<table>
<thead>
<tr>
<th>Unit 3- Reading - Expository Text</th>
<th>Goals/Outcomes</th>
<th>Essential Questions</th>
<th>Possible teaching points</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basic for the answers.</td>
<td>Students will be able to apply a variety of strategies for reading expository text.</td>
<td>What strategies can be used when reading expository text?</td>
<td></td>
</tr>
<tr>
<td>RI 3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to 3rd grade.</td>
<td>1-Students will be able to integrate new information with prior knowledge-synthesis. 2-Students will know how to demonstrate their understanding of a topic.</td>
<td>1-What are some ways to re-tell your learning from expository text? 2-How do readers use their prior knowledge to learn new information (synthesize)?</td>
<td></td>
</tr>
<tr>
<td>RI 3.5 Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</td>
<td>1-Students will be able to identify a variety of expository texts (magazines, encyclopedias, articles, on-line, etc) and understand their purpose. 2-Students will know how to access and read a collection of related texts on a self-selected topic.</td>
<td>1- What are some different types of expository text?</td>
<td></td>
</tr>
<tr>
<td>RI 3.7 Use information gained from illustrations (e.g. maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)</td>
<td>1-Students will identify a variety of expository texts (magazines, encyclopedias, articles, on-line, etc) and understand their purpose.</td>
<td>1- What are some different types of expository text?</td>
<td></td>
</tr>
<tr>
<td>RI 3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence)</td>
<td>Students will be able to generalize content by using the text features and structures of text - cause/effect, sequential, comparison.</td>
<td>1- How is expository text organized? 2-What are some ways to re-tell your learning from expository text? 3- How can students use the text features to better understand non-fiction?</td>
<td></td>
</tr>
<tr>
<td>SL 3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</td>
<td>Integrated into daily instruction across the curriculum using adaptive school strategies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SL 3.6 Speak in complete sentences which appropriate to task and situation in order to request needed detail or clarification.</td>
<td>Integrated into daily instruction across the curriculum using adaptive school strategies.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>