

Grade Level: 3	
Subject: Reading	
Unit: Nonfiction - Chicago History	
Dates of of Unit:	
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Stage 1 - Desired Results

Reading: Informational Text Standards

CCSS.ELA-LITERACY.RI.3.4
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CCSS.ELA-LITERACY.RI.3.5
Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

CCSS.ELA-LITERACY.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).

CCSS.ELA-LITERACY.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).

CCSS.ELA-LITERACY.RI.3.9
Compare and contrast the most important points and key details presented in two texts on the same topic.

Speaking & Listening Standards

CCSS.ELA-LITERACY.SL.3.1.A
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CCSS.ELA-LITERACY.SL.3.1.B
Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.3.1.C
Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

CCSS.ELA-LITERACY.SL.3.1.D
Explain their own ideas and understanding in light of the discussion.

CCSS.ELA-LITERACY.SL.3.4
Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace..

CCSS.ELA-LITERACY.SL.3.6
Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)

Essential Questions	Enduring Understandings
Essential Questions spark meaningful connections, provoke genuine inquiry, and encourage transfer of knowledge.	Students will understand THAT...
What choices have people made to change the place we now know as the city of Chicago?	People make choices
How have people made made change to the city of Chicago?	People make changes through ideas and actions
What are the consequences of peoples choices?	Choices affect how people live in the present and future
How can we affect change for the future of our city?	Each person's choices can affect positive change
Knowledge <Vocab, Terminology, Timelines/Sequence, Formulas, Facts, Important events or people> Students will know...	Skills Students will be able to...
Choice: the act of choosing : the act of picking or deciding between two or more possibilities	Identify the choices individuals and groups make to respond to problems

Change: the act, process, or result of changing: such as	Analyze the choices that individuals and groups make, what caused them to make those choices and the consequences of those choices
Consequence: something that happens as a result of a particular action or set of conditions	Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas
Empathy: the ability to understand and share the feelings of another person	Apply word analysis and vocabulary skills to comprehend nonfiction passages
Innovation: making change by introducing new ideas or ways of doing something	Summarize and determine the central idea of nonfiction passages
Advocacy: public support for specific issues, laws, or groups of people	Draw conclusions about the choices individuals and groups make and the changes those choices cause

Stage 2 - Assessment Evidence		
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Performance Tasks <Describe performance task>		Other Evidence <Describe other evidence and assessments>
Student Change Maker Projects: Project proposal (category selection, design selection, solution development), topic research, materials list and collection, homework and classwork timeline development		Daily formative assessments "Reading Notes"
Written: 1. Letter to the mayor explaining the identified problem and advocating for student's solution 2. Project Explanation: Explain how your project shows empathy; Explain how your project shows innovation; If you had more time, what advocacy could you do to make sure that the city of Chicago followed through with your project?		Guided practice discussions
		Weekly summative assessments
		Nonfiction KWL, Chicago KWL

Stage 3 - Learning Plan		
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Read Alouds/Mentor Texts to Support <Insert any read alouds you will use to teach>	Mini Lessons <Insert teaching points>	Bends of the Unit
Bend One: Set of Chicago books and articles for student exploration Chicago History for Kids: Triumphs and Tragedies of the Windy City Chicago Literacies article - Chicago Changes	I can tap into my schema about nonfiction and Chicago Pre-Assessment	Bend One: Background + Inquiry KWL Carousel questions Text exploration Text: Chicago changes
Bend Two: Chicago Literacies article - Early Chicago Chicago History for Kids - Triumphs and Tragedies of the Windy City Chicago Literacies article - Early Native Americans Chicago Literacies worksheets -	I can identify what I know and want to know about nonfiction texts and nonfiction reading 1. What strategies can we use to make reading long NF passages easier? 2. What can we do to help our understanding before we start reading a passage? 3. How is reading nonfiction different from reading fiction? 4. How can we determine the main idea of a nonfiction passage? 5. What tools in a text helps us read nonfiction? 6. What is the purpose of nonfiction writing?	Bend Two: Chicago's first people Review Chicago changes & early Chicago CHM visit + Native Americans Native Americans - Environment/Settlement Native Americans - Settlement

<p>Bend Three: Chicago Literacies article - Chicago Legacy: DuSable's Choices and Changes Chicago Literacies article - Settlement Chicago Literacies article - After the Fire</p> <p>Chicago Literacies worksheets -</p>	<p>I can identify what I know and want to know about the city of Chicago I can explore Chicago resources (text & video) and generate inquiry ideas What do you know about... 1. Major events that have happened in Chicago? 2. Transportation in Chicago? 3. The people of Chicago? (past and present) 4. Chicago's land, environment, geography? 5. Attractions? 6. What are the best and worst things?</p>	<p>Bend Three: Chicago's Development Dusable's Choices & Changes Settlement After the Fire</p>
<p>Bend Four: Chicago Literacies article - Better Living in Chicago Chicago Literacies article - Much More than an Invention: Changing Agriculture</p> <p>Chicago Literacies worksheets - Picture a Paragraph Chicago Literacies worksheets - Picture Nonfiction Vocabulary Worksheet</p>	<p>I can generate a list of inquiry questions for different categories of information</p>	<p>Bend Four: Chicago's Past Change Makers Jane Addams Cyrus McCormick</p>
<p>Bend Five: Back of the Yards Neighborhood Council Encyclopedia of Chicago, By Robert Slayton, Edited by Ms. McCall 2017 Hoops in the Hood* Hoops in the Hood Recap 2017, Monserrat E. Ayala NewsELA Chance the Rapper hands troubled Chicago Public Schools \$1 million By Chicago Tribune, adapted by Newsela staff</p> <p>Chicago Literacies worksheets - paragraph summary Chicago Literacies worksheets - vocabulary key words Project proposal and rubrics</p>	<p>Read carefully to figure out the main idea</p>	<p>Bend Five: Chicago's Present Change Makers Back of the yards Neighborhood Council Chance the Rapper Profiles of women in Chicago</p>
<p>Bend Six: Chicago Literacies worksheets - Letter to the mayor outline Project proposal and rubrics</p>	<p>I can determine the main idea of a nonfiction passage I can identify cause and effect relationships in a nonfiction passage</p>	<p>Bend Six: Chicago's Future Makers Student Project Design</p>
	<p>I can determine central idea of subsections of nonfiction text I can determine central idea of subsections of nonfiction text</p>	
	<p>I can analyze the history of Native American people in Chicago - Environment</p>	
	<p>I can analyze the history of Native American people in Chicago - Settlement</p>	
	<p>I can determine the sequence of key events I can explain why events in a sequence are important</p>	
	<p>I can explain why events in a sequence are important I can make an inferences about the experiences of settlers</p>	
	<p>I can make an inferences about the experiences of settlers I can support inferences with evidence</p>	
	<p>I can summarize an informational text</p>	
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