series? What is a theme? How do you determine a theme of a story? How do you compare and contrast the themes of stories written by the same author about the same or similar characters?

1. Explain to students that sometimes the same author will write more than one story about the same characters (e.g., [Compare Books from a Series](#)). Have students brainstorm a list of their favorite examples of books in a series. Select two short books that are part of a series. Lead a guided reading of both books. Help students practice comparing and contrasting the books in general. As students make comments about similarities or differences in theme, setting, or plot, begin to use those terms to describe them. Record the similarities and differences on chart paper and label them.

2. Explain to students that a theme is the central idea or message about the story (e.g., [Themes](#)). Choose two books from the same series. Have students work independently, in small groups, or in pairs to read these two books and determine the theme of each book. Lead a discussion about each book, and discuss student findings about the themes. Model for students how to compare and contrast themes by using a sentence frame such as “The theme of XYZ is _____, which is similar to/different than the theme of XYZ, which is _____.” Show students how to use textual evidence to support their comparison and contrast of themes.
3. As students independently read longer texts from a series, have them note the themes of the texts they are reading. When students finish each book, have them write in response to a prompt such as “What is the theme of this book? Use textual evidence to support your answer.” When they have finished reading both books, have students write in response to a prompt such as “How is the theme of the first book similar to or different than the theme of the second book? Use textual evidence to support your answer.”

What is a setting? How do you compare and contrast the settings of stories written by the same author about the same or similar characters?

1. Explain to students that a setting is the time and place in which the story takes place (e.g., [Settings](#)). Choose two books from the same series. Have students work independently, in small groups, or in pairs to read these two books and determine the setting of each book. Lead a discussion about each book and discuss student findings about the settings. Model for students how to compare and contrast settings by using a sentence frame such as “The setting of [Book 1] is _____, which is similar to/different than the setting of [Book 2], which is _____.” Show students how to use textual evidence to support their comparison and contrast of settings.
2. As students read longer texts from a series independently, have them note the settings of the texts they are reading. When students finish each book, have them write in response to a prompt such as “What is the setting of this book? Use textual evidence to support your answer.” When they have finished reading both books, have students write in response to a prompt such as “How is the setting of the first book similar to or different than the setting of the second book? Use textual evidence to support your answer.”

What is a plot? How do you compare and contrast the plots of stories written by the same author about the same or similar characters?

1. Explain to students that the plot of a story is the series of events in the story (e.g., [Plots](#)). Choose two books from the same series. Have students work independently, in small groups, or in pairs to read these two books and determine the basic plot of each book. Students should summarize the beginning, middle, and end of each book. Lead a discussion

about each book and discuss student findings about the plot. Model for students how to compare and contrast plots by using a sentence frame such as “The plot of [Book 1] is _____, which is similar to/different than the plot of [Book 2], which is _____.” Emphasize that students should describe the plot’s beginning, middle, and end when comparing the plots. Show students how to use textual evidence to support their comparison and contrast of plots.

2. As students read longer texts from a series independently, have them note the plots of the texts they are reading. When students finish each book, have them write in response to a prompt such as “What is the overall plot of this book? Use textual evidence to support your answer.” When they have finished reading both books, have students write in response to a prompt such as “How is the plot of the first book similar to or different than the plot of the second book? Use textual evidence to support your answer.”

Key Academic Terms:

literary text, theme, setting, plot, series, compare, contrast

Additional Resources:

[Practice: Compare Books from a Series](#)

[Compare and Contrast: How to Use Books to Teach Children Comparative Thinking](#)

[Compare and Contrast Two Stories Worksheets](#)

[Books for Teaching Students to Compare and Contrast](#)

Reading Standards for Informational Text**Key Ideas and Details**

RI.3.10 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Instructional Outcomes:

- Engage in close reading to comprehend complex informational texts.
- Develop questions that will help demonstrate understanding of a text.
- Answer questions that have been developed to demonstrate understanding of a text.
- Use explicit details from a text to answer questions.

Guiding Questions and Instructional Activities:**When do you ask questions to understand a text?**

1. Students learn about how to ask questions about the text beginning in first grade but will need to review why this is an important comprehension strategy. Use the anchor chart to explain to students that it is important to ask questions before, during, and after reading a text to aid comprehension.

Anchor Chart: Asking Questions about the Text

Asking Questions about the Text		
<p>Before Reading:</p> <p><i>Preview the text by looking at the title, cover, and chapter name, or by thinking about what you have already read.</i></p> <p>I wonder what. . .</p> <p>I wonder where. . .</p> <p>I wonder when. . .</p> <p>I wonder why. . .</p> <p>I wonder how. . .</p> <p>I wonder if. . .</p>	<p>During Reading:</p> <p><i>As you read, ask yourself questions that begin with:</i></p> <p>Who?</p> <p>What?</p> <p>Where?</p> <p>When?</p> <p>Why?</p> <p>How?</p>	<p>After Reading:</p> <p><i>Check for understanding:</i></p> <p>What did I read about?</p> <p>Did anything confuse me?</p> <p>Should I reread any parts?</p> <p><i>Check for understanding:</i></p> <p>Now I wonder...</p>

2. Select a short informational text. Lead a whole class guided reading of the text. Prior to reading the text, model how to ask predictive questions about the text. While reading the text, model how to ask questions to guide comprehension (e.g., “What caused XYZ?”, “What is the reason for XYX?”). After reading the text, model how to ask questions that check for understanding. Have students provide questions that would be helpful during each stage of reading. Lead a discussion about why these questions are helpful and how they might be answered.
3. Have students read longer informational texts independently. Provide a graphic organizer that allows students to record their questions before, during, and after reading the text.

Graphic Organizer: Questions for Reading

Before I read:	While I read:	After I read:
Q: A:	Q: A:	Q: A:
Q: A:	Q: A:	Q: A:
Q: A:	Q: A:	Q: A:

As students read, they should attempt to answer the questions they ask. Have students share their questions and answers in small groups or pairs.

How do you answer questions to demonstrate understanding of a text? What does it mean to refer explicitly to a text? How do you refer explicitly to a text when you answer questions?

1. Students learn about how to answer questions about the text beginning in first grade but will need to review how to refer to the text explicitly. Identify a reading text that will support literal questions about what the text says explicitly. Have students work in small groups or pairs to read the text. Provide a list of questions that will require students to find explicit answers. Explain to students that they should read each question and then go through the text and look for the answer. If they can find the answer, they should underline it in the text. These are literal questions. Remind students that this is explicit support for their answer. Lead a classroom discussion about the responses, modeling how to refer to the text while monitoring how students have responded. Clarify any misconceptions about how to use the text when answering literal questions.
2. Explain to students that they will need to not only identify answers in the text but also refer to the text when answering questions. Introduce the concept of the RACE model of answering text and explain what the RACE acronym stands for (e.g., [RACE chart](#)). Select a short informational text that has enough detail to yield several explicit questions. Lead a guided reading of the text. Project a question on the board and model how to restate the question as the beginning of their answer.

Question:	Where was the first recycling center built in Smallville?
Restate:	<u>The first recycling center in Smallville was built</u> _____.

Have students practice restating several questions. Then have students use the text to find the answer. Model how to use this information to construct an answer.

Question:	Where was the first recycling center built in Smallville?
Answer:	The first recycling center in Smallville was built <u>next to the landfill</u> .

Then have students provide textual evidence to support the answer. Model for students how to use the text evidence.

Question:	Where was the first recycling center built in Smallville?
Answer:	The first recycling center in Smallville was built <u>next to the landfill</u> . <u>In paragraph 3, the author says, “Smallville opened its first recycling center next to the landfill to make services easier.”</u>

Finally have students explain how the text evidence proves their answer. Model for students how to explain the answer.

Question:	Where was the first recycling center built in Smallville?
Answer:	The first recycling center in Smallville was built <u>next to the landfill</u> . In paragraph 3, the author says, “Smallville opened its first recycling center next to the landfill to make services easier.” The author gives the location of the first recycling center in this text.

3. Select a longer informational text for students to read independently. Provide students with one or two questions they will answer about the text. Students should use the RACE model when answering the questions.
4. Provide students with several sentence frames to help them with citing their text evidence (e.g., [Text Evidence Stems](#)). Have students share one of their answers in small groups or in pairs. Students should provide feedback to one another about whether they used RACE to answer their question.

Key Academic Terms:

informational text, ask, answer, questions, details, explicit

Additional Resources:

[Asking Questions As You Read](#)

[Ask and Answer Questions Instructional Video](#)

[Using the RACE Strategy for Text Evidence](#)

[RACE: Restate the Question Video](#)

Reading Standards for Informational Text**Key Ideas and Details**

RI.3.11 Determine the main idea of a text; recount the key details and explain how they support the main idea.

Instructional Outcomes:

- Engage in close reading to comprehend complex informational texts.
- Determine the main idea of a text.
- Recount key details from a text.
- Explain how key details from a text support the main idea.

Guiding Questions and Instructional Activities:

How do you determine the main idea of an informational text? How do you recount the key details of an informational text? How do you explain how key details support the main idea?

1. Select a short informational paragraph. Introduce the concept of main idea of an informational text. Explain to students that a main idea tells the reader what a text is mostly about. Explain to students that the supporting details help the reader understand the main idea. Lead a guided reading of the short informational paragraph, and as a class, underline the sentence that shows the reader the main idea of the text (e.g., [Determine Main Idea and Supporting Details](#)). Once the class has reached consensus about the main idea, model for students how to determine the supporting details in the text. Have students use a sentence frame to discuss the main idea and supporting details such as “The main idea is _____ because the text says _____. One supporting detail is _____.”
2. Select a short informational text. Have students work independently, in small groups, or in pairs to read the short text and determine the main idea and supporting details (e.g., [Practice: Determine Main Idea and Supporting Details](#)). Students should circle the sentence that best outlines the main idea. Students should underline the sentences that provide supporting details. Lead a classroom discussion about student findings and correct any misconceptions.

3. Select a longer informational text. Have students work independently to read the text and determine the main idea and supporting details. Have students practice writing in response to a prompt such as “What is the main idea of the text? What are two or three supporting details in the text? Use textual evidence to support your answer.”

Key Academic Terms:

informational text, main idea, key details, recount

Additional Resources:

[Asking Questions to Find the Main Idea](#)

[Kahn Academy: The main idea: informational texts.3](#)

[Read*Write*Think: Nonfiction Pyramid](#)

Reading Standards for Informational Text**Key Ideas and Details**

RI.3.12 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 and effect.

Instructional Outcomes:

- Engage in close reading to comprehend complex informational text.
- Explain what a historical event is and how it is used in a text.
- Define and explain what a scientific idea or concept is and how it is used in a text.
- Define and explain what a technical procedure is and how it is used in a text.
- Use language that pertains to time, sequence, and cause and effect.
- Explain 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 and effect.

Guiding Questions and Instructional Activities:**What is a historical event?**

1. Select a short historical text that includes key events. Students have been asked to think about the importance of historical events since first grade, but it is important to review this topic. Explain that in order to understand in detail a historical text, students must be able to identify key events introduced in the text and think about how the author presents them. Share the text on a chart, projector, or smartboard. Lead a guided reading lesson of the article. Highlight key events as you encounter them.
2. Use the same short historical text. Ask students to think about the words that the author has used to describe a key event and box those words. Lead a discussion with students to summarize what they have learned about this key event. Model for students how to fill out a graphic organizer about each key event.

Graphic Organizer: What Happened and Why?

Event:	What Happened? Text Evidence:	Why Did It Happen? Text Evidence:
Event:	What Happened? Text Evidence:	Why Did It Happen? Text Evidence:

Lead a classroom discussion about each event and the textual evidence that supports what happened and why.

3. Select another short informational article. Have students practice selecting and highlighting key events throughout the article. Have students respond to a prompt in writing such as “Select two or more key events from the text, making sure to explain what happened and why. Use text evidence to support your answer.”

What is a scientific idea or concept?

1. Select a short scientific text that includes key scientific ideas or concepts. Students have been asked to think about the importance of key scientific ideas or concepts since first grade, but it is important to review this topic. Explain that to understand a scientific text in detail, students must be able to identify key scientific ideas or concepts introduced in the text and think about how the author presents them. Share the text on a chart, projector, or smartboard. Lead a guided reading lesson of the article. Highlight key ideas within the text.
2. Use the same short informational article. Ask students to think about the words that the author has used to describe a key scientific idea or concept and box those words. Lead a discussion with students to summarize what they have learned about this key scientific idea or concept. Model for students how to fill out a graphic organizer about each scientific idea or concept.

Graphic Organizer: Scientific Ideas and Concepts

Idea/Concept:	What Is It? Text Evidence:	Why Is It Important? Text Evidence:
Idea/Concept:	What Is It? Text Evidence:	Why Is It Important? Text Evidence:

Lead a classroom discussion about each scientific idea or concept and the textual evidence that supports what the scientific idea or concept is and why it is important.

3. Select another short informational article. Have students practice selecting and highlighting key scientific ideas or concepts throughout the article. Have students respond to a prompt in writing such as “Select two or more key scientific ideas or concepts from the text, making sure to explain what each key scientific idea or concept is and why it is important. Use text evidence to support your answer.”

What is a technical procedure?

1. Select a short technical text that includes procedures. Students have been asked to think about the importance of procedures since first grade, but it is important to review this topic. Explain that to understand a technical text in detail, students must be able to identify key procedures introduced in the text and think about how the author presents them. Share the text on a chart, projector, or smartboard. Lead a guided reading lesson of the text. Highlight procedures within the text.
2. Use the same short technical text. Ask students to think about the words that the author has used to explain technical procedures in the text and box those words. Lead a discussion with students to summarize what they have learned about this procedure. Model for students how to fill out a graphic organizer about each procedure.

Graphic Organizer: Technical Procedures

Procedure:	What is being explained?	Why is it included?
	Text Evidence:	Text Evidence:
Procedure:	What is being explained?	Why is it included?
	Text Evidence:	Text Evidence:

Lead a classroom discussion about each procedure and the textual evidence that supports why it is important.

3. Select another short technical text that includes procedures. Have students practice selecting and highlighting procedures. Have students respond to a prompt in writing such as “Select a procedure from the text, making sure to explain what is being explained and why it is included. Use text evidence to support your answer.”

What is common language that pertains to time and sequence? What is common language that pertains to cause and effect? How do you explain 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 and effect?

1. Explain to students that there are often words in texts that give clues to the relationships between events, ideas or concepts, and steps in a text. These words are called signal words. Select a short text that has language addressing the time and sequence of events. Share common words that show time and sequence (e.g., *first, next, last, today, then, later, after, suddenly, finally*). Lead a guided reading of the text, noting common time and sequence words within the text. Have students create a list of other common time and sequence words.
2. Explain to students that there are also signal words that show cause and effect. Select a short text that has language addressing cause and effect. Share common words that show cause and effect (e.g., [Cause and Effect Signal Words](#)). Lead a guided reading of the text, noting common cause and effect words within the text. Have students create a list of common cause and effect words.
3. Have students work independently, in small groups, or in pairs to practice reading short historical, scientific, or technical texts. Have students practice using signal words to

describe the order of the events or steps of procedures in sequence. Have students practice using signal words to describe cause and effect of events or ideas and concepts. Lead a discussion where students describe their findings

Key Academic Terms:

informational text, historical event, scientific idea or concept, technical procedure, time, sequence, cause and effect

Additional Resources:

[Cause and Effect Signal Words](#)

[Practice: Connections Within Text](#)

[Making Connections in a Nonfiction Text: Exploring ELA](#)

[Cause and Effect Relationships in Text Worksheets](#)

Reading Standards for Informational Text

Craft and Structure

RI.3.13 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *Grade 3 topic or subject area*.

Instructional Outcomes:

- Review common academic words and phrases used in Grade 3 informational texts and content area reading (e.g., science, math, social studies).
- Engage in close reading to identify domain-specific words or phrases.
- Use context clues to determine the meaning of domain-specific words or phrases.
- Determine meanings of general academic and domain-specific words.
- Organize newly acquired academic and domain-specific words and phrases.

Guiding Questions and Instructional Activities:**What is an academic word or phrase? How do you determine the meaning of academic words or phrases?**

1. Introduce the concept of academic words or phrases. Explain to students that when they are reading in school or in the world, there are words that surround what they are learning such as instructional language (e.g., *textual, paraphrase*) that are used to instruct or enhance learning. Select a short informational text and determine the academic words that are within the text (e.g., [Academic Word Finder](#)). Prior to reading the text, have students fill out a graphic organizer that requires students to brainstorm prior knowledge, assign synonyms and antonyms, and determine examples and non-examples (e.g., [Vocabulary Four-Square Map](#)). Lead a guided reading experience and discuss the academic vocabulary as you reach it, making sure that students select the meaning that matches what is in the text.
2. Create a word wall in your classroom as students encounter academic vocabulary in your classroom. Have students use an index card to post each word and its definition. Encourage students to use these words in their discussions. Model the use of sentence frames to help guide students to use new academic language when discussing such as “At first I predicted _____, but now I think _____ because _____.” or “_____ is the most likely cause for _____.”

3. When students are participating in text-based analytical writing, provide sentence starters that use academic vocabulary (e.g., [Textual Evidence Sentence Starters](#)).

What defines a word or phrase as domain-specific? How do you determine the meaning of domain-specific words or phrases?

1. Introduce the concept of domain-based words or phrases. Explain to students that when they are reading in school or in the world, there are words that are used in particular areas of learning such as social studies (e.g., *geography, population*), science (e.g., *climate, beaker*), and language arts (e.g., *theme, mood*). Select a short informational text particular to a domain and determine some of the domain-based words that are within the text. Prior to reading the text, have students fill out a graphic organizer that requires students to use prior knowledge about the meaning of domain-based words, assign synonyms and antonyms, and determine examples and non-examples (e.g., [Concept Word Map](#)). Lead a guided reading experience and discuss the domain-specific vocabulary as you reach it, making sure that students select the meaning that matches what is in the text.
2. Introduce the idea of visual glossaries. Have students develop images, student-friendly definitions, and examples from text to help build knowledge of domain-based words and phrases. Working together, students may build domain-specific glossaries that can be accessed by the entire class. Encourage students to use these words in their domain-specific discussions. Model the use of sentence frames to help guide students to use new academic language when discussing such as “The mood of the text is _____.” or “The population of our town is _____.”
3. As students engage in domain-specific writing, encourage them to use domain-specific writing provided in a word bank. Prior to writing, have students use a word map to help define those words. Require that students use this vocabulary in their writing.

Key Academic Terms:

informational text, academic vocabulary, domain-specific vocabulary, context

Additional Resources:

[8 Strategies for Teaching Academic Language](#)

[Including Tier 2 Vocabulary Instruction in Curricular Materials](#)

[Which Words Do I Teach and How?](#)

[Choosing Words to Teach](#)

[Selecting and Using Academic Vocabulary in Instruction](#)

[Vocabulary Graphic Organizer](#)

Reading Standards for Informational Text**Craft and Structure**

RI.3.14 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Instructional Outcomes:

- Engage in close reading of informational text.
- Use common text features and search tools such as key words, sidebars, and hyperlinks.
- Determine whether information is relevant to a given topic.
- Use text features and search tools to locate information relevant to a given topic.

Guiding Questions and Instructional Activities:

What is a text feature? What is a search tool? How do you use text features and search tools (key words, sidebars, hyperlinks) to locate information relevant to a given topic?

1. Explain to students that text features are used to find information in a text (e.g., [Use Text Features](#)). Have students brainstorm the types of text features they know and have used (e.g., table of contents, caption, titles, subheadings, glossaries, indices). Create a chart of student responses and discuss the purpose of each text feature.
2. Explain to students that one important text feature is a key word. Explain to students that key words are usually highlighted in some way (e.g., bold print, highlight, underlining) and are used to call attention to an important idea (e.g., [Key Word](#)). Select a short informational text with key words. Lead a guided reading experience of the text. Lead a classroom discussion where students identify key words in the text and determine why they were highlighted.
3. Explain to students that another important text feature is a sidebar. Explain to students that sidebars are used to separate text from the main text. They usually give extra or slightly different information than that in the main text (e.g., [Sidebar](#)). Select a short informational text with a sidebar. Lead a guided reading experience of the text. Lead a classroom discussion where students identify the sidebar and discuss why the author used a sidebar in the text.
4. Explain to students that search tools are also used to find information in a text (e.g., [Use Search Tools](#)). Have students brainstorm the types of search tools they know and have used

(e.g., keywords, hyperlink). Create a chart of student responses and discuss the purpose of each text feature.

5. Explain to students that two important search tools are keywords and hyperlinks. Explain to students that keywords are terms that describe what they are looking for in a text. Explain to students that usually a keyword is used in a search engine on a computer or in an index in a book. Explain to students that a hyperlink is a word or symbol in digital text that students can click on for more information. Model for students how to select a keyword for searching and how to click on a hyperlink for further information. Have students practice using search tools (e.g., [Practice: Locate Facts and Information](#)). Lead a discussion about student findings.

Key Academic Terms:

informational text, text feature, search tool, key word, sidebar, hyperlink, relevant information, locate information, keyword

Additional Resources:

[Text Features Charts](#)

[The Key to Keywords \(3-5\)](#)

[Read*Write*Think: Keywords: Learning to Focus Internet Research](#)

Reading Standards for Informational Text**Craft and Structure****RI.3.15** Distinguish their own point of view from that of the author of a text.**Instructional Outcomes:**

- Engage in close reading to comprehend complex informational texts.
- Identify the author’s point of view in a text.
- Distinguish a personal point of view from that of the author.

Guiding Questions and Instructional Activities:

What is point of view? How do you identify the point of view of the author of a text? How do you identify your own point of view? How do you distinguish your point of view from that of the author of a text?

1. Introduce the concept of *point of view* (e.g., [Author’s Point of View for School Kids](#)). Share short informational texts in which the author’s point of view is clear (e.g., [Compare Point of Views](#)). Have students ask themselves the following questions to determine point of view.

What is each author trying to convince the reader to agree with?
What words is each author using to convince the reader?
What facts and examples does each author use?
What does each author want the reader to do after reading the text?

Lead a discussion about each author’s point of view in the texts. Record statements about each author’s point of view on an anchor chart.

Anchor Chart: Author’s Point of View

Author’s Point of View	Textual Evidence

Explain to students that when they determine an author’s point of view, they must use textual evidence to support their conclusions.

2. Explain to students that as they read, they will likely have a point of view about the topic too. Remind students that it is all right to disagree with what they read in the text but that they must be able to explain why they disagree. Select a short informational text with a clear author’s point of view. Have students work in small groups or in pairs to read the text. Have students determine the author’s point of view and then record their own point of view in an anchor chart.

Anchor Chart: Points of View

Author’s Point of View	My Point of View	Same or Different?

Lead a discussion about student findings. Emphasize to students that different people may have different points of view.

3. As students read longer texts independently, have them note textual evidence that shows the author’s point of view and their own points of view. Have them answer a prompt such as “What is the author’s point of view in the text? Use textual evidence to support your answer. What is your point of view about the text? How is your point of view similar to or different from the author’s?”

Key Academic Terms:

informational text, point of view, author, distinguish

Additional Resources:

[Practice: Compare Points of View](#)

[Reading Informational Texts: Determining an Author’s Point of View](#)

[Distinguish Their Own Point Of View from that of an Author of A Text](#)

Reading Standards for Informational Text**Integration of Knowledge and Ideas**

RI.3.16 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).

Instructional Outcomes:

- Engage in close reading of informational texts that present information in illustrations such as maps and photographs.
- Interpret illustrations such as maps and photographs to gain information.
- Connect the information gained from illustrations and the words of a text.
- Use the information gained from illustrations and the words in a text to demonstrate understanding of the text such as explaining where, when, why, and how key events occur.

Guiding Questions and Instructional Activities:**How do you gain information from illustrations such as maps and photographs?**

1. Students learn about comprehending texts with information presented in illustrations beginning in early elementary school. However, it will be important to formally review the various ways that texts present information, including illustrations such as maps and photographs. Select a model text (e.g., website, infographic) that has information presented with illustrations such as maps and photographs. Lead a guided reading experience of the text by projecting it in front of the class. Ask students “How is information presented on this page? Where does the author include illustrations? What kind of information does the author include in this illustration? Why does the author include this type of illustration?” Help guide students to understand the kinds of information shared in a map and in a photograph.
2. Explain to students that they will hold a scavenger hunt using print and multimedia classroom texts. Have students work independently, in small groups, or in pairs to search for examples of illustrations such as maps and photographs. When they find examples, have them decide why the author included the illustration. Lead a classroom discussion in which students share their findings.

**How do you connect information gained from illustrations and the words of the text?
How do you use information gained from illustrations and the words in a text to demonstrate understanding of the text?**

1. Select a short informational text that includes a paragraph of text and a map (e.g., [Maps](#)). Lead a guided reading of the text, underlining key words that relate to the information in the chart. Model for students how to interpret the map. Ask students “Why does the author include this map? How does it relate to the text?” Have students respond to the question using a sentence frame such as “The author included the map to tell the reader _____. It relates to the text because _____.” Lead a discussion about the ways that authors use maps to help enhance the text. Have students practice reading and interpreting maps in small groups or pairs (e.g., [Practice: Maps](#)). (Note: This same activity sequence may be used to teach students to interpret illustrations and photographs.)
2. Have students read a longer informational text that includes a variety of maps, illustrations, and photographs. Have students use a graphic organizer to interpret the information from visual, oral, and quantitative features.

Graphic Organizer: Illustrations and Information

Type of Feature	Key Information Presented	How Does It Relate to the Text?
Feature 1		
Feature 2		
Feature 3		

Key Academic Terms:

informational text, illustration, map, photograph, key event, interpret, connect

Additional Resources:

[Illustrations and Photographs](#)

[Interpret Pictures and Photographs in an Informational Text.](#)

[Set the Scene: Use an Image](#)

Reading Standards for Informational Text

Integration of Knowledge and Ideas

RI.3.17 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison; cause and effect; first, second, third in a sequence).

Instructional Outcomes:

- Engage in close reading to comprehend complex informational texts.
- Describe how comparison is used to make connections between ideas in sentences and paragraphs.
- Describe how cause and effect is used to make connections between ideas in sentences and paragraphs.
- Describe how sequence is used to make connections between ideas in sentences and paragraphs.

Guiding Questions and Instructional Activities:

What is a comparison? What is cause and effect? What is a sequence? How do you describe the logical connection between particular sentences and paragraphs in a text?

1. Show students two sentences.

The red panda is known for its long, bushy tail that is similar to a raccoon's. However, its relative, the giant panda, has a short, stubby tail.

Lead a discussion about how these two sentences are comparing two types of pandas. These sentences are a comparison. Have students work in pairs to come up with comparisons of their own. Lead a discussion in which students share their responses. Collect examples of comparisons and write them on chart paper.

2. Explain to students that when they are reading a text, they need to understand not only what each sentence and paragraph means but also how each of the sentences and paragraphs relate to each other. Select a short informational text that has a clear example of a comparison made within two sentences. Lead a guided reading of the text and point out the sentences in which a comparison is made. Point out signal words that may denote comparisons (e.g., *like, both, also, most, but, whereas, however*). Lead a discussion where

students restate the meaning of each sentence in their own words. Then ask students “What is the relationship between these two sentences?” Through the discussion, help students understand that the author is making a comparison.

3. Select a short informational text with comparisons (e.g., [Compare and Contrast](#)). Have students work together to identify and describe comparisons within sentences and paragraphs. Lead a discussion about student findings. Have students use a sentence frame to describe the comparisons such as “In Sentence X, the author says _____. But in Sentence Y, the author says _____. The author is comparing _____ to _____.”
4. Show students two sentences.

The mayor decided to invest more city money in outdoor bike paths. The following year, there was an increase in the number of people who commuted to work by bike.

Lead a discussion about how these two sentences are showing cause and effect. Have students work in pairs to come up with examples of causes and effects. Lead a discussion in which students share their responses. Collect examples of causes and related effects and write them on chart paper.

5. Select a short informational text that has a clear example of a cause and effect relationship within two sentences. Lead a guided reading of the text and point out the sentences in which cause and effect is made. Point out signal words that may denote cause and effect (e.g., *because, so, as a result*). Lead a discussion where students restate the meaning of each sentence in their own words. Then ask students “What is the relationship between these two sentences?” Through the discussion, help students understand that the author is showing a cause and effect relationship.
6. Select a short informational text with cause and effect relationships (e.g., [Cause and Effect](#)). Have students work together to identify and describe cause and effect relationships within sentences and paragraphs. Lead a discussion about student findings. Have students use a sentence frame to describe the cause and effect relationships such as “In Sentence X, the author says _____. But in Sentence Y, the author says _____. The author is showing how _____ causes _____.”
7. Show students two sentences.

First, the committee had to raise the funds to pay for the community center. After they had enough to pay for it, they were able to hire an architect to design the building.

Lead a discussion about how these two sentences are showing a sequence. Have students work in pairs to come up with examples of sequences. Lead a discussion in which students share their responses. Collect examples of sequences and write them on chart paper.

8. Select a short informational text that has a clear example of a sequence that is described in sentences. Lead a guided reading of the text and point out the sentences in which the

sequence is explained. Point out signal words that may denote sequences (e.g., *first, during, next, then, finally*). Lead a discussion where students restate the meaning of each sentence in their own words. Then ask students “What is the relationship between these two sentences?” Through the discussion, help students understand that the author is showing a sequence.

9. Select a short informational text with sequences (e.g., [Sequence](#)). Have students work together to identify and describe sequences within sentences and paragraphs. Lead a discussion about student findings. Have students use a sentence frame to describe the sequences such as “In Sentence X, the author says _____. Then in Sentence Y, the author says _____. The author is showing the order of _____.”

Key Academic Terms:

informational text, logical connection, sentence, paragraph, comparison, cause and effect, sequence

Additional Resources:

[Sentence Connectors Showing Cause and Effect](#)

[Compare and Contrast Signals](#)

[Sequence of Sentences in a Paragraph: Reading: Informational Text](#)

Reading Standards for Informational Text

Integration of Knowledge and Ideas

RI.3.18 Compare and contrast the most important points and key details presented in two texts on the same topic.

Instructional Outcomes:

- Identify two informational texts about the same topic.
- Engage in close reading of two informational texts about the same topic.
- Identify the most important points in a text.
- Identify key details in a text.
- Compare and contrast the most important points and key details in two texts on the same topic.

In Guiding Questions and Instructional Activities:

What is a key detail? How do you determine the most important points and key details presented in a text?

1. Students learn about identifying important ideas in a text beginning in second grade, but they should review the concept. Select a short informational text. Lead a guided reading and model for students how to underline important information. Ask students the question “How do you know these ideas are important? What makes these ideas more important than others?” Through discussion, emphasize that these key ideas are related to the main idea of the text. Identify the main idea and then list the key supporting details.
2. Select a longer informational text (e.g., [Model Passage](#)). Have students work in small groups or pairs to determine the main idea and the key supporting details that support the text. Lead a discussion about student findings and help resolve any misconceptions. Have students work independently to practice determining the main idea and supporting details using a new text (e.g., [Practice: Determine Main Idea and Supporting Details](#)).

How do you compare the most important points and key details presented in two texts on the same topic? How do you contrast the most important points and key details presented in two texts on the same topic?

1. Select a subject about which all students would be somewhat knowledgeable (e.g., a recent school assembly, popular television show, recent social studies or science unit). Ask one student to spend one minute giving information about the subject. Record the information on one side of a T-chart. Then, ask another student to speak about the same subject. Record notes about what that student says on the other side of the T-chart. Point out that some of the important points and key details may be the same and some may be different. Model for students how to write a paragraph about the subject by using information from both of the columns.
2. Select two short informational texts about a high-interest topic (e.g., [Comparing Multiple Sources Model](#)). Lead a guided reading with students about the two texts. Have students record the key details about the topic in a graphic organizer.

Graphic Organizer: Key Details

Text #1:	Text #2:

In the chart, have students highlight information from both texts that is similar. Have students share in small groups or pairs how they will write a paragraph about this topic. Have students provide feedback to each other if they think information is missing. Have students write a paragraph about the topic. Lead a classroom discussion in which students share their paragraphs.

3. Select two short informational texts about a topic for students to read independently. Have students use a graphic organizer (e.g., [Venn Diagram](#)) to organize the key details from the text. Have students place the ideas that are similar together. Have students place the ideas that are different in their own columns. Have students respond to a prompt such as “What key details do both authors include in the text? What key details can be found only in the first text? What key details can be found only in the second text?”

Key Academic Terms:

informational text, topic, important point, key detail, compare, contrast, organize

Additional Resources:

[Compare and Contrast Information from Multiple Sources: Woolong's Pandas](#)

[Compare and Contrast Nonfiction Texts Video](#)

Writing

Writing Standards

Text Types and Purposes

W.3.22 Write opinion pieces on topics or texts, supporting a point of view with reasons.

- a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- b. Provide reasons that support the opinion.
- c. Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.
- d. Provide a concluding statement or section.

Instructional Outcomes:

- Identify the characteristics of opinion pieces.
- Introduce a topic or text while stating an opinion when writing.
- Create an organizational structure that lists reasons.
- Provide reasons that support an opinion.
- Use linking words and phrases to connect the opinion and reasons.
- Construct a conclusion.
- Write an opinion piece.

Guiding Questions and Instructional Activities:

What are the characteristics of an opinion piece? How do you state an opinion?

1. Students begin writing opinion pieces in second grade, but it is important to remind students of the characteristics of opinion writing. Select two mentor texts that are high-quality and high-interest examples of opinion writing. Have students work independently, in small groups, or in pairs to read the mentor texts. Students should organize information about the opinion pieces using a graphic organizer.

Graphic Organizer: Information about an Opinion Piece

Questions to Ask	Mentor Text #1 Title:	Mentor Text #2 Title:
What is the main opinion?		
How does the author present the opinion?		
What is a reason the author uses to support the opinion?		
What is another reason the author uses to support the opinion?		
How convincing is the author? What text convinces you?		

- Use the anchor chart to lead a classroom discussion about the components of good opinion writing.

Anchor Chart: Opinion Writing

Opinion Writing	
Opinion	Statement about what the author thinks or feels about something
Reason	Statement that explains why the author thinks or feels that way
Examples	Examples of why the author thinks or feels that way
Explanation	Sentences that explain what the examples prove and how they support the opinion
Conclusion	Summary of the opinion

Discuss each component of opinion writing and relate it back to the mentor texts that students have read. Using one of the mentor texts, highlight the opinion, reason, examples,

explanation, and conclusion. Explain to students that in an opinion piece, there is usually an introduction that explains the opinion, three reasons supported by examples and explanation, and a conclusion that summarizes the opinion. Explain to students that when they write their own opinions, they will need to include these components.

How do you introduce the topic or text you are writing about? How do you create an organizational structure that lists reasons? How do you provide reasons that support your opinion?

1. Review with students the concept of opinions, reasons, and examples from the previous lesson. Explain to students that when they write an opinion, it should be supported by at least two or three reasons. Show students a graphic organizer for developing an opinion (e.g., [Opinion \(OREO\) Writing Planner](#)). Review with students that in an opinion, there is an introduction that explains the opinion, body paragraphs that are devoted to the reasons, examples, explanation, and a conclusion. Select a sample issue and model for students how the graphic organizer can be used to build out the blueprint for writing.
2. Provide students with an issue that has two sides. Explain to students that they will be forming an opinion about the issue. Have students discuss how to state their positions clearly. Have students use a graphic organizer with space to state an opinion, using sentence starters such as “In my opinion _____.” “I think _____.” “I strongly believe _____.” “I feel _____.” or “My favorite _____.” (e.g., [Opinion Writing](#)). Lead a discussion about the ways students have stated their opinions.
3. Explain to students that they will continue to develop their opinions about the same topic. Now that they have developed an opening opinion statement, they will need to have two or three reasons to support their opinion. Explain to students that they will be building the outline for writing an opinion before they begin writing. Have students use the same graphic organizer to create an outline for their writing. Once all students have completed their graphic organizers, have them trade with other students so that their opinions, reasons, and examples can be evaluated. Once students have received feedback, have them make changes where necessary. Students should then write an opinion based on their planning.

How do you use linking words and phrases in opinion pieces?

1. Select a sample body paragraph that presents an author’s opinion and reasons but is devoid of linking words and phrases. Project or share the paragraph with students and lead a discussion about the quality of writing. Point out to students that because the writing lacks linking words and phrases, it is choppy and ideas do not seem to relate to one another. Share a list of linking words and phrases.

Graphic Organizer: Linking Words and Phrases

Linking Words and Phrases	
for example	also
for instance	additionally
in addition	this can be seen in
in order to	this is why
most importantly	for this reason

Lead a whole class discussion about ways to revise the paragraph using this list of linking words and phrases. Discuss how the use of these words and phrases changes the relationship between opinions and reasons and clarifies the author's writing.

2. Have students draft a sample body paragraph for an opinion. Remind students that as they write their opinion, they will need to use linking words and phrases to help connect the relationships between opinions and the supporting reasons and examples. Have students share their drafts during peer-editing conferences to check for the varied and appropriate use of transition words and phrases. Have students revise their drafts based on the peer feedback.

How do you provide a concluding statement or section?

1. Select a mentor text that has a strong conclusion. Share an anchor chart:

Anchor Chart: Concluding an Opinion Text

Concluding an Opinion Text
1. Restate your opinion about the topic.
2. Summarize your reasons for your opinion.

Lead a discussion with students about the mentor text conclusion. Point out where the author has provided each of the components. Share with students a short opinion paragraph that is missing a concluding statement. Model for students how to add a concluding statement to that paragraph. Have students practice adding concluding sentences onto opinion paragraphs.

2. Have students begin by practicing writing concluding statements for opinion paragraphs. Have students write a four-sentence paragraph that states an opinion and backs it up with three reasons or examples. Students should then work with a partner and trade paragraphs.

Each student should add a concluding statement that restates and summarizes the opinion in their own words. Lead a classroom discussion about the results.

3. Have students write an opinion paragraph that includes a concluding statement. In peer-editing partnerships, have students share their concluding statements. Have peer editors review the concluding statement and make revision suggestions. Students should revise their concluding statements and highlight how they have restated the opinion and summarized ideas, while providing a sense of closure.

Throughout the year, students will move from writing shorter opinion texts to longer opinion texts. As the length of their written work increases, emphasize to students the importance of increasing the length of their concluding sections.

Key Academic Terms:

writing, opinion pieces, topic, text, introduction, organizational structure, opinion, reason, conclusion, linking words, linking phrases

Additional Resources:

[Opinion Writing – Strong Conclusions](#)

[Opinion Writing for Kids](#)

[Writing an Opinion Essay](#)

[Writing a Book Review](#)

Writing Standards

Text Types and Purposes

W.3.23 Write informative or 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.

Instructional Outcomes:

- Identify the characteristics of informative or explanatory pieces.
- Identify the characteristics of a clear topic and how to introduce it.
- Group related information together in writing.
- Explain how to decide when it is useful to include illustrations to aid comprehension when writing.
- Include illustrations to aid comprehension when writing.
- Use facts, definitions, and details to develop the topic.
- Use linking words and phrases to connect ideas within categories of information.
- Construct a conclusion.
- Write an informative or explanatory piece.

Guiding Questions and Instructional Activities:**What are the characteristics of an informative or explanatory piece?**

1. Students have been taught about informative or explanatory texts since the first grade, but it will still be necessary to review the characteristics of informative or explanatory texts. Select two mentor texts that are high-quality and high-interest examples of informative or explanatory texts. Have students work independently, in small groups, or in pairs to read

the mentor texts. Students should use the graphic organizer to identify and record information.

Graphic Organizer: Characteristics of Text

How does the author. . .	Text #1:	Text #2:
explain in the text?		
describe in the text?		
illustrate in the text?		

Lead a classroom discussion about student findings from the text. Have students draw conclusions about informative or explanatory writing. Make sure to have students note the use of any formatting, graphics, or other multimedia in the text.

2. Lead a classroom discussion about the structure of informative or explanatory writing (e.g., [Write to Inform or Explain](#)). Discuss each component of informative/explanatory writing and relate it back to the mentor texts that students have read. Using one of the mentor texts, highlight where the author presents a topic; develops the topic with facts, definitions, and details; uses linking words and phrases; and provides a concluding statement or section. Explain to students that when they write their own informative/explanatory pieces, they will need to include these components.

How do you introduce a topic clearly? How do you group related information together? How do you develop a topic with facts, definitions, and details?

1. Students have learned about the idea of topics beginning in first grade but will need to review the concept. Explain to students that informative or explanatory writing explains something or informs about a topic. Use the anchor chart to lead a classroom discussion about the structure of informational or explanatory writing.

Anchor Chart: Structure

Informative or Explanatory Writing
Introduction -Lead/Hook/Grabber -Topic sentence introducing ideas
Supporting Detail
Supporting Detail
Supporting Detail
Concluding Sentence or Selection -A sentence that summarizes the reason for writing -Provides a sense of closure

2. Explain to students that prior to writing an informative/explanatory piece, it is helpful to plan out the writing. Introduce the idea of a topic sentence to students and model how to develop one for a selected topic (e.g., [Research Report: Features of Explanatory Writing](#)). Have each student select a topic and write a topic sentence. Have each student add a hook before the topic sentence to complete the introduction. Then have each student use the topic sentence to begin to plan a written piece about the topic. Have each student use the graphic organizer to plan the writing.

Graphic Organizer: Plan for Writing

Informative or Explanatory Writing
<p>INTRODUCTION</p> <p>Why are you writing about this topic?</p>
Supporting Detail:
Supporting Detail:
Supporting Detail:
<p>CONCLUDING SENTENCE OR SECTION</p> <p>Concluding sentence:</p>

How do you decide when it is useful to include illustrations to aid comprehension?

1. Select a mentor text that uses illustrations. Lead a classroom discussion in which students discuss each illustration and why the author includes it. Lead a discussion around the questions “When should a writer include illustrations when writing? When should a writer not include them?” Explain to students that text features should be used solely to support a point or provide pertinent information, but they should not be used if they distract from the topic.
2. Create a sample informative/explanatory writing selection that does not use illustrations. In small groups or pairs, have students work to identify the places where illustrations would help support the writing. Lead a whole class discussion about the text and have students share how they would add illustrations to the text. Model for students how to include illustrations in the text.
3. Have students write an informative/explanatory writing piece, using the format previously taught. After students write their first draft, have them mark places where illustrations would support their ideas. Have students include at least one illustration. Show students how to use captions with illustrations. Divide students into peer-editing partnerships focused on the use of illustrations alone. Students should evaluate the effectiveness of the illustrations and provide suggestions for how to revise for better effect. Students should revise their drafts according to these suggestions.

What is a linking word or phrase in informative or explanatory texts? How do you use linking words and phrases to connect ideas within categories of information?

1. Select a sample body paragraph devoid of linking words and phrases. Project or share the paragraph with students and lead a discussion about the quality of writing. Point out to students that because the writing does not use linking words and phrases, it is choppy and ideas do not seem to flow together. Share an anchor chart of common linking words.

Anchor Chart: Linking Words and Phrases

<p>Linking Words and Phrases</p> <p>Words that connect opinions, reasons, and ideas</p>
<p>Connect opinions and evidence:</p> <p>because, therefore, since, for example</p>
<p>Connect ideas:</p> <p>also, another, and, more</p>
<p>Show time and order of events:</p> <p>first, next, finally, then</p>

Lead a whole class discussion about ways to revise the paragraph using this list of linking words and phrases. Discuss how the use of these words and phrases changes the writing.

2. Have students draft a sample body paragraph for an informative/explanatory writing piece. Remind students that as they write, they will need to use linking words and phrases to help connect opinions, reasons, and ideas in the text. Have students share their drafts during peer-editing conferences to check for the varied and appropriate use of linking words and phrases. Have students revise their drafts based on the peer feedback.

How do you provide a concluding statement or section?

1. Explain to students that when writing a text, it is important to wrap up the ideas with a strong concluding statement or section. Select a mentor text that has a strong conclusion. Share the anchor chart.

Anchor Chart: Concluding Text

Concluding an Informational or Explanatory Text
1. Restate the topic and information within the text in general.
2. Provide a sense of closure.

Lead a discussion with students about the mentor text conclusion. Point out how the author has summarized the text while providing closure. Share with students a paragraph that is missing a concluding statement. Model for students how to add a concluding statement to that paragraph. Have students practice adding concluding sentences onto paragraphs (e.g., [Choose the Best Concluding Statement](#)).

2. Have students begin by practicing writing concluding statements for paragraphs. Have students write a four-sentence paragraph about a high-interest topic (e.g., [Finishing Each Other's Paragraph](#)). Have students write a topic sentence and three supporting sentences. Students should then work with a partner and trade paragraphs. Students should add a concluding statement that summarizes the paragraph in their own words. Lead a classroom discussion about the results.
3. Have students write an informational/explanatory paragraph that includes a concluding statement. In peer-editing partnerships, have students share their concluding statements. Have peer editors analyze the concluding statement and make revision suggestions. Students should revise their concluding statements and highlight how they have restated the topic and summarized ideas, while providing a sense of closure.
4. Throughout the year, students will move from writing shorter informational texts to longer informational texts. As the length of their written work increases, explain to students the importance of increasing the length of their concluding sections.

Key Academic Terms:

writing, informative writing, explanatory writing, topic, organize, illustration, fact, definition, detail, linking word, linking phrase, connect ideas, conclusion

Additional Resources:

[Expository Writing Cake](#) (applicable for all grades; modify example to third grade)

[Guidelines and Resources for Teaching Informative Writing](#)

[Read*Write*Think: Essay Map Tool](#)

[Informative/Explanatory Writing in the Classroom, Grades 3-12](#)

[Research Report](#)

[How-To Writing](#)

[Writing Concluding Sentences Worksheets](#)

Writing Standards

Text Types and Purposes

W.3.24 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Establish a situation and introduce a narrator, characters, or both; organize an event sequence that unfolds naturally.
- b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- c. Use temporal words and phrases to signal event order.
- d. Provide a sense of closure.

Instructional Outcomes:

- Identify the characteristics of narratives.
- Identify the use of effective technique in writing narratives.
- Identify the use of descriptive details in writing narratives.
- Identify the use of clear event sequences and how to organize them when writing narratives.
- Establish a situation in narrative writing.
- Develop an organized event sequence that unfolds naturally when writing narratives.
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events in narrative writing.
- Use dialogue and descriptions of actions, thoughts, and feelings to show the response of characters to situations.
- Use temporal words and phrases to signal event order.
- Provide a sense of closure in narrative writing.
- Write a narrative to develop real or imagined experiences or events.

Guiding Questions and Instructional Activities:

What are the characteristics of a narrative piece? How do you use effective technique, descriptive details, and clear event sequences in a narrative? How do you develop an organized event sequence that unfolds naturally?

1. Students have been taught about narrative texts since the first grade and are very familiar with the components of narrative text through their study of reading. It will still be necessary to review the characteristics of narrative texts (e.g., [Personal Narratives](#)). It should also be noted that while students interact or tell stories to each other, they may not connect that storytelling to their own writing. In order to have students begin to think in a storytelling mindset, have students practice telling stories to each other in small groups or pairs. Have them respond to the discussion prompt: “In your group, you will be telling each other a story. Think about a time when you felt successful. Share that story with your group.” Have students ask each other questions to clarify about parts that are confusing or lacking detail. Lead a discussion with students about what makes a personal narrative engaging. Review how the author uses technique and relative descriptive details and how events are structured. Brainstorm a list on the board.
2. Select a mentor text that is a high-quality and high-interest example of a personal narrative. Have students work independently, in small groups, or in pairs to read the mentor text. Present students with the concept of a cluster map diagram (e.g., [Cluster Map](#)) and review each component. As students read the mentor text, they should highlight key events in the narrative. Lead a classroom discussion about student findings. Have students draw conclusions about how events unfold in narrative writing.
3. Students will select a story they want to tell through narrative writing. Have students develop a plan for their narrative by using a story map diagram. As students are developing their plan for writing, emphasize that they will need to follow this story map in order for their writing to have a sequence of events unfold naturally. Have students work in small groups or pairs to look at each other’s plan and analyze the sequence of events prior to writing. If there are problems with the event sequence, students should revise the event sequence for clarity or a more natural progression. Once they have revised their plans, they should each draft a personal narrative.

How do you establish a situation in narrative writing? How do you introduce the narrator and/or characters in narratives?

1. Explain to students that establishing a situation is designed to create a relationship with the reader. The situation provides a way for the reader to become oriented in what they are reading. When writing personal narratives, the situation needs to be introduced early in the text. Show students the anchor chart.

Anchor Chart: Establish a Situation

Establish a situation through. . .
<ul style="list-style-type: none"> • Details about the Narrator or Character • Backstory • Setting • Life-Changing Situation • Everyday Situation • Memory

Select a mentor text that is a high-quality and high-interest example of a personal narrative. Have students work independently, in small groups, or in pairs to read the mentor text. As students read the mentor text, they should highlight places where the author has established a situation. Have students use the anchor chart to determine how the author established the situation. Have students look carefully at how the author has introduced the narrator and characters. Lead a classroom discussion about what students find. Have students use a sentence frame such as “The author establishes the situation when _____. The author is using _____ to establish the situation.” Have students draw conclusions about developing context in writing.

2. Have students begin to plan a personal narrative using a story map. Have students think about how they will introduce the narrator and characters during the beginning of the narrative. Have students draft the opening paragraph(s) in which the narrator and main characters are introduced. Have students pay attention to the details shared about the characters. In peer-editing partnerships, have students share their drafts. Have peer editors analyze the way the narrator and characters were introduced. Students should ask themselves “Were the narrator and characters introduced in a clear way?” Students should revise their drafts based on this feedback.

How do you use dialogue and description to develop experiences and events? How do you use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events? How do you use dialogue and description to show the responses of characters to situations? How do you use dialogue and descriptions of actions, thoughts, and feelings to show the response of characters to situations?

1. Select a mentor text that is a personal narrative with effective dialogue and description. Lead a guided reading of the mentor text. As you read the text, lead a discussion about how dialogue and description are used to develop experiences and events as well as show the responses of characters to situations. Create a story map about the personal narrative and

note where description and dialogue is used within the story to develop events. Model for students how to take a story map they have already developed and use it to plan where they will include description and dialogue.

2. Have students begin to plan a personal narrative using a story map. Once students have outlined the basic events of the story, have them determine where they will use dialogue and where they will use description in their narratives. They should pay close attention to ways to develop experiences and events and use descriptions of the actions, thoughts, and feelings of characters to show their responses to situations. In small groups or pairs, have students share their plans. Have students analyze the plan and check if it makes sense with the story map. Students should revise their plans based on this feedback.
3. Have students write a draft of their narrative using their story map. In peer-editing partnerships, have students share their drafts. Have students analyze the ways each student has used dialogue and description to develop experiences and events in their writing. Have students also look at how dialogue and descriptions of the actions, thoughts, and feelings of characters are used to show their responses to situations. Have students provide feedback to one another about the effectiveness of their use of dialogue and descriptions. Students should evaluate the feedback and revise their drafts as needed.

What is a temporal word or phrase? How do you use temporal words and phrases to signal event order?

1. Select a sample narrative text devoid of temporal words and phrases that signal time order (e.g., *first, next, then, last*). Project or share the text with students and lead a discussion about the quality of writing. Point out to students it is difficult to follow the sequence because of the lack of temporal words and phrases that signal time order. Share a list of common temporal words and phrases used to show sequence of events (e.g., [Time Order Words List](#)). Lead a whole class discussion about ways to revise the text using this list of temporal words and phrases. Discuss how the use of these words and phrases helps the reader follow the sequence of events.
2. Have students look at a draft from a personal narrative text they have written. Have students revise the text so that they use temporal words and phrases to show sequence of events. Have students share their drafts during peer-editing conferences to check for the varied and appropriate use of transition words and phrases. Have students evaluate the feedback and revise their drafts as needed.

How do you provide a sense of closure in narrative writing?

1. Select a mentor text that has a strong conclusion. Lead students through a guided reading experience of the mentor text. Ask students where the author has provided a resolution for the problem in the story. Review with students the concept of the story map. Lead a

discussion with students about what they notice in the mentor text. Highlight the places where events are concluded and where the author hints at how things have changed in the mentor text. Explain to students that when they are concluding a narrative essay, they will need to include the solution to the problem for the story they have told. Remind students that a resolution concludes the events of the story and gives a hint for the future of the story.

2. Have students select a narrative text they have previously written. In peer-editing partnerships, have students share their conclusions. Have peer editors analyze the conclusions for effective story resolution and make revision suggestions. Students should revise their conclusions and highlight where they concluded events and hinted at the future in their conclusions.

Key Academic Terms:

writing, narrative writing, technique, descriptive details, event sequences, unfolds, narrator, character, development, dialogue, description, experience, event, temporal word, temporal phrase, time order, conclusion

Additional Resources:

[Writing a Personal Narrative](#)

[Writing a Story](#)

[A Step-by-Step Plan for Teaching Narrative Writing](#)

[What Is Narrative Writing, and How Do I Teach It in the Classroom?](#)

[Writing Process](#)

Writing Standards
Research to Build and Present Knowledge
W.3.28 Conduct short research projects that build knowledge about a topic.

Instructional Outcomes:

- Identify a topic for a short research project based on interests or project requirements.
- Brainstorm a list of related questions to answer through research.
- Use different reference sources when collecting information to build knowledge about a topic.
- Record and organize research questions and information gained through short research projects.

Guiding Questions and Instructional Activities:

How do you choose a topic for a research project?

1. Students learn about how to research beginning in first grade, but it is important to review the concepts of research with students. Ask students “How do you choose a topic for a research project? What do you do when you want to learn more about a topic?” Lead a discussion where students are brainstorming a list of high-interest topics. Take one of the topics that is broad and ask students to make a list of questions about that topic that would narrow the research. Record ideas on a graphic organizer.

Graphic Organizer: Questions to Narrow Research

Topic: Coral Reefs
<p>Possible Research Questions:</p> <ul style="list-style-type: none"> • What kind of animals live in coral reefs? • What is coral? • Why do coral reefs grow only in certain places? • Where are coral reefs found? • Why are coral reefs endangered?

Explain to students that precise research questions will help them focus their research and pinpoint useful information.

- Use the anchor chart to explain to students that they will be developing their own research questions.

Anchor Chart: Good Research Questions

A good research question is:
Clear: easy for the audience to understand without other explanation
Narrow: focused enough that it can be answered in the time allowed for the task
Concise: written in a short, clear way
Complex: cannot be answered solely by “yes” or “no”

Have students practice choosing a topic and developing a research question. In small groups or pairs, students should share their research questions. Other students in the group should analyze whether the research questions follow the guidelines provided and should make suggestions for improvement as needed. Students should revise their research questions as needed. Lead a discussion about the questions created by members of the class.

How do you decide what information you will need for your research project? Where do you look for information to build knowledge about a topic? How do you use reference sources to build knowledge about a topic?

- Once students have selected a research question on which to focus, share that they must determine what information they will need to answer the question. Use the graphic organizer to have students brainstorm a list of information to seek.

Graphic Organizer: What Information Is Needed?

Research Question: <i>What living things live in a coral reef?</i>
<u>Possible Research Information</u> <ul style="list-style-type: none">• Find out about coral: is it alive?• What plants live in a coral reef?• What animals live in a coral reef?• Why do living things live in a coral reef?

Lead a class discussion about what resources or sources could be used to find answers to the questions.

2. Once students have selected a research question on which to focus, share that they will need to determine the best sources to find the information they need. Explain that some sources may give only partial information needed for the research, so they may require different sources. Select a sample research question and topic and project it on the board. Lead a discussion about where students would go to look for information for that topic (e.g., magazine article, website, encyclopedia, reference book, content area journal). Share with students that they may need to do simple searches on the Internet using keywords (e.g., [The Key to Keywords](#)). Also explain to students that they will need to follow the steps for evaluating sources they find on the Internet (e.g., [Identifying Reliable Sources and Citing Them Lesson](#)). Model for students how to find sources and evaluate them for the sample research question. Model for students what happens when a research question does not yield enough sources. Demonstrate how to adjust the research question as necessary.

Key Academic Terms:

writing, research, research project, source, knowledge, plan, brainstorm

Additional Resources:

[Develop a Research Plan](#)

[Read*Write*Think: Inquiry Charts \(I-Charts\)](#)

[Step-by-Step Research Reports for Young Writers](#)

[Read*Write*Think: Research Paper Scaffold](#)

Writing Standards**Research to Build and Present Knowledge**

W.3.29 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Instructional Outcomes:

- Identify potential print and digital sources.
- Recall and record information from experiences.
- Engage in close reading of identified print and digital resources.
- Identify key details from resources and write notes that relate to research questions.

Guiding Questions and Instructional Activities:

How do you recall information about a topic from experiences? How do you gather information about a topic from print and digital sources? How do you take notes and categorize information?

1. Students learned to recall information from experiences or gather information from sources beginning in second grade but will need to review the concept. Explain to students that they will be conducting a short research project based on the question of their choosing. Once students have selected a research question on which to focus, have students brainstorm what they know about the topic from their own experiences. This will help them decide where to begin gathering information about their topic. Explain that they will also need to determine the best sources to use for their research. Select a sample research question and project it on the board. Lead a discussion about where students would go to look for information for that topic (e.g., magazine article, website, encyclopedia, reference book, content area journal, etc.). Explain to students that they may need to do simple searches on the Internet using search sites (e.g., [Google Search Education Lessons](#)). Model how to use keywords (e.g., [The Key to Keywords](#)).
2. Have students practice the steps in researching and note-taking by using various print and digital sources. As students work to answer their research questions, have them select sources and take notes in the graphic organizer.

Graphic Organizer: Ideas, Facts, and Sources

Research Question:		
Idea:	Fact:	Source:
	Fact:	Source:
	Fact:	Source:

Have students share their findings with another student to review the sources. Create an ongoing list of sources for students to access when working on research projects.

3. Explain to students that when they are taking notes, they will either need to directly quote the source or write the ideas in their own words while giving credit to the author. Have students practice writing notes in their own words. Select a short informational text. Lead students through a guided reading. Model how to select an idea from the text and write it in their own words. Have students practice taking notes about their research question. As students take their notes, have them directly transcribe and then write their notes into their own words using a graphic organizer.

Graphic Organizer: “In My Own Words”

Research Question:	
Notes from Text:	In My Own Words:
Notes from Text:	In My Own Words:
Notes from Text:	In My Own Words:

Lead a discussion about effective note-taking based on student responses.

Key Academic Terms:

print source, digital source, note taking, organize, note, record

Additional Resources:

[Read*Write*Think: Inquiry Charts \(I-Charts\)](#)

[Step-by-Step Research Reports for Young Writers](#)

[Taking Note Lesson Plan](#)

Language

Language Standards

Conventions of Standard English

Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

L.3.37 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- b. Form and use regular and irregular plural nouns.
- c. Use abstract nouns (e.g., *childhood*).
- d. Form and use regular and irregular verbs.
- e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
- f. Ensure subject-verb and pronoun-antecedent agreement.*
- g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- h. Use coordinating and subordinating conjunctions.
- i. Produce simple, compound, and complex sentences.

Instructional Outcomes:

- Explain the characteristics of a noun and its function in general and in particular sentences.
- Explain the characteristics of a pronoun and its function in general and in particular sentences.
- Explain the characteristics of a verb and its function in general and in particular sentences.
- Explain the characteristics of an adjective and its function in general and in particular sentences.
- Explain the characteristics of an adverb and its function in general and in particular sentences.

- Identify correct and incorrect form and use of regular and irregular plural nouns in written passages.
- Use regular and irregular plural nouns correctly in writing.
- Explain the characteristics of an abstract noun.
- Identify correct and incorrect usage of abstract nouns in written passages.
- Use abstract nouns correctly in writing.
- Identify correct and incorrect form and use of regular and irregular verbs in written passages.
- Use regular and irregular verbs correctly in writing.
- Identify correct and incorrect form and use of the simple verb tense in written passages.
- Use the simple verb tense correctly in writing.
- Explain the rules for subject-verb agreement and how to ensure it in writing.
- Identify correct and incorrect subject-verb agreement in written passages.
- Use subject-verb agreement correctly in writing.
- Explain the rules for pronoun-antecedent agreement and how to ensure it in writing.
- Identify correct and incorrect pronoun-antecedent agreement in written passages.
- Use pronoun-antecedent agreement correctly in writing.
- Identify correct and incorrect form and use of comparative and superlative adjectives and adverbs in written passages.
- Use comparative and superlative adjectives and adverbs correctly in writing.
- Explain the rules for using coordinating and subordinating conjunctions.
- Identify correct and incorrect usage of coordinating and subordinating conjunctions in written passages.
- Use coordinating and subordinating conjunctions correctly in writing.
- Introduce characteristics of and practice producing simple, compound, and complex sentences.
- Identify correct and incorrect form of simple, compound, and complex sentences in written passages.
- Use simple, compound, and complex sentences correctly in writing.

Guiding Questions and Instructional Activities:

How do you identify a noun and its function in general and in particular sentences?

1. Students began learning about nouns in first grade but will need to review the concept. Review with students what a noun is and how it functions in a sentence (e.g., [Introduction to Nouns](#)). Explain to students that nouns are words that are a person, place, or thing. Have students practice identifying nouns in sentences (e.g., [Identifying Nouns](#)). Lead a classroom discussion where students brainstorm a list of nouns in each category (persons, places, things). Create a poster for the classroom that uses these ideas.
2. Create a writing text that is missing nouns. Have students work independently, in small groups, or in pairs to replace the missing words with nouns. Once students have finished, review their answers and correct any misconceptions.

How do you identify a pronoun and its function in general and in particular sentences?

1. Students began learning about pronouns in first grade, but they will need to review the concept. Review with students what a pronoun is and how it functions in a sentence (e.g., [What is a Pronoun?](#)). Explain to students that pronouns are words that replace nouns in sentences. Have students practice identifying pronouns in sentences (e.g., [Meet the Personal Pronoun](#)). Lead a classroom discussion about their results.
2. Create a writing text that is missing pronouns. Have students work independently, in small groups, or in pairs to replace the missing words with pronouns. Once students have finished, review their answers and correct any misconceptions.

How do you identify a verb and its function in general and in particular sentences?

1. Students begin learning about verbs in first grade, but they will need to review the concept. Review with students what a verb is and how it functions in a sentence (e.g., [Introduction to Verbs](#)). Explain to students that verbs are words that can show action. Have students practice identifying verbs in sentences (e.g., [Identifying Verbs](#)). Lead a classroom discussion about their results.
2. Create a writing text that is missing verbs. Have students work independently, in small groups, or in pairs to replace the missing words with verbs that make sense. Once students have finished, review their answers and correct any misconceptions.

How do you identify an adjective and its function in general and in particular sentences?

1. Students began learning about adjectives in first grade but will need to review the concept. Review with students what an adjective is and how it functions in a sentence (e.g., [Intro to Adjectives](#)). Explain to students that adjectives are words that describe nouns. Have students practice identifying adjectives in sentences (e.g., [Meet the Adjective](#)). Lead a classroom discussion about their results.
2. Create a writing text that is missing adjectives. Have students work independently, in small groups, or in pairs to replace the missing words with adjectives that make sense. Once students have finished, review their answers and correct any misconceptions.

How do you identify an adverb and its function in general and in particular sentences?

1. Students began learning about adverbs in first grade, but they will need to review the concept. Review with students what an adverb is and how it functions in a sentence (e.g., [Intro to Adverbs](#)). Explain to students that adverbs are words that describe verbs. Have students practice identifying adverbs in sentences (e.g., [Meet the Adverb](#)). Lead a classroom discussion about their results.
2. Create a writing text that is missing adverbs. Have students work independently, in small groups, or in pairs to replace the missing words with adverbs that make sense. Once students have finished, review their answers and correct any misconceptions.

What is a regular plural noun? What is an irregular plural noun? How do you form and use regular and irregular plural nouns?

1. Review with students what a plural noun is. Explain to students the difference between singular and plural nouns, nouns that represent more than one person, place, or thing (e.g., [Singular and Plural Nouns](#)). Have students practice identifying singular and plural nouns in sentences and correcting them (e.g., [Practice: Singular and Plural Nouns](#)).
2. Explain to students that sometimes nouns have special plural forms (e.g., [Irregular Plural Nouns](#)). Have students practice identifying irregular plural nouns in sentences and correcting them (e.g., [Practice: Irregular Plural Nouns](#)). Lead a discussion where students brainstorm irregular plural nouns. Create a poster that lists as many common irregular plural nouns as possible and add to the list throughout the year.
3. Create a writing text that is missing plural nouns and a word bank of singular nouns. Have students work independently, in small groups, or in pairs to determine which nouns complete the text and how to form the plural of those nouns. Once students have finished, review their answers and correct any misconceptions.

4. Have students work in peer-editing partnerships or in small groups to revise mistakes in forming regular and irregular plural nouns. Students should identify where plural nouns are used and make recommendations for changes if incorrect. Students should revise their work according to these recommendations.

What is an abstract noun? How do you use an abstract noun?

1. Review with students what a noun is. Explain to students that some nouns are concrete and some nouns are abstract. (e.g., [Concrete and Abstract Nouns](#)). Brainstorm a list of abstract nouns. Have students practice identifying abstract nouns (e.g., [Practice: Concrete and Abstract Nouns](#)).
2. Provide students with a word bank of abstract nouns. Have students write sentences using each of the abstract nouns. Have students share, in small groups or pairs, their sentences.

What is the simple verb tense? How do you form and use the simple verb tense? What are regular and irregular verbs? How do you form and use regular and irregular verbs?

1. Review with students what a verb is. Explain to students that when they are writing about the past, present, and future, they will use different forms (e.g., [Introduction to Verb Tense](#)). Explain to students that a regular verb will follow common rules when it is in the simple present tense (e.g., [Present-Tense Verbs](#)). Have students practice identifying and forming simple present-tense verbs (e.g., [Practice: Present-Tense Verbs](#)). Explain to students that a regular verb will follow common rules when it is in the simple past tense (e.g., [Past-Tense Verbs](#)). Have students practice identifying and forming simple past-tense verbs (e.g., [Practice: Past-Tense Verbs](#)). Explain to students that a regular verb will follow common rules when it is in the simple future tense. (e.g., [Future-Tense Verbs](#)). Have students practice identifying and forming simple future-tense verbs (e.g., [Practice: Future-Tense Verbs](#)).
2. Select a text that has a variety of regular and irregular verbs. Ask students to underline the verbs in each sentence. Have students determine whether they follow the rules for forming present-tense, past-tense, or future-tense verbs. Lead a discussion about verbs that do not follow this pattern. Explain to students that sometimes verbs are irregular and do not follow the same rules such as *be*, *do*, and *have* (e.g., [Irregular Verbs: Be, Do, and Have](#)). Have students practice identifying and forming irregular verbs (e.g., [Practice: Irregular Verbs: Be, Do, and Have](#)).
3. Create a writing text that is missing verbs that are in the simple past, present, and future tenses and a word bank of regular and irregular verbs. Have students work independently, in small groups, or in pairs to determine which forms of the verbs complete the text and how to form the tense. Once students have finished, review their answers and correct any misconceptions.

4. Have students work in peer-editing partnerships or in small groups to revise for mistakes in forming regular and irregular verbs. Students should identify where verbs are used and make recommendations for changes if incorrect. Students should revise their work according to these recommendations.

What is subject-verb agreement? What is pronoun-antecedent agreement? How do you ensure subject-verb and pronoun-antecedent agreement?

1. Introduce what a subject and a verb are and how they function together in a sentence. Start by projecting several simple sentences in front of the class. Model for students how to identify the subject and verb in each sentence. Provide some additional simple sentences. Have students identify the subjects and the verbs. Lead a discussion and make sure that students understand how to identify the subjects and the verbs. Explain to students that the subject must agree with the verb in the sentence (e.g., [Subject-Verb Agreement](#)). Have students practice identifying correct subject-verb agreement in sentences (e.g., [Practice: Subject-Verb Agreement](#)).
2. Create a writing text that has errors in subject-verb agreement. Have students work independently, in small groups, or in pairs to find the errors and correct them. Once students have finished, review their answers and correct any misconceptions.
3. Have students work in peer-editing partnerships or in small groups to revise for subject-verb agreement. Students should identify where there are errors in subject-verb agreement and make recommendations for changes. Students should revise their work according to these recommendations.
4. Introduce what a pronoun and an antecedent are and how they function together in a sentence. Start by projecting several sentences that have pronouns and antecedents. Model for students how to identify each pronoun and the antecedent that each represents. Provide some additional sentences. Have students identify the pronoun and the related antecedents. Lead a discussion and make sure that students understand how to identify the pronouns and related antecedents. Explain to students that the pronoun must agree with its related antecedent in the sentence (e.g., [Pronoun-Antecedent Agreement](#)). Have students practice identifying correct pronoun-antecedent agreement in sentences (e.g., [Practice: Pronoun-Antecedent Agreement](#)).
5. Create a writing text that has errors in pronoun-antecedent agreement. Have students work independently, in small groups, or in pairs to find the errors and correct them. Once students have finished, review their answers and correct any misconceptions.
6. Have students work in peer-editing partnerships or small groups to revise for pronoun-antecedent agreement. Students should identify where there are errors in pronoun-antecedent agreement and make recommendations for changes. Students should revise their work according to these recommendations.

What are comparative and superlative adjectives and adverbs? How do you form and use comparative and superlative adjectives and adverbs? How do you choose between comparative and superlative adjectives and adverbs after identifying what is to be modified?

1. Review with students what adjectives and adverbs are. Explain to students that some adjectives and adverbs are used to compare (e.g., [Adjectives that Compare](#), [Adverbs that Compare](#)). Explain to students that a comparative adjective compares two nouns, and a superlative adjective compares two or more nouns. A comparative adverb compares two actions, and a superlative adverb compares more than two actions. Have students practice using the correct form of comparative and superlative adjectives and adverbs in sentences (e.g., [Practice: Adjectives that Compare](#), [Practice: Adverbs that Compare](#)).
2. Create a writing text that is missing comparative and superlative adjectives and adverbs. Have students work independently, in small groups, or in pairs to determine which forms of the adjectives and adverbs complete the text and how to form them. Once students have finished, review their answers and correct any misconceptions.
3. Have students work in peer-editing partnerships or in small groups to revise for mistakes in usage and formation of comparative and superlative adjectives and adverbs. Students should identify where comparative and superlative adjectives and adverbs are used and make recommendations for changes if incorrect. Students should revise their work according to these recommendations.

What are coordinating and subordinating conjunctions? How do you use coordinating and subordinating conjunctions?

1. Students learn about conjunctions beginning in first grade, but they will need to review the concept. Review the concept of conjunctions (e.g., [Conjunction Junction](#)) and lead a discussion about when students must use conjunctions. Have students practice identifying conjunctions in sentences (e.g., [Conjunctions Worksheet](#)).
2. Introduce the coordinating and subordinating conjunctions (e.g., [Coordinating Conjunctions](#), [Subordinating Conjunctions](#)) and their functions in sentences. Project a paragraph that has both coordinating conjunctions and subordinating conjunctions. Lead a discussion about the function of the conjunctions in each sentence and how they are used. Have students practice using coordinating and subordinating conjunctions (e.g., [Practice: Coordinating Conjunctions](#), [Practice: Subordinating Conjunctions](#)).
3. Create a writing text that has errors in usage of coordinating conjunctions and subordinating conjunctions. Have students work independently, in small groups, or in pairs to determine where the errors lie and how to correct them. Once students have finished, review their answers and correct any misconceptions.

4. Have students work in peer-editing partnerships or in small groups to revise for mistakes in usage of coordinating and subordinating conjunctions. Students should identify where conjunctions are used and make recommendations for changes if incorrect. Students should revise their work according to these recommendations.

What are simple, compound, and complex sentences? How do you produce simple, compound, and complex sentences?

1. Before students can understand the different types of sentences, they must understand the parts of a sentence and be able to identify them. Review the parts of a sentence (e.g., [Subjects and Predicates](#)). Have students practice identifying and writing subjects and predicates (e.g., [Practice: Subjects and Predicates](#)).
2. Students learn about simple and compound sentences beginning in second grade, but complex sentences will be new to them. Review and explain these three kinds of sentences (e.g., [Simple and Compound Sentences](#), [Complex Sentences](#)). Project a paragraph that has different types of sentences in it. Lead a discussion and identify each sentence as either simple, compound, or complex. Have students practice identifying and writing simple, compound, and complex sentences (e.g., [Practice: Simple and Compound Sentences](#), [Practice: Complex Sentences](#)).
3. Create a writing text that has a variety of simple, compound, and complex sentences. Have students work independently, in small groups, or in pairs to classify each sentence. In places where there is more than one of the same type of sentence in a row, have students revise one of the sentences to be a different type to create variety. Once students have finished, review their answers and correct any misconceptions.
4. Have students work in peer-editing partnerships or in small groups to identify different types of sentences and make sure that they are formed correctly. Students should identify where sentences have not been formed correctly. Students should revise their work according to these recommendations.

Key Academic Terms:

language, conventions, grammar, usage, noun, pronoun, verb, adjective, adverb, regular plural noun, irregular plural noun, abstract noun, regular verb, irregular verb, simple verb tense, subject-verb agreement, pronoun-antecedent agreement, comparative adjective, comparative adverb, superlative adjective, superlative adverb, coordinating conjunction, subordinating conjunction, simple sentence, compound sentence, complex sentence

Additional Resources:

[Nouns](#)

[Pronouns](#)

[Verbs](#)

[Adjectives](#)

[Adverbs](#)

[About Ruth Heller's World of Language Series](#)

[Irregular Plurals: -f to -ves](#)

[Concrete and Abstract Nouns](#)

[Subject-Verb Agreement](#)

[Pronouns and Antecedents](#)

[Intro to the Comparative and the Superlative](#)

[Coordinating Conjunctions](#)

[Subordinating Conjunctions](#)

[Practice: Intro to verb tense](#)

[Intro to Irregular Verbs](#)

[Subjects and Predicates](#)

[Simple and Compound Sentences](#)

[Complex Sentences](#)

Language Standards**Conventions of Standard English**

Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

L.3.38 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize appropriate words in titles.
- b. Use commas in addresses.
- c. Use commas and quotation marks in dialogue.
- d. Form and use possessives.
- e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
- f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- g. Write legibly in cursive.
- h. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Instructional Outcomes:

- Explain the rules for capitalizing appropriate words in titles.
- Identify correct and incorrect capitalization of appropriate words in titles in written passages.
- Use capitalization of appropriate words in titles correctly in writing.
- Explain how to use commas in addresses.
- Identify correct and incorrect usage of commas in addresses in written passages.
- Use commas in addresses correctly in writing.
- Explain the use of commas and quotation marks in dialogue.

- Identify correct and incorrect usage of commas and quotation marks in dialogue in written passages.
- Use commas and quotation marks in dialogue correctly in writing.
- Explain how to form and use possessives.
- Identify correct and incorrect use of possessives in written passages.
- Use possessives correctly in writing.
- Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- Identify resources for checking spelling, including word lists, dictionaries and glossaries.

Guiding Questions and Instructional Activities:

What are the appropriate words to capitalize in titles?

1. Review with students what capitalization is and how it should be used correctly. Share with students the rules for capitalization (e.g., [Capitalization](#)). Have students practice using capitalization correctly. Explain to students the rules for capitalizing titles (e.g., [Learning to Capitalize Titles Video](#)).
2. Create a writing text that has errors in capitalization in titles, including words that need capitalization and those that are incorrectly capitalized. Have students work independently, in small groups, or in pairs to find the errors and correct them. Once students have finished, review their answers and correct any misconceptions.
3. Have students work in peer-editing pairs to review written drafts, looking for places where there are errors in capitalization of titles. Students should use peer-editing suggestions to revise their work.

Why do you use commas in addresses? Why do you use commas and quotation marks in dialogue?

1. Review with students what a comma is and how it functions in a sentence. Share with students the rules for using commas (e.g., [Commas](#)). Have students practice using commas (e.g., [Practice: Commas](#)). Explain to students how to use commas in addresses, and have students practice using commas in addresses (e.g., [Practice: Commas in Dates, Locations, and Addresses](#)). Explain to students how the comma helps add clarity in addresses.
2. Review with students what quotation marks are and how they function in a sentence. Share with students the rules for using quotation marks (e.g., [Quotation Marks](#)). Review how to use quotation marks and commas to punctuate dialogue. Have students practice

punctuating direct speech and quotations (e.g., [Practice: Quotation Marks](#)). Explain to students how the quotation marks and comma help add clarity in dialogue.

3. Create a writing text that has errors in punctuating addresses and dialogue. Have students work independently, in small groups, or in pairs to find the errors and correct them. Once students have finished, review their answers and correct any misconceptions.
4. Have students work in peer-editing pairs to review written drafts, looking for places where there are missing commas and quotation marks when punctuating addresses and dialogue. Students should use peer-editing suggestions to revise their work.

What are possessives? How do you form and use possessives?

1. Review with students what an apostrophe is and how it functions in a sentence. Share with students the rules for using apostrophes when forming possessives (e.g., [Apostrophes](#)). Review how to form possessives. Have students practice using apostrophes to form possessives (e.g., [Practice: Apostrophes](#)).
2. Create a writing text that has errors in forming possessives with apostrophes. Have students work independently, in small groups, or in pairs to find the errors and correct them. Once students have finished, review their answers and correct any misconceptions.
3. Have students work in peer-editing pairs to review written drafts, looking for places where there are errors in using apostrophes to form possessives. Students should use peer-editing suggestions to revise their work.

How do you spell high-frequency words?

1. Introduce to students high-frequency words and explain that these are words that appear frequently in writing. Explain to students that there are different ways to approach learning these high-frequency words (e.g., [Tips for Improving Spelling](#)). Have students practice correct spelling (e.g., [Practice: Tips for Improving Spelling](#)).
2. Create a writing text that has high-frequency words spelled incorrectly. Have students work independently, in small groups, or in pairs to find the errors and correct them. Once students have finished, review their answers and correct any misconceptions.
3. Have students work in peer-editing pairs to review written drafts, looking for places where there are errors in spelling high-frequency words. Students should use peer-editing suggestions to revise their work.

What is a suffix? What is a base word? How do you add suffixes to base words?

1. Introduce to students what a suffix is and how it functions in a word (Students are also studying word parts as part of their word study in L.3.40). Share with students the rules for

adding suffixes to base words (e.g., [Rules for Adding Endings](#)). Review how to form new words and determine their meaning and spell the new words correctly. Have students practice adding endings (e.g., [Practice: Rules for Adding Endings](#)).

2. Create a writing text that has spelling errors formed by incorrect addition of suffixes to base words. Have students work independently, in small groups, or in pairs to find the errors and correct them. Once students have finished, review their answers and correct any misconceptions.
3. Have students work in peer-editing pairs to review written drafts, looking for places where there are spelling errors caused by suffixes added to base words incorrectly. Students should use peer-editing suggestions to revise their work.

How do you know what spelling patterns to use when writing words? What is a spelling generalization? How do you use spelling generalizations in writing words? How do you consult reference materials to check and correct spellings?

1. Throughout the school year, it will be important to introduce a variety of spelling patterns and generalizations to students. It is important to emphasize to students that spelling generalizations are not rules; there may be exceptions. Use a list of spelling generalizations designated for third grade by your district spelling program or use an external resource to determine which spelling generalizations to teach (e.g., [Spelling: In Practice](#)).
2. Introduce to students some common word families and patterns (e.g., [Common Word Families and Patterns](#)). Have students practice adding words to word families (e.g., [Practice: Common Word Families and Patterns](#)).
3. Introduce to students some common syllable patterns (e.g., [Common Syllable Patterns](#)). Review closed and open syllables and have students practice using common syllable patterns (e.g., [Practice: Common Syllable Patterns](#).)
4. Create a writing text that has spelling errors in words that are part of common word families, have common syllable patterns, or have errors in common spelling patterns. Have students work independently, in small groups, or in pairs to find the errors and correct them. Once students have finished, review their answers and correct any misconceptions.
5. Explain to students that when they are writing, they may encounter words they do not know how to spell. When assessing student writing, note words that individual students tend to misspell regularly. Help students create personal lists of words they tend to misspell so they can use the list as a reference when writing. They should note if these words are part of a common word family or have a common syllable pattern. Create for the class a word list of commonly misspelled words. Model for students how to use resources such as a word processing spell check feature or a dictionary (print or online), to find the correct spelling of words.

6. Have students select a draft of their own written work. Have students work in peer-editing partnerships to check for misspelled words. Have students work together to find the correct spellings of words using spell-check and dictionary references and revise accordingly.

Key Academic Terms:

language, conventions, grammar, usage, capitalization, title, comma, quotation mark, punctuation, possessive, spelling

Additional Resources:

[Capitalizing Titles](#)

[Minilesson: Using Commas in Dates and Addresses](#)

[Commas in Dialogue](#)

[Spelling Activities](#)

[Read*Write*Think: Spelling Cheerleading: Integrating Movement and Spelling Generalizations](#)

[English Spelling: Making Sense of a Seemingly Chaotic Writing System](#)

[Guide to English Spelling Rules](#)

[4 Spelling Strategies You Won't Want to Miss](#)

Language Standards

Vocabulary Acquisition and Use

L.3.40 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 3 reading and content*, choosing flexibly from a range of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
- d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Instructional Outcomes:

- Explain how sentence-level context is used to determine the meaning of a word or phrase.
- Use context clues to determine the meaning of words and phrases.
- Introduce commonly used affixes and practice forming words made up of known affixes and known words.
- Determine the meaning of a new word formed when a known affix is added to a known word.
- Use a known root word as a clue to the meaning of an unknown word with the same root.
- Use glossaries or beginning dictionaries to determine the meaning of key words and phrases.
- Use glossaries or beginning dictionaries to clarify the precise meaning of key words and phrases.

Guiding Questions and Instructional Activities:

What is context? How do you use sentence-level context as a clue to the meaning of a word or phrase?

1. Students learn about using context clues beginning in first grade, but you will need to review the concept with them. Review with students that there are often clues to the meanings of unknown words in the words before and after the unknown word in the sentence. Share with students how to use context clues within the same sentences to help determine the meaning (e.g., [Context Clues](#)). Have students use sentence-level context clues to figure out meanings of words (e.g., [Practice: Use Context Clues](#)). Model for students how to use these types of context clues to determine the meaning of the words in the sentence.
2. Select a text that has enough sentence-level context to help students determine meaning of unknown words. Have students work independently, in small groups, or in pairs to practice determining the meaning of unknown words using these sentence-level context clues. Once students have completed the task, lead a discussion about their findings.
3. As students read independently, have them note two or three unknown words in the text selection. Have students attempt to use sentence-level context clues to find their meaning. In a reading journal or in writing, have students note the word, the sentence in which the word is found, context clues that help denote the meaning, and their predicted meaning. Students should double-check their answer using a dictionary or online vocabulary reference.

What is a root word? How do you use a known root word as a clue to the meaning of an unknown word with the same root? What is an affix? How do you determine the meaning of a new word formed when a known affix is added to a known word?

1. Explain to students that the meaning of the word can often be constructed using knowledge of word parts. Explain that many words are formed by adding prefixes and suffixes to a root word. Introduce common root words with which they may be familiar (e.g., [Roots](#)). Have students work in small groups or pairs to practice identifying roots in sentences and predicting their meaning (e.g., [Practice: Roots](#)). Lead a discussion about student findings.
2. Introduce to students the differences between prefixes and suffixes (e.g., [Prefixes, Suffixes](#)). Have students brainstorm a list of familiar prefixes and suffixes. Have students work in small groups or pairs to practice using words with Greek and Latin roots in sentences (e.g., [Practice: Prefixes](#), [Practice: Suffixes](#)). Lead a discussion about student findings.
3. Select a short text that has words that are made up of common roots and affixes. Have students work independently, in small groups, or in pairs to identify words in the text and determine the meaning using their knowledge of roots and prefixes and suffixes. Have

students write a sentence for each word they find. Lead a classroom discussion about the sentences and the meaning of the words.

What is a glossary? What is a dictionary? How do you use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases?

1. Explain to students that they can use different print and digital reference materials to help determine or clarify the precise meaning of words and phrases. Project a sample dictionary or glossary entry onto the board (e.g., [Anatomy of a Dictionary Entry](#)). Review with students where they can note the precise meaning of words. Show a sentence that has an unknown vocabulary word in it. Have students predict the meaning of the word based on context and/or knowledge of roots and affixes. Model for students how to find the meaning of the word within a dictionary or glossary entry. Explain to students that they should check their prediction against the precise meaning.
2. As students read independently, have students note two or three unknown words in the text selection. Have students attempt to use their prior knowledge of context clues and affixes and roots to find the meaning of the words. In a reading journal or in writing, have students note each word, the sentence in which the word is found, the context clues/roots and affixes, and their predicted meaning. Students should double-check their answer using a dictionary or glossary as a reference. Lead a discussion where students talk about the meaning of the unknown word explaining how they figured out its precise meaning.

Key Academic Terms:

vocabulary acquisition, meaning, context, affix, root word, glossary, dictionary, key word, precise meaning, determine, clarify

Additional Resources:

[Context Clues](#)

[Find the Meaning from the Text](#)

[Root Word Lists](#)

[Prefixes List](#)

[Suffixes List](#)

[Use Dictionary Worksheets](#)

[Dictionary Worksheets](#)

Language Standards
Vocabulary Acquisition and Use
<p>L.3.41 Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none">Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>).

Instructional Outcomes:

- Determine the literal meaning of words and phrases in context.
- Determine the nonliteral meaning of words and phrases in context.
- Distinguish between literal and nonliteral meanings of words and phrases in context.
- Identify real-life connections between words and their use.
- Demonstrate how related words may have shades of meaning and construct lists of related words.
- Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.

Guiding Questions and Instructional Activities:

What is a literal meaning? What is a nonliteral meaning? How do you distinguish the literal and nonliteral meanings of words and phrases in context?

1. Introduce the concept of literal meanings and nonliteral meanings. Explain to students that literal language means exactly what it says, while nonliteral language may go beyond the literal meaning. Provide a definition and some examples of words or phrases that have nonliteral meanings (e.g., [Literal and Nonliteral Meanings](#)). Select a few examples to discuss. Have students work in small groups or pairs to use their background knowledge and imaginations to develop meanings for common words or phrases that have both literal

and nonliteral meanings (e.g., [Practice: Understand Literal and Nonliteral Language](#)). Lead a classroom discussion about these examples and brainstorm a list of others.

2. Select a short text that uses several examples of nonliteral words or phrases. Have students work independently, in small groups, or in pairs to find all of the examples. When they find them, they should use context to determine both the literal meaning and the nonliteral meaning for each word. Have students discuss how they know whether each word is being used in a literal or nonliteral way and why the author may have decided to use nonliteral meanings. Use a sentence frame such as “I know this is a nonliteral meaning because _____. The author most likely used nonliteral meanings here because _____.”

How do you identify real-life connections between words and their use?

1. Explain to students that as they read, they will need to build an understanding of words and how they are used by making real-life connections. Select a short text with several familiar adjectives (e.g., *hungry*, *fancy*, *elderly*). Model for students how to make a real-life connection to these words (e.g., [Make Real-Life Connections](#)). Lead a discussion where students talk about their own personal and real-world connections to these words. Create a list of connections. Lead a discussion where students think about how these connections broaden their understandings of the words when they are used in a sentence.
2. Provide students with short text excerpts that contain adjectives and practice making real-world connections to the meanings of the words (e.g., [Practice: Real-Life Connections](#)). Have students share their connections in small groups or pairs. Lead a whole class discussion about their findings.
3. As students read longer texts independently, periodically have them select a word from the reading and make at least three real-world connections to the word. Then in a reading journal or other reading response worksheet, have students answer a prompt such as “How do the connections you made to this word relate to the way the author has used the word? Use text evidence to support your answer.”

What is a shade of meaning? What is a state of mind? What is a degree of certainty? How do you distinguish between shades of meaning among related words that describe states of mind or degrees of certainty?

1. Explain to students that sometimes words have similar meanings. Remind students that they can use a resource such as a thesaurus to find words that have similar meanings. Select a common word such as *happy*, and lead a classroom discussion where students brainstorm a list of words that mean the same thing as *happy*. Model for students how to use a thesaurus to expand that list. Have students select common words and find synonyms for those common words.

2. Introduce the concept of shades of meaning by explaining that sometimes words that are synonyms may have similar meanings, but they may have a different degree of power behind them (e.g., [Shades of Meaning](#)). Model for students how to use the list of synonyms they found for the word *happy* and arrange them in order from happy to happiest (e.g., *happy* > *pleased* > *joyful* > *jubilant*). Have students work independently, in small groups, or in pairs to practice determining the shades of meaning describing states of mind or degrees of certainty (e.g., [Shades of Meaning Practice](#)).

Key Academic Terms:

vocabulary acquisition, word relationship, nuance, literal meaning, nonliteral meaning, context, real-life connection, shades of meaning, related words, states of mind, degree of certainty

Additional Resources:

[Lesson Plan: Literal and Nonliteral Language – Amelia Bedelia](#)

[Explaining Literal and Nonliteral Language](#)

[PBS Learning Media: Literal and Nonliteral Language](#)

[Grade 3: Identifying Real-Life Connections Between Words and Their Use](#)

[Shades of Meaning Lesson and Worksheets](#)

[Shades of Meaning](#)

[Shades of Meaning practice](#)

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