

**Rangely RE-4 Curriculum Development**  
**3<sup>rd</sup> Grade Reading, Writing, and Communicating**

<b>Unit Title</b>	Becoming Researchers		<b>Length of Unit</b>	4-6 weeks
<b>Focusing Lens(es)</b>	Analysis/Analyzing	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	RWC10-GR.3-S.1-GLE.1 RWC10-GR.3-S.1-GLE.2 RWC10-GR.3-S.2-GLE.1 RWC10-GR.3-S.2-GLE.2 RWC10-GR.3-S.2-GLE.3	RWC10-GR.3-S.3-GLE.1 RWC10-GR.3-S.3-GLE.3 RWC10-GR.3-S.4-GLE.1 RWC10-GR.3-S.4-GLE.2
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• What are the characteristics of a researcher? (RWC10-GR.3-S.4-GLE.1.2)</li> <li>• Why research? (RWC10-GR.3-S.4-GLE.1) and (RWC10-GR.3-S.4-GLE.2-EO.f)</li> <li>• Should researchers share their finding with others? Why or why not? (RWC10-GR.3-S.4-GLE.1)</li> </ul>			
<b>Unit Strands</b>	Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning			
<b>Concepts</b>	<b>In content:</b>	<b>In reading:</b>	<b>In writing:</b>	
	Research/researcher, evaluation, critical thinking, reasoning, points of view, infer/inference, analysis, sharing, collaboration, inform, topic, interpretation, collaborative discussion, sources, inferences, accuracy, fairness, relevance	Phonics, Fluency, Phonological Awareness, Vocabulary, Comprehension	Phonics, Fluency, Phonological Awareness, Vocabulary, Comprehension	

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
The rules of phonics allow readers to decode text when faced with difficult or new words. <a href="#">(CCSS: RF.3.3b, CCSS: RF.3.3c)</a> (RWC10-GR.3-S.2-GLE.3-EO.a.ii, iii)*	Why is it important to decode multisyllable words and words with common prefixes and suffixes? (RWC10-GR.3-S.2-GLE.3-EO.a)	Which decoding strategy works best when encountering unfamiliar words?
Context helps readers self-correct when reading words, rereading when necessary. <a href="#">(CCSS:RF.3.4c)</a> (RWC10-GR.3-S.2-GLE.3-EO.b.iii)*	Why would a reader need to reread a portion of text when encountering an unfamiliar word?	Is it easier to stop and reread what you just read or to finish reading the paragraph and go back and read it to clarify meaning?
Reading grade-level texts with fluency leads to improved comprehension. <a href="#">(CCSS: RF.3.4b)</a> (RWC10-GR.3-S.2-GLE.3-EO.b)*	Why is it important to read accurately with the appropriate rate and expression?	How is reading/comprehension affected when it is not read accurately? (RWC10-GR.3-S.2-GLE.3-EO.b.ii) and (RWC10-GR.3-S.2-GLE.3-EO.c)

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<p>Researchers recognize what they don't know and conduct research projects in order to better understand topics and phenomena. (RWC10-GR.3-S.4-GLE.1; S.4-GLE.2-EO.f)</p>	<p>What do you already know about this topic? (RWC10-GR.3-S.4-GLE.2-EO.f)          What do you want to know that you could learn through research?( RWC10-GR.3-S.4-GLE.2-EO.f)          Where can you find information? (RWC10-GR.3-S.2-GLE.2-EO.b.ii)          Which information is worth using? (RWC10-GR.3-S.4-GLE.2-EO.c)          Which information from illustrations (maps, photographs) and text will I use? (RWC10-GR.3-S.4-GLE.2-EO.c)</p>	<p>Why is it important to recognize what you know and what you don't know (intellectual humility)? (RWC10-GR.3-S.4-GLE.2-EO.f)</p>
<p>Different sources reflect different authors' point of view. (RWC10-GR.3-S.4-GLE.2-EO.a)</p>	<p>What is the point of view of this author? (RWC10-GR.3-S.4-GLE.2-EO.a)          What is your point of view? (RWC10-GR.3-S.2-GLE.2-EO.b.iii)          How are the points of view of these two authors the same and different? (RWC10-GR.3-S.2-GLE.2-EO.c.iii)</p>	<p>How and why can points of view differ? (RWC10-GR.3-S.4-GLE.2-IQ.1)          How does one person's point of view compare to others? (RWC10-GR.3-S.4-GLE.2- IQ.3)          Why is it useful to have many different points of view on a topic? (RWC10-GR.3-S.4-GLE.2-IQ.6)</p>
<p>Readers can assess the validity of a particular point of view by evaluating its fairness, relevance, and accuracy. (RWC10-GR.3-S.4-GLE.2-EO.b)</p>	<p>Is this point of view fair?          Is this point of view relevant to your research?</p>	<p>How does assessing points of view relate to critical thinking?</p>
<p>Sharing information in a collaborative discussion allows participants to inform each other and to be informed (RWC10-GR.3-S.1-GLE.1-EO.a) and (RWC10-GR.3-S.1-GLE.2-EO.a) and (RWC10-GR.3-S.4-GLE.1)</p>	<p>What are the rules and norms for collaborative discussions? (RWC10-GR.3-S.1-GLE.2-EO.a.ii)          In what ways does listening lead to intellectual humility? (RWC10-GR.3-S.4-GLE.2-EO.f)</p>	<p>In a collaborative discussion, what role do rules and norms play?          Do rules help people or hold them back? (RWC10-GR.3-S.1-GLE.2-IQ.2)</p>
<p>Writers use the conventions of grammar, capitalization, punctuation and spelling accurately to keep their audience focused on the content of their writing. (RWC10-GR.3-S.3-GLE.3)</p>	<p>What resources (people or classroom resources) can help you revise and edit your writing to strengthen it? (RWC10-GR.3-S.3-GLE.3-EO.b)          What resources can be used to help spell words correctly? (RWC10-GR.3-S.3-GLE.3-IQ.2)</p>	<p>How does punctuation help people understand what they read and write? (RWC10-GR.3-S.3-GLE.3-IQ.1)</p>

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<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• Different sources and points of view (RWC10-GR.3-S.4-GLE.2-RA.2)</li> <li>• Various methods for drawing conclusions based on information (RWC10-GR.3-S.4-GLE.2-EO.d)</li> <li>• The connections between prejudices and view point. (RWC10-GR.3-S.4-GLE.2-N.1)</li> <li>• Agreed upon rules for discussions in group setting (RWC10-GR.3-S.1-GLE.2-EO.a.ii)</li> <li>• Conventions and Grammar (RWC10-GR.3.S.3.GLE 1)               <ul style="list-style-type: none"> <li>○ Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. CCSS:RL.3.1a</li> <li>○ Form and use regular and irregular plural nouns. CCSS. RL.3.1b</li> <li>○ Use abstract nouns (e.g., childhood). CCSS. RL.3.1c</li> <li>○ Form and use regular and irregular verbs. CCSS. RL.3.1d</li> <li>○ Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. CCSS. RL.3.1e</li> <li>○ Ensure subject-verb and pronoun-antecedent agreement. CCSS. RL.3.1f</li> <li>○ Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. CCSS. RL.3.1g</li> <li>○ Use coordinating and subordinating conjunctions. CCSS. RL.3.1h</li> <li>○ Produce simple, compound, and complex sentences. CCSS. RL.3.1i</li> <li>○ Vary sentence beginnings, and use long</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Know and apply grade-level phonics and word analysis skills in decoding words. <a href="#">CCSS.RF.3.3</a> (RWC10-GR.3-S.2-GLE.3-EO.a)</li> <li>• Identify and know the meaning of the most common prefixes and derivational suffixes. <a href="#">CCSS.RF.3.3a</a> (RWC10-GR.3-S.2-GLE.3-EO.a.i)</li> <li>• Decode words with common Latin suffixes. <a href="#">CCSS.RF.3.3b</a> (RWC10-GR.3-S.2-GLE.3-EO.c.ii)</li> <li>• Decode multisyllable words. <a href="#">CCSS.RF.3.3c</a> (RWC10-GR.3-S.2-GLE.3-EO.c.iii)</li> <li>• Read grade-appropriate irregularly spelled words. <a href="#">CCSS.RF.3.3d</a> (RWC10-GR.3-S.2-GLE.3-EO.a.iv)</li> <li>• Read with sufficient accuracy and fluency to support comprehension. <a href="#">CCSS.RF.3.4</a> (RWC10-GR.3-S.2-GLE.3-EO.b)</li> <li>• Read grade-level text with purpose and understanding. <a href="#">CCSS.RF.3.4a</a> (RWC10-GR.3-S.2-GLE.3-EO.b.i)</li> <li>• Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. <a href="#">CCSS.RF.3.4b</a> (RWC10-GR.3-S.2-GLE.3-EO.c.ii)</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <a href="#">CCSS.RF.3.4c</a> (RWC10-GR.3-S.2-GLE.3-EO.c.iv)</li> <li>• Read and comprehend grade-level text accurately and fluently with prosody (RWC10-GR.3-S.2-GLE.1-EO.d) and (RWC10-GR.3-S.2-GLE.2-EO.d)               <ul style="list-style-type: none"> <li>○ Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. PARCC</li> <li>○ Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. PARCC</li> <li>○ 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.                   <ul style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</li> <li>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</li> <li>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. PARCC                       <ul style="list-style-type: none"> <li>▪ Provides distinctions between the literal and nonliteral meanings of words and phrases.</li> <li>▪ Provides distinction(s) between shades of meaning among related words that describe states of mind or degrees of certainty (e.g. knew, believed, suspected, heard, wondered).</li> </ul> </li> </ul> </li> <li>○ Acquire and use accurately grade appropriate conversational, general academic, and domain specific</li> </ul> </li> </ul>

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<p>and short sentences to create sentence fluency in longer texts. CCSS.RL.3.1j</p> <ul style="list-style-type: none"> <li>○ Capitalize appropriate words in titles. CCSS.RL.3.2a</li> <li>○ Use commas in addresses. CCSS. RL.3.2b</li> <li>○ Use commas and quotation marks in dialogue. CCSS. RL.3.2c</li> <li>○ Form and use possessives. CCSS. RL.3.2d</li> <li>○ Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). CCSS. RL.3.2e</li> <li>○ Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. CCSS.R L.3.2f</li> <li>○ Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. CCSS. RL.3.2g</li> </ul>	<p>words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). PARCC</p> <ul style="list-style-type: none"> <li>• Report on a topic with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace (RWC10-GR.3-S.1-GLE.1-EO.a)</li> <li>• Engage effectively in a collaborative discussion about their research, building on others’ ideas and expressing their own clearly (RWC10-GR.3-S.1-GLE2.EO)</li> <li>• Ask and answer questions about information from a speaker, offering appropriate elaboration and detail (RWC10-GR.3-S.1-GLE.2-EO.c)</li> <li>• Think critically about difficult texts or complex problems by assessing inferences for accuracy and fairness. (RWC10-GR.3-S.4-GLE.2-EO.e) and (RWC10-GR.3-S.2-GLE.2-EO.a.i) <ul style="list-style-type: none"> <li>○ Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. PARCC <ul style="list-style-type: none"> <li>▪ Provides questions and answers that show understanding of a text.</li> <li>▪ Provides explicit references to the text as the basis for the answers.</li> </ul> </li> </ul> </li> <li>• Conduct short research projects that build knowledge about a topic, gathering information and taking notes from multiple sources to present to peers (RWC10-GR.3-S.4-GLE.1) <ul style="list-style-type: none"> <li>○ Conduct short research projects that build knowledge about a topic. PARCC</li> <li>○ Determine the main idea of a text; recount the key details and explain how they support the main idea. PARCC <ul style="list-style-type: none"> <li>▪ Provides a statement of the main idea of a text.</li> <li>▪ Provides a recounting of key details in a text.</li> <li>▪ Provides an explanation of how key details in a text support the main idea.</li> </ul> </li> <li>○ 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). PARCC</li> </ul> </li> <li>• Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (RWC10-GR.5-S.3-GLE.3-EO.a-c) <ul style="list-style-type: none"> <li>○ Development of Ideas <ul style="list-style-type: none"> <li>• The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements<sup>1</sup> by using clear reasoning, details, and/or description; the development is consistently appropriate to the task, purpose, and audience.</li> </ul> </li> <li>○ Organization <ul style="list-style-type: none"> <li>• The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion.</li> </ul> </li> <li>○ Clarity of Language <ul style="list-style-type: none"> <li>• The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or</li> </ul> </li> </ul> </li> </ul>
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|  | <ul style="list-style-type: none"><li>domain-specific vocabulary effectively to clarify ideas.</li><li>○ Knowledge of Language and Conventions<ul style="list-style-type: none"><li>• The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear. PARCC</li></ul></li><li>• Identify aspects of writing that cause difficulty. (RWC10-GR.5-S.3-GLE.3-EO.a-c)</li><li>• Recognize that different sources may have different points of view (RWC10-GR.3-S.4-GLE.2)<ul style="list-style-type: none"><li>○ Compare and contrast the most important points and key details presented in two texts on the same topic. PARCC</li><li>○ Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). PARCC</li></ul></li></ul> |
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<p><b>Critical Language:</b> includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.          EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>“I don’t believe this is a good source of information to include in my report because the facts presented don’t support my argument.”</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Volume, sources, evidence, quality, relevance, analyze, evaluate, point of view/prejudices, visual information, charts, maps, illustrations, models, collaborative discussion, facts, definitions, research, topic, summary/summarize, grammar, capitalization, punctuation, audience, revise, edit, argument</p>
<p><b>Technical Vocabulary:</b></p>	<p>main idea, details, draw conclusions, definitions, writer’s craft, adjective, adverb, pronoun, verb tenses</p>

\*These generalizations reflect the significant developmental components of reading and writing instruction essential for student mastery of the Colorado Academic Standards; they thread across the entire year and, thus, are included in every unit overview at this grade level.