The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on GeorgiaStandards.Org.

**Georgia Performance Standards Framework for English Language Arts - Grade 3**

**Instructional/Learning Activity Task Template:**

*Overview*

**Unit Title:** Informational / Nonfiction

**Annotation**

Activities that enhance the value of authentic discussion using information/nonfiction texts in the classroom help students discover what they know and what they need to know next.

Using an information/nonfiction text, this instructional task helps students integrate what they are learning into their own understandings. This learning activity emphasizes the use of oral language in support of the Georgia Performance Standard, ELA3LSV1.

**Grade, Subject, Topic, Author(s):**

3rd Grade, Informational / Nonfiction, Listening / Speaking Tasks: “Talking about Research in Class”

Shannon Bryant and Jennifer Wynn, Houston County

**Special Notes to Teacher:** Teacher-led instructional task will take approximately 30-45 minutes. The student work portion of the task may vary, according to allotted timeframe. Teacher may select to use one of the following models.

- **Option 1**
  - (Each Day—30-45 minutes) (3 to 4 students each day for a week—Monday-Friday)
- **Option 2**
  - (Each Day—20-30 minutes) (2 to 3 students for two weeks—Monday-Friday)

It may be beneficial for the teacher to have an auditory cue, such as a bell or a timer, to aid in class transitions for this instructional task. This will assist with organization and noise control.

**Standards**

**Focus Standard/Element(s):**

ELA3LSV1-The student uses oral and visual strategies to communicate. The student:

c. Uses oral language for different purposes: to inform, persuade, or entertain.

**Complementary Standard/Element(s):**

ELA3R2-The student acquires and uses grade-level words to communicate effectively. The student:

a. Reads literary and informational texts and incorporates new words into oral and written language.

ELA3R3-The student uses a variety of strategies to gain meaning from grade-level text. The student:

- c. Generates questions to improve comprehension.
- m. Recalls explicit facts and infers implicit facts.
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Learning Goals

Essential Question(s):
- How can I be an effective listener and active participant in communication?
- How can I use reading and writing to communicate and support ideas?
- How can I express my knowledge about a subject/topic to readers?
- As an effective speaker, how do I show sensitivity towards the audience and the intended purpose?

Knowledge:
- An understanding of how to be a good listener and active participant in the communication process.
- Practical use of reading and writing to communicate and support ideas.
- An understanding about a given subject/topic.
- Effective vocabulary choices that lead to sensitivity towards the audience and the intended purpose.

Skills:
- Students will attend to the speaker and maintain eye contact.
- Students will engage in active listening and effective communication.
- Students will teach, as well as, learn from an audience about a subject/topic.
- Student will adjust communications skills according to targeted audience.

Balanced Assessment for Task

Assessment Method/Type:

Teacher Observation:

- Examples include observations during modeling of skills to help the teacher determine if students are ready to attempt the task. Observations of students leading and participating in the “Talking about Research in Class” research sessions will be assessed through the use of a teacher checklist. Observations of student oral and written responses will be used to assess comprehension of concepts.

Student-Generated Products:

- Specifically, Student Understanding Rubric (Speaking Self-assessment for Talking about Research in Class” & “Listening Self-assessment for Talking about Research in Class).

Description/Directions for Assessment:

- Teacher Checklist-“Talking about Research in Class” – Teacher will monitor and facilitate student progress to ensure comprehension and application. (See attached.)

- Student Understanding Rubrics-“Speaking Self-assessment for Talking about Research in Class” & “Listening Self-assessment for Talking about Research in Class” – Along with ongoing teacher observations, students should be encouraged to monitor their own progress and level of understanding.
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The attached rubric may be used by students in an effort to monitor progress and self-reflect. (See attached.)

**Student Work Samples (optional): N/A**

**Procedures, Directions, and Resources**

**Procedures/Directions (Detailed Steps) with Approximate Duration of Each Step:**
This instructional task has been divided into 2 mini-tasks below (Task 1: Teacher-led session & Task 2: Student-work session). Each instructional session will take approximately 30-45 minutes and will guide the instructor in the teaching of ELA3C1 within the Information/Nonfiction English Language Arts Unit.

**Mini-task 1 (Teacher Lead Session: Day 1—30-45 minutes)**

**Opening:**
The teacher will begin with a text opener. Students will respond orally to the following questions, “Have you ever heard the expression, ‘Milk does a body good’? Why do you think milk does a body good? Where does this slogan originate from?” Students should think, then pair and share their responses to these questions. In this manner teacher encourages students to make text-to-self and text-to-world connections using the book under study.

**Worktime:**
After sharing time, the teacher will introduce students to the book, *The Milk Makers* by Gail Gibbons. In this book, students learn how milk travels from a dairy cow to the neighborhood supermarket. (This is the suggested text; however, another high quality information book may be substituted as well.)

The teacher will remind students that this is an information text—nonfiction writing that shares information, instructions, or knowledge with someone else. Teacher will complete a read aloud of the story to the students. While enjoying the story, students are encouraged to be active listeners—the practice of paying close attention to a speaker and asking questions to ensure full comprehension.

After reading the informational text to the students, the teacher will express that it is very important to talk about research, in order to teach others about what you are learning. Talking about your research allows the audience (active listeners) to ask questions and help the researcher consider “if” and “where” more research is needed on a topic. Teacher will sit in the “Author’s Chair” and model how to talk about a researched topic derived from an information/nonfiction text. Teacher will recall, summarize and inform students (audience) about the research information he/she has learned.

**Closing:**
At the conclusion of modeling how to talk about a researched topic, the teacher will probe students to ask questions pertaining to the topic. Teacher will answer questions based on prior knowledge, as well as, information learned from the informational text. Teacher will write down on chart paper the questions asked by students (audience) that require additional research. Teacher will state, “I thought I knew all I needed to know about this topic; but, through our discussion I see that it will be more helpful if I go back and do a little more research using additional information/nonfiction resources.” To assess for comprehension, students will list 5-10 good habits needed to be successful when talking about research to an audience.
Mini-task 2 (Student Session)

Opening:
Teacher should begin by reviewing the suggested text from yesterday, as well as, the proper procedures for talking about a researched topic while in the “Author’s Chair”. Teacher will remind the audience to act as active listeners and pay close attention to the speaker.

Worktime:
Option 1
(Each Day—30-45 minutes) (3 to 4 students each day for a week—Monday-Friday)
Option 2
(Each Day—20-30 minutes) (2 to 3 students for two weeks—Monday-Friday)

Teacher will have student researchers sit in the “Author’s Chair” and talk about their research topic which has been derived from an information/nonfiction text. Students (researcher) will recall, summarize and inform audience of researched information learned (see options below). After each researcher completes summary, the audience will ask questions to be answered. The researcher will note any questions that need further investigation. Teacher will designate a student to record questions on a sheet of notebook paper that need further research for clarification. The researcher will place the questions in his/her writer’s notebook as a reference for future information/nonfiction research.

Closing: Students will provide a special celebratory cheer (example: the sprinkler, the firecracker etc.) for each researcher that presented in the student work session. Teacher will review the importance for talking about research: to teach others what you are learning and to receive feedback that helps the researcher consider “if” and “where” more research is needed on an information/nonfiction topic. Students will write in their writer’s notebooks three new facts that they have learned and two questions that they would like answered about the topic(s) presented during the “Talking about Research in Class” session.

Resources, Materials, and Equipment:

Materials and Equipment:
- Suggested text, The Milk Makers by Gail Gibbons, or another high-quality nonfiction/information book.
- Chart paper
- “Author’s Chair” (Suggestion: Chair is decorated and in a special location in the classroom.)
- Notebook paper
- Pencil
- Writer’s Notebook (for each student)
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- Student Understanding Rubrics (Speaking Self-assessment for Talking about Research in Class & Listening Self-assessment for Talking about Research in Class)
- Teacher Checklist-Talking about Research in Class

Alternative Nonfiction Texts:
The following are other recommended informational/nonfiction books to use in this lesson other than the suggested text.
- Owls by Gail Gibbons
- Wolves by Seymour Simon
- The Alamo by Selley Tanaka
- I Live in Tokyo by Mauri Takabayashi
- Volcanoes by Seymour Simon
- Tornadoes by Seymour Simon

Differentiation for Content, Procedures, Process, and/or Learning Environment:

Remediation:
- Based upon assessments collected (teacher observations, student written responses and student understanding rubrics), some students may need to work in small groups with the teacher for guided practice on how to “Talk about Research in Class”.
- Students may use the same text used in the modeling session when it is time to sit in the “Author’s Chair” to talk about a researched topic derived from an information/nonfiction text. Students will practice the process of recalling, summarizing, and informing students (audience) about their topic.
- Teacher may provide a step-by-step picture book walk, along with written instructions on how to complete “Talking about Research in Class”.

Enrichment/Extensions:
- Students may use several nonfiction/information resources on a self-selected topic when they sit in the “Author’s Chair” to “Talking about Research in Class” (recall, summarize, and inform).
- Students may construct a PowerPoint with at least 5 slides describing appropriate practices for “Talking about Research in Class,” along with additional recommendations and personal tips on how to make oral presentations interesting and captivating.
- Based upon the research students have completed in class, he/she may design a creative poster or tri-board display to accompany his/her book talk.
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Listening to “Research in Class” Self-assessment

Student's Name: ________________________________   Date: __________________

__ I paid attention to the speaker.

__ I listened carefully.

__ I asked about anything I did not understand.

__ I can retell what I heard.

__ I thought about and wrote down parts that I wanted to know more about.

Other strategies I used:

I have difficulty with:

I want to improve:
Speaking Self-assessment for
“Talking about Research in Class”

Student's Name: ________________________________ Date: ________________

___ yes  ___ no  I paid attention to my audience.

___yes  ___no  I spoke clearly.

___yes  ___no  I made sure everyone could hear.

___yes  ___no  I recalled, summarized and informed students of researched information learned.

___yes  ___no  I answered all questions asked by my audience.

___yes  ___no  I need to do further research.

I have difficulty with:

I want to improve:
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“Talking about Research in Class”
Teacher Checklist

Student's Name: ____________________________________________________________

Class: ________________________________

<table>
<thead>
<tr>
<th>Listening Behaviors</th>
<th>Yes</th>
<th>No</th>
<th>Comments and Dates Assessed</th>
</tr>
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<tbody>
<tr>
<td>Focuses on the task and listens with obvious intent</td>
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<tr>
<td>Understands reasons for listening:</td>
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<tr>
<td>• listens to learn</td>
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<td>• listens to enjoy</td>
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<tr>
<td>Follows straightforward two and three-step directions</td>
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<td>Listens sensitively and responsibly to others</td>
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<td>Distinguishes fact from opinion</td>
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<td>Listens to and recalls nonfiction presentations:</td>
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<tr>
<td>• recognizes key ideas and pertinent details</td>
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<td>• recognizes text structures</td>
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<td>• makes notes</td>
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<td>• summarizes information</td>
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<td>• draws conclusions</td>
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<tr>
<td>• recognizes facts and opinions</td>
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<tr>
<td>• answers questions beyond literal level</td>
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Additional Comments:

Georgia Department of Education
Kathy Cox, State Superintendent of Schools
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