

Lesson Guidance 1.4	
<b>Grade</b>	3rd
<b>Unit</b>	4
<b>Selected Text(s)</b>	<ul style="list-style-type: none"> <li>• <a href="#">Environmental Activist</a> by Carrie Gleason</li> <li>• <a href="#">Environmental Justice</a> - <a href="#">Readworks.org</a> - This text is at a 5th grade level: (can be used as a read aloud and reference material to help students understand the difference between environmentalism and environmental justice)</li> <li>• <a href="#">Old Enough to Save the Planet</a> by Loll Kirby</li> </ul>
<b>Duration</b>	Approximately 1-2 days

*Plan with guidance from the [ELA Instructional Expectations Guide](#)*

### Learning Goal(s)

*What should students understand about today's selected text?*

- Compare and contrast environmentalism and environmental justice.
- Ask and answer questions about how we can protect our environment and the role we play.

### CCSS Alignment

#### Priority Standards:

CCSS.ELA-LITERACY.RI.3.1

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

CCSS.ELA-LITERACY.RI.3.2

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

CCSS.ELA-LITERACY.SL.3.4

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

CCSS.ELA-LITERACY.W.3.2

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

#### Supporting Standards:

CCSS.ELA-LITERACY.RF.3.3


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

CCSS.ELA-LITERACY.RI.3.4

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

CCSS.ELA-LITERACY.SL.3.1



	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-LITERACY.W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>CCSS.ELA-LITERACY.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>CCSS.ELA-LITERACY.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
 <b>WIDA Alignment</b>	<p><b>ELD-LA.2-3.Inform.Expressive</b> Construct informational texts in language arts that add details to define, describe, or compare a topic and/or entity through signal words to show comparisons (i.e. <i>unlike, but, similar to, different from</i>).</p>
<p><b>End of lesson task</b> <i>Formative assessment</i></p>	<p><b>Performance Task: Part One</b> Third graders were chosen to be the environmental ambassadors for the school, and are required to educate the school community on what they learned about the environment. The ambassadors will create a presentation to compare and contrast environmentalism and environmental justice. The presentation can be through a plethora of media such as a slide show, video, skit, poster, t-chart, potential TikTok video, etc.</p>
<p><b>Knowledge Check</b> <i>What do students need to know in order to access the text?</i></p>	<p><b>Background knowledge</b></p> <ul style="list-style-type: none"><li>• Environmental Activism</li><li>• Environmental Justice</li></ul> <p><b>Key Terms</b></p> <ul style="list-style-type: none"><li>• Main idea/key details</li><li>• Summarize</li></ul> <p><b>Foundational Skills Connections</b> Look for ways throughout the text to apply and transfer the learning from your phonics lesson into shared reading. The <a href="#">foundational skills integration document</a> will call out sample teacher moves to incorporate during instruction and add the link to the foundational skills integration document.</p> <p><b>Vocabulary Words</b> (<i>words found in the text</i>)</p> <ul style="list-style-type: none"><li>• <b>environmental justice</b> - the fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income, with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies.</li></ul>



- **environmentalism** - concern about and action aimed at protecting the environment.

ELD

**ELD Instructional Practices for Vocabulary:** Use the [Vocabulary In Context strategy \(see example\)](#)

"Vocabulary instruction is **throughout** the lesson/unit with only key terms/phrases introduced at the beginning of the lesson. All vocabulary should include [illustrations/gifs/photographs](#). Utilizing hand signals when targeted vocabulary is heard, cements learning,

- Effective vocabulary instruction for ELs includes:
  - (1) "multiple exposures to target words over several days and across reading, writing, and speaking opportunities" with a variety of instructional activities,
  - (2) "student-friendly" definitions
  - (3) ensuring students can use the terms for "communication and future learning." (Baker, Lesaux, et al)
  - (4) teaching affixes / words that can be altered by adding prefixes and or suffixes,
  - (5) pointing out cross-language similarities (e.g., cognates),
  - (6) noting multiple meanings across domains (e.g., the definition of "volume" in math and science vs. ELA).
- Students can complete a [notebook configuration](#), [vocabulary log](#) or [Frayer Model](#) activity to increase understanding

## Core Instruction

*Text-centered questions and ways students will engage with the text*

### Opening Activity:

Prior to reading the text:

- Students will view two YouTube videos.
  - Video One: [Environmental justice. Explained](#)
  - Video Two: [What's the Difference Between Environmental Justice and Environmentalism?](#)
- Students will reflect on their thoughts/new learnings.
- Teachers might prompt students to think about where they live and the environmental issues they face. How might we serve as ambassadors (representatives) to invoke change and fight for a cleaner, safer environment to live in.

### Content Knowledge: (how does this connect to the theme)

- Students should be familiar with the difference between environmentalism and environmental justice. Pre-teach/review the word **justice** and discuss what environmental justice means to them.

ELD

[ELD Scaffolds](#)

When introducing a new concept, students need time to think about the concept and academic or technical language associated with it.

- [Think / Write / Pair / Share](#) provides time for students to share ideas about the topic / concept and build a sense of empowerment.
- Please reference [English Language Development Instructional Guide](#) (pages 64-68) for additional tasks that support ELs as they interact with texts/concepts.



## Shared Reading:

Read aloud ReadWorks [text](#) aloud with students, stopping throughout the text to ask questions and help students to better understand environmental justice and how it impacts different communities. Have students use the text to engage in discussion concerning the topic. Have students partner read, and independently read to generate questions and gather information to assist them in the first piece of their Unit Performance Task.

- Share the purpose:
  - How is environmental justice connected to other problems our country faces?
- Read text aloud: Sample text-dependent questions;
  - How is health impacted by our environment? What are some of the hazards we face on a daily basis?
  - What are ways we can limit our exposure?
- Practice and apply skills: Students will:
  - Ask and answer questions to build their knowledge around the topic.
  - How do we make changes in our daily lives to help keep us healthy?

## Discourse:

- Use thumbs up/thumbs down or stand up/sit down activities to gauge students' understanding of the environment and the topic. ( Ask question such as, the park is an environment in our community - yes stand up, no sit down)
- Use the gallery walks and images to build conversations and discussion amongst the students.
- Use discussion frames to help guide conversations and build student discourse. For example:
  - I am noticing...
  - I agree with .... because ...
  - I am wondering ....
  - I disagree with .... because ...
  - Another example is ....
- Use turn and talk to ask students to use the text to support their answers.

ELD

## [ELD Scaffolds](#)

- **Heavy Support:**
  - Invite students to build increasingly complex explanations of disciplinary concepts through the support of a venn diagram to compare and contrast *environmentalism* and *environmental justice*.
  - To facilitate academic conversations, provide frames to model and support transferring the ideas from the venn diagram into complete sentences (i.e. \_\_\_\_ is similar to \_\_\_\_\_. They both \_\_\_\_\_. \_\_\_\_ is different from \_\_\_\_\_. \_\_\_\_ but \_\_\_\_\_.)
- **Moderate/Light Support:**
  - To facilitate academic conversations, provide frames to support comparing and contrasting *environmentalism* and *environmental justice* (i.e. [x] is unlike [y] because [x] \_\_\_\_ while [y] \_\_\_\_\_. \_\_\_\_ is similar to \_\_\_\_ because \_\_\_\_\_.)
  - Support students using deeper knowledge gained about environmentalism and environmental justice to make connections to take part in their local community (i.e. *What can we do at home? school? city? state?*)

## SPED Accommodation/ Differentiation:

- Review vocabulary from the module, as previously taught
  - Use an explicit instruction routine to reteach vocabulary critical to understanding the text as a whole in order to facilitate text comprehension and foster deep processing and retention of

word meaning, so that students are able to readily use the targeted words in their speaking and writing. [Click here to see an explicit instruction vocabulary routine.](#)

- Review concepts as previously taught in the module to support completion of the end of module performance task
  - Review previously completed formative assessments
  - Review previously completed anchor charts/ graphic organizers
- Have students engage in collaborative discussion related to the end of module task
  - Provide students with sentence frames/ starters to guide academic conversation and focus content related material
    - For students who may need additional support, pair with a peer mentor who understands the task at hand and grasps the content
- Support students with creating a slide template have students orally discuss the questions above.
  - For students who may need additional support, provide a pre created template with visual aids to help students understand where specific information belongs
  - Provide writing practice, outlines, and/or sentence frames to assist students with writing down their opinion
    - For some students, it may be appropriate to allow them to dictate their responses
    - For some students, it may be appropriate to allow them to use pictures to represent their writing
    - For some students, it may be appropriate to provide cloze sentences in which they have to provide a limited amount of information using any of the above accommodations

### Small Group Reading Instruction:

As a group, work on performance task one:

<b>Performance Task: Part One</b>	Third graders were chosen to be the environmental ambassadors for the school, and are required to educate the school community on what they learned about the environment. The ambassadors will create a presentation to compare and contrast environmentalism and environmental justice. The presentation can be through a plethora of media such as a slide show, video, skit, poster, t-chart, potential TikTok video, etc.
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### Formative Assessment:

**Performance Task: Part One** Third graders were chosen to be the environmental ambassadors for the school, and are required to educate the school community on what they learned about the environment. The ambassadors will create a presentation to compare and contrast environmentalism and environmental justice. The presentation can be through a plethora of media such as a slide show, video, skit, poster, t-chart, potential TikTok video, etc.

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#### [ELD Scaffolds](#)

- Provide students with extra time to practice reading or recording their parts of the presentation. Encourage students to use what was learned in small group instruction within their presentations.

### Optional Extension Activity:

- Write a letter to the Mayor of Philadelphia insisting on improvements to the environmental hazards known in the school community, to create a clean and environmentally safe place to live.

Foundational Skills	<a href="#">Saxon</a> <a href="#">Foundations</a> <a href="#">Foundational Skills Integration</a> <a href="#">PA Eligible Content</a> (Regardless of core resource, the eligible content must be taught prior to PSSA.) <a href="#">Sounds First: Phonemic Awareness Resource Weeks 1-8</a> <a href="#">Sounds First: Phonemic Awareness Resource Weeks 9-18</a> <a href="#">Sounds First: Assessments</a> <a href="#">Sounds First: K-2 Video Demonstrations</a>
Fluency	<a href="#">Fluency Protocols</a>
Sentence Comprehension	<b>Guiding Question:</b> How does asking questions help us to better understand the text? <ul style="list-style-type: none"> <li>• How do you ask a question?</li> <li>• What are some things you can ask a question about?</li> <li>• What is the topic?</li> <li>• What is a fact you find interesting on this page?</li> <li>• How can we use bold words to help us?</li> <li>• How does the text support your questions?</li> </ul>
Writing	<a href="#">Pattan Writing Scope and Sequence</a>

Additional Supports	
<a href="#">ELD Practices</a>	<ul style="list-style-type: none"> <li>•</li> </ul>
<a href="#">SpEd Practice</a>	<ul style="list-style-type: none"> <li>• Before engaging in the formative assessment, review information that is critical from the Module</li> <li>• Before completing the formative assessment, host small group discussions with students to generate ideas <ul style="list-style-type: none"> <li>◦ Create an anchor chart of other graphic organizer to help students visualize information</li> </ul> </li> <li>• Before completing the formative assessment, host small group discussions with students to review and reteach information taught in the text <ul style="list-style-type: none"> <li>◦ Draw students' attention to critical information that can be used throughout the completion of the task</li> <li>◦ Allow students to make annotations directly on their text to help aid in student comprehension</li> </ul> </li> <li>• Before completing the formative assessment, provide students with an exemplar for completion</li> </ul>



	<ul style="list-style-type: none"><li>○ Post exemplar for students to access throughout the completion of the task</li><li>○ Consider creating a checklist for students to help organize / manage time and tasks</li><li>● During the formative assessment, provide frequent feedback by checking in with students</li><li>● During the completion of the formative assessment, guide students in the process of writing a paragraph, transferring information from the text in order to complete the text based questions</li><li>● During the writing, reinforce (with tapping) sound-grapheme correspondence for spelling in order to strengthen encoding skills.</li><li>● During the formative assessment, allow students to dictate their responses</li><li>● To further modify the formative assessment, it may be appropriate to provide students with cloze sentences in which they have to provide a limited amount of information<ul style="list-style-type: none"><li>○ Allow students to complete the modified assessment using any of the above listed accommodations</li></ul></li></ul>
<b><u>MTSS Practices</u></b>	Practices to promote Tier 1 access
<b>Enrichment Practices</b>	Practices to promote Tier 1 access