

# **Z Sept. Gr.3 Unit 1: Reader's Workshop/ Character Study**

Content Area: **English**  
Course(s):  
Time Period: **September**  
Length: **6-8 Weeks**  
Status: **Obsolete**

## **Unit Overview**

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Students will learn how Reader's Workshop is conducted. This first unit will focus on close reading of text in order to do a character study. Students will learn to pay close attention to text as they read in order to have a greater appreciation for the characters.

Students will:

Envision the characters in a story and “get lost in a book”

Grow theories about characters by reading closely and making inferences

Learn lessons by stepping into the shoes of different characters

## **Enduring Understandings**

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What a character thinks about other characters or about problems or events can help the reader figure out if a character is good or bad, patient or impulsive, generous or greedy.

By paying close attention to what characters say, think, and do, readers can use those details as clues and make inferences about what those clues tell them about the characters.

Readers envision and predict what they read.

Readers build theories by reading closely and inferring based on what a character does and how they do it.

Readers step into the shoes of different characters and pay attention to moments when they face big challenges as well as how they resolve these challenges.

## **Essential Questions**

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What can a character’s thoughts and actions reveal about them?

How can readers use the text as evidence to support their ideas and opinions about characters?

How do readers walk in other character’s shoes?

How do readers build theories about characters?

How do readers grow and learn lessons alongside the characters in the books they read?

## **Instructional Strategies & Learning Activities**

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### **Shared Reading:**

L 3.1, 3.3, 3.5, 3.7

RI 3.1

SL 3.1, 3.3

Unit 1 Theme: Launching Reader's Workshop

Focus skills:

- \*introduce and launch Reader's Workshop

- \* develop questions to ask and answer about a given text

- \*cite text to answer questions

- \*determine the main idea

- \*identify character traits, feelings and motivations

- \*use illustrations to learn more about a story's mood and characters

- \*Come to a discussion prepared, ready to follow rules, able to ask and answer questions and explain own ideas.

Informational text suggestions:

Weekly Reader

Connections

PAARC review books

### **Literature Text suggestions:**

Dear Mr. Henshaw

Loser

## The Relatives Came

### **Extended Text suggestion:**

Ramona Quimby, Age 8

### **Guided Reading:**

RL 3.1, 3.3, 3.5, 3.7

RI 3.1

L 3.4

RF 3.4

SL 3.1, 3.3

Students will be flexibly grouped in small guided reading groups according to level and/or by needed skill.

Done on a daily basis:

- Meet with 2-3 groups
- Independent Reading
- Teaching Strategies (See standards)

### **Teacher will assess students using Standards Based Checklist, On Demand Data and Independent Reading Level**

### **Word Study:**

L 3.2f

## **Unit 1: Spelling Patterns & Generalizations**

### **Focus Skills:**

- \* word families
- \* position-based spellings
- \* syllable patterns
- \* ending rules,
- \* meaningful word parts

## **Focus Language Skills:**

- \*Function of nouns, pronouns, adverbs, adjectives and adverbs
- \*Use commas and quotations when writing dialogue
- \*Distinguish shades of meaning among words to describe states of mind
- \*Possessive Nouns
- \*Use knowledge of language when writing and speaking
- \*Acquire and accurately use grade-appropriate words and phrases

## **Integration of Career Readiness, Life Literacies and Key Skills**

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
WRK.9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

## **Technology and Design Integration**

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Students will interact with the SmartBoards, Chromebooks, and Document Camera.

## **Interdisciplinary Connections**

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Social Studies

## **Differentiation**

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- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components:**
  - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
  - Process – how the student will acquire the content information.
  - Product – how the student will demonstrate understanding of the content.
  - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

### **Differentiation occurring in this unit:**

Based on individual need, teachers will offer additional support through conferencing, modified mentor text, peer support and individualized mini-lessons.

Advanced learners will be offered more rigorous mentor texts to emulate, teacher conferences and reference materials to support in-depth writing endeavors, based on choice.

## **Modifications & Accommodations**

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Refer to QSAC EXCEL SMALL SPED ACCOMMODATIONS spreadsheet in this discipline.

### **Modifications and Accommodations used in this unit:**

IEP and 504 accommodations will be utilized.

## **Benchmark Assessments**

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**Benchmark Assessments** are given periodically (e.g., at the end of every quarter or as frequently as once per

month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

**Schoolwide Benchmark assessments:**

Aimswest benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

**Additional Benchmarks used in this unit:**

DRA

Aimswest

Linkit testing 3 times a year.

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**Formative Assessments**

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

**Formative Assessments used in this unit:**

Teacher conference

Discussion

Homework

Teacher made assignments

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**Summative Assessments**

**Summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

**Summative assessments for this unit:**

Performance Assessments

Writing Rubrics

Reading & Writing Checklists

Word Study Quizzes

**Reading On-Demands**

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**Instructional Materials**

☐ Bookroom

Hyperlinks

Internet

Media Center

<http://commoncore.org/maps/index.php/>

<http://www.corestandards.org/>

On Line links: Reading

<http://www.thecurriculumcorner.com/2012/07/22/launching-readers-workshop/>

<http://teacher.depaul.edu/Documents/ReadtoLearnaboutFablesGrades3-4.pdf>

<http://teacher.depaul.edu/Documents/ReadtoLearnaboutSymbolsMapsandArtNonfictionGrade3.pdf>

[http://teacher.depaul.edu/Reading\\_NONFICTION\\_Grade3.htm](http://teacher.depaul.edu/Reading_NONFICTION_Grade3.htm)

On Line Links Grammar:

[http://www.softschools.com/quizzes/grammar/quotation\\_marks/quiz1632.html](http://www.softschools.com/quizzes/grammar/quotation_marks/quiz1632.html)

<http://www.quia.com/rr/335442.html>

[http://www.mcauliffe.brevard.k12.fl.us/TEACHERS/LabbeK/021quotation\\_marks.htm](http://www.mcauliffe.brevard.k12.fl.us/TEACHERS/LabbeK/021quotation_marks.htm)

[http://www.softschools.com/quizzes/grammar/possessive\\_nouns/quiz327.html](http://www.softschools.com/quizzes/grammar/possessive_nouns/quiz327.html)

<http://www.quia.com/rr/377189.html>

[http://www.harcourtschool.com/activity/possessive\\_noun/](http://www.harcourtschool.com/activity/possessive_noun/)

<http://www.emc.maricopa.edu/faculty/stonebrink/ESL012/possessives/turtlemc3quiz.swf>

[http://www.ngfl-cymru.org.uk/vtc/apostrophes\\_con\\_poss/eng/Introduction/MainSessionPart2.htm](http://www.ngfl-cymru.org.uk/vtc/apostrophes_con_poss/eng/Introduction/MainSessionPart2.htm)

## Standards

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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.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
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.3.6	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.3.3	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.3.5	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).