# Grade 3 Unit 2 Mini Lesson 1

<table>
<thead>
<tr>
<th><strong>Unit of Study:</strong></th>
<th>Reading to Learn</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal:</strong></td>
<td>Determining Importance of Expository Texts</td>
</tr>
<tr>
<td><strong>Teaching point:</strong></td>
<td>“Today I want to teach you that nonfiction readers get ready to read by revving up their minds. Even before they start reading a text, they preview it, identify the parts, and think about how the book might go.”</td>
</tr>
<tr>
<td><strong>Text:</strong></td>
<td><em>Gorillas (Living in the Wild: Primates)</em> by Lori Mcmanus</td>
</tr>
</tbody>
</table>
| **Standard:**      | RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea  
RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently  
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) |
| **Page #’s**       | 4-14 |
| **Anchor Charts**  | “Rev Up Your Mind Before Reading Nonfiction” Anchor Chart |
| **Additional Resources** | Informational Reading Learning Progression  
Expository Text Sets to distribute to partners- leveled by Lexile level (link DOES work and is safe to open) |
# Grade 3 Unit 2 Mini Lesson 2

**Unit of Study:** Reading to Learn  
**Goal:** Determining Importance of Expository Texts  
**Teaching point:** “Today I want to teach you that readers of expository text pause when they read to make little summaries in their mind. In this class, we sometimes refer to those summaries as boxes and bullets. Doing this helps readers take in and remember the important things in a text.”

"Hoy quiero enseñarles que los lectores de texto expositivo hacen una pausa cuando leen para hacer pequeños resúmenes en su mente. En esta clase, a veces nos referimos a estos resúmenes como cuadros y viñetas. Hacer esto ayuda a los lectores a comprender y recordar las cosas importantes en un texto."

**Text:** Gorillas (Living in the Wild: Primates): Chapter “What Adaptations Help Gorillas Survive?” by Lori Mcmanus  
**Standard:**  
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea  
RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently  
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)

**Page #s**  
15-24  

**Anchor Charts**  
“Rev Up Your Mind Before Reading Nonfiction” Anchor Chart  
“To Learn From Expository Texts” Anchor Chart  
“Signs To Watch for When Choosing a Book” Chart from Unit 1

**Additional Resources**  
Informational Reading Learning Progression  
Excerpt from “What Adaptations Help Gorillas Survive?”  
“Rev Up Your Mind Before Reading Nonfiction” bookmarks
# Grade 3 Unit 2 Mini Lesson 3

**Unit of Study:** Reading to Learn  

**Goal:** Determining Importance of Expository Texts  

**Teaching point:** 

"Today, I want to remind you that readers organize the bits of information in a nonfiction text into categories. Sometimes text have pop-out sentences that alert them to the big subtopics, the main ideas, and sometimes readers just need to think and figure out how the information is organized."

---

"Hoy, quiero recordarles que los lectores organizan en categorías las partes de información de un texto de no ficción. A veces, el texto salen frases que les alertan de los grandes subtemas, las ideas principales, y en ocasiones los lectores sólo necesitan pensar y descifrar cómo está organizada la información."  

**Text:**  

- Gorillas (Living in the Wild: Primates)  
- The Weird and Wonderful Octopus by Anna Gratz- In Online Resources: [https://drive.google.com/open?id=0B9xDAy6x_zmcQmJLT1dNaE83bXM](https://drive.google.com/open?id=0B9xDAy6x_zmcQmJLT1dNaE83bXM)  

**Standard:**  

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea  
RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently  
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)

**Page #'s**  

26-36

**Anchor Charts**  

"To Learn From Expository Texts..." Anchor Chart

**Additional Resources**  

Memory Game  
"The Weird and Wonderful Octopus" nonfiction text  
Informational Reading Learning Progression
# Grade 3 Unit 2 Mini Lesson 4

<table>
<thead>
<tr>
<th><strong>Unit of Study:</strong></th>
<th>Reading to Learn</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal:</strong></td>
<td>Determining Importance of Expository Texts</td>
</tr>
<tr>
<td><strong>Teaching point:</strong></td>
<td>“Today I want to teach you that when readers read nonfiction text, they can become expert, and they can teach others what they know. To teach someone, a reader needs to know the main ideas and the supporting details. It helps to use an explaining voice and gestures and to use a teaching finger to point out illustrations.”</td>
</tr>
<tr>
<td><strong>Text:</strong></td>
<td>Frogs and Toads by Bobbie Kalman and Tammy Everts “What is a Frog?” and “Yummy Frog Food!”</td>
</tr>
<tr>
<td><strong>Standard:</strong></td>
<td>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea</td>
</tr>
<tr>
<td><strong>Page #’s</strong></td>
<td>37-46</td>
</tr>
</tbody>
</table>
| **Anchor Charts**  | “To Learn From Expository Texts” Anchor Chart  
“To Teach Well…” Chart |
| **Additional Resources** | Select passages from “Frogs and Toads”  
“What is a Frog?”  
“Yummy Frog Food!” |
## Grade 3 Unit 2 Mini Lesson 5

**Unit of Study:** Reading to Learn  
**Goal:** Determining Importance of Expository Texts  
**Teaching point:** “Today I want to teach you that when readers read expository nonfiction and come up with what they think is the main idea of the passage, or part of the passage, they write (or think) that idea in pencil, expecting it will be revised as they continue to read. The main idea is often revised by becoming either more specific or more general.”

"Hoy quiero enseñarles que cuando los lectores leen no ficción expositiva y presentan lo que creen que es la idea principal del pasaje o parte del pasaje, ellos escriben (o piensan) esa idea, esperando que se revise a medida que continúan leyendo. La idea principal es a menudo revisada convirtiéndose más específica o más general."

**Text:** Nonfiction book of choice  
**Standard:** RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea  
**Page #’s:** 47-52  
**Additional Resources:** Select passages from “Frogs and Toads”  
  - “What is a Frog?”  
  - “Yummy Frog Food!”  
  - Pets Keep Company Photos
# Grade 3 Unit 2 Mini Lesson 6

**Unit of Study:** Reading to Learn  

**Goal:** Determining Importance of Expository Texts  

**Teaching point:**  
“Today I want to remind you that when you are working to get better with a skill, it helps to take stock of your progress periodically and to set new goals for yourself. Becoming more skilled as a reader requires that you have very clear goals and plans for reaching those goals.”

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"Hoy quiero recordarles que cuando ustedes están trabajando para mejorar en una habilidad, ayuda reevaluar su progreso y establecer nuevas metas para sí mismos. Llegar a tener más habilidad como lector requiere que ustedes tengan metas muy claras y planes para alcanzar esas metas."

**Text:** Frogs and Toads by Bobbie Kalman and Tammy Everts  

**Standard:** RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea  

**Page #’s** 53-60  

**Additional Resources**  
- Informational Reading Learning Progression  
- Select passages from “Frogs and Toads”  
  - “What is a Frog?”  
  - “Yummy Frog Food!”  
- Two videos on Octopii:  
  - “Giant Octopus Video”  
  - “Octopus Opening a Container”
<table>
<thead>
<tr>
<th><strong>Unit of Study:</strong></th>
<th>Reading to Learn</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal:</strong></td>
<td>Lifting the Level of Thinking about Expository Texts</td>
</tr>
<tr>
<td><strong>Teaching point:</strong></td>
<td>“Today I want to teach you that to a very large extent, the difference between a boring text and a fascinating text is not the text itself; it is the person reading it. And to be a fabulous nonfiction reader, you need to be the kind of the person who finds the world to be a fascinating place.”</td>
</tr>
</tbody>
</table>
| **Text:**         | Excerpts linked below:  
|                   | *Cactus Hotel* by Brenda Z. Guiberson  
|                   | *The Story of Ruby Bridges* by Robert Coles  
|                   | *George Washington's Birthday* by Jean Fritz |
| **Standard:**     | RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers |
| **Page #’s:**     | 62-69 |
| **Anchor Charts:** | “To Learn From Expository Texts...” Anchor Chart |
| **Additional Resources:** | Informational Reading Learning Progression  
|                   | Text Excerpts:  
|                   | “Cactus Hotel”  
|                   | “The Story of Ruby Bridges”  
|                   | “George Washington’s Breakfast”  
|                   | “What is a Frog?”  
|                   | “Yummy Frog Food!”  
|                   | “Big, bulging eyes” Frog Excerpt  
|                   | “Look out for those teeth!” Gorillas Excerpt  
|                   | “What Adaptations Help Gorillas Survive?” |
# Grade 3 Unit 2 Mini Lesson 8

**Unit of Study:** Reading to Learn  
**Goal:** Lifting the Level of Thinking about Expository Texts  
**Teaching point:** “Today I want to teach you that readers read differently knowing they’re going to be in conversation later. They read holding conversations in their minds.”  

<table>
<thead>
<tr>
<th>Text</th>
<th>Students nonfiction book of choice</th>
</tr>
</thead>
</table>
| Standard | RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers  
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea |
| Page #’s | 70-77 |
| Anchor Charts | “Rev Up Your Mind Before Reading Nonfiction” Anchor Chart  
“Talking and Thinking in Response to Our Texts” Chart |
| Additional Resources | Informational Reading Learning Progression |
# Grade 3 Unit 2 Mini Lesson 9

**Unit of Study:** Reading to Learn  
**Goal:** Lifting the Level of Thinking about Expository Texts  
**Teaching point:** “Today I want to teach you that when reading information text, skilled readers talk back to the author’s ideas about a topic just like they might talk back to a character’s ideas about something, or to a parent’s ideas about something. Sometimes a reader says, ‘I see what you are saying, but I see things differently.’”

"Hoy quiero enseñarles que al leer textos de información, los lectores expertos hablan de nuevo de las ideas del autor sobre un tema al igual que podrían hablar de nuevo de las ideas de un personaje sobre algo, o de las ideas de los padres sobre algo. A veces, un lector dice: ‘Yo entiendo lo que estás diciendo, pero yo veo las cosas de manera diferente’.

**Text:** Gorillas “Look Out for Those Teeth!”  
News articles from www.newsela.com

**Standard:** RI.3.6 Distinguish their own point of view from that of the author of a text

**Page #’s** 78-84

**Additional Resources**  
- [Informational Reading Learning Progression](#)  
- [“Look out for those teeth!” Gorillas Excerpt](#)  
- [Newslea link- News articles](#)  
- [Determining Perspective in Nonfiction Books” Chart](#)
### Grade 3 Unit 2 Mini Lesson 10

**Unit of Study:** Reading to Learn  

**Goal:** Lifting the Level of Thinking about Expository Texts  

**Teaching point:**  
"Today I want to teach you that learning to talk really well about texts has a lot to do with learning to think well about texts, because in the end, what readers do when they think about a text is they have a conversation in their own mind."

"Hoy quiero enseñarles que aprender a hablar muy bien acerca de los textos tiene mucho que ver con aprender a pensar bien acerca de los textos, porque al final, lo que los lectores hacen cuando piensan en un texto es tener una conversación en su propia mente."

**Text:** Nonfiction expository book of choice  

**Standard:**  

**Page #’s** 85-88  

**Additional Resources**  
“Qualities of Great Conversations” Chart
Grade 3 Unit 2 Mini Lesson 11

**Unit of Study:** Reading to Learn

**Goal:** Synthesizing and Growing Ideas in Narrative Nonfiction

**Teaching point:** “Today I want to teach you that just as anglers use different hooks for different fish, readers use different ways of reading depending on if a nonfiction text is an expository text or a story. Readers of nonfiction stories use their knowledge of how stories go to organize their understanding of the text.”

---

"Hoy quiero enseñarles que al igual que los pescadores utilizan diferentes ganchos para diferentes peces, los lectores utilizan diferentes formas de leer dependiendo de si un texto de no ficción es un texto expositivo o una historia. Los lectores de historias de no ficción utilizan su conocimiento de cómo las historias van para organizar su comprensión del texto."

**Text:** Biography of Ezra Jack Keats (link below)

**Standard:** RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect

**Page #’s** 90-99

**Anchor Charts**  “Rev Up Your Mind Before Reading Nonfiction” Anchor Chart
“Questions Narrative Nonfiction Readers Can Ask” Chart

**Additional Resources**  Ezra Jack Keats Biography
Narrative Reading Learning Progression
“Story Elements” Chart
# Grade 3 Unit 2 Mini Lesson 12

## Unit of Study:
Reading to Learn

## Goal:
Synthesizing and Growing Ideas in Narrative Nonfiction

## Teaching point:
“Today I want to teach you that when readers read a true story about a person or an event in history, they usually know from the start why the person or event is famous. They know LeBron James is famous for basketball. They know the end of the story. This clues readers into the details that will turn out to be important because they related to the climatic ending.”

"Hoy quiero enseñarles que cuando los lectores leen una historia real acerca de una persona o de un evento histórico, por lo general ellos saben desde el principio por qué la persona o evento es famoso. Ellos saben que LeBron James es famoso por el baloncesto. Ellos conocen el final de la historia. Esto da pistas a los lectores en los detalles que resultan ser importantes porque se relacionan con el final climático."

## Text:
Biography of Ezra Jack Keats (link below)

## Standard:
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea

## Page #’s
100-106

## Additional Resources
- Ezra Jack Keats Biography
- Narrative Reading Learning Progression
- Informational Reading Learning Progression
Grade 3 Unit 2 Mini Lesson 13

Unit of Study: Reading to Learn

Goal: Synthesizing and Growing Ideas in Narrative Nonfiction

Teaching point: “Today I want to teach you that nonfiction readers keep a careful balance. They don’t stop in their tracks every time they come across a hard word, but they do stop to figure out tricky parts when they begin to get confused or lose meaning.”

―

"Hoy quiero enseñarles que los lectores de no ficción mantienen un cuidadoso balance. Ellos no se paran en medio del camino cada vez que se cruzan con una palabra difícil, pero si se detienen para averiguar partes difíciles cuando empiezan a confundirse o a perder el significado."

Text: Biographies students are reading

Standard: RF.3.3 Know and apply grade level phonics and word analysis skills in decoding words
       RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language

Page #’s 107-110

Additional Resources “Readers Climb the Hurdle of Hard Words” bookmark
# Grade 3 Unit 2 Mini Lesson 14

**Unit of Study:** Reading to Learn  
**Goal:** Synthesizing and Growing Ideas in Narrative Nonfiction  
**Teaching point:**  
"Today I want to teach you that readers of narrative nonfiction read through different lenses. One of those lenses, of course, is the lens of story. We've talked about that. But narrative nonfiction is still nonfiction, which means it is meant to teach. So another lens through which readers of narrative nonfiction view text is the lens of reading-to-learn information."

"Hoy quiero enseñarles que los lectores de narrativa de no ficción leen a través de diferentes lentes. Uno de esos lentes, por supuesto, es la lente de la historia. Ya hemos hablado de eso. Pero la narrativa de no ficción es todavía no ficción, lo que significa que está destinada a enseñar. Así que otro lente, cual los lectores de la narrativa de no ficción ven el texto, es la lente de la lectura para aprender información."

**Text:** The Story of Ruby Bridges by Robert Coles  
**Standard:**  
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers  
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea  
RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect

**Page #’s** 111-118  
**Anchor Chart** “When Reading Narrative Nonfiction...” Anchor Chart  
**Additional Resources**  
“The Story of Ruby Bridges” Excerpt if needed  
Informational Reading Learning Progression
Grade 3 Unit 2 Mini Lesson 15

Unit of Study: Reading to Learn

Goal: Synthesizing and Growing Ideas in Narrative Nonfiction

Teaching point: “Today I want to teach you that in narrative nonfiction, sometimes the authors doesn’t come right out to tell you the main idea. But for it to be a well-written story, there is a main idea, or, you could say, a reason to tell the story. Sometimes it helps to ask, ‘What did the main subject learn?’”

Text: Biography of Ezra Jack Keats (link below)

Standard: RL.3.2 Recount stories, including fables, folktales and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
RL.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea
RL.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect

Page #’s 119-128

Anchor Chart “When Reading Narrative Nonfiction...” Anchor Chart
“Seeking Underlying Ideas in Stories” Chart

Additional Resources Ezra Jack Keats Biography
### Grade 3 Unit 2 Mini Lesson 16

<table>
<thead>
<tr>
<th><strong>Unit of Study:</strong></th>
<th>Reading to Learn</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal:</strong></td>
<td>Synthesizing and Growing Ideas in Narrative Nonfiction</td>
</tr>
<tr>
<td><strong>Teaching point:</strong></td>
<td>“Today I want to teach you that readers use strategies they’ve developed for reading biographies on any text that is narrative nonfiction. They read books about the life story of a lobster -- or about the colonists coming to Plymouth -- just as they read stories, thinking about the main character’s traits, wants, and struggles.”</td>
</tr>
</tbody>
</table>

"Hoy quiero enseñarles que los lectores usan estrategias que han desarrollado para la lectura de biografías en cualquier texto que es de narrativa de no ficción. Ellos leen libros sobre la vida de una langosta - o acerca de los colonos procedentes de Plymouth - al igual que leen historias, pensando en las características, los deseos y luchas del personaje principal."

<table>
<thead>
<tr>
<th><strong>Text:</strong></th>
<th><strong>Cactus Hotel</strong> by Brenda Z. Guiberson</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A 2nd narrative nonfiction book that features an animal, plant or group of people as the main character</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Standard:</strong></th>
<th><strong>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>RL.3.2 Recount stories, including fables, folktales and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text</strong></td>
</tr>
<tr>
<td></td>
<td><strong>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</strong></td>
</tr>
<tr>
<td></td>
<td><strong>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</strong></td>
</tr>
<tr>
<td></td>
<td><strong>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea</strong></td>
</tr>
<tr>
<td></td>
<td><strong>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect</strong></td>
</tr>
<tr>
<td></td>
<td><strong>RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently</strong></td>
</tr>
<tr>
<td>Page #s</td>
<td>129-138</td>
</tr>
<tr>
<td>--------------</td>
<td>---------</td>
</tr>
</tbody>
</table>
| Anchor Chart | “When Reading Narrative Nonfiction...” Chart  
“Rev Up Your Mind Before Reading Nonfiction” Anchor Chart |
| Additional Resources | “Cactus Hotel” |
## Grade 3 Unit 2 Mini Lesson 17

<table>
<thead>
<tr>
<th>Unit of Study:</th>
<th>Reading to Learn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal:</td>
<td>Synthesizing and Growing Ideas in Narrative Nonfiction</td>
</tr>
<tr>
<td>Teaching point:</td>
<td>“Today I want to teach you that when reading a hybrid text, readers always think to themselves, ‘What mind-work does this part of the text want me to do?’ The parts that are narrative signal for readers to read them like stories, and the parts that are expository signal for readers to read, collecting main ideas and supporting details.”</td>
</tr>
</tbody>
</table>

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"Hoy quiero enseñarles que cuando se lee un texto híbrido, los lectores siempre piensan a sí mismos: ‘¿Qué trabajo mental quiere que haga esta parte del texto?’ Las partes con señales de la narrativa piden que los lectores las lean como historias y las partes con señal expositiva que los lectores las lean, recojan las ideas principales y los detalles de apoyo."

<table>
<thead>
<tr>
<th>Text:</th>
<th>George Washington’s Breakfast</th>
</tr>
</thead>
</table>
| Standard: | RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events  
**RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect**  
RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently |
| Page #'s | 139-146 |
| Anchor Chart | “When Reading Narrative Nonfiction...” Chart  
“To Learn From Expository Texts” Anchor Chart |
| Additional Resources | “George Washington’s Breakfast”  
“Story Elements” Chart |
# Grade 3 Unit 2 Mini Lesson 18

<table>
<thead>
<tr>
<th><strong>Unit of Study:</strong></th>
<th>Reading to Learn</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal:</strong></td>
<td>Synthesizing and Growing Ideas in Narrative Nonfiction</td>
</tr>
<tr>
<td><strong>Teaching point:</strong></td>
<td>“Today I want to teach you that self-assessment is the way you become your own coach. Readers think about what they are doing well and how they can get stronger and then coach, coach, coach themselves to keep doing that work.”</td>
</tr>
<tr>
<td><strong>Text:</strong></td>
<td>Gorillas</td>
</tr>
<tr>
<td><strong>Standard:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Page #’s</strong></td>
<td>147-150</td>
</tr>
</tbody>
</table>
Grade 3 Unit 2 Mini Lesson 19

**Unit of Study:** Reading to Learn

**Goal:** Synthesizing and Growing Ideas in Narrative Nonfiction

**Teaching point:** “Even though the unit is coming to an end, you aren’t just going to leave your nonfiction reading behind and forget about it. You’re going to be nonfiction readers wherever you go. At the museum or the zoo or at home, there are opportunities for nonfiction reading all around us. And so you need to build monuments so that you won’t ever forget the ways you’ve grown as readers, teachers, and experts.”

---

"A pesar de que la unidad está llegando a su fin, ustedes no van a dejar de lado su lectura de no ficción y olvidarla. Ustedes serán lectores de no ficción donde quiera que vayan. En el museo o en el zoológico o en casa, hay oportunidades para la lectura de no ficción a nuestro alrededor. Y por lo tanto, ustedes necesitan construir monumentos para que no olviden jamás las formas en las que han crecido como lectores, maestros y expertos."

**Text:** Students books of choice

**Standard:**

**Page #’s** 151-154

**Additional Resources**
- Statue of Liberty image
- Gateway Arch image
- Pro Football Hall of Fame Busts image