

# Unit 1 Reading: Launch--Building a Reading Life

Content Area: **English Language Arts**  
Course(s):  
Time Period: **Trimester 1**  
Length: **4 Weeks**  
Status: **Published**

## **Brief Summary of Unit**

---

Students will build their reading life in third grade and acquire essential skills to become a lifelong reader.

Students will learn and practice routines that will be utilized throughout the year. In addition, students will gain reading skills that are necessary for understanding literature including plot structure and comprehension skills. During this unit, students will practice necessary skills to build strong partnerships with peers to enhance learning. Throughout this unit, students will practice these skills through shared readings, small group work, and independent reading.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers.

Revision Date: June 2021

## **Pacing Guide**

---

Please refer to [this Language Arts Reading and Writing Workshop Pacing Guide for grade 3](#).

Please refer to [this scope and sequence for Word Study](#).

A sample K-5 Literacy Schedule Across a Week is accessible in instructional materials section of the [Grades K-5 folder](#).

## **Standards**

---

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated

content-based standards listed below.

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.3.3	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.3.10	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.C	Decode multisyllable words.
LA.RF.3.3.D	Read grade-appropriate irregularly spelled words.
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.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
LA.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
WRK.9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
WRK.9.2.5.CAP.6	Compare the characteristics of a successful entrepreneur with the traits of successful employees.
TECH.9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
TECH.9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
TECH.9.4.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
TECH.9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
TECH.9.4.5.DC.7	Explain how posting and commenting in social spaces can have positive or negative consequences.

## **Essential Questions/Enduring Understandings**

---

How can I make reading into a big part of my life, getting back into the swing of carrying books with me all the time and reading them often, and remembering what I have already learned about having and sharing ideas as I read?

What habits and strategies do readers use in their reading lives?

There are routines and expectations in a reading workshop.

Readers monitor for sense and understanding by stopping often and asking questions, retelling sections of a story, and noticing when something doesn't make sense.

Readers slow down their reading and use fix-up strategies when texts don't make sense.

Readers read fluently, like they are speaking with proper phrasing and expression.

There are multiple genres of texts and that each genre has various skills and strategies essential to understanding.

## **Students Will Know/Students Will be Skilled At**

---

Readers develop an independent reading life at home and at school

Readers build reading stamina.

Readers get to know their own reading identities and establish goals/habits to make their reading the best it can be.

Readers establish reading partnerships that positively influence the reading community.

Readers are resourceful, using all strategies that help them solve problems while reading independently.

Readers monitor reading habits by keeping detailed reading logs.

Readers will read with independence.

Readers will choose and care for just-right books.

Readers will read with accuracy and fluency.

Readers will read with purpose and understanding.

Readers reflect upon reading experiences in a reader's notebook.

Readers will set personal goals to create positive reading experiences.

Readers will set personal and class goals to increase stamina.

Readers will use Accountable Talk strategies when discussing books with partners.

Readers will retell sections of their stories to their reading partners.

Readers will write post-its to show thinking and to use while discussing books with partners.

## **Evidence/Performance Tasks**

---

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered three times per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

### Formative Assessments

- Responses to Essential Questions
- Post-It notes telling each time the text gives them new information about the character
- One-to-one reading conferences and accompanying conferring notes
- Peer conferences
- Turn and talks
- Read Aloud Reading responses, written and oral
- Exit tickets or do nows
- Engagement Observations
- Accountable Talk
- Post-it Board
- Monitor Stamina, Volume, and Fluency through rubrics
- Read increasingly complex text by monitoring student self-selection of leveled text
- Guiding Reading Group work
- Stop and Jot
- Stop and Sketch of thinking throughout unit
- Small Group Strategy Reading group work
- Reading Responses on Post-its and in Notebooks
- Answer assigned journal questions

### Summative, including Alternative Assessments:

- Book review
- "Write Longs"
- Reading Conferences
- Running Records
- Reading Logs
- Reading Responses
- Word Study Assessments
- Performance- and project-based learning
- Personalized, student-designed assessments
- Teachers College Reading and Writing Project: Reading learning progressions
- Use teacher/student-created rubrics
- Teachers College Reading and Writing Project: rubrics with student samples
- Standards-based reporting system and report card

## Benchmark Assessments

- Complete Comprehension, Independent Reading Assessment, fiction, Jennifer Serravallo, Heinemann
- Fountas and Pinnell Benchmark Reading Assessment, recorded three times per year
- Screener: Dynamic Indicator of Basic Literacy Skills (DIBELS), as needed
- Diagnostic: Phonological Assessment Profile by Linguistics (PAPL) Diagnostic Assessment, as needed
- iReady Screener and Diagnostic Assessment

## **Learning Plan**

---

Upper elementary reading instruction for the Cranford Public Schools embraces a centrist approach, employing both balanced and structured literacy practices to both comprehend/ analyze *and* decode texts.

### **Balanced Literacy**

To teach comprehension and analysis, reading instruction is literature and informational text-based and follows a balanced literacy approach through a number of strategies and techniques in Reading Workshop. These include interactive read-alouds/alongs, mini lessons, independent reading, small group strategy instruction or guided reading, one-to-one conferencing, and book club discussions. Students will select from authentic literature at their independent reading levels from a rich classroom library. Teachers will focus on the needed skills and behaviors identified on the F&P Continuum at each student's instructional reading level. Grade level indicators are outlined above. Individual conferences with each student will address specific needs of the reader.

Teachers should follow the mini-lesson format:

- Teaching point(s) for each lesson
- Connection: Connects new learning to previous learning/lessons
- Teach/Modeling: Uses 'think alouds' when modeling what you expect students to do
- Guided Practice/Active Engagement: Guides students through practice of the teaching point
- Link to Independent Practice: Helps writers understand the purpose for the writing they are about to do and the skills/craft they will be practicing/applying independently as good writers
- Independent Reading/Student Conferences: Provides time for students to do independent reading while teacher confers with individual students, works with small groups, or reading clubs\*.
- Closure/Sharing: Pull students back together and recognize the work they have done relating to the teaching point. (See end of section for closure ideas.)

For teaching purposes, see attached template for structure of a Reading Workshop lesson. (Change the red font to match your teaching point). Click [here](#).)

Guided Reading can provide small group instruction for **Level N language and literary features**:

- Memorable characters who change and develop over time
- Factors related to character change explicit and obvious
- Figurative Language important to understanding plot
- Setting important to understanding plot
- Complex plots with numerous episodes and time passing
- Building suspense through events of the plot
- Multiple points of view revealed through characters' behaviors
- Multi-syllable words with more than three syllables that are challenging to decode
- Hyphenated words across lines

For students reading below or above grade level expectations, please reference The Fountas and Pinnell Literacy Continuum: A Tool for Assessment, Planning and Teaching to target skills for additional reading levels.

### **Structured Literacy**

To teach decoding, reading instruction follows a structured literacy approach through an number of multi sensory strategies and research-based techniques. Daily word work emphasizing prefixes, suffixes, and root words enhancing vocabulary word power is embedded within the reading block. Third grade transitions from the study of phonics or morphology, and teachers use a multisensory approach to instruction. For Word Study, please refer to the [Cranford Scope and Sequence](#).

Decodable and controlled texts are used as needed and primary work study lessons may be referenced. Additionally, see the Cranford Public School Grades K-8 Google Folder for instructional materials to identify teaching points and design strategy lessons for those above or below grade level reading. Individual conferences with each student will address specific needs of the reader.

Please see the Cranford Public School [Grades K-5 Google Folder](#) for instructional materials to identify teaching points and design strategy lessons for those above or below grade level reading. The sections/bends below provide detailed teaching points and lesson ideas for on-level reading.

Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

---

### **Suggested Teaching Points and Potential Lessons: Making Reading Lives**

Readers take charge of growing their own reading life! We do this by:

- First, deciding why it is important in our own life to grow our reading
- I'm going to grow my reading so that I can...
- Thinking about times when our reading goes smoothly and when it drags and then figuring out how to change our reading lives for the better
- To make reading the best it can be, I should...
  - Find a quiet place without distractions
  - Find some great books
  - Choose books we love to read
- Creating reading resolutions by naming our promise of how we will improve our reading lives in the future – “From today on, I’m going to ...”

Readers grow their reading by becoming faster, stronger, longer readers.

- We do this by: Setting goals to read for longer stretches
- Using our reading logs to track our progress
- Choosing ‘just right’ books that are at our level- I-Pick
- Practicing reading each day for a longer stretch than the day before.
- Reading Faster, Stronger, and Longer
  - Follow the words without eyes and not our fingers
  - Read smoothly, accurately and with comprehension
  - Pay attention to what we read, making the words matter
  - Read with feeling—hear the ‘read aloud’ voice in our heads but not out loud
  - Read tons and tons to grow as readers

## **Suggested Teaching Points and Potential Lessons: Making Texts Matter**

---

Readers hold tight to the meaning of their story. We do this by:

- Remembering the characters’ names and the story setting.
- Create a timeline of the BIG events to help remember what you read (Note: If you’re 1/2 way through a retell of a chapter and have five items, you are using too many details; rethink your event choices on the timeline)
- Quiz yourself! When moving from chapter to chapter, ask:
  - “Is the scene continuing? Is this a new scene?”
  - “Are the characters in the same place, doing the same thing?”

Readers recognize when texts become confusing and use fix up strategies

- Making ‘mental movies’ by paying attention to details. When the picture gets blurry like the cable is scrambling, don’t give up - stop and fix it!
- Fix-it Strategies for Our Mental Movies
  - Back up and reread to see if we missed something
  - Slow down, read on—ask, “Huh? What’s going on?”
  - Keep reading because using upcoming text will sometimes help

- Look carefully at the details
- Opening our minds and hearts to make the story matter.
  - Are you seeing words or really reading and holding onto the story?
  - How are you treating the story? Like a ‘curmudgeon’ or like it’s ‘gold’?

Readers become part of the story

- Talk back to it in your head. For example, “Oh no, watch out!” or “That happened to me, I know how it feels...”
- Finding the part that really matters and jotting down your thinking to remember and share
  - Mark places that speak to you, places where the texts stands out and calls to you, almost like it is in BOLD print
  - Ask yourselves questions about the text and refer explicitly to text when you answer these questions

Readers are like monster trucks that climb over the hurdle of hard words and read on, never taking a detour from the trail of the story

- Ways to Figure Out Unknown Words:
  - Look for patterns or chunks (prefixes, suffixes, roots)—does that sound right?
  - Read forward, substitute a synonym, then reread—does it make sense?
  - Use substitute or synonym, a dictionary or Google
  - Still not sure? Jot down the tricky word to talk about in your conference.

Readers become proactive and create a buzz about books we love. We do this by:

- Recommending a book to a reader we think would enjoy it
- Summarizing the book – tell just enough of a book to make another want to read it
- Retelling the book using "Somebody, wanted, but, so, then, finally"
- Analyzing a poem to search for elements of a story
- Telling why the book is special
- Reading just a little bit – a really interesting part – aloud to others
- Stock our “baggies” with books we’re excited to read
- Keep books on deck, waiting to be read
- Think back to how they found good books to read in the past

Readers distinguish between literal and figurative language

- Recognizing phrases that mean something not exactly what the words say (e.g. paths ‘snake’ through mountains, or they ‘dress’ themselves in red and gold
- Recognizing that words have more than one meaning (e.g. ‘cried’) and envision what is going on in the story
- Read poetry to discuss the underlying meaning of words and phrases

**Suggested Teaching Points/Lessons: Bringing Together Reading Lives, Text that Matter and Partners**

---



Reading partners are important because...

- Like going to the movies, a lot of the fun comes after reading time is over and you get to talk about it
- You hold conversations with your partner that mirror the internal conversations you want to have with yourself
- Foster relationships with one another around books
- You can be 'a force for the good' in another reader's journey

Reading partners get to know each other as readers. We do this by:

- Paying attention to each other's reading interests by talking about books that tend to be a perfect fit
- Talking about reading histories by studying each other's reading logs
- Talking about reading goals and what you are doing to reach your goals
- Jotting notes on important things they learn about each other to refer to at future meetings

Reading partners can talk about books by recounting and rethinking what we read so far by:

- Starting at the beginning. Summarize by taking big steps through the timeline of events, skipping over the small details, and recounting only the important parts.
- Another way to retell is called synthesis retelling because you start at the chunk you just read and synthesize, or fit together, all the parts important to that chunk. In other words, as you summarize the chunk you just read, you add in earlier parts of the story that you need to explain things, going back and forth between the past and the present. (When you reference earlier parts, it's like using parentheses to add important information to make it all fit together.)

Reading partners listen well while deeply discussing thoughts and feelings about a text by:

- Readers use SLANT to be respectful to other readers
- Being still when someone speaks
- Allowing time for our partner to share all of their thoughts
- Nodding our heads to show that we understand
- Asking questions when we are confused
- Having the right heart attitude
  
- Don't listen like "curmudgeons"
- Remember that there are brilliant ideas being shared that just need a little listening to grow

## **Materials**

---

The materials used in this course integrate varied, leveled instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Materials used in all classrooms include the following: Fountas and Pinnell Benchmark Reading Assessment System, 2nd Edition, System 2; Fountas and Pinnell Classroom System, Guided Reading; Fountas and Pinnell Classroom System, Mini Lessons; Fountas and Pinnell Classroom System, Readaloud; Jennifer Serravallo

Complete Comprehension; Intervention materials include, but are not limited to, Leveled Literacy Intervention kits.

In addition to the materials below, the link that connects to district-approved books and resources utilized in this course can be found here: [Core Book List](#). Teachers must refer to the district-approved [Core Book List](#) while selecting whole-class or small-group leveled resources.

## **Instructional Materials**

---

Mentor Texts and Read Aloud Books:

- *Miss Brooks Loves Books! (and I don't)* by, Barbara Bottner
- *One Smart Cookie* by John Nez
- *My Mouth is a Volcano* by, Julia Cook
- *Goldie Socks and the Three Libearians* by, Jackie Mims Hopkins
- *Baloney (Henry P.)* by, Jon Scieszka and Lane Smith
- *Cloudy With a Chance of Meatballs* by, Judi Barrett
- *Miss Nelson is Missing!* by, Harry Allard
- *Indian Shoes-* Cynthia Smith
- *Chrysanthemum* by, Kevin Hankes
- *To See the Moon* by, Ethel Bacon
- *Penelope Popper Book Doctor* by, Toni Buzzeo
- *"Let's Get a Pup!" said Kate* by, Bob Graham
- Pixar Shorts - video clips

Word Study Scope and Sequence using multisensory approach to word work [Cranford Word Work Scope and Sequence: Grade 3](#).

## **Teacher Resources**

---

- Units of Study for Teaching Reading, Lucy Calkins with Colleagues from the Reading and Writing Project, Grade 3 Heinemann, 2013.
- Teachers College Reading and Writing Project Reading Units of Study, Grade 3, 2014-2015.
- Fountas and Pinnell Benchmark Assessment Kit
- [Fountas and Pinnell Classroom Slides](#)
- Word Study Scope and Sequence using multisensory approach to word work
- The Fountas and Pinnell Literacy Continuum: A Tool for Assessment, Planning and Teaching

- The Reading Strategies Book, Jennifer Serravallo
- The Literacy Teacher's Playbook, K3-5, Jennifer Serravallo
- Reading Projects Reimagined: Student Driven Conferences to Deepen Critical Thinking, Dan Feigelson
- Conferring with Readers, Jennifer Serravallo and Gravity Goldberg
- Teaching Reading in Small Groups, Jennifer Serravallo
- Cranford Public School Grades K-8 Google Folder for instructional materials
- Independent Reading Assessment, Jennifer Serravallo, Fiction and Non Fiction, Scholastic.
- [Crosswalk \(suggested IRA titles and Mini Lesson numbers\)](#)

## **Suggested Strategies for Modifications and Accommodations**

---

[Content specific accommodations and modifications as well as Career Ready Practices are listed here](#) for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

The structure of reading workshop is designed to differentiate and address specific goals and learning for each reader:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- The teacher will assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- Individual conferences with each student will address specific needs of the reader.

Possible accommodations during reading workshop include, but are not limited to:

- Use visual presentations of all materials to include organizers, charts, word walls.
- Have a designated reader for difficult content
- Work in partnerships
- Give responses in a form (verbal or written) that is easier for the student
- Take additional time to complete a task or project
- Take frequent breaks
- Use an alarm to help with time management
- Mark text with a highlighter
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Create alternate assignments or homework
- Provide a distinct steps in a process; eliminate unnecessary steps, as needed.
- Provide a to-do list

- Manage executive function by scaffolding process and amending deadlines
- Use digital ebooks, technology, audio and video version of printed text
- Differentiate roles in discussion groups
- Access speech to text function on computer
- Offer oral assessments

Possible modifications to content during reading workshop include, but are not limited to:

- The teacher will refer to the Fountas and Pinnell Literacy Continuum: A Tool for Assessment, Planning and Teaching to target specific strategies to teach students below benchmark levels.
- Refer to the Strategies for Striving Students in the K-8 folder for specific appropriate interventions.
- Adhere to all modifications and accommodations as prescribed in IEP and 504 plans.