

Preston English/Language Arts Curriculum

Unit Planning Organizer – Unit 2

3rd Grade

Unit of Study: Reading - Linking Ideas with Information in Nonfiction; Writing – “How to” and Informational Text

Pacing: Instruction – 30 days; Reteaching – 4 days

Overarching Common Core State Standards:

- **CC.3.R.I.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **CC.3.R.I.2:** Determine the main idea of a text, recount the key details and explain how they support the main idea.
- **CC.3.R.I.3:** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence and cause/effect.
- **CC.3.R.I.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- **CC.3.R.I.5:** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- **CC.3.R.I.7:** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why and how key events occur).
- **CC.3.R.I.9:** Compare and contrast the most important points and key details presented in two texts on the same topic.
- **CC.3.W.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **CC.3.W.4:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **CC.3.W.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

Overarching CT Standards/Grade Level Expectations:

- **CT.3.R.16:** Vocabulary—Use prior knowledge, context, pictures, illustrations and diagrams to predict, clarify and/or expand word meaning, including multiple-meaning words.
- **CT.3.R.18:** Vocabulary—Define words and concepts necessary for understanding math, science, social studies, literature and other content area text.
- **CT.3.R.17:** Vocabulary—Use new vocabulary from information/expository text and literary/narrative text, include text from a variety of cultures and communities, in own oral and written communication.
- **CT.3.R.15:** Vocabulary—Use glossary, dictionary and thesaurus to find and confirm word meanings.
- **CT.3.R.20:** Before Reading—Articulate what is known about the text topic based on the title, author, pictures, illustrations, prior knowledge.
- **CT.3.R.21:** Before Reading—Make predictions about what will probably happen in a story (fiction) or what will be learned (nonfiction) based on title, cover, chapter headings, illustrations, etc.
- **CT.2.R.23:** Before Reading—Preview parts of books, e.g., table of contents and glossary, to gain understanding.
- **CT.3.R.27:** During Reading—Interpret graphical information, e.g., charts, tables, diagrams.
- **CT.2.R.40:** After Reading—Compare information across nonfiction selections.
- **CT.3.R.32:** After Reading—State the main idea with supporting details in informational text.
- **CT.3.R.35:** After Reading—Draw conclusions based on implicit or explicit evidence from text.
- **CT.3.R.37:** After Reading—Interpret meanings based on charts, graphs, maps, illustrations, photos in text.
- **CT.3.R.38:** After Reading—Identify and explain text structures, e.g., sequence, main idea/details, compare/contrast, cause and effect.
- **CT.3.W.41:** Writing Genres, Traits and Crafts: Describe procedures sequentially, e.g., steps in a scientific experiment, mathematical problem, recipe.

Priority Standards:

- **CC.3.R.I.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **CC.3.R.I.2:** Determine the main idea of a text, recount the key details and explain how they support the main idea.
- **CC.3.R.I.9:** Compare and contrast the most important points and key details presented in two texts on the same topic.
- **CT.2.R.40:** After Reading—Compare information across nonfiction selections.
- **CT.3.R.35:** After Reading—Draw conclusions based on implicit or explicit evidence from text.
- **CT.3.R.37:** After Reading—Interpret meanings based on charts, graphs, maps, illustrations, photos in text.
- **CT.3.R.38:** After Reading—Identify and explain text structures, e.g., sequence, main idea/details, compare/contrast, cause and effect.
- **CC.3.W.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **CC.3.W.4:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **CC.3.W.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

NOTE: Applicable standards from the Foundational Skills, Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom’s Revised Taxonomy Level
Main idea and key details; explain how details support main idea	Determine	Understanding
Most important points and key details presented in texts on the same topic	Compare and contrast	Analyzing
Implicit vs. explicit textual evidence	Draw conclusions	Analyzing
Meanings based on charts, graphs, maps, illustrations, photos	Interpret	Analyzing
Text structures (e.g., sequence, main idea/details, compare/contrast, cause and effect)	Identify and explain text structures	Understanding
Examine a topic and convey ideas and information clearly	Writing informative/explanatory texts	Creating
Development and organization are appropriate to task and purpose	Produce writing	Creating
Planning, revising and editing	Develop and strengthen writing	Creating

Essential Questions	Big Ideas
How can we gather information to support ideas shared by the author?	We can use multiple text features in order to gather information to support ideas (graphs, pictures, etc.).
How do authors express their ideas on a topic?	Authors organize information using main ideas and supporting details to express their ideas and share information.