



Grade 3 - Unit 4 - Fascinating Facts: How Nonfiction Authors Engage and Inform Readers

Unit Focus

Teachers will prepare for the unit by gathering nonfiction text sets, including texts from the concurrent science unit on Biomes, eventually leading to an interdisciplinary PBA - a Biome/LA project. There is a focus on research strategies and skills and students will be provided with information that will help build knowledge and opportunities for application. The RAN strategy is used to design a learning plan and to introduce students to additional note taking structures that match an author's non-fiction text structure. Students will work in small groups and individually to learn about nonfiction topics. Teachers will move students from recognizing and using text features to recognizing and using text structures to aid in comprehension and analysis of the author's main idea and supporting details. This important reading work provides a bridge to the main writing work that students will do as they move from being writers of topics they know a lot about to researchers who write about the information that they have synthesized from many sources. Significant is the recognition that nonfiction authors bring many perspectives about their topics to their readers.

Teachers take writers through the process of becoming experts on a topic to teach their audience, while considering purpose and message. Writers will synthesize the information they are learning by reading and comparing text sets about a topic closely as they explore topics in depth and notice the variety of content, style, craft and structures that authors employ to teach readers.

Students will analyze what an author is trying to make them think and push them to apply this as writers, asking themselves: "What is my perspective on this topic and what is the best way for me to share and teach this to my readers?" Students will write non-fiction texts on a topic in writing during this unit; students to use text features and structures purposefully while keeping a main idea and details in mind as they plan, draft and revise their work.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Standards <ul style="list-style-type: none"> • Common Core <ul style="list-style-type: none"> ○ <i>English Language Arts: 3</i> <ul style="list-style-type: none"> ▪ Reading: Informational Text <ul style="list-style-type: none"> ▪ Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS.ELA-LITERACY.RI.3.1) ▪ Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS.ELA-LITERACY.RI.3.2) ▪ Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (CCSS.ELA-LITERACY.RI.3.4) ▪ Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (CCSS.ELA-LITERACY.RI.3.5) ▪ Compare and contrast the most important points and key details presented in two texts on the same topic. (CCSS.ELA-LITERACY.RI.3.9) 	<i>Students will be able to independently use their learning to...</i> T1 Evaluate the author's message and purpose, citing text evidence to support conclusions. T2 Research and present information to expand knowledge and understanding of a topic.	
	Meaning	
	Understanding(s)	Essential Question(s)
<i>Students will understand that...</i> U1 Readers use appropriate strategies to construct meaning from texts. U2 Readers make inferences about a text by using text evidence to support their thinking. U3 Readers support their conclusions (inferences and interpretations) by citing appropriate details within the text.	<i>Students will keep considering...</i> Q1 What's my strategy for reading this text? How do I know if it is working? Q2 What do good readers do? Q3 How do I support and prove my thinking? Q4 What's the author's point of view? How does it influence the author's message and reader's interpretation?	

Stage 1: Desired Results - Key Understandings

- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2– 3 text complexity band independently and proficiently. *(CCSS.ELA-LITERACY.RI.3.10)*
- Know and apply grade-level phonics and word analysis skills in decoding words. *(CCSS.ELA-LITERACY.RF.3.3.A)*
- Identify and know the meaning of the most common prefixes and derivational suffixes. *(CCSS.ELA-LITERACY.RF.3.3.A)*
- Decode words with common Latin suffixes. *(CCSS.ELA-LITERACY.RF.3.3.B)*
- Decode multisyllable words. *(CCSS.ELA-LITERACY.RF.3.3.C)*
- Read grade-appropriate irregularly spelled words. *(CCSS.ELA-LITERACY.RF.3.3.D)*
- Read with sufficient accuracy and fluency to support comprehension. *(CCSS.ELA-LITERACY.RF.3.4)*
- Read grade-level text with purpose and understanding. *(CCSS.ELA-LITERACY.RF.3.4.A)*
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. *(CCSS.ELA-LITERACY.RF.3.4.C)*
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly. *(CCSS.ELA-LITERACY.W.3.2)*
- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. *(CCSS.ELA-LITERACY.W.3.2.A)*
- Develop the topic with facts, definitions, and details. *(CCSS.ELA-LITERACY.W.3.2.B)*
- Writing
- With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. *(CCSS.ELA-LITERACY.W.3.6)*
- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. *(CCSS.ELA-LITERACY.W.3.8)*
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. *(CCSS.ELA-LITERACY.SL.3.1)*
- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). *(CCSS.ELA-LITERACY.SL.3.1.B)*
- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. *(CCSS.ELA-LITERACY.SL.3.1.C)*
- Explain their own ideas and understanding in light of the discussion. *(CCSS.ELA-LITERACY.SL.3.1.D)*
- Speaking & Listening

- U4** Determining an author’s point of view and craft moves helps the reader better interpret and explain the text.
- U5** Readers compare multiple sources/texts to build a deeper understanding of similar topics or themes and authors’ purpose.
- U6** Critical readers question the text, consider different perspectives, and look for author bias.
- U7** Writers support and elaborate on their claims or ideas with appropriate evidence, description, and detail.
- U8** Writers use a cyclical process of planning, drafting, revising, editing, publishing, and reflecting.

- Q5** How can I use multiple texts to deepen my understanding of a topic or theme?
- Q6** How do I know if a text/author is credible?
- Q7** Why do I analyze different perspectives and approaches that authors take?
- Q8** How do I best support my purpose for writing?
- Q9** How does following the writing process help a writer craft an effective piece of writing?

Acquisition of Knowledge and Skill

Knowledge

- Students will know...*
- K1** A variety of NF text features serve specific purposes and functions
 - K2** Informational genres include expository and narrative
 - K3** Authors of nonfiction include and leave out facts to convey a perspective/bias on the topic
 - K4** Readers read multiple texts to determine their own perspective on the topic
 - K5** A RAN chart promotes critical thinking about an author/text
 - K6** Nonfiction writers support their claims and thinking with evidence from reliable sources
 - K7** Using a cyclical writing process improves writing
 - K8** Grade level foundational skills and grammar use improve writing

Skill(s)

- Students will be skilled at...*
- S1** Using nonfiction text features to find and understand information
 - S2** Summarizing the main ideas an author presents in an informational text
 - S3** Generating questions and wonderings before, during and after reading and finding answers in the text; prioritizing this information in note form
 - S4** Identifying the author's main idea and supporting details
 - S5** Evaluating an author's credibility and perspective about a topic
 - S6** Using a RAN chart to monitor thinking and learning
 - S7** Planning, drafting and revising nonfiction text features and structures to match the audience, purpose and message

Stage 1: Desired Results - Key Understandings

- Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. *(CCSS.ELA-LITERACY.SL.3.2)*
- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. *(CCSS.ELA-LITERACY.SL.3.4)*
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. *(CCSS.ELA-LITERACY.L.3.1)*
- Ensure subject-verb and pronoun-antecedent agreement.* *(CCSS.ELA-LITERACY.L.3.1.F)*
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. *(CCSS.ELA-LITERACY.L.3.2)*
- Capitalize appropriate words in titles. *(CCSS.ELA-LITERACY.L.3.2.A)*
- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). *(CCSS.ELA-LITERACY.L.3.2.E)*
- Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. *(CCSS.ELA-LITERACY.L.3.4)*
- Use sentence-level context as a clue to the meaning of a word or phrase. *(CCSS.ELA-LITERACY.L.3.4.A)*
- Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). *(CCSS.ELA-LITERACY.L.3.4.B)*
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). *(CCSS.ELA-LITERACY.L.3.4.C)*
- Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. *(CCSS.ELA-LITERACY.L.3.4.D)*

Madison Public Schools Profile of a Graduate

- Inquiry: Posing, pursuing, and refining significant questions to deepen understanding about a topic or issue. *(POG.1.1)*
- Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. *(POG.3.1)*
- Product Creation: Effectively use a medium to communicate important information. *(POG.3.2)*

S8 Writing an introduction and conclusion to match the audience, message and purpose

S9 Self-selecting topics to write about

S10 Using the writing process to develop informational texts

S11

- Pluralizing words ending in y and o
- Y and suffix spelling rule
- Final Stable Syllable
- Consonant-le
- tion/sion
- Consonant-le/exception
- Final syllable with schwa vs. consonant-le
- Consonant-le/adding suffixes

S12

- Ensuring subject-verb and pronoun-antecedent agreement
- Capitalizing appropriate words in titles
- Use conjunctions to create compound sentences
- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)