

## 2014-2015 Grade 3 Reading Units of Study

<b>Unit 1: Launching the Reading Workshop (2 weeks)</b>
<b>Rationale</b>
<i>Why is this unit important and appropriate for this grade level and at this time of the year?</i>
The goals of reading workshop are similar for all grade levels: to produce highly skilled literate students who can read with stamina and communicate their understanding of what they have read. It is very important to establish a community of readers. During this unit, the students will monitor their comprehension as they delve into longer and more complex books.
<b>Learning Outcomes</b>
<i>What do we expect students to know and be able to do at the end of the unit?</i>
Students will: <ul style="list-style-type: none"><li>• Demonstrate an understanding of the routines/procedures of reading workshop</li><li>• Demonstrate an understanding of the procedures for selecting just right texts</li><li>• Build reading stamina</li><li>• Use known strategies to monitor comprehension</li><li>• Identify readerly habits and use this information to set purposeful reading goals</li></ul>
<b>Minilessons/Notes/Tips</b>
<i>What minilessons will lead to student learning outcomes?</i>
Possible Minilessons: <ul style="list-style-type: none"><li>• Establishing everyday routines for reading workshop</li><li>• Establishing what students do when they are finished with a book, task, etc.</li><li>• Organizing and storing books</li><li>• Creating a “Tips For Choosing a Just Right Text” anchor chart</li><li>• Modeling and creating an anchor chart of what independent reading looks, sounds, and feels like</li><li>• Keeping reading logs to record reading volume and stamina</li><li>• Introducing the reader’s notebook and exploring ways to organize and use it<ul style="list-style-type: none"><li>○ Read aloud section</li><li>○ Reading log and response section</li><li>○ Books I want to read section</li><li>○ Me as a reader</li><li>○ Strategies learned</li><li>○ Resources section (e.g., class coding symbols, list of talk prompts/stems, small versions of class anchor charts)</li></ul></li><li>• Setting and recording reading goals<ul style="list-style-type: none"><li>○ Monitoring progress towards reaching reading goals</li></ul></li><li>• Defining inner conversation and develop an awareness of the inner conversation readers have as they read.</li><li>• Monitor comprehension by listening to inner conversation</li></ul>

## 2014-2015 Grade 3 Reading Units of Study

- Stopping, thinking and reacting by jotting notes to hold that thinking while reading
- Monitoring comprehension to notice confusing parts and when confusion is cleared up
  - Getting students to understand that readers need to self monitor so they notice when they are suddenly just reading the words and not creating meaning. Readers might say something like, "Wait a minute. This isn't right," when the text is confusing.
- Revisiting existing notes (Post-its, reader's notebooks) as a pre-reading strategy
- Using notes as a springboard for conversations to expand thinking about what was read
- Celebrating the end of the unit. Possibilities may include but are not limited to the following:
  - Have students respond in writing to prompts such as, What new learning do you have as a result of the unit? What do you now do as a reader that you didn't do previously?
  - Take a video of students modeling the routines and habits of readers such as reading independently, shopping for books, choosing just right text, etc. Have students view the video and name out the good reading habits they notice.
  - Share book recommendations with one another in small groups.

### Notes/Tips:

- ***By the end of the unit, students should be reading independently for a minimum of 25 minutes.*** To view strategies for building stamina click go to the archived artifacts on the district units of study website. To access the units of study website use the link [http://ww3.mamkschools.org/units\\_of\\_study/](http://ww3.mamkschools.org/units_of_study/). From the top nav bar, select Grade 3 Reading, select "Resources" and click on the unit folder.
- Assess students to determine their independent and instructional reading levels using running records.
- Use data (running records, conferences notes, etc.) to plan for whole class minilessons, group students for guided reading and plan for one-on-one conferences.
- Many teachers have students complete reading inventories and/or reading interviews as a way for students to self-assess their readerly habits. (Owocki's professional text has sample inventories) Students use this information to set targeted and meaningful reading goals. Students may reflect on their readerly habits by writing/drawing/talking about the following:
  - My favorite genre/book is...
  - I get my best reading done...
  - My special reading spot is...
  - I read because...
  - I'm the kind of reader who...
- Establish and create anchor charts for independent reading routines and small group work to promote student independence.
  - Include visuals (icons, photos, examples) on charts to support student understanding.
  - Display these anchor charts in the classroom and encourage students to use them as needed.
- Set up an organized, labeled, and attractive library to promote a desire to read and support student independence. Give students time to explore the library.
- Use a variety of genres to model strategies during shared reading, minilessons and conferences so students understand that these reading strategies are applicable to all types of texts.
- During read aloud and shared reading expose students to texts that range in genre (fiction, nonfiction, poetry, etc.)
- Read aloud and shared reading provide daily opportunities for students to turn and talk which will prepare them for engaging in conversations about texts read with reading partners and book club members.
- Use shared reading and read aloud as opportunities to model the comprehension strategies as well as during reading workshop minilessons. This will enable the time for some minilessons to focus on routines such as keeping a reading log, using the reader's notebook, etc.
- In order to expose students to a wide variety of texts and themes, it would be beneficial to use short texts during this unit.
- To view recommended genre specific texts for read aloud and independent reading use the following link <http://readingandwritingproject.com/resources/classroom-libraries.html>.
- **To view Grade 3 archived artifacts for the unit please visit the Grade 3 reading/writing page.**

## 2014-2015 Grade 3 Reading Units of Study

Select "Resources" from the top nav bar. To access the units of study website use the link [http://ww3.mamkschools.org/units\\_of\\_study/](http://ww3.mamkschools.org/units_of_study/).

- Additional resources of sample anchor charts for reading and writing units of study include the following: <http://readingandwritingproject.com/resources/classroom-charts/third-eighth-grade.html>.

### Professional Resources

*What professional resources will be helpful in planning the unit?*

- *The Common Core Lesson Book K-5* by Gretchen Owocki
- *Units of Study in Reading* by Lucy Calkins and Kathleen Tolan (Building a Reading Life: Stamina, Fluency, and Engagement, Volume 1)
- *Still Learning to Read* by Franki Sibberson and Karen Szymusiak
- *The First 20 Days* by Harry K. Wong
- *A Comprehensive Approach to Balanced Literacy: A Handbook for Educators from New York City Department of Education*
- *Teachers College Reading and Writing Project 3<sup>rd</sup> Grade Reading Curriculum Calendar 2010-2011*
- *Guiding Readers and Writers* by Irene Fountas and Gay Su Pinnell
- *Strategies That Work* by Stephanie Harvey and Anne Goudvis (Chapter 9)
- *The RTI Daily Planning Book K-5* by Gretchen Owocki
- *The Comprehension Toolkit* by Stephanie Harvey and Anne Goudvis (Strategy Guide 1 Monitor Comprehension)
- *Toolkit Texts: Grades 2-3: Short Nonfiction for Guided and Independent Practice* by Stephanie Harvey and Anne Goudvis
- <http://ww3.mamkschools.org/ela> (Select Components of Balanced Literacy, click on Independent Reading, scroll down for Richard Allington data on stamina)
- <http://ww3.mamkschools.org/ela> (Select Assessment, scroll down to Reading Logs)