**Subject area/course**: ELA

**Grade level/band**: 3-4

**Task source**: New Hampshire Task Bank; Authors: Donna Gilbert and Sarah Howard

**Animal Rescue**

**TEACHER'S GUIDE**

1. **Task overview**:

Students will read and/or listen to 4 different texts that tell stories of animals in danger. Students will collect information about the pros and cons of helping animals in need. Then, they will write an opinion piece stating whether it is harmful or helpful to rescue animals, clearly supporting their opinion with evidence from the texts.

1. **Aligned standards:**
2. **Primary Common Core State Standards**

**[CCSS.ELA-Literacy.RI.3.1](http://www.corestandards.org/ELA-Literacy/RI/3/1/)** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**[CCSS.ELA-Literacy.RI.3.6](http://www.corestandards.org/ELA-Literacy/RI/3/6/)** Distinguish their own point of view from that of the author of a text.

**[CCSS.ELA-Literacy.RI.3.10](http://www.corestandards.org/ELA-Literacy/RI/3/10/)** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

**[CCSS.ELA-Literacy.W.3.1](http://www.corestandards.org/ELA-Literacy/W/3/1/)** Write opinion pieces on topics or texts, supporting a point of view with reasons.

**[CCSS.ELA-Literacy.W.3.4](http://www.corestandards.org/ELA-Literacy/W/3/4/)** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

1. **Secondary Common Core State Standards (optional)**

**CCSS.ELA-Literacy.L.3.1** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
[**CCSS.ELA-Literacy.L.3.2**](http://www.corestandards.org/ELA-Literacy/L/3/2/) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1. **Critical abilities**

**Analysis of Information:** Integrate and synthesize multiple sources of information (e.g., texts, experiments, simulations) presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to address a question, make informed decisions, understand a process, phenomenon, or concept, and solve problems while evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**Communication in Many Forms:** Use oral and written communication skills to learn, evaluate, and express ideas for a range of tasks, purposes, and audiences. Develop and strengthen writing as needed by planning, revising, editing, and rewriting while considering the audience.

**Interpersonal Interaction and Collaboration:** Develop a range of interpersonal skills, including the ability to work with others, to participate effectively in a range of conversations and collaborations.

1. **Other standards**

*New Hampshire Competencies*

**C2PI1** - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**C2PI10**- Read and comprehend complex literary and informational texts independently and proficiently.

**C4PI1** - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1. **Time/schedule requirements:**

This task is designed to take about ten days (or over the course of ten 45-60 minute time blocks).

1. **Materials/resources:**
* Texts:
	+ Grade 3 Scott Foresman Sleuth- *A Whale of a Rescue,*
	+ *Four Reasons Not to Feed Wildlife* (Humane Society.org)
	+ *Rescuers Use Knives, poles, and GPS to Free Tangled Whale* (News ELA)
	+ *Putting Panthers Back into Florida’s Forests* (News ELA).
* Pros and Cons Graphic Organizer (see Instructional Materials)
* Highlighters
* Performance Task Schedule (Nuts and Bolts Document/Instructional Materials)
1. **Prior knowledge:**

None provided.

1. **Connection to curriculum:**

This task was originally designed to take place in the spring as part of Unit 3, Week 4 in the Grade 4 Scott Foresman Program.

1. **Teacher instructions:**
* Review the assignment with students from the student handout.
* Read “Four Reasons Not to Feed Wildlife” aloud to class. Model how to read the text and take notes, first highlighting or underlining information, then transferring it to the graphic organizer.
* Discuss with students what opinions they have formed from their notes.
* Give mini-lesson how to use source information and cite it (at appropriate grade level)
* Students read and use organizers for three remaining pieces.
* Students draft an opinion piece on the prompt
* Peer review of draft 1 (in pairs or small groups)
* Teacher review of draft 1
* Mini-lesson on any outstanding issues
* Students revise their draft
* Teacher review of draft 2
* Students edit their drafts
* Whole class activity: Students break into pro and con groups and share their details for their reasons. Students report to class; teacher records responses on a pro/con graphic organizer.
1. **Student support:**

*Possible accommodations/supports:*

* Students can read with partners or have a teacher read text aloud to them.
* Students can have a scribe.
* Students can use technology, including videos or recordings of text.
* Students may complete the activity in a quiet space/alternate setting.
* Additional time as needed**.**
1. **Extensions or variations:**
* Read Aloud Circles can supplement the silent reading.
* Students can create posters/illustrations to supplement their oral presentations.
1. **Scoring:**

Student work can be scored using the Animal Rescue Opinion Writing rubric.