

Sherman School

Unit Overview

Subject: Reading/Language Arts
Unit: Reading to Learn:
Grasping Main Ideas & Text Structures

Grade: 3
Pacing: 6 weeks

Essential Question(s):

- What strategies do readers use to determine important ideas in expository texts?
- How does narrative nonfiction differ from expository nonfiction?
- How do readers build ideas as they read nonfiction?

Big Idea(s):

- Readers use the structure of texts and text features such as headings, bold print, illustrations/photos, and captions to help them determine the important ideas in expository texts.
- Narrative nonfiction is structured like a narrative; expository nonfiction can be structured in multiple ways, including chronologically, problem/solution, compare/contrast, and cause/effect.
- Readers build ideas from nonfiction by asking questions as they read.

Overarching Standards
RI.3.10: 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.
RF.3.4: Read with sufficient accuracy and fluency to support comprehension.
SL.3.1: Engage effectively in a range of collaborative discussion (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.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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., *After dinner that night we went looking for them*).

CCSS Priority and Supporting Standards
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 <i>grade 3 topic or subject area</i> .
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.3.6: Distinguish their own point of view from that of the author of a text.
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).
RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.
RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words. a: Identify and know the meaning of the most common prefixes and derivational suffixes. c: Decode multisyllable words. d: Read grade-appropriate irregularly spelled words.
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.
SL.3.2: Determine the main idea and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.3: Ask and answer questions about information from a speaker, offering

appropriate elaboration and detail.
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.
L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of Strategies. a: Use sentence-level context as a clue to the meaning of a word or phrase. b: Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). c: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>). d: Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
L.3.5: Demonstrate understanding of word relationships and nuances in word meanings. a: Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). b: Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). c: Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).

Unwrapped Standards & Instructional Planning:

Skills (What Students Need to Be Able To Do)
● Identify what happens or is said in a text. ● Identify specific details that help them understand the main topic. ● Identify words, pictures, and headings to help them understand the topic. ● Read more slowly, reread, or skim a text to find specific details to support their ideas about a text. ● Identify the main idea of a text. ● Identify key ideas, specific details, and events that help them determine the main idea. ● Identify details and facts from the text they would include when recounting what a text is about. ● Explain if a text describes people and/or events in history. ● Explain if a text outlines steps in a process like a recipe.

- Explain if a text teaches about animals, nature or another science topic.
- Identify vocabulary words that help them understand a topic.
- Skim headings, photos, captions, and graphics to deepen their understanding of a text.
- Identify key words the author uses to signal time, sequence, and/or cause/effect.
- Identify the topic of a text.
- Explain how knowing the main topic of a text helps them figure out the meaning of a sentence or section.
- Use the text, surrounding photos, and captions to figure out an unknown word or phrase.
- Use text features (*titles, bolded words, headings, and/or captions*) or illustrations to understand what is being explained on a page.
- Use the glossary or other feature(s) to determine the meaning of an unknown word.
- Identify words the author uses repeatedly.
- Identify synonyms the author may have used to define a topic-specific word.
- Establish a purpose for reading, including asking themselves what information they need to know.
- Identify key words they can use to help them find information.
- Explain what a caption is and how it helps them understand the pictures and words on a page.
- Explain how they can use words in bold print, headings, and other features in the text to find information quickly.
- Explain how they can use the glossary to help them locate information.
- Explain how they can use an index to help them get information..
- Explain how they can use electronic menus, hyperlinks, sidebars, and icons to get information.
- Identify other search tools they can use.
- Identify an author's attitude about a topic.
- Explain how an author weaves his or her angle and/or point of view about the topic.
- Identify their thoughts about a topic before they read and/or view a text.
- Identify information and ideas the author included in the text that may have changed their attitude about a topic by the end of the text.
- Identify the topic and/or subject of a written text.
- Identify the main idea of a written text.
- Identify and describe visual information included in a written text.
- Explain how the picture and captions, diagrams, and charts help them to understand the main idea of a text.
- Explain how the visual information helps them understand the key events in a text.
- Explain how the visual information helps them understand the key concepts in a text.
- Identify the most important idea about a topic the author wants them to learn.
- Identify details in each section that seem to support a main idea.
- Explain how a specific detail fits in with a previously read detail.
- Identify how the author organized a text or piece of writing.

- Identify words used to indicate a cause/effect organization.
- Identify words used to indicate a comparison organization.
- Identify words used to indicate a sequential organization.
- Explain if an organizational structure other than cause/effect, comparison, or sequence is used.
- Explain how transitional sentences connect paragraphs.
- Identify a topic they want to research.
- Identify sources they can use to find information about their topic.
- Identify important information to include in their notes about a topic.
- Determine an organizational structure for the information they gather on a topic.
- Identify the topic of a presentation.
- Explain what the presentation is mostly about.
- Explain what the author is saying.
- Identify the main idea of a presentation.
- Identify facts that go along with the main idea of a presentation.
- Identify questions they have after listening to a speaker.
- Answer questions about the information presented by a speaker.
- Identify a topic they will speak about.
- Identify facts to include in their presentation.
- Identify details they can include to make their presentation more descriptive.
- Identify words and/or phrases in a sentence they don't understand.
- Identify a strategy they can use to determine its meaning.
- Use the context, or words around it, to figure out the meaning of an unknown word.
- Use a root word and/or affix, to figure out the meaning of an unknown word.
- Use the dictionary to figure out the meaning of an unknown word.
- Identify words that are used literally.
- Explain how they can use the context of a word to double-check their understanding of a word.
- Identify words that are used nonliterally.
- Use the context to determine the meaning of a nonliteral use of a word.
- Use real-life connections to determine the meaning of unknown words.
- Identify words that show how the writer felt.
- Identify academic words and/or phrases they hear most often when reading about or discussing a particular text or topic.
- Identify words they use most frequently in conversations.
- Identify strategies that help them gather, learn, and remember new ideas and/or a difficult subject
- Identify words that signal time and/or relationships (e.g. *after*, *before*, *next*).

Research Based Effective Teaching Strategies:

- **Identifying Similarities & Differences**
- **Reinforcing Effort & Providing Recognition**

- Homework & Practice
- Non-Linguistic Representations
- Cooperative Learning
- Setting Objectives & Providing Feedback
- Questions, Cues, & Advance Organizers

Assessments:

- Pre-Assessment-- “Start Your Engines” summary
- Common Assessments/Progress Monitoring Checks-written work, journal entries, running records
- Post-Assessment-- “Thrills & Chills” summary
- Rubrics

Instructional Resources:

- *Reading to Learn: Grasping Main Ideas and Text Structures*, by Lucy Calkins & Kathleen Tolan
- *Words Their Way*, by Bear, Invernizzi, Templeton, & Johnson
- *Gorillas (Living in the Wild: Primates)*, by Lori McManus
- *Frogs and Toads*, by Bobbie Kalman
- *The Story of Ruby Bridges*, by Robert Coles
- *Spiders*, by Nic Bishop
- *Cactus Hotel*, by Brenda Z. Guiberson
- *George Washington’s Breakfast*, by Jean Fritz
- Wide variety of fiction trade books and guided reading books

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