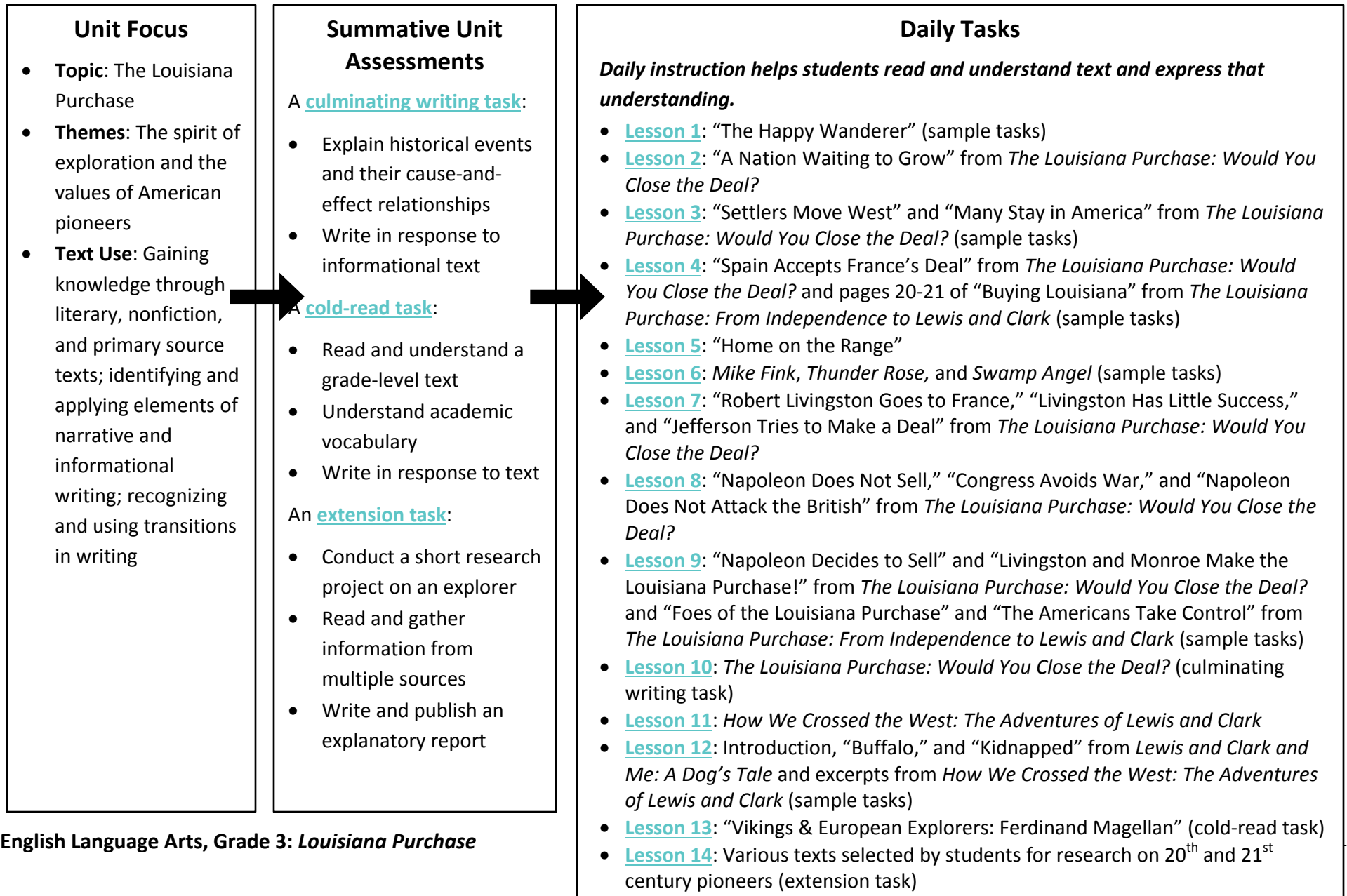


UNIT: LOUISIANA PURCHASE

ANCHOR TEXT	UNIT FOCUS	
<p><i>The Louisiana Purchase: Would You Close the Deal? (What Would You Do?)</i>, Elaine Landau (Informational)</p> <p>RELATED TEXTS</p> <p><u>Literary Texts (Fiction)</u></p> <ul style="list-style-type: none"> • <i>Mike Fink</i>, Steven Kellogg • <i>Thunder Rose</i>, Jerdine Nolen • <i>Swamp Angel</i>, Anne Isaacs • Introduction, “Buffalo,” and “Kidnapped” from <i>Lewis and Clark and Me: A Dog’s Tale</i>, Laurie Myers <p><u>Informational Texts (Nonfiction)</u></p> <ul style="list-style-type: none"> • <i>The Louisiana Purchase: From Independence to Lewis and Clark</i>, Michael Burgan • <i>How We Crossed the West: The Adventures of Lewis and Clark</i>, Rosalyn Schanzer • “Vikings & European Explorers: Ferdinand Magellan” <p><u>Nonprint Texts (Fiction or Nonfiction)</u> (e.g., Media, Video, Film, Music, Art, Graphics)</p> <ul style="list-style-type: none"> • “The Happy Wanderer,” Frank Weir (Audio) (Song) • “Home on the Range,” Dr. Brewster M. Higley (Audio) (Song) • “Go West Across America with Lewis and Clark!” (Website) 	<p>Students learn about the Louisiana Purchase and the characteristics of pioneers during this time period. While exploring literary and informational texts, including quotes from primary source documents, students discuss elements of narrative writing and apply them to their own writing. Students also learn about words that signal spatial and temporal relationships and the logical connections between sentences and paragraphs in a text.</p> <p>Text Use: Gaining knowledge through literary, nonfiction, and primary source texts; identifying and applying elements of narrative and informational writing; recognizing and using transitions in writing</p> <p>Reading: RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.9, RL.3.10, RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.6, RI.3.7, RI.3.8, RI.3.9, RI.3.10</p> <p>Reading Foundational Skills: RF.3.4a-c</p> <p>Writing: W.3.1a-d, W.3.2a-d, W.3.3a-d, W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, W.3.10</p> <p>Speaking and Listening: SL.3.1a-d, SL.3.2, SL.3.3, SL.3.4, SL.3.5, SL.3.6</p> <p>Language: L.3.1b-i; L.3.2a, c-g; L.3.3a; L.3.4a-d; L.3.5a-c; L.3.6</p>	
	<th data-bbox="745 998 2011 1039">CONTENTS</th>	CONTENTS
	<p>Page 80: Text Set and Unit Focus</p> <p>Page 81: <i>The Louisiana Purchase</i> Unit Overview</p> <p>Pages 82-86: Summative Unit Assessments: Culminating Writing Task, Cold-Read Task, and Extension Task</p> <p>Page 87: Instructional Framework</p> <p>Pages 88-104 Text Sequence and Sample Whole-Class Tasks</p>	

Louisiana Purchase Unit Overview



SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK¹

Have students respond to the following prompt: Select three events that led to the American acquisition of the Louisiana Territory. Write an essay that describes each event and explains what led to that event and the results of the event. **(RI.3.1, RI.3.2, RI.3.3, RI.3.7, RI.3.8)** Make sure to use words that signal sequence and cause/effect relationships. **(W.3.2a-d, W.3.10, L.3.1h, L.3.6)**

Teacher Note: *The completed writing should use grade-appropriate words and phrases chosen for effect. (L.3.1b-i; L.3.3a; L.3.6) It should also demonstrate command of proper grammar and usage, capitalization, punctuation, and spelling. (L.3.2a, d, e, f) Use peer and teacher conferencing as well as small-group work that targets student weaknesses in writing to improve student writing ability. (W.3.4, W.3.5, L.3.2g)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	What shows students have learned it?	Which tasks help students learn it?
<ul style="list-style-type: none"> • Topic: The Louisiana Purchase • Themes: The spirit of exploration and the values of American pioneers • Text Use: Gaining knowledge through literary, nonfiction, and primary source texts; identifying and applying elements of narrative and informational writing; recognizing and using transitions in writing 	This task assesses: <ul style="list-style-type: none"> • Explaining historical events and their cause-and-effect relationships • Writing in response to informational text 	Read and understand text: <ul style="list-style-type: none"> • Lesson 2 • Lesson 3 (sample tasks included) • Lesson 7 • Lesson 8 Express understanding of text: <ul style="list-style-type: none"> • Lesson 4 (sample tasks included) • Lesson 10 (use this task)

¹ Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.

COLD-READ TASK²

Independently read “[Vikings & European Explorers: Ferdinand Magellan](#)” from ReadWorks.org. Then **answer** a combination of multiple-choice and constructed-response questions³ about the text, using evidence for all answers. Sample questions:

1. What is the main idea of “Vikings & European Explorers: Ferdinand Magellan”? **(RI.3.2)**
2. What is the meaning of the suffix *-able* as it is used in *drinkable* in the following sentence: “The sailors ran out of food and *drinkable* water.” **(RI.3.4, L.3.4c)**
3. What is the meaning of *overcome* as it is used in the following sentence: “His ship eventually was *overcome* by bad weather.” **(RI.3.4, L.3.4a, L.3.4c, L.3.6)**
4. Which of the following sentences from the passage supports the meaning of *overcome*?
 - a. “The other captain disagreed and headed east.”
 - b. “Magellan’s expedition returned to Spain.”
 - c. “Most of the crew had died of malnutrition and starvation.”
 - d. “Only one ship made it back with 18 survivors.”
5. What is the meaning of the prefix *mal-* as it is used in *malnutrition* in the following sentence: “Most of the crew had died of *malnutrition* and starvation”? **(RI.3.4, L.3.4c)**
6. Select three events that happened on Ferdinand’s voyage, and complete the chart below. **(RI.3.2, RI.3.3, L.3.6)**

Event	What happened?	What came before?	What were the results?
1.			
2.			
3.			

² **Cold-Read Task:** Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. Additional assessment guidance is available at <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/end-of-year-assessments>.

³ Ensure that students have access to the complete texts as they are testing.

7. What led to the success of Magellan’s voyage? (RI.3.1, RI.3.3)
8. Read this sentence from paragraph 3: “They sailed for 98 days without seeing land.” How does this sentence connect to the sentences that follow it? (RI.3.1, RI.3.8)
9. What information in “Vikings & European Explorers: Ferdinand Magellan” is similar to information in *How We Crossed the West: The Adventures of Lewis and Clark*? Explain the challenges that explorers experienced on their journey. (RI.3.1, RI.3.2, RI.3.9)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	What shows students have learned it?	Which tasks help students learn it?
<ul style="list-style-type: none"> • Topic: The Louisiana Purchase • Themes: The spirit of exploration and the values of American pioneers • Text Use: Gaining knowledge through literary, nonfiction, and primary source texts; identifying and applying elements of narrative and informational writing; recognizing and using transitions in writing 	<p>This task focuses on:</p> <ul style="list-style-type: none"> • Reading and understanding a grade-level text • Understanding academic vocabulary • Writing in response to text 	<p>Read and understand text:</p> <ul style="list-style-type: none"> • Lesson 2 • Lesson 3 (sample tasks included) • Lesson 4 (sample tasks included) <p>Express understanding of text:</p> <ul style="list-style-type: none"> • Lesson 8 • Lesson 9 (sample tasks included) • Lesson 13 (use this task)

EXTENSION TASK⁴

1. Have the class create a list of all the explorers they know (either from the unit or personal knowledge). As the list is created, provide a general overview of each explorer (e.g., what they explored).
2. Have students select an explorer to research. For students who need additional support, pair or group them to research the same explorer. **(RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.6, RI.3.8, RI.3.9, W.3.7, W.3.10)**
3. Provide students with a list of questions to research as well as a set of resources to use for research. Gather Internet resources and store them in a single place using [Blendspace](https://www.blendspace.com/)⁵ or [Sqworl](http://sqworl.com/index.php).⁶ Pull books from the local, school, or classroom library.
4. Have students use the gathered texts to take notes and sort information according to the teacher-provided questions. **(W.3.8)**

Student Prompt:

During the time of the Louisiana Purchase, Meriwether Lewis and William Clark emerged as pioneers. They explored unknown lands and charted new territory for America. Throughout our history, many famous explorers have done the same. They have created a similar *legacy*. We remember them today because of what they did for us in the past.

Working individually or in small groups, conduct a short research project on a self-selected explorer, such as Daniel Boone, Henry Hudson, or Ponce de Leon, who overcame obstacles and displayed characteristics of a pioneer.

Answer the following questions about your explorer:

- What is your explorer’s history? Where did he live? Why did he become an explorer?
- What did your explorer do to leave a legacy?
- What obstacles did your explorer encounter?
- What characteristics or traits most helped your explorer become successful?

Write a report about your explorer that answers all the questions.

5. Ensure students introduce their explorer; answer each question with examples or details from the texts they researched; use linking words and phrases, such as *because, therefore, also, another, more, but*, etc.; and conclude their essay by saying what characteristics helped the explorer be successful in his exploration. **(W.3.2a-d, W.3.10)**

⁴ Extension Task: Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

⁵ <https://www.blendspace.com/>

⁶ <http://sqworl.com/index.php>

6. Engage students in peer editing to ensure the report is developed with examples; demonstrates proper grammar and usage, capitalization, punctuation, and spelling; and uses grade-appropriate words and phrases that interest the reader. (W.3.4; W.3.5; L.3.1b-i; L.3.2a, d-g; L.3.3a, L.3.6)
7. Have students publish the report using available technology, such as a word processor. (W.3.6)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	What shows students have learned it?	Which tasks help students learn it?
<ul style="list-style-type: none"> • Topic: The Louisiana Purchase • Themes: The spirit of exploration and the values of American pioneers • Text Use: Gaining knowledge through literary, nonfiction, and primary source texts; identifying and applying elements of narrative and informational writing; recognizing and using transitions in writing 	<p>This task focuses on:</p> <ul style="list-style-type: none"> • Conducting a short research project on an explorer • Reading and gathering information from multiple sources • Writing and publishing an explanatory report 	<p>Read and understand text:</p> <ul style="list-style-type: none"> • Lesson 2 • Lesson 4 (sample tasks included) • Lesson 7 (sample tasks included) <p>Express understanding of text:</p> <ul style="list-style-type: none"> • Lesson 11 • Lesson 14 (use this task)

INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click [here](#)⁷ to locate additional information about this interactive framework.

Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student's reading level, exposure to grade-level texts supports language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***

Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for advanced readers using challenging texts.

Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for advanced writers.

Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.



⁷ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources>

TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

TEXT SEQUENCE	TEXT USE
<p>LESSON 1:⁸</p> <p>“The Happy Wanderer,” Frank Weir (Audio)</p>	<p>TEXT DESCRIPTION: In the song “The Happy Wanderer,” the narrator describes the joy he receives from wandering through the mountains.</p> <p>TEXT FOCUS: Read this text to introduce the unit focus of value. Consider what motivates the narrator to “go a-wandering.” Further analyze the song lyrics to evaluate and explain what the reader learns about what the narrator values through his words and actions. (RL.3.3, RL.3.5) Have students consider what they value.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students will engage in oral readings of “The Happy Wanderer” in order to build fluency. These readings will be followed by discussion of the meaning of the song and audio recordings by students demonstrating desired read-aloud components.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Engage students in repeated oral readings of “The Happy Wanderer” to build oral reading fluency. <ul style="list-style-type: none"> ○ Have students listen to the audio version of the song and follow along with the lyrics. Then model for students the reading of the song while they read the song lyrics chorally.⁹ ○ Form student pairs consisting of a more fluent reader (Partner A) and a less fluent reader (Partner B). Have student pairs practice reading the poem using paired reading.¹⁰ Circulate around the room to monitor student oral reading accuracy and fluency. ○ Finally, have students individually read the song aloud as the class reads the chorus. (RF.3.4b) ○ After this lesson is complete, place the lyrics in a classroom library for independent reading. (RF.3.4a, RF.3.4c, RL.3.10) <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Ask students to reread each stanza (skipping the chorus) and discuss the words. Ask students to highlight words or phrases that have similar feelings or attitude, using a different color for each set of words or phrases (e.g., <i>love, happy, joyously, sweet, laugh; roam, wandering, go, “never rest”</i>). (RL.3.4, L.3.4a, L.3.5c, L.3.6)

⁸ **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

⁹ http://www.readingrockets.org/strategies/choral_reading

¹⁰ http://www.fcrr.org/studentactivities/F_021c.pdf

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> Have students determine the meaning of <i>wandering</i> in the song and identify how they determined it. What words or phrases support the meaning of <i>wandering</i>? (RL.3.1, RL.3.4, L.3.4a) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> Have students answer the following questions in writing with a partner: <ul style="list-style-type: none"> What is the speaker’s attitude toward wandering? How does he feel about it? What motivates him to go on his journey? (RL.3.1, RL.3.3, W.3.10) How do the stanzas connect to each other? How do they build your understanding of the wanderer? (RL.3.1, RL.3.3, RL.3.4, RL.3.5, W.3.10, L.3.5c) What is a central message or lesson of “The Happy Wanderer”? What details develop this message? (RL.3.1, RL.3.2, W.3.10) As time allows, have each pair create an audio recording of them fluently reading “The Happy Wanderer” at an understandable pace. (RF.3.4b, SL.3.5)
<p>LESSON 2:</p> <p>“A Nation Waiting to Grow” from <i>The Louisiana Purchase: Would You Close the Deal?</i>, Elaine Landau</p>	<p>TEXT DESCRIPTION: “A Nation Waiting to Grow” introduces students to America before the Louisiana Purchase. This section of <i>The Louisiana Purchase: Would You Close the Deal?</i> explains how and why many Americans wanted to expand America during this time as well as why America was limited to the land east of the Louisiana Territory. The port of New Orleans emerged as a primary reason for the need to expand America.</p> <p>TEXT FOCUS: The anchor text prompts students to consider their opinions in response to a series of event descriptions. Then, the text provides an explanation of what really happened. Since the text engages students through the use of targeted questions and second-person point of view, students are invited to consider how their point of view is different from those described in the text. (RI.3.6) Read “A Nation Waiting to Grow” and answer the questions along the way. Have students determine the main idea and recount key details. (RI.3.2) Using examples from the text, conduct a class discussion about what Americans valued during the time period and the character traits they might have possessed. Additionally, use headings and the map illustration on page 4, “The United States in 1800,” to gain information about the land area that made up America before the after the Louisiana Purchase to help students understand the text. (RI.3.5, RI.3.7)</p>
<p>LESSON 3:</p> <p>“Settlers Move West” and “Many Stay in America” from <i>The Louisiana Purchase:</i></p>	<p>TEXT DESCRIPTION: “Settlers Move West” and “Many Stay in America” continue to develop the idea of America before the Louisiana Purchase. This section of <i>The Louisiana Purchase: Would You Close the Deal?</i> describes how settlers chose to either move into the area between the Appalachian Mountains and the Mississippi River or to stay in what was considered America at the time, and some of the benefits and risks for each choice. Students also meet Napoleon and learn of his characteristics.</p>

TEXT SEQUENCE	TEXT USE
<p><i>Would You Close the Deal?</i>, Elaine Landau</p>	<p>TEXT FOCUS: Read “Settlers Move West” and “Many Stay in America” to determine the main idea and recount key details, including how the author uses specific words to connect important points. (RI.3.2, RI.3.8) Using text evidence, discuss potential characteristics of Americans who moved west compared to those who stayed within the country’s borders. (RI.3.1, SL.3.1) Discuss how Napoleon’s characteristics are similar to or different from both groups of Americans discussed previously. (RI.3.3)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students read “Settlers Move West” and “Many Stay in America” independently, and then again in small groups to discuss the texts and demonstrate understanding of each text. Students will explore how signal words are used to describe the connections between sentences within paragraphs in a text.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Have students read “Settlers Move West” and “Many Stay in America” independently. (RI.3.10) • Note for Small-Group Reading: Teachers may choose to engage struggling readers with additional readings either before or after the texts are read as a whole class. This will provide extra time for students to process the information and be more prepared to participate in the whole-class discussion. For example, have students listen to recorded versions of the texts (read and record the versions using Voice Memos or another recording device) and have them read along¹¹ with the recorded version. Do this in advance of reading the texts in class to support student reading fluency. (RF.3.4a-c) • As students read the texts independently, prompt them to answer the questions in the text. Provide them with a graphic organizer¹² requiring them to summarize the reading, define unknown words, and write down any questions they may have. (RI.3.1, RI.3.2, RI.3.4, L.3.4a, L.3.4d) This advance work ensures students are prepared for the upcoming small-group discussions. The work can also be completed digitally using programs such as My Big Campus¹³ or Edmodo.¹⁴ (W.3.6) • Divide the class into groups. Within each group, have students assign roles. Ask the groups to reread the two texts and then discuss the text based on their roles. (SL.3.1a-d, SL.3.4, SL.3.6) <ul style="list-style-type: none"> ○ Summarizer: Presents a summary of the text to begin the discussion. (RI.3.2) ○ Vocabulary Finder: Gathers the words all group members selected, verifies the word meanings and connections, and teaches the new words to the group. (L.3.4a-d, L.3.5b-c)

¹¹ http://www.fcrr.org/studentactivities/F_023c.pdf

¹² <http://www.occgate.org/conf/2010/mgriffith1.pdf>

¹³ <http://www.mybigcampus.com/>

¹⁴ <https://www.edmodo.com/>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ Question Writer: Gathers the questions and selects three to five questions for the group to discuss. (RI.3.1, SL.3.1c, SL.3.3) After the discussion, have the group write a written response to the questions. (W.3.4, W.3.5, W.3.10) ○ Text Structure Mapper: Leads the group in a discussion about the structure of the text, making sure to identify the connections between ideas. Records ideas on a timeline¹⁵ or cause/effect chart¹⁶. <ul style="list-style-type: none"> • Explain to all groups that there are signal words that can help readers to identify compare-and-contrast or cause-and-effect relationships when they are reading text. Model for students how to identify those signal words by rereading page 10 from “Settlers Move West.” <p style="margin-left: 40px;">Many settlers took a chance and went west to the area between the Appalachian Mountains and the Mississippi River. They came hoping to build a better life for themselves and their families. Some opened new businesses there. Other started large farms. More families kept coming each year. However, things did not always go well for them.</p> <p style="margin-left: 40px;">American settlers grew very angry. They felt that Spain was being unfair. The settlers feared that they would not be able to make a living. They wanted help their government. Yet little was done for them.</p> <p>Model how to identify the compare/contrast signal word <i>however</i> and the cause/effect signal word <i>yet</i>, clearly communicating the effect each term has on the text and how the signal words connect the sentences within the paragraph. (RI.3.8) Create a four-column class chart titled Signal Words Chart with the following columns: (1) Compare and Contrast, (2) Cause and Effect, (3) Sequence, and (4) Location. Record the sentences and emphasize the signal words on the chart. Have students create their own personal copy of the chart to keep throughout the unit.</p> • Have the groups reread “Many Stay in America,” looking for words that signal a compare/contrast and/or cause/effect relationship. Have them add those to their personal Signal Words Chart and the class four-column chart. (RI.3.8) Discuss how these words add to the text and help the author clearly communicate her points. <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Create a class H-chart or Venn diagram comparing the characteristics of Americans who moved west compared to the characteristics of those who stayed in America. (RI.3.1, RI.3.9, SL.3.1a) • Discuss Napoleon’s characteristics as a class. How are they similar to or different from both groups of Americans? (RI.3.3)
LESSON 4:	TEXT DESCRIPTION: These two sections of text provide students with information about Spain’s acquisition of Louisiana from

¹⁵ <http://freeology.com/wp-content/files/blanktimelineblack.pdf>

¹⁶ http://www.ecusd7.org/ehs/ehsstaff/jparkin/Academics/Medieval_World_History/Resources/Study_Aids/Graphic_Organizers/Cause_and_Effect.jpg

TEXT SEQUENCE	TEXT USE
<p>“Spain Accepts France’s Deal” from <i>The Louisiana Purchase: Would You Close the Deal?</i>, Elaine Landau</p> <p>Pages 20-21 of “Buying Louisiana” from <i>The Louisiana Purchase: From Independence to Lewis and Clark</i>, Michael Burgan</p>	<p>France and President Thomas Jefferson’s feelings about this acquisition and his future plans for Louisiana in America.</p> <p>TEXT FOCUS: Read “Spain Accepts France’s Deal” and “Buying Louisiana” pages 20-21 to determine the main idea and recount key details. (RI.3.2) Use a graphic organizer to gather evidence to demonstrate understanding of the key details in the text and how the illustrations in the text contribute to this understanding. (RI.3.1, RI.3.2, RI.3.7, SL.3.1)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students read “Spain Accepts France’s Deal” and pages 20-21 of “Buying Louisiana” in small groups. They continue to explore how signal words are used to describe the connections between sentences within paragraphs in a text. The lesson concludes with them discussing and then writing a comparison and contrast essay about Napoleon, President Jefferson, or the American pioneers.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Students read the text “Spain Accepts France’s Deal” and pages 20-21 of <i>The Louisiana Purchase: From Independence to Lewis and Clark</i> using a small-group discussion process similar to that used in Lesson 3. • Explain that there are signal words that can help readers identify time and sequential order (sequence) and spatial relationships (location) when they are reading text. Model for students how to identify those signal words by rereading “Spain Accepts France’s Deal.” <p style="text-align: center;">Then in 1801, Thomas Jefferson became president of the United States. He had heard about the secret treaty between France and Spain. This greatly upset him.</p> <p>Model how to identify the sequence signal word <i>then</i> and the location signal word <i>between</i>, clearly communicating the effect each term has on the text and how the signal words connect the sentences within the paragraph. (RI.3.8, L.3.6) Add both sentences to the Signal Words Chart begun in Lesson 3.</p> <ul style="list-style-type: none"> • Have groups reread both texts and the text from Lesson 3, looking for words that signal a relationship and adding them to their personal Signal Words Chart and the class four-column chart. (RI.3.8) Discuss how these words add to the text and help the author clearly communicate her points. • Prompt students to prepare for a class discussion by independently rereading the texts from this and the previous lesson. As they read, have them create a list of facts and characteristics about Napoleon, President Jefferson, and American pioneers during the time period. They may also use their notes (e.g., the class H-chart created in Lesson 3) and sort them according to the new categories. (W.3.8) • Ask students to share their lists with their group to revise, add to, or eliminate information. (SL.3.1a-d)

TEXT SEQUENCE	TEXT USE
	<p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Through discussion have students compare and contrast the characteristics of Napoleon, President Jefferson, and American pioneers. Ensure that students use accountable talk¹⁷ and refer to examples from the texts. (RI.3.1, SL.3.1a-d; SL.3.3) • Conclude the discussion by having students independently write an essay comparing and contrasting two of the people discussed (Napoleon, President Jefferson, and American pioneers). Ensure that students use words and conjunctions that signal spatial and temporal relationships to produce compound and complex sentences and show connections between sentences within the paragraph. (RI.3.1, RI.3.3, RI.3.8, W.3.2a-d, L.3.1h, L.3.1i, L.3.6) Students should also use regular and irregular verbs and plural nouns accurately, ensure proper subject-verb and pronoun-antecedent agreement, and use conventional spelling for high-frequency words. (L.3.1b, L.3.1d, L.3.1f, L.3.2e) • Use the following process with students: <ul style="list-style-type: none"> ○ Students identify their writing task from the prompt provided. ○ Students complete an evidence chart as a prewriting activity. Remind students to use any relevant notes they have compiled. An evidence chart has two columns: (1) Evidence: Detail or example, (2) Elaboration/explanation of how this evidence supports the comparison/contrast. (RI.3.1, W.3.2b) ○ Once students have completed the evidence chart, ask them to look back at the writing prompt to remind themselves what kind of response they are writing and think about the evidence they found. ○ Student pairs review each other’s evidence charts and offer feedback. (W.3.5) ○ Students develop a main idea statement.¹⁸ This could be done independently or with a partner, a small group, or the entire class. As needed, model for students how to create a main idea statement. (W.3.2a) ○ Students complete a first draft. ○ The class forms a single circle. Each student in the circle must have a completed written response. Ask students to pass their written response two times to the left. Have students complete item 1 below with the written response. Then have students pass the responses to the left one time. Have students complete item 2 below with the new response. Repeat this process until all steps are complete. <ol style="list-style-type: none"> 1. Read the first paragraph. Identify and underline the main idea sentence. (RI.3.2) If there is no main idea

¹⁷ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

¹⁸ Resources for developing thesis statements: <http://owl.english.purdue.edu/owl/resource/545/01/> or http://www.indiana.edu/~wts/pamphlets/thesis_statement.shtml.

TEXT SEQUENCE	TEXT USE
	<p>sentence, write in the margin, “Missing main idea sentence.”</p> <ol style="list-style-type: none"> 2. Locate the underlined main idea sentence. Verify that the correct sentence is underlined. Read the full essay. Next to each paragraph, write a one-sentence summary. Underneath each summary sentence, list at least one detail that supports the main idea sentence. (RI.3.2, RI.3.8) 3. Read the full essay. Put a star next to any details or examples used in the response. If it supports the main idea, put a plus sign next to the example. If it does not support the main idea, put a minus sign next to the example. (RI.3.1) 4. Circle words and phrases that have an effect on the reader, such as sensory words, figurative language, and the use of specific adjectives and verbs for effect. (L.3.3a) 5. Ensure that the sentences are complete and include proper subject-verb and pronoun-antecedent agreement. Highlight any possible errors in pink. (This may require a brief mini-lesson in which the teacher models how this can be done.) (L.3.1f, i) 6. Circle words or phrases that suggest order or make connections between ideas (e.g., <i>then, before, after, because, therefore, as a result, in response to</i>). If none of those words are used, make a suggestion for where they can be added. (RI.3.3, RI.3.4, L.3.6) 7. Highlight any potential spelling or grammatical mistakes in yellow, including misusing verb tense, incorrectly capitalizing the title of the text, or incorrectly forming possessives. (This may require a brief mini-lesson on the grade-specific expectations.) (L.3.1b-e, g; L.3.2a, d-g) 8. Return the written response to the original owner and ask the owner to review the feedback. Have students rewrite their responses, revising sentences and strengthening their examples. (W.3.4, W.3.5) <ul style="list-style-type: none"> ○ Students complete a final draft.
<p>LESSON 5:</p> <p>“Home on the Range,” Dr. Brewster M. Higley (Audio)</p>	<p>TEXT DESCRIPTION: The lyrics for the song “Home on the Range” detail a description of a wilderness setting and how it is valued by the song’s author.</p> <p>TEXT FOCUS: Consider the character traits that the narrator possesses in “Home on the Range.” Further analyze the song lyrics to evaluate and explain what the reader learns about the narrator through his words and actions while referring to specific verses when writing or speaking about the text. (RL.3.3, RL.3.5) Have students compare these characteristics to those of the American people during the time of the Louisiana Purchase.</p>

TEXT SEQUENCE	TEXT USE
<p>LESSON 6:</p> <p><i>Thunder Rose</i>, Jerdine Nolen</p> <p><i>Mike Fink</i>, Steven Kellogg</p> <p><i>Swamp Angel</i>, Anne Isaacs</p>	<p>TEXT DESCRIPTION: <i>Thunder Rose</i> is a detailed account of a powerful heroine who uses her exceptional abilities to meeting various challenges. <i>Mike Fink</i> is the story of a frontiersman who engages in many unbelievable feats throughout his life. <i>Swamp Angel</i> is about a girl of unbelievable size who uses this to her advantage on the American frontier.</p> <p>TEXT FOCUS: Exploring American tall tales <i>Thunder Rose</i>, <i>Mike Fink</i>, and <i>Swamp Angel</i> takes the focus of character traits and motivation to a higher level—exaggeration. The reading of these American tall tales allows for the development of the understanding of the characteristics of pioneers during this time in history. These highly valued characteristics are exaggerated in the stories told by Americans around the time of the Louisiana Purchase. (RL.3.3) The questions for <i>Thunder Rose</i> are based on a Basal Alignment Project lesson posted on AchievetheCore.org. Access the full lesson here.¹⁹</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students participate in a whole-class reading of <i>Thunder Rose</i>, and then engage in a group reading of <i>Mike Fink</i> and <i>Swamp Angel</i>. Students recount the stories, determine a central message or lesson, and explain how the message is conveyed. Finally, students write about the role of exaggeration in stories.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Read aloud <i>Thunder Rose</i> as students follow along. On the first reading, only interrupt minimally to define any essential vocabulary for basic understanding of the text. Allow students the opportunity to appreciate and fully engage in the text. • Prompt students to define <i>wonder</i>, <i>thieving</i>, <i>hovered</i>, <i>slumber</i>, <i>grateful</i>, <i>resourceful</i>, <i>constructed</i>, <i>commendable</i>, <i>assembled</i>, <i>perfected</i>, <i>vaulted</i>, <i>parched</i>, and <i>devastation</i> using context clues or using known root words or familiar words to determine the meaning of the new word (e.g., <i>thieving</i>→<i>thief</i>, <i>resourceful</i>→<i>resources</i>, <i>constructed</i>→<i>construction</i>, <i>assembled</i>→<i>assembly</i>). (RL.3.4, L.3.4a, L.3.4b, L.3.4c) (Teacher Note: <i>Some words don't have enough context to support students in defining them on their own.</i>²⁰ <i>For these words, provide students with a familiar synonym or quick definition of the word as needed to support their understanding of the text.</i>)

¹⁹ <http://achievethecore.org/file/661>

²⁰ For example: *recall*, *vividly*, *accentuated*, *veins*, *fortunate*, *rumbling*, *ornery*, *daintily*, *disposition*, *noticing*, *restrain*, *witnessed*, *branded*, *irascible*, *refresh*, *queried*, *contemplations*, *merciless*, *cataclysmic*

TEXT SEQUENCE	TEXT USE										
	<ul style="list-style-type: none"> Have students verify their initial definitions from context using a dictionary. Reinforce the meaning of the words by asking students to say the words, illustrate their meaning in the context of the story, create a semantic map²¹ for each word, and/or make real-life connections between the words and their use by using them in various sentences. (L.3.4d, L.3.5b, L.3.6) This can be done over the course of several days. Then begin building a vocabulary display²² for students to use when they write. Focus students on choosing words for effect. (L.3.2g, L.3.3a) Create a class list of the various challenges Thunder Rose faces and how she responds. (RL.3.3) Then create a class summary of <i>Thunder Rose</i> using a Somebody-Wanted-But-So chart. (RL.3.1, RL.3.2) <table border="1" data-bbox="558 565 1871 670"> <thead> <tr> <th data-bbox="558 565 821 613">Somebody</th> <th data-bbox="821 565 1083 613">Wanted</th> <th data-bbox="1083 565 1346 613">But</th> <th data-bbox="1346 565 1608 613">So</th> <th data-bbox="1608 565 1871 613">Then (optional)</th> </tr> </thead> <tbody> <tr> <td data-bbox="558 613 821 670"></td> <td data-bbox="821 613 1083 670"></td> <td data-bbox="1083 613 1346 670"></td> <td data-bbox="1346 613 1608 670"></td> <td data-bbox="1608 613 1871 670"></td> </tr> </tbody> </table> <ul style="list-style-type: none"> Conduct a discussion in which students determine a central message of <i>Thunder Rose</i> by analyzing the text details. (RL.3.2, RL.3.3, SL.3.1a-d, SL.3.4, SL.3.6) Ensure that students use accountable talk²³ throughout the discussion to pose and respond to the questions of others and refer to examples from the text. (RL.3.1, SL.3.2, SL.3.3) Possible discussion questions: <ul style="list-style-type: none"> What do we learn about Rose at the beginning of the story that makes her “bigger than life”? (RL.3.3, RL.3.7) Exaggeration is a device authors use to make something in a story appear better or worse than it really is. How is exaggeration used in <i>Thunder Rose</i>? Why might the author use exaggeration? (L.3.3a, L.3.5a) What does Rose do with the melody that her parents sang to her the night she was born? Summarize what this means in your own words. (RL.3.2, RL.3.3) The author writes that “Rose woke up hungry as a bear in spring.” What does this mean? (RL.3.1, RL.3.3, L.3.5a) The text says, “She was as pretty as a picture, had the sweetest <i>disposition</i>, but don’t let yourself be <i>misled</i>, that child was full of lightning and thunder.” <i>Disposition</i> is another word for personality or way of acting. What is the meaning of the word <i>misled</i>? How can you use context clues to figure out the meaning? (L.3.4a) How can you break the word into its parts to figure out the meaning? (L.3.4b) Reread the sentence aloud. How does Thunder Rose appear to most people? What does the narrator want us to know about her? (RL.3.1, RL.3.3, L.3.5a) 	Somebody	Wanted	But	So	Then (optional)					
Somebody	Wanted	But	So	Then (optional)							

²¹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

²² <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

²³ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ The text states, “Her ma was right grateful to have such a resourceful child.” What examples from the text to support the idea that Rose is resourceful? (RL.3.1, RL.3.3) ○ Reread the four paragraphs when Rose drops the outlaws off at jail. After she does this, the text states, “But that wasn’t the only <i>thieving</i> going on.” What other <i>thieving</i> is going on? How does Rose first attempt to solve the problem of the thieving sun? (RL.3.2, RL.3.3) ○ Describe the storm Rose faces. (RL.3.2, RL.3.7) ○ Toward the end of the story, Rose says, “Is this the fork in the road with which I have my final supper? Will this be my first and my last ride of the roundup?” What does Rose mean? (RL.3.1, L.3.5a) Why is she asking these questions? (RL.3.3) ○ Rose says “But I’ve got this fortunate feeling rumbling deep in the pit of me, and I see what I am to do with it this day!” What does Rose do? How does she feel about her actions? (RL.3.3) ○ At the end of the story, what makes Rose’s song mighty? (RL.3.2) ○ Describe Rose. What are her personality traits or characteristics? (RL.3.3) ○ What lesson can be learned by reading this text? Think about Rose and the way she responds to challenges. (RL.3.3) What does this text teach us about people and the way we should respond to situations? (RL.3.2) <ul style="list-style-type: none"> ● Divide the class into pairs. Provide students with a Tall Tale checklist²⁴ and have them work in pairs to evaluate the elements of <i>Thunder Rose</i>. ● Assign each partner either <i>Mike Fink</i> or <i>Swamp Angel</i> to become an expert on. Have the partners from each pair assigned the same tale form small groups to read their tale. (RL.3.10) ● Have the small groups use a similar reading and analysis process for their tale as what was modeled for <i>Thunder Rose</i> (i.e., define unknown vocabulary, write a summary using Somebody-Wanted-But-So, ask and answer questions about key details to determine a theme, use the Tall Tale checklist²⁵ to evaluate the elements of the story). As needed, write the steps on the board to remind them of the process. Ensure that students read their tales multiple times and take notes to understand a central message, key details, and how the characters’ traits impact the sequence of events in the story. (RL.3.1, RL.3.2, RL.3.3, RL.3.7) Students should also note any event that occurs that seems to be unrealistic or exaggerated. (L.3.3a, L.3.5a) ● Have students return to the partner and share their notes, and compare and contrast the three stories (<i>Thunder Rose, Mike</i>

²⁴ http://www.readwritethink.org/files/resources/lesson_images/lesson327/rubric.pdf

²⁵ http://www.readwritethink.org/files/resources/lesson_images/lesson327/rubric.pdf

TEXT SEQUENCE	TEXT USE
	<p><i>Fink</i>, and <i>Swamp Angel</i>). Focus student comparisons on the main characters and their traits and the use of exaggeration in the text.</p> <ul style="list-style-type: none"> • Note for Small-Group Reading: Students may need additional support understanding the nonliteral, exaggerated language in the tall tales. Students can practice identifying these instances and creating their own sentences²⁶ with exaggeration. <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Conduct a whole-class discussion in which pairs share their insights about the three texts using accountable talk.²⁷ Consider using a format similar to “Text Talk Time.”²⁸ Provide students with question frames or conversation starters²⁹ and develop a routine to monitor that all students are participating in the question asking and answering. (SL.3.1a-d, SL.3.3, SL.3.4, SL.3.6) <ul style="list-style-type: none"> ○ Have students discuss the role of exaggeration in the texts. How does exaggeration affect the meaning, theme, and interest level of the text? How does the exaggeration provide insight about the main characters and their traits? (RL.3.3, L.3.3a, L.3.5a) ○ Have students discuss the main characters and how they reveal the values of American pioneers of the West in the 19th century. What personality traits can be viewed as positive in the text? How do those traits help the characters with their challenges? As these tales relate life on the frontier and the West, what traits would you say pioneers valued? (RL.3.2, RL.3.3) • Conclude the discussion by having each student write a response to the following prompt: How does exaggeration contribute to the meaning of <i>Thunder Rose</i>, <i>Mike Fink</i>, or <i>Swamp Angel</i>? Consider the effect of exaggeration on the lesson of the story and how memorable or entertaining the story is. (RL.3.1, RL.3.2, W.3.1a-d, W.3.10, L.3.3a, L.3.5a, L.3.6)
<p>LESSON 7:</p> <p>“Robert Livingston Goes to France,” “Livingston Has Little Success,” and “Jefferson Tries to Make a Deal” from <i>The</i></p>	<p>TEXT DESCRIPTION: This section of the anchor text provides information about Livingston’s journey to France under President Jefferson’s direction to try to settle with Napoleon. Livingston is unsuccessful at this point, and the threat of war is strong.</p> <p>TEXT FOCUS: As students develop their understanding of Robert Livingston, they analyze and discuss how his characteristics and actions had an effect on the events during the time period and explain this understanding in writing. (RI.3.1, RI.3.2, RI.3.3) Students continue to use the text features and illustrations to understand the text and record words that signal connections in the text on the Signal Words Chart begun in Lesson 3, and then apply those transitions and conjunctions in their writing. (RI.3.5, RI.3.7, RI.3.8,</p>

²⁶ <http://bogglesworldesl.com/files5/exaggerations.doc>

²⁷ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

²⁸ <https://www.teachingchannel.org/videos/analyzing-text-as-a-group>

²⁹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
<p><i>Louisiana Purchase: Would You Close the Deal?</i>, Elaine Landau</p>	<p>L.3.1h, L.3.6)</p>
<p>LESSON 8:</p> <p>“Napoleon Does Not Sell,” “Congress Avoids War,” and “Napoleon Does Not Attack the British” from <i>The Louisiana Purchase: Would You Close the Deal?</i>, Elaine Landau</p>	<p>TEXT DESCRIPTION: These three sections of text provide students with information about the fight over the ownership of the Port of New Orleans.</p> <p>TEXT FOCUS: Read “Napoleon Does Not Sell,” “Congress Avoids War,” and “Napoleon Does Not Attack the British” to determine the main idea and recount key details. (RI.3.2) Use a graphic organizer to gather evidence to demonstrate understanding of the key details in the text and how the illustrations in the text contribute to this understanding. (RI.3.1, RI.3.2, RI.3.7, SL.3.1)</p>
<p>LESSON 9:</p> <p>“Napoleon Decides to Sell” and “Livingston and Monroe Make the Louisiana Purchase!” from <i>The Louisiana Purchase: Would You Close the Deal?</i>, Elaine Landau</p> <p>“Foes of the Louisiana Purchase” and “The Americans Take Control” from <i>The Louisiana Purchase: From Independence to Lewis and Clark</i>, Michael</p>	<p>TEXT DESCRIPTION: These pieces of text conclude the reading of <i>The Louisiana Purchase: Would You Close the Deal?</i>, bringing the reader up to the point of the acquisition of the Louisiana Territory by the United States.</p> <p>TEXT FOCUS: Use the reading and discussion of these texts to determine main ideas and how details support these ideas and to organize events from this time period in sequence using language pertaining to time, sequence, and cause/effect. (RI.3.2, RI.3.3)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students will read each text and discuss the presentation of the events of the acquisition of the Louisiana Territory in each text. Finally, students will develop a narrative writing that takes place during this point in history.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Divide the class into pairs. Have each pair partner read the texts using the Say Something³⁰ reading strategy. As students read, they should periodically pause to “say something” about the text in order to make predictions, ask questions, clarify misunderstandings, make comments and connections, and determine if rereading is necessary. (RI.3.10) <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Conduct a class discussion in which students develop further understanding of the texts. Ensure that students use accountable talk³¹ to ask and answer questions of each other, stay on topic, link their comments to the remarks of

³⁰ <http://www.learningpt.org/literacy/adolescent/strategies/something.php>

TEXT SEQUENCE	TEXT USE
Burgan	<p>others, and refer to details from the texts. (RI.3.1, RI.3.3, SL.3.1a-d, SL.3.3, SL.3.4, SL.3.6) Sample questions:</p> <ul style="list-style-type: none"> ○ Describe Livingston and Monroe based upon their actions when acquiring the Louisiana Territory. (RI.3.1) ○ What is a main idea of each text? What key details support those main ideas? (RI.3.2, RI.3.8) ○ Identify any words that signal relationships in the text. (L.3.6) What connections or meanings do these words signal? How are the ideas and events related in the text? (RI.3.3, RI.3.5) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> ● Have students write a tall tale based on the acquisition of the Louisiana Territory. <ul style="list-style-type: none"> ○ Divide the class into pairs. ○ Have pairs complete a timeline³² for the acquisition of the Louisiana Territory. In the bubbles off each spot on the timeline, ask pairs to brainstorm dialogue and interactions between the various people involved (Livingston, Jefferson, Napoleon, Monroe, pioneers). ○ Have each student select a particular section of <i>The Louisiana Purchase: What Would You Do?</i> as the basis for a story. ○ Remind students of the elements of tall tales by providing them with the Tall Tale checklist.³³ ○ Have students independently write details and dialogue on sticky notes, incorporating elements of a tall tale. ○ Provide each student with a story map, such as a Somebody-Wanted-But-So chart or a storyboard, and ask them to place their sticky notes in the order they want them on the provided chart. ○ Prompt students to orally share their initial drafts with their partner to get feedback on the details, dialogue, and order of the story. Since they used sticky notes in planning their stories, students can easily move the details around and add more details based on peer feedback. ○ Have students write their first draft, focusing on organizing the events in a way that unfolds naturally, using dialogue and descriptions of events to show how characters respond to situations, and including words and phrases to make connections in sentences and impact the audience. (W.3.3a, b, c, d; L.3.1h-i; L.3.2c; L.3.3a; L.3.6) ○ When students are finished writing their first draft, ask them to swap their composition with their partner, who will

³¹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

³² <http://freeology.com/wp-content/files/blanktimelineblack.pdf>

³³ http://www.readwritethink.org/files/resources/lesson_images/lesson327/rubric.pdf

TEXT SEQUENCE	TEXT USE
	<p>review the writing for the following: (W.3.5)</p> <ul style="list-style-type: none"> ▪ Identify and underline words that demonstrate signal relationships and connections between sentences and paragraphs in the text. (RI.3.3, L.3.6, W.3.3c) ▪ Identify the facts incorporated from previously read nonfiction texts. ▪ Review the dialogue and descriptions of events. Offer suggestions for improving the words and phrases for effect. (W.3.3b, L.3.3) ▪ Circle the sentence or sentences that provide a sense of closure. (W.3.3d) <ul style="list-style-type: none"> ○ Have students produce a final draft for classroom presentation. (W.3.4, W.3.5, W.3.6, L.3.1b-g, L.3.2d-g)
<p>LESSON 10:</p> <p><i>The Louisiana Purchase: Would You Close the Deal?</i>, Elaine Landau</p>	<p><u>MODEL TASK</u></p> <p>SAMPLE SUMMATIVE TASK: Culminating Writing Task</p>
<p>LESSON 11:</p> <p><i>How We Crossed the West: The Adventures of Lewis and Clark</i>, Rosalyn Schanzer</p>	<p><u>TEXT DESCRIPTION:</u> Explore the Louisiana Purchase with Lewis and Clark through this illustrated text using only entries from the diaries of Lewis and Clark during their expedition.</p> <p><u>TEXT FOCUS:</u> Use this text as a read-aloud exercise to gather information about the Lewis and Clark expedition and discuss how the details support the main idea the author is trying to convey, including identifying any words and sentences to add to the Signal Words Chart begun in Lesson 3. (RI.3.2, W.3.8) Have students study academic vocabulary in the text (e.g., <i>watchful, impressed, feats, fortitude, compelled, intentions, and distinctly</i>). (RI.3.4, L.3.4a-d, L.3.5b-c) For some words, like <i>astonished</i> and <i>trodden</i>, provide a familiar synonym (e.g., surprised, walked) to quickly support student understanding, rather than asking students to work with the words. All words can be added to the vocabulary display. Engage students in discussing how the stories told to the Arikaras on October 9, 1804, demonstrate the characteristics of tall tales. Note how the illustrations that accompany the text contribute to the reader’s understanding. (RI.3.7) Have students explore Sacagawea’s role in the expedition by identifying how her presence prevents several disasters.</p> <ul style="list-style-type: none"> • Note for Small-Group Reading: Engage students who need additional support understanding the events of the exploration of the Louisiana Purchase in reading pages 26-37 from <i>The Louisiana Purchase: From Independence to Lewis and Clark</i> by Michael Burgan. They can also participate in “Go West Across America with Lewis and Clark!” (an interactive web-based activity) to gather additional information. This activity leads the students on a journey through the Lewis and Clark expedition, including links to additional interesting facts, excerpts from Lewis and Clark’s journals, and a map that updates throughout the journey. The goals of the journey include mapping the rivers, making friends with natives, opening the West

TEXT SEQUENCE	TEXT USE
	to trade, and looking for a Northwest Passage.
<p>LESSON 12:</p> <p>Introduction, “Buffalo,” “Kidnapped” of <i>Lewis and Clark and Me: A Dog’s Tale</i>, Laurie Myers</p> <p>Excerpts from <i>How We Crossed the West: The Adventures of Lewis and Clark</i>, Rosalyn Schanzer</p>	<p>TEXT DESCRIPTION: <i>Lewis and Clark and Me: A Dog’s Tale</i> is a literary text based upon excerpts from the journals of Lewis and Clark as told from the point of view of the dog that accompanied the expedition.</p> <p>TEXT FOCUS: Read these chapters to determine the central message and how the message is recounted through key details. (RL.3.2) Determine how narrative elements are used to develop understanding of historical events. Develop a narrative writing based upon a historical fact (W.3.3a-d)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students will read the excerpts and discuss how the author uses factual events to create a narrative. Finally, students will develop a narrative writing from the point of view of the dog based on journal entries from <i>How We Crossed the West: The Adventures of Lewis and Clark</i>.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Divide the class into pairs. Have each pair partner read the excerpts from <i>Lewis and Clark and Me</i> using the Say Something³⁴ reading strategy. As students read, they should periodically pause to “say something” about the text in order to make predictions, ask questions, clarify misunderstandings, make comments and connections, and determine if rereading is necessary. (RL.3.10) • Note for Independent Reading: As students are interested, encourage them to read the full text of <i>Lewis and Clark and Me</i> independently. <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Conduct a class discussion in which students develop further understanding of the texts. Ensure that students use accountable talk³⁵ to ask and answer questions of each other, stay on topic, link their comments to the remarks of others, and refer to details from the text. (SL.3.1a-d, SL.3.3, SL.3.4, SL.3.6) Sample questions: <ul style="list-style-type: none"> ○ Recount what happens in “Buffalo” and “Kidnapped.” (RL.3.2) ○ Who is the narrator of <i>Lewis and Clark and Me</i>? How does he feel about the men he is traveling with? (RL.3.6) ○ Compare and contrast the details learned about the expedition from <i>Lewis and Clark and Me</i> and <i>How We Crossed the West</i>. What information was shared in both the texts? What information was only in one text or the other?

³⁴ <http://www.learningpt.org/literacy/adolescent/strategies/something.php>

³⁵ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p>Why are there differences in the texts? Which text is more interesting to read? (RL.3.6, RL.3.9)</p> <ul style="list-style-type: none"> ○ Look at the journal entry at the end of each chapter. How does the author use these details to create a fictional story? Identify the details she added. <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Have students write a short narrative from Seaman’s point of view based on an entry from <i>How We Crossed the West: The Adventures of Lewis and Clark</i>. <ul style="list-style-type: none"> ○ Provide each student with a quotation from <i>How We Crossed the West: The Adventures of Lewis and Clark</i>. ○ Have students brainstorm how they could use this excerpt as the basis for a narrative passage from the point of view of the dog in <i>Lewis and Clark and Me: A Dog’s Tale</i>. Ensure that they use the chapters and journal entry they read as a model. ○ Have students independently write details and dialogue on sticky notes. ○ Provide each student with a story map, such as a Somebody-Wanted-But-So chart or a storyboard, and ask them to place their sticky notes in the order they want them on the provided chart. ○ Prompt students to orally share their initial drafts with their partner to get feedback on the details, dialogue, and order of the story. Since they used sticky notes in planning their stories, students can easily move the details around and add more details based on peer feedback. ○ Have students write their first draft, focusing on organizing the events in a way that unfolds naturally, using dialogue and descriptions of events to show how characters respond to situations, and including words and phrases to make connections in sentences and impact the audience. (W.3.3a, b, c, d; L.3.1h-i; L.3.2c; L.3.3a; L.3.6) ○ When students are finished writing their first draft, ask them to swap their composition with their partner, who will review the writing for the following: (W.3.5) <ul style="list-style-type: none"> ▪ Identify and underline words that demonstrate signal relationships and connections between sentences and paragraphs in the text. (L.3.6, W.3.3c) ▪ Identify the facts incorporated from previously read nonfiction texts. ▪ Review the dialogue and descriptions of events. Offer suggestions for improving the words and phrases for effect. (W.3.3b, L.3.3) ▪ Circle the sentence or sentences that provide a sense of closure. (W.3.3d) ○ Have students produce a final draft for classroom presentation and include at least one illustration. (W.3.4, W.3.5,

TEXT SEQUENCE	TEXT USE
	W.3.6, SL.3.5, L.3.1b-g; L.3.2d-g)
<p>LESSON 13:</p> <p>“Vikings & European Explorers: Ferdinand Magellan”</p>	<p>TEXT DESCRIPTION: As this nonfiction text addresses ideas and concepts similar to the anchor text and it is sufficiently complex for grade 3, it can be used for the Cold-Read Assessment.</p> <p>MODEL TASK</p> <p>SAMPLE SUMMATIVE TASK: Cold-Read Task</p>
<p>LESSON 14:</p> <p>Various texts selected by students for research on 20th and 21st century pioneers</p>	<p>TEXT FOCUS: Students use their knowledge of the characteristics of pioneers to write and publish a report describing how a person’s characteristics helped him/her be successful in his/her actions.</p> <p>MODEL TASK</p> <p>SAMPLE SUMMATIVE TASK: Extension Task</p>