Grade 3: Module 2

Module Overview

In this module, students will use literacy skills to become experts—people who use reading, writing, listening, and speaking to build and share deep knowledge about a topic. The module begins with students reading poetry and pourquoi tales about different kinds of frogs to generate "why" questions. At the end of the unit, they write their own fictional pourquoi narratives to attempt to answer some of their "why" questions. In Unit 2, students research to find out the real answers to their frog questions and write paragraphs to communicate their research.

In Unit 3, students will form research groups to become experts on various "freaky" frogs—frogs that have unusual adaptations that help them to survive in extreme environments throughout the world. Students will build their reading, research, writing, and collaborative discussion skills through studying their expert frog. Throughout the module, students will consistently reflect on the role of literacy in building and sharing expertise. They will demonstrate their expertise through a Freaky Frog book and trading card to educate students in grades 2 and 3. This task will center on CCSS ELA Standards **RI.3.7**, **W.3.2**, **W.3.3**, **W.3.4**, **W.3.6**, **W.3.8**, **W.3.10**, and **L.3.6**.

Guiding Questions and Big Ideas

How does an author engage the reader in a narrative?

- *An effective narrative has a beginning that establishes the character and situation, a middle that introduces a problem with character response, and an ending that resolves the problem.*

How do experts build knowledge and share expertise about a topic?

- *Experts build knowledge by studying a topic in depth.*
- *Experts share information through writing and speaking.*

How do frogs survive?

- *Frogs have unique adaptations that help them to survive in various environments.*

The 4 T's	
TOPIC	**TASK**
Freaky frogs	Freaky Frog book and trading card to include narrative and informative writing
TARGETS	**TEXTS**
CCSS explicitly taught and assessed: RI.3.7, W.3.2, W.3.3, W.3.4, W.3.6, W.3.8, W.3.10, and L.3.6	*Everything You Need to Know about Frogs and Other Slippery Creatures*

Performance Task

Freaky Frog Book and Trading Card

Throughout this module, each student will generate writing to include in a Freaky Frog book to engage and educate students in grades 2–3. The book will contain:

■ Pourquoi narrative written in Unit 1 to engage readers in the unique adaptations of frogs

■ Informational writing from Unit 2 to educate readers about frogs in general

■ Three-paragraph informational writing from Unit 3 to amaze readers with the unique, sometimes freaky, adaptations of frogs

■ A Freaky Frog trading card from Unit 3 for readers to play a game with. The front side of the trading card will include a detailed scientific illustration or digital picture of their freaky frog as well as basic facts about the frog collected through their research. The other side of the card will score their frog on different features—color, camouflage, and size, for example.

For the performance task, students will create their trading card and compile all of their writing from the module into a book with a front cover and table of contents. This task centers on CCSS ELA **RI.3.7**, **W.3.2**, **W.3.3**, **W.3.4**, **W.3.6**, **W.3.8**, **W.3.10**, and **L.3.6.**

Content Connections

This module is designed to address English Language Arts standards and to be taught during the literacy block. But the module intentionally incorporates Science content that may align to additional teaching during other parts of the day. These intentional connections are described below.

Science (based on NGSS):

Note: Also consider using EL Education Grade 3 Life Science Module, a separate resource that includes approximately 24 hours of science instruction. This life science module explicitly addresses third-grade NGSS life science standards and naturally extends the learning from this ELA module.

Next Generation Science Standards

Life Science Performance Expectation:

■ **3-LS3-2**: Use evidence to support the explanation that traits can be influenced by the environment.

– **L S3.A**: Inheritance of Traits: Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment.

– **LS3.B**: The environment also affects the traits that an organism develops.

Habits of Character | Social-Emotional Learning Focus

Central to EL Education curriculum is a focus on "habits of character" and social-emotional learning. Students work to become effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration); work to become ethical people, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion); and work to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

In this module, students **work to contribute to a better world**: put their learning to use to improve communities (e.g., citizenship, service). See unit overviews for more detail.

Required Trade Books (for purchase)[1]	Unit 1	Unit 2	Unit 3
1 Florian, Douglas. *Lizards, Frogs, and Polliwogs: Poems and Paintings.* New York: Houghton Mifflin Harcourt, 2005. Print.	✓		
2 Dennard, Deborah, and Kristin Kest. *Bullfrog at Magnolia Circle*. Norwalk, CT: Soundprints, 2002. Print.	✓		
3 *Everything You Need to Know about Frogs: And Other Slippery Creatures*. New York, NY: DK, 2011. Print.		✓	✓
Additional Texts (no purchase necessary; included in the module materials)	**Unit 1**	**Unit 2**	**Unit 3**
4 "Why the Frog Has a Long Tongue." Written by EL Education for instructional purposes. Lexile 670.	✓		
5 "Why the Poison Dart Frog Is So Colorful." Written by EL Education for instructional purposes.	✓		
6 "Poison Dart Frog." Written by EL Education for instructional purposes. Lexile 620.			✓
7 "All about the Water-Holding Frog." Written by EL Education for instructional purposes. Lexile 620.			✓
8 "The Amazon Horned Frog." Written by EL Education for instructional purposes. Lexile 630.			✓
9 "Transparent Wonder." Written by EL Education for instructional purposes. Lexile 510.			✓

Recommended Texts (for volume of reading on the module topic)			
10 See the stand-alone K-5 Recommended Texts and Other Resources list for detailed suggestions for books, articles, and videos on the module topic.			

[1] See stand-alone Required Trade Books list for procurement details, including the number of copies of each text.

CCS Standards

Reading—Literature

- **RL.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

- **RL.3.2:** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

- **RL.3.3:** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

- **RL.3.5:** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

- **RL.3.10:** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Reading—Informational Text

- **RI.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

- **RI.3.3:** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

- **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.

- **RI.3.5:** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

- **RI.3.7:** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

- **RI.3.8:** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

- **RI.3.10:** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Reading—Foundational Skills

- **RF.3.3:** Know and apply grade-level phonics and word analysis skills in decoding words.
  - **RF.3.3c:** Decode multisyllable words.
- **RF.3.4:** Read with sufficient accuracy and fluency to support comprehension.
  - **RF.3.4a:** Read grade-level text with purpose and understanding.
  - **RF.3.4b:** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

- **RF.3.4c:** Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.
- **RF.3.4d:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Writing

- **W.3.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - **W.3.2a:** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
  - **W.3.2b:** Develop the topic with facts, definitions, and details.
  - **W.3.2c:** Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
  - **W.3.2d:** Provide a concluding statement or section.
- **W.3.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  - **W.3.3a:** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
  - **W.3.3b:** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
  - **W.3.3c:** Use temporal words and phrases to signal event order.
  - **W.3.3d:** Provide a sense of closure.
- **W.3.4:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **W.3.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.3.6:** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- **W.3.7:** Conduct short research projects that build knowledge about a topic.
- **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.
- **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.

Speaking and Listening

- **SL.3.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
  - **SL.3.1b:** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

Language

- **L.3.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

  - **L.3.1a:** Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

  - **L.3.1d:** Form and use regular and irregular verbs.

  - **L.3.1e:** Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

  - **L.3.1g:** Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

  - **L.3.1h:** Use coordinating and subordinating conjunctions.

  - **L.3.1i:** Produce simple, compound, and complex sentences.

- **L.3.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

  - **L.3.2c:** Use commas and quotation marks in dialogue.

- **L.3.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

  - **L.3.3a:** Choose words and phrases for effect.

- **L.3.4:** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

  - **L.3.4a:** Use sentence-level context as a clue to the meaning of a word or phrase.

  - **L.3.4b:** Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

  - **L.3.4c:** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

  - **L.3.4d:** Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

- **L.3.6:** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Module-at-a-Glance

Weeks 1–2

Unit 1: Reading and Writing Narratives: Poems and Pourquoi Tales about Frogs

Instructional Focus

- Close reading of frog poems with a focus on vocabulary, structure of poetry, and reading fluency
- Reading pourquoi tales about frogs
- Asking "why" questions about frogs
- Writing pourquoi tales to answer a "why" question about frogs
- Revising writing for word choice
- Forming and using comparative and superlative adjectives

CCS Standards Assessed

RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.10, RI.3.1, RI.3.4, RF.3.3, RF.3.3c, RF.3.4, RF.3.4a, RF.3.4b, RF.3.4c, W.3.3, W.3.3a, W.3.3b, W.3.3c, W.3.3d, W.3.4, W.3.5, W.3.8, W.3.10, SL.3.1, SL.3.1b, L.3.1, L.3.1g, L.3.2, L.3.2c, L.3.3, L.3.3a, L.3.4, L.3.4a, L.3.4b, L.3.4c, L.3.4d, L.3.6

Assessments

- Mid-Unit 1 Assessment: Reading and Understanding Poetry and Pourquoi Tales (RL.3.1, RL.3.2, RL.3.4, RL.3.5, RL.3.10, and L.3.4)
- End of Unit 1 Assessment: Reading and Writing a Pourquoi Tale (RF.3.3, RF.3.4a, RF.3.4b, RF.3.4c W3.3, W.3.4, W.3.10, L.3.1g, L.3.3a, and L3.6)

Unit 2: Building Background Knowledge: Frogs and the Research Process

Instructional Focus

- Closely reading excerpts of research texts about frogs
- Write paragraphs to answer the "why" questions generated in Unit 1
- Researching to learn more about three specific "freaky frogs"
- Writing a paragraph to answer the question: How does where a frog lives affect how it looks and/or acts?

CCS Standards Assessed

- RI.3.1, RI.3.3, RI.3.4, RI.3.5, RI.3.7, RI.3.8, RI.3.10, W.3.2, W.3.2a, W.3.2b, W.3.2c, W.3.2d, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.1b, L.3.1, L.3.1a, L.3.1d, L.3.1e, L.3.1h, L.3.1i, L.3.4, L.3.4a, L.3.4b, L.3.4c, L.3.4d

Assessments

- Mid-Unit 2 Assessment: Reading and Researching about Reptiles and Amphibians (RI.3.1, RI.3.3, RI.3.4, RI.3.5, RI.3.7, RI.3.10, W.3.8, and L.3.4)
- End of Unit 2 Assessment: Informative Paragraph: Describing Poison Dart Frogs (RI.3.1, RI.3.4, RI.3.8, RI.3.10, L.3.4, W.3.2, W.3.4, W.3.7, W.3.8, W.3.10, L.3.1.d, and L.3.1.e)

Unit 3: Using Writing to Inform: Freaky Frog Text

Instructional Focus

- Reading informational text
- Gathering information about a freaky frog and its unique adaptation
- Planning and drafting a three-paragraph essay
- Revising and editing work

CCS Standards Assessed

- RI.3.1, RI.3.3, RI.3.4, RI.3.5, RI.3.7, RI.3.8, RI.3.10, W.3.2, W.3.2a, W.3.2b, W.3.2c, W.3.2d, W.3.3, W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.1b, L.3.1, L.3.1d, L.3.1e, L.3.1h, L.3.1i, L.3.3, L.3.3a, L.3.6

Assessments and Performance Task

- Mid-Unit 3 Assessment: Informative Paragraph: Describing Freaky Frog Adaptations (W.3.2, W.3.4, W.3.7, W.3.10, L.3.1d, and L.3.1e)
- End of Unit 3 Assessment: Informative Essay: Revising and Editing a Description of My Freaky Frog (W.3.2c, W.3.2d, W.3.4, W.3.5, W.3.6, W.3.10, L.3.1h, L.3.1i, and L.3.6)
- Performance Task: Freaky Frog Book and Trading Card (RI.3.7, W.3.2, W.3.3, W.3.4, W.3.6, W.3.8, W.3.10, and L.3.6)

Optional: Experts, Fieldwork, Service, and Extensions

Community:

- If you have a number of English language learners speaking the same native language, invite family members to come into the classroom to talk with ELLs in their native language about the narratives and poems students are reading, and about the freaky frogs students are researching.

Experts:

- Have a storyteller, poet, and/or author of fictional narratives come in to speak to the students about their craft.

- Have a wildlife expert come in to talk to the students about local amphibians, frogs, and their life cycles.

- Have a professional writer visit the class to discuss the writing process. Ask the writer to share how he or she researches topics to write about.

Fieldwork:

- Visit a local wildlife preserve to see tadpoles and frogs in the wild.

- Visit a local zoo or nature center exhibit on amphibians and to observe the frogs students are learning about for additional research to inform writing.

Service:

- Reach out to amphibian conservation organizations or poetry/narrative organizations to share student work for possible use in their publications.

- Share Freaky Frog books and trading cards with the local zoo; perhaps the zoo can display them or use them for classes.

Extensions:

- Allow students to write pourquoi tales about more than one "why" question or about animals other than frogs.

- Encourage students to write their own poems about the frogs they are learning about.

- Research countries inhabited by the freaky frogs studied. Locate countries on a map where certain frogs live.

- Have students add additional writing pieces from the module to their books.

- Have students read aloud or share their books with students in other grades.

Technology & Multimedia

Tool Name	Purpose in This Module	Suggested Use in This Module	Website URL
Wikispaces	Create a collaborative online classroom workspace	• Set up a Wikispaces page for each selected frog. Include as a minimum the members of each group and the expert group texts.	https://www.wikispaces.com
Google Docs	Create collaborative online word-processing docs and spreadsheets in folders.	• Consider creating the Freaky Frog research notebook in Google Docs for students to complete online. To do this, create a master Freaky Frog folder, and within that a folder for each student. Convert the pages of the Freaky Frog research notebook into either a single Google Doc or multiple docs (one for each page of the notebook) and copy these into each student folder. • Students could also write all of their informative pieces in Google Docs within this folder. This will make it easier for them to create an electronic Freaky Frog book in Unit 3, if that is your preference. • Consider creating the Freaky Frog book in Google Docs for students to complete online. To do this, create a folder for each student and invite students to create pages for each piece of writing. • **W.3.6** is assessed in Unit 3, so students will be expected to word-process their informative essay about a freaky frog. This could be done in Google Docs for easy access by the teacher and potentially by parents.	https://www.google.com/docs/about/
Seesaw	Create student learning portfolios to share with other students, families.	• Consider audio/video recording students reading their pourquoi tales to share with families. • Consider having students document the process of creating their Freaky Frog book with a series of photographs.	http://web.seesaw.me
Frogs	Additional reading and research	• Students read and research to learn more about frogs (independent reading time, pair/small group work, whole class).	'Frogs'. Exploratorium. Web. Accessed on 24 May, 2016. <http://www.exploratorium.edu/frogs/>
Frog and Toad	Additional reading and research	• Students read and research to learn more about frogs (independent reading time, pair/small group work, whole class).	'Frog and Toad'. San Diego Zoo. Web. Accessed on 24 May, 2016. <http://animals.sandiegozoo.org/animals/frog-toad>
Frog	Additional reading and research	• Students read and research to learn more about frogs (independent reading time, pair/small group work, whole class).	'Frog'. A-Z Animals. Web. Accessed on 24 May, 2016. <http://a-z-animals.com/animals/frog/>

Tool Name	Purpose in This Module	Suggested Use in This Module	Website URL
Frogs: A Chorus of Colors	Additional reading and research	• Students read and research to learn more about frogs (independent reading time, pair/small group work, whole class).	'Frogs: A Chorus of Colors'. American Museum of Natural History. Web. Accessed on 24 May, 2016. <http://www.amnh.org/exhibitions/frogs-a-chorus-of-colors/>
Reptiles and Amphibians	Additional reading and research	• Students read and research to learn more about frogs (independent reading time, pair/small group work, whole class).	'Reptiles and Amphibians'. Smithsonian National Zoological Park. Web. Accessed on 24 May, 2016. <http://nationalzoo.si.edu/Animals/ReptilesAmphibians/>
Frog Calls	Additional research	• Students listen to the different sounds that frogs make.	'Frog Calls'. Animal Diversity Web. Web. Accessed on 24 May, 2016. <http://animaldiversity.org/collections/frog_calls/>

See each Unit Overview for more details, including information about what to prepare in advance and extension opportunities.