

Just the Facts 3rd Grade Non Fiction Reading Curriculum Map

In order to provide a balanced literacy program for students there is a need for them to read and develop comprehension skills using non-fiction materials. This resource provides them with that opportunity. These stories provide a wide range of information and reading activities that can be used with students.

Each subject area covers the following reading format:

- **Before I Read** which develops reasoning, critical thinking skills, and vocabulary development skills to be used prior to reading the passage.
- **While I Read** which develops comprehension, analysis, application, and critical thinking skills during the reading of the passage.
- **After I Read** which focuses on comprehension, summary, and evaluation skills after the passage has been read.

Teacher Guide Includes:

- Introduction and Teacher Suggestions
- Teacher Assessment Rubric
- Student Self-Assessment Rubric
- Read Aloud Observation Form

Stories and the standards in each:

Story One: Bubbles

RI. 3.10 Read and comprehend grade-level informational texts.

L. 3.2g Dictionary skills: use a dictionary accurately.

W. 3.1 Express and write an opinion; give supporting details.

W. 3.2 Write an informative or explanatory text.

W. 3.3 Sequence events taken from a text.

Story Two: How Animals Sleep

RI.3.3 Describe the connection between ideas and information.

RI. 3.10 Read and comprehend grade-level informational texts.

L. 3.2g Dictionary skills: use a dictionary accurately.

W. 3.1 Express and write an opinion; give supporting details.

Story Three: Giant Pandas

- RI. 3.7 Create and use detailed illustrations to describe key ideas. Add words as required.
- RI. 3.10 Read and comprehend grade-level informational texts.
- I. 3.2g Dictionary skills: use a dictionary accurately.
- W. 3.1 Express and write an opinion; give supporting details.
- W. 3.2 Write an informative or explanatory text.
- W. 3.10 Write for a specific purpose or audience.

Story Four: Toucans

- RI. 3.2 Identify main idea and supporting details.
- RI. 3.7 Create and use detailed illustrations to describe key ideas. Add words as required.
- I. 3.4a Use context to determine the meaning of words and phrases.
- W. 3.1 Express and write an opinion; give supporting details.
- W. 3.10 Write for a specific purpose or audience.

Story Five: Early Books

- RI.3.3 Describe the connection between ideas and information.
- RI. 3.7 Create and use detailed illustrations to describe key ideas. Add words as required.
- RI. 3.10 Read and comprehend grade-level informational texts.
- I. 3.2g Dictionary skills: use a dictionary accurately.
- W. 3.1 Express and write an opinion; give supporting details.

Story Six: Roadrunner

- RI.3.3 Describe the connection between ideas and information.
- RI. 3.10 Read and comprehend grade-level informational texts.
- I. 3.2g Dictionary skills: use a dictionary accurately.
- W. 3.3 Sequence events taken from a text.
- W. 3.10 Write for a specific purpose or audience.

Story Seven: Frost, Hail, and Snow

- RI.3.3 Describe the connection between ideas and information.
- RI. 3.10 Read and comprehend grade-level informational texts.
- I. 3.4a Use context to determine the meaning of words and phrases.
- W. 3.1 Express and write an opinion; give supporting details.
- W. 3.10 Write for a specific purpose or audience.

Story Eight: Stagecoaches

- RI. 3.10 Read and comprehend grade-level informational texts.
- I. 3.2g Dictionary skills: use a dictionary accurately.
- W. 3.1 Express and write an opinion; give supporting details.

Story Nine: Firefighters

RI.3.3 Describe the connection between ideas and information.

RI. 3.10 Read and comprehend grade-level informational texts.

L. 3.2g Dictionary skills: use a dictionary accurately.

W. 3.1 Express and write an opinion; give supporting details.

W. 3.10 Write for a specific purpose or audience.



A. Word Meanings: Match these words from the story to their meanings.
Write the number of the word in front of the correct meaning.

Word	#	Meaning
1. float		very big, huge
2. liquid		to make something new
3. stretch		to grow smaller
4. create		to rest up in the air
5. shrink		water, or anything like water
6. giant		make something longer by pulling it

B. What am I?

Read the clues. Then write the answer to this riddle.

1. I can be very small or very large.
2. You need soapy water to make me.
3. Blow air onto the soapy water.

I am a _____

C. People of all ages like to blow bubbles.
Why do you think people like doing this?





Dip your plastic wand into the soapy water. Blow phhhhhh! You've just made a bubble! It floats higher and higher. And then, pop! It's gone!

Bubbles of air are trapped inside the soapy liquid. You dip the wand into a very soapy solution. It sticks to the plastic wand. It stretches across the round hole on the end of the wand.

When you blow into the hole in the wand, you make the air move. Blow slowly and you will see how the air makes the soap start to stretch. Blow harder and the soap stretches and stretches. The soap breaks free and shuts the air inside. You have created a bubble!

1. a) What will the bubble do once you have made it?

b) Why does the bubble do this?

Anything that moves air can make a bubble. You can hold the wand up to the wind. You can run and hold the wand up to catch the air. You can even hold the soapy wand in front of a fan. The air inside the bubble pushes evenly in every direction. This keeps your bubble round.

Bubbles will float in the air until they touch something that pokes a hole in the soap skin. Then POP! Bubbles will also pop when the soap skin dries out. Their soap skins shrink and they cannot hold the air inside any longer.

You can make a giant bubble or a very tiny one. You can blow just one bubble, or a whole string of bubbles. But can you blow a square bubble?



After Reading:

1. Bubbles cannot last forever. Soon they will pop.

Number these facts in correct order to tell how a bubble pops.

- _____ The soap skin shrinks.
- _____ They cannot hold the air inside any longer.
- _____ The bubble pops.
- _____ The soap skin dries out.

2. When we do something (cause), something different happens (effect).

Complete the chart to tell the effects of these causes.

Use facts from the story to help you.

Cause	Effect
a) When I blow into the hole in the wand	the air
b) Blow slowly and	the soap will start
c) When the soap breaks free	it shuts

3. Explain why a bubble is round.

4. Name three places where we see bubbles in everyday life.

- a) _____ b) _____ c) _____

Bubbles

Before Reading: A. 6, 4, 5, 1, 2, 3 B. bubble C. Answers will vary

During Reading: 1. a) It will float up into the air. b) The air inside the bubble is lighter than the air outside the bubble.

After Reading: 1. Sequence Order: 2, 3, 4, 1 2. a) moves b) to stretch c) the air inside 3. The air inside the bubble pushes evenly in every direction. 4. Answers will vary.