Cliffside Park Public Schools

Literacy: Grade 3

Unit Name: Non-Fiction Reader's Workshop
Resource: Reader's Workshop, Schoolwide
Duration: 4-6 weeks

Enduring Understanding

- Readers get to know that nonfiction texts encompass reference, literary and biography texts, and provide facts and information that sparks curiosity and opens students eyes to new worlds and different points of view.

Essential Question

- What do readers use in order to recognize different types and structures of nonfiction?

<table>
<tr><td colspan="4" align="center">Focus of Standards</td></tr>
<tr><td>Student Outcomes</td><td>Skills</td><td>Assessments</td><td>Resources</td></tr>
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IRA 1
- I can understand why and how we read nonfiction.
- I can recognize the three different types of nonfiction texts: biography, literary nonfiction and reference.

IRA 2

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- Text and genre features/structures
- Making Connections/Schema
- Listening and responding

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Formative
- Assessment of Key Comprehension Strategies
- My Reading Log and Reflection 3-5
- Running Record

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Mentor Texts
- *Animal Tongues*
- *A Butterfly Is Patient*
- *Chimpanzees*
- *Look to the North: A Wolf Pup Diary*

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- I can navigate through nonfiction text and visual details to make meaning.
- I can identify common nonfiction text features.

IRA 3
- I can read, think, question and reread to make connections and deepen my understanding.
- I can understand that reading nonfiction is a slower, more focused process than reading fiction.

IRA 4
- I can notice how writers organize texts to communicate ideas.
- I can learn about how the text structure of a nonfiction can help me identify important information in the text and enhance my understanding.

IRA 5
- I can understand that text structure can help me focus on key ideas.

IRA 6
- I can be a word detective and use "fix up" strategies when what I am reading does not make sense.
- I can monitor my reading and notice when meaning is breaking down.
- I can reread the text and use strategies to solve the meaning of unfamiliar words and phrases.

IRA 7
- I can understand that there are different perspectives and points of view about various topics and subjects.
- I can identify the author's purpose for writing the text to help me better analyze the content and make inferences.

IRA 8
- I can answer who, what, where, when, why and how questions about a text.
- I can summarize key ideas from a text to help

- Determining Importance
- Purpose/Meaning
- Questioning
- Visualizing
- Making Inferences
- Self-Monitoring/ Self-Correcting
- Synthesizing

- Where Are My Students in the Reading Process?
- Conference Notes
- Nonfiction Grade 3-5 Student Performance Checklist
- Grade 3 Nonfiction Reading Assessment – Camouflaged Cat of Beauty
- Grade 3 Nonfiction Reading Assessment – An Elephant's Incredible Nose
- DRA (Fall)
- Bookshopping
- Running Records
- Observe students' word solving skills
- RF Student Performance Checklist
- Conferring
- Conference Notes
- See **Student Forms** for additional assessment opportunities
- Common Assessments

Summative
- Nonfiction Grade 4

- *Snowflake Bentley*
- *Waiting for Ice*

Shared Texts
- *George Washington*
- *Great White Sharks*
- *John F. Kennedy*
- *Maple Syrup*
- *New Hope for Beauty*
- *Why Leaves Change Colors*
- *Excerpts from Zoobooks: Chimpanzees*

Teacher Resources
- *Identifying Nonfiction Text Features,* Teacher Reference
- *Retelling a Story*
- *My Buddy Jacob Sample Front Cover* Writing Sample
- *My Buddy Jacob Sample Back Cover* Writing Sample

Student Forms
- *Nonfiction Scavenger Hunt*
- *Looking at Features*
- *How the Text Features Help*
- *Common Nonfiction Text Structures*

me deepen my understanding. **ML 1** ● I can discuss the elements of literary nonfiction and can deepen my appreciation for literary nonfiction. **ML 2** ● I can discuss the elements of a biography and can deepen my appreciation for biographies. **ML 3** ● I can discuss the elements of reference nonfiction and can deepen my appreciation for reference nonfiction. **ML 4** ● I can use information I learned from the words, graphics and visual details to make meaning. ● I can learn how to use text features and paragraph structures of nonfiction reference text to help me understand and remember new information. **ML 5** ● I can use my knowledge of nonfiction text structure to sort and chunk important information. ● I can learn how to use chronological text structure to determine what is important. **ML 6** ● I can learn how to compare text structures to make connections and deepen my understanding. **ML 7** ● I can learn how to use the problem/solution text structure to help me focus and deepen my understanding. **ML 8** ● I can learn how to use the description text structure to summarize the main ideas and supporting details and to deepen understanding.		Summative Assessment ● DRA (Spring) ● Common Assessments **Benchmarks** ● DRA (Fall, Winter, Spring) ● Common Assessments 1,2 and 3 **Alternative** ● Relay Teacher/student can relay information to student. ● Oral responses and/or illustrations in lieu of written answers on graphic organizers pertaining to the Grade 3 Nonfiction Unit. ● Anecdotal notes used for grading.	● *Common Nonfiction Text Structures and Key Signal Words* ● *What Do You See? What Do You Think?* ● *Word Detective Strategies* ● *Summarize to Understand* ● *Sum It Up* ● *Sorting Literary Nonfiction* ● *Photo Plaque* ● *Creating a Buddy Biography* **Digital Texts** ● *RAZ Kids* ● *Readworks* ● *Storyworks* **Classroom Library Materials** ● Leveled libraries ● Reader's Notebooks/Binders ● Sticky Notes ● Book Baggies ● Graphic Organizers ● Highlighters ● Markers ● Clipboards ● Chromebooks ● iPads ● Chart Paper

ML 9 　● I can notice when meaning is breaking down and figure out the meaning of unfamiliar words by using context clues. ML 10 　● I can learn how to determine the author's purpose and make inferences about the message.			**Additional Materials** 　● *Various types of nonfiction texts from your classroom or school library* 　● *Create a chart titled "John F. Kennedy Timeline."* **Word Study/Spelling/ Vocabulary** 　● Flocabulary.com

NJ Student Learning Standards (2016)

READING STANDARDS FOR LITERATURE
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.

READING STANDARDS FOR 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.
Craft and Structure:
RI.3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.
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).

SPEAKING AND LISTENING
Comprehension and Collaboration:
SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.2: Identify the main ideas and supporting details of written texts read aloud or information presented graphically, orally, visually, or multimodally.

SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas:

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.

SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

LANGUAGE STANDARDS

Conventions:

L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Vocabulary Acquisition and Usage:

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.

L.3.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships.

NJSLS Technology Standards

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures**.**

8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

Interdisciplinary Connections and Activities

- Ask students to use the Internet or their public library to search for a news article about Pelé. Have them combine the information they found with the information from the mentor text to write a short biographical account about Pelé. W.3.7, 8.1.5.A.1

- Ask students to choose a nonfiction article from a newspaper, magazine, or online publication and come to class ready to act as investigative reporters. Students will report their articles to the class by summarizing the who, what, where, when, why, and how in their selected article. SL.3.1d, 8.1.5.A.1

21st Century Life and Careers

9.2 Career Awareness, Exploration, and Preparation

- **CRP1.** Act as a responsible and contributing citizen and employee.
- **CRP2.** Apply appropriate academic and technical skills
- **CRP4**. Communicate clearly and effectively and with reason.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

Integrated Differentiation/Accommodations/Modifications for ELA/Social Studies *(Alternate Modes of Instruction and Support)*		
Modifications to Support Gifted and Talented Students	**Modifications to Support English Language Learners**	**Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)**
Higher level texts that address the same enduring understanding Non-Fiction Reading Unit of Study, Level O and above. Students select and read nonfiction texts from your classroom library independently. Ask them to write the title(s) of the texts in their Reading Notebooks and, as they read, make a list of wonderings or questions they have about the topic(s). Students complete KWL Chart (graphic organizer) using a text Level O and above). Assign and have available Biography books at Level O and above for the students to read independently. Have students select and read a nonfiction book or other nonfiction text (e.g., magazine article, newspaper article, etc.) and write any unfamiliar words they come across in their Reading Notebooks. For each word, ask them to write the sentence that comes before the sentence in which the unfamiliar word is used, the sentence that includes the word, and the sentence that follows, underlining the word. Have them use the "Word Work" page they created in their Reading Notebooks and the "Word Detective Strategies" to try to figure out the meaning of the words.	Spring WIDA or WIDA Entry test scores will be reviewed by the teacher in order to assign appropriate language tasks & provide key language uses to students. Include Biography books with more pictures and simple text for the students to be able to fully participate in book shopping and independent reading. Have students think about two animals, foods, or places that they know well. Examples might include: cats/dogs, city/country, amphibians/reptiles, school/home, or breakfast/dinner. Then partners can discuss and complete a copy of the *Appendix Comparison Text Structure* (Venn Diagram), illustrating similarities and differences between the two items. Use picture walk to activate students' prior knowledge about non-fiction text. Access to word/picture banks to reference in tasks that require	Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports. By utilizing individual student assessment results, the teacher will use leveled readers that address the essential questions/big ideas of the Grade 3 Nonfiction Reading Unit of Study. Nonfiction-specific vocabulary and literary terms should be pre-taught before reading. Multisensory methods will be utilized, such as google images, gesturing, and meaningful movement. Provide Grade 3 students with flexible seating options while reading depending on need or preference. Text to speech/Oral reading Speech to text or oral response options to be provided for assignments calling for students to produce written responses connected to the Nonfiction Reading Unit. **Supply Students with Graphic Organizers:** Use graphic organizers from the Grade 3 Nonfiction Reading Unit of Study with some of the information partially completed by the teacher, i.e. *Nonfiction Scavenger Hunt, Fact-Question-Response: A Butterfly is Patient, I Think It Means…, What's the Purpose? KWL Chart, Chronological Text Structure,*

Have students compare and contrast fiction and nonfiction. Ask them to create a class Venn diagram and post students' comments on the chart for display. Students can research the professions related to Grade 3 Nonfiction Unit of Study using digital resources.	reading in the Nonfiction Unit of Study Wait Time Two - extend basic "Wait Time" - after the 1st student responds to a question, the teacher waits an additional 5 - 7 seconds before calling on another student to ask a question during the Non-Fiction Unit of Study Native Language Supports (peer, online assistive technology, translation device, bilingual dictionary) Determine what the student knows before beginning the Non-Fiction Unit of Study Use visuals and illustrations for comprehension of (give example of some) terms. Word/picture bank available for students' reference. *Also See At Risk/504 Modifications	*Comparison Text Structure (Venn Diagram), Comparison Text Structure (Matrix), Problem/Solution Text Structure, Description Text Structure, Have a Go, It Might Mean…,* and *What's the Author's Message* Note-taking, highlighting, underlining, etc. should be allowed to be written on student copies of the actual Grade 3 Nonfiction texts. Students may be permitted to demonstrate understanding of the lesson through drawings, computer projects, oral response, creating songs, creating videos, demonstration, presentation, etc. Access to word/picture banks to reference in tasks that require reading in this Grade 3 Nonfiction Reading Unit Provide wait time to allow students to process orally presented information and questions relating to the Grade 3 Nonfiction Reading Unit of Study. By utilizing individual student assessment results, the teacher will provide small group or remedial instruction to review essential questions/big ideas of the Grade 3 Nonfiction Reading Unit, to provide additional explanations, more examples, and to model procedures in completing tasks. Allow extra time to complete task related to the Grade 3 Nonfiction Unit of Study. **Supply Students with Anchor Charts:** *Nonfiction Text Features, Activating Our Prior Knowledge* The above can be taped or glued into student notebooks for easy reference.

		*Also See ELL Modifications

Sources:
New Jersey Student Learning Standards (2016) http://www.state.nj.us/education/cccs/2016/ela/g01.pdf
New Jersey Student Learning Standards: Technology (2014) http://www.state.nj.us/education/cccs/2014/tech/8.pdf
Career Ready Practices (2014) http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf
Schoolwide Inc. (2013) http://www.schoolwide.com/
Wilson Fundations (2015) http://www.wilsonlanguage.com