

**Lower Township Elementary Schools**  
**Cape May, NJ**  
**Grade Level: Third Grade (3) / Content Area: Reading, Writing**

| Month                        | Reading Unit  | Writing Unit   |
|------------------------------|---|--|
| <b>September- October 15</b> | <b>Unit 1-</b> Building a Reading Life<br>(Spiral 1)  | <b>Unit 1-</b> Crafting True Stories<br>(Spiral 1)   |
| <b>October 18</b>            | <b>Unit 2-</b> Reading to Learn<br>(Spiral 2)   | <b>Unit 2-</b> The Art of Information Writing<br>(Spiral 2)  |
| <b>November</b>              |   |  |
| <b>December</b>              | <b>Unit 3-</b> Social Issues Book Clubs<br>(Curricular Calendar Unit)                               | <b>Unit 3-</b> Once Upon A Time : Adapting<br>and Writing Fairy Tales (delete Bend III)<br>(Spiral 4)  |
| <b>January</b>               | <b>Unit 4-</b> Mystery : Foundational Skills in<br>Disguise<br>(Additional Spiral) Through Feb 11th | <b>Unit 4-</b> Changing The World<br>(Spiral 3) Through Feb 11th<br><br><b>Unit 5-</b> Baby Literary Essay<br>Start Feb 15th<br>(Curricular Calendar Unit) |
| <b>February</b>              |   |  |
| <b>March</b>                 |   |  |
| <b>April</b>                 | Test Prep- NJSLA  | Test Prep- NJSLA   |
| <b>May/June</b>              | <b>Unit 6-</b> Research Clubs<br>(Spiral 4)   | <b>Unit 6-</b> Writing About Research<br>(Curricular Calendar Unit)  |

[Reading and Writing Mentor Texts \(Click Here\)](#)

# 3rd Grade Reading Unit 1

## Building a Reading Life

Get ready to begin an exciting year in reading! The work in this unit will set the tone for everything else to come this year and help all of your students become avid readers. You will be establishing routines and expectations and empowering students to develop personal agency about their own reading lives. Bend I focuses on launching the upper grade reading workshop, inviting students to create their own reading identity as people who care about reading. Across the bend, students will learn structures, routines, and habits of reading workshop. Bend II shifts to reading comprehension, supporting students in shoring up foundational reading skills of envisioning, predicting.

| Reading   |   |
|---|---|
| <p><b>Big Ideas Course Objectives</b></p> <ul style="list-style-type: none"> <li>● Establish routines and expectations of the workshop.</li> <li>● Develop familiarity with essential reading skills and apply comprehension strategies.</li> <li>● Hone ability to select just-right books that are meaningful to them.</li> </ul> |   |
| Essential Questions   | Enduring Understanding  |
| <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>  | <p><i>What will students understand about the big ideas?</i></p>  |
| <ul style="list-style-type: none"> <li>● How do readers create reading lives for themselves?</li> <li>● How do readers work to understand the story better?</li> <li>● How do readers tackle more challenging texts?</li> </ul>   | <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>● Readers set clear goals, find just-right books, and push themselves to read more.</li> <li>● Readers hold tight to meaning, check for comprehension, envision their stories, and make predictions.</li> <li>● Readers read more challenging texts by tackling tricky words and noticing text and author clues</li> </ul> |

## 3rd Grade Writing Unit 1

### Crafting True Stories

September is an exciting time in third grade writing workshop. You'll establish writing workshop routines and invest time in a familiar genre--personal narrative. Students will learn a more adult-like writing process, where there is more time for rehearsal of writing. They collect lots of quick drafts of possible stories in a writer's notebook, then select just one of these to put through the writing process. Bend I starts with students looking at examples of notebook entries. Then students share their discoveries, imagining that kind of writing they want to make and setting goals for themselves. As students work to craft narrative stories they will study a mentor text, *Come On, Rain!* by Karen Hesse.

This first bend provides a vision for the kind of writing third-graders can do, builds on what they could do as second-graders. Bend II introduces children to what is new and different about keeping writing in a notebook versus a writing folder. Children will learn to reread all of their entries to select one seed idea to develop by story-telling it over and over again. Then it is out of the notebook and into a drafting booklet by writing fast and furiously, working to relive the small moment on the page. Students will continue to study the work of Karen Hesse, noticing and naming how to be a strong storyteller, adding dialogue, actions, thoughts, and feelings. Bend III emphasizes independence and initiative. They will pick another piece to move through the writing process again, by becoming their own job captain and drawing on all they know. Finally, students will compare both pieces and decide which one will be revised, edited, and published.

| Writing  |  |
|--|--|
| <p><b>Big Ideas Course Objectives</b></p> <ul style="list-style-type: none"> <li>Establishing routines for a well-managed, productive writing workshop</li> <li>Practicing the utility of a writers' notebook</li> <li>Establishing a community of writers in the classroom</li> </ul> |  |
| <p><b>Essential Questions</b><br/> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>   | <p><b>Enduring Understanding</b><br/> <i>What will students understand about the big ideas?</i></p>  |
| <ul style="list-style-type: none"> <li>How do writers independently write a personal narrative?</li> <li>How do writers write with volume, stamina, and speed?</li> <li>How do writers become invested in the Writing Workshop?</li> </ul>   | <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>Writers draw upon personal experiences to write personal narratives.</li> <li>Writers use notebooks to log their ideas</li> <li>Writers have many ways to develop and revise stories they create</li> </ul> |

## 3rd Grade Reading Unit 2

### Reading to Learn

The curriculum of this unit supports the reading of newspapers, memos, websites, blogs, sports pages, and restaurant reviews. Reading to Learn is a foundational nonfiction unit. It addresses skills that are essential to any type of nonfiction text. Students develop a rich life of nonfiction reading. Students will learn strategies to determine main idea and supporting details and to explain how different parts of a text connect to the whole. Some other literal comprehension skills are orienting to the text, envisioning, monitoring for sense, word work, and fluency. Another aspect of this unit is to develop critical reading skills and growing ideas about the text.

Bend I involves teaching children to read expository nonfiction with eagerness, interest, and fluency, figuring out the main ideas and recognizing the infrastructure of a text. Bend II will shift a focus to higher-level comprehension. You will remind readers that they read differently when they know they are going to participate in conversations, and those conversations help readers grow ideas. Bend III helps children navigate narrative nonfiction texts. Students will be taught how to shift between reading with a lens of story and reading with a lens of taking information from texts.

| Reading  |   |
|--|---|
| <p><b>Big Ideas Course Objectives</b></p> <ul style="list-style-type: none"> <li>● Explore both expository and narrative non-fiction texts</li> <li>● Identify main ideas and details</li> <li>● Read deeply about one topic/subject to become an expert</li> </ul>  |   |
| Essential Questions  | Enduring Understanding  |
| <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>   | <p><i>What will students understand about the big ideas?</i></p>  |
| <ul style="list-style-type: none"> <li>● How can readers of expository nonfiction texts read in such a way that they can determine what is most important and consolidate information and ideas?</li> <li>● How can readers of nonfiction lift the level of their thinking about expository text?</li> <li>● How can readers synthesize and grow ideas in narrative nonfiction texts?</li> </ul> | <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>● Readers determine main idea and key ideas</li> <li>● Readers of nonfiction become experts by setting clear goals</li> <li>● Readers distinguish their own opinion from that of the author</li> <li>● Readers of narrative nonfiction summarize the text</li> <li>● Readers tackle hard words that complicate meaning</li> <li>● Readers synthesize and grow ideas when reading narrative nonfiction</li> </ul> |

## 3rd Grade Writing Unit 2

### **The Art of Information Writing**

This unit teaches students to write in one particular template for informational writing that is highlighted in the mentor texts that they will study throughout the unit. It will build on the foundation that they developed in second grade during the Lab Reports and Science Books unit, in which they learned how to group information, create simple introductions, elaborate for each topic, and use domain-specific vocabulary. Therefore, these skills are extended and students are taught how to logically organize their pieces, elaborate by including facts, definitions, and anecdotes, use linking words and phrases to connect paragraphs and chapters, and “plan, revise, and edit” their pieces with greater independence.

The unit begins by students identifying a topic about which they would like to teach others. They develop a powerful table of contents to use as a tool for structuring their piece. As they begin to draft, they reflect on their work periodically and apply revision strategies from previous grades, as well as more complex strategies such as using grammar with meaning and tapping research for elaboration. Students will also consider their audience when attending to aspects of their work, such as text features, fact accuracy, and appropriate language conventions. Finally, children learn how to transfer the informational writing skills acquired throughout the unit to their writing pieces in other content areas, such as science and social studies.

| Writing  |   |
|--|---|
| <p><b>Big Ideas Course Objectives</b></p> <ul style="list-style-type: none"> <li>• Writers develop strategies to write effectively about an area in which they have an expertise.</li> <li>• Writers study the work of others (i.e. mentor texts) to improve their own craft.</li> <li>• Writers revise their work multiple times throughout the process, using resources such as checklists, mentor texts, and peer feedback</li> </ul> |   |
| <p><b>Essential Questions</b></p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>   | <p><b>Enduring Understanding</b></p> <p><i>What will students understand about the big ideas?</i></p>   |
| <ul style="list-style-type: none"> <li>• How can I raise the level of my information writing, in particular by working on structure, development, and language conventions?</li> <li>• How can I learn to plan out ways to teach a topic that I know well so the information is chunked into organized categories?</li> </ul>  | <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• Writing informational text is a way to teach others about a topic.</li> <li>• Writers structure, elaborate, and craft their information in a way that helps the readers understand.</li> <li>• Writers elaborate on their topics by using facts, details, and observations.</li> </ul> |

### 3rd Grade Reading Unit 3

#### **Social Issues Book Clubs: Reading with Lenses Across Fiction and Nonfiction**

All of us know that sometimes, when we read a wonderful book, we find ourselves welling up with a passionate commitment to everything we believe. Stories remind us that we care very much about justice and injustice, and about living meaningful lives. In this unit, you will teach children to take their books and their lives seriously. As you prepare, think about what books have affected you—the choices you make, the kind of person you try to be, the issues you care about—so that you can talk about these books and your life with your students. Bend I children will first spend some time listening to read alouds of some powerful stories and consider what these stories can teach them about how to make the classroom, the community, and the world better. Then students will begin reading books and looking for life lessons the book teaches. The students will choose one of these life lessons that feel especially important and think about how they can use that lesson in their own lives. Bend II, students will be grouped in issue clubs—with each club studying an issue about which the students are passionate. They will read a variety of genres on the issue, thinking about what each book shows about it. The goal will be to develop new and better ideas about the issue and about how to live their lives differently. Bend III students will switch to study a new issue. This bend will also move them to social action around one of the issues they have studied.

| Reading  |  |
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| <p><b>Big Ideas Course Objectives</b></p> <ul style="list-style-type: none"> <li>● Examine texts to locate issues of different characters</li> <li>● Compare and contrast similar issue in different texts and different lives</li> <li>● Understand that a character can represent a larger group of people facing an issue</li> <li>● See multiple perspectives to an issue; understanding the complexity of it</li> <li>● Learn to interpret and determine themes</li> <li>● Read with a new lens</li> </ul>  |  |
| Essential Questions  | Enduring Understanding   |
| <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>   | <p><i>What will students understand about the big ideas?</i></p>   |
| <ul style="list-style-type: none"> <li>● How can I read texts, thinking about what lessons they can teach me?</li> <li>● How can my reading help me look at issues that exist in the world and in our lives through a variety of perspectives?</li> <li>● How can I read with a lens, looking at texts to locate the issues that are faced by several different characters, so that I can begin to think about how the issue plays out differently in different texts and in different lives?</li> <li>● How can I bring what I've learned about reading texts through a lens to a new set of texts and use a new lens to read these texts?</li> <li>● How can I use what I learn to make the world around me better?</li> </ul> | <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>● Reading books can teach them how to live their lives.</li> <li>● Books can teach you lessons.</li> <li>● Reading books can help you learn about issues in the world.</li> <li>● Readers read texts through various lenses.</li> <li>● Readers use what they learn from texts</li> </ul> |

## 3rd Grade Writing Unit 3

### **Once Upon a Time: Adapting and Writing Fairytales**

In this unit, teachers will once again work with children to help them become better fiction writers. The spotlight is on folk and fairy tales and the children will be immersed in the genre. Fairy Tales are terrific models of the craft moves that third grade writers can use in their own writing. This unit will push students to learn to write well-crafted tales; using a strong storyteller’s voice, writing with a story arc, emphasizing the importance of sequential events, along with language that signals event order and various author’s craft to bring characters to life. They will use dialogue and description to enhance the storytelling, and come to understand how transitional words can glue the scenes of the story together. As they move through the unit the third graders will recall, practice, and improve upon the narrative writing they started at the beginning of the year. They will also be preparing for narrative writing in the fourth grade. Bend I focuses on studying a classic fairy tale and using it to create a fairy tale adaptation. Students will move through the writing process to plan, rehearse, draft. Bend II focuses on finding ways to writing fairy tale adaptations with more independence. Students will set goals and work toward those goals with big revision. Bend III works to have students transfer all they know about fairy tale adaptations to write their own original fairy tale. By the end of this unit, students will have created a well-developed original fairy tale that includes the techniques of strong fiction writing.

| Writing  |  |
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| <p><b>Big Ideas Course Objectives</b></p> <ul style="list-style-type: none"> <li>Students will use familiar fairy tales to explore techniques of fiction writing such as writing in scenes, employing an omniscient narrator to orient readers, using story structure to create tension, and crafting figurative language to convey mood.</li> </ul> |  |
| <p><b>Essential Questions</b><br/><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>  | <p><b>Enduring Understanding</b><br/><i>What will students understand about the big ideas?</i></p>   |
| <ul style="list-style-type: none"> <li>Why do writers adapt classic fairy tales?</li> <li>How do writers adapt classic fairy tales?</li> <li>How do writers create well-developed original fairy tales?</li> </ul>   | <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>Fairy tales are short stories, written as several small scenes that follow a predictable pattern.</li> <li>Writers adapt classic fairy tales for many reasons. Some may adapt fairy tales to teach modern-day lessons, showcase a difference in character or setting, or to make their audience laugh.</li> <li>Writers begin adapting classic fairy tales by knowing the original well and deciding on a meaningful change that will lead to other changes throughout the story.</li> <li>Writers study the work of others as a way to improve their own craft.</li> </ul> |

## 3rd Grade Reading Unit 4

### **Mystery: Foundational Skills in Disguise**

Step into the detective’s shoes! Track clues! Look out for red herrings! This “If...Then...”Unit of Study gives third graders the opportunity to focus on foundational reading skills in a way that is engaging and motivating. It is designed to come directly after the Building a Reading Life Units of Study to help lift the students’ levels of fiction reading so that they can read more complex fiction. The big skills of the unit are envisioning/predicting, retelling, and synthesizing across text. Bend I invites students to enter the world of solving mysteries. Students will keep track of clues, wonder about suspects, noting points of confusion, and discussing their thinking with partners. Bend II will raise the level of their work by helping them to think about the genre as a whole and to notice how a particular book is like and unlike others in the genre. During this bend students will learn how to pay attention to the text’s signals. There will be times when a text signals readers to read, read, read, and other times, when the text signals for readers to slow down and carefully read the passage. In Bend III, your students will shift from reading mysteries to reading other types of fiction, explaining to kids that when reading fiction, they are always identifying and solving mysteries asking, “What is the problem? What’s this character really like?” Readers gather clues to learn about characters just as they gather clues about suspects in mysteries.

| Reading   |   |
|---|---|
| <p><b>Big Ideas Course Objectives</b></p> <ul style="list-style-type: none"> <li>● Pay attention to story details that might be clues to solve the mystery</li> <li>● Use common characteristics of mysteries to read differently</li> <li>● Apply mystery reading skills to read any fiction book</li> </ul> |   |
| Essential Questions   | Enduring Understanding  |
| <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>  | <p><i>What will students understand about the big ideas?</i></p>  |
| <ul style="list-style-type: none"> <li>● How can mystery readers understand the mystery?</li> <li>● What are some techniques that help raise the level of mystery reading?</li> <li>● How does reading mysteries help you read any kind of fiction?</li> </ul>  | <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>● Readers draw on all they know about solving mysteries to read mysteries.</li> <li>● Readers look for patterns across mysteries, thinking about how the book they are reading is and is not like other mystery books.</li> <li>● Readers will apply all they have learned to do as mystery readers to any fiction book they are reading.</li> </ul> |



## 3rd Grade Writing Unit 4

### **Changing the World: Persuasive Speeches, Petitions, and Editorials**

Third grade is a year where students are looking to make their opinions well-known. In this unit, students will have the opportunity to channel their opinions into writing that can make a difference. Students will learn that their voices have power and that well-supported opinions can change the world. They will collect powerful opinions and express themselves through persuasive speeches, petitions and letters.

In Bend I, students will look at the world and imagine how it could be better in order to grow ideas for possible writing projects. Throughout this bend, students will gather bold and brave opinions as they write multiple persuasive speeches. Then, students will choose one speech to become the seed topic that they will take through the writing process in the next bend of the unit. Bend II gives writers the opportunity to work for an extended amount of time on one piece, taking it through the writing process. Writers will gather and organize facts, details and examples to support their reasons. In Bend III, students will study an example of a petition to transfer and grow their knowledge of persuasive writing. Students will write a final persuasive piece in their choice of format.

| Writing   |  |
|---|--|
| <p><b>Big Ideas Course Objectives</b></p> <ul style="list-style-type: none"> <li>● Crafting a claim</li> <li>● Collecting specific evidence to support and elaborate on a claim</li> <li>● Shaping a claim and related evidence into a persuasive speech</li> </ul> |  |
| <p><b>Essential Questions</b></p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>  | <p><b>Enduring Understanding</b></p> <p><i>What will students understand about the big ideas?</i></p>  |
| <ul style="list-style-type: none"> <li>● How do writers independently write a persuasive speech?</li> <li>● How do writers persuade their target audience?</li> <li>● How do writers revise and edit for precision and clarity?</li> </ul>                          | <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>● Writers draw upon things that they want to see changed in the world to write persuasive speeches.</li> <li>● Writers have many ways to collect and organize facts, details and examples to support their claim.</li> <li>● Writers consistently use checklists to edit and revise their work throughout the writing process.</li> </ul> |

## 3rd Grade Reading Unit 5

### Character Studies

Third graders will find themselves immersed in a journey alongside the characters in the books they are reading for a close study of their characters. The unit invites students to think more deeply about the characters in their books while they follow them up and down a story mountain. Readers will be studying the big lessons the characters are learning and they will look closely at how these lessons are a part of the theme or message of the story. The unit is anchored by three read alouds: *Because of Winn Dixie*, *Peter’s Chair*, and *Make Way for Dyamonde Daniel*. Bend I will focus on how readers get to know characters by studying them deeply first, observing, then coming up with hunches or ideas and then investigating patterns that reveal deeper character traits and motivations in order to articulate evidence-based theories. Bend II will teach students to think about the journeys that characters takes along a story mountain. Students will not only focus on characters but also focus on how stories tend to go--the arc of a story. Bend III invites students to compare and contrast characters across books, examining their traits, motivations, the way they respond to problems, and the life lessons they learn and teach.

| Reading   |   |
|---|---|
| <p><b>Big Ideas Course Objectives</b></p> <ul style="list-style-type: none"> <li>• Envision the characters in a story by noticing how characters act and talk</li> <li>• Grow theories about characters by reading closely and making inferences while citing text evidence</li> <li>• Learn lessons by stepping into the shoes of different characters</li> </ul>  |   |
| Essential Questions   | Enduring Understanding  |
| <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>  | <p><i>What will students understand about the big ideas?</i></p>  |
| <ul style="list-style-type: none"> <li>• Why do readers need to get to know the characters in their books?</li> <li>• How do readers follow a character’s journey?</li> <li>• How can readers use text evidence to support their ideas about characters?</li> <li>• How do readers compare and contrast characters across books?</li> <li>• How do readers grow and learn lessons alongside the characters in the books they read?</li> </ul> | <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• Readers envision and predict what they read and dig deep to get to know a character. □ Readers build theories by reading closely and inferring based on what a character does and how they do it. □ Readers develop theories about characters that change as they read. □ Readers step into the shoes of different characters and pay attention to moments when they face big challenges, as well as how they resolve these challenges. □ Readers compare and contrast characters across books, noticing similarities and differences □ Readers learn lessons alongside chara</li> </ul> |

## 3rd Grade Writing Unit 5

### **Baby Literary Essay**

As we move deeper into the school year, we learn that third graders can write simple literary essays, in which they state their idea and support that idea with evidence from the text. In this unit, students will realize that they have significant ideas about their characters and lessons in the stories that they are reading, and that they can write about these ideas to interest and persuade others. Bend I starts by engaging students in a quick “bootcamp” using a read aloud picture book (TC suggests *Those Shoes* by Maribeth Boelts). As a class you will rehearse and draft a baby literary essay, using ideas about the characters/theme from the picture book. Students will then get the chance to flash draft their own baby literary essay based off of the mentor text. In Bend II, students will use what they learned in bend one to write their own literary essays on a picture book or short text. Students will work together in clubs or partnerships to come up with ideas and claims about their characters and stories. They will draft essays in this bend making sure to include learned strategies for introductions, conclusions and adding text evidence. In the final bend, students will learn different argument techniques in order to strengthen their claims when conducting a debate. Students will get the opportunity to take side and debate about the characters from their book clubs. Students will also rehearse, draft and revise a few brief essays.

| Writing   |   |
|---|---|
| <p><b>Big Ideas Course Objectives</b></p> <ul style="list-style-type: none"> <li>• Envision the characters in a story by noticing how characters act and talk</li> <li>• Grow theories about characters by reading closely and making inferences while citing text evidence</li> <li>• Learn lessons by stepping into the shoes of different characters</li> </ul>  |   |
| <p><b>Essential Questions</b><br/> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>  | <p><b>Enduring Understanding</b><br/> <i>What will students understand about the big ideas?</i></p>   |
| <ul style="list-style-type: none"> <li>• Why do readers need to get to know the characters in their books?</li> <li>• How do readers follow a character’s journey?</li> <li>• How can readers use text evidence to support their ideas about characters?</li> <li>• How do readers compare and contrast characters across books?</li> <li>• How do readers grow and learn lessons alongside the characters in the books they read?</li> </ul> | <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• Readers envision and predict what they read and dig deep to get to know a character.</li> <li>• Readers build theories by reading closely and inferring based on what a character does and how they do it.</li> <li>• Readers develop theories about characters that change as they read.</li> <li>• Readers step into the shoes of different characters and pay attention to moments when they face big challenges, as well as how they resolve these challenges.</li> <li>• Readers compare and contrast characters across books, noticing similarities and differences</li> <li>• Readers learn lessons alongside characters and think about how they can apply those lessons to their own life.</li> </ul> |

## 3rd Grade Reading Unit 6

### **Research Clubs: Elephants, Penguins and Frogs, Oh My!**

The gist of this unit is that kids form clubs and each club studies its own animal. The unit not only teaches about animals but also teaches the important skills needed for reading nonfiction. Students are reminded to preview not just one text but a collection of text. Each club will preview the text noticing topics that thread through many books: animals, habitats, enemies, life cycles, and adaptations. Students will learn to read the easiest books first and then move to more complex text. As students study subtopics they will learn to synthesize information across texts. The class will join you for a whole class study of two animals--penguins and frogs. Students will not only collect facts but also grow ideas just like researchers do. In Bend I each club will choose one animal to research. Bend II allows students to compare and contrast animals. Bend III requires students to research subtopics like adaptations for survival, noting how that concept applies to the two animals they have studied in their clubs and to other animals they have also learned about. The unit ends with children applying what they have learned about animals to a real-world project such as a challenge to design a better zoo.

| Reading   |  |
|---|--|
| <p><b>Big Ideas Course Objectives</b></p> <ul style="list-style-type: none"> <li>● Reviewing nonfiction reading strategies</li> <li>● Learning ways to research a topic</li> </ul>  |  |
| Essential Questions   | Enduring Understanding   |
| <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>  | <p><i>What will students understand about the big ideas?</i></p>   |
| <ul style="list-style-type: none"> <li>● How can nonfiction readers research a topic?</li> <li>● What strategies do nonfiction readers use when planning a second cycle of research?</li> <li>● How do readers synthesize, compare and contrast to develop their research?</li> </ul> | <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>● Researchers orient themselves to a text set</li> <li>● Nonfiction readers will synthesize information across texts</li> <li>● Nonfiction readers will compare and contrast texts to grow their research</li> <li>● Researchers ask questions to grow ideas</li> </ul> |

## 3rd Grade Writing Unit 6

### Writing About Research

This unit builds on the work of informational writing done earlier in the year. To raise the level of information writing, students will use their knowledge of using mentors to become researchers. Studying mentor texts will help them to structure and develop their information writing. This unit is aligned to work alongside the nonfiction reading unit: Research Clubs: Elephants, Penguins, and Frogs, Oh My! (book 4). Bend I focuses on transferring previous learning of information books to write research--All About Books. Students will work within a club to collaborate and share ideas. Bend II focuses on developing the structure of writing about research, emphasizing ways to develop and revise a table of contents. Bend III works to advance writing about research, allowing students time to revise their writing using mentor texts, feedback from club members, and checklists. By the end of this unit, students will have had the opportunity to move through the writing process to develop a research topic. To celebrate the work the students have done throughout the course of the unit, they will reflect on the progress made towards their goals, as well as techniques/strategies they learned about information writing.

| Writing   |  |
|---|--|
| <p><b>Big Ideas Course Objectives</b></p> <ul style="list-style-type: none"> <li>● Raise the level of research-based information writing</li> <li>● Emphasis the use of structure in writing about research</li> <li>● Use collaboration, goal setting, and feedback to develop writing</li> <li>● Advance ideas through the process of revision</li> </ul>   |  |
| <p><b>Essential Questions</b><br/><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>   | <p><b>Enduring Understanding</b><br/><i>What will students understand about the big ideas?</i></p>   |
| <ul style="list-style-type: none"> <li>● How can I raise the level of my research-based information writing, in particular, by working on structure and development?</li> <li>● How can I transfer over everything I've learned so far about information writing to this new book?</li> <li>● How can I lift the level of my information writing, so that my writing includes strong elaboration and a variety of text structures?</li> <li>● How can I use everything I know to help me write informational texts that advance big ideas?</li> </ul> | <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>● research topics are developed through observation.</li> <li>● researchers organize information with a table of contents.</li> <li>● researcher is developed through collaboration with others.</li> <li>● using a mentor text helps to elaborate information.r</li> <li>● ereading, goal setting, and feedback help with large-scale revision.</li> </ul> |