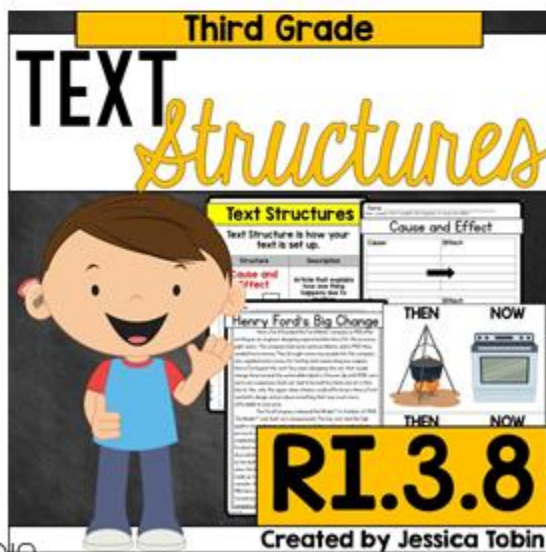


# RI.3.8

This ELA unit provides resources to use while teaching the standard **RI.3.8**, which states that students will be able to

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



## Using This Unit

Let's look at the structure of this unit.

### Lessons

- There are 3 mini lessons in this unit. Each mini lesson will likely take more than one day to complete, so you can break them up over the course of one to three days. It all depends on how much time you have for your reading block. I suggest at least 10-15 minutes for your daily lesson, then 15-20 minutes+ for practice time. Putting your mini lessons together may take between one to two weeks.

### Graphic Organizers

- These can be used throughout the unit as you see fit. You can use them with your lessons if you need more or use them within your independent reading time.

### Reading Passages

- These can be used throughout the unit as you see fit, too. They can be used during partner reading time, independent reading time, or a continuation of a mini lesson you think they need more time with.

### Task Cards & Interactive Notebook Pieces

- Use each of these resources as you see fit. If you do centers or hands-on learning time, include these pieces within the centers for extended practice.

### Assessment

- There is one 3-page assessment included at the end of this unit. When you're finished teaching your two week unit, use this assessment with your students. Answer key is included.

# Mini Lessons

There are three mini lessons within this unit. They may take between 5 to 10 days to complete, depending on how long your ELA block is. Activities range from group work, partner activities, whole group lessons, and independent activities.

**3rd Grade Reading Informational Lesson**  
**RI.3.8- Lesson 1**  
 -I can describe the connection between sentences and paragraphs in a text.  
 -I can describe the organization in a text.

Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, problem/solution) in a sequence.

**Mini-Lesson 1 Focus:**  
 Learning about Cause and Effect

**Activities to Teach:**  
 Step 1: Teacher will create an anchor chart teaching students about text structures. Students can participate in the creation of the anchor chart through teaching questioning and discussion. Then, teachers will focus on cause and effect today, creating an anchor chart for that so it displays the new partner goal.

**Materials:**  
 Anchor chart, Cause and Effect cards

**Text Structures**  
 Text Structure is how your text is set up.

Structure	Description
<b>Cause and Effect</b>	Article that explains how one thing happens due to another

**Cause and Effect**  
 Think of the saying "if, then".  
 If one thing occurs, then another thing will happen.  
 Clue words: because, so, since as a result

**Avalanches**



**Avalanche**

**Cause**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**3rd Grade Reading Informational Lesson**  
**RI.3.8- Lesson 2**  
 -I can describe the connection between sentences and paragraphs in a text (e.g., comparison, cause/effect, problem/solution) in a sequence.

Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, problem/solution) in a sequence.

**Mini-Lesson 2 Focus:**  
 Learning About Compare/Contrast

**Activities to Teach:**  
 Step 1: Teacher will create an anchor chart teaching students about compare and contrast text structures. Students can participate in the creation of the anchor chart through teaching questioning and discussion.  
 Step 2: Students will read articles that compare and contrast rainforests and woodlands in a partner. Then, students will work together to answer the task card questions with a partner.  
 Step 3: Students will student the picture cards for their versus now. They will create a Venn diagram to compare and contrast.

**Materials:**  
 Anchor chart, Compare/Contrast cards, Rainforests and Woodlands articles, Picture cards

**Compare and Contrast**  
 -Compare means to Find the similarities on two topics.  
 -Contrast means to Find the differences on two topics.  
 Authors sometimes compare and contrast two topics within one text.  
 Clue words: unlike, similarly, however, like


Frog      Toad

**Rainforests**  
 Rainforests are highly wooded areas that receive a large amount of yearly rainfall. There are two types of rainforests, temperate and tropical. With all of the trees and leaves, it is normal for much of the sunlight to not reach the floor of the rainforests. The little tree much can grow along the ground. However, in areas where the trees are thinner and sunlight gets all the way to the bottom, the vegetation is extremely dense. This is often referred to as the "jungle." Tropical rainforests are what most people think of when they hear "rainforest!" They cover more of the earth than temperate rainforests. They are warmer and found along the equator. Tropical rainforests are called the "world's largest pharmacy" because of all the natural medicines found there.

**Woodlands**  
 Woodlands are forests that are not nearly as wooded with trees as rainforests. There is a lot of sunlight that gets to the ground. Grass, shrubs, and small trees are common in these areas. Woodlands have been

What is one similarity that rainforests and woodlands have in common?  
 What is one difference between rainforests and woodlands?  
 Identify two conservationist the

**THEN NOW**

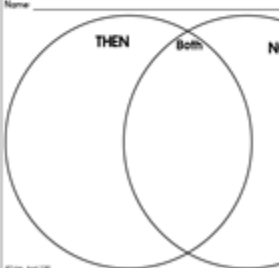


**THEN NOW**



**Then Vs. Now**

THEN      Both      NOW



**Then Vs. Now**

\_\_\_\_\_

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**3rd Grade Reading Informational Lesson**  
**RI.3.8- Lesson 3**  
 -I can describe the connection between sentences and paragraphs in a text (e.g., comparison, cause/effect, problem/solution) in a sequence.


Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, problem/solution) in a sequence.

**Mini-Lesson 3 Focus:**  
 Learning About Sequencing

**Activities to Teach:**  
 Step 1: Teacher will create an anchor chart teaching students about sequence text structure. Students can participate in the creation of the anchor chart through teaching questioning and discussion.  
 Step 2: Students will work with a partner to read the text about Amelia Earhart, with their partners, they will write four events from the text on four arrows. And it notes, when they are finished, they will stick them in order on the board. Teacher will review each set of sequenced events so as a whole group to compare answers.  
 Step 3: Students will flip-pan around the room to answer task cards. The teacher will read the questions at a time. Students will flip up around the room, pair up with a new partner, and share their answers. Repeat for each question.

**Materials:**  
 Anchor chart, Sequence cards, Amelia Earhart text, Task cards

**Sequence**  
 The order in which things happen.  
 It can refer to events or steps in a process.  
 Clue words: first, next, then, last, finally, after, before



**Amelia Earhart**



Amelia Earhart is the most famous female pilot in history. She was an adventurer who got when she was young and as she got older, she became more interested in flying. In 1920, she went on a flight that convinced her that she should become a pilot. By the next year, she had saved up enough money to take flying lessons. In 1922, Earhart set a record for female pilots by flying her plane over 15,000 feet high. In 1923, Earhart became famous all over the world by becoming the first female to fly across the Atlantic Ocean. Earhart started organizations for female pilots, wrote books, and continued to set flying records. She then got the idea to fly around the world. She planned this for the summer of 1927. She prepared for this journey for over a year. She had a custom built plane and had set the route, which would be more than 25,000 miles overall. When she was flying over the Pacific Ocean in July during her attempt to fly around the world, her plane disappeared. (Unfortunately, Amelia Earhart was never seen again.)

Explain the connections in the Amelia Earhart text.  
 Give an example of a sequence text structure with events.  
 What key words might you find in an article with a sequence text structure?  
 Give an example of a sequence text structure with technical steps.

# Extra Resources

You're also provided with **passages** that will help guide instruction, as well as **graphic organizers**, **task cards**, and **interactive notebook templates** to use with any read-aloud or independent practice text.

**Task Cards for Any Text**

**Instructional Passages**

**The Inner and Outer Planets**  
The planets in our solar system are split into two distinct categories, the inner planets and the outer planets. The inner planets are Mercury, Venus, Earth, and Mars. The outer planets are Jupiter, Saturn, Uranus, and Neptune. The inner planets are rocky and are separated by an asteroid belt. The outer planets are gas giants and are much larger than the inner planets. The inner planets are the smallest four planets in our solar system.

**Soccer or Football?**  
Football is a confusing word outside of the United States. In most countries outside of the United States, the sport is called soccer. In the United States, it is called "American football". In America, those who play "football" are not exactly the same, but are very similar. Both are played on a large grass field. The goal of each sport is to outscore the other.

**A Troubled America**  
Throughout history, there have been times when people have believed that they are better than other people. This is the concept of superiority. In America, this was founded and still being practiced today. People who are superior to others are called "superior". Europeans went to America and brought thousands of people and slaves. The slaves in America were treated very poorly.

**Rosa Parks**  
Rosa Parks was an iconic figure in the American Civil Rights Movement. Despite the ban on slavery following the Civil War, African Americans were still not treated equally. Many places would not allow them to sit on the same bus as white people. Rosa Parks was one of the first African Americans to stand up for her rights. She was arrested for sitting in the "colored" section of the bus.

**Henry Ford's Big Change**  
Henry Ford founded the Ford Motor Company. He worked as an engineer designing cars. He needed more money. They brought him some money for testing. Henry Ford spent the next few years designing a car that was easy to use and affordable. He was very expensive. Each car had to be made by hand. Due to this, only the upper class could afford to buy a car.

**The Life Cycle of an Apple Tree**  
An apple tree starts as a seed. The seed grows into a sapling. The sapling grows into a tree. The tree produces fruit. The fruit is eaten by people. The seed is planted in the ground. The seed grows into a sapling. The sapling grows into a tree. The tree produces fruit. The fruit is eaten by people. The seed is planted in the ground. The seed grows into a sapling. The sapling grows into a tree. The tree produces fruit. The fruit is eaten by people.

**Card 1**  
What are three differences between...

**Card 2**  
What are keywords for effect?

**Card 7**  
Explain the connections between the 2 topics in the compare and contrast text.

**Card 8**  
Read a sequence text. What event or step happens first?

**Card 11**  
Read a cause and effect text. Explain one example of cause and effect from the text.

**Card 12**  
How is the cause and effect connected within this text?



# Extra Resources

You're also provided with **passages** that will help guide instruction, as well as **graphic organizers**, **task cards**, and **interactive notebook templates** to use with any read-aloud or independent practice text.

**Graphic Organizers**

**Interactive Notebook Templates**

# Digital Additions

Two pieces of this reading unit have been converted into digital options. The passages and graphic organizers now come in Google Slides.

## What you need:

- A Google Classroom account

## What to do:


- Open document using links below.
- Click "make a copy". This will be your master copy.
- Make another copy to share with your students. Get the shareable link using the 'Share' button in the top right corner.

## Options for sharing:

- Copy the *specific slide* you need and share it with your students.
- Share the *entire presentation* for them to fill out by a certain date or for use when they are reading independently.
- Create a folder for your students to access whichever ones they want/need.

Text Structure	
Text Title	Main Topic of Text
One Key Detail to Support Main Topic	
Description	
Describe the connection within the text.	

Graphic Organizers




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## Soccer or Football?

Football is a confusing word outside of the United States. In most countries outside of the United States, the term football refers to what Americans know as soccer. So, in Europe, they say "football" and "American football". In America, those terms are "soccer" and "football". Despite the confusing terms, the games have some similarities. Both are played on a large grass field. The sizes of the fields are not exactly the same but are very close to being the same size. The goal of each sport is to outscore the opponent. Both require a high level of skill. Professionals in each sport are famous. Soccer is the most popular sport in America and soccer is the most popular sport in the world.

Football has 11 players that play on the field and one goalie who plays in front of the goal. Soccer has 10 players that play on the field and one goalie who plays in front of the goal. Each goal is only worth one point. Football can be much more high scoring. Teams often score 30 or more points in a game. It is illegal for anyone except the goalie to touch the ball with their hands in soccer. However, in football, anyone may touch the ball with their hands.



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# Assessment

The unit is wrapped up with a summative assessment. Within this assessment, the students are asked a few questions about the standard itself. Then, they are asked to perform tasks aligned with that standard. There are two short texts, one with multiple choice texts and one with short answer.

The image displays several educational materials:

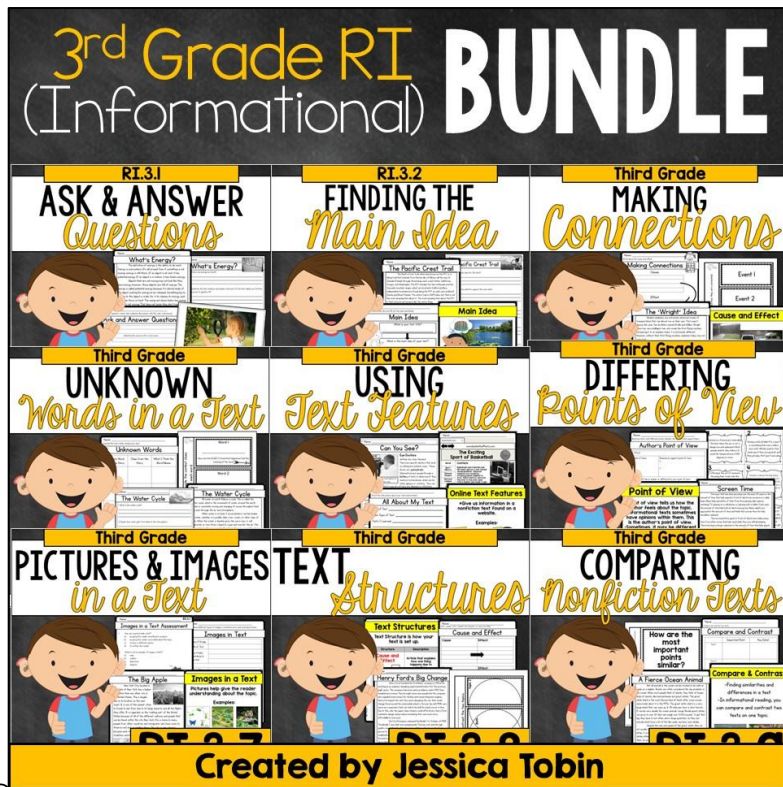
- Informational Text Cards:** Two cards with the text: "Endangered species are animals that are at a high risk of extinction. Many countries have laws that protect endangered species from being hunted or killed so that the number of animals can rise again and their existence is no longer threatened. Some examples of endangered species include the snow leopard, eastern lowland gorilla, and Sri Lankan elephant. Most animals that have become endangered or gone extinct in the past have not done so naturally. Most animals on the endangered species list are there because they have been hunted, often for their fur, teeth, or some other body part. Since the only way to get those things from the animals is to hunt them, their numbers go down. Due to their numbers going down, they have been placed on the endangered species list."
- Text Structure Worksheets:** Two worksheets titled "Text Structure" with questions and multiple-choice options. The questions include: "1. What is a simple keyword for cause and effect?", "2. Which is not a keyword for a compare and contrast text?", "3. How can steps be connected in a sequence text structure?", "4. If an author wrote a comparison text about Michael Jordan and LeBron James, explain that the text may have within it.", "5. What happens if the number of a certain animal goes up?", "6. What is one reason animals may get on the endangered species list?", "7. What is the purpose of this text?", "8. What is the main idea of this text?", "9. What was the first event that led to America writing the Declaration of Independence?", "10. Explain the steps in this sequence text structure."
- Text Cards:** Two cards with the text: "The Declaration of Independence was the document written and signed by many of America's Founding Fathers that declared America free from the laws and rule of Great Britain. Before the document was even written, the colonies in America had already been at war with Great Britain for a year over their potential freedom. On July 4<sup>th</sup>, 1776, the document was signed and went into effect. The Treaty of Paris, which was the war over America's independence from Great Britain, was signed two years before Great Britain finally signed the Treaty of Paris. This document recognized America's independence from Britain's rule and the United States came to be at that point."
- Yellow Callout Box:** A large yellow box with the text: "Key Provided for Assessment".
- Red Annotations:** Red text annotations on the worksheets and text cards. On the worksheets, options (b) "because" and (d) "They get placed on the list" are highlighted. On the text cards, the text "The colonies in America went to war with Great Britain over their freedom." is highlighted in red.



# Bundle Opportunities

If this layout looks ideal for your classroom, and you know you'll be needing resources like this for **all** standards included in Common Core, check out the bundles that save you money!

Informational Domain



**3<sup>rd</sup> Grade RI BUNDLE**  
(Informational)

RI.3.1 ASK & ANSWER Questions  
RI.3.2 FINDING THE Main Idea  
Third Grade MAKING Connections  
Third Grade UNKNOWN Words in a Text  
Third Grade USING Text Features  
Third Grade DIFFERING Points of View  
Third Grade PICTURES & IMAGES in a Text  
Third Grade TEXT Structures  
Third Grade COMPARING Nonfiction Texts

Created by Jessica Tobin

All 6 ELA Domains



**ALL-YEAR ELA**  
3<sup>rd</sup> Grade

**3<sup>rd</sup> Grade SPEAKING & Listening**  
**3<sup>rd</sup> Grade RI BUNDLE** (Informational)  
**3<sup>rd</sup> Grade L BUNDLE** Language Skills  
**3<sup>rd</sup> Grade Common Core WRITING BUNDLE**  
**3<sup>rd</sup> Grade RF BUNDLE** Foundational Skills  
**3<sup>rd</sup> Grade RI BUNDLE** (Literature)

Created by Jessica Tobin

-or-