



Park Hill School District

Building Successful Futures • Each Student • Every Day

3rd Grade ELA – Reading Curriculum- 2022-2023

Scope and Sequence:

Quarter	Unit	Topics/Bends
1	Building a Reading Life	Topic 1: Making a Reading Life Topic 2: Understanding the Story Topic 3: Tackling More Challenging Texts
2	Nonfiction Reading: Reading to Get the Gist	Topic 1: Determining Importance in Expository Texts Topic 2: Lifting the Level of Thinking about Expository Texts Topic 3: Synthesizing and Growing Ideas in Narrative Nonfiction
3	Character Studies	Topic 1: Getting to Know a Character as Friend Topic 2: Following a Character's Journey Topic 3: Comparing and Contrasting Characters Across Books
4	Research Clubs: Elephants, Penguins, and Frogs, Oh My!	Topic 1: Researching a Topic Topic 2: A Second Cycle of Research Topic 3: Synthesizing, Comparing and Contrasting

Unit 1: Building a Reading Life

Subject: Reading

Grade: 3rd Grade

Name of Unit: Building a Reading Life

Length of Unit: *22 Engaging Experiences*

Overview of Unit: In this unit, students will learn how to author their reading lives by becoming a classroom community of readers. Students will also obtain the identity of being a reader by determining when reading has been great in their lives and thinking about how to continually make that a reality for them. To do this they will learn common strategies of strong readers and work in partnerships to discuss and share ideas as readers.

Topic 1 (Bend 1): Making Reading Lives

The goal of this bend is to help each child build a reading life. We know that children will be creating reading identities, assuming roles within the classroom community, and we want to do everything possible

to lure children to take on the role of being powerful, avid readers.

Topic 2 (Bend 2): Making Texts Matter

In this bend students will learn to take further responsibility for their reading lives, including working to make sense of their texts. Students learn to take on the role of active problem solvers when they encounter places of difficulty and learn new vocabulary from their books.

Topic 3 (Bend 3): Responding to Our Reading through Writing

In this bend, students will read, think, and write about books in the company of others. They will learn to annotate the text with their thinking, recount stories to their partners and in writing, and learn to write longer responses to ideas about a story.

Getting Ready for the Unit:

[Text Sets from newsela](#)

[Text excerpt packet](#)

- Gather a variety of high interest texts for students that will get them excited about reading
 - Popular Books List
- Read Lucy Calkins' [Building a Reading Life](#)
- Go over the classroom system for checking out books (e.g. traditional check-out, book shopping, etc.)
- Refer to Schoology Unit 1 for necessary anchor charts.

Anchor Charts:

- To Make Reading the Best It Can Be, I will...
[Color](#) / [B&W](#) / [Single Page](#)
- Readers Understand a Story by...
[Color](#) / [B&W](#) / [Single Page](#)
- Readers Climb the Hurdle of Hard Words by...
[Color](#) / [B&W](#) / [Single Page](#)

Suggested Mentor Texts:

- I'm in Charge of Celebrations* by Byrd Baylor (Celebration lesson)
- Because of Winn Dixie* , K. DiCamillo
- Bigmama's* , D. Crews
- Charlotte's Web*, E.B. White
- Fireflies!*, J. Brinkloe
- The Paperboy* , D. Pilkey
- Peter's Chair* , E.J. Keats
- Shortcut* , D. Crews
- Stone Fox*, J. R. Gardiner
- The Witch of Blackbird Pond* , E.G. Speare

Pre Assessment:

- [Teacher Instructions](#)
- [Pre Assessment: Abby Takes Her Shot](#)
- [Pre Assessment Sample Responses](#)
- [Pre Assessment Student Rubric](#)
 - Inferring about characters and other story elements (character traits)

- Envisioning/Predicting
- Retelling/ Summary/ Synthesis (within text)
- Analyzing Author’s Craft

Post Assessment:

- [Post Assessment: *The Yard Sale*](#)
- [Post Assessment Sample Responses](#)
- [Post Assessment Student Rubric](#)
 - Inferring about characters and other story elements (character traits)
 - Envisioning/Predicting
 - Retelling/ Summary/ Synthesis (within text)
 - Analyzing Author’s Craft

Read Aloud Considerations:

- [Building a Reading Life read-aloud: *Indian Shoes*](#)
- [Building a Reading Life read-aloud pacing guide: *Indian Shoes*](#)
- [Critical literacy mini lessons for Building a Reading Life read-aloud: *Stone Fox*](#)
- [Because of Winn-Dixie](#) by Kate DiCamillo
- [Stone Fox](#) by John Reynolds Gardiner
- [The Orange Splot](#) by Daniel Pinkwater

[Text Sets from newsela](#)

Essential Questions:

1. How can I make reading a big part of my life, getting back into the swing of carrying books with me all the time and reading them often, and remember what I have already learned about having and sharing ideas as I read?
2. How can I make and live by reading goals, remembering what I know about just-right books, reading often, and reading faster, longer, and stronger?
3. How can I get better at checking that I am making sense of what I read, and that I have strategies to use when the text is confusing me?
4. How can I use my conversation with a partner (and the time I spend reading and jotting down ideas to share) to help me make sure that I understand my reading well enough to summarize it, and that I have evidence-based ideas about it?

Enduring Understandings/Big Ideas:

1. I can reflect on my reading life to move myself as a reader.
2. I can think about my reading (skills/strategies).
3. I can deepen my thinking through responses.

DESE Priority Standards:

- **3.R.1.A** Develop and demonstrate comprehension-reading skills in response to texts.
 - **3.R.1.A.b** Drawing conclusions and support with textual evidence
 - **3.R.1.A.c** Summarizing a story’s beginning, middle, and end determining its central message, lesson, or moral.
- **3.R.1.D** Read independently for multiple purposes over sustained periods of time.
 - **3.R.1.D.a** reading text that is developmentally appropriate
 - **3.R.1.D.b** producing evidence of reading
- **3.R.3.B.c** Distinguish point of view from what the author is trying to persuade the reader to think or do.

- **3.R.3.A.c** Use text and graphic features to locate information and to make and verify predictions.

DESE Supporting Standards:

- **3.R.3.A.b.** identify the details or facts that support the main idea
- **3.R.1.A a.** explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in the story.
- **3.R.2.A.d** paraphrase the big idea/themes and supporting details of texts
- **3.R.2.C.a** explain the elements of plot,setting, and character as presented through dialogue in scripts that are read or viewed
- **3.R.A.e** compare and contrast key elements in various types of fiction
- **3.R.1.A.a.** explain how specific aspects of a text’s illustrations contribute to what is conveyed by the word in a story
- **3.R.3.C.c.** Use information gained from illustrations and words to demonstrate understanding of the text
- **3.R.4.A.d.** identifying text structures and graphics features of a web page
- **3.RF.4.A.a.** use context to confirm or self-correct word recognition and understanding, rereading as necessary
- **3.R.1.A.d.** monitor comprehension and making corrections and adjustments when understanding break down
- **3.RF.3.A.a.** use context to confirm or self-correct word recognition and understanding, rereading as necessary

Standard (code)	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom’s Taxonomy Levels	Webb's DOK
3.R.1.A	comprehension-reading skills in response to texts.	Develop Demonstrate	Apply	3
3.R.1.A.b	conclusions and support with textual evidence	Drawing	Analyze	3
3.R.1.A.c	a story’s beginning, middle, and end determining its central message, lesson, or moral.	Summarizing Determining	Apply	3
3.R.1.D	independently for multiple purposes over sustained periods of time.	Read	Apply	2
3.R.1.D.a	text that is developmentally appropriate	Reading	Apply	2
3.R.1.D.b	evidence of reading	Produce	Analyze	3
3.R.3.B.c	point of view from what the author is trying to persuade the reader to think or do.	Distinguish	Evaluate	3
3.R.3.A.c	text and graphic features to locate information and to make and verify predictions.	Use	Apply	2

Topic Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
ask answer know apply read determine clarify engage report speak recount	phonics decoding word analysis topic text

Topic 1: Making a Reading Life

Start with Assessment

Teaching Point: Today you will be reading a short story and answer a few questions that map out key skills that you teach during the unit.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

Because this is the first performance assessment your students will take under your care, we suggest that you read aloud the text rather than asking students to do so (it will be a bit hard for some of your students to read on their own anyway). You'll probably want to give students their own copy to hold onto as you read it aloud. We've used "Abby Takes Her Shot" in literally thousands of classrooms, and find that it provides a wonderful context for assessing students' abilities with some of the skills that are especially rudimentary for third-graders, so you can read this with confidence.

You probably will want students to read and answer the questions for themselves. You will see that the questions contain bullet point hints (e.g., "Remember to . . ."). We decided to include those hints to provide support for students to understand the questions and the expectations for their responses. Even with these pointers, a fair portion of the students' work will be below benchmark. If that's the case, take heart. First, this is a pre assessment at the start of third grade and higher expectations are for after you have taught, and for the end of third grade. Then, too, your real hope will be that between the pre assessment and the post assessment, students will see themselves growing and believe in their own potential for growth. Dramatic growth will be more obvious if students start low, so don't fret.

Engaging Experience 1:

Teaching Point: Today I want to teach you...that readers find ways to to set themselves up so their reading can be fantastic. Readers don't just *read books*; readers also *build reading lives*.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Sharing when reading has been the pits and when it has been great. Share with them explicitly what makes it great for you and what makes it awful.

2. Highlight the power of reflection for this specific element in their life.

Engaging Experience 2:

Teaching Point: Today I want to teach you... that readers choose their relationship toward reading.

Readers can decide whether to read like curmudgeons- or readers can choose to read as if books are gold.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Finding a good reading spot;
2. Talking about books with a partner;
3. Choosing books we love.

Engaging Experience 3:

Teaching Point: Today I want to teach you... that readers don't just pluck any ol' book off a shelf and settle with it. Readers test books, looking at them carefully, opening them up and reading a few lines, asking themselves, 'Is *this* book just right for me?'

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Looking at the book carefully;
2. Reading a few lines of the book;
3. Deciding if the book is too easy, too hard, or just-right.

A Day for Assessment: Goal Setting

Teaching Point: Today we are going to take the day to learn from the performance assessment we took at the first of the unit.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this... is to use the rubrics, progressions, and exemplars you'll use today to provide students with clear pathways toward meeting today's exceedingly high expectations allowing them to answer the questions "How am I doing?" even with it being asked in relation to the black box of higher level comprehension.

Engaging Experience 4:

Teaching Point: Today I want to teach you... that researchers have found that if a person wants to get really good at something, that person needs to set clear goals and to keep track of her progress through those goals.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Studying reading patterns;
2. Setting new goals;
3. Monitoring progress toward new goals.

Engaging Experience 5:

Teaching Point: Today we are going to do an inquiry, or an investigation. I was thinking that we could think about how to develop systems for finding good books right here in the classroom. Let's work together to answer the question, What are some systems that can help the readers in this class find really great books?

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Organizing books by categories;
2. Inviting students to share favorite books;
3. Rating special books; 3-star, 4-star.

Engaging Experience 6:

Teaching Point: Today I want to teach you... that when readers can read and talk about books with another person, it's like having a traveling companion. Reading partners can make your reading a whole lot better for one another.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Determining interview questions to find partner's interests;
2. Getting together with partner;
3. Interviewing each other and discussing common interests.

Topic 2: Understanding the Story

Engaging Experience 7:

Teaching Point: Today I want to teach you... readers give themselves a comprehension check. After they read a chapter, they check to make sure they understand what’s going on. Reader’s ask themselves a few questions: Who is in this part? What just happened? Does this fit with something that already happened, or is this new?

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Who is in this part?
2. What just happened?
3. Does this fit with something that already happened, or is this new?

Engaging Experience 8:

Teaching Point: Today I want to teach you... that expert readers always think to themselves, “what mind-work does this text want me to do? Fiction texts sometimes signal for readers to make a movie in their minds as they read, and other times signal for readers to list, or collect, information as they read.”

Suggested Length of Time: 1 day

Detailed Description/Instructions:

● **One way to do this...**

1. Reading a passage of the text;
2. Stopping and thinking – Am I making a movie in my mind? Are the characters doing things?, or;
3. Am I collecting information? Has the moving image stopped?

Engaging Experience 9:

Teaching Point: Today I want to teach you... that when readers understand a story well, they often think “what will happen next? They imagine how the story will go, based on what has already happened, as well as their knowledge of how stories tend to go. Then, as the story unrolls, they say “Yes, I was right!” or “Oh, I was wrong-that’s surprising.”

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Thinking about what has already happened;
2. Thinking about how stories tend to go;
3. Using this information to predict what will happen next;
4. Reading to confirm or revise your prediction.

Engaging Experience 10:

Teaching Point: Today I want to teach you... that when making predictions, expert readers draw on important specifics, so the predictions not only tell the main things that are likely to happen later in the story, but also include details about how some of those things might happen. Those small details can carry big meanings.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Noticing details in the story;
2. Thinking about how the characters might factor in;
3. Thinking about how what's around the character might play a role;
4. Predicting how the next event in the story might happen.

Engaging Experience 11:

Teaching Point: Today I want to teach you... that readers often retell books (up to the part where they're reading) as a way to lay the story out for themselves, so they can read on, thinking about how the new part fits with the old.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Reviewing the passage to be retold;
2. Retelling the important parts (leave out the details);
3. Reading on, linking the old part to the new.

Engaging Experience 12:

Teaching Point: Today I want to teach you... something a researcher named Alan Purvis once said: It takes two to read a book. For me, it is true that the books that I've read the best are the books I've read with someone else. And here's the thing, if I sometimes get a chance to talk over a book with a reading friend, then even when that friend isn't there, I read as if that friend is at my side.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Sharing parts in which you really pictured what is happening;
2. Showing each other parts where your mental movie got blurry and then talk about those parts;
3. Rereading parts to each other, making them sound like you are talking.

Topic 3: Tackling More Challenging Texts

Engaging Experience 13:

Teaching Point: Today I want to teach you... that it often takes grit to be a great reader. Each person in this room can become a great reader, but going from good to great as a reader takes working with resolve-working with grit.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Reading almost every day in school and home;
2. Filling out reading logs truthfully and studying reading patterns;
3. Sometimes reading books that are a little hard;
4. Having goals for reading and keeping them in mind as they read.

Engaging Experience 14:

Teaching Point: Today I want to teach you... that readers with grit move over the hurdle of hard words just like monster trucks climb over hurdles. Readers never give up; they don't take a detour from the trail of the story. They try one strategy and then another to figure out the hard word.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Chunking the word;
2. Thinking about the story (what's going on?);
3. Asking, "Does it look or sound like a word I know?"
4. Trying out the different sounds that letters can make.

Engaging Experience 15:

Teaching Point: Today I want to teach you... that when readers are flying through parts of a book, and don't know what is happening, they need to use their grit. They need to say to themselves, "Hold on!" and figure out the hard words. Authors sometimes leave clues to help readers figure out the tricky words.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Consider the gist – What's happening in that part?
2. Look for a synonym;
3. Look for an antonym;
4. Look for an explanation of the word.

Engaging Experience 16:

Teaching Point: Today I want to teach you... that when readers come upon a confusing expression in a text, their job is to use all they know about what has been going on to figure out what the expression might mean. Then they keep reading, checking on their guess as they do so.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Reading and recognizing the figurative language expression;
2. Looking for context clues surrounding the expression – “What is going on in the story?”
3. Rereading to make sense of the expression.

Engaging Experience 17:

Teaching Point: Today I want to remind you... that texts don’t signal only for readers to envision or list or predict. Texts also signal for readers to think, “Huh?” and ask questions. Often those questions are “How could...?” And “Why?” Then readers muse over possible answers, rereading and rethinking.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Reading a part until you get to a point where you ask yourself, “How could...?, Why...?, or Huh...?”
2. Revisiting earlier parts of the text;
3. Rethinking an answer to the question.

Engaging Experience 18:

Teaching Point: Today I want to teach you... that readers often ask a very specific, very important question: “Why did the author include that?” Knowing that authors do things on purpose, readers gather information from the text to try to answer that question.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Reading until you wonder, “Why did the author include _____?”
2. Thinking/looking back in the text to gather information;
3. Considering possible answers to your question.

Engaging Scenario

Celebration

Teaching Point: Today we are going to celebrate all you have experienced and to take ownership of what you have learned..

Suggested Length of Time: 1 day

Detailed Description/Instructions:

- **One way to do this...** read *I'm in Charge of Celebrations* by Byrd Baylor
Reflect on the work you've done as readers during this unit.

Post-Assessment

- [Post Assessment: *The Yard Sale*](#)
- [Post Assessment Sample Responses](#)
- [Post Assessment Student Rubric](#)
 - Inferring about characters and other story elements (character traits)
 - Envisioning/Predicting
 - Retelling/ Summary/ Synthesis (within text)
 - Analyzing Author's Craft

Unit 2: Reading to Learn: Grasping Main Ideas and Text Structures

Subject: Reading

Grade: 3rd Grade

Name of Unit: Reading to Learn: Grasping Main Ideas and Text Structures

Length of Unit: 22 *Engaging Experiences*

Overview of Unit: In this unit, students will read to learn by choosing topics they are already passionate about and seeking to learn even more than they may already know. This unit spotlights skills and habits essential to readers of expository nonfiction: reading with a pencil, determining importance, finding supporting details to go with the main idea; figuring out and using new content-specific vocabulary; and comparing and contrasting information learned across texts.

In Topic 1 (Bend One) of the unit, students will begin by filling their book boxes with rich nonfiction books about topics they wish to pursue. Teachers will help students tackle slightly more difficult texts--helping them to read with stamina and fluency, monitor for understanding and get the gist of the text.

In Topic 2 (Bend Two) of the unit, students will begin to see that nonfiction takes a special kind of reading. A large part of this bend will focus on students progressing from their understanding of text topics from 2nd grade to begin determining main ideas by collecting supporting details through the text's features and structures.

In Topic 3 (Bend Three) of the unit, students will synthesize information across parts and grow ideas. They will begin to ask how parts fit together as well as think and talk about the texts they are reading

Getting Ready for the Unit:

Gather high interest expository nonfiction books at different levels.

- Reference the Reading Interest-A-Lyzer used during [Building a Reading Life](#).
- Either gather books from your school library or visit the library as a class so students may choose appealing nonfiction books.
- Choose read alouds
- [Text Sets from newsela](#)

Anchor Charts:

- REV UP Your Mind Before Reading Nonfiction!
[Color / B&W / Single Page](#)
- To Learn from Expository Texts
[Color / B&W / Single Page](#)
- When Reading Narrative Nonfiction...
[Color / B&W / Single Page](#)

Possible Mentor Texts and Read Aloud Considerations:

Select read alouds which mirror the work your students are doing so your read alouds will need to have clear expository structures, plenty of text features and are engaging. Suggestions include:

- Insect Bodies* by Bobbie Kalman
- I Wonder Why Camels Have Humps and Other Questions About Animals* by Anita Ganeri

- Bugwise: Thirty Incredible Insect Investigations and Arachnid Activities*
- The Yangtze River* by Nathan Olson
- Life Cycle of a Shark* by Bobbie Kalman
- Volcanoes* by Seymour Simon

- A new view of the solar system , D.A. Aguilar
- Life in a rotten log , K. Atkinson
- Inventions: Pop-up models from the drawings of Leonardo da Vinci Bark, Jaspre; paper engineering, D. Hawcock
- An introduction to insects , B. Bird & J. Short
- Linnea’s windowsill garden , C. Bjork & L. Anderson
- Spotlight on spiders , D. Clyne
- Whales , L. Dow
- Black holes , H. Couper & N. Henbest
- Bodies from the Ice: Melting glaciers and the recovery of the past , J.M. Deem
- Bugwise , P. Hickman
- Frogs and Toads , B. Kalman
- Gorillas (Living in the Wild: Primates), Lori McManus
- The Weird and Wonderful Octopus , Anna Gratz
- The Story of Ruby Bridges, Robert Coles
- Cactus Hotel, Brenda Z. Guiberson
- George Washington’s Breakfast, Jean Fritz
- Bugwise , P. Hickman
- Frogs and Toads , B. Kalman

Pre Assessment:

- [Teacher Instructions](#)
- [Pre Assessment:](#)
 - *Start Your Engines: All About Motor Racing*
 - *Cars with Wings*
 - *Racer Danica Patrick*
 - Main Idea and Supporting Details/Summary
 - Cross-Text Synthesis
 - Retelling/ Summary/ Synthesis (Narrative)
 - Critical Reading: Growing Ideas/ Questioning the Text
- [Pre Assessment Sample Responses](#)
- [Pre Assessment Student Rubric](#)

Post Assessment:

- [Post Assessment](#)
 - *Thrills and Chills: Roller Coasters Are Not ALL the Same!*
 - *New Inventions that Make Steel Roller Coasters Even Scarier!*
 - *Super Fan/Rider: Gary Coleman*
 - Main Idea and Supporting Details/Summary
 - Cross-Text Synthesis
 - Retelling/ Summary/ Synthesis (Narrative)
 - Critical Reading: Growing Ideas
- [Post Assessment Sample Responses](#)
- [Post Assessment Student Rubric](#)

Essential Questions:

1. How can I read narrative nonfiction texts in such a way that I can identify story elements and read through different lenses?
2. How can I organize a rich nonfiction reading life for myself so that I read nonfiction often, and live towards goals that I set for myself as a nonfiction reader?
3. Can I use nonfiction reading strategies to ‘get’ what expository texts are saying – to grasp the central ideas and supporting details? Can I use a boxes-and-bullets, expository text structure to help me organize my understanding of the texts I read?

Enduring Understandings/Big Ideas:

1. Readers not only read on to seek answers, but think over everything they have read so far and synthesize it with everything they already know.
2. Readers learn concrete ways to notice where in the context of the word the definition is likely to appear and actively adopt the technical lingo of whatever subject about which they’re reading.
3. Readers use the following skills while reading a nonfiction text set: synthesizing to determine the main idea, questioning and reacting, and figuring out challenging vocabulary.

DESE Priority Standards:

- 3.R.1.A Develop and demonstrate comprehension-reading skills in response to texts.
 - 3.R.1.A.b Drawing conclusions and support with textual evidence
- 3.R.1.D Read independently for multiple purposes over sustained periods of time.
 - 3.R.1.D.a reading text that is developmentally appropriate
 - 3.R.1.D.b producing evidence of reading
- 3.R.2.A Read, infer and draw conclusions using fiction texts including poetry and drama.
 - 3.R.2.A.a Summarize and sequence the events/plot and explain how past events impact future events
- 3.R.3.A Read, infer and draw conclusions using text features.
 - 3.R.3.A.b Identify the details or facts that support the main idea
 - 3.R.3.A.c Use text and graphic features to locate information and to make and verify predictions
- 3.R.3.B.c Distinguish point of view from what the author is trying to persuade the reader to think or do.

DESE Supporting Standards:

- 3.R.3.A b. identify the details or facts that support the main idea
- 3.R.3.A c. use text and graphic features to locate information and to make and verify predictions
- 3.R.1.A a. explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in the story.
- 3.RF.4.A a. use context to confirm or self-correct word recognition and understanding, rereading as necessary
- 3.R.1.A d. monitor comprehension and making corrections and adjustments when understanding break down
- 3.RF.4.A a. use context to confirm or self-correct word recognition and understanding, rereading as necessary
- 3.R.1.A.d monitor comprehension and making corrections and adjustments when understanding breaks down
- 3.R.2.C a. explain the elements of plot, setting, and character as presented through dialogue in scripts that are read or viewed

- 3.R.A e. compare and contrast key elements in various types of fiction
- 3.R.1.A b. draw conclusions and support with textual evidence
- 3.R.3.A d. follow and explain a set of written multi-step directions
- 3.R.1.A a. explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story
- 3.R.3.C c. Use information gained from illustrations and words to demonstrate understanding of the text
- 3.R.4.A d. identifying text structures and graphics features of a web page

Standard (code)	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom’s Taxonomy Levels	Webb's DOK
3.R.1.A	comprehension-reading skills in response to texts.	Develop Demonstrate	Create Apply	2 2
3.R.1.A.b	conclusions and with textual evidence	Draw Support	Create Evaluate	2 3
3.R.1.D	independently for multiple purposes over sustained periods of time.	Read	Understand	1
3.R.1.D.a	text that is developmentally appropriate	Reading	Understand	3
3.R.1.D.b	evidence of reading	Producing	Create	2
3.R.2.A	conclusions using fiction texts including poetry and drama.	Read Infer Draw	Apply	3
3.R.3.A.b	the details or facts that support the main idea	Identify	Apply	3
3.R.3.A.	text and graphic features to locate information and to make and verify predictions	Use	Apply	3
3.R.3.B.c	point of view from what the author is trying to persuade the reader to think or do.	Distinguish	Evaluate	2

Topic Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
determine recount explain build on refer ask answer locate	main idea supporting details text structure: cause/effect, chronologic, problem/solution, compare/contrast, question/answer synthesize text features: headings, subheadings, photos, captions, and charts prefixes

	suffixes root words glossary nonfiction/expository/informational
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Topic 1: Determining Importance in Expository Texts

Start with Assessment

Teaching Point: Today you will be reading a short story and answering a few questions that map out key skills that you teach during the unit.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

In the first unit, you may have read the text aloud to your students. We suggest that you ask students to read these informational texts on their own to see what they understand from their independent reading, if possible. Of course, if you feel as though your students, or a small group of your students, will not be able to read this text independently, you may choose to read the text aloud. Either way, it will be important for students to have their own copies of the texts so that they are able to refer to the texts when answering the accompanying questions.

As in the assessment for Unit 1, there are four questions the assessment asks students— each addressing a different key skill connected to this unit and to the reading of informational texts. We suggest you have students answer these questions on half-sheets of paper so that their responses are easily manipulated. It is much easier if their responses can be physically placed alongside the relevant rubrics and learning progressions.

Engaging Experience 1:

Teaching Point: Today I want to teach you that nonfiction readers get ready to read by revving up their minds. Even before they start reading a text, they preview it, identify the parts, and think about how the book might go.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Before nonfiction readers start reading a text, they preview it, identify the parts, and think about how the book might go.
2. Readers preview another chapter (titles and subtitles) of the read-aloud text and talk with partners about the expectations of what they may learn.

Engaging Experience 2:

Teaching Point: Today I want to teach you that readers of expository texts pause when they read to make little summaries in their mind. In this class, we sometimes refer to those summaries as boxes and bullets. Doing this helps readers take in and remember the important things in a text.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. These summaries are referred to as boxes and bullets and help readers take in and remember the

- important things in an expository text.
2. Readers organize new information by pausing after chunks of text and summarizing content by focusing on main ideas and supporting details.
 3. Model by reading a chunk of text and summarize through boxes and bullets across your palm and fingers.

A Day for Assessment: Goal Setting

Teaching Point: Today we are going to take the day to learn from the performance assessment we took at the first of the unit.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this... is to use the rubrics, progressions, and exemplars you'll use today to provide students with clear pathways toward meeting today's exceedingly high expectations allowing them to answer the questions "How am I doing?" even with it being asked in relation to the black box of higher level comprehension.

Engaging Experience 3:

Teaching Point: Today I want to remind you that readers organize the bits of information in a nonfiction text into categories. Sometimes texts have pop-out sentences that alert them to the big subtopics, the main ideas, and sometimes readers just need to think and figure out how the information is organized.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Reflect on your reading to determine the bigger categories/subtopics, main ideas, or how the information is organized. (Model through chart: Fig.3-2 and Fig.3-3)
2. Fit supporting details under these categories.
3. If a text has no subheadings, find pop-out sentences to help construct rough outlines of the text. (Model through *The Weird and Wonderful Octopus* by Anna Gratz)

Engaging Experience 4:

Teaching Point: Today I want to teach you that when readers read nonfiction texts, they can become experts, and they can teach others what they know. To teach someone, a reader needs to know the main ideas and the supporting details. It helps to use an explaining voice and gestures and to use a teaching finger to point out illustrations.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. To teach others readers need to know the main ideas and support details.
2. Use an explaining voice, gestures, and a teaching finger to point out charts, illustrations, and diagrams to help explain.
3. Model through *Frogs and Toads* by Bobbie Kalman and Tammy Everts.
4. Students should name some of the teaching methods they observed.

Engaging Experience 5:

Teaching Point: Today I want to teach you that when readers read expository nonfiction and come up with what they think is the main idea of the passages, or a part of the passage, they write (or think) that idea in pencil, expecting it will be revised as they continue to read. The main idea is often revised by becoming either more specific or more general.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Readers write the main idea in pencil then revise it as they continue to read.
2. The main idea is often revised to be more specific or more general.
3. Example: First draft of a main idea - Dogs are good company. Revise the main idea – Pets provide good company.

Engaging Experience 6:

Teaching Point: Today I want to remind you that when you are working to get better with a skill, it helps to take stock of your progress periodically and to set new goals for yourself. Becoming more skilled as a reader requires that you have very clear goals and plans for reaching those goals.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Set very clear goals
2. Make plans for reaching those goals.

Topic 2: Lifting the Level of Thinking About Expository Texts

Engaging Experience 7:

Teaching Point: Today I want to teach you that to a very large extent, the difference between boring text and a fascinating text is not the text itself; it is the person reading it. And to be a fabulous nonfiction reader, you need to be the kind of person who finds the world to be a fascinating place.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. The reason to read nonfiction is to learn.
2. You have a choice. You can walk through your days as curmudgeons (party poopers stick-in-the-muds) or as learners. Live with pizzazz!
3. In small groups - first look at an object as a curmudgeon then as a learner. Tell others what you see.
4. Read like learners, do something when you read.
 - Chart –
 - Places Worth Stopping and Thinking/Talking/Jotting : When we learn new information
 - See a strong image
 - Burst with curiosity
 - Meet new words
 - Come to the end of a section

Engaging Experience 8:

Teaching Point: Today I want to teach you that readers read differently knowing they're going to be in conversations later. They read, holding conversations in their minds.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. One way to start a conversation is to locate a big idea and talk back to that idea.
2. Take an interesting point your text is making and try to think more about that.
3. Use thought prompts to extend thinking about a bit of information: I can picture how this goes... The weird thing about this is... This makes me think that... But I wonder... It is important to notice that... This reminds me of... You are probably asking ____, I think perhaps an answer might be... I used to think ____ but now I'm realizing ...
4. In partnerships one partner will say the big point to the other. The teacher will call out thought prompts. The person will repeat and talk off what you say, elaborating on the initial idea.

Engaging Experience 9:

Teaching Point: Today I want to teach you that when reading informational texts, skilled readers talk back to the author's ideas about a topic just like they might talk back to a character's ideas about something, or to a parent's ideas about something. Sometimes a reader says, I see what you are saying, but I see things differently.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. A reader first needs to notice the author's perspective about a topic before differentiating their perspective from the author's.
2. Clues can lead them to determine an author's perspective through word choices.
3. Use a page from *Gorillas (Living in the Wild: Primates)* by Lori McManus to read and determine the author's perspective.
4. Students will compare their own opinion on the topic to that of the author.

Engaging Experience 10:

Teaching Point: Today I want to teach you that learning to talk really well about texts has a lot to do with learning to think well about texts, because in the end, what readers do when they think about a text is they have a conversation in their own mind.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Show a transcript of problematic book talk that you overheard your students having (or from a previous year).
2. Have students act it out/role play.
3. Have students act it out/role play a second time but improve it.
4. Chart – Qualities of Great Conversations: The listener gets the speaker saying more and more, The conversation stays for a while on interesting/important things, The speaker talks about big important stuff and specific concrete details, The conversation ends up going back and forth, New ideas come up, In a text-talk, the text is cited and the talk stays close to the text

Topic 3: Synthesizing and Growing Ideas in Narrative Nonfiction

Engaging Experience 11:

Teaching Point: Today I want to teach you that just as anglers use different hooks for different fish, readers use different ways of reading depending on if a nonfiction text is an expository text or a story. Readers of nonfiction stories use their knowledge of how stories to organize their understanding of the text.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Students rev up their minds for reading by asking, “What sort of text is this?” and then bring what they know about that kind of text to their reading.
2. Read aloud a narrative nonfiction book and recruit students to join you in listening for the familiar elements of a story.

Engaging Experience 12:

Teaching Point: Today I want to teach you that when readers read a true story about a person or an event in history, they usually know from the start why the person or event is famous. They know LeBron James is famous for basketball. They know the end of the story. This clues readers into the details that will turn out to be important because they are related to the climatic ending.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Teach students that to summarize narrative nonfiction texts, you need to figure out the main storyline that holds the story together and the big thing about the person or event that contributes to the storyline.

Engaging Experience 13:

Teaching Point: Today I want to teach you that nonfiction readers keep a careful balance. They don’t stop in their tracks every time they come across a hard word, but they do stop to figure out tricky parts when they begin to get confused or lose meaning.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Model how to solve for an unknown word but also model the process of choosing whether or not to stop and mull over a word or to read on.

Chart –

Readers Climb the Hurdle of Hard Words by:

- *Chunking the words and listening for a word they know and a word that makes sense*
- *Thinking about a story and what is going on*
- *Asking, “Does it look like a word I know?”*
- *Asking, “Does it sound like a word I know?”*
- *Trying out the different sounds a vowel or consonant makes*
- *Using textual clues that help figure out the meaning of hard words*
- *Using context clues to figure out which noun a pronoun represents*

Engaging Experience 14:

Teaching Point: Today I want to teach you that readers of narrative nonfiction read through different lenses. One of those lenses, of course, is the lens of story. We've talked about that. But narrative nonfiction is still nonfiction, which means it is meant to teach. So another lens through which readers of narrative nonfiction view texts is the lens of reading-to-learn information.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Now through reading through the lens of reading for information, cite subjects of biographies and the information one more learns from those biographies.
2. Share what a student has already learned from a biography about a person's life and traits. In *The Story of Ruby Bridges* by Robert Coles, study a section of text through the lens of reading for information.

Engaging Experience 15:

Teaching Point: Today I want to teach you that in narrative nonfiction, sometimes the author doesn't come right out and tell you the main idea. But for it to be a well-written story, there is a main idea, or, you could say, a reason to tell the story. Sometimes it helps to ask, "What did the main subject learn?"

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Reference an expository nonfiction book (*Frogs and Toads*) from earlier in the unit, thinking about the main idea. Explain that in narrative nonfiction the author will often not come right out and say, "This story is mainly about..." But without an idea, what you are reading is just a list of events. It isn't even a story.
2. Remind children of a recent read-aloud, asking, "What was the story aiming to show? What's the unifying idea underpinning all its parts?"

Chart –

- *Seeking Underlying Ideas in Stories:*
- *When you wrote personal narratives, you stretched out the heart of the story.*
- *Most authors do that. Parts that are stretched out can give clues about big lessons or ideas in the story*
- *Ask yourself, "What lesson did the character learn?"*
- *If you find a time in the story when the main character made a big choice, usually there is a lesson attached to that choice.*
- *Ask yourself, "When the character meets challenges, what helps? Is there a life lesson for everyone in this?"*

Engaging Experience 16:

Teaching Point: Today I want to teach you that readers use strategies they've developed for reading biographies of any text that is narrative nonfiction. They read books about the life story of a lobster- or about colonists coming to Plymouth- just as they read stories, thinking about the main character's traits, wants, and struggles.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Read part of a narrative nonfiction text (example: Cactus Hotel by Brenda Z. Guiberson) whose main character is a plant or animal, asks children to consider who the characters are, what they want, and how they overcome obstacles.
2. Show children how to produce a synthesis of narrative text by leaning on the "Somebody...wanted...but...so..." scaffold.

Chart –

- *When Reading Narrative Nonfiction: Read it as a story!*
- *What are...the subject's traits? the subject's motivations? needs?*
- *What...struggles/threats does the subject face? Is the subject known for? ideas/life lessons?*
- *Read it as information!*
- *What...topics can you learn about? Main ideas, supportive points can you glean?*

Engaging Experience 17:

Teaching Point: Today I want to teach you that when reading a hybrid text, readers always think to themselves, "What mind-work does this part of the text want me to do?" The parts that are narrative and signal for readers to read them like stories, and the parts that expository signal for readers to read, collecting main ideas and supporting details.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Explain that readers can tell when a text structure shifts and that readers need to respond to those cues by shifting their way of reading the text.
2. If the section of text names a person and begins telling you what the person is saying, doing, and thinking, the style of writing is probably a story. If the section of text reads like a report, has topic sentences, and the author uses a teaching voice the style of writing is probably expository. Use the book George Washington's Breakfast, by Jean Fritz
3. Reference the chart: When Reading Narrative Nonfiction (see above)
4. Chart –

To Learn from Expository Texts:

- *Pause after a chunk to grasp the main ideas/supporting details*
- *If no subheadings, Chunk the text yourself & Find the main idea*
- *Teach other what you learn*
- *Revise your idea of the text's main idea as you read on*
- *Let the text spark conversations*

Engaging Experience 18:

Teaching Point: Today I want to teach you that self-assessment is the way you become your own coach. Readers think about what they are doing well and how they can get stronger and then coach, coach, coach themselves to keep doing that work.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Readers think about what they are doing well and how they can get stronger and then they coach themselves to keep doing that work.
2. Use the Informational Reading Learning Progression and show a post-it summary of a part of a book your class will know (Example: Gorillas by Lori McManus).
3. Class will create coaching tips based off the summary and Informational Reading Learning Progression

Engaging Scenario

Engaging Experience 19: Celebration

Teaching Point: Today, your goal will be to guide students to create monuments to their nonfiction reading lives, helping them to create a physical manifestation of their learning-representing both their accomplishments and goals.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

- **One way to do this...**

Post-Assessment

- **Post Assessment**
 - *Thrills and Chills: Roller Coasters Are Not ALL the Same!*
 - *New Inventions that Make Steel Roller Coasters Even Scariest!*
 - *Super Fan/Rider: Gary Coleman*
 - Main Idea and Supporting Details/Summary
 - Cross-Text Synthesis
 - Retelling/ Summary/ Synthesis (Narrative)
 - Critical Reading: Growing Ideas
- **Post Assessment Sample Responses**
- **Post Assessment Student Rubric**

Unit 3: Character Studies

Subject: Reading

Grade: 3rd Grade

Name of Unit: Character Studies

Length of Unit: *25 Engaging Experiences*

Overview of Unit:

One of the first goals of the unit is that students learn to make careful, close observations of characters, and then draw on their insights to craft theories and predictions. A second goal of the unit is that children gain an understanding of the ways in which all stories are structured: a character faces trouble that grows bigger and reacts to it, eventually finding a way to resolve the trouble and learn lessons. Once children have a sense of how all stories go, they can tackle a third goal: to think comparatively about characters in different books, noticing similarities and differences between these characters' struggles, motivations, reactions, and the lessons they learn.

In Topic 1 (Bend 1): Getting to Know Characters as a Friend

The unit starts with the students' journey alongside their characters. You'll want students to get to know their characters as they would a new friend, empathizing with and relating to them along the way. They will begin to keep a close eye on what the character says and does, noticing patterns, determining traits, and using their understanding of a character to make informed predictions.

In Topic 2 (Bend II) Following a Character's Journey

Bend II introduces students to a new structure--book clubs--which will support children's work for the remainder of the unit. Throughout the bend, you'll teach into the habits and work of clubs. Students will come to see their book clubs as a source of added support--developing and refining ideas in the company of others.

In Topic 3 (Bend III) Comparing and Contrasting Characters Across Books

In this final bend of the unit, students will learn to think comparatively across books, drawing on the work they've done throughout the unit. Children will continue to work in their book clubs, with each club continuing to read from a text set. You will reveal to students that the books they read in Bend II were purposefully chosen based on some shared similarities, and you'll challenge clubs to consider the ways the characters of these books and their journeys are alike--and different. In particular, students will look closely at character traits, problems, and lessons learned. As mentioned above, you'll find suggested titles for text sets on the digital resources that accompany this unit.

Getting Ready for the Unit:

[Text Sets from newsela](#)

Read through the User's Guide provided found in the Coaches Corner in Schoology

There are a couple of key things you can do ahead of time to ensure that the unit gets off on the best foot possible.

Consider your read aloud selection. If you opt for a read aloud other than *Because of Winn-Dixie* and *Dyamonde*

Daniel, be sure to choose ones that have strong character development and can easily be paired for the work of Bend III. The books should have main characters who share similar traits, problems, or life lessons. We recommend previewing the lessons taught across the unit to ensure your read alouds will work.

After you determine which book you will read aloud, you will want to pull titles from your classroom library to support book club work. Again, you will want to be sure that titles you select offer students the ability to study characters in complex ways. And, of course, you will want to make sure that the books you put into your library are appropriate for the range of readers that populate your classroom. We recommend organizing your library in two ways. In Bend I, students are independently reading their character books. You might find all of the books that you have single copies of and display them accordingly during Bend I. In Bend II and III, you will want to showcase books you have multiple copies of to support the work of book clubs.

In addition to readying your library, there are a few other key ways to prep for this unit:

- Make sure that your readers are matched to books. If you have recently administered running records, be sure to consider students' reading levels when supporting them with book selection.
- We suggest pre-planning your read alouds to support the key reading skills of the unit. You'll want to prepare prompts and questions that support students in thinking about character traits, character change, determining themes, and comparing and contrasting themes and story elements. Often, teachers find it helpful to color-code the skills to be sure that all skills are equally represented in their read aloud work.
- You will also want to make copies of key strands of the progression that you will use across this unit--Inferring about Characters and Other Story Elements: Character Traits, Character Response/Change, Analyzing Parts of a Story in Relation to the Whole, and Determining Themes/Cohesion of the learning progression. If you have given the performance assessment (see the digital resources that accompany this unit and the Assessment section of "An Orientation to the Unit"), you'll want to study your students' work and determine which skills you feel they need to strengthen most. As with any unit, you can plan to do more small groups and conferences to target these skills, and also give students additional practice during your read aloud.

Anchor Charts:

- Getting to Know a Character
[Color / B&W / Single Page](#)
- Following a Character Up and Down the Story Mountain
[Color / B&W / Single Page](#)
- Comparing Characters that Go Together
[Color / B&W / Single Page](#)

Mentor Texts and Read Aloud Considerations:

- Because of Winn-Dixie* by Kate DiCamillo
- Amber Brown is Not a Crayon* by Paula Danziger
- Peter's Chair* by Ezra Jack Keats
- Make Way for Dyamonde Daniel* by Nikki Grimes

- Oliver Button Is a Sissy* , T. dePaola
- William's Doll* , C. Zolotow
- Dancing in the Wings* , D. Allen
- My Name is Maria Isabel* , A. Ada
- The Paperbag Princess* , R. Munsch

- Officer Buckle and Gloria , P. Rathmann
- Olivia , I. Falconer
- Lily’s Purple Plastic Purse , K. Henkes
- Amazing Grace , M. Hoffman
- Because of Winn Dixie by Kate DiCamillo
- Peter’s Chair by Ezra Jack Keats
- Make Way for Dyamonde Daniel by Nikki Grimes

Pre Assessment:

- [Teacher Instructions](#)
- [Pre Assessment: *The Bully and the Can Queen*](#)
 - Inferring about Characters and Other Story Elements: Character Traits
 - Inferring about Characters and Other Story Elements: Character Response/ Change
 - Analyzing Parts of a Story in Relation to the Whole
 - Determining Themes/Cohesion
- [Pre Assessment Sample Responses](#)

Post Assessment:

- [Post Assessment: *Jump!*](#)
 - Inferring about Characters and Other Story Elements: Character Traits
 - Inferring about Characters and Other Story Elements: Character Response/ Change
 - Analyzing Parts of a Story in Relation to the Whole
 - Determining Themes/Cohesion
- [Post Assessment Sample Responses](#)
- [Student Rubric](#)

Read Aloud Considerations:

Essential Questions:

1. How do readers get to know a character as a friend?
2. How do readers follow a character’s journey?
3. How do readers compare and contrast characters across books?

Enduring Understandings/Big Ideas:

1. Readers envision and predict what they read and dig deep to get to know a character.
2. Readers build theories by reading closely and inferring based on what a character does and how they do it.
3. Readers step into the shoes of different characters and pay attention to moments when they face big challenges as well as how they resolve these challenges.

DESE Priority Standards:

- 3.R.1.A Develop and demonstrate comprehension-reading skills in response to texts.
 - 3.R.1.A.b Drawing conclusions and support with textual evidence
 - 3.R.1.A.c determining a story’s central message, lesson, or moral.
- 3.R.1.D Read independently for multiple purposes over sustained periods of time..
 - 3.R.1.D.a reading text that is developmentally appropriate
 - 3.R.1.D.b producing evidence of reading
- 3.R.2.A Read, infer and draw conclusions using fiction texts including poetry and drama.
 - 3.R.2.A.a Summarize and sequence the events/plot and explain how past events impact future events.
 - 3.R.2.A.b Describe the personality traits of characters from their thoughts, words, and

actions.

- 3.R.2.A.c Describe the interaction of characters, including relationships and how they
- 3.R.2.A.g Distinguish their own point of view from that of the narrator or those of the characters

DESE Supporting Standards:

- 3.R.3.A.b. identify the details or facts that support the main idea
- 3.R.3.A.c. use text and graphic features to locate information and to make and verify predictions
- 3.R.1.A.a. explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in the story.
- 3.R.2.A.d paraphrase the big idea/themes and supporting details of texts
- 3.R.3.C.c. Use information gained from illustrations and words to demonstrate understanding of the text
- 3.R.4.A.d. identifying text structures and graphics features of a web page
- 3.RF.4.A.a. use context to confirm or self-correct word recognition and understanding, rereading as necessary
- 3.R.1.A.d. monitor comprehension and making corrections and adjustments when understanding break down
- 3.RF.4.A.a. use context to confirm or self-correct word recognition and understanding, rereading as necessary
- 3.R.2.C.a explain the elements of plot, setting, and character as presented through dialogue in scripts that are read or viewed
- 3.R.A.e compare and contrast key elements in various types of fiction
- 3.R.1.A.b. draw conclusions and support with textual evidence
- 3.R.3.A.d. follow and explain a set of written multi-step directions
- 3.R.3.A.e. describe the relationship between events, ideas, concepts or steps

Standard (code)	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
3.R.1.A	comprehension-reading skills in response to texts.	Develop Demonstrate	Apply	3
3.R.1.A.b	conclusions and support with textual evidence	Drawing	Analyze	3
3.R.1.A.c	a story's beginning, middle, and end determining its central message, lesson, or moral.	Summarizing Determining	Apply	3
3.R.1.D	independently for multiple purposes over sustained periods of time.	Read	Understand	1
3.R.1.D.a	text that is developmentally appropriate	Reading	Understand	3
3.R.1.D.b	evidence of reading	Producing	Create	2

3.R.2.A	conclusions using fiction texts including poetry and drama.	Read Infer Draw	Apply	3
3.R.3.A.b	the details or facts that support the main idea	Identify	Apply	3
3.R.3.A.c	text and graphic features to locate information and to make and verify predictions.	Use	Apply	2
3.R.3.B.c	point of view from what the author is trying to persuade the reader to think or do.	Distinguish	Evaluate	3
3.R.2.A.g	their own point of view from that of the narrator or those of the characters	Distinguish	Evaluate	3

Topic Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
refer recount determine compare contrast distinguish express collaborative discussion theory predict infer	character traits theme setting plot chapter scene literal non-literal motivations story mountain/arc

Topic 1: Getting to Know a Character as Friend

Start with Assessment

Teaching Point: Today you will be reading a short story and answering a few questions that map out key skills that you teach during the unit.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

You will likely remind students of their experiences with these assessments in past units, drawing on specific challenges you noticed so that the work goes smoothly. While you may have read the text(s) aloud to your students during previous units, we suggest that you ask students to read the text on their own for this unit so you are getting a sense of their comprehension when they are reading independently. If there are students you know are not reading at or close to the reading level of this text, you may decide to read aloud the text to groups or to individuals. Regardless of how they access the text, all students will need copies of the text so that they can refer to specific details when responding to the questions.

Engaging Experience 1:

Teaching Point: Today I want to teach you that when readers begin a new book, they are given some new

friends. Readers get to know the characters in the book in much the same ways as they get to know a new friend, taking notice of how the characters talk and act, discovering what they are like.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Reread a passage of the class read aloud, noticing the main character's actions and words.
2. Read a bit more of the book and have students discuss new ideas about the main character.
3. Students will jot down their new observations.

Engaging Experience 2:

Teaching Point: Today I want to teach you that once readers have met a new character, they draw on their first observations to come up with an idea about the character. They study the things the character says and does and think, "What does this tell me about this character?"

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Studying what the character says;
2. Studying what the character does;
3. Thinking, "What does this tell me about the character?"

A Day for Assessment: Goal Setting

Teaching Point: Today we are going to take the day to learn from the performance assessment we took at the first of the unit.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this... is to use the rubrics, progressions, and exemplars you'll use today to provide students with clear pathways toward meeting today's exceedingly high expectations allowing them to answer the questions "How am I doing?" even with it is being asked in relation to the black box of higher level comprehension.

Engaging Experience 3:

Teaching Point: Today I want to teach you that as you read on in a book and learning about a character, you'll start to notice patterns in the things the character does again and again, across the story-and you can add on to your initial ideas to come up with a big idea, or theory, about the character.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Rereading/rethinking what we've read so far;
2. Thinking, "What do I see this character doing again and again?"
3. Developing a bigger idea about the character.

Engaging Experience 4:

Teaching Point: Today I want to teach you that a reader’s initial theories about a character are usually the tip of much deeper thinking. Once they form a theory about what kind of person a character is, readers can dig deeper to ask, “Why is the character this way?”

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Asking ourselves, “Why might the character be like this?”
2. Searching the text for evidence/support;
3. Coming up with a deeper theory.

Engaging Experience 5:

Teaching Point: Today I want to teach you that once readers understand a character in deeper ways-once they have a sense of who the character is, what he tends to do again and again, and what he really wants-readers can use this knowledge to predict.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Thinking about who the character is;
2. Thinking about what matters to him/her;
3. Imagining the next scene unfolding – predict!

Engaging Experience 6:

Teaching Point: Today I want to teach you that readers set clear goals for themselves. One way they do this is by studying their work and asking themselves, “How can I develop even stronger ideas about my character? What goals can I set that will help me read even better?”

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Looking at checklists/reading logs;
2. Noticing strengths and weaknesses;
3. Making new reading goals

Topic 2: Following a Character's Journey

Engaging Experience 7:

Teaching Point: Today I want to teach you that the main character in all stories travels along a story mountain. Readers expect that a character will face a problem that gets bigger and bigger, reaches a turning, and then is resolved.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Noticing the problem the character faces;
2. Watching out for a turning point;
3. Identifying the resolution to the problem.

Engaging Experience 8:

Teaching Point: Today I want to teach you that readers expect characters to encounter problems in a story. Readers notice what problems characters face and also how they react to these problems.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Noticing the problem the character faces;
2. Studying what the character says;
3. Looking at what the character does.

Engaging Experience 9:

Teaching Point: Today I want to teach you that readers pay close attention to how secondary characters in a story help the main character along his or her journey. Readers ask themselves, “Why is this guy in the story? How does he support the main character in his journey?”

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Asking, “Why is this character in the story?”
2. Considering if the character is an advisor, friend, or challenger;
3. Thinking about how this character affects the main character.

Engaging Experience 10:

Teaching Point: The questions we’ll be exploring are, “Why might authors include illustrations? What do pictures contribute to add to stories?”

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. How a character is feeling;
2. How the characters interact;
3. How the main character moves along the story mountain.

Engaging Experience 11:

Teaching Point: Today I want to teach you that as readers near the end of a story, they expect the tension to build to a boiling point. When this happens, they pay attention to how the main character is tested, notice how the character reacts, and think “Why might this be important to the character’s journey?”

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Reading to the point of tension/climax;
2. Noticing how the character reacts:
3. Thinking, “How is this important to my character’s journey?”

Engaging Experience 12:

Teaching Point: Today I want to teach you that as a story comes to a close, the main character resolves his or her biggest problems. Readers notice this and ask, “What strength did this character draw on to solve this problem?” and also, “How has the character changed?”

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Reading to the end of the story;
2. Thinking, “What strength did my character draw on to solve the problem?”
3. Considering how the character changed.

Engaging Experience 13:

Teaching Point: Today I want to teach you that after a character has resolved a problem, readers ask, “What does the character know now that he didn’t at the start of the story? What lessons can he teach others about life?”

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Revisit the character’s journey;
2. Determine the lesson learned;
3. Consider how that lesson could apply to other real life situations.

Engaging Experience 14:

Teaching Point: Today I want to teach you that one thing that expert readers do, especially when they get to the end of the book, is to think about how all the parts fit together to make the whole story. Readers notice the choices an author makes and ask, “What does this part do?” and “How does it connect to other parts in the story?”

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Noticing the choices an author makes;
2. Reviewing/remembering a part and asking, “What does this part do?”
3. Answering, “How does it connect to other parts in the story?”

Topic 3: Comparing and Contrasting Characters Across Books

Engaging Experience 15:

Teaching Point: Today I want to teach you that when readers read books that “go together” in some way, they can make all sorts of comparisons. One thinking readers can compare are the main characters.

Readers think, “In what ways are these characters similar? Do they say and do similar things? Do they care about the same stuff?” Readers also ask, “In what ways are these characters different?”

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Looking at what they do;
2. Looking at how they talk;
3. Noticing what they each care about;
4. Deciding how they are the same and different.

Engaging Experience 16:

Teaching Point: Today I want to teach you that once readers know something about what makes two characters tick-about how they act and talk in their individual stories-they can compare how these characters tackle trouble. Specifically, readers can think, “How do these characters react to their problems? Are there similarities? Differences?”

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Paying close attention to the problem each character faces;
2. Noticing how each character reacts;
3. Deciding if the reactions are the same or different.

Engaging Experience 17:

Teaching Point: Today I want to teach you that readers can develop debatable ideas about characters across books by exploring a big question with no one right answer. They can use mini-arguments to share their ideas, supporting these with evidence from the text.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Starting with a question such as “Which character is better at _____?”
2. Looking for examples from the story – cite evidence.
3. Discussing with a partner or group.
4. Coming to a conclusion/agreeing to disagree.

Engaging Experience 18:

Teaching Point: Today I want to teach you that many fiction authors explore similar themes in their books. When readers compare books, they can think about these different themes, asking themselves, “What big issues were resolved in each story?” and “What big lesson did each character learn?” Readers can then

compare themes and lessons across books.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Noticing how two main characters resolve their challenges;
2. Identifying the lesson each character learned;
3. Thinking, “Are the lessons similar or different?”

Engaging Scenario

Engaging Experience 19: Celebration

Teaching Point: Readers today our journey with characters comes to an end. You have met Oapl, Dyamonde and Peter, just to name a few.! You have let each character into your heart and into your reading life, and as a result, you’ve learned a thing or two. You know now that even though every character in a book is unique-Opal with her knack of befriending adults in the community and Dyamonde with her sassy attitude-there are also ways that books and characters follow predictable paths. You guys are real character experts.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

- **One way to do this...**

Post-Assessment

- **Post Assessment: *Jump!***
 - Inferring about Characters and Other Story Elements: Character Traits
 - Inferring about Characters and Other Story Elements: Character Response/ Change
 - Analyzing Parts of a Story in Relation to the Whole
 - Determining Themes/Cohesion
- **Post Assessment Sample Responses**
- **Student Rubric**

Unit 4: Research Clubs: Elephants, Penguins and Frogs, Oh My!

Subject: Reading

Grade: 3rd Grade

Name of Unit: Research Clubs: Elephants, Penguins and Frogs, Oh My!

Length of Unit: *22 Engaging Experiences*

Overview of Unit:

This unit reinforces nonfiction reading skills while students form clubs, each club will study a topic of choice. Students form clubs, and each club studies its own animal in Bend 1, another animal in Bend 2, then compares and contrasts those animals in Bend 3, and finally researches a more overarching concept like adaptation or survival, noting how the concept applies to the two animals they have studied in their clubs and to the other animals they have also learned about. This unit ends with children applying what they have learned about animals to a real-world project such as the challenge to design a better zoo.

Topic 1 (Bend 1)

You'll teach children to gather texts that relate to a subtopic and to read the most basic of them and to preview all the texts to glean an overview of the subtopics contained within the topic. You'll make a point of articulating the transferable idea: as researchers orient themselves to text, they draw on prior knowledge of the structure of the topic. You will add to your understanding by suggesting that researchers benefit from asking and answering all important questions without an answer in sight. We will teach our readers to not only read on, seeking answers but also to think back over everything they've read so far and everything they already know.

Topic 2 (Bend 2)

This bend will invite students to start the process again, this time drawing on what they learned. It reminds students that the skills they learned earlier in the unit can be applied to all the research they do know and for the rest of their lives. Students will transfer what they learned while studying one animal to the study of another animal- an easy transfer. You may want to teach students to ask questions of a text such as, "why might the author have chosen to include this particular piece of information?" These questions can nudge readers to go beyond their own point of view as they consider the author's intent.

Topic 3 (Bend 3)

Each club will study an overarching concept like adaptation, life cycles, habitats, land forms, noting how that concept applies to the topics they have studied in their clubs—synthesizing, comparing, and contrasting. The unit ends with students applying their knowledge of a real world problem: investigating, planning, and presenting ideas. Students will familiarize themselves with a text: using their prior knowledge, previewing text, making and revising theories, and building upon nonfiction strategies taught in the previous unit. This unit will culminate two days later when students bring their real-world, high level investigations to a close.

Getting Ready for the Unit:

[Text Sets from newsela](#)

Create small collections of accessible, high interest books on a handful of animals- a bin on sharks, a

bin on wolves, and so forth. Select the animals based on your available resources. In addition to combing through your own classroom library, we suggest you consult your grade level colleagues, as well as those that teach younger and older grades to see what animal books they have at your kids' reading levels that you can borrow for the unit. Your resources will determine how many clubs you set up (ideally now more than four or five kids in each club) and how they are organized.

At the back of each club's book bin, you might want to include a club folder. The folder should contain blank paper and a packet of texts that clubs will use through the unit. (The content for this packet can be found in the online resources.) Most teachers that taught this unit previously found that it is much easier for children to work outside of their notebooks in little booklets that were lined or white paper folders over and stapled. Other teachers had students tabe their notebooks into sections- Growing Up, Habit, and so forth- 5-6 blank pages so they could put all their notes on different animals in these sections.

Anchor Charts:

- To Research...
[Color / B&W / Single Page](#)
- Readers Take Notes...
[Color / B&W / Single Page](#)

Mentor Texts:

- National Geographic*
- Archeology* magazine
- Cobblestone*
- Life Cycle of an Emperor Penguin* by Bobbie Kalman
- The Penguin* by Beatrice Fontanel

Pre Assessment:

- [Teacher Instructions](#)
- [Pre Assessment: Guide Dog Training](#) and [Guide Dogs and Their Owners-A Special Bond](#)
 - Main idea and Supporting details/ Summary
 - Analyzing Parts of a Text in Relation to the Whole
 - Cross-Text Synthesis
 - Comparing and Contrasting
- [Pre Assessment Sample Responses](#)

Post Assessment:

- [Post Assessment: Pickled Flavored Ice Cream](#) and [How Do Big Ice-Cream Companies Make Ice Cream?](#)
 - Main idea and Supporting details/ Summary
 - Analyzing Parts of a Text in Relation to the Whole
 - Cross-Text Synthesis
 - Comparing and Contrasting
- [Post Assessment Sample Responses](#)
- [Student Rubric](#)

Essential Questions:

1. Why do you read different texts on the same topic?
2. How does the author use important points and key details to help me learn about the topic?
3. Why is identifying key ideas and supporting details from the text important?

Enduring Understandings/Big Ideas:

1. Explain how the key details support the main idea.
2. Use various text features to locate key facts or information.
3. Compare/contrast the most important points in two different texts on the same topic.

DESE Priority Standards:

- 3.R.1.D Read independently for multiple purposes over sustained periods of time..
 - 3.R.1.D.a Reading text that is developmentally appropriate
 - 3.R.1.D.b Producing evidence of reading
- 3.R.3.A Read, infer and draw conclusions using text features.
 - 3.R.3.A.b Identify the details or facts that support the main idea
 - 3.R.3.A.c Use text features to locate information and to make and verify predictions
- 3.R.3.C Read, infer and draw conclusions using text structures.
 - 3.R.3.C.a Describe relationships among events, ideas, concepts, and cause and effect in texts
 - 3.R.3.C.b Explain the relationship between problems and solution
 - 3.R.3.C.e Compare and contrast the most important points and key details presented in texts on the same topic

DESE Supporting Standards:

- 3.RF.4.A a. use context to confirm or self-correct word recognition and understanding, rereading as necessary
- 3.R.1.A d. monitor comprehension and making corrections and adjustments when understanding break down
- 3.RF.4.A a. use context to confirm or self-correct word recognition and understanding, rereading as necessary
- 3.R.3.C a. describe relationships among events, ideas, concepts, and cause and effect in texts
- 3.R.1.A b. draw conclusions and support with textual evidence
- 3.R.3.A d. follow and explain a set of written multi-step directions
- 3.R.3.A e. describe the relationship between events, ideas, concepts or steps
- 3.R.3.B b. distinguish fact from opinion
- 3.R.3.A e. describe the relationship between events, ideas, concepts or steps
- 3.R.1.C a. text to text (ideas and information in various fiction and nonfiction works, using compare and contrast)
- 3.R.1.C b. text to world (text ideas regarding experiences in the world)
- 3.R.3.B a. distinguish the difference between a biography and an autobiography
- 3.R.4.A c. comparing various written conventions used for digital media
- 3.R.4.A a. understanding how communication changes when moving from one genre of media to another

Standard (code)	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
3.R.1.D	independently for multiple purposes over sustained periods of time.	Read	Understand	1
3.R.1.D.a	text that is developmentally appropriate	Reading	Understand	3
3.R.1.D.b	evidence of reading	Producing	Create	2

3.R.3.A	conclusions using text features	Read Infer Draw	Apply	1
3.R.3.A.b	the details or facts that support the main idea	Identify	Apply	3
3.R.3.A.c	text and graphic features to locate information and to make and verify predictions.	Use	Apply	2
3.R.2.A	conclusions using fiction texts including poetry and drama.	Read Infer Draw	Apply	3
3.R.3.C	conclusions using text structures	Read Infer Draw	Apply	3
3.R.3.C.a	relationships among events, ideas, concepts, and cause and effect in texts	Describe	Understand	3
3.R.3.C.b	the relationship between problems and solution	Explain	Evaluate	1
3.R.3.C.e	the most important points and key details presented in texts on the same topic	Compare Contrast	Understand	2

Topic Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
determine recount explain build on refer ask answer locate	main idea supporting details text structure: cause/effect, chronological, problem/solution, compare/contrast, problem/answer synthesize text features: headings, subheadings, photos, captions, and charts prefixes suffixes root words glossary nonfiction/expository/informational population background

Topic 1: Researching a Topic

Start with Assessment

Teaching Point: Today you will be reading a short story and answering a few questions that map out key skills that you teach during the unit.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

You will likely remind students of their experiences with these assessments in past units, drawing on specific challenges you noticed so that the work goes smoothly. While you may have read the texts aloud to your students during previous units, we suggest that you ask students to read the texts on their own for this unit, so you are getting a sense of their comprehension when they are reading independently. If there are students you know are not reading at or close to the reading level of this text, you may decide to read aloud the texts to groups or to individuals. Regardless of how they access the texts, all students will need copies of the texts so that they can refer to specific details when responding to the questions.

Engaging Experience 1:

Teaching Point: Today I want to teach you that researchers get started learning about a topic by doing three things. One, they look over their resources, putting them in order by difficulty. Two, they read an easy overview book about their topic. Three, they skim the tables of contents and illustrations to glean the main subtopics, and then read across books in one subtopic after another.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

They:

1. Look over resources, putting them in order by difficulty.
2. Read an easy overview book about their topic.
3. Skim the table of contents and illustrations, looking for subtopics that are repeated across texts.

Engaging Experience 2:

Teaching Point: Today I want to teach you that as researchers dig into a topic, they often identify subtopics within that topic. Then, as they read about the same subtopic, in several texts, they synthesize (or put together) the information so that related bits go side by side. The more researchers combine information, the more they become experts.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. We scan through additional books to find another book with a similar subtopic.
2. We reread the subsection of the easy text first to get that information in your head.
3. We read aloud the related subsection of a second text.
4. We visualize the two pieces to confirm they go together.
5. We collect new words and meanings as we read.

A Day for Assessment: Goal Setting

Teaching Point: Today we are going to take the day to learn from the performance assessment we took at the first of the unit.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

- **One way to do this...** is to use the rubrics, progressions, and exemplars you'll use today to provide students with clear pathways toward meeting today's exceedingly high expectations allowing them to answer the questions "How am I doing?" even with it being asked in relation to the black box of higher level comprehension.

Engaging Experience 3:

Teaching Point: Today I want to teach you that when you become an expert on a topic, it is important to begin using the technical vocabulary, or lingo, of that subject. You "talk the talk."

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. We think about technical vocabulary related to the topic.
2. We make a word bank with the vocabulary.
3. We talk over the vocabulary with our club.

Engaging Experience 4:

Teaching Point: Today I want you to investigate answers to this question: How do you make the decision to read as if you are digging for a treasure?

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. We will listen to a part of a song "I Whistle a Happy Tune" and think about how it teaches us to keep our energy up.
2. We will talk over with our partners or club members how to keep our energy high and each member's responsibility.
3. Pay attention to each others' ideas and develop them further. (Synthesizing)
4. Ask students to share ideas (chart ideas).

Engaging Experience 5:

Teaching Point: Today I want to teach you that one way to develop ideas is to study the subject of your research much the same way you study characters in fiction-by paying close attention to your subject's traits, motivations and struggles.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. We reread important parts.
2. We pause and think, "What is the big idea?"

3. We stop and jot our thoughts in our notebook. We switch from learning and recording new information to recording our own ideas about that information.
4. We implement a variety of note taking strategies with a partner to do this and scaffold our thinking further.

Engaging Experience 6:

Teaching Point: Today I want to remind you that researchers don't just collect information, they also think about that information. One way that researchers think about information is by asking-and trying to answer- the all-important question: Why?

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. We revisit research topics and reread our notes.
2. We ask, "Why or why not?"
3. We think of a few possible answers saying, "It could be that...or maybe it's because..."
4. We then read on, testing our theories and note the point of view from the author...I ask myself, "Is this described positively or negatively and think about how it could have been described."

Topic 2: A Second Cycle of Research

Engaging Experience 7:

Teaching Point: Today I want to teach you that when nonfiction readers set out to study a new topic, they start by making a plan for how that study will go. They think about all that they know to do-about their repertoire of reading and research strategies-and they make a plan for the study on which they're embarking.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. We look at charts to remind ourselves of strategies.
2. We think of the reading work we do well.
3. We preview the text and make a Research Club plan.
4. We talk it over with our club.

Engaging Experience 8:

Teaching Point: Today I want to teach you that when nonfiction readers read with fluency, they often read with a teacher's voice, an explaining voice.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. We listen to an expert nonfiction narrator and ask, "How does a narrator of nonfiction use their voice?" (chart ideas)
2. We notice the narrator using an explaining voice.
3. We notice the narrator's voice when they move to a new topic.
4. We notice narrators of nonfiction use their voice to create drama and tension.

Engaging Experience 9:

Teaching Point: Today I want to remind you that when you're trying to learn about a subject, it doesn't work to just pile a zillion facts in one huge pile, or one huge list. It helps to bucket those facts, to make subsections in your notes, and to pop out the main ideas, showing how the smaller details go with them.

Suggested Length of Time: 1 day

Standards Addressed

Detailed Description/Instructions:

One way to do this...

1. We stop to take a look at the structure of our text.
2. We think, "What type of structure is this?"
3. We take notes following that structure (boxes and bullets, web, sequential).

Engaging Experience 10:

Teaching Point: Today I want to teach you that when you look over a text, thinking "How is this structured?" It helps to have a handful of optional text structures in mind. Although some texts are structured as main ideas and supports (boxes and bullets), some are sequentially ordered, and some authors will use another important structure-compare and contrast.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. We read the text.
2. We stop and think, “How is this text structured?”
3. We use keywords to help identify clues: similar, different, both, in contrast
4. We decide on a note-taking structure: T-chart, Venn diagram, Boxes and Bullets, Numbered List
5. We compare and contrast the most important points and key details presented in text on the same topic.

Engaging Experience 11:

Teaching Point: Today I want to teach you to explore another text structure authors often use, which is cause and effect. We’re going to study a text with this structure to figure out answers to the questions “What kinds of words and phrases signal a cause-and-effect structure?” And “How can we take notes to fit with this structure?”

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. We’re going to study a text with cause and effect structures and problem and solution structures
2. We work to figure out, ‘What kind of words and phrases signal a cause-and-effect structure versus a problem and solution structure?’
3. We think, ‘How can we take notes to fit with both of these structures?’
4. We can define new vocabulary words as we read.

Engaging Experience 12:

Teaching Point: Today I want to teach you that it’s important, when we read nonfiction, to be aware that the author made particular choices. It’s important to ask, “Why might the author have chosen to include this particular bit of information? To structure the text in this particular way? What does the author want me to know and think when I read this part of the text?”

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. We read on the lookout for specific types of structures.
2. We stop and think, “Why might the author have chosen to include this particular bit of information?”
3. We ask, “What does the author want me to know when I read this part of the text?”
4. We compare how authors present information.
5. We talk with our partners to grow ideas.

Topic 3: Synthesizing, Comparing, and Contrasting

Engaging Experience 13:

Teaching Point: Today I want to teach you that to develop expertise on a topic, nonfiction readers go from learning about specific related topics, (such as penguins or frogs) to learning about their bigger field of knowledge (the animal kingdom). As a researcher’s focus gets bigger, the researcher thinks more about patterns and relationships.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Researchers lay out books you’ve studied and look across the table of contents to find similar subsections.
2. Researchers read sections and think, “What are some patterns and relationships we notice?”
3. Use sentence stems to compare and contrast ideas with your partner:

___ and ___ are alike because...

___ and ___ have differences too. One difference is...

Both ___ and ___ are ...

Engaging Experience 14:

Teaching Point: Today I want to teach you that as readers research the similarities and differences between the things they are studying, they ask, “Why?” Are the others the same? What explains this?” These questions lead to more thinking, more talking- and to more reading!

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Researchers read two passages related to a subtopic and think about their similarities and differences.
2. Researchers ask, “Why are these same? What explains this?”
3. Researchers think about possible answers, “Could it be...?”
4. Researchers read to find out more, this time guided by questions and hunches—we build theories.

Engaging Experience 15:

Teaching Point: Experts don't just think about their topic- about tigers or sharks. Experts also think about their *process*. And when focusing on the process, they ask, “What should I do next? They take stock. Then they go forward, with a plan.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. We reread our work.
2. We name what we did and ask, “What should I do next?”
3. We take stock. We go forward, with a plan.
4. We preview the table of contents and skim the text features to locate information to support our next steps.

Engaging Experience 16:

Teaching Point: Today I want to teach you that once researchers have read books, collected information, studied patterns, and grown theories, they are ready to do more. They ask, “What does the evidence suggest? How can I study all the evidence to grow new theories that are evidence-based?”

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. We talk over our notes with our club members asking, “What does the evidence suggest?”
2. We use the evidence to grow new theories and write them in our reading notebook.
3. As we read, we stop at important parts—gathering evidence to support those theories.

Engaging Experience 17:

Teaching Point: Today I want to teach you that researchers don’t just read about their focused topic. They also read around the topic, looking for help learning about the big theories they have developed.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. We read from a short text with general information about the topic.
2. We stop and ask, “How does this text help us think more about our theory?”
3. We reread it, underlining key parts that relate to our big theory.
4. We use the information to say more about our topic.

Engaging Experience 18:

Teaching Point: Today I want to teach you that when researching a solution to a real-world problem, it helps to think about all of the aspects of the problem. Researchers ask themselves, “How *might* I go about solving the different parts of this problem? What information will I need, and where can I get it?” Then, they sketch a plan for what they’ll do first, next, and next.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Read over a list of problems. Ask yourself, “Am I interested in this problem?”
2. Do I have knowledge to tackle this problem?
3. We list some questions to ask.
4. Ask, “What could I read or reread to learn something related to the problem?”
5. Read, looking for information that relates to the problem. Try to find connections by saying, “Maybe this relates because...”
6. Plan how your group will work.

Engaging Scenario

Engaging Experience 19: Celebration

Teaching Point: Today your goal will be to guide students to apply their learning to create a product that finds a solution to a real world problem.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Groups of students will identify a problem related to their topic of research.
2. Students will identify and gather appropriate resources related to the groups' topic.
3. Students will add elements that have a purpose teaching about the problem or explain the solution. Connection to message is key.
4. Students will draw information from their notes that fits with their proposed project.

Post-Assessment

- **Post Assessment:** *Pickled Flavored Ice Cream and How Do Big Ice-Cream Companies Make Ice Cream?*
 - Main idea and Supporting details/ Summary
 - Analyzing Parts of a Text in Relation to the Whole
 - Cross-Text Synthesis
 - Comparing and Contrasting
- **Post Assessment Sample Responses**
- **Student Rubric**