

TCRWP Unit 1-- 3rd: Building a Reading Life

Big Ideas/Overview:

- Reader build habits that help them become lifelong strong readers
- Real reading is reading & thinking
- Readers have perseverance when tackling tough texts
- Building a Reading Life is a unit devoted to helping your third graders develop lifelong habits of strong readers, including choosing books wisely and getting a lot of reading done, keeping track of how reading is going and addressing problems along the way, learning to talk about books with others, and applying on- the-run comprehension strategies to hold onto and synthesize all the parts of the text. The comprehension skills that are highlighted in the unit include the foundational skills of envisioning, predicting and retelling, as well as strategies for tackling difficulties in texts.

Skills/Standards

Inferring About Characters & Story Elements

- I wrote an idea about the kind of person a character is, telling a trait (and not a feeling).
- When a character makes a big decision, I could use what happened earlier and the character's traits to tell why the character made that choice.

Envisioning & Predicting

- I made a mental movie that included the characters, setting, events, and characters' reactions to them.
- I predicted what the main character would do, say, or think based on earlier parts.
- I could explain the reasons for my predictions.

Retelling/Summarizing/Synthesis of a Story

- I summarized in a way that shows what I knew about the story and the story elements, e.g., character or events.
- In my summary, I wrote about the characters—their traits and wants.
- I also retold key events using sequence words, or I may have written about the problem and the solution.
- If the character learned a life lesson, I mentioned that in my summary.

Analyzing Author's Craft

- I noted when an author does something that stands out.
- I wrote to think about why an author may have written in that way.

BEND 1 Making a Reading Life

The unit starts with lessons devoted to helping students build powerful reading lives through attention to the power of reading, the importance of reading volume, self-assessment, and goal setting.

Students will start reading, reading, reading. They will begin to track their reading volume through the use of logs, to work with partners to share favorite passages and to engage in conversations about their books

1. Building a Powerful Reading Life
2. Reading As If Books Are Gold
3. Finding Within-Reach Books, and Reading Tons of Them
4. Setting Goals and Tracking Progress
5. Setting Up Systems to Find and Share Books
6. Reading in the Company of Partners

BEND II Understanding the Story

The goal for Bend II is for students to understand their stories.

Readers will learn to monitor their comprehension with a variety of strategies, especially through envisioning the story as it unfolds. Then, they'll practice using their envisioning skills to do the important work of predicting and retelling.

7. Readers Check for Comprehension
8. Follow Textual Cues as You Read: Shift between Envisioning and Assembling Facts
9. Prediction
10. Making Higher-Level Predictions
11. Retelling Stories
12. Readers Decide How to Lift the Level of Their Reading and Recruit Partners to Support Them

BEND 3 Tackling More Challenging Texts

In this last bend of the unit you will support your students with strategies for tackling challenges in their reading lives.

13. Tackling Complex Texts Takes Grit
14. Figuring Out Hard Words
15. Using Textual Clues to Figure Out the Meaning of Unfamiliar Words
16. Making Sense of Figurative Language
17. Talking Back to the Text
18. Raising the Level of Questions to Unearth Deeper Meaning: Considering Author's Purpose
19. Celebration



TCRWP Unit 2 3rd: Reading to Learn Grasping Main Ideas and Text Structures

Big Ideas/Overview:

- Nonfiction readers read to learn what the authors wants to teach them
- Nonfiction readers develop rich nonfiction reading lives along with the skills to do that reading well.
- Readers grow ideas when reading nonfiction texts.
- This unit is intended to teach students to read long stretches of nonfiction with fluency, in such a way that they can determine importance and ascertain main ideas. This unit will help strengthen students' skills as nonfiction readers and also build their nonfiction reading identities.

Skills/Standards

Main idea & Supporting Details/Summary

- I wrote about the main idea(s).
- I wrote about the important details.
- I wrote a brief summary (½ page or less).
- I left out any unimportant information.

Cross-Text Synthesis

- I put together information on a subtopic from different texts or parts of a longer text.

Growing Ideas

- I grew an idea about information or ideas in a text. For example, I asked a question and answered it, made a comparison, or disagreed with the text/
- I explained my idea and used details from the text to support it.

Retelling/Summarizing/Synthesis of a Story

- I summarized in a way that shows what I knew about the story and the story elements, e.g., character or events.
- In my summary, I wrote about the characters—their traits and wants.
- I also retold key events using sequence words, or I may have written about the problem and the solution.
- If the character learned a life lesson, I mentioned that in my summary.

BEND 1 Determining Importance in Expository Texts

The goal for Bend I is for students to determine importance as they read nonfiction. Students will be reading texts with clear text structures (headings, subheadings) so they can use those structures to help them to glean importance.

1. Previewing Nonfiction
 2. Looking for Structure within a Nonfiction Text
 3. Grasping Main Ideas in Nonfiction Texts
 4. Becoming Experts and Teaching Others from Nonfiction Texts
 5. Tackling Complexity
 6. Getting Better Requires Clear Goals and Deliberate Work:
- Learning Progressions

BEND II Lifting the Level of Thinking about Expository Texts

Bend II aims to raise the level of that work by inviting students to not just determine what the text is teaching but to have their own thoughts about those ideas and information. Students are invited to think in response to their reading.

- They will continue to read expository nonfiction, but these texts do not have to be so clearly structured as the ones students read at the start of the unit.*
7. Reading for Significance: Approaching Nonfiction Reading as a Learner
 8. Reading Differently Because of Conversations
 9. Distinguishing Your Own Opinion from That of the Author
 10. Lifting the Level of Students' Talk

BEND III Synthesizing and Growing Ideas in Narrative Nonfiction

Bend III gets kids back to narrative reading and you should see reading volume pick up.

Students will begin this bend by reading biographies and you will want to make sure the texts they start with are clear narratives.

Kids should be able to draw upon what they know about reading fiction and apply it to reading narrative nonfiction.

11. Using Text Structure to Hold On to Meaning in Narrative Nonfiction
12. Summarizing Narrative Nonfiction
13. Tackling Hard Words that Complicate Meaning
14. Reading Biographies through Different Lenses
15. Seeking Underlying Ideas in True Stories
16. Bringing Your Narrative Nonfiction Lenses to a Broader Range of Texts
17. Identifying When a Text Is Hybrid Nonfiction and Adjusting Accordingly
18. Becoming Your Own Reading Coach
19. A Celebration



TCRWP Unit 3-- 3rd: Character Studies

Big Ideas/Overview:

- One of the first goals of the Character Studies unit is that students learn to make careful, close observations of characters, and then draw on their insights to craft theories and predictions.
- A second goal of the unit is that children gain an understanding of the ways in which all stories are structured: a character faces trouble that grows bigger & the character reacts to it, eventually finding a way to resolve the trouble & learn lessons.
- Once children have a sense of how all stories go, they can tackle a third goal: to think comparatively about characters in different books, noticing similarities and differences between these characters' struggles, motivations, reactions, and the lessons they learn.

Skills/Standards

Inferring About Characters & Story Elements

- I wrote an idea about the kind of person a character is, telling a trait (and not a feeling).
- When a character makes a big decision, I could use what happened earlier and the character's traits to tell why the character made that choice.

Character Change

- I wrote about a way or two that a character changed (maybe the character's feelings changed, or a way s/he acted changed, or a character's trait changed.)
- I discussed why the character changed.
- I referred to an earlier part of the text to tell about a key moment that caused the character to change.

Analyzing Parts of a Story in Relation to Whole

- When asked to talk about the importance of a part of the story to the whole story, I named the part or story element (the problem, the setting).
- I wrote to explain how this part is important to the whole story. If it is the setting, for example, I thought "How is this particular setting important to the story?"

Determining Theme

- I wrote about a life lesson that the character learned.
- I wrote about how a part of the story showed this lesson.

BEND I Getting to Know a Character as Friend

You'll want students to get to know their characters as they would a new friend, empathizing with and relating to them along the way.

They will begin to keep a close eye on what the character says and does, noticing patterns, determining traits, and using their understanding of a character to make informed predictions.

As Bend I progresses, children will turn a closer eye towards characters' words, actions, thoughts, and desires, and use what they notice to develop theories.

1. Readers Notice How a New Character Talks and Acts

2. From Observations to Ideas: Readers Think, "What Is My Character Like?"

3. Noticing Patterns, Seeing More: Growing Theories about a Character

4. Growing Bigger Theories about a Character: Asking Why

5. Using Theories about Characters to Predict

6. Taking Stock and Self-Assessing: Looking

BEND II Following a Character's Journey

Bend II introduces students to a new structure--book clubs--which will support children's work for the remainder of the unit.

This bend also sheds a spotlight on story structure. Students will come to see that while characters themselves are unique, the way in which they move through stories is predictably the same.

7. Stories Are Shaped Like a Mountain: Readers Watch Characters Go Up—and Down

8. Readers Expect Characters to Face—and React to—Trouble

9. Readers Notice the Roles Secondary Characters Play in the Main Character's Journey

10. Noticing the Roles Illustrations Play in a Story

11. Readers Pay Close Attention to the Climax of a Story, Noticing How the Main Character Is Tested

12. Readers Notice How a Character Resolves Big Trouble

13. Readers Learn Lessons Alongside Their Characters

14. Lingering with a Story after It's Done: Looking

BEND III Comparing and Contrasting Characters Across Books

In this final bend of the unit, students will learn to think comparatively across books, drawing on the work they've done throughout the unit. Children will continue to work in their book clubs,

You'll challenge clubs to consider the ways the characters of these books and their journeys are alike & different. In particular, students will look closely at character traits, problems, & lessons learned.

15. Comparing Characters: Noticing Similarities and Differences

16. Readers Compare the Problems Characters Face—and Their Reactions

17. Readers Ask, "What Makes You Say That?"

Engaging in Text-Based Mini-Arguments about Characters

18. Comparing and Contrasting the

at Checklists, Noticing Strengths and Weaknesses, and Making New Reading Goals	Back to Analyze Author's Craft	Lessons Characters Learn 19. Celebration
--	--------------------------------	---



TCRWP Unit 4-- 3rd: Research Clubs

Big Ideas/Overview:

- This unit supports youngsters' curiosity and engagement in the world, while also supporting their skills as readers of nonfiction.
- Students work in small groups or clubs to first read and research about one animal, then another animal. In the last part of the unit they compare and contrast what they have learned about the animals they studied and also apply their newfound animal knowledge to solve real-world problems.
- This unit is another foundational nonfiction unit. It helps strengthen students' skills as nonfiction readers as well as build their research and collaboration skills. At its heart, this is a unit on research and on learning how to learn from reading.

Skills/Standards

Main idea & Supporting Details/Summary

- I wrote about the main idea(s).
- I wrote about the important details.
- I wrote a brief summary (½ page or less).
- I left out any unimportant information.

Cross-Text Synthesis

- I put together information on a subtopic from different texts or parts of a longer text.

Analyzing Parts in Relation to the Whole

- I wrote about how information goes together in a text. I might have done this by writing about how one event comes before or after others, or about how some things are examples that go with the main idea.
- I used linking words to show the way things go together.

Compare and Contrast

- When reading two texts on the same topic and when asked to do so, I wrote about the similarities and differences in the specific information presented in two texts

<p><u>BEND I Researching a Topic</u></p> <p><i>In Bend I, children are in clubs based on an animal they would like to study.</i></p> <p><i>The bend begins exactly how the Reading to Learn unit started. Students orient themselves to what they will read before diving into reading nonfiction books about an animal.</i></p> <ol style="list-style-type: none"> 1. Revving Up for a Research Project: Readers Orient Themselves to a Text Set 2. Cross-Text Synthesis 3. Using the Lingo of Experts 4. Zeal Matters: Pursuing Collaborative Inquiries with Commitment 5. Growing Ideas about Nonfiction 6. Researchers Ask Questions 	<p><u>BEND II A Second Cycle of Research</u></p> <p><i>In Bend II, clubs study a second animal, this time with more independence.</i></p> <p><i>The second bend also reinforces and raises the level of previous learning about text structures and how they can be used to organize learning.</i></p> <ol style="list-style-type: none"> 7. Planning a Second Study 8. Reading with Volume & Fluency 9. Readers Notice Text Structures and Use Them to Organize Their Learning 10. Compare and Contrast 11. Cause and Effect 12. Reading Closely, Thinking Deeply 	<p><u>BEND III Synthesizing, Comparing, and Contrasting</u></p> <p><i>In Bend III, clubs will compare and contrast the animals they have studied and will even consider how the animals the whole class has studied are like/unlike each of these animals.</i></p> <p><i>Finally, the unit culminates with a two-day project where students are tackling a real-world problem.</i></p> <ol style="list-style-type: none"> 13. Experts Widen Their Field of Focus and See Patterns 14. Asking Questions, Growing Big Ideas 15. Pursuing Questions 16. Developing Evidence-Based Theories 17. Adding to Theories by Researching Big-Picture Concepts 18. Learning to Apply the Knowledge Readers Develop through Their Research 19. Finding Solutions to Real-World Problems: A Celebration
---	---	---

To Research...

Get ready...
 -sequence
 -read easy overview
 -search for subtopics

Study 1 subtopic.
 -Easy book first
 -Tackle harder books to learn more about the topic

Synthesize (combine) information from across texts.

Talk with others and take notes.

Use the topics special vocabulary.

Think your own thoughts.

Use text structures to organize your learning and note taking.

Think deeply about the choices the author made to grow ideas.

Look across books at similar subsections to think about patterns and relationships.

Ask questions, develop theories.

Gather evidence that supports your theories.

Researchers Take Notes that Follow the Structure of Their Texts

BOXES and BULLETS
Main Idea or Subtopic
 • Supporting detail
 • Supporting detail
 • Add more bullet points if your text includes them

SEQUENTIAL
Main Idea or Subtopic
 1. First thing that happens
 2. Second thing that happens
 3. Add more steps if your text includes them

COMPARE & CONTRAST
Similarities between two things
 • First similarity
 • Second similarity
 • Add more similarities if your text includes them
Differences between two things
 • First difference
 • Second difference
 • Add more differences if your text includes them

CAUSE and EFFECT
An action that happens first, the reason something else happens
 • detail about the action
 • add more details if your text includes them

CAUSE and EFFECT
What happens as a result, the consequence of the first action
 • One result of the action
 • add more results of the action if your text includes them

PROBLEM and SOLUTION
A problem
 • detail about the problem
 • detail about the problem
 • add more details if your text includes them

PROBLEM and SOLUTION
A solution to the problem
 • detail about the solution
 • detail about the solution
 • add more details if your text includes them