

Unit 1: Launching the Reading Workshop (2 weeks)

Rationale

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

The goals of reading workshop are similar for all grade levels: to produce highly skilled literate students who can read with stamina and communicate 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.

Learning Outcomes

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

Students will:

- Demonstrate an understanding of the routines/procedures of reading workshop
- Demonstrate an understanding of the procedures for selecting just right texts
- Build reading stamina
- Monitor comprehension across longer texts
- Identify readerly habits to set purposeful reading goals

Minilessons/Notes/Tips

What minilessons will lead to student learning outcomes?

Possible Minilessons:

- Establishing everyday routines for reading workshop
 - What does reading workshop look like, sound like?
 - What does independent reading look like, sound like?
- Establishing what students do when they are finished with a book, task, etc.
- Organizing and storing books
 - What is the shopping procedure for books? How often? What time of day?
 - Where are independent books kept? (e.g., book baggie, magazine file)
 - How many books do students shop for?
- Creating a "Tips For Choosing a Just Right Text" anchor chart
- Modeling what independent reading looks, sounds, and feels like
- Keeping reading logs to record reading volume and stamina
- Introducing the reader's notebook and exploring ways to organize and use it
 - Read aloud section
 - Reading log and response section
 - Books I want to read section
 - Me as a reader
 - Strategies learned
- Setting and recording reading goals
 - Monitoring progress towards reaching reading goals
- Defining inner conversation and develop an awareness of the inner conversation readers have as they read.
- Monitor comprehension by listening to inner conversation
 - Stopping, thinking and reacting by jotting notes to hold that thinking while reading

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- 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.
- Noticing when meaning breaks down and determining why (Create an anchor T-chart with why meaning breaks down and fix-up strategies for each situation)
 - Build a schema for what it looks like and feels like when this happens
 - Discuss fix-up strategies to stop and regain comprehension of the text
- 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 new even happens in the story, the reader reflects on the question, "How does this new event fit with what has gone before it 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.
- Revisiting existing notes (Post-its, reader's notebooks) as a pre-reading strategy before continuing on in a chapter book
- 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?
 - Share book recommendations with one another in small groups.
 - Create and share podcasts of book recommendations.
 - Share reading goals, develop plan of action, create a classroom display.

Notes/Tips:

- ***By the end of the unit, students should be reading independently for 35 minutes.*** (To view strategies for building stamina click on the unit folder on the Grade 5 reading resources landing page. To access the units of study website use the link http://ww3.mamkschools.org/units_of_study? From the top nav bar, select Grade 5 Reading, select "resources and click on the unit folder.)
- Assess students to determine their independent and instructional reading levels using running records. Many teachers also have students complete reading inventories and/or reading interviews to determine their reading habits and interests. Students use this information to set targeted and meaningful reading goals.
- Use data from district assessments to plan for whole class minilessons, group students for guided reading and plan for one-on-one conferences.
- Many teachers also have students complete reading inventories and/or reading interviews to determine their reading habits and interests. Students use this information to set targeted and meaningful reading goals.
- Establish and create anchor charts for independent reading routines and small group work to promote student independence. Display these anchor charts in the classroom. All anchor charts should have visuals.
- Set up an organized, labeled, and attractive library to promote a desire to read and support student independence.
- During read aloud and shared reading expose students to texts that range in genre (fiction, expository nonfiction, narrative 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, use a range of genres to model strategies during read aloud, shared reading and minilessons so students understand that reading strategies taught are applicable across genre, text, etc.
- In order to expose students to a wide variety of texts and themes, it would be beneficial to use short texts (e.g., nonfiction articles, typed short texts of picture books).
- Encourage students to revisit previously read favorite texts to examine them from a different perspective and have a new experience with the text. They can compare this second read to the experience they had the first time they read the book.
- When discussing how meaning can break down for readers, create an anchor T-chart with why meaning breaks down and fix-up strategies for each situation.

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- To view recommended genre specific texts for read aloud and independent reading use the following link <http://readingandwritingproject.com/resources/classroom-libraries.html>.
- Read aloud picture books often during the year to demonstrate the various strategies.
- Teachers are encouraged to share copies of short typed texts they use for shared reading and/or independent reading with district colleagues. To view articles and short typed texts archived on the district website login to eChalk, select Grade 5 ELA Resources, choose related folders in Resources.
- **To view Grade 5 archived artifacts for the unit please visit the Grade 5 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/.**

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* by Gretchen Owocki
- *Units of Study for Teaching Reading Grades 3-5* 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
- *Notebook Connections: Strategies for the Reader's Notebook* by Aimee Buckner
- *Conferring with Readers* by Jennifer Serravallo and Gravity Goldberg
- *A Comprehensive Approach to Balanced Literacy: A Handbook for Educators from New York City Department of Education*
- *Teachers College Reading and Writing Project 5th Grade Reading Curriculum Calendar 2010-2011*
- *Strategies That Work* by Stephanie Harvey and Anne Goudvis (Chapter 9)
- *The Comprehension Toolkit* by Stephanie Harvey and Anne Goudvis (Monitoring Comprehension, Book 1)
- *Guiding Readers and Writers* 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
- <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)