

Canterbury Public Schools
ELA Module 2 Unit 2

Subject	ELA
Grade Level	3
Unit Title	Building background knowledge and research process
Unit Goals	Choose a topic, research and present information
Pacing (# of weeks)	6 - 8 weeks
Standards	L.3.1d, L.3.1e, L.3.4, RI.3.1, RI.3.3, RI.3.4, RI.3.5, RI.3.7, RI.3.8, W.3.2, W.3.7, W.3.8
Content/Conceptual Knowledge (know)	Authors of non fiction ground their texts in facts Non-fiction follows a structure when it's being constructed.
Skills (be able to do)	Perform research protocols Write a first draft, revise, edit and present information about a topic
Essential Questions	Where does information come from for a non-fiction text? How do authors determine authentic information? What is just right for a piece of text related to a topic? Is there a template for writing non-fiction?
Enduring Understandings	Researchers work to create a non-fiction text that can be supported by science or a bank of facts. There is a format for creating non- fiction texts- real versus unreal information.
Vocabulary	gist, informational text, inform, researched, text features, nomadic, take for granted, temperate, explicitly, key details, main idea, refer, support, coast, impassable, inland, nomad, northern, informational paragraph, access, challenge, desert, librarian, collaboration, effective, explicitly, key details, main idea, refer assistant, bordered, communities, include, providing, skills, transportation, volunteer, analyze, focus statement, introduction, main idea, paragraph, plan, purpose, sentence, short response, task, challenge, overcome, body, clearly stated focus, conclusion sentence, definitions, facts, critique, feedback, organization, conventions, purpose, effectively participate
Common Learning Experiences	Read non fiction texts to gather information Ask questions about a topic Choose a topic of interest Use vocabulary related to the topic Create a draft, revise, edit and present the information to the class

Assessments	Students read a new informational text and answer selected response questions about it (mid-unit assessment). Students read a new informational text, answer selected response questions about it, and use it to write an informative paragraph (end of unit assessment).
Student Resources	Texts, templates for a non-fiction research project
Teacher Resources	For example: Texts, literature, math mats <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>