



MISSISSIPPI
EXEMPLAR
Units & Lessons

ENGLISH LANGUAGE ARTS

Grade 3

Grant funded by:



Lesson 9: Performance Task (Part 1)

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. 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?

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 with students before the writing project begins. Use the academic vocabulary words to play Hot Potato word wall game. Put students in small groups. The leader of the group shares one thing learned about a word on the word wall, then toss the ball to someone in the group. That student shares something different, and so on.

Activity 2: Anticipatory Set/Introduction to the Lesson

Review the **Handout 2.1: Characters' Contribution Anchor Chart**, **Handout 6.1: R.A.C.E.S. Anchor 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 chart.

Part 2

The students will use the information from the **Handout 2.1: Characters' Contribution Graphic Organizer** and **Handout 6.1: R.A.C.E.S. Anchor Chart** to respond to a writing prompt.

Rubric Review and Questions:

Review each part of the rubric with the students. Allow time to answer any questions the students may have about the performance task and/or the rubric.

Distribution of Supplies

The teacher and/or students will pass out **Handout 9.1: Cold Reading Passage** and **Handout 2.1: Characters' Contributions Graphic Organizer**.

Performance Task Part 1:

Students will read a cold passage and complete **Handout 2.1: Characters' Contributions Graphic Organizer** independently.

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 redistribute tomorrow.

Have students complete an Exit Ticket where they answer these two questions on a sticky note or note card:

- 1) What did you enjoy most about the lesson today?
- 2) Was there a part of the lesson you may need help with in the future?
 - ✓ Look through the students' work to make decisions on timing for Part 2.
 - ✓ Review exit tickets before moving on tomorrow for students who may need extra assistance.

Homework

No Homework.

Handout 2.1: Characters' Contributions Graphic Organizer

Character's Name:			
Trait 1:		Contribution to the sequence of events:	
Text Based Evidence to support trait:			
Trait 2:		Contribution to the sequence of events:	
Text Based Evidence to support trait:			
Trait 3:		Contribution to the sequence of events:	
Text Based Evidence to support trait:			

Handout 9.1: Cold Read Passage

Virginia Department of Education

My Brother's Mess

My brother Tim and I each have our own room. My brother has always been very messy, and I've always been very neat. When I would change into my pajamas, I'd hang my clothes over my chair. Tim would throw his on the floor. By Saturday of each week, the floor of Tim's room would be covered with a huge pile of dirty clothes mixed with most of the pieces of a chess set, open books, and crumpled pieces of homework. That's when my mother would come in. She would take one look at his room and say, "Tim, you're not going anywhere until this room is fit for human habitation—no one would want to live here."

On Saturday afternoons, Tim and I like to play baseball with our friends. Tim always asked me to help him clean so he could get to the park in time for the game, and I'd usually end up helping him. Tim is the best pitcher on our team. If he didn't play, the other team might win. Tim would say thank you, but I'd get a little angry with him. I'd rather be outside on Saturday morning than indoors cleaning his room.

Two weeks ago, my friend Gretchen invited me over to her house on Saturday morning to see her new puppy. I warned Tim to start cleaning early that week, but it didn't help. On Saturday morning, his room was messier than ever. He had been looking for a game at the bottom of his old

toy box, and his games and toys were all over the floor. I called Gretchen and said I couldn't come. Gretchen invited me again for the next Saturday.

On Monday, I made up my mind that I would not let my brother's disorderly habits interfere with my plans. I went to the supermarket after school and asked for three big cardboard boxes. The grocery manager gave me three boxes that paper towels had come in. I took the boxes and a black magic marker to my brother's room. On the first box, I wrote the word "clothes" in huge letters. On the second box, I wrote the words "books and games." On the third box, I wrote "trash." Then I set them against the wall.

The boxes took up a lot of space, but not as much space as the mess did. For a couple of days, I looked in on my brother after school. I'd point to any clothes or games on the floor, and say "Throw it in the right box!" He then started to remember to do it on his own.

When Saturday came, we emptied the clothes from the first box into the laundry hamper. Then we put the books on the bookshelf and the games in the toy box. Finally, we emptied the trash box into the garbage can. Then Tim and I played with Gretchen's puppy until time for the baseball game.

For training or questions regarding this unit,
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