Equitable Access to Challenging Texts

ARC Core Units include all recommended texts to ensure equitable opportunities for all students to learn. Each unit provides a coherent collection of connected texts that build content and vocabulary knowledge through reading, writing, listening, speaking, and language. Text collections are designed to give all students—multilingual learners, striving readers, and advanced readers—daily practice with grade-appropriate texts. Engagement with a wide variety of texts prepares students to complete a final writing project connected to both the unit and the students’ interests.

Grade 3 Unit 4: Marine Life

From tiny crawfish scurrying along the ocean floor to whales that are 100 feet long, marine life comes in many shapes and sizes. However, all creatures share certain acts of surviving and adapting to their habitats. As the class explores Marine Life, students will participate in an academic community as they read, write, research, and debate knowledge together. Each student will become an expert on one marine animal. By the end of the Unit, they will be able to say to you, “Ask me ANYTHING about my marine animal.”

All students access at or above grade-level texts on Marine Life that are exemplary in terms of both content and craft. Teachers use the core texts to help students learn the key science concepts (e.g., physical characteristics) through a combination of shared reading, writing activities, and direct instruction in preparation for their independent research. Students will then read deeply, working to learn everything they can about their individual topics. Across the unit, the research questions connect the foundational academic activities of writing, reading, speaking, and research as students analyze evidence from multiple sources.

Classroom Sets of Core Texts: Save the Ocean, Chapter 2

Additional Core Texts
Day 1 Lesson Focus: Become Experts on RQ #1

Research Launch
Read/Write/Discuss Complex Text

1. Introduce Final Project Organizer

Create a complex research project in an idea notebook. Capture and retell the animal facts. Include the key facts to the animal facts. Include the key facts to the animal facts.

2. Establish Today's Learning Goal: RQ #1

Today, we are teaching our students about complex text. We will teach the students to retell the animal facts. We will teach the students to retell the animal facts.

3. Pre-Reading: RQ #1

Capture and retell the animal facts. Capture and retell the animal facts. Capture and retell the animal facts.

Introduce Key Concepts Using RQ #1 into Social Studies

The pages in the Sailing for Success concept guide are one of the best resources for the animal facts. The animal facts are taught in the idea notebook. The animal facts are taught in the idea notebook.

Physical Characteristics of Marine Life

<table>
<thead>
<tr>
<th>Physical Characteristics</th>
<th>Adaptations</th>
</tr>
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<tbody>
<tr>
<td>Size/Weight</td>
<td></td>
</tr>
<tr>
<td>Color</td>
<td></td>
</tr>
<tr>
<td>Skin Covering</td>
<td></td>
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<tr>
<td>Special Body Parts</td>
<td></td>
</tr>
</tbody>
</table>

Marine Life Lab Notebook

Final Project Organizer - Intermediate

RQ #1: Physical Characteristics of Marine Life

Name: __________________ Room: __________

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3. Close Reading of Complex Text

Goal Determine What the Author Is Saying/Learn RQ

Key Concepts

Select a rich passage from the Core Text or another text that will build students' knowledge of the key science concepts at the heart of today's Research Question. The class will read and record the selection over the course of the next two days, so select a text that is neither too long nor too short (3-5 pages at most).

Text-Dependent Questions, Academic Vocabulary Work, Repeated Close Reading

Students read a passage from the text and engage in intellectual discourse around this passage. Decide what kind of evidence of student learning? Here, students encounter graphic organizers to short the four concepts presented above: good questions, through quick write/Quick Draw, or to study for odds and ends with their partners. After each question, one student comments on determining your unit moves.

Key Concepts for This RQ

Pair Share: Three students work to pair's to answer the questions below based on the text.

What is the author saying about RQ 7? How do you know? Why does it matter to our study of Marine Life?

Key Concepts

- Orchid
- Ocean
- Granola
- Love

Formative Assessment: Listen to students work to determine what if anything you need to clarify.

- What else do students need to learn from this text in order to master this concept?
- Is there a common misunderstanding to address?
- Are there other vocabulary words or concepts students need to know in order to be successful with their independent research?

Suggested Text

Chapter 8: "Talking for Fun" (p. 46-11) In Share the Silence by Sara Murphy and Traci Dibble

Students will be reading and rereading the text over the next two days. Decide how much of the section to read today based on student engagement and understanding of the science concepts. Actual titles included in your collection may vary.

Content Learning FIRST

Be sure to use the standards with our text to foster the learning about the Research Question. Keep the focus on the content.
Student Graphic Organizer

Food Web

[Diagram showing a food web with various sea creatures and plants, including Great White Shark, Killer Whale, Jellyfish, Large Fish, Sea Turtle, Small Fish, Plankton, Sea Cucumber, Algae, Coral/Sponge.]

Student Writing Sample

Introduction

Did you know that there are more than 400 different types of sharks? There are some things you might learn in this book. Blue sharks can give birth to 125 sharks at one time. The male sharks can swim up to

Have you ever wondered how sharks survive? Well, this is the key for you. Sharks have many characteristics to help them survive, like its teeth. A shark's teeth help