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SHELL
EDUCATION

Leveled Texts

For Third Grade

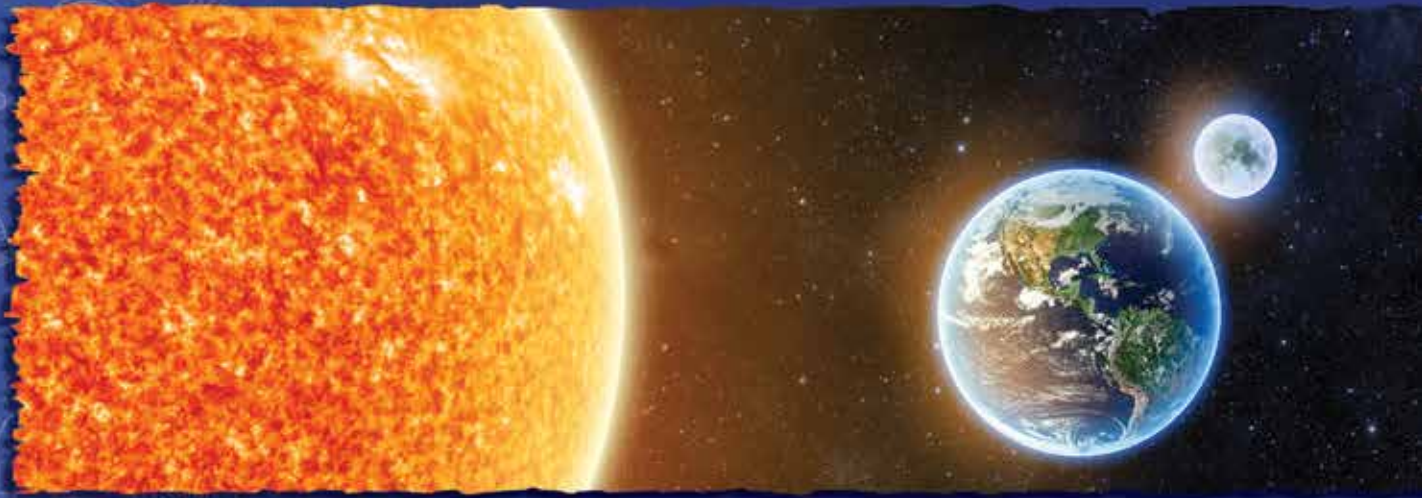


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What Is Differentiation?

Over the past few years, classrooms have evolved into diverse pools of learners. Gifted students, English language learners, special-needs students, high achievers, underachievers, and average students all come together to learn from one teacher. The teacher is expected to meet their diverse needs in one classroom. It brings back memories of the one-room schoolhouse during early American history. Not too long ago, lessons were designed to be one size fits all. It was thought that students in the same grade learned in similar ways. Today, teachers know that viewpoint to be faulty. Students have different learning styles, come from different cultures, experience a variety of emotions, and have varied interests. For each subject, they also differ in academic readiness. At times, the challenges teachers face can be overwhelming, as they struggle to figure out how to create learning environments that address the differences they find in their students.

What is differentiation? Carol Ann Tomlinson (2014, 1) describes the challenge of differentiation as reaching out to “students who span the spectrum of learning readiness, personal interests, and culturally shaped ways of seeing and speaking about and experiencing the world.” Differentiation can be carried out by any teacher who keeps the learners at the forefront of his or her instruction. The effective teacher asks, “What am I going to do to shape instruction to meet the needs of all my learners?” One method or methodology will not reach all students.

Differentiation encompasses what is taught, how it is taught, and the products students create to show what they have learned. When differentiating curriculum, teachers become the organizers of learning opportunities within the classroom environment. These categories are often referred to as content, process, and product.

- **Content:** Differentiating the content means to put more depth into the curriculum through organizing the curriculum concepts and structure of knowledge.
- **Process:** Differentiating the process requires the use of varied instructional techniques and materials to enhance the learning of students.
- **Product:** When products are differentiated, cognitive development and the students’ abilities to express themselves improve.

Teachers should differentiate content, process, and products according to students’ characteristics. These characteristics include students’ readiness, learning styles, and interests.

- **Readiness:** If a learning experience aligns closely with students’ previous skills and understanding of a topic, they will learn better.
- **Learning styles:** Teachers should create assignments that allow students to complete work according to their personal preferences and styles.
- **Interests:** If a topic sparks excitement in the learners, then students will become involved in learning and better remember what is taught.

How to Use This Product

Readability Chart



Title of the Text	Circle	Square	Triangle
A Day in the Life of a Cowhand	1.9	3.6	5.1
Sweet: Inside a Bakery	1.9	3.9	5.0
The Mystery of the Grand Bazaar	1.9	3.4	5.0
How to Survive in the Jungle by the Person Who Knows	1.9	3.4	5.0
Race to the Moon	1.8	3.5	5.1
Our Vacation Budget	1.9	3.6	5.1
Measuring Time	1.9	3.6	5.1
Natural Measures	1.9	3.8	5.2
My Lemonade Stand	1.8	3.5	5.1
The World of Trade	1.9	3.5	5.0
States of Matter	1.9	3.9	5.0
Phases of the Moon	1.8	3.5	5.1
Extreme Weather	1.9	3.7	5.2
Photosynthesis	1.9	3.3	5.0
Gravity	1.9	3.6	5.3
Our Natural Resources	1.9	3.6	5.3
The American Government	1.9	3.4	5.1
America's Western Landmarks	1.9	3.6	5.3
Doing Your Part	1.9	3.5	5.1
America's National Capital	1.9	3.8	5.5

Correlation to Standards

The Every Student Succeeds Act (ESSA) mandates that all states adopt challenging academic standards that help students meet the goal of college and career readiness. While many states already adopted academic standards prior to ESSA, the act continues to hold states accountable for detailed and comprehensive standards.

Shell Education is committed to producing educational materials that are research and standards based. In this effort, all products are correlated to the academic standards of the 50 states, the District of Columbia, and the Department of Defense Dependent Schools. Shell Education uses the Mid-continent Research for Education and Learning (McREL) Compendium to create standards correlations. Each year, McREL analyzes state standards and revises the compendium. By following this procedure, they are able to produce a general compilation of national standards. A correlation report customized for your state can be printed directly from the following website: www.tcmpub.com/administrators/correlations/.

How to Use This Product *(cont.)*

Components of the Product



The Leveled Texts

- There are 20 topics in this book. Each topic is leveled to three different reading levels. The images and fonts used for each level within a topic are the same.
- Behind each page number, you'll see a shape. These shapes indicate the reading levels of each piece so that you can make sure students are working with the correct texts. The reading levels fall into the ranges indicated below. See the chart on page 8 for the specific level of each text.



Levels
1.8-1.9



Levels
3.4-3.9



Levels
5.0-5.9

Comprehension Questions

- Each level of the texts includes a comprehension question. Like the texts, the comprehension questions were leveled by an expert. They are written to allow all students to be successful within a whole-class discussion. The questions are closely linked so that teachers can ask multiple questions on the topics and all students will be able to participate in the conversations about the texts. The below-grade-level students might focus on the facts, while the above-grade-level students can delve deeper into the meanings of the texts.

A Day in the Life of a Cowhand

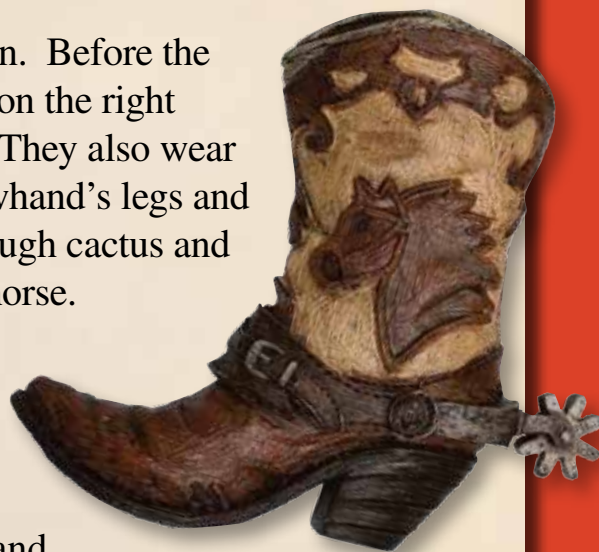
A Cowhand's Morning

“Yee-haw!” yell the cowhands. They race off to round up the cattle. It’s early in the morning. But their day is already beginning. There’s so much to do!

Some cowhands work from sunup to sundown. Before the sun rises, the cowhands start their day. They put on the right clothes. They wear chaps, a bandana, and a hat. They also wear boots and spurs. Chaps and boots protect the cowhand’s legs and ankles. They need protection since they ride through cactus and brush. Spurs look pointy, but they do not hurt a horse.

The cowhand gently taps the horse’s ribs. The spurs on the boots tell the horse to go on. Bandanas and hats protect the cowhand’s face and neck. There is wind, rain, and sun. A bandana can be used as a washcloth. The cowhand can clean things. The cloth can cover the eyes of a scared horse.

The cowhands get dressed for the day. They have a big breakfast. Then, they head out to work. They need plenty of energy to round up the cattle.



Cowhands on the Range

The cowhands head out to the range. They round up cattle. They take care of them. Animals might wander away from the ranch and cowhands have to find them. During the roundups, a team of cowhands spread out on the plains. They bring the cattle together. This is called a *cattle drive*.

While they herd cattle, cowhands rope the young calves. The calves need to be branded and get medical care. It may take three or four cowhands to work with one calf.



One cowhand ropes the calf by the horns. The other will rope him by the legs. The calf gets pulled to the ground. One or two cowhands brand the calf. They give it an ear tag and shots.

At midday, cowhands stop for lunch. A cook sets up the chuck wagon. He or she fixes the meal. The cook makes a quick lunch. The cowhands need to get back to herding the cattle. There's still a lot of work to do.

Cowhands spend the rest of the afternoon as they did the morning. They round up and care for the cattle. While they work, the cowhands are careful. They do not want to scare the cattle. If they get scared, they run and scatter. This is called a *stampede*. It can take hours to gather and calm them and get them back on the trail.



Before the cowhands settle in for the night, they care for their horses. The horses have worked hard all day, too. The cowhands remove their horses' saddles and feed them. Then, the horses are released on the open range so they can relax.

The cowhands start a campfire. They eat and tell stories. They might play cards or sing songs. Then, they go to sleep. They need to get up very early the next morning. It might be as early as three o'clock! Cowhands often rise before the sun.

Think About It!

What are cowhands, and what do they wear?

A Day in the Life of a Cowhand

A Cowhand's Morning

“Yee-haw!” yell the cowhands as they race off to round up the cattle. It’s early in the morning, and their day is already beginning. There’s so much to do!

Some cowhands work from sunup to sundown. Before the sun rises, the cowhands start their day by putting on the right clothes. These can include chaps, boots, spurs, a bandana, and a hat. Chaps and boots are used to protect the cowhand’s legs and ankles. They need it since they ride through cactus and brush. Spurs may look dangerous, but they do not hurt a horse.

Instead, the cowhand gives the horse’s ribs a gentle tap. The spurs attached to the boots urge the horse on. Bandanas and hats are used to protect the cowhand’s face and neck from the wind, rain, and sun. A bandana can be used as a washcloth for the cowhand to clean things. It can also cover the eyes of a scared horse.

Once they are dressed for the day, the cowhands have a hearty breakfast before heading out. They need plenty of energy to round up the cattle.



Cowhands on the Range

After breakfast, the cowhands head out to the range. They round up and care for the cattle. They gather the animals that have wandered away from the ranch. During the roundups, a team of cowhands spreads out on the plains and brings the cattle together. This is called a *cattle drive*.

While they herd cattle, cowhands rope the young calves in order to brand them and give them medical care. It may take three or four cowhands to work with one calf.



As one cowhand ropes the calf by the horns, another will rope him by the legs, pulling him to the ground. One or two cowhands then brand, ear tag, and immunize the calf.

At midday, cowhands stop for lunch. A cook sets up the chuck wagon so he or she can fix the meal. The cook makes a quick lunch so the cowhands can get back to herding the cattle. There's still a lot of work to do.

Cowhands spend the rest of the afternoon as they did the morning. They round up and care for the cattle. While they work, the cowhands are careful not to startle the cattle. If cattle get scared, they run and scatter. This is called a *stampede*. It can take hours to gather and calm them and get them back on the trail.



Before the cowhands settle in for the night, they care for their horses. The horses have worked hard all day, too. The cowhands remove their horses' saddles and feed them. Then, they release the horses onto the open range to relax.

The cowhands prepare a campfire, eat, and tell stories. They play cards, sing songs, and get some sleep. They need to be ready to get up bright and early the next morning. Sometimes, it is as early as three o'clock! Cowhands often rise before the sun.

Think About It!

Why is it important for cowhands to wear specific clothing while working?

A Day in the Life of a Cowhand

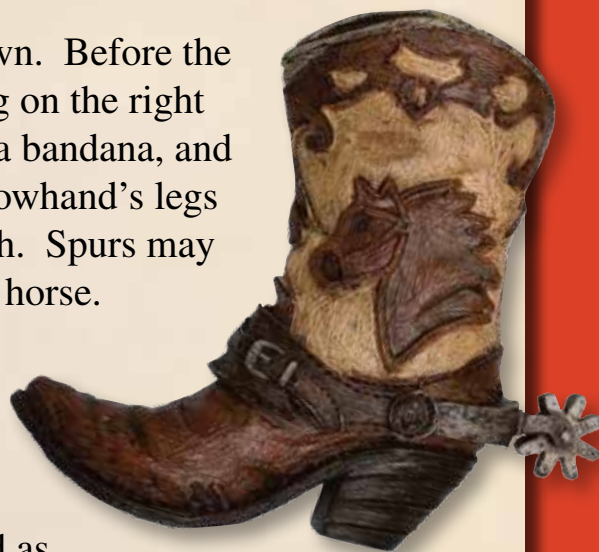
A Cowhand's Morning

“Yee-haw!” yell the cowhands as they race off to round up the cattle. It’s early in the morning, and their day is already beginning. There’s so much to do!

Some cowhands work from sunup to sundown. Before the sun rises, the cowhands start their day by putting on the right clothes. These can include chaps, boots, spurs, a bandana, and a hat. Chaps and boots are used to protect the cowhand’s legs and ankles while riding through cactus and brush. Spurs may look dangerous, but they are not meant to hurt a horse.

Instead, the horse is urged on by a gentle tap to its ribs from the spurs attached to the cowhand’s boots. Bandanas and hats are used to protect the cowhand’s face and neck from the wind, rain, and sun. A bandana can also be used as a washcloth for the cowhand to clean things or to cover the eyes of a scared horse.

Once they are dressed for the day, the cowhands have a hearty breakfast before heading out because they need all the energy they can get to round up the cattle.



Cowhands on the Range

After breakfast, the cowhands head out to the range to round up and care for the cattle. They gather the animals that have wandered away from the ranch. During the roundups, a team of cowhands fans out on the plains and brings the cattle together. This is called a *cattle drive*.

While they herd cattle, cowhands rope the young calves in order to brand them and give them medical care. It may take three or four cowhands to work with one calf.

As one cowhand ropes the calf by the horns, another will rope him by the legs, pulling him to the ground. One or two cowhands then brand, ear tag, and immunize the calf.

At midday, cowhands stop for lunch. A cook sets up the chuck wagon so he or she can fix the meal. The cook makes a quick lunch so the cowhands can get back to herding the cattle because there is still a lot of work to do.

Cowhands spend the afternoon in a similar way to their morning: they round up and care for the cattle. While they work, the cowhands are careful not to startle the cattle because if they get scared, they run and scatter. This is called a *stampede*, and it can take hours to gather and calm them and get them back on the trail.



Before the cowhands settle in for the night, they care for their horses. The horses have worked hard all day, too. The cowhands remove their horses' saddles, feed them, and release them onto the open range to relax.

The cowhands prepare a campfire, eat, and tell stories. They play cards, sing songs, and get some sleep. They need to be ready to get up bright and early the next morning, sometimes as early as three o'clock! Cowhands often rise before the sun.

Think About It!

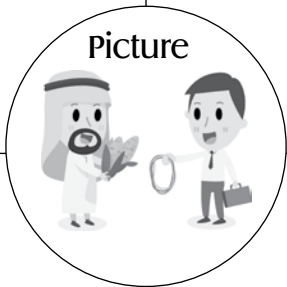
Why are cowhands important on the range?

Strategies for Using the Leveled Texts *(cont.)*

Below-Grade-Level Students *(cont.)*

Vocabulary Scavenger Hunt

Another prereading strategy is a Vocabulary Scavenger Hunt. Students preview the text and highlight unknown words. Students then write the words on specially divided pages. The pages are divided into quarters with the following headings: *Definition*, *Sentence*, *Examples*, and *Nonexamples*. A section called *Picture* is put over the middle of the chart. As an alternative, teachers can give students selected words from the text and have them fill in the chart individually. (Sample words can be found on page 134.)

barter	
<p>Definition</p> <p>a system where goods and services are swapped with each other</p>	<p style="text-align: right;">Sentence</p> <p style="text-align: center;">In order to barter, each person must have a good or service that the other person wants.</p>
<p>Picture</p> 	
<p>Examples</p> <p>trading, exchanging</p>	<p style="text-align: right;">Nonexamples</p> <p style="text-align: right;">buying, stealing</p>

This encounter with new vocabulary words enables students to use the words properly. The definition identifies the word's meaning in student-friendly language, which can be constructed by the teacher and/or student. The sentence should be written so that the word is used in context. This sentence can be either one students make up or copied from the text in which the word is found. This helps students make connections with background knowledge. Illustrating the word gives a visual clue. Examples help students prepare for factual questions from the teacher or on standardized assessments. Nonexamples help students prepare for *not* and *except for* test questions such as "All of these are examples of bartering *except for* . . ." and "Which of these examples are *not* bartering?" Any information students are not able to record before reading can be added after reading the text.

Strategies for Using the Leveled Texts *(cont.)*

Below-Grade-Level Students *(cont.)*

Graphic Organizers to Find Similarities and Differences

Setting a purpose for reading content focuses the learner. One purpose for reading can be to identify similarities and differences. This skill must be directly taught, modeled, and applied. Many of the comprehension questions in this book ask students to compare and contrast. The chart below can be used to respond to these questions.

A Venn diagram graphic organizer consisting of two overlapping circles. The intersection of the two circles is shaded gray. Each circle contains ten horizontal lines for writing. Above each circle is a blank line for a title.

Strategies for Using the Leveled Texts *(cont.)*

On-Grade-Level Students

Student-Directed Learning

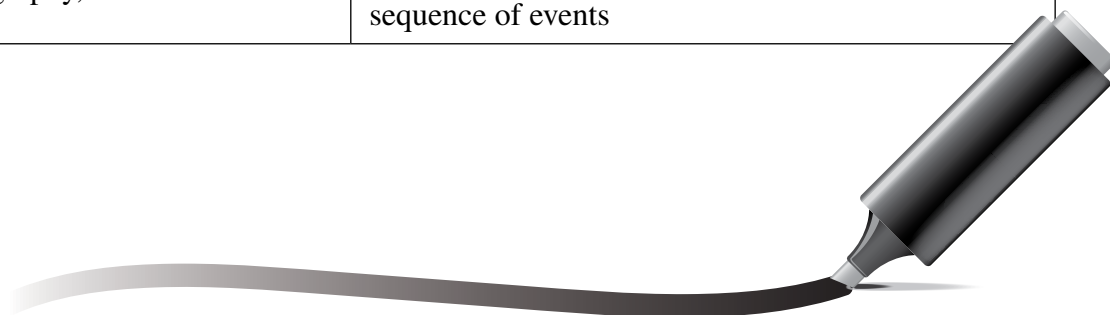
Because they are academically on grade level, student-directed learning activities can serve as a way to build independence and challenge this population of students toward further success. Remember to use the texts in this book as jump starts so that students will be interested in finding out more about the topics. On-grade-level students may enjoy any of the following activities:

- Write your own questions, exchange them with others, and grade each other's responses.
- Review the text and teach the topic to another group of students.
- Read other texts about the topic to further expand your knowledge.
- Create an illustrated timeline or presentation on the topic to present to the class.
- Create your own story similar to the plot in the passage read.
- Lead a discussion group around the leveled question that accompanies the text.
- Research topics from the text in depth and write a new text based on the information.
- Extend the plot of the story or write a new ending to the text.

Highlight It!

Teach students to parse out information based on the genre while they are reading. Use the chart below and a highlighter to focus students on genre-specific text features.

Genre	What do I highlight?
fiction—historical fiction, realistic fiction, literature	characters setting theme/moral problem solution
nonfiction—biography, autobiography, informational	leading/main idea sentence important information sequence of events



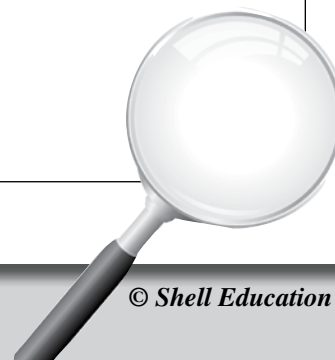
Strategies for Using the Leveled Texts *(cont.)*

On-Grade-Level Students *(cont.)*

Detective Work

Teach students to be analytical, like detectives. Direct students' attention to text features such as titles, illustrations, and subheadings by asking students to cover the text and only look at the text features. They can use the chart below to organize analytical thinking about text features prior to reading the text.

Name of Text:		
Text Feature	Why do you think this feature was included?	What can this feature tell you about what the text might be about?
title, subtitle, and headings		
pictures, images, and captions		
diagrams and maps		



Strategies for Using the Leveled Texts *(cont.)*

Above-Grade-Level Students

Open-Ended Questions and Activities

Teachers need to be aware of activities that provide a ceiling that is too low for above-grade-level students. When given activities like this, these students become disengaged. These students can do more, but how much more? Offering open-ended questions and activities will provide above-grade-level students with opportunities to perform at or above their ability levels. For example, ask students to evaluate major events described in the texts, such as: “In what ways are the three states of matter similar?” or “Explain why checks and balances are important for all citizens.” These questions require students to form opinions, think deeply about the issues, and form statements in their minds. Questions like this have lots of right answers.

The generic open-ended question stems listed here can be adapted to any topic. There is one leveled comprehension question for each text in this book. These extension question stems can be used to develop further comprehension questions for the leveled texts.

- In what ways did . . .
- How might you have done this differently . . .
- What if . . .
- What are some possible explanations for . . .
- How does this affect . . .
- Explain several reasons why . . .
- What problems does this create . . .
- Describe the ways . . .
- What is the best . . .
- What is the worst . . .
- What is the likelihood . . .
- Predict the outcome . . .
- Form a hypothesis . . .
- What are three ways to classify . . .
- Support your reason . . .
- Compare this to modern times . . .
- Make a plan for . . .
- Propose a solution to . . .
- What is an alternative to . . .



Strategies for Using the Leveled Texts *(cont.)*

English Language Learners

Effective teaching for English language learners requires effective planning. To achieve success, teachers need to understand and use a conceptual framework to help them plan lessons and units. These are the six major components to any framework:

1. Select and Define Concepts and Language Objectives—Before having students read one of the texts in this book, first choose a subject/concept and a language objective (listening, speaking, reading, or writing) appropriate for the grade level. The next step is to clearly define the concept to be taught. This requires knowledge of the subject matter, alignment with local and state objectives, and careful formulation of a statement that defines the concept. This concept represents the overarching idea and should be posted in a visible place in the classroom.

By the definition of the concept, post a set of key language objectives. Based on the content and language objectives, select essential vocabulary from the text. (A list of possible words can be found on page 134.) The number of new words selected should be based on students' English language levels. Post these words on a word wall that may be arranged alphabetically or by themes.

2. Build Background Knowledge—Some English language learners may have a lot of knowledge in their native language, while others may have little or no knowledge. Build the background knowledge of the students using different strategies, such as the following:

Visuals—Use posters, photographs, postcards, newspapers, magazines, drawings, and video clips of the topic you are presenting. The texts in this series include multiple images, maps, diagrams, charts, tables, and illustrations for your use.

Realia—Bring real-life objects to the classroom. If you are teaching units of measurement, bring in items such as scales or measuring cups.

Vocabulary and Word Wall—Introduce key vocabulary in context. Create families of words. Have students draw pictures that illustrate the words and write sentences about the words. Also be sure you have posted the words on a word wall in your classroom. (Key vocabulary from the various texts can be found on page 134.)

Desk Dictionaries—Have students create their own desk dictionaries using index cards. On one side of each card, they should draw a picture of the word. On the opposite side, they should write the word in their own language and in English.

Strategies for Using the Leveled Texts *(cont.)*

English Language Learners *(cont.)*

- 3. Teach Concepts and Language Objectives**—Present content and language objectives clearly. Engage students by using a hook and pace the delivery of instruction, taking into consideration the students' English language levels. State the concept or concepts to be taught clearly. Use the first languages of the students whenever possible, or assign other students who speak the same languages to mentor and to work cooperatively with the English language learners.

Lev Semenovich Vygotsky (1978), a Russian psychologist, wrote about the zone of proximal development. This theory states that good instruction must fill the gap that exists between the present knowledge of a child and the child's potential. Scaffolding instruction is an important component when planning and teaching lessons. English language learners cannot skip stages of language and content development. You must determine where the students are in the learning process and teach to the next level using several small steps to get to the desired outcome. With the leveled texts in this series and periodic assessment of students' language levels, you can support students as they climb the academic ladder.

- 4. Practice Concepts and Language Objectives**—English language learners need to practice what they learn by using engaging activities. Most people retain knowledge best after applying what they learn to their own lives. This is definitely true for English language learners. Students can apply content and language knowledge by creating projects, stories, skits, poems, or artifacts that show what they have learned. Some activities should be geared to the right side of the brain, like those listed above. For students who are left-brain dominant, activities such as defining words and concepts, using graphic organizers, and explaining procedures should be developed. The following teaching strategies are effective in helping students practice both language and content:

Simulations—Students re-create concepts in texts by becoming a part of them. They have to make decisions as if they lived in historical times. For example, students can pretend that they are representatives in Congress. They have to describe and act out how to pass a bill into a law. Or, students can act out a fictional passage. They can reenact the passage while extending their understanding of the main character's personality.

Literature response—Read a text from this book. Have students choose two people described or introduced in the text. Ask students to write conversations the people might have. Or you can have students write journal entries about events in the daily lives of the important people. Literature responses can also include student opinions, reactions, and questions about texts.

Strategies for Using the Leveled Texts *(cont.)*

English Language Learners *(cont.)*

4. Practice Concepts and Language Objectives *(cont.)*

Have a short debate—Make a statement such as, “Metric is better than standard measurements.” After reading a text in this book, have students think about the question and take positions based on their points of view. As students present their ideas, you or a student can act as the moderator.

Interview—Students may interview a member of their family or a neighbor to obtain information regarding a topic from the texts in this book. For example: How is your life similar to the lives of senators?

- 5. Evaluation and Alternative Assessments**—Evaluation should be used to inform instruction. Students must have opportunities to show their understandings of concepts in different ways and not only through standard assessments. Use both formative and summative assessments to ensure that you are effectively meeting your content and language objectives. Formative assessment is used to plan effective lessons for particular groups of students. Summative assessment is used to find out how much the students have learned. Other authentic assessments that show day-to-day progress are: text retelling, teacher rating scales, student self-evaluations, cloze statements, holistic scoring of writing samples, performance assessments, and portfolios. Periodically assessing student learning will help you ensure that students continue to receive the correct levels of texts.
- 6. Home/School Connection**—The home/school connection is an important component in the learning process for English language learners. Parents are the first teachers, and they establish expectations for their children. These expectations help shape the behavior of their children. By asking parents to be active participants in the education of their children, students get double doses of support and encouragement. As a result, families become partners in the education of their children and chances for success in your classroom increase.

You can send home copies of the texts in this series for parents to read with their children. You can even send multiple levels to meet the needs of your second-language parents as well as your students. In this way, you are sharing what you are covering in the classroom with your whole second language community.