03 Reading to Learn

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **24 days**
Status: **Published**

UNIT ORIENTATION

This unit focuses on building the foundational skills for nonfiction reading. Students are encouraged to read long stretches of nonfiction texts and to read to learn as opposed to pinpoint specific information. Focus will be on reading nonfiction tests with fluency to find the importance and main idea of the text through the use of text structures to organize their thinking.

OVERVIEW OF BENDS

Bend 1 will introduce students to high interest nonfiction and teach students to identify the infrastructure of a text.

Bend 2 will focus on higher level comprehension as well as growing ideas through conversations about their reading.

Bend 3 will introduce students to narrative nonfiction and focus on how to read both the story and the information.

Enduring Understandings

- Readers use strategies to construct meaning.

- Readers develop a deeper understanding through reflection of text.

- Reading with accuracy and expression is an important component of understanding literature.

- People rely on a variety of resources to obtain information.

- People communicate through written words and speaking.

Essential Questions

- Why are strategies important to utilize when reading?

- How do readers reflect and respond?

- What impact does fluency have on comprehension?

- Why is information organized in different ways?

CONTENT AREA STANDARDS

Key Ideas and Details

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.

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.

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.

Craft and Structure

RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

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.

RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

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).

RL.3.8. (Not applicable to literature)

RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Range of Reading and Complexity of Text

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.

Progress Indicators for Reading Informational Text

Key Ideas and Details

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.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure

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.

RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.6. Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas

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). 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.

RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.

Range of Reading and Complexity of Text

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.

Reading Foundational Skills

Phonics and Word Recognition

RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Identify and know the meaning of the most common prefixes and derivational suffixes. B. Decode words with common Latin suffixes. C. Decode multisyllable words. D. Read grade-appropriate irregularly spelled words.

Fluency

RF.3.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

SOC.K-4.1.1.1	Place key historical events and people in historical eras using timelines.
SOC.K-4.1.1.2	Explain how the present is connected to the past.
SOC.K-4.1.2.1	Determine locations of places and interpret information available on maps and globes.
SOC.K-4.1.3.1	Distinguish fact from fiction.
SOC.K-4.1.3.2	Identify and interpret a variety of primary and secondary sources for reconstructing the past (i.e., documents, letters, diaries, maps, photos, etc.).
SOC.K-4.1.4.1	Use evidence to support an idea in a digital, oral and/ written format.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.

EVIDENCE OF LEARNING

Alternate Assessment

- Portfolios

- Verbal Assessment (instead of written)

- Multiple choice

- Modified Rubrics

- Performance Based Assessments

Summative Assessments

Unit Tests

Vocabulary Quizzes

Comprehension skills Assessments

Formative Assessments

Classroom Discussion

Reader's and Writer's Notebook Entries

Anecdotal Notes

Exit Slips

Do Nows

Checklists

Rubrics

Participation and teacher observation

Mini Whiteboard Responses

Think-Pair-Share

Peer collaboration

Classroom Poll

Benchmark Assessments

- iXL
- Edulastic

RESOURCES (Instructional, Supplemental, Intervention Materials)

- Teachers College Units of Study

- Leveled books including texts of diverse subjects

- Interactive notebooks

- Mentor texts

- Readers notebooks

- Chromebooks

- IXL

- Readworks

- EPIC

- Non Fiction Short texts
- Short Biographies of historical figures including but not limited to:
  - Dr. Martin Luther King Jr.
  - Sonia Sotomayor
  - George Crum
  - Celia Cruz
  - Barak OBama
  - Hiromo Suzuki
  - Nelson Mandela
  - Walt Disney
  - Harriet Tubman
  - Sacagawea
  - Rosa Parks
  - Ruby Bridges
  - Malala Yousafzai

- John Lewis
- "Amazing" the important contributions of man Asian Americans and Pacific Islanders
- Louis Braille
- Ezra Jack Keats
- Anne Frank
- Susan B. Anthony

INTERDISCIPLINARY CONNECTIONS

Career Readiness: (Small groups research and problem-solve to analyze data and information) Employ valid and reliable research strategies. Utilize critical thinking to make sense of problems and persevere in solving them. Use technology to enhance productivity. Work productively in teams while using cultural global competence. Literary responses (critical) Applicable career options are discussed as they arise throughout the course; career options include but are not limited to business, journalism, education, psychology, social work, politics, research and art.

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

Special Education:

Provide modified notes and access to extra copies online

Provide oral reminders and check student work during independent work time

Model skills/techniques to be mastered

Check and sign assignment planner

Preferential seating

Pair visual prompts with verbal presentations

Modified or scaffolded homework and classwork

Extended time as needed

Provide graphic organizers and study guides

English Learners:

Provide scaffolded assignments and assessments

Pair visual prompts with visual presentations

Check and sign assignment planner

Extended time for assignment and assessment as needed

Highlight key vocabulary

Use graphic organizers

Provide verbal and written directions

Preferential seating with a English-speaking peer

At Risk of Failure:

Encourage class participation and reinforce skills

Model skills and assignments

Extended to time to complete class work

Preferential seating

Provide extra help outside of class and 1:1 instruction when needed

Communicate regularly with students' other teachers

Provide positive feedback for tasks well done

Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

Gifted and Talented:

Pose higher-level thinking questions

Provide higher level reading and writing materials for literacy based activities

Probe student to extend thinking beyond the text or connect two or more texts

Provide alternate or project-based assessments and assignments

Students with 504 Plans

Provide extended time as needed

Modify length of writing assignment

Provide short breaks within the lesson

Provide scaffolding for students

Utilize graphic organizers