



Grade 3

Expository Units

Unit 1: Big Ideas Are Everywhere: Important Messages in Fiction and Non-fiction

Unit 2: Looking Closely Thinking Big: Focusing on Expository Text

Unit 3: What? So What? Now What?

Unit 4: Great Minds Think Alike...or Not!

Third Grade Expository Units of Inquiry

Essential Learnings

Students construct a critical understanding of a diverse range of informational/expository text. They use their knowledge of how informational/expository texts work in order to strengthen their ability to determine and evaluate the content and author's purpose. Students engage in academic conversations as they read and write grade level appropriate texts. They gain insight into their responsibilities as readers, writers, listeners, and speakers to develop new understandings of their world and themselves.

Grade 3 Expository & Narrative Unit 1 of 4: Big Ideas Are Everywhere: Important Messages in Fiction and Non-fiction

Note: This is a single unit combining narrative and expository texts, followed by two subsequent units:
Looking Closely, Thinking Big: Focusing on Narrative Text & Looking Closely, Thinking Big: Focusing on Expository Text

In this unit students launch an exploration of "big ideas" across a broad range of informational, expository, and narrative texts. They discover why and how texts and stories are written and shared. They share their thinking about what the author may have intended to convey to the reader. They are immersed in a variety of grade level appropriate texts (i.e., stories, articles, legends, informational flyers, historical accounts, news reports, media communications, correspondence, poetry) conveying significant issues and ideas. During their exploration they pose questions and seek answers that require critical thinking skills such as analysis, synthesis, and evaluation. They understand the similarities, differences, and complexities of expository and narrative texts. They consider real-world applications, connecting their own insights to those of an author or speaker. Students build a wide repertoire of mentor texts and authors to inform their writing. In writing and speaking, students determine their purposes and audiences and self-select form, genre, and style to effectively convey their message.

Outcomes:

Literacy units encompass all domains: reading, writing, listening, and speaking. Some outcomes, however, are unique to specific domains. All units will include opportunities for students to read a "good representation of grade level appropriate narrative and expository texts" (RC 2.0). (Note: expository units will include narrative readings and narrative units will include expository readings.)

Students are able to:

- Question, interpret, and clearly articulate their understanding of informational, expository, and narrative text (including broadcast and print media) and the author's intent (RC 2.0, 2.1-2.6; LRA 3.0; WS 1.0, 1.1, 1.2, 1.3; LS 1.0, 1.2, 1.10, 1.11; SA 2.0, 2.2; LR 3.1; FW pp. 80, 83-86)
- Draw inferences, conclusions, or generalizations about the text and support them with textual evidence and prior knowledge (RC 2.0, 2.1-2.6; LS 1.0, 1.10, 1.11; FW pp. 80, 83)
- Use their knowledge of text organization to understand the big ideas and/or underlying messages of the text (RC 2.1, 2.3, 2.5, 2.6; WS 1.3; LRA 3.1)

- Make links and notice common ideas and themes found within and across genres (e.g., conservation, adaptation) found in poetry, legends, expository texts etc. (RC 2.0, 2.5; LR 3.0, 3.4; LS 1.0, 1.5, 1.10)
- Pose questions and seek answers that require analysis, synthesis, and evaluation (RC 2.0, 2.2, 2.3, 2.5, 2.6; LC 1.0, 1.1; LS 1.0, 1.2, 1.3; FW p. 80)
- Connect prior knowledge with information found within and inferred from the text (RC 2.0, 2.2; FW p. 80, 84)
- Express and support understanding of significant issues/ideas and underlying messages orally and in writing (RC 2.0, 2.4, 2.5, 2.6, 3.4; LC 1.0; LS 1.0, 1.1, 1.2, 1.10; WS 1.0, 1.1, 1.4; FW pp. 20, 80)
- Revisit familiar mentor texts for models of language use and conventions (RC 2.0, 2.5, 2.6; WS 1.0, 1.4; WOELC 1.0-1.8; FW 80-85)
- Purposefully select text structures, features and language appropriate to their purpose and audience in crafting compositions (WS 1.0, 1.1, 1.4; WA 2.0, 2.3; FW pp. 85-86)
- Write responses to informational/expository text to demonstrate understanding through the use of analysis, interpretation and support (RC 2.0, 2.2, 2.4, 2.5, 2.6; WS 1.0, 1.1, 1.4; WA 2.0, 2.2; LC 1.0, 1.1; LS 1.1, 1.2, 1.3, 1.5, 1.6, 1.7; SA 2.0; FW p. 25-26, 80, 83)
- Communicate significant experiences from their life with relevant events for a specific purpose and audience (formal or informal oral presentations and in writing) (LC 1.0, 1.1-1.8; WS 1.0, 1.1; WA 2.0, 2.1-2.3; LS 1.0, 1.5, 1.6, 1.7; FW p.86)

Grade 3 Expository Unit 2 of 4: Looking Closely, Thinking Big: Focusing on Expository Text

In this unit students continue their work of discovering underlying messages and big ideas across texts. They now look closely at how and why authors convey messages and ideas within and across a wide range of expository texts. Students synthesize their expanding knowledge of text content, language, structures, and features to comprehend expository texts. They engage in substantive academic discussions about issues presented in grade level appropriate expository texts, comparing ideas and points of view expressed. In their writing, students establish their purpose and context, show awareness of the knowledge and interests of their intended audience, and use mentor texts to experiment with a variety of organizational structures, text features, and language maneuvers.

Outcomes:

Literacy units encompass all domains: reading, writing, listening, and speaking. Some outcomes, however, are unique to specific domains. All units will include opportunities for students to read a "good representation of grade level appropriate narrative and expository texts" (RC 2.0).

(Note: expository units will include narrative readings and narrative units will include expository readings.)

Students are able to:

- Question, interpret, and clearly articulate their understanding of informational, expository text (including broadcast and print media) and the author's intent (RC 2.0, 2.1-2.6; WS 1.0, 1.1, 1.2, 1.3; LS 1.0, 1.2, 1.10, 1.11; SA 2.0, 2.2; FW pp. 80, 83-86)
- Draw inferences, conclusions, or generalizations about the text and support them with textual evidence and prior knowledge (RC 2.0, 2.1- 2.6; LS 1.0, 1.10, 1.11; FW pp. 80, 83)
- Use knowledge of text structures, features, and language to anticipate the reading work and understand the big ideas and/or underlying messages in expository texts (RC 2.1, 2.3, 2.5, 2.6; WS 1.3)
- Anticipate/revise/confirm thinking as they read or listen to information (RC 2.0, 2.2, 2.4; LS 1.0, 1.3)
- Revisit familiar mentor texts for models of language use and conventions (RC 2.0, 2.5, 2.6; WS 1.0, 1.4; WOELC 1.0-1.8; FW 80-85)
- Purposefully select text structures, features and language appropriate to their purpose and audience in crafting compositions (WS 1.0, 2.0, 2.3; WA 2.0, 2.2, 2.3; FW pp. 85-86)
- Develop a central idea that is carried throughout the text and supported by relevant details and information in writing (WS 1.0, 1.1, 1.4; WA 2.0; FW 21; LC 1.0, 1.1-1.7; LS 2.0)
- Revise writing throughout the writing process to improve the coherence and progression of the central idea(s) to clarify meaning (WS 1.0, 1.4; WA 2.0; LC 1.0, 1.1)
- Write responses to informational/expository text to demonstrate understanding through the use of analysis, interpretation and support (RC 2.0, 2.2, 2.4, 2.5, 2.6; WS 1.0, 1.1, 1.4; WA 2.0, 2.2; LC 1.0, 1.1; LS 1.1, 1.2, 1.3, 1.5, 1.6, 1.7; SA 2.0; FW p. 25-26, 80, 83)
- Communicate central ideas and underlying messages with relevant details from their expository reading in academic conversations and oral presentations (LS 1.0, 1.5-1.8; SA 2.0, 2.1, 2.3)

Grade 3 Expository Unit 3 of 4: What? So What? Now What?: Determining What is Relevant

In this unit students will gather information across a number of expository texts around a central idea, question, or feature of a subject. As they gather information they will sift, sort and separate out relevant details and relations between ideas to weigh against their impressions of the issue. Throughout this process of reading widely, students continue to uncover their unique interests and ideas to guide them in selecting and narrowing their own focus of inquiry on an issue. Students will organize formal and informal oral presentations around a coherent thesis statement to communicate their knowledge and ideas (A thesis is a claim about the meaning of some feature of a subject.) Writing will reflect an increased understanding of how a central idea is developed and carried throughout a text (i.e., book reviews, descriptions of socio-historical events, scientific discoveries and investigations).

Outcomes:

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(Note: expository units will include narrative readings and narrative units will include expository readings.)

Students are able to:

- Question, interpret, and clearly articulate their understanding of informational, expository text (including broadcast and print media) and the author's intent (RC 2.0, 2.1-2.6; WS 1.0, 1.1, 1.2, 1.3; LS 1.0, 1.2, 1.10, 1.11; SA 2.0, 2.2; FW pp. 83-86)
- Draw inferences, conclusions, or generalizations about the text and support them with textual evidence and prior knowledge (RC 2.0, 2.1-2.6; LS 1.0, 1.10, 1.11; FW pp. 80, 83)
- Integrate their knowledge of text features and structures to construct meaning of informational text (RC 2.0, 2.2-2.6)
- Determine what text is about (What?), why it is important to them or the world (So what?), and what they will "do" with their new information (Now what?) (RC 2.0, 2.2-2.6; WS 1.0, 1.1, 1.3, 1.4; WA 2.2; LS 1.0, 1.1-1.6)
- Determine what information/details are relevant to the perceived bigger ideas of the text (RC 2.0, 2.5, 2.6)
- Gather information from multiple sources and synthesize information to discuss (compare) the bigger ideas across the texts (RC 2.0, 2.2, 2.5, 2.6; LS 1.0, 1.3, 1.7)
- Skim and scan text to form a hypothesis about the content and possible big ideas (RC 2.1-2.6)
- Use new information as it is encountered in the text to adjust thinking or add to their schema (RC 2.0, 2.4, 2.6; WS 1.1b)
- Frame questions to narrow the scope of their inquiry (WS 1.0, 1.1; WA 2.2)
- Write informational texts to share their discoveries and interpretations of issues (WS 1.0, 1.1; WA 2.0; LC 1.0)
- Revisit familiar mentor texts for models of language use and conventions (RC 2.0, 2.5, 2.6; WS 1.0, 1.4; WOELC 1.0-1.8; FW 80-85)
- Purposefully select text structures, features and language appropriate to their purpose and audience in crafting compositions (WS 1.0, 2.0, 2.3)

- Revise writing throughout the writing process to improve the coherence and progression of the central idea(s) and clarify meaning (WS 1.0, 1.4; LC 1.1)
- Write responses to informational/expository text to demonstrate understanding through the use of analysis, interpretation and support (RC 2.0, 2.2, 2.4, 2.5, 2.6; WS 1.0, 1.1, 1.4; WA 2.0, 2.2; LC 1.0, 1.1; LS 1.1, 1.2, 1.3, 1.5, 1.6, 1.7; SA 2.0; FW p. 25-26, 80, 83)
- Communicate central ideas and underlying messages with relevant details from their expository reading in academic conversations and oral presentations (LS 1.5-1.8; SA 2.0, 2.1, 2.3)

Grade 3 Expository Unit 4 of 4: Great Minds Think Alike...or Not!: Using Multiple Sources to Research

Students will engage in the research process to present information organized around a coherent thesis statement that includes critical analysis, insightful interpretation, and supporting facts and details. Students pose questions and support answers by connecting prior knowledge and information/ideas from the texts they read. They become more discerning about their selection and analysis of relevant information, main ideas, and the relationship between ideas in expository texts. Students continue to advance and extend their writing strategies as they compose texts and access information from a range of sources and reference materials. Particular emphasis is placed on listening and speaking applications as students communicate their knowledge and ideas and engage in substantive academic discussions.

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Students are able to:

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- Draw inferences, conclusions, or generalizations about the text and support them with textual evidence and prior knowledge (RC 2.0, 2.1-2.6; LS 1.0, 1.10, 1.11; FW pp. 80, 83)
- Compare and contrast information from multiple sources to clarify their thinking on a issue (RC 2.0; LS 1.10, 1.11; FW p. 80)
- Frame questions to narrow the scope of their inquiry (WS 1.0, 1.1; WA 2.2)
- Compose informational reports around a central idea using information drawn from a variety of sources (RC 2.0; WS 1.0, 1.1; WA 2.2)
- Revisit familiar mentor texts for models of language use and conventions (RC 2.0, 2.5, 2.6; WS 1.0, 1.4; WOELC 1.0-1.8; FW 80-85)
- Purposefully select text structures, features and language appropriate to their purpose and audience in crafting compositions (WS 1.0, 2.0, 2.3a)
- Revise writing throughout the writing process to improve the coherence and progression of the central idea(s) and clarify meaning (WS 1.0, 1.4; LC 1.1)
- Write responses to informational/expository text to demonstrate understanding through the use of analysis, interpretation and support (RC 2.0, 2.2, 2.4, 2.5, 2.6; WS 1.0, 1.1, 1.4; WA 2.0, 2.2; LC 1.0, 1.1; LS 1.1, 1.2, 1.3, 1.5, 1.6, 1.7; SA 2.0; FW p. 25-26, 80, 83)
- Organize and deliver informational presentations around a coherent thesis statement (SA 2.0, 2.1; LS 1.5, 1.6)