

2014-2015 Grade 3 Reading Units of Study

Unit 9: Looking Back, Looking Forward: Making Summer Reading Plans (1-2 weeks)
Rationale
<i>Why is this unit important and appropriate for this grade level and at this time of the year?</i>
Research shows that a decline in summer reading has a huge impact on student reading progress; therefore it is critical that we help foster enthusiasm around independent summer reading and help students set summer reading goals. The goal of this unit is to help students approach reading with a sense of purpose and develop a strong sense of themselves as readers. At this point, they should no longer randomly select books at their level, but rather take into consideration their strengths and weaknesses, likes and dislikes as they approach book selection. Most importantly, they will know the strategies readers use when initiating a rich, purposeful, independent reading life.
Learning Outcomes
<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">• Set summer reading goals• Use a variety of tools to develop a sense of self as a reader• Purposefully gather texts by taking into consideration knowledge of oneself as a reader
Minilessons/Notes/Tips
<i>What minilessons will lead to student learning outcomes?</i>
Possible Minilessons: <ul style="list-style-type: none">• Reviewing how readers ask themselves questions to reflect on their growth as readers<ul style="list-style-type: none">○ What reading levels have I read during third grade?○ How long can I sustain myself as an independent reader?○ How do I spend my reading time? (immersed in fiction, non-fiction, etc.)• Looking through reading logs to assess:<ul style="list-style-type: none">○ Reading volume and stamina○ Reading levels attained during the year○ Favorite genres, authors, characters, series• Writing a reflection using the prompt, "I'm the kind of reader who..."<ul style="list-style-type: none">○ What are my favorite books?○ Do I have a favorite reading spot?○ Do I have a favorite author, genre, series?○ What types of books do I understand best?• Looking through reading notebooks to notice:<ul style="list-style-type: none">○ Books I want to read○ Comprehension strategies I use frequently○ Comprehension strategies I need to work on• Writing a reflection using the prompt, "How am I thinking more deeply as I read?"

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- Explaining how readers think about the strategies learned throughout the year (See Unit 9)
- Discussing how readers identify the strategies they need to develop further
- Modeling/fishbowling a think-aloud about purposeful book selection based on awareness of knowledge of oneself as a reader
- Exploring internet based reading opportunities available through the school libraries (see professional resources)
- Identifying resources for summer reading (e.g., library summer programs, contact information for peers with similar reading interests)
- Creating a detailed plan for what to read and a schedule with goals for reading volume and stamina over the summer
- Using the reading schedule (described above) to develop a log to track summer reading
- Developing/extending a list of books to read
- Celebrating the end of the unit. Possibilities may include but are not limited to the following:
 - Partner/group students together to share with one another their reading plans.

Notes/Tips:

- ***By the end of the unit, students should be reading independently for a minimum of 45 minutes.***
- In preparation for this unit, allow students to resort books in the classroom library in new ways to help them discover books they may be interested in reading during the summer (e.g., similar characters, similar series, similar theme, favorite genres, favorite read alouds).
- Students should leave with their reading plan, reading log template and either a set of books or a detailed list of where (local library, online sources, local bookstore, friend's house) to find the texts they are interested in reading.
- Encourage students to bring their summer reading plans, schedule, and reading log to their fourth grade classes.
- Guided reading groups meet frequently to promote differentiation of reading instruction.
- 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/.**
- 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
- *Teachers College Reading and Writing Project 3rd Grade Reading Curriculum Calendar 2010-2011*
- *Still Learning to Read* by Franki Sibberson and Karen Szymusiak
- *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

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