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| **Grade 3**  **Unit Overview**  ***Informational Reading: Reading, Research, Writing in Content Areas*** | |
| **Focus Teaching Points** | *Reading, thinking, talking, and writing about research:*   * Reading quickly and broadly to get an overview of the topic * Maintaining a high volume of reading by marking potentially important information with sticky notes and then continuing on to read * Developing note-taking systems * Reading with a lens for subtopics * Bringing known strategies for reading nonfiction to researching new topics (noting big ideas, comparing and contrasting information) * Working with fellow researchers on collaborative inquiries * Keeping track of vocabulary and concepts that appear in multiple texts * Using signal words as a tool for identifying important information * Finding important information by looking for words or concepts that repeat * Synthesizing the information in the words with other text features and pictures on the page * Synthesizing across texts * Distinguishing new information from prior knowledge or opinions * Rereading notes to form questions for research * Forming hypotheses/theories from questions * Rereading texts to develop more knowledge about the essential questions * Creating smaller, more focused questions * Growing ideas about nonfiction * Reading new texts with a lens for comparing information against known information * Identifying text structures: compare-contrast, cause-effect, problem-solution * Developing new questions by learning more |
| **Key CCSS Standards** | ***Reading Standards for Information (RI)***   * *1, 2, 3, 4, 5, 6, 7, 8, 9, 10*   ***Reading Standards: Foundational Skills (RF)***   * *3, 4*   ***Language Standards (L)***   * *1, 2, 3, 4, 6*   ***Speaking and Listening Standards (SL)***   * *1, 2, 3, 4, 5, 6*   ***Writing Standards***   * *2, 7, 8* |
| **Recommended Professional Resource(s) to Guide Instruction** | * *Research Clubs: Elephants, Penguins, and Frogs, Oh My!* by Lucy Calkins and Kathleen Tolan from *Units of Study for Teaching Reading: Grade 3* (2015); **this resource focuses on the research of animals, with the teacher demonstrating with two class topics (first individually and then to compare/contrast). Students will do the same work in a research club, with each club focusing on a different animal.** * “Informational Reading: Reading, Research, and Writing in the Content Areas”from *A Curricular Plan for The Reading Workshop: Grade 3* by Lucy Calkins and the TCRWP Staff (2011); **this resource suggests a focus on content you are studying in social studies, with the teacher demonstrating with one aspect of the topic and students (first individually and then in research clubs) each studying a different aspect of the topic.**   ***Please see your Literacy Coach for further suggests and planning tips.*** |