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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
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| **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*
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| **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.*** |