

Grade 3- Unit 4 Reading- Informational Text Structures: Tackling More Complex Text

Unit Focus

In this unit third graders transition from fiction reading towards work in informational texts. Students will recognize and use the text structure a nonfiction author uses to design note-taking. Students will write a pair of nonfiction texts on a topic in writing during this unit – one expository and the other literary. Students will move from recognizing and using text features to recognizing and using text structures to aid in comprehension and analysis of the author’s main idea and supporting details. This important reading work provides a bridge to the main writing work that students will do as they move from being writers of topics they know a lot about to researchers who write about the information that they have synthesized from many sources with consideration of the many perspectives authors bring to nonfiction.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer		
<p>Common Core <i>English Language Arts: 3</i></p> <ul style="list-style-type: none"> • Reading: Informational Text <ul style="list-style-type: none"> ○ Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <i>(CCSS.ELA-LITERACY.RI.3.1)</i> ○ Determine the main idea of a text; recount the key details and explain how they support the main idea. <i>(CCSS.ELA-LITERACY.RI.3.2)</i> ○ Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). <i>(CCSS.ELA-LITERACY.RI.3.7)</i> ○ Compare and contrast the most important points and key details presented in two texts on the same topic. <i>(CCSS.ELA-LITERACY.RI.3.9)</i> ○ 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. <i>(CCSS.ELA-LITERACY.RI.3.10)</i> • Know and apply grade-level phonics and word analysis skills in 	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Comprehend and engage with a variety of texts in order to become independent critical thinkers. (Analyzing)</p> <p>T2 Engage in evidence-based discourse to consider multiple perspectives on a given topic. (Collective Intelligence)</p> <p>T3 Evaluate the author's message and purpose citing text evidence to support conclusions. (Analyzing)</p>		
	Meaning		
	Understanding(s)	Essential Question(s)	
		<p><i>Students will understand that...</i></p> <p>U1 Readers monitor their comprehension and use strategies when meaning breaks down.</p> <p>U2 Readers use narrative structures to understand, question, and interpret text</p> <p>U3 Critical readers reflect on and question the text, consider different perspectives to examine author's message.</p> <p>U4 Readers support and elaborate on their interpretation with description and detail (both textual evidence and schema).</p> <p>U5 Theme: Readers use the text structures and author's craft to learn from and question a text.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 What does the author want me to think? Do I believe it? Do others?</p> <p>Q2 What statements or questions make me want to know more?</p> <p>Q3 How is my ongoing collaboration with other readers influencing my thinking?</p> <p>Q4 Theme: How do informational writers engage and guide a reader to question and learn?</p>

Stage 1: Desired Results - Key Understandings

	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
<p>decoding words. <i>(CCSS.ELA-LITERACY.RF.3.3)</i></p> <ul style="list-style-type: none"> ○ Identify and know the meaning of the most common prefixes and derivational suffixes. <i>(CCSS.ELA-LITERACY.RF.3.3.A)</i> ○ Decode words with common Latin suffixes. <i>(CCSS.ELA-LITERACY.RF.3.3.B)</i> ○ Read grade-appropriate irregularly spelled words. <i>(CCSS.ELA-LITERACY.RF.3.3.D)</i> <ul style="list-style-type: none"> ● Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. <i>(CCSS.ELA-LITERACY.SL.3.1)</i> <ul style="list-style-type: none"> ○ Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. <i>(CCSS.ELA-LITERACY.SL.3.1.A)</i> ○ Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. <i>(CCSS.ELA-LITERACY.SL.3.1.C)</i> ○ Explain their own ideas and understanding in light of the discussion. <i>(CCSS.ELA-LITERACY.SL.3.1.D)</i> ● Speaking & Listening <ul style="list-style-type: none"> ○ Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. <i>(CCSS.ELA-LITERACY.SL.3.2)</i> ○ Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. <i>(CCSS.ELA-LITERACY.SL.3.3)</i> ○ Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. <i>(CCSS.ELA-LITERACY.SL.3.4)</i> ● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>(CCSS.ELA-LITERACY.L.3.2)</i> <ul style="list-style-type: none"> ○ Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). <i>(CCSS.ELA-</i> 	<p><i>Students will know...</i></p> <p>K1 The types and purposes of text features found in nonfiction</p> <p>K2 The type of information found in a glossary vs. a table of contents</p> <p>K3 To use boxes and bullets to organize information</p> <p>K4 Content Vocabulary: Author's perspective, fact, opinion, Nonfiction Text Features, Glossary, Table of Contents, Heading, Caption, Photograph, Diagram, Chart, Graph, Caption, Label, Sidebar, Nonfiction Text Structures, Expository, Compare Contrast, Question/Answer, Chronological, Narrative, explanatory, compound word, contraction, open syllable, r-Influenced syllable, consonant, vowel, closed syllable, open syllable, synonyms, antonyms, homographs, multiple meanings, plurals, prefixes, suffixes, affixes, irregular spelling</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Using nonfiction text features to find and understand information;</p> <p>S2 Summarizing the main ideas an author presents in an informational text;</p> <p>S3 Generating questions and wonderings before, during and after reading and finding answers in the text;</p> <p>S4 Talking about ideas with peers using agreed-upon rules for discussion;</p> <p>S5 Coming to a group discussion prepared for the discussion;</p> <p>S6 Gathering important information from nonfiction texts in note form.</p> <p>S7 Inferring and synthesizing;</p> <p>S8 Identifying the author's main idea and supporting details;</p> <p>S9 Evaluating an author's credibility and perspective about a topic;</p> <p>S10 Using a RAN chart to monitor thinking and learning;</p> <p>S11 Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>S12 Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>S13 Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>S14 Decode words with common Latin suffixes.</p> <p>S15 Determine the meaning of the new word formed when a known affix is added to a known</p>

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<p><i>LITERACY.L.3.2.E)</i></p> <ul style="list-style-type: none"> ○ Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (<i>CCSS.ELA-LITERACY.L.3.2.F)</i> <ul style="list-style-type: none"> ● 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. (<i>CCSS.ELA-LITERACY.L.3.4)</i> <ul style="list-style-type: none"> ○ Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). (<i>CCSS.ELA-LITERACY.L.3.4.B)</i> ○ Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). (<i>CCSS.ELA-LITERACY.L.3.4.C)</i> <p>Student Growth and Development 21st Century Capacities Matrix</p> <p><i>Critical Thinking</i></p> <ul style="list-style-type: none"> ● Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships. <i>MM.1.2</i> <p><i>Collaboration/Communication</i></p> <ul style="list-style-type: none"> ● Collective Intelligence: Students will be able to work respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. <i>MM.3.1</i> 		<p>word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>S16 Decode multisyllable words.</p> <p>S17 Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>S18 Read grade-appropriate irregularly spelled words.</p>
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