

Unit A: Nature of Reading & Writing – 3rd Grade

Theme: During this unit, class processes will be developed. Also, reading/writing strategies will be introduced that students will use throughout the year.

Corresponding Science/Engineering Theme: Nature of Science & Engineering

Corresponding Social Studies Theme: Communities (Boom Town)

Reading Standards (Major Standards in Bold):

3.RL.1.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3.RL.1.2 - Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

3.RL.1.3 - Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

3.RL.2.4 - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

3.RL.2.5 - 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.

3.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).

3.RL.4.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

3.RI.1.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3.RI.1.3** - **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.

3.RI.2.5** - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

3.RI.3.7** - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

**Covered through engineering

Writing Standards:

3.W.1.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

3.W.2.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

3.W.2.6 - With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

3.W.3.7** - Conduct short research projects that build knowledge about a topic.

3.W.3.8** - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**Covered in Engineering

Reading Learning Targets:

- a. Recognize what *Reader's Workshop* looks and sounds like.
- b. Set reading goals to develop stamina.
- c. Use a reading log to track and plan for reading.
- d. Use strategies to select just right books.
- e. Stay focused while reading a just right book.
- f. Communicate effectively with a partner.
- g. Complete a story map using a graphic organizer.
- h. Describe characters in a story (traits, motivations, feelings).
- i. Explain how the characters' actions contribute to the sequence of events.
- j. Describe how the characters connect to the theme or central message.
- k. Describe the setting of a story.
- l. Describe how the setting connects to the theme or central message.
- m. Describe the plotline of a story (problem, solution, sequence of events).
- n. Describe how the plotline connects to the theme or central message.
- o. Distinguish between literal and nonliteral language.
- p. Ask and answer questions using text evidence.
- q. Describe the information provided by specific images in a text.

Writing Learning Targets:

- r. Recognize what *Writer's Workshop* looks and sounds like.
- s. Set writing goals to develop stamina.
- t. Use strategies to continue working even when we think we're done.
- u. Generate seed entries.
- v. Use planning strategies to organize thoughts.
- w. Establish a situation and introduce a narrator and/or characters.
- x. Organize an event sequence that unfolds naturally.
- y. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- z. Use temporal words and phrases to signal event order.
- aa. Crafting endings that provide a sense of closure.
- bb. Develop a lead.
- cc. Choose a piece to take to publication.
- dd. Use revision and editing strategies.
- ee. Publish a piece of writing to be shared.

Materials:

- Strategies That Work by Harvey and Goudvis
- Writing Units of Study
- County Curricula
- Journeys Textbooks
- Graphic Organizers

Anchor Texts (Fiction)

- *Boom Town (Treasures – scan in)*
- *Little House on the Prairie*
- *Sarah Plain and Tall (Journeys excerpt)*
- *A Fine, Fine School (Journeys)*
- *Those Shoes*
- *Destiny's Gift (Journeys)*
- *Jake Drake (Class sets)*
- *Gone (Poem)*
- *Roxaboxen*

Anchor Texts (Nonfiction)

- Social Studies textbooks (Community)
- Books related to Boom Towns/Gold Rush from school library:
 - i.e., *Women of the Frontier*, *Children of the Frontier*, *Life on the Frontier*, *Prairie Girl*, *Explorers of the Frontier*, *Life During the Gold Rush*, *A Kid's Life During Westward Expansion*, etc.
- Kid President (video and text) – *A Pep Talk*
- Video – The Start of the California Gold Rush

Lesson	Learning Targets	Description	Materials/Texts
<p style="text-align: center;">1 3 days</p>	<p style="text-align: center;">a, b, c, d, e, f</p>	<p>What does Reader's Workshop look and sound like?</p> <ul style="list-style-type: none"> • Looks like/ sounds like- begin tracking time read as a whole group • Developing stamina while reading • Setting goals-minutes of sustained reading as a whole group • Use of a reading log to monitor • What is a just right book? 5 finger rule, able to retell, does my mind wander • How can I track my thinking as I read? • Routines and Procedures- gathering area, centers, etc. • Communicate effectively with a partner (5 Talk Routines) 	<p style="text-align: center;">Classroom Library Class reading log Anchor charts Various texts for class team building Talk Routines (cards)</p>
<p style="text-align: center;">1w</p>	<p style="text-align: center;">r, s, t</p>	<p>What does Writer's Workshop look and sound like?</p> <ul style="list-style-type: none"> • Brainstorm what writing workshop looks like, sounds like • Develop stamina while writing • How can I keep working when I am stuck/done? • Write in response to reading. 	
<p style="text-align: center;">2 Spiral Weeks 2-6</p>	<p style="text-align: center;">g, h, i, j, k, l, m, n, o, q</p>	<p>Who Am I as a Reader?</p> <ul style="list-style-type: none"> • Monitoring progress and setting goals- students begin tracking independently, monitoring time • Use of a reading log to monitor progress • How to stop and jot- use of sticky notes • Use of class library- genre's • Recognize fiction vs. non-fiction <p>Identify the structure of stories.</p> <ul style="list-style-type: none"> • Complete a story map using a graphic organizer. • Describe characters in a story (traits, motivations, feelings). • Explain how the characters' actions contribute to the sequence of events. • Describe how the characters connect to the theme or central message. • Describe the setting of a story. • Describe how the setting connects to the theme or central message. • Describe the plotline of a story (problem, solution, sequence of events). • Describe how the plotline connects to the theme or central message. • Distinguish between literal and nonliteral language (Start Week 3). • Describe the information provided by specific images in a text (Start Week 3). 	<p style="text-align: center;">Various Anchor Texts: <i>Little House on the Prairie</i> <i>A Fine, Fine School</i> <i>Boom Town</i> <i>Social Studies Textbooks</i> <i>(Community)</i></p> <p style="text-align: center;">Story Map Graphic Organizer</p>
<p style="text-align: center;">2w 5 days</p>	<p style="text-align: center;">u, v, w</p>	<p>Who Am I as a Writer?</p> <ul style="list-style-type: none"> • Generate seed entries. • Use planning strategies to organize thoughts (Story Map). • Establish a situation (problem/solution) 	<p style="text-align: center;">Story Map Graphic Organizer</p>

		<ul style="list-style-type: none"> • Introduce a narrator, characters, and setting. 	
3 Spiral Weeks 2-7	p	<u>Ask and answer questions using text evidence</u> <ul style="list-style-type: none"> • Monitoring and Comprehension (Week 2, Chapter 6) • Activating and Connecting to Background Knowledge (Week 3, Chapter 7) • Questioning (Week 4, Chapter 8) • Visualizing and Inferring (Week 5, Chapter 9) • Determining Importance in Text (Week 6, Chapter 10) • Summarizing and Synthesizing (Week 7, Chapter 11) 	<u>Strategies That Work</u>
3w Weeks 3-5	w, x, y, z	<u>Develop a Story Structure</u> <ul style="list-style-type: none"> • Establish a situation (problem/solution) • Introduce a narrator, characters, and setting. • Organize an event sequence that unfolds naturally. • Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. • Use temporal words and phrases to signal event order (first, next, then, last). 	
4w Weeks 5-6	z, aa, bb, cc, dd, ee	<u>Revise, Edit, and Publish</u> <ul style="list-style-type: none"> • Choose a piece to take to publication. • Develop a lead. • Crafting endings that provide a sense of closure. • Use revision and editing strategies. • Add temporal words and phrases to signal event order. • Publish a piece of writing to be shared. 	