

**Curriculum Development Overview**  
**Unit Planning for 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</a> , <a href="#">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> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(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> </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>• <b>Learn the meaning of the most common prefixes and identify them in words</b></li> <li>• <b>Learn the meaning of the most common suffixes and identify them in words</b></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>• <b>Decode words with common Latin suffixes</b></li> <li>• Decode multisyllable words. <a href="#">CCSS.RF.3.3c</a> (RWC10-GR.3-S.2-GLE.3-EO.c.iii)</li> <li>• <b>Decode multi-syllable words</b></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>• <b>Read grade-appropriate irregularly spelled words.</b></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>• <b>Explain the purpose for reading a text</b></li> <li>• <b>Preview a text to activate prior knowledge and generate questions</b></li> <li>• <b>Express what is understood from text read</b></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>• Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression</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>• <b>Use context to confirm or self-correct word recognition and understanding, rereading as necessary</b></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)</li> <li>• Explain the purpose for reading</li> <li>• Describe the purpose of reading at different rates (e.g. cautiously to gather specific information, faster to enjoy easier texts)</li> <li>• Utilize appropriate reading rate for purpose of reading</li> </ul>

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- 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)
- Respond to opinion prompts
- Develop an opinion for a topic or book and write an introduction to express that opinion and share the book/topic being addressed
- Outline a plan for an opinion writing piece
- Provide reasons that support an expressed opinion
- Use linking words (e.g., *because, therefore, since, for example*) to connect reasons of support for an expressed opinion
- Develop a concluding statement to reemphasize the opinion
- Generate writing topics and prompts for different types of writing
- 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)
- Come to a discussion prepared
  - Read/study required material
  - Make connections to background knowledge
- Develop questions or comments to share
- Paraphrase and follow agreed-upon rules for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- Ask questions about information presented
  - Ask relevant/on-topic questions
- Link questions to comments made by others
- Explain personal ideas and understandings developed from a discussion
- Learn and use effective speaking techniques:
  - Using eye contact
  - How to project
  - Using inflection
    - Utilize different types of sentences to share information, give directions, or request information
      - Short and concise or long and descriptive
      - Interrogative, Declarative, Exclamatory, or Imperative
- Formal or informal
- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail (RWC10-GR.3-S.1-GLE.2-EO.c)

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- Ask questions from a speaker in order to gather additional information
- Ask questions to clarify what is not understood
- Offer appropriate elaboration
- 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)
- Determine if inference is accurate and fair based on supporting evidence
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly (RWC10-GR.3-S.3-GLE.2-EO.a)
- Respond in writing to informative/explanatory prompts
- Outline a plan for an informative writing piece
  - Determine if illustrations/visuals are needed to support comprehension
- Develop and introduction statement expressing what the informative writing piece will be about
- Include pertinent facts and details to write about
- Develop a concluding statement to summarize what information has been shared
- Use linking/transition words and phrases (e.g., *also, another, and, more, but*) to connect ideas
- 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)
- Select a topic for research and develop a specific research question
- Gather information on a topic to build and share knowledge
- Recall information from personal experiences in order to answer question of inquiry
- Gather information from resources in order to answer question of inquiry
- Take notes from sources
- Sort notes/evidence into logical categories
- Develop a plan organizing key ideas and details
- Summarize information from text/speech concisely including only key ideas with appropriate supporting details
- Determine what visual information will contribute to the reader's understanding
- Develop clear, correct, informational visual aids (e.g. charts, maps, diagrams, graphs, illustrations, models)
- Choose an appropriately narrow research topic
- Locate resources that will provide information on the topic

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- Plan an organized oral or written report
- Write an organized, clear, and interesting report with a main topic, supporting details, and conclusion
- Present a report
  - Recognize that different sources may have different points of view (RWC10-GR.3-S.4-GLE.2)
  - Determine from which point of view a resource is developed
  - Compare points of view from multiple sources
  - Assess points of view without judgment, considering all possible contributing factors
- Evaluate information for level of clarity
  - Recognize confusing or limited information
- Determine if information is relevant to the topic
- Utilize prior knowledge and additional resources to evaluate information for accuracy

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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.