

Third grade has come so far in PLC work. When we first started this journey, I was a first year teacher with no idea what to do. I honestly was just doing the best I could to survive and did as my teammates told me (because of course they knew more than I did.) In the beginning PLC was just more paperwork that we had to do. We filled out a google sheet that showed admin student test scores. We didn't have any "CFA's." Or if we did, it was to say we did. We didn't do much with them; we just entered a score and moved on. I knew I was supposed to reteach, and I would naturally fit in some during guided reading, but I wasn't intentional with it. I just couldn't figure out the "how." As far as CSA's went, we just threw something together and called it an assessment. Again, there wasn't any intentionality in it.

Fast forward to my third year of teaching. I get a brand new team, and I have the light bulb moment. I'm going to all these trainings and I keep hearing about CFAs, reteaching, CSAs, more reteaching, extension, target goals, all of it. I kept thinking I was doing what I needed to be doing, but in reality I had so much to grow in. Finally, I saw it. I understood what I needed to be doing, and I started to see how other teachers were implementing it. Once I saw how to implement it practically, I was sold. I knew that this work was how I would see growth; that it would be best for students.

In the Spring of last year, my coworker and I started really digging into our target goals. We adjusted them and adjusted them. We then created the CSA for main idea. We looked at our old CSA, which was just a passage where students had to determine the main idea and find the supporting details. As we were looking at it, we realized that while the assessment did measure if a student could find the main idea and supporting details, it did not give me a real picture as to what they knew. It didn't measure all of our target goals, and it certainly did not show me if they truly understood main idea at high levels. With that particular assessment, the student could've gotten lucky and guessed right. Looking at it I knew a few things. The assessment needed to give students multiple opportunities to show that they understood main idea rather than just one. It needed to prove to me that they knew what key details were and what the "non" key details were. It also needed to show me that they could analyze an incorrect main idea and justify why it was incorrect. Finally it needed to show if they could take all of this knowledge and do something with it. They needed to be able to write their own main idea and support it with details. We wanted to push students to think more critically rather than just determining a main idea.

The CSA you now see now measures these things. It not only shows if students understand main idea, but it pushes students in a way in which we never thought of

pushing them before. Once we administered this assessment, we were able to quickly determine which targets students struggled with and where the issue lied. Our goal was to then pull students into small groups for reteaching. Unfortunately that did not happen last Spring because of covid, but this year we have put that into practice. With our character's standard, we did all of the same work we did with main idea. We created a CSA, CFAs, and then paced out all of our lessons. After we administered that assessment, we began reteaching. Currently, about 90% of third grade have mastered the characters standard. We have reflected on how it went and already made notes about things we will do differently next time around.

PLC has completely changed how I think about teaching. It has pushed me to grow so much in my practice. I spent my first couple of years teaching trying to figure out PLC among just teaching in general. I was surviving, but now I feel like I am thriving in a way. Obviously I still have so much to learn and grow in, but for now I will consider it a win that I have finally figured out what needs to be done and how to practically do it. The biggest thing I have learned in PLC is to be just intentional in everything I do. Being intentional about assessments, planning, lessons, and reteaching has really made such a difference in my classroom and in my students' learning.

Before

Essential Standard: RI2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

Reteach/Enrich on Fridays during Guided Reading time. Split kiddos up between White, Crawford, & Raines

<p>Main Idea vs Main Topic Anchor Chart</p> <p>Main Idea vs Main Topic Google Slides (display a picture & discuss what the topic & main idea could be)</p> <p>Main idea vs main topic back to back activity with dry erase boards (using the main idea cut outs sheet)</p>	<p>Finish Back to Back game if needed</p> <p>Main Idea task cards</p> <p>(Display on the board, talk about together, then have students work in groups to find main idea & main topic on dry erase boards)</p>	<p>Exit ticket Main idea Vs. Main Topic (What is MI? What is the difference in a MI and a Topic? Examples to sort)</p> <p>Discussion on Main Idea and Supporting Details ("Presidential Pets" whole group lesson)</p>	<p>Discussion on Main Idea and Supporting Details ("Presidential Pets" whole group lesson)</p> <p>Exit Ticket #2 (what is a main idea? What is a key detail?)</p>	<p>"The Mystery of the Honeybee" fishbowl questions to go with passage:</p> <p>What is the main topic?</p> <p>What is the main idea?</p> <p>What are key details that prove the main idea?</p> <p>Do you agree or disagree? Why? or why not?</p> <p>What are the details in the passage that are not key details?</p> <p>*Scoring based off of participation (create document)</p>
<p>"George's Teeth" passage with partners (students determine the main idea & justify with key details)</p> <p>30 minutes to work in groups</p> <p>15 minutes to review/discuss</p>	<p>"Tourist Attraction" passage. Students will read and be given the main idea. Then, they will be given all the details of the passage on sticky notes. They must sort the sticky notes into two categories: Key Details & non examples of key details</p>	<p>Exit ticket 3: Main Idea Formative Assessment (Recess passage)</p> <p>Begin discussion of determining the main idea with pictures</p>	<p>Given a series of pictures, students will work in groups to determine the main idea & key details to justify it</p> <p>Discussion to follow</p> <p>Exit ticket 4: Given a picture, students will determine a possible main idea & justify with</p>	<p>Students will be given short passages with correct and incorrect main ideas on the board. They will work in groups to determine if the main idea is correct or incorrect. They must justify their answer</p>

			key details	
Continue activity/ discussion from the previous day Exit Ticket 5: Given a picture and an incorrect main idea, students must justify why the main idea is correct or incorrect.	CSA:	GSA		

After

Essential Standards Plan: Main Idea

Standard What do we want our students to learn?	RI.3.2- Determine the main idea of a text; recount the key details and explain how they support the main idea
Learning Target What do we want our students to learn?	<ul style="list-style-type: none">• I can define: main topic, main idea, and key details.• I can explain the difference between the main topic and main idea• I can determine the main idea in a passage.• I can justify the main idea by recounting the key details.• I can classify examples of key details and non examples of key details.• I can evaluate a given main idea and justify why it is correct or incorrect.• I can determine a possible main idea when given a title or picture of a book/passage.
Vocabulary What do we want our students to learn?	Std. vocab - main idea, topic, key/supporting detail Testing vocab - define, explain, determine, justify, classify, evaluate, recount, passage
Tier 1 Lessons finish filling out once 15 day plan is complete What do we want our students to learn?	Lesson 1- Main idea vs. Topic Lesson 2- Practice/discussion on MI vs. topic Lesson 3- Identifying the main idea Lesson 4- Supporting the main idea with key details Lesson 5- Practice with passages Lesson 6- Finding the main idea with pictures Lesson 7- Determining if a MI is correct and justifying why 15 day plan: https://docs.google.com/document/d/1zkgApLebTribTlw2Jgpzc3fYaSfrU5NC/edit *Some lessons will take multiple days to complete. (check R.Wonders to aid instruction)
Strategies finish filling out once 15 day plan is complete What visible learning strategies can you use?	Direct Instruction: <ul style="list-style-type: none">• Given using the 15-day planning guide for compare & contrast

<ul style="list-style-type: none"> ● Direct Instruction ● Summarizing ● Vocabulary Instruction ● Concept mapping ● Class Discussion ● Peer Tutoring 	<p>Vocabulary:</p> <ul style="list-style-type: none"> ● Discussed in class and supplemented with Flocabulary <p>Discussions:</p> <ul style="list-style-type: none"> ● Student-led discussions (ex. think, pair, share) used frequently
<p>Co-Teaching Responsibilities What will the co-teacher be doing to support the students?</p>	<p>Mrs. Raines will supplement this unit by ...</p>
<p>Formatives How will we know if they learned it?</p>	<p>CFA 1: Main Idea VS. Topic https://docs.google.com/forms/d/1goApE1U9kjWJXiWfXrslhqE59_xhesa32IE6NJKz9zQ/edit CFA 2: Vocabulary Check https://docs.google.com/forms/d/1W0lmbX6beA7EkxV1X6tH0RNtaNadFRB94qPMVEIJATA/edit CFA 3: Main Ideas in Context of a Passage https://docs.google.com/forms/d/1stxnHYVPb0ogkL14eO5vh4uUeoZK-FBvmmkc9tyUp-k/edit CFA 4 Main Idea/ Key Details of a Passage https://docs.google.com/forms/d/1wc8ajxZH6bd41iZa25jxBoTFOTNcpjOclUvaeust7E/edit CFA 5: Main Idea of Pictures https://docs.google.com/forms/d/1zRlgsngmXwBKp1nlzIXvpKk6Swusu1vUL5Uv1xRZRu/edit CFA 6: Justifying a Main Idea https://docs.google.com/forms/d/17uWk9jyUgimebVJllq6lPwPcP4JPHE_UaZnaS-Cw40/edit</p>
<p>Summatives How will we know if they learned it?</p>	<p>RI.3.2- Main Idea Summative Assessment: https://docs.google.com/presentation/d/1oHOz8uOuxDH6bKDEnLOOWYtnZueWRaC5lhvYq_940m8/edit</p>
<p>Tier 2: Re-teaching What will we do when students don't learn it?</p>	<p>Most Fridays will be used for reteach/extension groups. Mrs. Raines, Ms. Crawford, and Mrs. White will all take a group based on what needs to be re-taught.</p>
<p>Extension What will we do when they already know it?</p>	<p>Reteach: Finding the main idea of a passage</p> <p>Reteach: Supporting the main idea with key/supporting details</p> <p>Extension: Research and create an informational piece that conveys a clear main idea.</p>

Mid Unit Reflection:

Date:

What performance tasks/other evidence show that the students are doing well with this unit?
<ul style="list-style-type: none">••
What learning experiences are being used to facilitate the students' successes?
<ul style="list-style-type: none">•
What additional supports are needed for this unit?
<ul style="list-style-type: none">•

Teacher: Class Average:	Teacher: Class Average:	Teacher: Class Average:	Teacher: Class Average::
Students of Concern:	Students of Concern:	Students of Concern:	Students of Concern:
Next Steps:	Next Steps:	Next Steps:	Next Steps:

End of Unit Reflection:

Date:

Assessment Results:

Teacher: Class Average:	Teacher: Class Average:	Teacher: Class Average:	Teacher: Class Average::
What students still need reteaching	What students still need reteaching	What students still need reteaching	What students still need reteaching

What learning experiences were most useful with this unit?
•
What learning experiences did students struggle with?
•
What standards did students struggle most with?
•
What adjustments need to be made for this unit?
•

Before

Name _____

Date _____

Preventing Cavities

There are many ways you can protect your teeth from cavities. When cavities form they give bacteria a place to hide while forming a clear coating on your teeth called, plaque. A build up of plaque can burn holes in your teeth, so it is important to prevent the plaque from forming. Using fluoride toothpaste is a good way to prevent cavities. Fluoride is a chemical that hardens your tooth enamel and makes it harder for acids to burn through your teeth. Some water bottling companies add fluoride to their water, so drinking water with fluoride in it will also help. Another way you could prevent cavities is to avoid sugary foods, and chew sugar-free gum. Bacteria loves sugar, and when you eat lots of sugar they eat, too! There are many ways to prevent cavities, but the best way is to brush for two minutes, at least two times a day, using fluoride toothpaste and a toothbrush. By doing this, you are making sure that you still have your teeth when you are older. It will also give you something to smile about!



RED

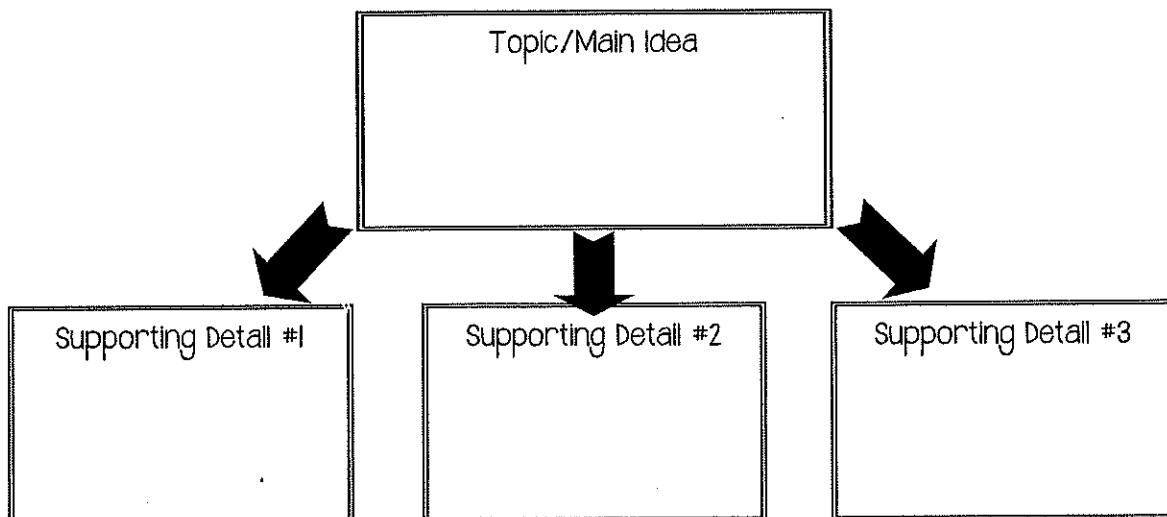
Use a **red** crayon to underline the **MAIN IDEA**.



BLUE

Use a **blue** crayon to underline the **SUPPORTING DETAILS**.

Complete the web below by adding the main idea and at least 3 supporting details.



Name _____

Date _____

Presidential Pets

Past presidents brought many interesting animals to the white house. President Bush's dogs often played on the White House lawn, but did you know that he also had cows and a cat? One of the strangest pets belonged to the wife of John Quincy Adams. His wife raised silkworms! Herbert Hoover had a pet opossum that lived at the White House. Calvin Coolidge had a pet raccoon named Rebecca who walked on a leash, and Theodore Roosevelt was famous for his snakes, dogs, cats, a badger, birds, horses, and guinea pigs. During World War 1, Woodrow Wilson kept a herd of sheep on the White House lawn. The sheep were used to cut the lawn by eating the grass. Some of the more unusual U.S. presidential pets have been gifts from other world leaders. James Buchanan received a herd of elephants from the King of Thailand, and Martin Van Buren received a pair of tiger cubs! From dogs and cats to snakes and elephants - all of these animals are part of a long history of U.S. presidential pets. What's next? A White House zoo?

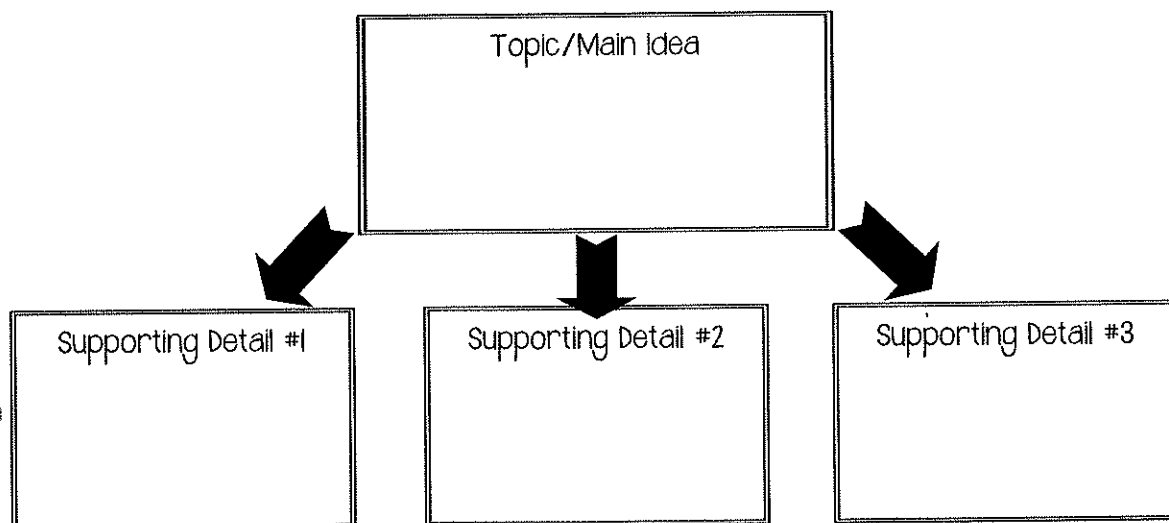


Use a **red** crayon to underline the **MAIN IDEA**.



Use a **blue** crayon to underline the **SUPPORTING DETAILS**.

Complete the web below by adding the main idea and at least 3 supporting details.



After

Name: _____

Main Idea Summative Assessment

🎯 Target 1: I can **define** "main idea" and "key details". (1 point each)

Write the definitions of the following words:

1. Main Idea:

2. Key Details:

3. Circle whether the following statement is true or false: "Key details" and "Supporting details" are the same thing. **True** **False**

🎯 Target 2: I can **explain** the difference between the main topic and main idea. (1 point)

4. What is the difference between the main idea and main topic?
- a. The main topic is a complete sentence that specifically tells what the passage is about, and the main idea is a short general phrase that sums up the passage.
 - b. The main topic justifies the main idea.
 - c. There is no difference between the two.
 - d. The main topic is a short general phrase that sums up the passage, and the main idea is a complete sentence that specifically tells what the passage is about.

Target 3: I can **determine** the main topic and main idea of a passage.
(2 points each)

Read the passage below entitled "Island Giants" and determine the main topic and main idea of the text.

Island Giants

At one time, every continent in the world had giant tortoises. A tortoise is like a turtle, but tortoises live only on land. For many reasons, giant tortoises can now be found only on a few islands. Most of the giant tortoises live on the Galápagos [ga-LA-puh-gus] Islands in the Pacific Ocean. Their numbers have been going down for hundreds of years. But now people are helping them to return.

The Galápagos Islands were named after the many giant Galápagos tortoises that live there. A Galápagos tortoise can grow to be five feet long. It can weigh up to 500 pounds. There are 12 different kinds of these giant animals. The biggest difference is in the shape of their shells. They can have a high, round shell. The shell can also be flatter. Every island in the Galápagos Islands has its own kind of tortoise.

Many of the Galápagos tortoise's problems started with people. Galápagos tortoises like to eat grass. Hundreds of years ago, people brought goats to the Galápagos Islands. The goats ate up so much grass that there was nothing for the tortoises to eat. Also, sailors took the tortoises onto their ships and used them for food.

Around 40 years ago, some people who wanted to help the tortoises took the goats away from the islands. They also brought more tortoises back onto the islands. There are now more Galápagos tortoises than there were 40 years ago. Let's hope the number of these amazing animals continues to grow!

5. What is the main topic of **paragraph 4**?

- a. The Galapagos Islands
- b. Galapagos tortoises
- c. Problems in the Galapagos Islands
- d. Helping Galapagos' tortoises

6. What is the main idea of "Island Giants"?

- a. Though Galápagos tortoises used to live only on some islands, they are now found in many places
- b. People are helping the Galápagos tortoises in many ways so that the number of tortoises is going up.
- c. Removing goats from the Galápagos islands has helped increase the food supply for tortoises.
- d. Galápagos tortoises and turtles are similar, but turtles have not experienced as many problems as tortoises.

Read the passage below entitled "A Giraffe's Tongue" and determine the main topic and main idea of the passage.

A Giraffe's Tongue

If you've ever seen a giraffe, you've probably noticed their unusually long tongues. The tongues measure 18-20 inches long and are black, blue, or purple in color. Why the long tongue? Giraffes eat leaves off acacia trees. Even though the trees have very sharp thorns, giraffes can use their long tongues to reach well above the thorns and grab the delicious leaves at the top of the tree. Their tongues are thick, protecting them from the thorns. Believe it or not, some giraffe experts believe the dark color of the tongue is to prevent giraffes from getting their tongue sunburnt. Who would have thought that a giraffe's tongue was so specially designed?

7. What is the main topic of "A Giraffe's Tongue"?
- a. Giraffes
 - b. Food for Giraffes
 - c. Scientists studying Giraffes
 - d. Giraffe's tongues

8. What is the main idea of "A Giraffe's Tongue"?

 Target 4: I can **justify** the main idea by **recounting** the key details. (4 points each)

9. Recount 2 key details that support the main idea of "A Giraffe's Tongue".

1) _____

2) _____

Name: _____

Target 5: I can **classify** examples of key details and non-examples of key details.
(1 point each)

Read the passage below and sort the key details from non-key details by putting a check mark in the correct category.

Changes for America

There were many events that happened in American history. One of the most symbolic and famously known is Abraham Lincoln's work to free slaves. In American history, African Americans were forced to work for white people as slaves. The country was split over this issue. Half of the country favored having slaves work for them, while the other half opposed slavery. Abraham Lincoln was president during part of this time in American history, and he did not agree with slavery. He served as president from 1861 until 1865.

Throughout his presidency, he worked to free slaves and abolish slavery. The Civil War began in America, fighting over many issues such as slavery. The country was divided into a North versus South battle. At the end of the war, Abraham Lincoln abolished slavery with the Emancipation Proclamation. This was a document that stated slavery was no longer legal in America.

Sadly, not everyone agreed with Lincoln. One man, named John Wilkes Booth, assassinated Lincoln because he did not agree with his decisions. Even though not everyone agreed with his decisions, the abolition of slavery forever changed the United States of America.

MAIN IDEA - Abraham Lincoln worked to free slaves and abolish slavery during his presidency even though some opposed the idea.

	Example of a key detail	Non-Example of a key detail
Abraham Lincoln abolished slavery with the Emancipation Proclamation.		
He served as president from 1861 until 1865.		
Half of the country favored having slaves work for them, while the other half opposed slavery.		
One man, named John Wilkes Booth, assassinated Lincoln because he did not agree with his decisions.		
Even though not everyone agreed with his decisions, the abolition of slavery forever changed the United States of America.		

Target 6: I can **analyze** a given main idea and **justify** why it is correct or incorrect. (5 points total)

Read the passage below and determine whether or not the main idea given is correct or incorrect. Be prepared to justify your answer with supporting details.

Sit. Stay.

Ever heard of dog obedience school? It exists. This is where dogs learn tricks and commands so that the dog behaves better for their owner. Dogs are incredibly smart animals. Teaching a dog tricks is something that all pet owners should do. If a dog is untrained, they will be hard to control throughout the day and night. With a little bit of training, a dog's smart mind can follow all sorts of commands.

Since dogs are so smart, most of them can listen to their owner's directions and do what is asked of them. It isn't always an easy process for dogs to learn how to follow these directions, but once they learn it, it makes being a dog owner much easier. They must be trained and practiced with many times before a trick sticks.

There are many common types of tricks for a dog to learn. Two of the most popular tricks are "sit" and "stay". This helps a dog owner control their dog in very simple ways. If they need their dog to calm down or stay in another area while they do something, these two are necessary commands. Some owners go beyond those two basic commands. Other tricks that dogs can learn are "speak" where they bark on command and "shake" where they put their paw in someone's hand. Some can even stand on two legs, do a flip, and balance treats on their nose.

MAIN IDEA - All dogs should go to obedience school.

11. Is the main idea above the correct main idea? (1 point) circle one: **YES** **NO**

12. Justify your answer by telling why or why not. (4 points)

Name: _____

Target 7: I can **write** a paragraph with a clear main idea and supporting details when given a topic or picture of a book/passage.



Topic: Flooding

Write your own main idea for the picture. Justify it with supporting details. Write it below. (3 points)

Scoring:

Target 1: I can define "main idea" and "key details".	/3
Target 2: I can explain the difference between the main topic and main idea.	/1
Target 3: I can determine the main topic and main idea of a passage.	/8
Target 4: I can justify the main idea by recounting the key details.	/8
Target 5: I can classify examples of key details and non examples of key details.	/5
Target 6: I can analyze a given main idea and justify why it is correct or incorrect.	/5
Target 7: I can write a paragraph with a clear main idea and supporting details when given a topic or picture of a book/passage.	/3
Total:	/33