

## 2014-2015 Grade 3 Reading Units of Study

<b>Unit 2: Reading is Thinking: Spotlight on Monitoring Comprehension (3 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>
Readers who are metacognitive actively attend to their “inner conversations” while they read.
<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>• Monitor comprehension across longer texts</li><li>• Use a variety of strategies to track thinking</li><li>• Work cooperatively with a partner</li><li>• Share thinking in an accountable way</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>• Reviewing what it means to be an active reader</li><li>• Explaining the importance of engaging and interacting with texts</li><li>• Reviewing and charting the habits of effective partnerships<ul style="list-style-type: none"><li>○ Eye contact</li><li>○ Text viewable to both readers</li><li>○ Take turns listening</li><li>○ Expectation of partner’s responding to one another with questions, thoughts, suggestions, etc.</li></ul></li><li>• Modeling rich book talk to demonstrate active reading</li><li>• Modeling rich book talk through the use of conversational prompts<ul style="list-style-type: none"><li>○ What in the text makes you say that?</li><li>○ I thought that too, here’s why...</li><li>○ Another example of that is...</li><li>○ I thought something different...</li><li>○ I agree because...</li><li>○ Wait. I’m confused. Are you saying...</li><li>○ Have you found the same thing with the character in your story?”</li></ul></li><li>• Creating an anchor chart of turn and talk moves</li><li>• Practicing ways for partners to engage in informal book talks</li><li>• Modeling how readers interact with texts to monitor comprehension<ul style="list-style-type: none"><li>○ Notice when meaning breaks down for readers, create an anchor T-chart listing reasons for why meaning may break down and then fix-up strategies for each situation (sample chart below)</li><li>○ Build a schema for what it looks like and feels like when this happens</li></ul></li></ul>

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- Discuss fix-up strategies to stop and regain comprehension of the text

Why Meaning Breaks Down	What to Do About It
Fatigue	Reread to construct meaning. Put the book down when too tired.
Not enough background knowledge	Focus and read words more carefully than usual.
Don't like the book	Choose another book.
Too hard	Think about what you know and try to connect it to new information.

- Developing a class coding system to annotate fictional texts
- Following the inner conversation and leaving tracks of thinking using the coding system
- Modeling how readers stop and jot to track their thinking and hold on to the big idea
- Synthesizing the story read into a summary that contains the important elements of a story – character names and traits, the main events of the plot told in sequence, the setting, etc.
  - When a new event happens in the story, the reader reflects, “How does this new event fit with what has gone before in the story?”
  - Notice what the main character does and think about why the character does what he/she does.
  - Readers read by synthesizing. Relating a new section to the larger text in ways which show how the earlier parts of the story explain or set up what has just happened.
- Establishing various strategies for students to track the characters, plot and character change over time
- Chunking the text as a way to remind the reader to pause and summarize what was just read
- Reading on and synthesizing what was just read with what was read previously
- Modeling making purposeful connections (text to word and text to text) that deepen understanding of texts read
- Celebrating the end of the unit. Possibilities may include but are not limited to the following:
  - Show a video or audiotape of a partnership talking about books. Have students identify what the partnership is doing successfully. Chart responses.
  - Have partnerships discuss what their strengths are and identify a goal for their partnership work by asking themselves, “What do we do well? What are some areas we could work on getting better at?”
  - Distribute a bookmark of talk moves for partnerships to support student conversations about books read.
  - Identify what strategies the reader is using successfully and one strategy the reader finds challenging.

### Notes/Tips:

- ***Students should continue to build stamina by reading independently for a minimum of 35 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.
- 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.
- During this unit, it will be important to establish reading partnerships. Students must have opportunities

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- to talk about books with a partner early in the year so that they will be able to effectively participate in book clubs later in the year.
- Many teachers schedule 5-10 minutes two days per week for partners to meet and talk about the books they are reading. Ideally partners would have access to copies of the same title to promote conversation. If resources are limited another option is for partners to read different titles within the same series.
  - Conferring into partnerships is critical as it allows teachers to model and guide students in using conversation to push their thinking and deepen their comprehension of texts read.
    - List of talk moves/prompts can be put in readers notebooks, on a bookmark, etc.
  - Guided reading groups meet frequently to promote differentiation of reading instruction.
  - If students are struggling with decoding some possible work to infuse into guided reading, shared reading and workshop minilessons might include the following:
    - Strategies for decoding words that may be polysyllabic.
    - Strategies for figuring out the meaning of unfamiliar words and phrases.
    - Strategies for monitoring for meaning and having thoughts while reading.
  - During read aloud teachers chart model think aloud and have students identify the strategies used. Create a 3 column chart labeled "Page," "Thinking," and "Strategy."
  - Teachers may encourage students to keep track of strategies taught in their reading notebooks and then use the workshop share as a time for students to review the list and note/mark/highlight one strategy they used that day. During the share several students can share why and how they used the strategy as well as articulate how it helped them as a reader. Other teachers may distribute laminated bookmark with the phrase, "As a reader, I'm working on..." (Student or teacher can fill in the strategy following a guided reading group, conference, etc.)
  - 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. 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
- *The RTI Daily Planning Book K-5* by Gretchen Owocki
- *Strategies That Work* by Stephanie Harvey and Anne Goudvis
- *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
- *Still Learning to Read* by Franki Sibberson
- *Comprehension Connections: Bridges to Strategic Reading* by Tanny McGregor
- *Teaching for Comprehension and Fluency* by Irene Fountas and Gay Su Pinnell
- *The Art of Teaching Reading* by Lucy Calkins
- *The Next Step in Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader* by Jan Richardson