

# Unit 3 Reading: Non Fiction Reading

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

## **Brief Summary of Unit**

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Students will acquire foundational skills for nonfiction reading. Students will apply inferential and literal thinking skills while reading informational text. Students will focus on text structures, features, and main ideas to better understand this genre. Students will also utilize strategies to better understand and synthesise information about a topic.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers.

Revision Date: June 2021

## **Pacing Guide**

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Please refer to [this Language Arts Reading and Writing Workshop Pacing Guide for grade 3.](#)

Please refer to [this scope and sequence for Word Study.](#)

A sample K-5 Literacy Schedule Across a Week is accessible in instructional materials section of the [Grades K-5 folder.](#)

## Standards

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The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

### Information Literacy

This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources.

LA.RL.3.8	(Not applicable to literature)
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.3.10	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.A	Identify and know the meaning of the most common prefixes and derivational suffixes.
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.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.3.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.3.4.B	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).

LA.L.3.4.C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
LA.L.3.4.D	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
LA.L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LA.L.3.5.A	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
LA.L.3.5.B	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
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).
WRK.9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
WRK.9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
TECH.9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
TECH.9.4.5.IML.2	Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).

## **Essential Questions/Enduring Understandings**

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How can I read expository nonfiction texts in such a way that I can determine what is most important and consolidate information and ideas?

Readers read nonfiction texts to learn new concepts and information.

Readers activate their schema before reading nonfiction texts to gain a deeper understanding of the concepts.

Readers identify the authors' slants and use those slants to inform how they read nonfiction books.

Readers grow ideas to deepen their understanding and develop theories about the nonfiction texts.

## **Students Will Know/ Will Be Skilled At**

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Readers read nonfiction texts to learn new concepts and information.

Readers activate their schema before reading nonfiction texts to gain a deeper understanding of the concepts.

Readers identify the authors' slants and use those slants to inform how they read nonfiction books.

Readers grow ideas to deepen their understanding and develop theories about the nonfiction texts.

Readers will be able to activate schema.

Readers will be able to make connections with their schema.

Readers will be able to ask and answer questions as they read.  
Readers will be able to create boxes and bullets to organize the information they read in nonfiction texts.  
Readers will be able to identify author slants.  
Readers will be able to deepen their understanding of nonfiction texts by developing theories.

## **Evidence/Performance Tasks**

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Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered three times per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

### **Formative Assessments**

- Responses to Essential Questions
- Post-It notes telling each time the text gives them new information about the character
- One-to-one reading conferences and accompanying conferring notes
- Peer conferences
- Turn and talks
- Read Aloud Reading responses, written and oral
- Exit tickets or do nows
- Engagement Observations
- Accountable Talk
- Post-it Board
- Monitor Stamina, Volume, and Fluency through rubrics
- Read increasingly complex text by monitoring student self-selection of leveled text
- Guiding Reading Group work
- Stop and Jot
- Stop and Sketch of thinking throughout unit
- Small Group Strategy Reading group work
- Reading Responses on Post-its and in Notebooks
- Answer assigned journal questions

Summative, including Alternative Assessments:

- Book review
- "Write Longs"
- Reading Conferences
- Running Records
- Reading Logs
- Reading Responses
- Reading Comprehension Assessments
- Word Study Assessments
- Performance- and project-based learning
- Personalized, student-designed assessments
- Teachers College Reading and Writing Project: Reading learning progressions
- Use teacher/student-created rubrics
- Teachers College Reading and Writing Project: rubrics with student samples
- Standards-based reporting system and report card

### Benchmark Assessments

- Complete Comprehension, Independent Reading Assessment, nonfiction, Jennifer Serravallo, Heinemann
- Fountas and Pinnell Benchmark Reading Assessment, recorded three times per year
- Screener: Dynamic Indicator of Basic Literacy Skills (DIBELS), as needed
- Diagnostic: Phonological Assessment Profile by Linguisticsystems (PAPL) Diagnostic Assessment, as needed
- iReady Screener and Diagnostic Assessment

## Learning Plan

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Upper elementary reading instruction for the Cranford Public Schools embraces a centrist approach, employing both balanced and structured literacy practices to both comprehend/ analyze *and* decode texts.

### Balanced Literacy

To teach comprehension and analysis, reading instruction is literature and informational text-based and follows a balanced literacy approach through a number of strategies and techniques in Reading Workshop. These include interactive read-alouds/alongs, mini lessons, independent reading, small group strategy instruction or guided reading, one-to-one conferencing, and book club discussions. Students will select from authentic literature at their independent reading levels from a rich classroom library. Teachers will focus on the needed skills and behaviors identified on the F&P Continuum at each student's instructional reading level. Grade level indicators are outlined above. Individual conferences with each student will address specific needs of the reader.

Teachers should follow the mini-lesson format:

- Teaching point(s) for each lesson

- Connection: Connects new learning to previous learning/lessons
- Teach/Modeling: Uses ‘think alouds’ when modeling what you expect students to do
- Guided Practice/Active Engagement: Guides students through practice of the teaching point
- Link to Independent Practice: Helps writers understand the purpose for the writing they are about to do and the skills/craft they will be practicing/applying independently as good writers
- Independent Reading/Student Conferences: Provides time for students to do independent reading while teacher confers with individual students, works with small groups, or reading clubs\*.
- Closure/Sharing: Pull students back together and recognize the work they have done relating to the teaching point. (See end of section for closure ideas.)

For teaching purposes, see attached template for structure of a Reading Workshop lesson. (Change the red font to match your teaching point). Click [here](#).)

Guided Reading can provide small group instruction for **Level N language and literary features**:

- Memorable characters who change and develop over time
- Factors related to character change explicit and obvious
- Figurative Language important to understanding plot
- Setting important to understanding plot
- Complex plots with numerous episodes and time passing
- Building suspense through events of the plot
- Multiple points of view revealed through characters’ behaviors
- Multi-syllable words with more than three syllables that are challenging to decode
- Hyphenated words across lines

For students reading below or above grade level expectations, please reference The Fountas and Pinnell Literacy Continuum: A Tool for Assessment, Planning and Teaching to target skills for additional reading levels.

## Structured Literacy

To teach decoding, reading instruction follows a structured literacy approach through an number of multi sensory strategies and research-based techniques. Daily word work emphasizing prefixes, suffixes, and root words enhancing vocabulary word power is embedded within the reading block. Third grade transitions from the study of phonics or morphology, and teachers use a multisensory approach to instruction. For Word Study, please refer to the [Cranford Scope and Sequence](#).

Decodable and controlled texts are used as needed and primary work study lessons may be referenced. Additionally, see the Cranford Public School Grades K-8 Google Folder for instructional materials to identify teaching points and design strategy lessons for those above or below grade level reading. Individual conferences with each student will address specific needs of the reader.

Please see the Cranford Public School [Grades K-5 Google Folder](#) for instructional materials to identify teaching points and design strategy lessons for those above or below grade level reading. The sections/bends below provide detailed teaching points and lesson ideas for on-level reading.

Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

## **Suggested Teaching Points/Lessons: Building a Nonfiction Reading Life**

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### **Suggested Teaching Points/Lessons: Building a Nonfiction Reading Life**

Nonfiction readers read with energy and power by setting goals for themselves. We can do this by:

- Sitting up —ready to read more
- Thinking about what we already know about reading books
- Reflect on their progress in reading
- Planning on reading a bunch of books
- Previewing and noticing text features: bold highlights, photos, captions, charts
  - What is this likely to mostly be about?
  - What do I know about this topic already?
  - What is the author trying to teach me?

Nonfiction readers choose what their relationship with books will be

- Let books matter to them
- Read like books are ‘gold’
- Read to learn

Nonfiction readers engage with their reading

- Make purposeful choices
- Share their passions
- Anticipate what they will learn
- Check and revise their thinking
- Read like you are addressing an audience (exciting, dramatic parts - change your voice)
- Read to engage their listeners

Nonfiction readers do book buzzes

- Sway others to read their topics
- Broaden their reading identity
- Consider new topics they wish to explore

## **Suggested Teaching Points/Lessons: Nonfiction Takes a Special Kind of Reading**

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### **Bend Two: Nonfiction Takes a Special Kind of Reading**

Nonfiction readers read with a pencil! We use a pencil to help us pay attention to the main ideas and make them visible. We can do this by:

Reading a chunk of text

Pausing to recall and record what we read in boxes and bullets

- Put the big idea/heading in a box
- Put the details as bullets underneath

Listing that information across our hand to be sure we understand

Reading on and adding more new stuff to what we know

Nonfiction readers find the main idea, not just facts. We can do this by:

Reading a paragraph or section and thinking - What one big thing is the author trying to teach me?

Looking for the POP OUT sentence:

- The one sentence that tells me what the section is mostly about
- Often the first or last sentence in a section – but not always!

Tracking the big ideas and details we are learning and asking, - How does this all fit together?

Nonfiction readers transfer their word solving skills and climb the hurdle of hard words in their new work to determine meanings of words. They pay attention to technical words. (p. 21) We look for context clues by:

Reading on. The next sentence may have the answer.

- The Yangtze flows north and then east into a series of gorges. Gorges are deep valleys with rocky sides.

Reading on. The clue may be offset by commas.

- Most sharks have streamlined, or sleek, bodies.

Reading on. The answer may be in parentheses.

- The sand tiger shark (also known as the nurse shark) has sharp teeth.

Readers identify text structures:

- Compare and contrast key words:
  - However
  - On the other hand
  - Similarly
  - Like
  - Unlike
- Cause and effect key words:
  - Because
  - If
  - As a result of
- Sequence key words:
  - To start, then, next, final
  - First, second, third...
  - Years and dates



- Numbers

Nonfiction readers develop expertise on a topic and teach others what they know. We can do this by:  
Re-reading the text and organizing our thoughts into main ideas and supporting details (boxes & bullets).  
Preparing how we will teach.

- Ways I Can Teach my Topic
  - Use an explaining voice and gestures to emphasize what's important
  - Act out what I learned and invite others to join in
  - Compare something new with something I already know
  - Point out details in a chart or diagram
  - Practice teaching like an expert
  - Read a short excerpt or two aloud in an engaging way that supports your ideas

## **Suggested Teaching Points/Lessons: Synthesizing Across Parts and Growing Ideas About Nonfiction**

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Nonfiction readers keep in mind that they will talk about their text with partners to grow ideas. We can prepare for conversations by:

- Pausing to jot a summary of what we read.
- Jotting down questions we want to answers to in the text
- Recording new information.
- Jotting interesting information to discuss later.

Nonfiction readers take an inquiry stance when reading and discuss with partners by:

- Asking questions and also seeking answers to them to check for understanding.
- Referring explicitly to the text for answers
- Read on to seek answers
- Think over what they read so far and everything they already know about the topic
- Locating a big idea and talking back to that idea with partners

Nonfiction readers read across texts on one topic to compare the most important points and key details. We can do this by:

- Flagging places in each book where it seems information is the same.
- Drawing a quick sketch or writing a keyword on the Post-it flags to remember what was the same.
- Thinking of different categories for the topic and sorting your notes into those categories.
- Thinking about ideas repeated across the texts and jotting notes, citing text evidence.
  - Prompts to Help Me Compare across Texts
    - With this \_\_\_\_, I learned \_\_\_\_\_. But in this one, \_\_\_\_, it said\_\_\_\_\_.
    - One thing that's the same between \_\_\_\_ and \_\_\_\_ is \_\_\_\_\_.
    - With \_\_\_\_\_, you \_\_\_\_\_, but with \_\_\_\_\_, \_\_\_\_\_.

Nonfiction readers share their note-taking and organizational systems with their partners and back up their thinking with evidence.

- Thinking about what we read and talking back to that idea.
  - Conversational Prompts to Talk Back to the Text:
    - “I can picture how this goes. It’s probably...”
    - “It’s important to notice that...”
    - “This makes me think that...”
    - “But I wonder...”
    - “Maybe it’s because...”
    - “The weird thing about this is...”
    - “This reminds me of...”
    - “My ideas about this are complicated.
    - On the one hand, I think... But, I also think...”

## Materials

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The materials used in this course integrate varied, leveled instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Materials used in all classrooms include the following: Fountas and Pinnell Benchmark Reading Assessment System, 2nd Edition, System 2; Fountas and Pinnell Classroom System, Guided Reading; Fountas and Pinnell Classroom System, Mini Lessons; Fountas and Pinnell Classroom System, Readaloud; Jennifer Serravallo Complete Comprehension; Intervention materials include, but are not limited to, Leveled Literacy Intervention kits.

In addition to the materials below, the link that connects to district-approved books and resources utilized in this course can be found here: [Core Book List](#). Teachers must refer to this list while selecting whole-class or small-group leveled resources.

## Instructional Materials

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### Possible Mentor Texts:

- *Insect Bodies*, by Bobbie Kalman
- *Insect (Mondo Animals)*, by B. Bird, J. Short & D. Slavin
- *Bugwise: Thirty Insect Investigations and Arachnid Activities*
- *Sid the Science Kid* (show)
- *I Wonder Why Camels Have Humps*, by Anita Ganeri
- Seymour Simon books
- Scholastic News articles
- Newsela articles

- Various NF articles

## **Fountas and Pinnell Interactive Read Aloud**

Text Set: Sharing Our World: Animal

- *I Love Guinea Pigs*
- *Moon Bear*
- *Ape*
- *And So They Build*

Text Set: Expository Nonfiction

- *Tornadoes!*
- *Bats! Strange and Wonderful*
- *Shell, Beak, Tusk*

Word Study Scope and Sequence using multisensory approach to word work [Cranford Word Work Scope and Sequence: Grade 3](#).

## **Teacher Resources**

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- Units of Study for Teaching Reading, Lucy Calkins with Colleagues from the Reading and Writing Project, Grade 3 Heinemann, 2013.
- Teachers College Reading and Writing Project Reading Units of Study, Grade 3, 2014-2015.
- Fountas and Pinnell Benchmark Assessment Kit
- [Fountas and Pinnell Classroom Slides](#)
- Word Study Scope and Sequence using multisensory approach to word work
- The Fountas and Pinnell Literacy Continuum: A Tool for Assessment, Planning and Teaching
- The Reading Strategies Book, Jennifer Serravallo
- The Literacy Teacher's Playbook, 3-5, Jennifer Serravallo
- Reading Projects Reimagined: Student Driven Conferences to Deepen Critical Thinking, Dan Feigelson
- Conferring with Readers, Jennifer Serravallo and Gravity Goldberg
- Teaching Reading in Small Groups, Jennifer Serravallo
- Cranford Public School Grades K-8 Google Folder for instructional materials
- Independent Reading Assessment, Jennifer Serravallo, Fiction and Non Fiction, Scholastic.
- [Crosswalk \(suggested IRA titles and Mini Lesson numbers\)](#)

## **Suggested Strategies for Modifications and Accommodations**

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[Content specific accommodations and modifications as well as Career Ready Practices are listed here](#) for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

The structure of reading workshop is designed to differentiate and address specific goals and learning for each reader:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- The teacher will assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- Individual conferences with each student will address specific needs of the reader.

Possible accommodations during reading workshop include, but are not limited to:

- Use visual presentations of all materials to include organizers, charts, word walls.
- Have a designated reader for difficult content
- Work in partnerships
- Give responses in a form (verbal or written) that is easier for the student
- Take additional time to complete a task or project
- Take frequent breaks
- Use an alarm to help with time management
- Mark text with a highlighter
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Create alternate assignments or homework
- Provide a distinct steps in a process; eliminate unnecessary steps, as needed.
- Provide a to-do list
- Manage executive function by scaffolding process and amending deadlines
- Use digital ebooks, technology, audio and video version of printed text
- Differentiate roles in discussion groups
- Access speech to text function on computer
- Offer oral assessments

Possible modifications to content during reading workshop include, but are not limited to:

- The teacher will refer to the Fountas and Pinnell Literacy Continuum: A Tool for Assessment, Planning and Teaching to target specific strategies to teach students below benchmark levels.
- Refer to the Strategies for Striving Students in the K-8 folder for specific appropriate interventions.
- Adhere to all modifications and accommodations as prescribed in IEP and 504 plans.

