Unit 1: Narrative Reading: Building a Reading Life

Content Area: **English Language Arts**
Course(s): **English Language Arts**
Time Period: **Marking Period 1**
Length: **7-8 Weeks**
Status: **Published**

Unit Overview

Unit 1 invites the children to the Reading Workshop by introducing them to their new lives as upper elementary school readers. The children will be introduced to the workshop model and taught how to use a reading log to keep track of their independent reading. They will begin a reading notebook, a place where they will capture their thoughts about reading and explore and improve their reading skills. The third graders will come to see a reading life as something they control and own. Mentor texts will be explored and enjoyed during the interactive read aloud, shared reading, and mini-lessons. Throughout the unit teachers will utilize *Fundations*, Level 3, (2012, Wilson Language Training Corporation) to build on the phonics and word study instruction students have been receiving in Grades K-2. Level 3 builds on these basic skills, progressing further into the study of word structure with a focus on advanced spelling rules, and morphology. This instruction will contribute greatly to fluency, vocabulary development, and the applications of strategies for understanding text. All are necessary for the successful development of reading comprehension. Meanwhile, the children will be reading up a storm in the "just right" fiction books of their choice. Mini-lessons, strategy groups, and conferences will provide students the strategies they will use to move forward as readers. Performance assessments and learning progressions will enable students to accelerate their acquisition of skills. Not only will the third graders find themselves tuned in to each page of every book they choose to read; but tuned in to the entire book at hand!

Standards

LA.RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
LA.RL.3.3	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
LA.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LA.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
LA.RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
LA.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
LA.RL.3.8	(Not applicable to literature)
LA.RL.3.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
LA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding

	words.
LA.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
LA.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.3.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.3.1.B	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
LA.SL.3.1.D	Explain their own ideas and understanding in light of the discussion.
LA.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
LA.SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
LA.SL.3.5	Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
LA.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
LA.L.3.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LA.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Essential Questions

- How do readers become invested in the Reading Workshop?
- How do good habits, routines, and procedures within the workshop model enable readers to grow?
- How do readers create reading lives for themselves?
- How do readers make texts matter to them?

Application of Knowledge: Students will know that...

- readers build partnerships with other readers.
- readers build relationships with books.
- readers can monitor their growth as readers
- readers choose just-right books and push themselves to read more.
- readers have skills and strategies to help them tackle complex texts and hard words.
- readers hold tight to meaning while they read.
- readers make resolutions to embrace a reading life.

Application of Skills: Students will be able to...

- ask questions of a text to dig deeper into meaning.
- choose and read books on their level with fluency and understanding.
- envision and make predictions about the characters and the story as they read.
- log their reading progress.
- read for sustained periods of time.
- talk and write about what they are reading to show understanding.
- use strategies and skills to check for comprehension, for example using Post-its to review a chapter.
- use strategies and skills to tackle complex texts, for example looking at illustrations to get more information.
- use strategies and skills to understand hard words, for example locate small known words inside larger words.

Teaching Points and Suggested Activities

The following teaching points and activities are adapted from the *Building a Reading Life (Grade 3)* unit of the *Units of Study for Teaching Reading (Calkins et al., 2015)* and serve as a loose framework for teachers, who will add and or emphasize based on their students' needs.

Teaching Points

- Help students see the value of building a reading life, teach them some strategies for setting this goal.
- Teach students to value books and reading and to read as if books are gold.
- Teach students that readers learn to choose books that are just right for them and to check their comprehension as they read, so they can spend their time reading lots of books with accuracy and comprehension.
- Teach children that it helps to set clear reading goals and to track their progress toward those goals.
- Teach children that they can find books to read and share those stories out by being a part of a reading community.
- Show students the value of working with a partner and teach them how partners support each other.
- Teach students to examine how a text's illustrations contribute to the meaning of a story (e.g., create mood, emphasize aspects of a character or setting).

- Teach children strategies for checking their comprehension; for example using *The Work of Readers* charts.
- Teach children skills to help them follow the textual clues as they read and to shift between envisioning and assembling facts.
- Coach students to apply grade-level phonics and word analysis skills in decoding words.
- Teach students that readers think carefully about what they are reading and make lots of predictions about what might happen next.
- Teach children that readers not only make predictions about what might happen next, but even the details of those predictions.
- Teach students strategies for retelling a story; for example tracking the ways a character tries to solve a problem.
- Coach students to distinguish their own perspective of the story from that of the narrator or those of the characters.
- Teach students that reading partners help each other mine deeper into a story so that they raise their level of understanding and improve reading skills.
- Teach children that readers use their knowledge of language and conventions when writing and speaking about reading.
- Teach students that readers can take on the challenge of complex texts by having many strategies to rely on like identifying the problems in the story.
- Teach students that readers have a lot of strategies to help them figure out words in a text and they use one after another until they are able to read the unknown word.
- Teach students that they can use contextual clues to read hard words.
- Teach students that readers figure out the meaning of figurative language much the same way as they figure out the meaning of hard words.
- Coach students to determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- Teach students that readers often pose questions about the text as they are reading, as a way of figuring out meaning.
- Teach children that often their questions about a text will concern what the author's purpose was for writing the text.
- Teach students that readers celebrate learning.

Activities to Support Teaching Points

- create and refer to anchor charts
- study pages from exemplar reader's notebooks
- provide and present mentor texts as models
- teach the *Work of Readers* Charts
- teach children strategies for holding onto text, for example by using Post-its and graphic organizers
- model (Talk Aloud) the strategies good readers use
- model, provide, and use a reader's notebook
- tap, sketch, or jot across a story as a way of retaining information and details
- study book introductions and endings
- practice creating mental movies as you read
- investigate figurative language and descriptive vocabulary and how authors use them
- Turn and Talk the dialogue in a story to bring the characters' feelings alive
- set mini-reading goals for engagement, print work, fluency, comprehension, and/or conversation
- provide checklists and reading progressions to assess and develop on-going reading goals
- scaffold skills with strategies, for example using Post-its to identify key elements of a chapter
- write long about reading
- practice alternating the speed a text is read to reflect tone and mood
- plan to celebrate the conclusion of classroom reading projects
- use technology in the reading classroom; for example digital journals

Assessments

Assessment in this unit takes three forms: diagnostic, formative, and summative. The resource *Reading Pathways, Grades 3-5*, provides reading progressions, performance assessments, rubrics, tools for collecting data, a system for conducting running records, There are also digital versions of the assessment tools available through the online resources at; www.readingandwritingproject.org/resources. Teachers may also develop their own rubrics and assessments in order to include more specific elements of knowledge and skills listed in this unit summary.

Student self-assessment and peer assessment should take place whenever possible--again, in all three forms: diagnostic, formative, and summative. Removing the traditional emphasis on teacher assessment enables students to take more initiative and become self-directed.

On-going teacher assessment will take place in the context of a conference. Conferences, both small group and one-to-one conferring, are used to reinforce expectations, provide advice and/or assistance, and ultimately, to support growth.

Diagnostic Assessments

Running Records

www.readingandwritingproject.org/resources/assessments/running-records

Spelling Inventory

www.readingandwritingproject.org/resources/assessments/spelling-assessments

Individual beginning of the year "How's It Going?" conferences

Formative Assessments

Teacher-student conferences including: individual, small group, strategy group, and guided reading

Daily observation of students' participation during the active engagement segment of each mini-lesson.

Students' conversation with partners during Turn and Talk segment of mini-lessons.

Reading logs, Reader's Notebooks, Writing About Reading evidence (Post-its, journal entries, writing long about reading, for example)

Summative Assessment

Teacher-student conferences

Running Records

Spelling Assessments

Reading logs, Reader's Notebooks, and other evidence of students improving skills

Activities to Differentiate Instruction

The design of reading workshop allows for individualized instruction and independent growth for every child. At the heart of differentiation in Reader's Workshop is data and the analysis of data. Through the usage of monitoring student progress during independent reading, analysis of formal and informal running records, and other assessments such as high-frequency word lists and spelling inventories, teachers should be able to delineate which students are in need of additional supports, in what areas those supports should be targeted at, and which students are ready to be pushed further in their reading work.

Some methods to use to support struggling readers as well as advanced readers:

- Provide leveled books appropriate for all reading levels
- Provide support as needed through conferencing
- Provide support as needed through strategy groups
- Provide support as needed through guided reading groups
- Provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning
- Scaffold or stretch learning through the use of various strategies
- Provide appropriate reading partners
- Utilize charts to provide a visual reminder for students throughout the mini-lesson.
    - Add drawings and visuals to charts
    - Provide individualized copies of teaching charts
    - Depending on the concept, the chart may be most effective to visually break the concept into parts and touch each part during a demonstration
- For students needing more support at the end of the mini-lesson, keep them at the rug for an extra minute after dispersing the rest of the class and clarify the main topic of the mini-lesson or work one-on-one with them to start their reading
- Set reading goals for students and follow-up with the reading goals after an appropriate amount of time.
- Create group and one-on-one conferencing calendars to ensure that students are being met with on a regular basis and working toward individualized goals
- As the unit progresses, the teacher, in coordination with the students, will develop a word wall that will highlight vocabulary specific to the topic chosen
- Assign roles to partners (Partner 1/Partner 2) to help scaffold which student should speak first and avoid one partner dominating the conversation and the other partner becoming a passive listener
    - For ELL students, creating a triad instead of partnership may be beneficial
- Provide students access to RAZ Kids which will provide students more reading options for leveled texts, access to technology, and the ability to have books read to them while they follow along or for students to record their reading

Supports for ELL students:

- Provide consistent teaching structures
- Use consistent teaching language
- Offer plentiful opportunities for reading practice
- Provide access to a broad variety of texts
- Use assessment to provide extra support
- Support students in the preproduction and early production stages of learning English
- Use visual examples in your teaching
- Modify our mini-lessons to be as concise as possible
- Provide extra ?active engagement? time in mini-lessons for extra practice
- Provide readers with topic-based text sets
- Provide opportunities for listening and learning the social language of the reading workshop
- Provide opportunities to read in both their home language and in English
- Plan instruction with the ELL teacher
- Extend the language ELLs are producing through questioning
- Provide explicit instruction in tenses, pronoun references, and connectives
- Support students in building vocabulary using their own reading as the context
- As the unit progresses, the teacher, in coordination with the students, will develop a word wall that will highlight vocabulary specific to the topic chosen

In order to support this differentiation work, teachers may want to consult the following materials:

- Units of Study books at lower or higher levels for teaching strategies that are appropriate to the support needed.
- The Reading Strategies Book by Jennifer Serravallo
- If. . . Then. .. Curriculum book for alternate units or teaching points to support the individual reading levels.
- A Guide to the Reading Workshop (Primary Grades) chapter 14 for more in-depth information on differentiation

Challenge gifted students to incorporate more complex reading techniques based on the 4th grade Reading Learning Progressions:

- base predictions on how stories tend to go, explaining reasons for predictions
- pay attention to structure while reading, note sequence words that may indicate a back-story or gaps in time between scenes.
- read complex sentences correctly by paying attention to punctuation
- talk about the big ideas/themes that a story teaches
- support ideas with details from several parts of a text and discuss how the details actually do support those ideas

Integrated/Cross-Disciplinary Instruction

Writing Workshop

- apply language and ideas from read alouds and independent reading
- utilize read alouds and independent reading as mentor texts
- apply spelling strategies
- identify areas of spelling needs
- apply grammar skills
- identify areas in need of addressing (spelling, grammar, mechanics)
- expand written vocabulary from read alouds and independent reading
- model sentence and paragraph structure after mentor texts

Content Areas: Science, Social Studies, Health

- read just right books in the content areas
- use mentor texts to deliver Social Studies content
- compare content area ideas and issues to what our characters deal with in our read alouds and mentor texts
- apply reading skills and strategies to the reading we do in the content areas

Study Skills

- use graphic organizers to support reading

- use checklists and rubrics to monitor progress
- use Venn diagrams and t-charts to gather, compare, and contrast events
- use highlighters, note cards, post-its, and other tools to keep track of story events, details, and ideas
- keep a log and notebook

The Arts

- analyze illustrations in books for details
- compare illustrations to other forms of art
- illustrate a passage that was just read to show details, ideas, and lessons
- act out a scene from a book to better visualize how a character feels

Suggested Mentor Texts and Other Resources

Resources

Units of Study for Teaching Reading:

- *Building a Reading Life* by Lucy Calkins and Kathleen Tolan
- *A Guide to the Reading Workshop, Intermediate Grades*; Lucy Calkins
- *Reading Pathways, Grades 3-5, Performance Assessments and Learning Progressions*; Lucy Calkins
- *If...Then... Curriculum: Assessment-Based Instruction, Grades 3-5*; Lucy Calkins; Julia Mooney; and Colleagues From the TCRWP
- *Online Resources for Teaching Writing*; Lucy Calkins
- website: www.readingandwritingproject.org/resources

The Art of Teaching Reading; Lucy Calkins

The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers; Jennifer Serravallo

Leveled Books, K-8: Matching Texts to Readers for Effective Teaching; Irene C. Fountas and Gay Su Pinnell

Reading Miscue Inventory: From Evaluation to Instruction; Yetta M. Goodman

Miscue Analysis Made Easy: Building on Student Strengths; Sandra Wilde

Around the Reading Workshop in 180 Days; Frank Serafini

The Book Whisperer: Awakening the Inner Reader in Every Child; Donalyn Miller

Mindsets and Moves: Strategies That Help Readers Take Charge; Gravity Goldberg

Guiding Readers and Writers, Grades 3-6; Irene C Fountas and Gay Su Pinnell

Smarter Charts; Marjorie Martinelli

Some Suggested Mentor Texts

**Peter's Chair*; Ezra Jack Keats (J)

**Make Way for Dyamonde Daniel*; Nikki Grimes

ish; Peter H. Reynolds (H)

Can I Play Too?; Mo Willems (H)

Wemberly Worried; Kevin Henkes (L)

Mailing May; Micheal O. Tunnell (O)

The Best Story; Eileen Spinelli

How to Read a Story; Kate Messner

Fireflies; Julie Brinckloe (K)

What Do You Do With an Idea?; Kobi Yamada

The Plot Chickens; Mary Jane Auch

The Word Collector; Sonja Wimmer

The Boy Who Loved Words; Ronni Schotter (Q)

Punctuation Takes a Vacation; Robin Pulver (M)

Miss Alaineus: A Vocabulary Disaster; Debra Frasier

Part of Reading Street Anthology

When Charlie McButton Lost Power; Suzanne Collins

Prudy's Problem and How She Solved It; Carey Armstrong-Ellis

Suki's Kimono; Chieri Uegaki (M)

Jalapeno Bagels; Natasha Wing (L)

My Rows and Piles of Coins; Tololwa M. Mollel

Some Suggested Read Aloud Novels

**Stone Fox*; John Reynolds Gardiner (P)

**Because of Winn Dixie;* Kate DiCamillo (R)

Charlotte's Web; E.B. White (R)

The One and Only Ivan; Katherine Applegate (S)

A Series of Unfortunate Events, The Bad Beginning; Lemony Snickett (V)

The Miraculous Journey of Edward Tulane; Kate DiCamillo (V)

The Boy On the Porch; Sharon Creech

Charlie and the Chocolate Factory; Roald Dahl (R)

Poetry Books

Forest Has a Song: Poems; Amy Ludwig VanDerwater

I'm in Charge of Celebrations; Byrd Baylor

The Poetry Friday Anthology Series; Sylvia Vardell and Janet Wong

National Geographic Book of Animal Poetry; J. Patrick Lewis

***Part of Third Grade Trade Book Pack**

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.