Unit 1: Launching Reader's Workshop

Content Area: **English Language Arts**
Course(s): **Reading 3**
Time Period: **September**
Length: **5 weeks**
Status: **Published**

Unit Summary

In this unit students are in need of establishing routines and procedures to build their reading lives. Reading workshop is designed to teach students to seek out books according to their interests, to reflect on their reading lives, and to set personal reading goals. The essential reading skills taught will include: building reading stamina, active engagement while reading, and developing fluency. The structure of this unit is designed to support the reader through read-alouds, independent reading, reading records and partnerships to build rich reading lives.

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.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
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.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP10.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.
TECH.8.1.5.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.

Student Learning Objectives

By the end of this unit students will learn to….

- follow routines, procedures and expectations for Readers Workshop.
- use strategies to determine just right books.
- build reading stamina.
- monitor their comprehension.

Essential Questions

Why do we build our reading stamina?

How do we choose books that are just right for us as a reader?

How do we engage in deep meaningful conversations about our books?

LA.3.3.1.3 A.a	How does understanding a text's structure help me better understand its meaning?
LA.3.3.1.3 C.a	How do I figure out a word I do not know?
LA.3.3.1.3 D.a	How does fluency affect comprehension?
LA.3.3.1.3 E.a	What do readers do when they do not understand everything in a text?
LA.3.3.1.3 F.a	Why do readers need to pay attention to a writer's choice of words?
LA.3.3.1.3 G.a	How do readers construct meaning from text?

Enduring Understandings

Students understand that…

- effective reading communities work best with clearly communicated procedures and routines.
- individuals read for a variety of purposes and read a variety of fiction texts.
- readers use a variety of strategies to decode and comprehend text.

LA.3.3.1.3 A.A	Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.
LA.3.3.1.3 C.A	Readers use language structure and content clues to identify the intended meaning of words and phrases as they are used in text.
LA.3.3.1.3 D.A	Fluent readers group words quickly to help them gain meaning from what they read.
LA.3.3.1.3 E.A	Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.
LA.3.3.1.3 G.A	Good readers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.

Application
Students will be able to independently use their learning to…

- distinguish between reading in a storytelling voice and reading in a monotone way.
- know the purpose of a reader's notebook.
- make reasonable predictions using evidence from the text.
- be able to build their reading stamina to deepen their understanding of the text.
- be able to identify their best and worst reading times to improve their reading lives.
- be able to develop personal reading goals.

Skills
Students will be skilled at …

- actively participating in Reader's Workshop.
- selecting good fit books for independent reading.
- taking ownership for their reading lives.
- building their reading with stamina.