

Lesson 8: Determining the Main Idea: "Access to Freshwater"



CCS Standards

- **RI.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RI.3.2:** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **RI.3.4:** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 3 topic or subject area*.
- **RI.3.9:** Compare and contrast the most important points and key details presented in two texts on the same topic.
- **W.3.7:** Conduct short research projects that build knowledge about a topic.
- **W.3.8:** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **L.3.4:** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.



Daily Learning Targets

- I can determine the main ideas and supporting details of "Access to Freshwater." (RI.3.1, RI.3.2)
- I can compare and contrast the main ideas and supporting details on pages 20–21 of *One Well* with "Access to Freshwater." (RI.3.9)

Ongoing Assessment

- Determining the Main Ideas Note-catcher: "Access to Freshwater" (RI.3.1, RI.3.2)

Agenda

1. Opening

- A. Engaging the Reader: "Access to Freshwater" (5 minutes)
- B. Reviewing Learning Targets (5 minutes)

2. Work Time

- A. Close Reading: "Access to Freshwater" (25 minutes)
- B. Determining the Main Idea: "Access to Freshwater" (15 minutes)

3. Closing and Assessment

- A. Comparing and Contrasting: "Access to Freshwater" and *One Well*, Pages 20–21 (10 minutes)

4. Homework

- A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Teaching Notes

Purpose of lesson and alignment to standards:

- In this lesson, students are introduced to a new complex text, “Access to Freshwater,” which they hear read aloud, read closely and determine the main idea of, and then compare and contrast with pages 20–21 of *One Well* (RI.3.1, RI.3.4, RI.3.9, W.3.7, W.3.8, L.3.4).
- In the Closing, students compare and contrast the main ideas and supporting details of pages 20–21 from *One Well* with “Access to Freshwater” (RI.3.9). Students complete this task as a whole group to familiarize themselves with the process. In subsequent lessons, students will complete this process with less support.
- Students practice their fluency by following along and reading silently as the teacher reads “Access to Freshwater” in Opening A.
- In this lesson, students focus on working to become effective learners with a characteristic of their choice.

How this lesson builds on previous work:

- In the previous lesson, students read pages 20–21 of *One Well* to determine the main idea and supporting details. In this lesson, they read another informational text with similar content and then compare the two.

Areas in which students may need additional support:

- Students may need additional support determining the main idea and supporting details of a text. Invite those students who may require additional support to sit together for teacher help.

Assessment guidance:

- Review students’ Determining the Main Ideas note-catchers and Research Note-catcher: Access to Water to identify common issues for use as whole group teaching points.

Down the road:

- In Lesson 9, students read and determine the main idea and supporting details of pages 22–23 of *One Well*.

In advance:

- Strategically group students into pairs for work in this lesson, with at least one strong reader per pair.
- Post: Learning targets and applicable anchor charts (see materials list).

- Continue to use the technology tools recommended throughout Modules 1–3 to create anchor charts to share with families; to record students as they participate in discussions and protocols to review with students later and to share with families; and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 3.I.B.6, 3.I.B.7, 3.I.B.8, 3.I.C.10

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to engage in familiar routines for determining the main ideas and supporting details of the text, to build on their learning from the previous lesson by participating in a close read of another text about water access, and to compare and contrast the two texts in preparation for the end of unit assessment.
- ELLs may find it challenging to compare and contrast pages 20–21 of *One Well* with “Access to Freshwater.” Model and think aloud the process and provide students with additional time outside of this lesson if needed. Invite students to compare and contrast familiar and concrete examples whenever possible (see levels of support and the Meeting Students’ Needs section).

Levels of support

For lighter support:

- During the close read, invite students to discuss the difference between the words *worrying* and *worry*. Challenge them to use each word in a sentence and describe its function in the sentence. Note that *worry* can be a noun (The worry on her face was obvious), or a verb (You worry too much) and that *worrying* can be an adjective (It is a desperately worrying statistic), a verb (She is always worrying), or a noun (Her worrying reached new levels).
- Challenge students to create sentence frames for classmates who need heavier support to use when comparing and contrasting the texts during the Closing. Display these frames for students to reference in this lesson and in Lesson 10. Examples:
 - “Both texts have [main ideas/supporting details] that _____.”
 - “One way the [main ideas/supporting details] are different is _____.”

For heavier support:

- During the close read, encourage students to act out the meaning of different sections of the text when possible.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Similar to previous lessons, this lesson offers a variety of visual anchors to cue students' thinking. Continue to support students by creating additional or individual anchor charts for reference and charting student responses during whole class discussions to aid with comprehension.
- **Multiple Means of Action and Expression (MMAE):** Continue to support a range of fine motor abilities and writing needs by offering students options for writing utensils. Also consider supporting students' expressive skills by offering partial dictation of their responses.
- **Multiple Means of Engagement (MME):** Continue to provide prompts and sentence frames for those students who require them to be successful in peer interactions and collaboration. Also support students in sustaining effort and/or attention by restating the goal of the activity.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- compare and contrast (L)
- access, lack, dehydration (T)

Materials

- ✓ "Access to Freshwater" (one per student and one to display)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)
- ✓ Research Note-catcher: Access to Water (begun in Lesson 7; added to during Work Time A; one per student)
- ✓ Close Reading Guide: "Access to Freshwater" (for teacher reference)
- ✓ Close Readers Do These Things anchor chart (begun in Module 1)
- ✓ Research Note-catcher: Access to Water (begun in Lesson 7; example, for teacher reference)
- ✓ Domain-Specific Word Wall (begun in Lesson 1; added to during Work Time A)
- ✓ Parts of Speech anchor chart (begun in Module 1; added to during Work Time A)
- ✓ Determining the Main Ideas Note-catcher: "Access to Freshwater" (one per student and one to display)
- ✓ Determining the Main Ideas Note-catcher: "Access to Freshwater" (example, for teacher reference)
- ✓ Determining the Main Ideas Note-catcher: Pages 20–21 of *One Well* (from Lesson 7; one per student)
- ✓ *One Well* (from Lesson 2; one per student)
- ✓ Exit Ticket: Comparing and Contrasting Texts (one to display)
- ✓ Exit Ticket: Comparing and Contrasting Texts (example, for teacher reference)

Opening

A. Engaging the Reader: “Access to Freshwater” (5 minutes)

- Move students into pre-determined pairs.
- Distribute and display “**Access to Freshwater.**” Focus students on the title and remind them of the meaning of the word access.
- Read the text aloud as students read along silently in their heads.
- Think-Pair-Share:

“What is the gist of this text? What is it mostly about?” (Millions of people in Africa have to walk miles to get water, and the water isn’t even clean.)

Conversation Cue: “Who can tell us what your classmate said in your own words?” (Responses will vary.)

- Tell students they will dig deeper into this text later in the lesson.

Meeting Students’ Needs

- For ELLs and students who may need additional support with activating prior knowledge: (Activating Prior Knowledge) Before reading, activate students’ prior knowledge by inviting them to discuss in pairs what they have learned about the access that people around the world have to water. Encourage them to refer to their completed Determining the Main Ideas Note-catcher: Pages 20–21 of *One Well* from Lesson 7. (MMR)
- For ELLs and students who may need additional support with comprehension: (Reading Aloud Twice) Consider reading aloud “Access to Freshwater” two times before inviting students to discuss the gist of the text in pairs. (MMR)

Opening

B. Reviewing Learning Targets (5 minutes)

- Direct students’ attention to the posted learning targets and select a volunteer to read them aloud:

“I can determine the main ideas and supporting details of ‘Access to Freshwater.’”

*“I can compare and contrast the main ideas and supporting details on pages 20–21 of *One Well* with ‘Access to Freshwater.’”*

- Remind students that they have seen the first learning target applied to pages of *One Well* in Lessons 6–7.
- Focus students on the second learning target. Underline the words *compare* and *contrast*.
- Think-Pair-Share:

“When we compare and contrast two or more things, what do we do?” (look for similarities and differences—how they are the same and how they are different)

- Focus students on the **Working to Become Effective Learners anchor chart** and invite them to read the habits of character on the chart to themselves. Tell students to choose a

habit to focus on as they work with their classmates today. Cold call students to share with the whole group and select one as a class.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: (Practicing with Something Familiar) Reinforce students' understanding of what it means to compare and contrast something by inviting them to discuss the similarities and differences of two books they've read this year, comparing the size, shape, cover, and content of the books. Provide the following sentence frames for support: One way the books are similar is _____. One way the books are different is _____. (MMR)

Work Time

A. Close Reading: "Access to Freshwater" (25 minutes)

- Invite students to retrieve their **Research Note-catcher: Access to Water**.
- Follow the **Close Reading Guide: "Access to Freshwater"** to guide students through reading the text closely and adding to their research note-catchers. Remind students to use the vocabulary strategies on the **Close Readers Do These Things anchor chart** to determine the meaning of unfamiliar words and phrases. Refer to the **Research Note-catcher: Access to Water (example, for teacher reference)** as necessary.
- Add new words from the glossary to the **Domain-Specific Word Wall** with translations in home languages.

Meeting Students' Needs

- For ELLs: (Parts of Speech: Explaining Function) As students determine the meaning of the words in their glossaries, invite them to determine the part of speech of each word and write it next to the word on their glossaries. Challenge them to "prove" which part of speech each word falls under. Provide a sentence frame for support and add each word to the Examples column of the **Parts of Speech anchor chart**.
- For ELLs and students who may need additional support with expressing ideas: (Sentence Starters) Encourage students to use the sentence starters on the research note-catcher when sharing their thinking about the issue, impact, action, and call to action. (MMAE)
- For students who may need additional support staying on pace during the close read: Consider gathering these students in one place in the room to support them quickly and quietly as they closely read the text. (MMAE, MME)

Work Time

B. Determining the Main Idea: “Access to Freshwater” (15 minutes)

- Distribute and display the **Determining the Main Ideas Note-catcher: “Access to Freshwater”** and use the same routine from the Closing of Lesson 6 to guide students through determining the main idea(s) and supporting details of the text.
- Refocus whole group and use a total participation technique to select students to share their main ideas and supporting details. Refer to the **Determining the Main Ideas Note-catcher: “Access to Freshwater” (example, for teacher reference)** as necessary.
- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the first learning target.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: (Evaluating Main Idea and Details) Model identifying the main idea and one detail, and then invite students to evaluate it. (MMR)
- For ELLs and students who may need additional support with strategy development: (Sharing Strategies) Invite students to continue to share strategies they have used to help them determine the main idea and supporting details of the sections they have read so far. Provide sentence frames for support. (MMAE)

Closing and Assessment

A. Comparing and Contrasting: “Access to Freshwater” and *One Well*, Pages 20–21 (10 minutes)

- Invite students to retrieve their **Determining the Main Ideas Note-catcher: Pages 20–21 of *One Well*** and place it side-by-side with their Determining the Main Ideas Note-catcher: “Access to Freshwater” from this lesson.
- Invite students to retrieve their copies of *One Well* and turn to pages 20–21 of the text and place it next to the “Access to Freshwater” text.
- Display the **Exit Ticket: Comparing and Contrasting Texts**.
- Think-Pair-Share:

“How are the main ideas of the two texts similar?” (Both main ideas are about how some places don’t have easy access to freshwater.)

“How are the supporting details of the two texts similar?” (Both supporting details explain that Africa is a country where many people don’t have access to freshwater.)

*“How are the main ideas of the two texts different?” (The main idea of “Access to Freshwater” includes consequences, which are not mentioned in the main idea of pages 20–21 of *One Well*.)*

*“How are the supporting details of the two texts different?” (The supporting details of pages 20–21 of *One Well* include reasons why some places don’t have access to freshwater, while “Access to Freshwater” does not include this information.)*

Conversation Cue: “Who can tell us what your classmate said in your own words?”
(Responses will vary.)

- Invite students to share out after each question. As they do, use their responses to complete the displayed exit ticket. Refer to the **Exit Ticket: Comparing and Contrasting Texts (example, for teacher reference)** as necessary.
- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the second learning target and how well they demonstrated the habit from the Working to Become Effective Learners anchor chart they decided to focus on today. Select one or two students showing they met the learning target to provide evidence.

Meeting Students' Needs

- For ELLs and students who may need additional support with strategy development: (Modeling and Thinking Aloud: Comparing and Contrasting) Consider modeling and thinking aloud the process for comparing and contrasting pages 20–21 of *One Well* with “Access to Freshwater.” Example: “I can see that both texts have similar main ideas. They are both about how some people don’t have enough access to water. Both texts also provide the detail that Africa is one place where people don’t have enough water. One way they are different is that ‘Access to Freshwater’ includes consequences in the main idea, but *One Well* doesn’t.” (MMAE)
- For ELLs: (Sentence Frames: Heavier Support) Encourage students to use the displayed sentence frames created by more proficient students (see “For lighter support”) when comparing and contrasting the texts in pairs and when writing on their exit tickets.

Homework

A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Meeting Students' Needs

- For ELLs and students who may need additional support with written expression: (Oral Response) Read aloud, discuss, and respond to your prompt orally, either with a partner, family member, or student from grades 4 or 6, or record an audio response. (MMAE)