



MISSISSIPPI
EXEMPLAR
Units *&* Lessons

ENGLISH LANGUAGE ARTS

Grade 3

Grant funded by:



Lesson 10: Performance Task (Part 2)

Focus Standard(s): RL.3.3, W.3.1b, L.3.2c

Additional Standard(s): SL.3.1, RL.3.1, W.3.4, L.3.1

Estimated Time: 75 minutes

Text(s):

- *The Art of Miss Chew*
- *My Rotten Red Headed Older Brother*
- *Babushka's Doll*
- *Thunder Cake*

Resources and Materials:

- Handout 2.1: Characters' Contributions Graphic Organizer
- Handout 6.1: R.A.C.E.S. Anchor Chart
- Handout 9.1: Cold Read Passage
- Performance Task Rubric

Lesson Target(s):

- The students will respond to a writing prompt in which they describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- The students will learn how to use commas and quotation marks correctly.

Guiding Question(s):

- How do characters' actions contribute to the sequence of events in a story?
- How can the use of dialogue and descriptions of actions, thoughts, and feelings help to show the response of characters to situations?
- How does a writer use quotation marks and commas correctly while writing?
- How do we use the text to determine a character's trait?

Vocabulary**Academic Vocabulary:**

- Context clues
- Details
- Facts
- Motivation
- Opinion
- Support
- Traits

Instructional Strategies for Academic Vocabulary:

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Students create pictures/symbols to represent words
- Students write/discuss using the words

Symbol**Type of Text and Interpretation of Symbol**

Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level

✓

Assessment (Pre-assessment, Formative, Self, or Summative)

Instructional Plan

Understanding Lesson Purpose and Student Outcomes:

- I can use context clues to determine the meaning of unfamiliar words in a text
- I can describe characters in a story
- I can provide support using a character's actions, words, or thoughts to show their internal traits

Activity 1: Vocabulary

Review academic vocabulary words with students. Play the Missing Word game. Create sentences with the academic vocabulary words missing. Students work in partners or groups to figure out the missing words.

Activity 2: Anticipatory Set/Introduction to the Lesson

Review **Handout 2.1: Characters' Contribution chart**, **Handout 6.1: R.A.C.E.S. chart** and the writing response modeled for the students the past two weeks. Discuss the expectations for the performance task and then explain that it will be completed in two parts:

Part 1

The students will read a cold passage and complete a Characters' Contributions Graphic Organizer.

Part 2

The students will use the information from the Characters' Contribution chart and the R.A.C.E.S. chart to respond to a writing prompt.

Distribution of Supplies:

The teacher and/or students will redistribute the supplies from Part 1 and pass out the supplies needed for Part 2.

Performance Task Part 2:

Students complete Part 1 as needed. They use the R.A.C.E.S. strategy to respond to a writing prompt about the cold passage. Remind students to check that all components are in their writing and they have reviewed the rubric before turning their paper in today.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Partner low-oral language students with high students during Turn and Talk activities.
- Strategically choose the appropriate book level for each group for group work.
- Have lower students discuss with the teacher instead of write, referring the student back to the anchor charts to scaffold their understanding during independent practice.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Early finishers can add more than one internal and external character trait.
- Strategically choose the appropriate book level for each group for group work.
- Higher students can create their own example of character traits during independent practice.

Reflection and Closing:

- ✓ Collect all students' work to be graded using the given rubric.

Homework

No Homework.

For training or questions regarding this unit,
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