

2014-2015 Grade 3 Reading Units of Study

Unit 5: Nonfiction: Spotlight on Determining Importance and Synthesizing (4 weeks)
Rationale
<i>Why is this unit important and appropriate for this grade level and at this time of the year?</i>
During this unit of study readers explore all types of nonfiction texts including narrative nonfiction texts. While reading all types of nonfiction texts, it is important for readers to grasp the big ideas about topics read about including narrative nonfiction texts.
Learning Outcomes
<i>What do we expect students to know and be able to do at the end of the unit?</i>
Students will: <ul style="list-style-type: none">• Distinguish between what is important to the reader and what the author's main idea is• Compare and contrast different types of nonfiction• Identify the main idea of narrative nonfiction and expository texts• Synthesize small details to identify big ideas
Minilessons/Notes/Tips
<i>What minilessons will lead to student learning outcomes?</i>
Possible Minilessons: <ul style="list-style-type: none">• Sorting nonfiction texts from classroom library into two piles: one pile of true stories (narrative nonfiction) and one pile of all about texts (little courses on topics)• Comparing and contrasting different types of nonfiction<ul style="list-style-type: none">○ Noticing the features and structure of narrative nonfiction○ Identifying the features and structures of expository texts○ Explaining the purpose of different features○ Creating a T-chart listing similarities and differences between narrative nonfiction and expository texts• Noticing how narrative nonfiction follows a structure similar to fiction• Noticing that narrative nonfiction teaches both information and ideas• Distinguishing between narrative nonfiction texts and other expository texts (See notes/tips)<ul style="list-style-type: none">○ What type of nonfiction text is it?○ What is the structure of the text?○ What features does the text have? What features does the text not include?○ How will the structure of the text effect how it is read?• Activating prior knowledge and generating questions about a topic before reading to learn new information• Reading narrative nonfiction and understanding most narrative nonfiction includes

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- The goals and struggles of a central character (which could be an animal or object)
- Conveys an underlying idea
- Culminates in an achievement or disaster
- Recognizing the important events, decisions, and obstacles in a character's life when reading narrative nonfiction
- Determining what important events and decisions reveal about a character when reading narrative nonfiction
- Inferring the "big idea" lessons of a nonfiction text
- Making inferential retellings of nonfiction texts read by first responding to the prompt
 - This text (or this part of the text) is mostly about..." and then to make it a more inferential retelling adding, "And the big new thing it teaches me is..." or "And the big way this adds to what I already knew about this subject is..."
- Exploring how readers read nonfiction texts in order to learn what the author wants to teach, not to answer a specific question or to mine for an interesting fact
- Understanding the difference between what is important to the author and what is important to the reader
- Retelling and paraphrasing texts read as ways to summarize
- Summarizing (oral/written) the main idea(s) of narrative nonfiction and expository texts
- Understanding that there are often several important ideas in a piece of text rather than a single main idea
- Synthesizing as a way to notice how the reader's thinking evolves as he/she reads on
- Summarizing the content of a text and adding personal response/reaction/wondering
- Distinguishing between key topics and supporting details
- Taking notes and using a variety of strategies to synthesize
 - Brainstorming a set of class coding symbols to use when jotting
 - Reviewing strategies for recording thinking while reading
 - Coding texts to keep track of thinking including the important ideas
- Talking with a partner as a way to synthesize what was read
 - Today, I learned...
 - I used to think...but now what I know about this topic is...
- Celebrating the end of the unit. Possibilities may include but are not limited to the following:
 - Students share the clues they use to determine if a text is expository or non narrative nonfiction.
 - Students share how they use the text structure to read an expository text and compare/contrast that with how they use text structure to read a narrative nonfiction text.
 - Students reflect and respond to the prompt, What are you learning about yourself as a reader?

Notes/Tips:

- ***Students should maintain stamina by continuing to read independently for a minimum of 45 minutes.***
- Students should spend time reading nonfiction texts (20-25 minutes) as well time reading just right chapter books daily during independent reading to maintain reading stamina.
- Collect a variety of nonfiction texts that reflect the reading levels of students. Divide into piles based on how those texts are put together you will end up with two piles. One pile will be true stories (narrative nonfiction) and one pile will be all about texts (little courses on one topic). Readers read these two types of texts in very different ways. With narrative nonfiction, for example, readers read it like narrative fiction – a story. "When we know we have narrative nonfiction in our hands, we know we can read it like narrative fiction. A story is a story is a story." (Lucy Calkins) School librarians are a great resource for gathering narrative nonfiction picture books for students to read.
- During read aloud and shared reading expose students to texts that range in genre (fiction, nonfiction, poetry, etc.).
- Read aloud and shared reading provide daily opportunities for students to turn and talk which will prepare them for engaging in conversations about texts read with reading partners and book club member.
- Create and display an anchor chart of class coding symbols. Model using coding symbols during read

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aloud and shared reading.

- Provide the students with a small, personal copy of text codes to use during independent reading.
- During this unit it is helpful to choose nonfiction texts with a singular author's perspective.
- It is important that students work with a partner every few days as partnerships provide the necessary opportunities for students to synthesize what they have read. It is critical that teachers confer into the reading partnerships so as to teach students how to help navigate, synthesize and get through the difficult parts of nonfiction texts. It is best if students are able to read texts about a shared topic. (This doesn't mean students need to read the same title but rather different texts about a topic.)
- Use nonfiction articles frequently for students' independent reading as well as for small group work.
- Guided reading groups meet frequently to promote differentiation of reading instruction.
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 - Use nonfiction texts in guided reading to support students.
 - Have students read articles as well as texts. In addition to the Stephanie Harvey and Anne Goudvis articles (see professional resources) there are archived nonfiction articles (e.g., Time for Kids) available on the district website. There are also a host of articles available on the district online databases (e.g., Searchasaurus, Pebble Go, World Book Online, Grolier Multimedia Encyclopedia). To access online databases login to eChalk, select My Account, click on Applications.
 - Other websites that have articles for students to use for guided reading and independent reading include the following sites:
 - www.kidshealth.org
 - www.nationalgeographic.com
 - www.sikids.com
 - www.stonesoup.com
 - www.timeforkids.com (Archived articles are available on eChalk)
 - www.worldkidmag.com
 - www.zoobooks.com
 - www.sciencenewsforkids.org
 - www.readworks.org
- Suggested homework includes sending home short, engaging nonfiction articles so students can continue to practice the teaching point of minilessons and/or guided reading groups as it relates to NF. If students use any type of graphic organizer/template during reading workshop they should use a similar template for homework. Some teachers, for example have students select a nonfiction article to read, and then summarize the article by responding to the prompt, "What was this article mostly about?" Another example, includes students choosing an article and reading it for homework
- To view recommended genre specific texts for read aloud and independent reading use the following link <http://readingandwritingproject.com/resources/classroom-libraries.html>.
- **To view Grade 3 archived artifacts for the unit please visit the Grade 3 reading/writing page. Select "Resources" from the top nav bar. To access the units of study website use the link http://ww3.mamkschools.org/units_of_study/.**
- Additional resources of sample anchor charts for reading and writing units of study include the following: <http://readingandwritingproject.com/resources/classroom-charts/third-eighth-grade.html>.

Professional Resources

What professional resources will be helpful in planning the unit?

- *The Common Core Lesson Book K-5* by Gretchen Owocki
- *The RTI Daily Planning Book K-5* by Gretchen Owocki
- *Strategies That Work* by Stephanie Harvey and Anne Goudvis
- *The Comprehension Toolkit* by Stephanie Harvey and Anne Goudvis (Strategy Guide 5 Determine Importance, Strategy Guide 6 Summarize and Synthesize)
- *The Comprehension Toolkit 3-6: A Source Book of Short Text* by Stephanie Harvey and Anne Goudvis
- *Toolkit Texts: Grades 2-3: Short Nonfiction for Guided and Independent Practice* by Stephanie Harvey

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- and Anne Goudvis (Supplementary guide of articles for Grades 4-5 is also available.)
- *Nonfiction Matters* by Stephanie Harvey
 - *Units of Study in Reading* by Lucy Calkins and Kathleen Tolan (Navigating Nonfiction in Expository Text: Determining Importance and Synthesizing, Volume 1)
 - *Teaching for Comprehension and Fluency* by Irene Fountas and Gay Su Pinnell
 - *The Next Step in Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader* by Jan Richardson