

Fundamentals - Reading NonFiction

Content Area: **English Language Arts**
Course(s): **Generic Course**
Time Period: **6 weeks**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

Nonfiction is a rich, engaging genre offering a variety of topics that will entice any reader! Students will spend a great deal of time in school (and their lives outside of school) reading nonfiction, from newspaper articles to textbooks, from recipes to biographies, from travel brochures to informational web sites. Reading nonfiction is empowering. So often students feel like “experts” on the topics or subjects they have read about. Nonfiction reading sparks students’ curiosity and opens their eyes to new worlds and different points of view. Nonfiction has so much to offer readers and is an essential genre to study.

Part of the magic in any unit of study is exposing students to possibilities within a genre. By reading and studying three types of nonfiction (reference, literary, and biography), students will develop an understanding of various forms, features, and purposes of nonfiction. Their reading of nonfiction texts will be enhanced by an understanding of the structure, layout, and text features associated with each particular type of nonfiction writing. Common conventions and features enable authors to make their ideas and information clear and accessible to readers. Nonfiction writers stir the imagination and write in vivid, engaging styles. Students will enjoy the aesthetic features of nonfiction texts, while appreciating the clear and accurate information and the presentation of facts.

Nonfiction reading often leads to inquiry. Students have a natural curiosity and wonder about many things. Nonfiction texts encourage students to closely observe and learn about all that is around them. Students will develop passions for locating information, finding answers, and deepening their understanding about the nonfiction topics they are reading and learning about. This unit will help students learn and apply specific reading skills and strategies that will enable them to discover facts, identify big ideas, and learn new information about the topics they are reading about. It will also address the challenges of reading nonfiction, as well as ways to work through difficult text—essential skills for any reader

Transfer

Students will be able to independently use their learning to...

-What kinds of long term, independent accomplishments are desired?

- Read a variety of types of nonfiction, including reference, literary nonfiction, and biography;
- Use knowledge of genre, text structure, and text features to support understanding;
- Use comprehension strategies before, during, and after reading to monitor and deepen comprehension;
- Employ a repertoire of strategies and self-monitoring skills to figure out unfamiliar vocabulary while reading;
- Use textual evidence to support thinking about nonfiction reading in both conversation and writing;
- Infer an author’s purpose or viewpoint;
- Summarize and synthesize information to determine important ideas;
- Analyze the impact of the author’s language choices on the meaning and tone of the text;

- Analyze and evaluate arguments presented in nonfiction texts;
 - Synthesize and compare information across texts and in various formats (e.g., print, visual);
 - Determine and pursue meaningful goals for enhancing the reading of nonfiction.
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For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

Students will understand that...

nonfiction articles encompass reference materials, literary nonfiction, and biographies.

Essential Questions

Students will keep considering...

-What thought provoking questions will foster inquiry, meaning making and transfer?

- What is the topic?
- What connections can I make to this topic or across books?
- What do I know about the topic or about the person?
- What text features will help me learn more information?
- What might be challenging for me as the reader? (Are there strategies that I can use to help me comprehend the text?)

Application of Knowledge and Skill

Students will know...

Students will know...

What facts and basic concepts should students know and be able to recall?

- text and genre features/structures of nonfiction (reference, literary nonfiction, and biography)
- schema of nonfiction
- techniques of communication
- questioning and answering techniques
- important details to make an inference/drawing conclusions
- definition of summarizing
- definition of main idea/supporting details
- definition of text features (maps, sidebars, headings, subheadings, captions, photographs, and diagrams)
- elements of visualization
- definition of context clues
- various types of written responses to text
- definition of point of view
- definition of author's purpose
- definition of cause and effect
- definition of sequence of events (signal words)
- elements of comparing and contrasting texts

Students will be skilled at...

Students will be skilled at...

What discrete skills and processes should students be able to use?

- Identifying text and genre features/structures
- Using Schema

- Speaking to communicate
- Listening and responding
- Engaging in discussion/collaborating
- Questioning to improve comprehension
- Making inferences
- Drawing conclusions
- Determining important information to deepen their understanding of topic or subject
- Using strategies to help make sense of their reading
- Determine main ideas and supporting details
- Visualizing
- Using context clues to determine meaning of unknown words
- Writing a response to text
- Determining author's point of view and/or purpose
- Comparing and contrasting various topics or subjects
- Summarizing key ideas to demonstrate their understanding

Academic Vocabulary

Instructional Vocabulary: The Instructional Vocabulary are words derived from the discussions and instructions outlined in each lesson.

categorize	inform	
cause	investigating	
chronological	matrix	
compare	organizes	
connections	paragraph	
context clues	preview	structure
contrast	purpose	summarize
description	reflect	
determine importance	scan	
effect	sensory	
elements	sequence	
entertain	signal	
explore	skim	
features	solution	
genre	sorting	
infer	strategies	

Tier 2 and 3 Vocabulary - Mentor Texts

Amazing					
Mentor Text Animals:	Animal Tongues	A Butterfly Is	Look to the	Snowflake	Waiting for Ice
Chimpanzees		Patient	North: A Wolf Bentley		

Pup Diary

	behavior				
	common				
	communicate				
	diet				
	facial				
	expressions				
	features				
	female				
			altitude		
	flexible		beneath	cooperation	
	groom		feasting	diary	
Tier 2	illegally	circulating	migrate	irritable	annual
	male	extended	nourishment	scent	experiments
	members	microscope	patient	surrender	alerts
	mound	surroundings	reproduce		intricate
	offspring		span		orphaned
	population		transferred		signal
	related		transparent		microscope
	scolding				
	siblings				
	swagger				

		bacteria			
		flicks			
	bonobo	glands	antennae		
	brachiation	mammals	camouflage	alpha	adrift
	DNA structure	molecules	chrysalis	beta	calf
	dominant	nectar	egg-casing	bottomlands	cub
	habitat	orcas	eyespots	caribou	gravel
Tier 3	hooting call	papillae	metamorphosis	crouch	ice floes
	mammals	parasites	molt	pups	migrating
	omnivores	predators	nectar	stalk	patrol
	opposable	prehensile	pollinate	swathed	prey
	thumbs	proboscis	predator	tundra	ridge
	predator	saliva	proboscis	yearling	spit
	primates	scent	scales		tundra
	quadrupeds	taste bud	species		
	savannas	tongue			
		twister			

Tier 2 and 3 Vocabulary - Shared Texts

Shared Text	“Great White	“John F.	“Maple Syrup”	“Why Leaves Change	Excerpts from Zoobooks®:
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	“George Washington”	Sharks”	Kennedy”		“New Hope for Beauty”	Colors”	Chimpanzees
Tier 2	appointed institutions nickname	rare refined reputation	culture eternal foreign graduated initiated symbolized widow	autumn	official protects punishment symbol victim	absorbs shades temperatures	commercial communicating enforced flexible harmony precision recognize signals society
Tier 3	legislature plantation political	coasts squid	commander elected motorcade political career	bucket syrup	artificial captive poacher preen prosthetic scrounge specialist tongs	carbon dioxide cells chemical chlorophyll deciduous nutrients pigments	anatomy brachiation captive endangered expandable habitat hooves knuckles logging palms poachers predators primates reserves species traits

Learning Goal 1

Students will build schema, identify key genre features and identify reading strategies.

IRA 1 Target: Getting to Know Nonfiction

Readers of nonfiction understand why and how we read nonfiction: for enjoyment and to learn new information.

- Students will learn how to recognize the three different types of nonfiction texts: biography, literary

nonfiction, and reference.

LA.RL.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.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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.3.6	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.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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).

Accommodations/Modifications

- Preteach vocabulary
- Differentiate texts by student reading level
- Ebooks can be found on Fundamentals website and Epic Books
- Small group to assess students reading and comprehension of selected stories
- Listen to audio recordings of texts
- Provide oral and written instructions
- Use visual materials
- Use Google App text to speech feature for type written responses

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes

one-on-one or small group conference responses

student written responses on handouts/Reader's Notebooks

Appendix - "Nonfiction Scavenger Hunt"

IRA 2 Target: Looking at Features

Readers of nonfiction navigate the text and visual details to make meaning.

- Students will learn how to identify common nonfiction text features and use them to sort information
- Learn where to find answers to questions they generate.

LA.RL.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.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
LA.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
LA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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.3.6	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).

Accommodations/Modifications

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Appendix - "How the Text Features Help"

IRA 3 Target: Fiction vs. Nonfiction

Readers of nonfiction read, think, question, and reread to make connections and deepen their understanding.

- Students will discover that nonfiction reading is often a slower, more deliberate process than reading fiction

LA.RL.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.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
LA.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
LA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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.3.4	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.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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).

Accommodations/Modifications

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Appendix - "Fact-Question-Response"

IRA 4 Target: Organization Is the Key!

Readers notice how writers organize their texts to communicate ideas.

- Students will learn how knowing the text structure of a nonfiction text can help them identify important information in the text and enhance their understanding.

LA.RL.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.RL.3.3	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
LA.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LA.RL.3.7	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
LA.RL.3.8	(Not applicable to literature)
LA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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.3.6	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.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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).

Accommodations/Modifications

- Preteach vocabulary
- Differentiate texts by student reading level
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Appendix - "What Do You See? What Do You Think?"

IRA 5 Target: What's the Problem?

Readers know that text structures help them focus on key ideas.

- Students will continue to explore how nonfiction text structures help readers determine important information and deepen their understanding of a topic or subject.

LA.RL.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.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
LA.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LA.RL.3.8	(Not applicable to literature)
LA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
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.3.6	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.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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).

Accommodations/Modifications

- Preteach vocabulary
- Differentiate texts by student reading level
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IRA 6 Target: Word Detectives

Readers monitor their reading of a text and notice when meaning is breaking down.

- Students will learn how to stop and use “fix-up” strategies when what they are reading does not make sense.
- They will learn how to reread the text and use strategies to uncover the meaning of unfamiliar words or phrases.

LA.RL.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.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LA.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using

	terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
LA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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.3.6	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.3.3	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.3.6	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).

Accommodations/Modifications

- Preteach vocabulary
- Differentiate texts by student reading level
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- Small group to assess students reading and comprehension of selected stories
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IRA 7 Target: What's the Purpose

Readers of nonfiction understand different perspectives and points of view about various topics or subjects.

- Students will identify the author's purpose for writing a text in order to better analyze the content and make inferences.
- Students will understand a fact-based story of how a young bear must persevere on her own and adapt to the world's changing climate.

LA.RL.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.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
LA.RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
LA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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.3.6	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.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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).

Formative Assessment Opportunities

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one-on-one or small group conference responses

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Appendix - "What's the Purpose"

IRA 8 Target: Sum It Up!

Readers answer who, what, where, when, why, and/or how questions about a text.

- Students will learn how to summarize key ideas from a text in order to demonstrate their understanding.

LA.RL.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.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
LA.RL.3.3	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
LA.RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
LA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
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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.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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).

Accommodations/Modifications

- Preteach vocabulary

- Differentiate texts by student reading level
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Appendix - "Sum It Up"

Learning Goal 2

Students will independently apply reading strategies and skills to demonstrate an understanding of the non-fiction genre and its key features.

Mini-Lesson 1 Target: Exploring Elements of Literary Nonfiction

Readers use what they know about the types of nonfiction to enhance their reading.

- Students will discuss how understanding the purpose(s) and elements of literary nonfiction can deepen their appreciation and understanding of these texts.

LA.RL.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.RL.3.2

Recount stories, including fables, folktales, and myths from diverse cultures; determine

the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

LA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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.
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LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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).

Accommodations/Modifications

- Preteach vocabulary
- Differentiate texts by student reading level
- Ebooks can be found on Fundamentals website and Epic Books
- Small group to assess students reading and comprehension of selected stories
- Listen to audio recordings of texts
- Provide oral and written instructions
- Use visual materials
- Use Google App text to speech feature for type written responses

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes

one-on-one or small group conference responses

student written responses on handouts/Reader's Notebooks

Conference Questions

- What is literary nonfiction?
- What features can you expect to find when you read literary nonfiction? How can knowing this help you better understand what you read?
- Were there places in the text that were challenging?
- Why is it sometimes important to reread literary nonfiction?

Appendix - "Sorting Literary Nonfiction"

Mini-Lesson 2 Target: Discovering Essential Ingredients in Biographies

Readers use what they know about the types of nonfiction to enhance their reading.

- Students will discuss how understanding the purpose and elements of a biography can deepen their understanding and appreciation of these texts.

LA.RL.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.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
LA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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.3.6	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.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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).

Accommodations/Modifications

- Preteach vocabulary
- Differentiate texts by student reading level

- Ebooks can be found on Fundamentals website and Epic Books
- Small group to assess students reading and comprehension of selected stories
- Listen to audio recordings of texts
- Provide oral and written instructions
- Use visual materials
- Use Google App text to speech feature for type written responses

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes

one-on-one or small group conference responses

student written responses on handouts/Reader's Notebooks

Conference Questions

- What biography features/elements did you encounter as you read? Were these important facts to remember?
- How did thinking about the important facts help you understand this person's life and accomplishments?
- Why do you think the author chose to write this biography?

Appendix - "Photo Plaque"

Mini-Lesson 3 Target: Paying Attention to Text Features in Reference Nonfiction

Readers use what they know about the types of nonfiction to enhance their reading.

- Students will learn how to use the text features found in reference nonfiction texts to deepen their understanding and appreciation of these texts.

LA.RL.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.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
LA.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the

	words in a story (e.g., create mood, emphasize aspects of a character or setting).
LA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
LA.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Accommodations/Modifications

- Preteach vocabulary
- Differentiate texts by student reading level
- Ebooks can be found on Fundamentals website and Epic Books
- Small group to assess students reading and comprehension of selected stories
- Listen to audio recordings of texts
- Provide oral and written instructions
- Use visual materials
- Use Google App text to speech feature for type written responses

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes

one-on-one or small group conference responses

student written responses on handouts/Reader's Notebooks

Conference Questions

- How do you get ready to read nonfiction? Why?
- What are you wondering about as you read this book?
- Why is it important to generate questions before we read?
- What have you learned so far?
- How does reflecting on new information we learn from a text help us deepen our understanding?

Mini-Lesson 4 Target: Reading Around the Page

Readers of nonfiction use information gleaned from the words and graphic or visual details to make meaning.

- Students will learn how to use the text features and paragraph structures of nonfiction reference texts to help them understand and remember new information about a variety of topics.

LA.RL.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.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
LA.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
LA.RL.3.8	(Not applicable to literature)
LA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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.3.6	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.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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).

Accommodations/Modifications

- Preteach vocabulary
- Differentiate texts by student reading level
- Ebooks can be found on Fundamentals website and Epic Books
- Small group to assess students reading and comprehension of selected stories

- Listen to audio recordings of texts
- Provide oral and written instructions
- Use visual materials
- Use Google App text to speech feature for type written responses

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes

one-on-one or small group conference responses

student written responses on handouts/Reader's Notebooks

Conference Questions

- How can we gather information about the big idea(s)?
- How did you figure out key ideas as you read?
- Why is it important to pay close attention to nonfiction text features such as images, captions, and bold print?
- What did you learn from these features?

Mini-Lesson 5 Target: Keeping Track

Readers use their knowledge of nonfiction text structures to help sort and chunk important information.

- Students will learn how to use the chronological text structure to determine what is important to pay attention to when reading texts filled with many real-world facts.

LA.RL.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.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
LA.RL.3.3	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
LA.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
LA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information

clearly.

LA.W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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.3.6	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.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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).

Accommodations/Modifications

- Preteach vocabulary
- Differentiate texts by student reading level
- Ebooks can be found on Fundamentals website and Epic Books
- Small group to assess students reading and comprehension of selected stories
- Listen to audio recordings of texts
- Provide oral and written instructions
- Use visual materials
- Use Google App text to speech feature for type written responses

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes

one-on-one or small group conference responses

student written responses on handouts/Reader's Notebooks

Conference Questions

- What does chronological text structure mean?
- Why do you think writers of biographies usually write using a chronological text structure?

Mini-Lesson 6 Target: Let's Compare!

Readers use their knowledge of nonfiction text structures to help sort and chunk important information.

- Students will learn how to use a comparison text structure to make connections and deepen their understanding.

LA.RL.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.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
LA.RL.3.8	(Not applicable to literature)
LA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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.3.6	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.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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).

Accommodations/Modifications

- Preteach vocabulary
- Differentiate texts by student reading level
- Ebooks can be found on Fundamentals website and Epic Books
- Small group to assess students reading and comprehension of selected stories
- Listen to audio recordings of texts
- Provide oral and written instructions
- Use visual materials

- Use Google App text to speech feature for type written responses

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes

one-on-one or small group conference responses

student written responses on handouts/Reader's Notebooks

Conference Questions

- What ideas, topics, or subjects does the author compare and contrast?
- What did you learn from comparing and contrasting ideas presented in your text?
- What is one main similarity and one key difference?

Appendix "Comparison Text Structure" (Venn Diagram)

Appendix "Comparison Text Structure" (Matrix)

Mini-Lesson 7 Target: What's the Problem?

Readers use their knowledge of nonfiction text structures to help sort and chunk important information.

- Students will learn how to use the problem/solution text structure to focus their attention when reading and deepen their understanding.

LA.RL.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.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
LA.RL.3.8	(Not applicable to literature)
LA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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.3.6	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.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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).

Accommodations/Modifications

- Preteach vocabulary
- Differentiate texts by student reading level
- Ebooks can be found on Fundamentals website and Epic Books
- Small group to assess students reading and comprehension of selected stories
- Listen to audio recordings of texts
- Provide oral and written instructions
- Use visual materials
- Use Google App text to speech feature for type written responses

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes

one-on-one or small group conference responses

student written responses on handouts/Reader's Notebooks

Conference Questions

- What evidence did you find in the text of a problem/solution text structure?
- What is the problem presented? What are the attempted solutions presented? What is the end result?
- How does identifying the problem/solution text structure help us sort and chunk information?

Appendix "Problem/Solution Text Structure"

Mini-Lesson 8 Target: Describe It to Me!

Readers use their knowledge of nonfiction text structures to help sort and chunk important information.

- Students will learn how to use the description text structure to summarize the main idea(s) and supporting details to demonstrate understanding.

LA.RL.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.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
LA.RL.3.8	(Not applicable to literature)
LA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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.3.6	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.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Accommodations/Modifications

- Preteach vocabulary
- Differentiate texts by student reading level
- Ebooks can be found on Fundamentals website and Epic Books
- Small group to assess students reading and comprehension of selected stories
- Listen to audio recordings of texts
- Provide oral and written instructions
- Use visual materials
- Use Google App text to speech feature for type written responses

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes

one-on-one or small group conference responses

student written responses on handouts/Reader's Notebooks

Conference Questions

- What were the main ideas presented in this text about chimpanzees?
- What are some details from the text that support the main idea(s)?
- How does a writer who uses the description text structure present ideas?

Mini-Lesson 9 Target: Unlocking Meaning: Using What I Know

Readers monitor for meaning and use “fix-up” strategies when what they are reading does not make sense or includes unfamiliar words or phrases.

- Students will learn how to notice when meaning is breaking down and figure out the meaning of unfamiliar words by using context clues.

LA.RL.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.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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.3.6	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.3.3	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.3.6	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).

Accommodations/Modifications

- Preteach vocabulary
- Differentiate texts by student reading level
- Ebooks can be found on Fundamentals website and Epic Books
- Small group to assess students reading and comprehension of selected stories
- Listen to audio recordings of texts
- Provide oral and written instructions
- Use visual materials
- Use Google App text to speech feature for type written responses

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes

one-on-one or small group conference responses

student written responses on handouts/Reader's Notebooks

Conference Questions

- How do context clues help us discover the meaning of new words?
- What is your favorite new word from the article or your independent reading today? Why?

Appendix "Have A Go! It Might Mean..."

Mini-Lesson 10 Target: What's the Author's Message?

LA.RL.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.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
LA.RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
LA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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.3.6

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.3.6

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).

Accommodations/Modifications

- Preteach vocabulary
- Differentiate texts by student reading level
- Ebooks can be found on Fundamentals website and Epic Books
- Small group to assess students reading and comprehension of selected stories
- Listen to audio recordings of texts
- Provide oral and written instructions
- Use visual materials
- Use Google App text to speech feature for type written responses

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes

one-on-one or small group conference responses

student written responses on handouts/Reader's Notebooks

Conference Questions

- Do you agree with the author's point of view? Why or why not?
- Why is it important to identify the author's point of view?
- How can we identify the author's point of view?

Summative Assessment

“Owls Are Mysterious Creatures” ([Link it](#))

“Different Kinds of Owls” ([Link It](#))

21st Century Life and Careers

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
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.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the

workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP.K-12.CRP11.1

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP.K-12.CRP12.1

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

CAEP.9.2.4.A.1

Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

CAEP.9.2.4.A.4

Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Formative Assessment and Performance Opportunities

- Approximately 2 weeks into the unit, administer the Nonfiction Reading Assessment for An Elephant's Incredible Nose (level M).
- As you are approaching the completion of the unit (after approximately 5 weeks), administer the Nonfiction Reading Assessment for Camouflaged Cat of Beauty (level N).

Accommodations/Modifications

Please see lesson-specific accommodations listed within each target above.

Unit Resources

[Chimpanzees Use Many Different Objects as Tools](#)

[A Butterfly Is Patient by Dianna Hutts Aston](#)

[Chimpanzees by Sarah Albee](#)

[New Hope for Beauty by Karen Smith and Carey Moore](#)

[George Washington by Laken and Jordan Haynie](#)

[Look to the North: A Wolf Pup Diary by Jean Craighead George](#)

[Snowflake Bentley by Jacqueline Briggs Martin](#)

[Chimpanzees and Humans](#)

[Why Leaves Change Colors by Tina Musial](#)
[The Chimpanzee's Future](#)
[A Chimpanzee's Body](#)
[Maple Syrup by Tom Kerr](#)
[John F. Kennedy by Laken and Jordan Haynie](#)
[Animal Tongues by Dawn Cusick](#)
[Great White Sharks by R. L. LoRé](#)
[Waiting for Ice by Sandra Markle](#)
[How Bats "See" at Night by Amy S. Hansen](#)

[Schoolwide Running List of Independent Titles - Skill/Strategy Based](#)

Epic Books (online resource)

Brain Pop Jr. videos:

- Reading Nonfiction
- Compare and Contrast
- Biography
- Cause and Effect
- How-To-Essay
- Main Idea
- Make Inferences

Interdisciplinary Connections

George Washington - Biography

A Butterfly is Patient - Life Cycles

Amazing Animals: Chimpanzees - Adaptations

Look to the North: A Wolf Pup Diary - Adaptations

Waiting for Ice - Climate Change

Snowflake Bentley - Weather/Climate

"Why Leaves Change Colors" - Weather/Climate

"New Hope for Beauty" - American symbols/Adaptations

"Great White Sharks" - Adaptations

Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.

SOC.6.1.4.D.17

Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

3-ESS2-1.ESS2.D.1

Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next.

3-LS1-1.LS1.B.1

Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles.

3-LS3-1

Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.

3-LS3-1.LS3.A.1

Many characteristics of organisms are inherited from their parents.

3-LS3-1.LS3.B.1

Different organisms vary in how they look and function because they have different inherited information.

3-LS4-3.LS4.C.1

For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all.