

Curriculum Development Overview
Unit Planning for 3rd Grade Reading, Writing, and Communicating

Unit Title	Becoming Researchers		Length of Unit	4-6 weeks
Focusing Lens(es)	Analysis/Analyzing	Standards and Grade Level Expectations Addressed in this Unit	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
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • What are the characteristics of a researcher? (RWC10-GR.3-S.4-GLE.1.2) • Why research? (RWC10-GR.3-S.4-GLE.1) and (RWC10-GR.3-S.4-GLE.2-EO.f) • Should researchers share their finding with others? Why or why not? (RWC10-GR.3-S.4-GLE.1) 			
Unit Strands	Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning			
Concepts	In content:	In reading:	In writing:	
	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	

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
The rules of phonics allow readers to decode text when faced with difficult or new words. (CCSS: RF.3.3b , CCSS: RF.3.3c) (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. (CCSS:RF.3.4c) (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. (CCSS: RF.3.4b) (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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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • Different sources and points of view (RWC10-GR.3-S.4-GLE.2-RA.2) • Various methods for drawing conclusions based on information (RWC10-GR.3-S.4-GLE.2-EO.d) • The connections between prejudices and view point. (RWC10-GR.3-S.4-GLE.2-N.1) • Agreed upon rules for discussions in group setting (RWC10-GR.3-S.1-GLE.2-EO.a.ii) 	<ul style="list-style-type: none"> • Know and apply grade-level phonics and word analysis skills in decoding words. CCSS.RF.3.3 (RWC10-GR.3-S.2-GLE.3-EO.a) • Identify and know the meaning of the most common prefixes and derivational suffixes. CCSS.RF.3.3a (RWC10-GR.3-S.2-GLE.3-EO.a.i) • Decode words with common Latin suffixes. CCSS.RF.3.3b (RWC10-GR.3-S.2-GLE.3-EO.c.ii) • Decode multisyllable words. CCSS.RF.3.3c (RWC10-GR.3-S.2-GLE.3-EO.c.iii) • Read grade-appropriate irregularly spelled words. CCSS.RF.3.3d (RWC10-GR.3-S.2-GLE.3-EO.a.iv) • Read with sufficient accuracy and fluency to support comprehension. CCSS.RF.3.4 (RWC10-GR.3-S.2-GLE.3-EO.b) • Read grade-level text with purpose and understanding. CCSS.RF.3.4a (RWC10-GR.3-S.2-GLE.3-EO.b.i) • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. CCSS.RF.3.4b (RWC10-GR.3-S.2-GLE.3-EO.c.ii) • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.RF.3.4c (RWC10-GR.3-S.2-GLE.3-EO.c.iv) • 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) • 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) • Engage effectively in a collaborative discussion about their research, building on others' ideas and expressing their own clearly (RWC10-GR.3-S.1-GLE.2-EO) • Ask and answer questions about information from a speaker, offering appropriate elaboration and detail (RWC10-GR.3-S.1-GLE.2-EO.c) • 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) • Write informative/explanatory texts to examine a topic and convey ideas and information clearly (RWC10-GR.3-S.3-GLE.2-EO.a) • 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) • Recognize that different sources may have different points of view (RWC10-GR.3-S.4-GLE.2)

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<p>Critical Language: 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>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</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>Academic Vocabulary:</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>Technical Vocabulary:</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.