

Unit Overview

The third graders begin their study of nonfiction with this unit. They will be immersed in nonfiction reading; reading for fluency and learning to make mental summaries. These summaries will contain the big ideas and supporting information they take away from the books as they read. Through mini-lessons, skill groups, and strategy groups the children will acquire study skills such as note taking using Post-its, note cards, and graphic organizers.

For additional information regarding the unit please see TCRWP User’s Guide and Units of Study for Teaching Reading Grade 3 Book 2.

Overarching Standards Aligning with Grade 3 Unit 3, <i>Reading to Learn</i>				
*Bold indicates Priority Standards that are a major emphasis.				
Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.3.2	RF.3.4, RI.3.1, RI.3.2 , RI.3.3, RI.3.5 , RI.3.7 , RI.3.8, RI.3.10	SL.3.1, SL.3.2, SL.3.4	L.3.1, L.3.3, L.3.6
2	W.3.2, W.3.7, W.3.8	RI.3.1, RI.3.2 , RI.3.3, RI.3.4, RI.3.5 , RI.3.7 , RI.3.8 , RI.3.10, RF.3.4	SL.3.1, SL.3.2 , SL.3.6	L.3.1, L.3.3, L.3.6
3	W.3.2, W.3.7, W.3.8	RI.3.1, RI.3.2 , RI.3.3, RI.3.4, RI.3.5 , RI.3.7 , RI.3.8, RI.3.10, RF.3.4	SL.3.1, SL.3.2 , SL.3.4 , SL.3.6	L.3.1, L.3.3, L.3.6
4	W.3.2, W.3.7, W.3.8	RI.3.1, RI.3.2 , RI.3.3, RI.3.4, RI.3.5, RI.3.7, RI.3.8, RI.3.10	SL.3.1, SL.3.2 , SL.3.3, SL.3.4 , SL.3.6	L.3.1, L.3.3, L.3.6
5	W.3.2, W.3.7, W.3.8	RI.3.1, RI.3.2 , RI.3.3, RI.3.5, RI.3.7, RI.3.8, RI.3.10	SL.3.1, SL.3.2	L.3.1, L.3.3, L.3.6
6	W.3.2, W.3.8	RI.3.1, RI.3.2 , RI.3.3, RI.3.4 , RI.3.5, RI.3.7, RI.3.8 , RI.3.10	SL.3.1	L.3.1, L.3.3, L.3.6
7	W.3.2, W.3.7, W.3.8	RI.3.1 , RI.3.2, RI.3.3	SL.3.1, SL.3.3, SL.3.4	L.3.1, L.3.3, L.3.6
8	W.3.2, W.3.7, W.3.8	RI.3.1 , RI.3.2 , RI.3.3 , RI.3.4 , RI.3.5, RI.3.7, RI.3.8	SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6	L.3.1, L.3.3, L.3.6
9	W.3.2, W.3.7, W.3.8	RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.6 , RI.3.7, RI.3.8	SL.3.1, SL.3.2	L.3.1, L.3.2, L.3.3, L.3.5
10	W.3.2, W.3.7 , W.3.8	RI.3.1, RI.3.2, RI.3.3	SL.3.1 , SL.3.2 , SL.3.3 , SL.3.4 , SL.3.6	L.3.1, L.3.3, L.3.6
11	W.3.2, W.3.3	RI.3.1 , RI.3.2, RI.3.3 , RI.3.8, RF.3.4	SL.3.1, SL.3.2, SL.3.3	L.3.1, L.3.3, L.3.6
12	W.3.2, W.3.3, W.3.8	RL.3.1, RL.3.2, RL.3.2, RL.3.4 , RL.3.5 , RL.3.10, RI.3.2	SL.3.1, SL.3.4 , SL.3.6	L.3.1, L.3.3, L.3.6
13	W.3.2, W.3.3, W.3.8	RI.3.4 , RL.3.4 , RF.3.3	SL.3.1	L.3.1 , L.3.2, L.3.3, L.3.4 , L.3.5
14	W.3.2, W.3.3, W.3.7, W.3.8	RL.3.1, RL.3.2, RL.3.3, RL.3.5, RL.3.10, RI.3.1 , RI.3.2 , RI.3.3 , RI.3.8, RI.3.10	SL.3.1, SL.3.2 , SL.3.3 , SL.3.4	L.3.1, L.3.3, L.3.6
15	W.3.2, W.3.3, W.3.7, W.3.8	RL.3.1, RL.3.2 , RL.3.3 , RL.3.5 , RL.3.10, RI.3.1, RI.3.2 , RI.3.3 , RI.3.8 , RI.3.10	SL.3.1, SL.3.3, SL.3.4	L.3.1, L.3.3, L.3.6
16	W.3.2, W.3.3	RL.3.1 , RL.3.2 , RL.3.3 , RL.3.5, RI.3.1 , RI.3.2 , RI.3.3	SL.3.1, SL.3.4	L.3.1, L.3.3, L.3.6
17	W.3.2, W.3.3, W.3.7, W.3.8, W.3.10	RL.3.1 , RL.3.2 , RL.3.3 , RI.3.1 , RI.3.2 , RI.3.3 , RI.3.5	SL.3.1	L.3.1, L.3.2, L.3.3, L.3.6
18	W.3.2, W.3.3, W.3.7, W.3.8	RL.3.1, RL.3.2, RL.3.3, RL.3.4, RI.3.1, RI.3.2, RI.3.3, RF.3.4	SL.3.1	L.3.1, L.3.3, L.3.4, L.3.6
19	W.3.2, W.3.3	RL.3.10, RI.3.10	SL.3.1	L.3.1, L.3.3, L.3.6

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*Bold indicates Priority Standards that are a major emphasis.				
Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1		RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	SL.3.4 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.	
2	W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	SL.3.2 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.	
3	W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	SL.3.2 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. SL.3.4 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.	
4		RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	SL.3.2 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. SL.3.4 Report on a topic or text, tell a	

Grade 3 Unit 2 – Reading to Learn: Grasping Main Ideas and Text Structures

Reading Workshop: Nov./Dec.

			story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	
5		RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	SL.3.2 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.	
6		RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> . RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).		L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).
7		RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers		
8	W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .		
9		RI.3.6 Distinguish their own point of view from that of the author of a text.		
10	W.3.7 Conduct short research projects that build knowledge about a topic. W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort		SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. SL.3.2 Determine the main ideas and	

Grade 3 Unit 2 – Reading to Learn: Grasping Main Ideas and Text Structures

Reading Workshop: Nov./Dec.

	evidence into provided categories.		<p>supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL.3.4 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.</p> <p>SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	
11		<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>		
12		<p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i>, <i>scene</i>, and <i>stanza</i>; describe how each successive part builds on earlier sections.</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>SL.3.4 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.</p>	<p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>
13		<p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p> <p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>		<p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3</i></p>

Grade 3 Unit 2 – Reading to Learn: Grasping Main Ideas and Text Structures

Reading Workshop: Nov./Dec.

				<p>reading and content, choosing flexibly from a range of strategies.</p> <p>L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p>
14	<p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p>SL.3.2 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.</p> <p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	
15		<p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i>, <i>scene</i>, and <i>stanza</i>; describe how each successive part builds on earlier sections.</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>		
16		<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and</p>	<p>SL.3.4 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.</p>	

		<p>explain how it is conveyed through key details in the text.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>		
17	<p>W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>		

Enduring Understandings	Essential Questions	Performance Expectations
<ul style="list-style-type: none"> ● Readers can agree or disagree with the opinion of the author of a nonfiction text. ● Readers can become experts on a topic by reading nonfiction texts. ● 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. ● Readers of nonfiction need to understand main ideas and details. ● Readers pay attention to text structure to hold on to meaning. ● Readers seek out underlying ideas and lessons in true stories. ● Readers use many skills and strategies to tackle the hard words that complicate meaning; for example turning to a glossary. 	<ul style="list-style-type: none"> ● How do readers familiarize themselves with nonfiction, both expository and narrative? How do readers make texts matter to them? ● How do readers respond to the text with reactions and questions, and read on to draw conclusions? ● How do readers learn new vocabulary and speak critically about the text like an expert? 	<ul style="list-style-type: none"> ● Better understand what they are reading by thinking about what they already know. ● Create categories in which they organize the information they are learning as they read. ● Discuss the text with others; question the text and grow ideas. ● Hold a conversation in their mind while reading nonfiction to prepare for talking about reading. ● Prepare for reading a nonfiction text by reading the title, subtitles, and skimming the text. ● See more deeply into true stories and note what drove a historical character to accomplish things, for example, rather than just when they were born. ● Use strategies for holding onto main ideas; for example looking for a "pop-out sentence". ● Use text structure of narrative nonfiction in order to summarize their learning. ● Use the structure of nonfiction text to become an expert and teach about the topic.
Suggested Strategies	Suggested Differentiation Methods	Suggested Materials/Resources

<ul style="list-style-type: none"> ● Create and refer to anchor charts. ● Study pages from exemplar reader's notebooks. ● Provide and present mentor texts as models. ● Teach the Work of Readers Charts. ● Teach children strategies for holding onto text, for example by using Post-its and graphic organizers. ● Model (Talk Aloud) the strategies good readers use. ● Model, provide, and use a reader's notebook. ● Tap, sketch, or jot across a story as a way of retaining information and details. ● Study book introductions and endings. ● Practice creating mental movies as you read. ● Investigate figurative language and descriptive vocabulary and how authors use them. ● Turn and Talk the dialogue in a story to bring the characters' feelings alive. ● Set mini-reading goals for engagement, print work, fluency, comprehension, and/or conversation. 	<p><i>The design of reading workshop allows for individualized instruction and independent growth for every child.</i></p> <ul style="list-style-type: none"> ● provide leveled books appropriate for all reading levels ● provide support as needed through conferencing ● provide support as needed through strategy groups ● provide support as needed through guided reading groups ● provide individualized copies of teaching charts ● provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning ● scaffold or stretch learning through the use of various strategies ● provide appropriate reading partners 	<p>Mentor Text & Read-Aloud</p> <ul style="list-style-type: none"> ● <i>Frogs</i>; Elizabeth Carney (K) ● <i>Frogs and Toads</i>; Bobbie Kalman (P) ● <i>Gorillas</i>; Lori McManus ● <i>The Life Cycle of an Emperor Penguin</i>; Bobbie Kalman and Robin Johnson (N) ● <i>The Life Cycle of a Frog</i>; Bobbie Kalman and Kathryn Smithyman (N) ● <i>The Penguin, a Funny Bird</i>; Beatrice Fontanel ● <i>*Penguins</i>; Bobbie Kalman (M) ● <i>Cactus Hotel</i>; Brenda Z. Guiberson (K) ● <i>Manfish: A Story of Jacques Cousteau</i>; Jennifer Berne (O) ● <i>On a Beam of Light: A Story of Albert Einstein</i>; Jennifer Berne ● See Reading Units Grade 3 Book 2.
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<ul style="list-style-type: none">● Provide checklists and reading progressions to assess and develop on-going reading goals.● Scaffold skills with strategies, for example using Post-its to identify key elements of a chapter.● Write long about reading.● Practice alternating the speed a text is read to reflect tone and mood.● Plan to celebrate the conclusion of classroom reading projects.● Use technology in the reading classroom; for example digital journals.		
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Assessments

Assessment in this unit takes three forms: diagnostic, formative, and summative. There are downloadable, digital versions of the assessment tools available through the online resources at; www.readingandwritingproject.org/resources.

Student self-assessment and peer assessment should take place whenever possible--again, in all three forms: diagnostic, formative, and summative. Removing the traditional emphasis on teacher assessment enables students to take more initiative and become self-directed.

On-going teacher assessment will take place in the context of a conference. Conferences, both small group and one- to-one conferring, are used to reinforce expectations, provide advice and/or assistance, and ultimately, to support growth.

Suggested Assessment Methods		
Diagnostic Assessments	Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Running Records ● Spelling Inventory ● Conferring 	<ul style="list-style-type: none"> ● Teacher-student conferences including: individual, small group, strategy group, and guided reading ● Daily observation of students' participation during the active engagement segment of each mini-lesson. Students' conversation with partners during Turn and Talk segment of mini-lessons. ● Reading logs ● Writing About Reading evidence (Post-its) 	<ul style="list-style-type: none"> ● Teacher-student conferences ● Running Records ● Spelling Assessments ● Reading logs ● and other evidence of students improving skills

Scope and Sequence of Teaching Points

The following teaching points and activities are adapted from Units of Study for Teaching Reading Grade 3 (Calkins et al., 2016) and serve as a loose framework for teachers, who will add and/or emphasize based on their students' needs.