

# Nebraska

## Alternate English Language Arts Instructional Supports for NSCAS English Language Arts Extended Indicators Grade 3

for  
Students with the Most Significant Cognitive Disabilities  
who take the  
Statewide English Language Arts Alternate Assessment



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# Overview

## **Introduction**

English language arts (ELA) standards apply to all students, regardless of age, gender, cultural or ethnic background, disabilities, aspirations, or interest and motivation in ELA (NRC, 1996).

The ELA standards, extended indicators, and instructional supports in this document were developed in collaboration with Nebraska educators and the Nebraska Department of Education to facilitate and support ELA instruction for students with the most significant intellectual disabilities. They are directly aligned with Nebraska's College and Career Ready Standards for ELA adopted by the Nebraska State Board of Education.

The instructional supports included here are sample tasks that are available to be used by educators in classrooms to help instruct students with significant intellectual disabilities.

## **The Role of Extended Indicators**

For students with the most significant intellectual disabilities, achieving grade-level standards is not the same as meeting grade-level expectations, because the instructional program for these students addresses extended indicators.

It is important for teachers of students with the most significant intellectual disabilities to recognize that extended indicators are not meant to be viewed as sufficient skills or understandings. Extended indicators must be viewed only as access or entry points to the grade-level standards. The extended indicators in this document are not intended as the end goal but as a starting place for moving students forward to conventional reading and writing. Lists following “e.g.” in the extended indicators are provided only as possible examples.

## **Students with the Most Significant Intellectual Disabilities**

In the United States, approximately 1% of school-aged children have an intellectual disability that is “characterized by significant impairments both in intellectual and adaptive functioning as expressed in conceptual, social, and practical adaptive domains” (U.S. Department of Education, 2002 and American Association of Intellectual and Developmental Disabilities, 2013). These students show evidence of cognitive functioning in the range of severe to profound and need extensive or pervasive support. Students need intensive instruction and/or supports to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, or community. In addition to significant intellectual disabilities, students may have accompanying communication, motor, sensory, or other impairments.

## **Alternate Assessment Determination Guidelines**

The student taking a Statewide Alternate Assessment is characterized by significant impairments both in intellectual and adaptive functioning which is expressed in conceptual, social, and practical adaptive domains and that originates before age 18 (American Association of Intellectual and Developmental Disabilities, 2013). It is important to recognize the huge disparity of skills possessed by students taking an alternate assessment and to consider the uniqueness of each child.

Thus, the IEP team must consider all of the following guidelines when determining the appropriateness of a curriculum based on Extended Indicators and the use of the Statewide Alternate Assessment.

- The student requires extensive, pervasive, and frequent supports in order to acquire, maintain, and demonstrate performance of knowledge and skills.
- The student's cognitive functioning is significantly below age expectations and has an impact on the student's ability to function in multiple environments (school, home, and community).
- The student's demonstrated cognitive ability and adaptive functioning prevent completion of the general academic curriculum, even with appropriately designed and implemented modifications and accommodations.
- The student's curriculum and instruction is aligned to the Nebraska College and Career Ready ELA Standards with Extended Indicators.
- The student may have accompanying communication, motor, sensory, or other impairments.

The Nebraska Department of Education's technical assistance documents "***IEP Team Decision Making Guidelines—Statewide Assessment for Students with Disabilities***" and "***Alternate Assessment Criteria/Checklist***" provide additional information on selecting appropriate statewide assessments for students with disabilities. School Age Statewide Assessment Tests for Students with Disabilities—Nebraska Department of Education.

## **Instructional Supports Overview**

The ELA instructional supports are scaffolded activities available for use by educators who are instructing students with significant intellectual disabilities. The instructional supports are aligned to the extended indicators in grades three through eight and in high school. Each instructional support includes the following components:

- Scaffolded activities for the extended indicator
- Prerequisite extended skills
- Key terms
- Additional resources or links

The scaffolded activities provide guidance and suggestions designed to support instruction with curricular materials that are already in use. They are not complete lesson plans. The examples and activities presented are ready to be used with students. However, teachers will need to supplement these activities with additional approved curricular materials. Each scaffolded activity begins with a learning goal, followed by instructional suggestions that are indicated with the inner level, circle bullets. Visual and concrete models are incorporated whenever possible throughout all activities to demonstrate concepts and provide models that students can use to support their own explanations or demonstrations.

The prerequisite extended skills are provided to highlight how prior learning is connected to new learning. In many cases, prerequisites span multiple grade levels and are a useful resource if further scaffolding is needed.

Key terms may be selected and used by educators to guide vocabulary instruction based on what is appropriate for each individual student. The list of key terms is a suggestion and is not intended to be an all-inclusive list.

Additional links from web-based resources are provided to further support student learning. The resources were selected from organizations that are research based and do not require fees or registrations. The resources are aligned to the extended indicators, but they are written at achievement levels designed for general education students. The activities presented will need to be adapted for use with students with significant intellectual disabilities.

# English Language Arts—Grade 3

## LA 3.RI.1 Reading Informational Text

### LA 3.RI.1 Reading Informational Text

#### LA 3.RI.1 Central Ideas and Details

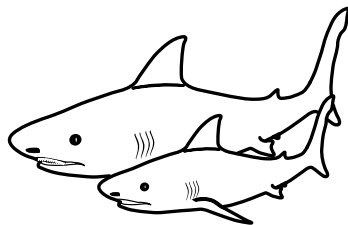
Identify the central idea and explain how key details support that idea.

**Extended: Use explicit text and/or illustrations to identify the central idea in an informational text.**

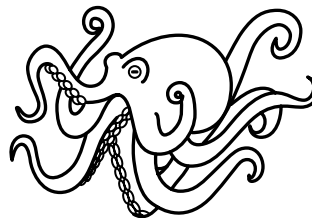
#### Scaffolding Activities for the Extended Indicator

- ☐ Use text and/or illustrations to identify the central idea in an informational text.
- Read an informational text to the students. Choose a text that has illustrations and is about a topic familiar to the students, such as ocean animals. Before reading, show the students the illustrations, and ask them to guess what the text is about. Guide the students toward the correct answer if they are not able to identify what the text is about.
  - Using the illustrations in the text, create visual cards with pictures of animals that are found in the ocean. Tell the students that they are going to find the central idea of the text. Explain that the *central idea* is “what the text is mostly about.”
  - Give the students the visual cards. Ask the students what the illustrations are or describe the illustrations to them. Then, ask the students to place the visual cards in a pile marked “central idea.”

central idea



sharks



octopus

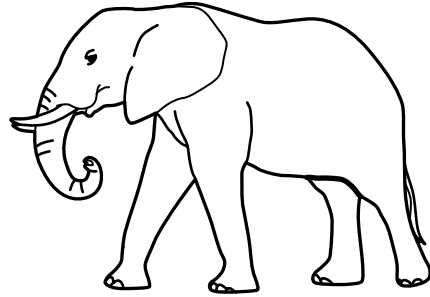


### LA 3.RI.1 Reading Informational Text

- Next, give the students two new visual cards. One card should have an illustration from the text that shows an ocean animal. The other card should have an illustration of an animal that does not belong in the ocean. Ask the students to choose which illustration is in the text and to place it in the pile with the other illustrations.



seahorse



elephant

- Repeat this activity with other illustrations. Once all the ocean animal illustrations are in the pile, ask the students to identify the central idea of the text. Remind the students that the *central idea* is “what the text is mostly about.” Give the students two choices, such as ocean animals and jungle animals, and ask them to choose the central idea of the text.

#### Prerequisite Extended Skills

Recognize differences between text and illustrations.

Recognize details in a text.

Recognize that illustrations can have meaning.

Understand what a text is about.

#### Key Terms

central idea, explicit text, identify, illustration, informational text

#### Additional Resources or Links

Article on a four-step plan for teaching central idea and theme:

<https://www.n2y.com/blog/4-step-plan-for-central-idea-and-theme>

Main idea, theme, and details lesson plan:

[https://wiki.ncscpartners.org/index.php/Main\\_Idea,\\_Theme,\\_and\\_Details\\_Content\\_Module](https://wiki.ncscpartners.org/index.php/Main_Idea,_Theme,_and_Details_Content_Module)

# English Language Arts—Grade 3

## LA 3.RI.2 Reading Informational Text

### LA 3.RI.2 Reading Informational Text

#### LA 3.RI.2 Central Ideas and Details

Explain the relationships between individuals, historical events, scientific ideas or concepts, or steps in a process.

**Extended: Identify an important individual or event in an informational text.**

#### Scaffolding Activities for the Extended Indicator

##### ☐ Identify an important individual in an informational text.

- Using short passages about the students, model finding the important individual (person) by highlighting or underlining their names in the passages. Explain to the students that an important individual in a text is “someone that the text is mostly about.” Ask the students to identify the names in the text.

*Miles is in third grade. Miles likes to ride his bike.—The important individual is Miles.*

*Zoe is in third grade. Zoe loves to go swimming.—The important individual is Zoe.*

*Shai is in third grade. Shai wants to be a teacher when he grows up.—The important individual is Shai.*

- Explain to the students that they will be learning about a person named Amelia Earhart. Provide a short summary of who Amelia Earhart was and then read a [story](#) about Amelia Earhart to learn more about her and her life. Ask the students who the important person is in the story. Guide the students toward the correct answer if needed.

*Who is the most important person in the story?*



Amelia Earhart



Abraham Lincoln

### ☐ Identify an important event.

- After the students have identified the important individual in the text (Amelia Earhart), provide them with another informational text about Amelia Earhart and her accomplishments. After reading the text, ask the students to make a list of things or events that happened in Amelia's life.
- Reread the list to the students and ask them to choose the most important event. Explain that an important event is something that changes her life or makes her famous. Model choosing the event by crossing out the things that are less important and highlighting the important events. Then, ask the students to identify the most important event in her life.

#### Important Events in Amelia Earhart's Life

- ~~1. She collected insects and frogs with her sister.~~
- ~~2. She went to the Iowa State Fair when she was eleven.~~
- 3. She was the first woman to fly across the Atlantic.**

### Prerequisite Extended Skills

Recognize the character(s) and event(s) in a text.

Understand the meaning of a text.

Recognize key words or terms in a text.

### Key Terms

identify, important event, important individual, informational text

### Additional Resources or Links

Amelia Earhart Audiobooks and Ebooks:

[hoopladigital.com/search?q=amelia+earhart&page=1&scope=everything&type](http://hoopladigital.com/search?q=amelia+earhart&page=1&scope=everything&type)

Adapted biography of Amelia Earhart:

<https://tarheelreader.org/2011/04/04/amelia-earhart-by-br/>

Amelia Earhart online biography:

[https://www.ducksters.com/biography/women\\_leaders/amelia\\_earhart.php](https://www.ducksters.com/biography/women_leaders/amelia_earhart.php)

# English Language Arts—Grade 3

## LA 3.RI.3 Reading Informational Text

### LA 3.RI.3 Reading Informational Text

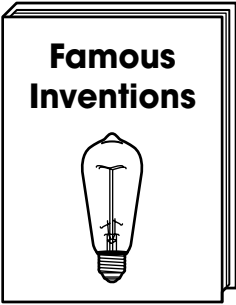

#### LA 3.RI.3 Author's Craft

Determine and explain the author's purpose in an informational text.

**Extended: Identify if an author's purpose is to inform or entertain.**

#### Scaffolding Activities for the Extended Indicator

- ☐ **Identify whether the purpose is to inform or entertain.**
- Using the completed handout “Author’s Purpose,” read the title of the handout and explain to the students that the term *author’s purpose* is another way of saying “why an author wrote something.”
  - Next, indicate and read the header for the column on the left: “Inform.” Explain to the students that to inform the reader is one reason for authors to write about something. Explain that authors will use facts when they write to inform or teach the reader about something. Indicate and discuss each example in the left column. Then, indicate and read the header for the column on the right: “Entertain.” Explain to the students that authors also write stories to entertain the reader. Explain that when an author wants to entertain the reader, the author will write stories that can be funny or exciting but that are not based on facts. Indicate and discuss each example in the right column.

Author's Purpose	
Inform	Entertain
	

### LA 3.RI.3 Reading Informational Text

- Next, using the blank “Author’s Purpose” handout and pictures of different types of texts, indicate and read the title of each text. Ask the students to place each picture in the correct column.

#### Author’s Purpose

Inform	Entertain



- Next, provide the students with an assortment of informational and literary texts and ask the students to sort the texts according to the author’s purpose of either “Inform” or “Entertain.”

#### Prerequisite Extended Skills

Identify titles of books.

Differentiate between fact and fiction.

#### Key Terms

author’s purpose, entertain, identify, inform, informational text

#### Additional Resources or Links

Introduction to teaching students how to find the author’s purpose:  
<https://literacyideas.com/authors-purpose/>

# English Language Arts—Grade 3

## LA 3.RI.4 Reading Informational Text

### LA 3.RI.4 Reading Informational Text

#### LA 3.RI.4 Author's Craft

Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to meaning.

**Extended: Use text features (i.e., titles, headings, table of contents, maps, pictures) to locate information.**

#### Scaffolding Activities for the Extended Indicator

##### ☐ Use text features to locate information.

- Explain to the students that *text features* are parts of certain stories or texts that help the reader find important information. Authors use text features to make information easier for the reader to understand and to help the reader in deciding what information is most important in the text. Show the students various examples of text features and explain what type of information can be found in each example. For instance, a table of contents shows the reader on which pages of the text certain information is located.

Table of Contents example:

Table of Contents	
Dogs . . . . .	2
Cats . . . . .	4
Birds . . . . .	6
Rabbits . . . . .	8

Heading example:

Dogs as Pets
Dogs make good pets. Some dogs are big and others are small. Dogs can come in many different colors. Many dogs like to go on long walks.

Title example:



- After showing the students examples of text features, explain to the students that certain text features—like the title of the text or the table of contents—are always found in the same place in the text, while others—like headings and maps—may be found throughout the text. Using nonfiction texts containing a variety of text features, review and discuss with the students the various text features found in each text. Choose texts that have similar text features so the students can see that while some may look a little different, all tables of contents give the reader the same information.
- Next, read a short nonfiction text to the students. As you read, point out the specific text features found in the text.
- After you finish reading, give the students a set of questions about the text. Model finding the answers to the questions by using the text features found in the text. You also may point to various text features throughout the text and ask the students to identify what text feature you are pointing to.

### Prerequisite Extended Skills

Understand that books are made of parts.

Understand that sentences give meaning to the reader.

Recognize main topics and information in an informational text.

### Key Terms

heading, locate, map, table of contents, text features, title, information

### Additional Resources or Links

Resource for graphic organizers, lessons, and nonfiction texts:

<https://www.teacherspayteachers.com/Product/Free-Nonfiction-Text-Features>

Resource for anchor charts:

<https://literacyideas.com/anchor-charts/>

# English Language Arts—Grade 3

## LA 3.RI.5 Reading Informational Text

### LA 3.RI.5 Reading Informational Text

#### LA 3.RI.5 Knowledge and Ideas

Compare and contrast the two most important ideas and key details presented by multiple informational texts on the same topic.

**Extended: Identify a similar idea about the same topic presented in two different informational texts.**

#### Scaffolding Activities for the Extended Indicator

- ❑ **Identify a similar idea about the same topic presented in two different informational texts.**
  - Choose two informational texts about a familiar topic. For this example, the topic is exercise. Read each text to the students.

*Text 1: Exercise is good for your body. Exercising every day can help your body grow and keep you healthy. Doctors say that children should get an hour of exercise every day.*

*Text 2: There are many types of exercise a person can do. Walking, running, and playing outside at recess are all types of exercise. If you exercise every day, you can stay strong and healthy.*
  - After each text is read, ask the students to identify what it is about. Discuss the texts until the students agree that the topic of the texts is exercise.
  - Next, ask the students to identify how each text describes exercise. Then, ask the students questions such as “Is it a good idea or bad idea to exercise?” and “Should everyone exercise?” Write the students’ ideas on the board. Read their ideas when you are finished with the discussion.

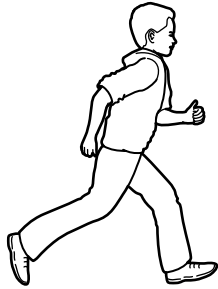


### LA 3.RI.5 Reading Informational Text

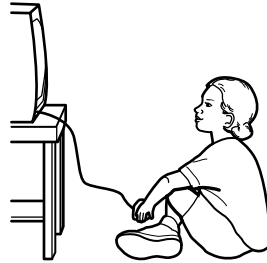
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- Next, give the students [task cards](#) to assist them in identifying similar ideas within the texts. Students can use the task cards independently or with the entire class.

Text 1 is about:



Exercise is good  
for your body.

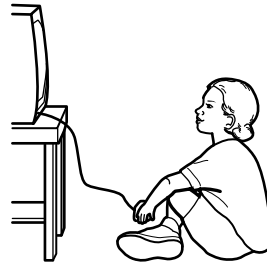


Watching TV is good  
for your body.

Text 2 is about:



Exercise can make  
you strong and healthy.

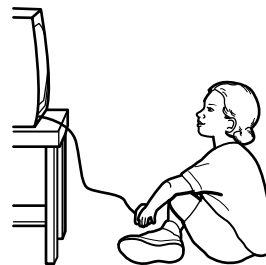


Watching TV is  
fun to do.

Both texts are about:



Exercise is important  
to stay healthy.



Watching TV is important  
to stay healthy.

## LA 3.RI.5 Reading Informational Text

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### Prerequisite Extended Skills

Recognize that text has meaning.

Recognize the main idea or an important idea in a text.

Recognize a **similarity** between two texts.

### Key Terms

idea, identify, informational text, similar, topic

### Additional Resources or Links

Information on using task cards in the classroom:

<https://appletasticlearning.com/what-are-task-cards/>

# English Language Arts—Grade 3

## LA 3.RI.6 Reading Informational Text

### LA 3.RI.6 Reading Informational Text

#### LA 3.RI.6 Knowledge and Ideas

Identify an author's claim(s) and explain how the author supports the claim(s) in the text.

**Extended: Answer literal questions, using explicit information from an informational text.**

#### Scaffolding Activities for the Extended Indicator

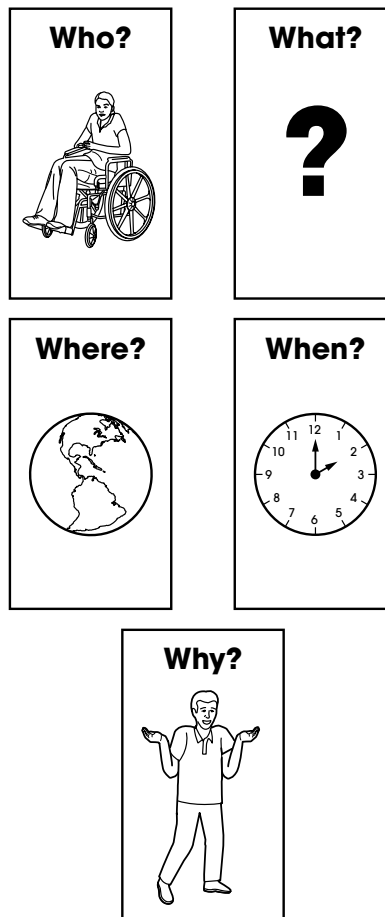
- ❑ **Answer literal questions, using information from an informational text.**
  - Give the students an example of a class or school schedule. Read through and discuss the schedule with the students. Use a schedule the students are familiar with.

#### **Class Schedule**

**8:00:** get to school  
**8:15:** eat breakfast  
**8:30:** science class  
**9:30:** gym class  
**10:30:** music class  
**11:30:** lunch

### LA 3.RI.6 Reading Informational Text

- After reading the schedule, give the students a set of “Wh-” question word cards. Each student may have their own card or set of cards. Review the question words with the students.



- Show the students one question word card at a time, and use that word to ask a question about the schedule. For example, ask the students “What time is lunch?” after showing the students the “What?” card. Model locating the answer by reviewing the schedule and highlighting or underlining words or phrases that would help answer the question. Do this with each of the word cards.
- Next, give the students a slightly more complex [informational text](#), such as an unfamiliar schedule or passage from a textbook. Review the question word cards again, and then read the new text to the students.
- Show the students one question word card at a time, and encourage them to locate the needed information within the text to answer the question. If necessary, assist the students in locating the information before moving on to the next question.

#### Prerequisite Extended Skills

Recognize a familiar schedule.

Recognize question words.

Understand how to answer a question.

### Key Terms

answer, explicit information, informational text, literal question

### Additional Resources or Links

I have a visual impairment book:

<https://tarheelreader.org/2021/05/17/i-have-a-visual-impairment/>

Activities and games for teaching question words:

<https://teflhandbook.com/efl-esl-lesson-plans/a2-upper/question-words/>

Resource for a question words chart:

<https://thisreadingmama.com/free-question-words-chart/>

# English Language Arts—Grade 3

## LA 3.RI.7 Reading Informational Text

### LA 3.RI.7 Reading Informational Text

#### LA 3.RI.7 Knowledge and Ideas

Compare and contrast topics and/or patterns of events in a range of informational texts.

**Extended: Identify a similar topic or event in two informational texts.**

#### Scaffolding Activities for the Extended Indicator

##### ☐ Identify a similar topic or event in two informational texts.

- Choose two informational texts with a similar topic, such as sports. Prior to reading, do a “walk-through” of each text and point out any similarities between the texts, such as the titles or pictures. Ask the students what they think each text is about based on the title and pictures in each text.
- Next, give the students sticky notes with a word that describes the topic of each text. For example, if both texts are about sports, write the word “sports” on the sticky notes. Create other sticky notes with a word that is unrelated to either of the texts, such as “boats.” For additional scaffolding, use one color of sticky notes for the “sports” cards and a different color for the sticky notes that say “boats.” Put the sticky notes in a pile based on what they say. Tell the students that one pile says “sports” and the other says “boats.”
- Show the students a [T-chart](#) with the headings of the sticky notes (“sports” and “boats”). Tell the students that every time they hear a word or phrase or see a picture that matches one of the words, they should add the corresponding sticky note to the correct place on the T-chart.
- Read each text to the students. Remind the students to add a sticky note to the T-chart when they hear a word or phrase or see a picture that matches one of the words. After reading both texts, all, or most, of the sticky notes that say “sports” should be used.
- Then, tell the students to count the number of sticky notes on each side of the T-chart. Write the number of sticky notes used under each section of the T-chart. Ask the students to identify which number is higher. If the students are not able to identify numbers, ask them to identify which side has more sticky notes without asking for a specific number. Explain to the students that the topic of both texts is sports, as that is the side with more sticky notes.
- Show the texts again, and explain to the students that even though some of the pictures or words are different between the two texts, they are both mostly about sports. This is a similarity between the two texts.

#### Prerequisite Extended Skills

Recognize informational texts.

Recognize categories.

## LA 3.RI.7 Reading Informational Text

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### Key Terms

identify, informational text, similar event, similar topic

### Additional Resources or Links

Resource for a T-chart graphic organizer:

<https://www.readwritethink.org/classroom-resources/printouts/chart>

# English Language Arts—Grade 3

## LA 3.RP.1 Reading Prose and Poetry

### LA 3.RP.1 Reading Prose and Poetry

#### LA 3.RP.1 Central Ideas and Details

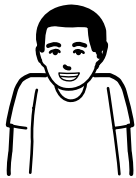
Identify the central message or lesson in a literary text and explain how key details support that idea.

**Extended: Use explicit text and/or illustrations to identify the main idea in a literary text.**

#### Scaffolding Activities for the Extended Indicator

##### ☐ Identify the main idea using explicit text and/or illustrations.

- Introduce the concept of main idea by reading a simple literary text to the students. Discuss what the text is about, rereading it as many times as needed for the students to fully understand the text.



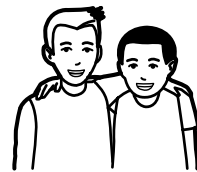
Tim goes outside to play.



He draws with chalk.



Then, he rides his bike.



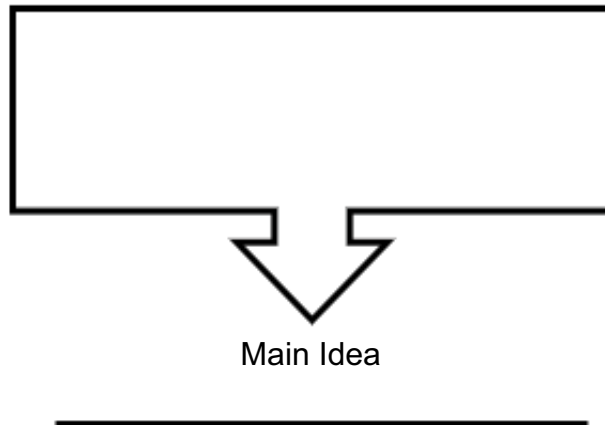
He sees his friend Matt.



Tim and Matt play basketball together.

- Explain to the students that the main idea of a text is what the text is about. Use a funnel chart or other familiar [graphic organizer](#) to record the students' thoughts.

What is this story about?





### LA 3.RP.1 Reading Prose and Poetry

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- Read the completed funnel chart to the students. Discuss the relationships between each idea, and guide the students to create one class sentence or phrase that captures the main idea of the text.
- Reread the text once more, along with the class sentence or phrase, and edit as needed to create the final main idea.

#### Prerequisite Extended Skills

Recognize and understand text.

Recognize details in text.

Understand how to answer simple questions.

#### Key Terms

explicit text, identify, illustration, literary text, main idea

#### Additional Resources or Links

Link to open-source, accessible texts for students with disabilities:

<https://tarheelreader.org/>

Introduction to shared reading lessons for students comprehending text at or below a second-grade level:

<https://www.sharedreader.org/>

Resource for graphic organizer templates:

<https://iris.peabody.vanderbilt.edu/module/ss2/cresource/q1/p02/>

# English Language Arts—Grade 3

## LA 3.RP.2 Reading Prose and Poetry

### LA 3.RP.2 Reading Prose and Poetry

#### LA 3.RP.2 Central Ideas and Details

Explain how characters respond to major events and challenges in a literary text.

**Extended: Identify the main character(s) in a literary text.**

#### Scaffolding Activities for the Extended Indicator

##### ❑ Identify the main character(s) in a text.

- Read a literary text with at least one explicit main character in it. Show the students the text as it is read, using picture supports as needed.

*Archie likes to go for walks. He likes to go to the dog park.  
Archie has fun playing with other dogs at the dog park.  
He also enjoys playing catch. Archie loves being outside.*

- Tell the students they are going to find the main character in the text. Explain that a main character is someone the text is mostly about. The main character can be a person or an animal. Reread the text, and ask the students who the text is about. Guide the students to the correct answer by encouraging them to look for names and words like he, she, they, etc. (pronouns). Circle, underline, or highlight the names and other identifying words in the text. After identifying key words, ask the students again to identify who the main character is.

Archie likes to go on walks. He likes to go to the dog park. Archie has fun playing with the other dogs at the dog park. He also enjoys playing catch. Archie loves being outside.

- Students may also use Who questions to help identify the main character. Provide the students with a list of simple Who questions and model finding the answers in the text.

Who?

*likes to go on walks?*

*likes to go to the dog park?*

*has fun playing with other dogs?*

*enjoys playing catch?*

## LA 3.RP.2 Reading Prose and Poetry

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### Prerequisite Extended Skills

Recognize a character or characters in literary text.

Recognize Who questions and how to answer the questions.

Recognize what a literary text is about.

Recognize details in a literary text.

### Key Terms

identify, literary text, main character

### Additional Resources or Links

Link to open-source, accessible texts for students with disabilities:

<https://tarheelreader.org/>

Introduction to shared reading lessons for students comprehending text at or below a second-grade level:

<https://www.sharedreader.org/>

# English Language Arts—Grade 3

## LA 3.RP.3 Reading Prose and Poetry

### LA 3.RP.3 Reading Prose and Poetry

#### LA 3.RP.3 Author's Craft

Determine and explain the point of view in a literary text.

**Extended: Identify a narrator's/character's point of view explicitly stated in a literary text.**

#### Scaffolding Activities for the Extended Indicator

##### ☐ Identify a narrator's/character's point of view in a literary text.

- Present the students with a simple, grade-appropriate literary text with a clear main character. Read the text, and work with the students to identify the main character. Conversely, tell the students who the main character is and explain that they are going to identify what the character's point of view is. Tell the students that a point of view is the way a character thinks or feels about a certain topic.

*Mike goes to the fair with his friends. He really likes the fair. His favorite part is going on the rides. Mike also thinks the food is very tasty. Mike can't wait to go back to the fair next year!*

*Mike is the main character in this story. How does Mike feel about the fair?  
What does Mike think about the fair?*



He likes it.



He doesn't like it.

#### Prerequisite Extended Skills

Recognize a character or characters in a text.

Recognize that a character or characters have feelings.

Understand what a text is about.

#### Key Terms

identify, literary text, main character, narrator, point of view

#### Additional Resources or Links

Link to open-source, accessible texts for students with disabilities:

<https://tarheelreader.org/>

Introduction to shared reading lessons for students:

<https://www.sharedreader.org/>

# English Language Arts—Grade 3

## LA 3.RP.4 Reading Prose and Poetry

### LA 3.RP.4 Reading Prose and Poetry

#### LA 3.RP.4 Author's Craft

Explain how sections of a literary text (e.g., chapters, scenes, stanzas) build on one another and contribute to meaning.

**Extended: Identify the beginning, middle, and end or a sequence in a literary text.**

#### Scaffolding Activities for the Extended Indicator

##### ☐ Identify the beginning, middle, and end or a sequence in a literary text.

- Give the students a short text that uses a simple chronological order. For example, read a story about a person getting ready in the morning or following a recipe. Put the text on the board, paper, or other visual display so that the students can easily see it.

*Miles wants to eat cereal for breakfast. First, he gets a bowl, spoon, cereal, and milk. Then, he pours the cereal and milk in the bowl. Finally, he sits in his chair and eats. Miles finishes eating and goes to school.*

- Next, provide each sentence of the text as a sentence strip or note card. Model identifying the beginning, the sequence of events in the middle, and the ending by putting each sentence in order in a graphic organizer.

<b>Beginning</b>	Miles wants to eat cereal for breakfast
<b>First,</b>	he gets a bowl
<b>Then,</b>	he pours the cereal and milk in the bowl
<b>Finally,</b>	he sits in his chair and eats
<b>End</b>	Miles finishes eating and goes to school

- Provide the students with the sentences/cards in random order and ask them to put the story back together in chronological order. You may reread the story as many times as needed before this part of the lesson.
- Using simple, guided questions, help the students identify the beginning, middle, and end in the story.

## LA 3.RP.4 Reading Prose and Poetry

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### Prerequisite Extended Skills

Recognize the beginning, middle, and end of something or that there is an order to it.

Understand what a story is about.

### Key Terms

beginning, end, identify, literary text, middle, sequence

### Additional Resources or Links

Link to open-source, accessible texts for students with disabilities:

<https://tarheelreader.org/>

Introduction to shared reading lessons for students comprehending text at or below a second-grade level:

<https://www.sharedreader.org/>

Resource for story sequencing activities:

<https://www.dltk-kids.com/type/sequencing.htm>

# English Language Arts—Grade 3

## LA 3.RP.5 Reading Prose and Poetry

### LA 3.RP.5 Reading Prose and Poetry

#### LA 3.RP.5 Knowledge and Ideas

Compare and contrast the themes, settings, and plots of literary texts written by the same author about the same or similar characters (e.g., books from a series).

**Extended: Identify a similarity in characters, settings, or events between two literary texts by the same author (e.g., books from a series).**

#### Scaffolding Activities for the Extended Indicator

- ❑ **Identify a similarity in characters, settings, or events between two literary texts by the same author (e.g., books from a series).**

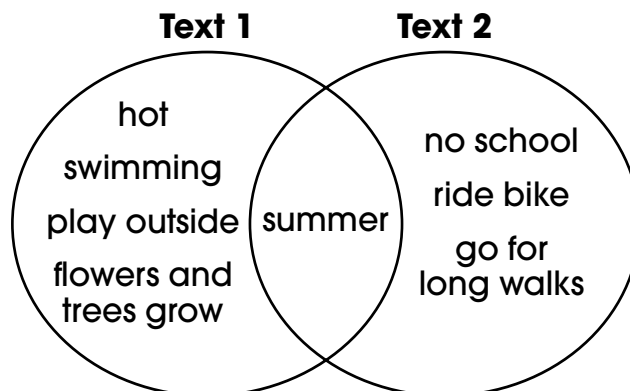
- Provide the students with two literary texts by the same author. Read the texts to the students, using graphics as needed.

*Text 1: It can be very hot during the summer. Some people like to go swimming. Other people like to play outside. Many flowers and trees grow during the summer.*

*Text 2: Martha's favorite season is summer. She does not go to school during summer. Instead, she rides her bike every day. She also goes for long walks on the trail by her house. Martha loves summertime.*

- Using a Venn diagram or other familiar [graphic organizer](#), model for the students how to pick out details in the texts and where to put them in the diagram (i.e., things that are similar or the same go in the middle, things that are different go on each side.) Guide the students toward the correct answers by highlighting or underlining key details in each text in various colors. Highlight or underline the word 'summer' in each text in a different color so it is easily recognizable.

What are some details in Text 1? What are some details in Text 2?





### LA 3.RP.5 Reading Prose and Poetry

- If the students are not familiar with a Venn diagram, a simple T-chart can be used instead. Model highlighting words that are the same in each list (in this case, the word “summer”).

Text 1	Text 2
hot	summer
summer	no school
swimming	ride bike
play outside	go for long walks
flowers and trees grow	

#### Prerequisite Extended Skills

Understand the concept of details in a text.

Recognize specific details in a text.

Understand the concept of compare and contrast.

#### Key Terms

author, book series, character, event, identify, literary text, setting, similarity

#### Additional Resources or Links

Link to open-source, accessible texts for students with disabilities:

<https://tarheelreader.org/>

Introduction to shared reading lessons for students comprehending text at or below a second-grade level:

<https://www.sharedreader.org/>

Resource for graphic organizer templates:

<https://iris.peabody.vanderbilt.edu/module/ss2/cresource/q1/p02/>

# English Language Arts—Grade 3

## LA 3.RP.6 Reading Prose and Poetry

### LA 3.RP.6 Reading Prose and Poetry

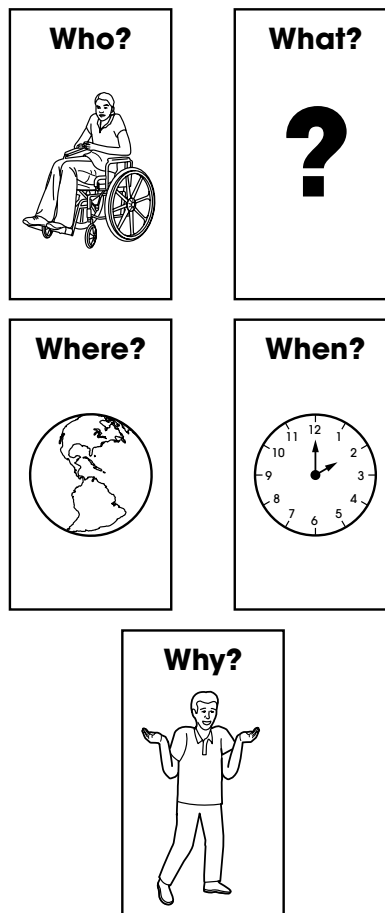
#### LA 3.RP.6 Knowledge and Ideas

Explain what the text says explicitly and draw inferences when asking and answering questions.

**Extended: Answer literal questions, using explicit information from a literary text.**

#### Scaffolding Activities for the Extended Indicator

- ❑ **Answer literal questions, using explicit information from a literary text.**
  - Introduce the lesson by reviewing “Wh-” question words (who, what, where, when, and why.) Create a poster or [graphic organizer](#) to use as a visual, and explain to the students that ‘who’ is a question about someone, ‘what’ is a question about something, ‘where’ is a question about a place (somewhere), ‘when’ is a question about time (day, year, etc.), and ‘why’ is a question that asks for details about something. Ask the students questions about relevant things in their lives (e.g., what they do during the day) to check their understanding of which type of answer matches which question word.



### LA 3.RP.6 Reading Prose and Poetry

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- Using a literary text, read the text to the students and then discuss what you just read. Use “Wh-” questions as a guiding point for the discussion.

*Where did the narrator go? Where did the train go? What did the narrator buy at the coffee shop? What was the dog doing?*

- Guide the students to the correct answer if they do not understand the questions. Strategies such as rephrasing the question, repeating the questions, and providing clues to the answer may be beneficial to the students.

#### Prerequisite Extended Skills

Understand a text when given a summary.

Recognize that asking questions helps in understanding ideas in a text.

#### Key Terms

answer, explicit information, literal question, literary text, narrator

#### Additional Resources or Links

Link to open-source, accessible texts for students with disabilities:

<https://tarheelreader.org/>

Introduction to shared reading lessons for students comprehending text at or below a second-grade level:

<https://www.sharedreader.org/>

Resource for graphic organizer templates:

<https://iris.peabody.vanderbilt.edu/module/ss2/cresource/q1/p02/>

# English Language Arts—Grade 3

## LA 3.RP.7 Reading Prose and Poetry

### LA 3.RP.7 Reading Prose and Poetry

#### LA 3.RP.7 Knowledge and Ideas

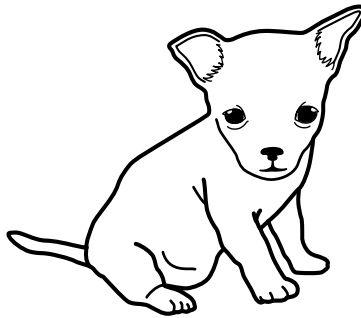
Compare and contrast themes, topics, and/or patterns of events in a range of literary texts.

**Extended: Identify a similarity in characters or events in two literary texts.**

#### Scaffolding Activities for the Extended Indicator

##### ☐ Identify a similarity in characters.

- Begin the lesson by explaining what character traits are. Explain that traits are words or phrases that describe a character. Create an outside/inside chart, or other familiar [graphic organizer](#), to show different types of character traits.



Outside  
black and white  
short ears

Inside  
silly  
happy

- Create a T-chart with the names of two people familiar to the students and note cards or sentence strips with different traits. Have the students place the cards under the name of the person that is being described.
- Read the students two literary texts. Using a Venn diagram or other familiar [graphic organizer](#), brainstorm traits that one character from each text has. Guide the students toward traits that are the same. Alternatively, create note cards or sentence strips with traits on them and have the students place the cards where they go on the Venn diagram. Then, discuss what makes the characters the same.

### ☐ Identify a similarity in events.

- Present the students with a familiar literary story, and ask the students to identify what happens during the story. Guide the students toward the correct answer, if necessary. Explain to the students that an *event* is what happens in a story. Repeat as often as needed so students get comfortable with identifying an event in a story.
- Choose two stories that have at least one event in common. This may include two stories about the same thing but with slightly different details. Read each story, one at a time, to the students, and then ask the students to identify an event in each story. Create a list of what the students say.
- Using the list, ask the students to find any event that occurs in both stories. For example, both stories may be about a team that wins a baseball game. Other events may occur in each story, but the only event in common is that a team wins a baseball game.

### Prerequisite Extended Skills

Understand the meaning of similar/similarity.

Recognize a topic in a literary text.

Recognize that literary texts can be similar.

### Key Terms

character, event, identify, literary text, similarity

### Additional Resources or Links

Link to open-source, accessible texts for students with disabilities:

<https://tarheelreader.org/>

Introduction to shared reading lessons for students comprehending text at or below a second-grade level:

<https://www.sharedreader.org/>

Resource for graphic organizer templates:

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# English Language Arts—Grade 3

## LA 3.V.1 Vocabulary

### LA 3.V.1 Vocabulary

#### LA 3.V.1.a Acquisition and Use

Use sentence-level context clues to determine the meaning of a word or phrase.

**Extended: Use sentence-level context clues and/or illustrations to determine the meaning of a word.**

#### Scaffolding Activities for the Extended Indicator

##### ☐ Use context clues to determine the meaning of a word.

- Give the students a sentence strip with at least one sentence on it. Underline or highlight the vocabulary word that the students will be learning.

*Cameron wants to invent a game for his friends. He likes to make new things.*

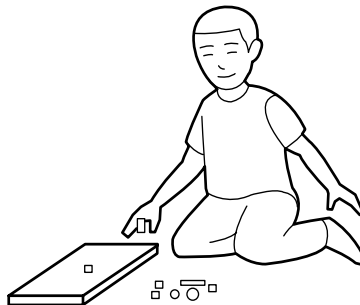
- Tell the students they can find the meaning of the vocabulary word by looking at the other words in the sentences. Give the students two words from the sentences, one that is obviously the definition of the vocabulary word and one that is obviously not (e.g., *likes* and *make*). Model replacing the vocabulary word with each given word, and ask the students which makes sense.

*Which word makes sense?*

*Cameron wants to likes a game for his friends.*

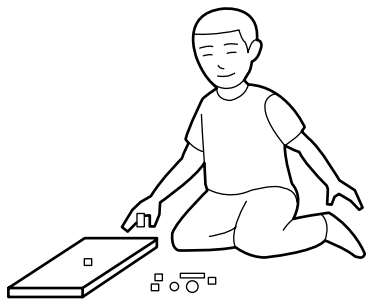
*Cameron wants to make a game for his friends.*

- Illustrations also may be used with the words or alone to aid in comprehension.

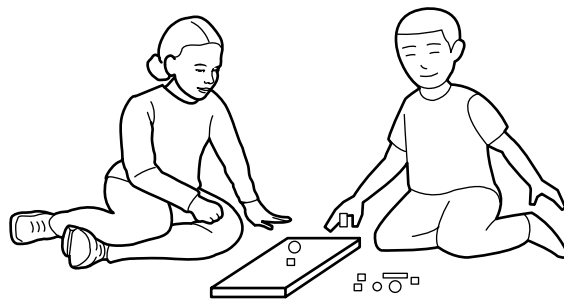


*Cameron wants to invent a game for his friends. He likes to make new things.*

*What does Cameron want to do?*



make a game



play a game

### Prerequisite Extended Skills

Understand that words have meanings.

Match words with corresponding symbols or illustrations.

Recognize that sentences are made of multiple words that create meaning.

### Key Terms

context clues, determine, illustration, word meaning

### Additional Resources or Links

Website with resources for using technology to teach context clues:

<https://powerupwhatworks.org/strategy-guide/context-clues-teach-tech>

Using context clues to identify word meaning:

<https://www.readingrockets.org/article/using-context-clues>

# English Language Arts—Grade 3

## LA 3.V.1 Vocabulary

### LA 3.V.1 Vocabulary

#### LA 3.V.1.b Acquisition and Use

Use affixes to determine the meaning of unknown words (e.g., comfortable, uncomfortable).

**Extended: Use commonly occurring prefixes to determine the meaning of words.**

#### Scaffolding Activities for the Extended Indicator

##### ❑ Use prefixes to determine the meaning of words.

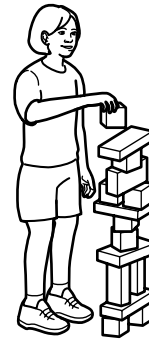
- Tell the students that some words can be broken into two pieces. The first piece is called a *prefix* and the second piece is called the *root* or *root word*. Explain to the students that they are going to learn to use prefixes to help learn what the words mean.
- Using the board, paper, or other device that the students can easily see and manipulate, write three words that can be combined with the prefix “re-.” Each word should be in the same color ink and font. Read each word as you point to it. Then, either by writing, using pictures, or using another familiar method, add the definition of that word next to it.



**read**

do  
something

**do**



**make**



### LA 3.V.1 Vocabulary

- Introduce the prefix of “re-.” Explain that this prefix means “again.” Put the prefix on a note card or sticky note. As you put the card next to the original word, read the new word. For example, say *“This word is ‘read.’ Now, (while putting the card next to the word) this word is ‘reread.’”* Do this for each word being used. Go through all three words with and without the prefix.



**reread**

- Tell the students that when a prefix is added, a new word is made. Go through each root word along with the prefix, read the new word, and then say what it means. For example, say *“This word is ‘read. Now, I’ll put ‘re-’ in front. Our new word is ‘reread.’ ‘Reread’ means to read something again.”* Repeat the activity with each new word.

#### Prerequisite Extended Skills

Recognize common vocabulary words.

Recognize that words can be made up of more than one part.

#### Key Terms

determine, prefix, root word, word meaning

#### Additional Resources or Links

List of common prefixes and their meanings:

<https://examples.yourdictionary.com/reference/examples/prefix-examples.html>

Article on teaching prefixes, suffixes, and roots:

<https://blog.penningtonpublishing.com/?s=prefixes+and+suffixes>

# English Language Arts—Grade 3

## LA 3.V.1 Vocabulary

### LA 3.V.1 Vocabulary

#### LA 3.V.1.c Acquisition and Use

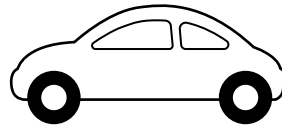
Use known root words to determine the meaning of unknown words (e.g., company, companion).

**Extended: Use word structure to determine singular or plural nouns and/or familiar past or present verb tense.**

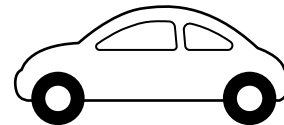
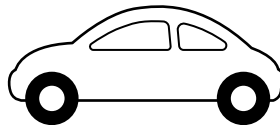
#### Scaffolding Activities for the Extended Indicator

##### ☐ Use word structure to determine singular or plural nouns.

- Introduce the concepts of singular nouns and plural nouns by modeling matching a familiar noun with a corresponding picture. For example, show the students word card that says “car,” and match it with a picture of a car. After modelling, have the students match a word with a correct picture on their own.



- Give the students a picture of two cars. Tell the students that this is a picture of two cars. Then, show the students a word card that says “cars,” and tell them that the card says “cars.” This process can be repeated with other nouns as often as needed for understanding.



- Take the word card that says “car” and the word card that says “cars.” Reread each word card, and ask the students whether they can see a difference in the two cards. Prompt the students to identify that one of the cards has an “s” on it. Tell the students that “s” can make something plural, or more than one. Put both word cards on the wall, and put the corresponding pictures underneath them. Follow this process with other familiar singular and plural nouns.
- For additional scaffolding, write the “s” for each plural noun in a different color or font so that it is easily recognizable. You may also use a sorting game with real objects or word and picture cards to expand on the idea of singular versus plural.

### ❑ Use word structure to determine familiar past or present verb tense.

- Introduce the topic of verbs by explaining that verbs are action words. Show the students a list of familiar action words with or without illustrations, and read the list to the students. Play the game Simon Says (or a similar game), and make a class list of phrases that contain verbs (stomp your feet, clap your hands, run in place, etc.).
- Choose 3–5 activities that regularly happen within the school day (e.g., getting off or on the bus, eating breakfast/lunch/snack, going to a specific class). Using a premade or new schedule, put the activities in the order that they occur during the day. Use present tense when talking about each activity, and underline the verbs (e.g., “At school, we first walk off the bus, then sit in our desks, and then eat a snack.”). Label this schedule “Today’s Activities.”
- The following day, look at the schedule, and discuss what happened yesterday (e.g., “First, we walked off the bus, then we sat in our desks, and then we ate a snack.”) Using a new schedule titled “Yesterday’s Activities,” put simple cards on the schedule with the activities “walked off bus,” “sat in desk,” “ate a snack.” Show the students the different wording of each activity (e.g., “walk off the bus” versus “walked off the bus”), and explain that the verbs are different depending on whether we are talking about the present or the past.
- Create a simple T-chart, and work with the students to make lists of verbs in the present tense and their corresponding forms in the past tense.

### Prerequisite Extended Skills

Recognize a noun.

Recognize a verb.

Understand the concept of *one* and *more than one*.

Understand the concepts of *before* and *now* (or *past* and *present*).

### Key Terms

action, determine, singular noun, plural noun, past verb tense, present verb tense, word structure

### Additional Resources or Links

Common noun lessons for elementary students:

<https://www.grammar-monster.com/lessons/nouns-for-kids.htm>

Common verbs with illustrations:

<https://7esl.com/common-verbs/>

Activities for teaching verb tense:

<https://www.weareteachers.com/verb-tenses/>

Guide to teaching plural nouns to English language learners:

<https://games4esl.com/how-to-teach-plural-nouns/>

# English Language Arts—Grade 3

## LA 3.V.2 Vocabulary

### LA 3.V.2 Vocabulary

#### LA 3.V.2.a Context and Connotation

Distinguish between literal and nonliteral meanings of words and phrases in context (e.g., take steps).

**Extended: Identify the use of alliteration in text.**

#### Scaffolding Activities for the Extended Indicator

##### ☐ Identify the use of alliteration in text.

- Define the word *alliteration* for the students by creating simple sentences or phrases using alliteration. Use the names of familiar people in each sentence or phrase. Underline the beginning letter of each word.

*Ms. Miller makes many maps.*

*Tina takes tiny tents to town.*

*Shantelle should shop for shoes at Shakers.*

- Read each sentence to the students, and point to the initial letter of each word. Tell the students that these sentences use alliteration. Each sentence uses the same sound at the beginning of most of the words in the sentence.
- Ask the students to choose a letter of the alphabet. Using the letter that was chosen, create another sentence that uses alliteration and write it on the board. For example, if the students choose *b*, create a sentence such as the following:

*Billy buys biscuits and bagels from the baker.*

- After doing this activity with a couple of different letters, give each student a set of note cards. One note card should have the individual student's name. The other note cards should have words with the same initial letter that the student's name has. Underline all of the beginning letters that are the same. Ask the students to use the note cards to create sentences. Transfer the newly created sentences to sentence strips, and hang them in the classroom in a place where all the students can see them.

*Zoe zips her zipper and walks to the zoo to see the zebbras.*

*Noah needs new notebooks for school.*

*Sam sings some silly songs while swimming.*

### Prerequisite Extended Skills

Identify letters in the alphabet.

Recognize that capital letters and lowercase letters are the same.

Identify letter sounds.

### Key Terms

alliteration, identify, text

### Additional Resources or Links

Lesson plans for teaching alliteration:

<https://classroom.synonym.com/teach-alliteration-lesson-plan-4772492.html>

Alliteration activities:

<https://earlyimpactlearning.com/alliteration-activities-for-preschool/>

# English Language Arts—Grade 3

## LA 3.V.2 Vocabulary

### LA 3.V.2 Vocabulary

#### LA 3.V.2.c Context and Connotation

Distinguish nuances of meaning between related words that describe states of mind or degrees of certainty (e.g., believed, suspected).

**Extended: Identify the relationship between words (e.g., same, opposite, beginning with the same initial letter or sound).**

#### Scaffolding Activities for the Extended Indicator

##### ☐ Identify the relationship between words.

- Explain to the students that words have different meanings and that some words have the same or similar meanings, while other words have different or opposite meanings. Give examples of common similar words and common different words, and write those on a board or sentence strips. Define the words for the students, and help them decide which words have the same meanings and which ones have different meanings.

<u>Same</u>	<u>Different</u>
glad—happy	happy—sad
smile—grin	smile—frown

#### Same



glad



happy

#### Different



happy



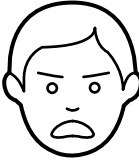





sad

- Create sentence strips with sentences about the students' interests, such as things they do at recess, favorite foods, etc. Read the sentence strips, and ask the students to share a feeling that is similar to what the sentence says. Then, have the students choose a feeling that is different from what the sentence says.

## LA 3.V.2 Vocabulary

- Using pictures or drawings, have the students pair the images with new sentence strips. Use similar words and different words, and help the students decide where the pictures go. Have the students glue the pictures on the correct side of the [graphic organizer](#).

		Same	Different
When I play recess, I feel			
	happy.	glad	mad
Sometimes I feel			
	tired.	sleepy	awake

### Prerequisite Extended Skills

Recognize vocabulary.

Recognize the concepts of same and different.

Understand how to make comparisons and recognize differences.

### Key Terms

identify, initial letter, initial sound, opposite, relationship, same, word

### Additional Resources or Links

Resource for graphic organizers:

<https://creately.com/blog/diagrams/types-of-graphic-organizers/>

Vocabulary acquisition lesson plan based on the book *Because of Winn Dixie*:

[https://wiki.ncscpartners.org/index.php/Language Arts Sample Systematic Instruction Script \(LASSIS\): Elementary Vocabulary and Acquisition#BUILD A GRADE-ALIGNED COMPONENT: III. CONTEXT CLUES](https://wiki.ncscpartners.org/index.php/Language_Arts_Sample_Systematic_Instruction_Script_(LASSIS):_Elementary_Vocabulary_and_Acquisition#BUILD_A_GRADE-ALIGNED_COMPONENT:_III._CONTEXT_CLUES)

# English Language Arts—Grade 3

## LA 3.W.1 Writing

### LA 3.W.1 Writing

#### LA 3.W.1.a Production of Writing

Capitalize proper nouns (e.g., historic periods, nationalities, languages), proper adjectives (e.g., South American), and appropriate words in titles.

**Extended: Capitalize the initial word in simple sentences.**

#### Scaffolding Activities for the Extended Indicator

##### ❑ Capitalize the initial word in sentences.

- Read a short story to the students. Use your finger to point to each word as it is read. Enlarge the story so it is easy for the students to follow along while you are reading.

Outside it is fall. The leaves on the trees are many colors.  
I see a lot of pumpkins everywhere.

- Highlight or underline the initial letter in the first word in each sentence. Ask the students to tell you what is different about those letters. If necessary, review capital and lowercase letters with the students prior to the lesson. The students should be able to identify that the first letters are uppercase while the rest of the letters are lowercase.
- Tell the students that the underlined letters are capitalized because those are the first words in a sentence. Explain that one rule of sentences is that the first word is always capitalized. Show the students other stories and point out the capital letters in each sentence. Tell the students again that these follow the rules of capitalization—the beginning word is always capitalized.
- Next, give the students two sentences that are the same. One sentence should use correct capitalization and the other should not. Highlight or underline both the initial words and ask the students to identify what is different about them. After determining that one sentence begins with a capital letter and one with a lowercase letter, remind the students that sentences always begin with a capital letter. Ask them to identify which is the correct sentence.

Fish swim in the lake.

fish swim in the lake.

- Then, give the students multiple sentences. Some should follow the correct capitalization rules, and some should be incorrect. Work with the students to identify which are the correct sentences. Return to the incorrect sentences and fix them so that all the sentences begin with a capital letter.



## LA 3.W.1 Writing

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### Prerequisite Extended Skills

Recognize sentences.

Understand the difference between capital and lowercase letters.

### Key Terms

capitalize, initial word, simple sentence

### Additional Resources or Links

Capitalization lesson plans for elementary students:

<https://www.keepingmykiddobusy.com/blog/2021/4/12/capitalization-rules>

# English Language Arts—Grade 3

## LA 3.W.1 Writing

### LA 3.W.1 Writing

#### LA 3.W.1.b Production of Writing

Use commas in addresses and commas and quotation marks in dialogue; use an apostrophe to form and use possessive.

**Extended: Use periods and question marks in simple sentences.**

#### Scaffolding Activities for the Extended Indicator

##### ☐ Use periods and question marks in sentences.

- Explain to the students that punctuation marks help readers understand sentences. Provide the students with various sentence strips that contain short sentences. Some of the sentences should end in a period, and others should end in a question mark. Make the punctuation marks visible by either highlighting them or bolding them.

*She went to the store.*

*What is your favorite ice cream?*

*Tom rode his bike to school.*

*When can Kya come out and play?*

- Show the students the difference between what a period looks like and what a question mark looks like.
- Next, read the same sentence strips to the students. Use a very obviously monotone voice for the sentences that end with a period and a very obviously questioning voice for the sentences that end with a question mark. Again, point out the punctuation mark, and explain to the students that a period is used in regular sentences, while a question mark is used in sentences that are questions.
- With the students, create a list of common question words (“Wh-” words). Tell the students that the presence of a “Wh-” word can be a clue indicating that a sentence needs a question mark.

### LA 3.W.1 Writing

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- Using new sentence strips, some with sentences that need a period and others with sentences that need a question mark, ask the students to identify which sentences need which punctuation mark.

*Why are the leaves on the ground*\_\_\_\_

*The dog played outside*\_\_\_\_

*Where is the book*\_\_\_\_

*I have to clean my room*\_\_\_\_

#### Prerequisite Extended Skills

Recognize that words can be grouped together to make a sentence.

Recognize different types of expressions.

Recognize “Wh-” question words.

#### Key Terms

period, question mark, simple sentence

#### Additional Resources or Links

Activities for teaching punctuation:

<https://www.differentiatedteaching.com/punctuation-activities/>

# English Language Arts—Grade 3

## LA 3.W.5 Writing

### LA 3.W.5 Writing

#### LA 3.W.5.b Modes of Writing

Develop the topic with information (e.g., facts, definitions, details) clearly related to the topic.

**Extended: Identify details that relate to the given topic.**

#### Scaffolding Activities for the Extended Indicator

##### ☐ Identify details that relate to the given topic.

- Tell the students they are going to learn about how ice cream is made. Read a short story about the topic.

*Making ice cream can be fun. You need four ingredients—milk, salt, ice, and vanilla. Put the ingredients in a plastic bag. Then, shake the bag for 5 minutes. Open the bag and enjoy!*

- Next, tell the students that the class will be writing about the topic of how ice cream is made. Discuss the story that was read and then summarize the story for the students. Write the summary on the board in two to three sentences. Read the sentences to the students.

*You need 4 ingredients to make ice cream. Put the ingredients in a bag, shake the bag, and it is ready to eat.*

- After reading the sentences, tell the students that you are going to add more details to the summary. Explain to the students that *details* are “additional information to add to the story.”
- Provide the students with two details—one that relates to the topic of making ice cream and one that does not. The incorrect detail should be very obviously different from the topic.

*Detail 1: If you add chocolate to the bag the ice cream tastes even better!*

*Detail 2: You can put ice in your juice to make it cold.*

- Ask the students to identify which detail would be used for the topic. Remind the students that the detail needs to relate to or have to do with the topic of making ice cream. Reread the summary and the original story if necessary.

#### Prerequisite Extended Skills

Recognize the meaning of a text.

Recognize details in a text.

Understand how to describe something.

## LA 3.W.5 Writing

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### Key Terms

detail, identify, relate, topic

### Additional Resources or Links

Activities and lesson plans for adding detail to students' writing:

<https://theprimaryplanet.com/how-to-add-details-to-writing-mini-lessons/>

# English Language Arts—Grade 3

## LA 3.W.6 Writing

### LA 3.W.6 Writing

#### LA 3.W.6.b Modes of Writing

Identify print and digital tools to gather information and ideas to answer questions.

**Extended: Identify print and digital tools to gather information.**

#### Scaffolding Activities for the Extended Indicator

##### ☐ Identify print and digital tools to gather information.

- Tell the students that they are going to do research on a familiar topic, such as sharks. Explain to the students that in their research, they will need to find information using different sources, such as books, websites, and videos.
- If possible, bring the students to the library to look for sources that will help with their research. If the library is not available to the students, choose various sources for the students. Choose both sources that will help the students conduct their research about sharks and sources that will not help the students.
- Show the students two sources they can choose from. Remind the students that they are looking for sources that will help them do their research on sharks. Read information in both sources, and ask the students to identify which source will be the best to use for their research. For example, show the students a book about sharks and a book about rabbits. Read the titles of the books, and point to any pictures that are in the books. Ask the students to choose which book to use for their research on sharks.

#### Prerequisite Extended Skills

Recognize sources of information.

#### Key Terms

digital tool, identify, information, print tool

#### Additional Resources or Links

Ideas for research projects in elementary grades:

<https://classroom.synonym.com/childrens-research-projects-third-grade>

Article on strengthening research skills for lower elementary students:

<http://trappedlibrarian.org/2021/04/strengthen-research-skills-for-2nd-and-3rd>

# English Language Arts—Grade 3

## LA 3.W.6 Writing

### LA 3.W.6 Writing

#### LA 3.W.6.c Modes of Writing

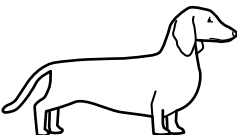
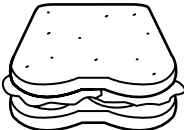
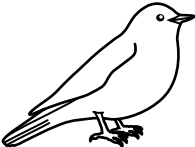

Sort evidence into categories using an appropriate note-taking format to collect and organize information.

**Extended: Organize information into categories.**

#### Scaffolding Activities for the Extended Indicator

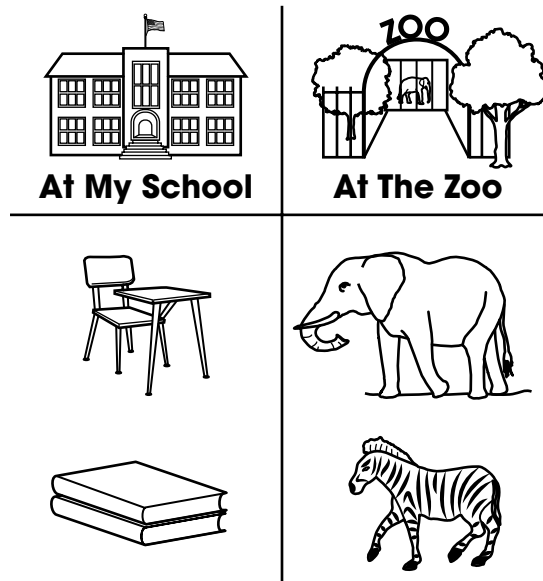
☐ **Organize information into categories.**

- Give the students four pictures that could be divided into two categories. For instance, give the students a picture of a dog, a bird, an ice cream cone, and a sandwich. Tell the students what each picture is.
- Then, give the students a T-chart and have the students sort the pictures into the correct space on the chart.

Animal	Food
	
	

## LA 3.W.6 Writing

- After the students have put the pictures in the correct space on the chart, explain to the students that words and sentences can also be organized into categories. Give the students short phrases or sentences about two different topics. For example, give the students information about school and about the zoo. Pair the phrases or sentences with pictures. Ask the students to sort the information given to them into the correct space on the T-chart.



### Prerequisite Extended Skills

- Recognize how to sort into categories.
- Identify differences between objects.

### Key Terms

category, information, organize

### Additional Resources or Links

Resource for teaching students with autism categorization skills:  
<https://theautismhelper.com/teaching-categorization-skills/>



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Alternate English Language Arts  
Instructional Supports  
for  
NSCAS English Language Arts Extended Indicators  
Grade 3



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