

2014-2015 Grade 3 Reading Units of Study

Unit 7: Poetry: Spotlight on Fluency and Visualization (3 weeks)

Rationale

Why is this unit important and appropriate for this grade level and at this time of the year?

Fluency refers to students' ability to read phrases and sentences smoothly and quickly, taking into consideration punctuation and author's intent. Students who read fluently demonstrate a deeper understanding of texts. Poems provide a manageable text with which students can work on their fluency.

Learning Outcomes

What do we expect students to know and be able to do at the end of the unit?

Students will:

- Read a variety of poems to develop an appreciation for the genre
- Use punctuation to read with fluency and intonation
- Read poems fluently to demonstrate a deeper understanding of the text
- Use a variety of visualization strategies to deepen comprehension

Minilessons/Notes/Tips

What minilessons will lead to student learning outcomes?

Possible Minilessons:

- Recognizing, naming and explaining the purpose of a variety of poetic elements such as
 - Repetition
 - Line breaks
 - Metaphors/similes
 - Figurative language
 - Word choice
 - Stanza
- Demonstrating how good readers read with fluency
- Modeling how good readers use white space as a guide to reading poetry
- Modeling how good readers use line breaks as a guide to reading poetry
- Modeling how good readers read with an appropriate rate
- Demonstrating how good readers use punctuation to read with fluency
- Demonstrating how good readers use punctuation to read with intonation
- Modeling how good readers read with intonation to express meaning
- Merging prior experience and the text to create visual images
- Creating images with compelling texts
- Creating mental images that go beyond visualizing – using all the senses to comprehend a text

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- Acting out poems as a way to visualize
- Sketching as a way to visualize
- Visualizing as a way to infer and understand information about a text
 - To infer the meaning of an unknown word
 - To infer the author's message
 - To infer the big idea of the text
- Transferring fluency strategies from fiction to nonfiction texts
- Celebrating the end of the unit. Possibilities may include but are not limited to the following:
 - Have students choose a favorite poem (may be a familiar poem from shared reading or a new one discovered during the unit), practice reading the poem using the various strategies learned, make an audio recording of the poem read aloud, self self-assess their fluency using a rubric. (Rubrics are most effective when they are developed with students, have a limited number of behaviors to evaluate, are modeled being used.)
 - Have students choose a favorite poem, copy poem, visualize and sketch an illustration. Write a description that includes text evidence to support the visual images sketched.
 - Have partners work together to select a poem, discuss ways to act out the poem, perform the poem for the class.

Notes/Tips:

- **Students should be reading independently for a minimum of 45 minutes.**
- 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 to introduce and model fluency. Use the same shared text for four to five consecutive days alternating the teaching point but keeping with the same text as a way to promote fluency. (Often teachers begin the unit by using poems the class studied as part of shared reading earlier in the year.)
- Demonstrate the strategies for fluency across genres during read aloud and shared reading so students see that these strategies are transferable to all texts.
- In preparation for this unit, carefully select high quality poems that the class will study closely as part of read aloud, shared reading and workshop minilessons.
- Suggested mentor texts include
 - *Baseball, Snakes, and Summer Squash* by Donald Graves
 - *Honey I Love and Other Love Poems* by Eloise Greenfield
 - *All The Small Poems and Fourteen More* by Valerie Worth
 - *Love That Dog* by Sharon Creech (Great for students who may not initially interested in poetry.)
- Create 2-3 poetry anthologies at different reading levels (e.g., anthology for proficient readers, anthology for developing readers). (This allows for differentiation of texts.) Make copies for students so that they can annotate the poems and also study the poems during writing workshop.
- Students should spend 10-15 minutes reading poetry and the remainder of the workshop reading just right books to continue building reading stamina.
- Guided reading groups meet frequently to promote differentiation of reading instruction.
- **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/.**
- 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>.

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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
- *The Fluent Reader: Oral Reading Strategies for Building Word Recognition, Fluency, and Comprehension* by Timothy Rasinski
- *The Fluent Reader in Action* by Timothy Rasinski
- *Poetry Matters: Writing a Poem From the Inside Out* by Ralph Fletcher
- *Teaching Struggling Readers with Poetry* by Carol J. Fuhler, Maria P. Walther
- *Awakening The Heart* by Georgia Heard
- *For the Good of the Earth and Sun* by Georgia Heard
- *Text Savvy* by Sarah Daunis
- *Strategies that Work* by Stephanie Harvey and Anne Goudvis
- *Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy* by Irene Fountas and Gay Su Pinnell
- *Teaching for Comprehension and Fluency* by Irene Fountas and Gay Su Pinnell
- *The Next Step in Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader* by Jan Richardson
- Poetry Blog (Archived poems, suggested lessons, articles, etc.) available on eChalk. Go to My Groups, select Grade 3 Resources/Units, click on folder in Resources.