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

Content Area: **English Language Arts**
Course(s): **English Language Arts**
Time Period: **Marking Period 2**
Length: **7-8 Weeks**
Status: **Published**

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. Teachers will continue to utilize *Fundations*, Level 3, (2012, Wilson Language Training Corporation) to build on the phonics and word study instruction students have been receiving in Grades K-2. Level 3 builds on these basic skills, progressing further into the study of word structure with a focus on advanced spelling rules and morphology. This instruction will contribute greatly to fluency, vocabulary development, and the applications of strategies for understanding text. All are necessary for the successful development of reading comprehension. As the children move through the unit they will compare texts, thinking critically about what they are learning. Finally, the children will apply their skills to the reading of narrative nonfiction; using their knowledge of story structure to learn about the lives of people in their study of biographies.

Standards

LA.RI.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
LA.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.
LA.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
LA.RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
LA.RI.3.6	Distinguish their own point of view from that of the author of a text.
LA.RI.3.7	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
LA.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) to support specific points the author makes in a text.
LA.RI.3.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
LA.RI.3.10	By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding

	words.
LA.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.3.4.A	Read grade-level text with purpose and understanding.
LA.RF.3.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.SL.3.1	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.
LA.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.
LA.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
LA.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.
LA.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
LA.L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LA.L.3.5.C	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
LA.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).

Essential Questions

- 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?

Application of Knowledge: Students will know that...

- 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.

Application of Skills: Students will be able to...

- 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.

Teaching Points and Suggested Activities

The following teaching points and activities are adapted from the *Reading to Learn; Grasping Main Ideas and Text Structures (Grade 3)* unit of the *Units of Study for Teaching Reading (Calkins et al., 2015)* and serve as a loose framework for teachers, who will add and or emphasize based on their students' needs.

Teaching Points

- Teach students that readers of nonfiction preview a book to get a sense of what it is about; taking in the title, subtitles, skimming the text and noting the graphic features.
- Teach students that nonfiction text is structured in a specific way by the author and examining that structure can help readers begin to understand the information in the text.
- Teach students that readers begin to organize the information in a nonfiction text by grasping the main ideas.
- Teach students that readers of nonfiction can become experts on the topic and that they can teach others by talking about what they learned.
- Coach students to apply grade-level phonics and word analysis skills in decoding words.
- Coach students to tackle complexity by using strategies; for example comparing the illustrations to the text to mine more information.
- Teach students how to set goals for their reading and use the Learning Progressions to assess their acquisition of their goals.
- Teach students that readers of nonfiction are striving to learn about the topic; therefore they should

approach these texts as learners.
- Coach students to have conversations about what they are learning from their reading; to ask and consider questions about what they are reading; and then to read differently because of the conversations.
- Teach students that readers consider an author's opinion while reading nonfiction and distinguish their own opinion from that of the author's.
- Coach the students to have conversations about text that ask them to get in there and really mine for information.
- Teach children that readers use their knowledge of language and conventions when writing and speaking about reading.
- Teach students that readers pay attention to text structure when reading narrative nonfiction as a means of holding on to meaning.
- Coach students to hold on to meaning when they summarize narrative nonfiction by using their strategies; for example creating a time-line.
- Teach students strategies for tackling the hard words that complicate meaning; for example looking for context clues.
- Coach students to mine deeply into biographies, looking for elements of the character's life that motivated them or troubled them, rather than just finding facts about them.
- Coach students to determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
- Teach students that narrative nonfiction stories are true stories and have important underlying ideas that deserve to be sought out.
- Coach students to bring the lenses they are developing while they read narrative nonfiction to a broader range of texts; for example what are the underlying ideas in a fairy tale.
- Teach students that readers pay close attention to the way information is being presented and adjust their reading to match the text.
- Teach students that readers are constantly coaching themselves as readers.
- Teach students that readers celebrate learning.

Activities to Support Teaching Points

- 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
- 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

Assessments

Assessment in this unit takes three forms: diagnostic, formative, and summative. The resource *Reading Pathways, Grades 3-5*, provides reading progressions, performance assessments, rubrics, tools for collecting data, a system for conducting running records, There are also digital versions of the assessment tools available through the online resources at; www.readingandwritingproject.org/resources. Teachers may also develop their own rubrics and assessments in order to include more specific elements of knowledge and skills listed in this unit summary.

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.

Diagnostic Assessments

Running Records

www.readingandwritingproject.org/resources/assessments/running-records

Spelling Inventory

www.readingandwritingproject.org/resources/assessments/spelling-assessments

Individual beginning of the year "How's It Going?" conferences

Formative Assessments

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, Reader's Notebooks, Writing About Reading evidence (Post-its, journal entries, writing long about reading, for example)

Summative Assessment

Teacher-student conferences

Running Records

Spelling Assessments

Reading logs, Reader's Notebooks, and other evidence of students improving skills

Activities to Differentiate Instruction

The design of reading workshop allows for individualized instruction and independent growth for every child. At the heart of differentiation in Reader's Workshop is data and the analysis of data. Through the usage of monitoring student progress during independent reading, analysis of formal and informal running records, and other assessments such as high-frequency word lists and spelling inventories, teachers should be able to delineate which students are in need of additional supports, in what areas those supports should be targeted at, and which students are ready to be pushed further in their reading work.

Some methods to use to support struggling readers as well as advanced readers:

- 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 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
- Utilize charts to provide a visual reminder for students throughout the mini-lesson.
    - Add drawings and visuals to charts
    - Provide individualized copies of teaching charts
    - Depending on the concept, the chart may be most effective to visually break the concept into parts and touch each part during a demonstration
- For students needing more support at the end of the mini-lesson, keep them at the rug for an extra minute after dispersing the rest of the class and clarify the main topic of the mini-lesson or work one-on-one with them to start their reading
- Set reading goals for students and follow-up with the reading goals after an appropriate amount of time.
- Create group and one-on-one conferencing calendars to ensure that students are being met with on a regular basis and working toward individualized goals
- As the unit progresses, the teacher, in coordination with the students, will develop a word wall that will highlight vocabulary specific to the topic chosen
- Assign roles to partners (Partner 1/Partner 2) to help scaffold which student should speak first and avoid one partner dominating the conversation and the other partner becoming a passive listener
    - For ELL students, creating a triad instead of partnership may be beneficial
- Provide students access to RAZ Kids which will provide students more reading options for leveled texts, access to technology, and the ability to have books read to them while they follow along or for students to record their reading

Supports for ELL students:

- Provide consistent teaching structures
- Use consistent teaching language
- Offer plentiful opportunities for reading practice
- Provide access to a broad variety of texts
- Use assessment to provide extra support
- Support students in the preproduction and early production stages of learning English
- Use visual examples in your teaching
- Modify our mini-lessons to be as concise as possible
- Provide extra ?active engagement? time in mini-lessons for extra practice
- Provide readers with topic-based text sets
- Provide opportunities for listening and learning the social language of the reading workshop
- Provide opportunities to read in both their home language and in English
- Plan instruction with the ELL teacher

- Extend the language ELLs are producing through questioning
- Provide explicit instruction in tenses, pronoun references, and connectives
- Support students in building vocabulary using their own reading as the context
- As the unit progresses, the teacher, in coordination with the students, will develop a word wall that will highlight vocabulary specific to the topic chosen

In order to support this differentiation work, teachers may want to consult the following materials:

- Units of Study books at lower or higher levels for teaching strategies that are appropriate to the support needed.
- The Reading Strategies Book by Jennifer Serravallo
- If. . . Then. .. Curriculum book for alternate units or teaching points to support the individual reading levels.
- A Guide to the Reading Workshop (Primary Grades) chapter 14 for more in-depth information on differentiation

Challenge gifted students to incorporate more complex reading techniques based on the 4th grade Reading Learning Progressions:

- preview a text to help decide how to organize thinking or note-taking
- check comprehension by pausing while reading and asking, "How does this part fit with my overall picture of the topic?"
- use new vocabulary learned through reading to discuss and write about a topic
- identify the craft techniques authors use in a text, for example, "The author made a comparison to help readers grasp an idea."
- recognize that author's want readers to think and feel a certain way about a topic and understand that a reader can disagree

Integrated/Cross-Disciplinary Instruction

Writing Workshop

- apply language and ideas from read alouds and independent reading
- utilize read alouds and independent reading as mentor texts
- apply spelling strategies
- identify areas of spelling needs
- apply grammar skills
- identify areas in need of addressing (spelling, grammar, mechanics)
- expand written vocabulary from read alouds and independent reading
- model sentence and paragraph structure after mentor texts

Content Areas: Science, Social Studies, Health

- read just right books in the content areas
- use mentor texts to deliver Social Studies content
- compare content area ideas and issues to what our characters deal with in our read alouds and mentor texts

- apply reading skills and strategies to the reading we do in the content areas

Study Skills

- use graphic organizers to support reading
- use checklists and rubrics to monitor progress
- use Venn diagrams and t-charts to gather, compare, and contrast events
- use highlighters, note cards, post-its, and other tools to keep track of story events, details, and ideas
- keep a log and notebook

The Arts

- analyze illustrations in books for details
- compare illustrations to other forms of art
- illustrate a passage that was just read to show details, ideas, and lessons
- act out a scene from a book to better visualize how a character feels

Suggested Mentor Texts and Other Resources

Resources

Units of Study for Teaching Reading:

- *Reading to Learn: Grasping Main Ideas and Text Structures* by Lucy Calkins and Kathleen Tolan
- *A Guide to the Reading Workshop, Intermediate Grades*; Lucy Calkins
- *Reading Pathways, Grades 3-5, Performance Assessments and Learning Progressions*; Lucy Calkins
- *If...Then... Curriculum: Assessment-Based Instruction, Grades 3-5*; Lucy Calkins; Julia Mooney; and Colleagues From the TCRWP
- *Online Resources for Teaching Writing*; Lucy Calkins
- website: www.readingandwritingproject.org/resources

The Art of Teaching Reading; Lucy Calkins

The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers; Jennifer Serravallo

Leveled Books, K-8: Matching Texts to Readers for Effective Teaching; Irene C. Fountas and Gay Su Pinnell

Reading Miscue Inventory: From Evaluation to Instruction; Yetta M. Goodman

Miscue Analysis Made Easy: Building on Student Strengths; Sandra Wilde

Around the Reading Workshop in 180 Days; Frank Serafini

The Book Whisperer: Awakening the Inner Reader in Every Child; Donalyn Miller

Mindsets and Moves: Strategies That Help Readers Take Charge; Gravity Goldberg

Guiding Readers and Writers, Grades 3-6; Irene C Fountas and Gay Su Pinnell

Smarter Charts; Marjorie Martinelli

Some Suggested Mentor Texts

**Frogs*; Elizabeth Carney (K)

**Frogs and Toads*; Bobbie Kalman (P)

**Gorillas;* Lori McManus

**The Life Cycle of an Emperor Penguin*; Bobbie Kalman and Robin Johnson (N)

**The Life Cycle of a Frog; Bobbie Kalman and Kathryn Smithyman* (N)

**The Penguin, a Funny Bird*; Beatrice Fontanel

**Penguins*; Bobbie Kalman (M)

Cactus Hotel; Brenda Z. Guiberson (K)

Manfish: A Story of Jacques Cousteau; Jennifer Berne (O)

On a Beam of Light: A Story of Albert Einstein; Jennifer Berne

Part of Reading Street Anthology

How to Raise a Raisin; Pam Munoz Ryan (P)

Penguin Chick; Betty Tatham (L)

Supermarket; Chieri Uegaki (M)

***Part of Third Grade Trade Book Pack**

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.