

Sept. SW Reading: Launching Gr. 3

Content Area: **English**
Course(s):
Time Period: **September**
Length: **4-8 Weeks**
Status: **Published**

Unit Overview

DESCRIPTION

The beginning of the school year is an exciting time! Students enter their classrooms with a heightened sense of curiosity and wonder. First impressions go a long way for young learners, and it is important for them to experience a comfortable and engaging invitation into their literacy-rich environment. Brightly decorated bulletin boards, shiny desks and tables, and beautifully organized books await your students. The start of each new school year provides opportunities for you and your students to create a community of learners who respect, listen to, share, and respond to the thoughts and ideas of others. This is especially important when considering your community of readers.

The Reading Fundamentals Launching Unit of Study provides models for many reading behaviors, rituals, and routines. Active listening, thinking, engagement, and participation are fundamental expectations for reading workshop. Establishing a community that fosters these behaviors is vital and will help your students develop and grow. Through the targeted lessons in this unit, your students' focused thinking and accountable talk will begin to evolve and develop. As students gain more experience, they begin to participate in meaningful conversations connected to the books they are sharing.

Enduring Understandings

Students will: n Develop an understanding of themselves as readers; n Learn to self-select appropriate texts; n Set goals for themselves as readers; n Learn the expectations and routines for actively participating in a reading community; n Learn how to participate in collaborative conversations about texts; n Learn how to follow agreed-upon rules for discussions; n Learn to identify the main ideas and supporting details of a text or information presented orally; n Learn how to ask and answer questions to clarify understanding of a topic under discussion; n Recognize the differences among books that entertain, inform, and persuade, drawing on a wide reading of a range of text types, including fiction, poetry, and nonfiction; n Develop habits of mind for engaging with a variety of texts; n Learn how to apply self-monitoring skills; n Learn how to determine the meaning of challenging vocabulary words and phrases in a text; n Learn how to ask and answer questions to demonstrate understanding of the key details in a text; and n Learn how to identify and use various text features to locate relevant information in a text. The aforementioned outcomes reflect the College and Career Readiness grade-specific standards in reading, speaking, and listening. They define the skills and understandings that students must demonstrate at the end of

Essential Questions

What do good readers do when they read?

Instructional Strategies & Learning Activities

Lesson 1: What Is Reading Workshop? uses *Henry and the Buccaneer Bunnies* by Carolyn Crimi. Rationale: Readers read and discuss a variety of books with others to learn and grow as readers. Students will learn the routines, procedures, and expectations of members of a reading community. Common Core State Standards: RL.3.1, RL.3.3, SL.3.1, RL.3.10, SL.3.6, L.3.1, L.3.3, L.3.6, W.3.10 Skills and Strategies: Using Schema, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 2: My Reading Life uses *The Plot Chickens* by Mary Jane and Herm Auch. Rationale: Readers develop an understanding of their unique identities and think about themselves as readers. By sharing their insights with each other, students will learn about the members of their reading community. Common Core State Standards: RL.3.1, RL.3.3, SL.3.1, RL.3.10, SL.3.6, L.3.1, L.3.3, L.3.6, W.3.10 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 3: Exploring the World of Books and Growing as Readers uses *The Girl Who Hated Books* by Manjusha Pawagi. Rationale: Readers read different kinds of texts for a variety of reasons. Students will learn how to use their own identities, as well as recommendations from their reading community, to select well-matched texts, read for different purposes, and set reading goals. Common Core State Standards: RL.3.1, RL.3.3, SL.3.1, SL.3.2, RL.3.10, SL.3.6, L.3.1, L.3.3, L.3.6, W.3.10 Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 4: Readers Build Good Habits uses *Balloons Over Broadway* by Melissa Sweet. Rationale: Readers bring what they know or have experienced to all types of reading (i.e., they activate their schema) and ask questions as they continually interact with the text. Students will learn strategies for making meaning as they read. Common Core State Standards: RI.3.1, RI.3.2, RI.3.7, SL.3.1, SL.3.2, RI.3.10, SL.3.6, L.3.1, L.3.3, L.3.6, W.3.10 Skills and Strategies: Using Schema, Questioning, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 5: Is It Making Sense? uses *Swirl by Swirl: Spirals in Nature* by Joyce Sidman. Rationale: Readers know how it feels to understand their reading and pay attention when meaning breaks down. Students will learn how to monitor for meaning and to use “fix-up” strategies when meaning breaks down. Common Core State Standards: RL.3.1, RL.3.3, SL.3.1, SL.3.1, SL.3.4, RL.3.10, SL.3.6, L.3.1, L.3.3, L.3.6, W.3.10 Skills and Strategies: Visualizing, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 6: Let's Share! uses *Balloons Over Broadway* by Melissa Sweet. Rationale: Readers determine what is important when reading so they can recount and talk about key ideas in a text. Students will learn how to find the important details in a text and talk with others about their thinking to extend their understanding and develop new ideas. Common Core State Standards: RI.3.1, RI.3.2, SL.3.1, SL.3.2, SL.3.3, SL.3.4, L.3.4, RI.3.10, SL.3.6, L.3.1, L.3.3, L.3.6, W.3.10 Skills and Strategies: Making Inferences, Determining Importance, Synthesizing, Text and Genre Features/Structure, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 7: A Special Place for Storing Our Thoughts uses *Swirl by Swirl: Spirals in Nature* by Joyce Sidman. Rationale: Readers think about what they are reading and use tools to keep track of their thinking. Students will learn how to create a Reading Notebook and to notate their thinking about texts. Common Core State Standards: RI.3.1, SL.3.1, W.3.10, RI.3.10, SL.3.6, L.3.1, L.3.3, L.3.6 Skills and Strategies: Using Schema, Making Inferences, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 8: Let's Talk About It! uses *The Bee Tree* by Patricia Polacco. Rationale: Readers have collaborative conversations about books to build ideas and deepen their understanding of texts. Students will learn how to discuss a topic by providing specific evidence from the text to support their points. They will also learn how to pose and respond to clarifying questions or comments. Common Core State Standards: RL.3.1, RL.3.2, RL.3.5, SL.3.1, SL.3.2, SL.3.3, RL.3.10, SL.3.6, L.3.1, L.3.3, L.3.6, W.3.10 Skills and Strategies: Making Inferences, Determining Importance, Synthesizing, Questioning, Text and Genre Features/Structure, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Mini-Lessons

Lesson 1: Making Connections uses "Feeling the Rain" by Julie Spreckels from the *Launching Shared Texts*. Rationale: Readers make connections to texts to deepen understanding. Students will learn how to keep track and notate their thinking in their Reading Notebooks. Common Core State Standards: RL.3.1, RL.3.5, L.3.1, SL.3.1, SL.3.2, W.3.10, RL.3.10, SL.3.6, L.3.3, L.3.6 Skills and Strategies: Using Schema, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 2: Growing as Readers uses *Henry and the Buccaneer Bunnies* by Carolyn Crimi. Rationale: Readers set goals to enhance their reading lives. Students will learn how to reflect on their reading habits and make plans for growth. Common Core State Standards: RL.3.1, RL.3.2, SL.3.1, SL.3.2, RL.3.10, SL.3.6, L.3.1, L.3.3, L.3.6, W.3.10 Skills and Strategies: Making Inferences, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 3: Talking About Books! uses an excerpt from *Zoobooks®: Animal Champions* from the *Launching Shared Texts*. Rationale: Readers share ideas with others to make connections and become stronger readers.

Students will learn how to exchange ideas with their partners to deepen their understanding of texts. Common Core State Standards: RI.3.1, RI.3.2, SL.3.1, SL.3.2, RI.3.10, SL.3.6, L.3.1, L.3.3, L.3.6 Skills and Strategies: Using Schema, Making Inferences, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 4: Preparing for Book Talks uses “The Twister” by Karen Smith and “Great Travels” by Shelley Karlen from the Launching Shared Texts. Rationale: Readers maintain focus, read independently, and prepare for book talks. Students will learn how to stop and jot to notate their thinking in preparation for discussions about texts. Students will revisit and practice respectful listening and speaking behaviors. Common Core State Standards: RL.3.1, SL.3.1, SL.3.2, W.3.10, RL.3.10, SL.3.6, L.3.1, L.3.3, L.3.6 Skills and Strategies: Using Schema, Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 5: Maintaining Our Focus uses “Why Bears Sleep All Winter: A Tale from Lapland” retold by Gale Sypher Jacob from Highlights® Magazine from the Launching Shared Texts. Rationale: Readers understand the importance of building stamina or being able to read for prolonged periods of time. Students will learn how to maintain their focus and read for understanding during independent reading times. Common Core State Standards: RL.3.1, RL.3.2, SL.3.1, SL.3.2, RL.3.10, SL.3.6, L.3.1, L.3.3, L.3.6, W.3.10 Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 6: Being a Careful Reader uses “Insects: Using Color to Keep Alive” by John Bonnett Wexo from Zoobooks®: Insects from the Launching Shared Texts. Rationale: Readers understand that reading is a process of making meaning and pay attention when meaning breaks down. Students will learn how to monitor their reading for understanding and reread and/or change their reading rate to make sense of a text. Common Core State Standards: RI.3.1, RI.3.4, L.3.4, RI.3.10, SL.3.1, SL.3.6, L.3.1, L.3.3, L.3.6 Skills and Strategies: Using Schema, Making Inferences, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary)

Lesson 7: Seeing the Movie in My Mind uses The Bee Tree by Patricia Polacco. Rationale: Readers of fiction visualize the story unfolding like a movie in their minds. Students will learn how to create mental images based on the rich descriptions in the text. Common Core State Standards: RL.3.1, RL.3.3, RL.3.10, SL.3.1, SL.3.6, L.3.1, L.3.3, L.3.6, W.3.10 Skills and Strategies: Text and Genre Features/Structure, Visualizing

Lesson 8: What’s the Story? uses Henry and the Buccaneer Bunnies by Carolyn Crimi and The Plot Chickens by Mary Jane and Herm Auch. Rationale: Readers use the essential elements of the fiction genre to make meaning. Students will learn how to utilize story elements and writer’s craft techniques to deepen their understanding of texts. Common Core State Standards: RL.3.1, RL.3.2, RL.3.3, RL.3.5, SL.3.1, SL.3.4, RL.3.10, SL.3.6, L.3.1, L.3.3, L.3.6, W.3.10 Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 9: What's It Really All About? uses "Ducks on a Winter Night" by Georgia Heard and "My Name Is . . ." by John O. from the Launching Shared Texts. Rationale: Readers of poetry create personal meaning from texts by blending what they read with relevant prior knowledge or schema. Students will learn how to infer or draw conclusions about big ideas in poems. Common Core State Standards: RL.3.1, SL.3.1, SL.3.2, RL.3.10, SL.3.6, L.3.1, L.3.3, L.3.6, W.3.10 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Determining Importance, Making Inferences, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/ Collaborating

Lesson 10: Reading to Learn! uses "Learning About Whales" from the Launching Shared Texts. Rationale: Readers of nonfiction use the elements of the genre to make meaning. Students will learn how to use nonfiction text features to determine what is important and to identify key ideas. Common Core State Standards: RI.3.1, RI.3.5, RI.3.7, SL.3.1, SL.3.2, RI.3.10, SL.3.6, L.3.1, L.3.3, L.3.6 Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Integration of Career Readiness, Life Literacies and Key Skills

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| TECH.9.4.5.DC.1 | Explain the need for and use of copyrights. |
| TECH.9.4.5.DC.4 | Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2). Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions. Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills. |

Technology and Design Integration

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

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| CS.3-5.8.1.5.CS.2 | Model how computer software and hardware work together as a system to accomplish tasks. Software and hardware work together as a system to accomplish tasks (e.g., sending, receiving, processing, and storing units of information). |
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Interdisciplinary Connections

students will be interacting with non-fiction texts in science, social studies and other disciplinary topics.

Differentiation

- 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:

Students will be offered leveled texts from the leveled library. Students will be offered books on their interests.

Modifications & Accommodations

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

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:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

DRA

Aimsweb language arts

Linkit testing 3 times a year.

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:

Discussions

worksheets

Teacher observation

teacher made assessments

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:

Unit Assessments

Instructional Materials

Schoolwide, Inc. Launching unit Instructional materials

Mentor Texts:

Balloons Over Broadway by Melissa Sweet The Bee Tree by Patricia Polacco The Girl Who Hated Books by Manjusha Pawagi Henry and the Buccaneer Bunnies by Carolyn Crimi The Plot Chickens by Mary Jane and Herm Auch Swirl by Swirl: Spirals in Nature by Joyce Sidman

Ducks on a Winter's Night by Georgia Heard “Feeling the Rain” by Julie Spreckels “Great Travels” by Shelley Karlen “Insects: Using Color to Keep Alive” by John Bonnett Wexo from Zoobooks®: Insects (Lexile Level: 860L) “Learning About Whales” (Lexile Level: 800L) “My Name Is . . .” by John O. “The Twister” by Karen Smith “Why Bears Sleep All Winter: A Tale from Lapland” retold by Gale Sypher Jacob from Highlights® Magazine (Lexile Level: 630L) Excerpt from Zoobooks®: Animal Champions (Lexile Level 870L)

Standards

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| 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.3.6 | 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). |
| LA.W.3.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| LA.RI.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.RI.3.2 | Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| LA.RI.3.4 | Determine the meaning of general academic and domain-specific words and phrases in a |

text relevant to a grade 3 topic or subject area.

- LA.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- LA.RI.3.7 Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- LA.RI.3.10 By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- 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.3.5 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.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.3.2 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.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.