

UNIT 1 Reading-Building a Reading Life

Content Area: **Language Arts**
 Course(s):
 Time Period: **MP1-Week9**
 Length: **1st Marking Period**
 Status: **Published**

Unit 1 Reader's Workshop

First 20 Days Reader's Workshop Unit (see document below)

Unit 1-Building a Reading Life

Bend/Session	Teaching Point	Mini-Lesson	Independent Reading Time Share	Read Aloud
	Start with Pre-Assessment - see page 2 in Unit 1 Unit 1 -Utilize online resources www.heinemann.com			<u>Stone Fox</u> by: John Reynolds Gardiner
Bend 1 Making a Reading Life Session 1-Building a Powerful	Good readers will find ways to set themselves up so their reading can be fantastic	<u>Connection:</u> Welcome students to their new library, name the importance to be at one's best, turn and talk about a time when reading was successful for them..(meet on carpet for whole	Leveled texts;reading notebooks;post it notes Teacher conferencing	No specific reading Sessions 1-6

<p>Reading Life</p>		<p>group)</p> <p><u>Teach:</u> Share plans for a great reading year.. "What would make reading interesting to you?" Introduce "Narrative Reading Learning Progression" p. vii (to be used throughout Unit 1) Point out what you just did, explaining your process in a way that students can replicate.</p> <p><u>Active Engagement:</u> Students make plans for their reading year, turn and talk about them with a partner, share with class.</p> <p>Restate o(or ask students tpo restate) some of the plans you overheard. Prose a "public holding" place for all the plans.</p> <p><u>Link</u> Students select books and</p>	<p>(individual;small group)</p> <p>Partner reading:reading clubs</p> <p><u>Share :</u>Develop systems for students to take books home and bring back to school, suggest using post it notes to mark places, store books in large plastic baggies, readers discuss today's work and ways to share in the future</p> <p>Distribute "My Reading Life" folders, discuss importance</p>	
---------------------	--	---	--	--

		<p>are sent off to read independently, resolving to make their reading better this year than ever.</p> <p>Remind children that whenever they are trying to improve at doing something, they can figure out what kind of setup might support their success and build that into their lives.</p>		
<p>Session 2-Reading as if Books are Gold</p>	<p>Good readers choose their relationship toward reading-learn to build a love of reading and embrace it</p>	<p><u>Connection:</u> Set children up to learn that they can read like "curmudgeons" or they choose to open up and make books and reading matter to them</p> <p>-</p> <p>-</p> <p><u>Teach:</u> Role play reading a picture book (ex: <u>Each Kindness</u>) to students in a disengaged way, to illustrate how a "curmudgeon" reads books.ask students how it sounded to them</p> <p>-</p> <p><u>Active Engagement:</u> Set up students to continue reading text to each other in a disengaged</p>	<p>Leveled texts;reading notebooks;post it notes</p> <p>Teacher conferencing (individual;small group)</p> <p>Partner reading:reading clubs</p> <p><u>Share:</u> model for students how to fill in their reading logs (fig. 2-1)</p>	<p>No specific reading</p> <p>Sessions 1-6</p>

		<p>way ..discuss..Channel students to reread the section of the text with enthusiasm (as if it were gold) Start them off by reading a few lines of it aloud yourself.</p> <p>Work on Anchor Chart: "To Make Reading the Best it can be I Will....."</p> <p>-</p> <p><u>Link:</u> Encourage students to recall a time when reading was special to them, share with class, make a resolution to make reading special</p>		
<p>Session 3-Finding Within-Reach books, and Reading Tons of Them</p>	<p>Good readers choose books carefully by reading a few lines and asking themselves "Is this book the right book for me?"</p>	<p><u>Connection:</u> Connect with previous day's lesson about making reading a bigger part of their lives with a story that highlights the importance of making good choices</p> <p>-</p> <p>-</p> <p><u>Teach:</u>Students select a book by reading a bit and assessing the experience then chronicle whether that book is a good</p>	<p>Leveled texts;reading notebooks;post it notes</p> <p>Teacher conferencing (individual;small group)</p> <p>Partner reading:reading clubs</p> <p><u>Share:</u> Students will share their</p>	<p>No specific reading</p> <p>Sessions 1-6</p>

		<p>choice.</p> <p>Chronicle what one child does to test whether a book is just right, recording on a chart clues that readers use to determine this. Chart..."Signs to Watch for When Choosing a Book" p.28</p> <p>Guide the child's next steps in testing this book, suggesting he give it one more go before giving up.</p> <p>Debrief, pointing out to students the things you noticed about one child's experience that are transferrable to their own.</p> <p>-</p> <p>-</p> <p><u>Active Engagement:</u>Tell children that readers test a book by reading a bit of it then assessing the experience.</p> <p>-</p> <p>-</p> <p><u>Link</u> Remind students to make</p>	<p>books by reading aloud a favorite passage (model this for students) Add to Anchor Chart "To Make Reading the Best it can be I Will...Check that books are just right -within reach"</p>	
--	--	---	--	--

		reading special, invite them to select books that are just right for them and are a step toward achieving their resolution for this school year		
A Day for Assessment				
Session 4-Setting Goals and Tracking Progress	Good readers work toward goals and collect data on their progress	<p><u>Connection:</u> Remind students about the importance of setting themselves up for a great reading year</p> <p>-</p> <p>-</p> <p><u>Teach:</u> Discuss with students how people become "better at things" Talk up the fact that people who are working toward goals, often collect data on their progress. Suggest that this is hard for readers, where progress is invisible. Elicit from students that they set goals and log progress. Have students read over their reading logs and discuss their progress with them, searching for patterns or habits to help them improve.</p> <p>Summarize what you just did in a</p>	<p>Leveled texts;reading notebooks;post it notes</p> <p>Teacher conferencing (individual;small group)</p> <p>Partner reading:reading clubs</p> <p><u>Share:</u> Have studnets fill in their logs and notice how they read today. Use Anchor Chart "Reading Fast, Strong, and Long! (fig 4-2) to add 3 important tips for reading longer and stronger</p>	<p>No specific reading</p> <p>Sessions 1-6</p>

		<p>way that makes it easy for students to retain your point.</p> <p>-</p> <p>-</p> <p><u>Active Engagement:</u> Have students examine their reading logs again and to note any pattern that may need attention, turn and talk to a partner and discuss if they need to set new goals. Remind students to be self-reflective about their reading behaviors and patterns.</p> <p>-</p> <p>-</p> <p><u>Link :</u> Remind students that logs are a tool for readers to use to set and meet goals</p> <p>Anchor Chart.. "To Make reading the Best it Can Be, I Will...."</p>		
<p>Session 5-Setting up Systems to Find and Share Books</p>	<p>Good readers develop systems for finding good books in the classroom</p>	<p><u>Connection:</u> Share a story about how children create a "buzz" around a book for other children. Friends can be good sources for selecting books</p>	<p>Leveled texts;reading notebooks;post it notes</p> <p>Teacher conferencing</p>	<p>No specific reading sessions 1-6</p>

		<p>Name the question that will guide the inquiry into finding good books.</p> <p>-</p> <p>-</p> <p><u>Teach:</u> Students create a system for promoting great books and set the stage for them to share their own ideas</p> <p>"Finding Great Books"..Categorize into Bins (fig. 5-1)</p> <p>-</p> <p>-</p> <p><u>Active Engagement:</u> Work with the students to reorganize the classroom library in categories based on class's interests examples:Animal books, Sports books etc. Using chart paper develop a system for "Finding Great Books (fig. 5-1)</p> <p>Channel students to participate in a whole-class conversation in which they share ideas for the systems they can develop to help each other locate great books.</p>	<p>(individual;small group)</p> <p>Partner reading:reading clubs</p> <p><u>Share:</u> Students can introduce books to themselves and create a buzz for themselves..demonstrate this with a high interest book</p> <p>Debrief, pointing out what you did that children can do on their own, with their own book.</p>	
--	--	---	---	--

		<p>-</p> <p><u>Link</u> Summarize children's ideas and channel them to put their ideas into action Use chart "Finding Great Books"</p> <p>Remind children that what they learned to do today is something they can always do in their reading lives.</p> <p>Anchor Chart "To Make Reading the Best it Can Be, I Will...."</p> <p>Examples fig. 5-4,5-5</p>		
<p>Session 6-Reading in the Company of Partners</p>	<p>Good readers can read and talk about books with another person. Reading partners can make reading better for one another</p>	<p><u>Connection:</u> Tell a story of a time when traveling with a friend-a partner-enriched a visit. This will become a metaphor for reading with a partner.</p> <p>Pair students up with a reading partner. Students meet with their reading partners and "get to know them"</p> <p>-</p> <p>-</p>	<p>Leveled texts;reading notebooks;post it notes</p> <p>Teacher conferencing (individual;small group)</p> <p>Partner reading:reading clubs</p> <p><u>Share:</u> Students celebrate their work</p>	<p>No specific reading Sessions 1-6</p>

		<p><u>Teach:</u> Model with a student how to interview their partner and some questions they may ask them. Demonstrate how to conduct a good interview. Use chart paper to create "Questions to ask to Get to Know Your Reading Partner" p.59</p> <p>-</p> <p>-</p> <p><u>Active Engagement:</u> Channel students to interview their partner following the demonstration they just observed. Students jot down what they have learned about their partner (fig 6-2)</p> <p>Coach students as they conduct reading interviews, and then debrief to emphasize the transferrable aspect of this- perhaps highlighting the importance of probing follow-up questions</p> <p>-</p> <p>-</p> <p><u>Link</u> Students fill out their reading logs in preparation for sharing</p>	<p>so far by reading aloud favorite passages from their books to their partner with fluency and expression. Use "Narrative Reading Learning Progression Chart" p.65</p>	
--	--	---	---	--

		them and their books with their partners		
Bend II- Understanding the Story Session 7-Readers Check for Comprehension	Good readers gives themselves a comprehension check to make sure they understand what they are reading	<p><u>Connection:</u> Introduce by bringing to mind the Tin Man from The Wizard of Oz, using this to suggest that readers, like the Tin man, sometimes get rusty. (fig. 7-1)</p> <p>Students will "turn on their minds" to become successful readers</p> <p>-</p> <p>-</p> <p><u>Teach:</u>Students will listen as teacher reads chunks of the read aloud text <u>Stone Fox</u> preparing for a comprehension check</p> <p>Demonstrate the way you ask yourself the first of the comprehension check questions, initially answering the question in a cavalier fashion, then self-correcting to show how to do this well... reveal chart p. 71 "Readers Give Themselves a Comprehension Check by Asking " Chart "Pop Quiz" chart (fig 7-2) may also be used</p>	<p>Leveled texts;reading notebooks;post it notes</p> <p>Teacher conferencing (individual;small group)</p> <p>Partner reading:reading clubs</p> <p><u>Share:</u>Channel students to give each other comprehension checks, reminding them that showing interest and asking follow up questions will cultivate better conversation</p>	<p>Before:Read through the end of chapter 1</p> <p>During:Use passages from chapter 2 p 11-13</p>

		<p>-</p> <p>-</p> <p><u>Active Engagement:</u> Progress to more questions that readers often ask themselves after they have read a chunk of text, this time coaching students to ask as well as to answer these questions.</p> <p>Debrief in a way that highlights what you have taught: how to assess your understanding of a book by giving yourself a comprehension check</p> <p>-</p> <p><u>Link:</u> Remind students that they will choose new books, some will reread, others will read forward. Set students up to give themselves comprehension checks at the end of each chapter</p>		
<p>Session 8-Follow Textual Cues as You Read :Shift between Envisioning and Assembling Facts</p>	<p>Good readers always think to themselves</p>	<p><u>Connection:</u> Over the next few weeks students will learn how to tackle the intellectual work of reading and how to "turn their brains on higher" during reading</p>	<p>Leveled texts;reading notebooks;post it notes</p> <p>Teacher conferencing</p>	<p>Before:Read through the bottom of p.13</p>

		<p>-</p> <p>-</p> <p><u>Teach:</u> Explain how readers can tell when a text signals them to envision and when it signals them to collect information</p> <p><u>Active Engagement:</u> Invite children to join the class read aloud of the mentor text, <u>Stone Fox</u>, recognizing the cues from the text about when to make mental movies and when to collect information</p> <p>Debrief, pointing out that the text sometimes cues readers to envision and sometimes cues readers to do other work</p> <p>-</p> <p>-</p> <p><u>Link:</u> Remind students that to truly understand a story they need to "turn their minds on" Use Anchor Chart "Readers Understand a Story by...." p.84</p>	<p>(individual;small group)</p> <p>Partner reading:reading clubs</p> <p><u>Share:</u> Guide Readers to talk with their partners about what they are picturing while they are reading Use "Narrative Reading Learning Progression" chart p.89</p>	<p>During:Use passages from chapter 2 p.13-17</p>
Session 9- Prediction	Good readers learn that when they understand a			

	<p>story well they often think "What will happen next?"</p>	<p><u>Connection:</u> Tell the class the story (p.93)that illustrates the importance of prediction to story comprehension</p> <p>-</p> <p>-</p> <p><u>Teach and Active Engagement:</u> Use the read-aloud text to demonstrate that readers use a grasp of what has happened so far (and of story structure) to predict what might happen next.</p> <p>Recruit children's help recalling the big things that have happened in the class read-aloud book, <u>Stone Fox</u>, up to your stopping point, and record their responses..use ex. p.95</p> <p>Channel the class to each make predictions about the read-aloud book, then coach into their work in ways that explicitly teach them to lift the level of their predictions</p> <p>Ask partners to share their predictions, then harvest what you hear, crystallizing one prediction that contains the characteristics of an effective</p>	<p>Leveled texts;reading notebooks;post it notes</p> <p>Teacher conferencing (individual;small group)</p> <p>Partner reading:reading clubs</p> <p><u>Share:</u>Have students use "Narrative Reading Learning Progression" chart (p.101)and compare their predictions with these expectations</p> <p>Emphasis the expectation that third-graders predict why something will happen. Ask children to make sure to include that thinking as part of their predictions.</p>	<p>Before:Read through the end of chapter 4</p> <p>During:no specific excerpts</p>
--	---	--	---	--

		<p>prediction. (fig. 9-1,9-2)</p> <p><u>Link:</u>Before students begin reading their independent books, remind them to draw on their repertoire of ways to understand a story, including making a prediction to carry forward as they read.</p> <p>Students will read their independent books and make predictions as they read, jotting down their predictions (fig. 9-1, 9-2, 9-3) Anchor Chart "Readers Understand a Story by....."</p>		
<p>Session 10- Making Higher - Level Predictions</p>	<p>Good readers draw on important specifics so that their predictions tell main ideas but also include details</p>	<p><u>Connection:</u> Students share their previous predictions saying what they did to make a "strong prediction"</p> <p>-</p> <p><u>Teach:</u> Using mentor text, <u>Stone Fox</u>, model for students not just what will happen but also how it will happen, students turn and talk using details to predict "what</p>	<p>Leveled texts;reading notebooks;post it notes</p> <p>Teacher conferencing (individual;small group)</p> <p>Partner reading:reading clubs</p>	<p>Before:Read through chapter 5 to p. 40</p> <p>During:Use passages from chapter 5 p. 40-45</p>

		<p>will happen next"</p> <p>Return to the part in the book where you left off yesterday, and model not just what will happen, but how.</p> <p>Use "Narrative Reading Learning Progression " chart p.105</p> <p>_Debrief, highlighting all you considered while predicting what and how</p> <p>-</p> <p><u>Active Engagement:</u> Continue using mentor text and give children a chance to make "how" predictions , guiding them throughout this process</p> <p>-</p> <p>-</p> <p><u>Link:</u> Send students to their independent reading spots reminding them "of mind work reading"-envisioning, and paying attention to details and making predictions"</p>	<p><u>Share:</u> Give examples of good prediction work (fig 10-1,10-2,10-3) and have children select and discuss an incident when their own prediction work was good</p>	
<p>Session 11 Retelling Stories</p>	<p>Good readers often retell books as a way to lay the story out for themselves so</p>	<p><u>Connection:</u> Use the example of a</p>	<p>Leveled texts;reading</p>	<p>Before:Read</p>

	<p>they can read on</p>	<p>television show to illustrate how a brief retelling leads to a better understanding</p> <p><u>Teach:</u> Demonstrate one way to retell a book by pacing out a timeline of the class read aloud, through a timeline of important events</p> <p>Recap what you have just done in a way that is transferrable to other days, and other texts</p> <p><u>Active Engagement:</u> Have students practice this strategy by retelling a story to their partners, recollecting important parts of the story in steps</p> <p><u>Link:</u> Students read their independent books, remind them that retelling their storyline to</p>	<p>notebooks;post it notes</p> <p>Teacher conferencing (individual;small group)</p> <p>Partner reading:reading clubs</p> <p><u>Share:</u> Students use prompts (fig 11-1, 11-2) "This makes me think..." to lift their level of retelling</p>	<p>through the end of chapter 5</p> <p>During:No specific excerpts</p>
--	-------------------------	--	---	--

		<p>themselves which sets them up to connect new parts to previous ones...add to Anchor Chart p.118 Use "Narrative Reading Learning Progression" chart p.119</p>		
<p>Session 12-Decide how to Lift the Level of Their Reading and Recruit Partners to Support Them</p>	<p>Good readers decide how to lift the level of their reading and recruit partners to support them</p>	<p><u>Connection:</u> Students will connect with their partners to show how great reading can be when working with a partner</p> <p>-</p> <p>-</p> <p><u>Teach:</u> Teacher will promote the social aspect of reading with a partner through discussion and student input</p> <p>-</p> <p>-</p> <p><u>Active Engagement:</u> Students will work with their partners to create a chart: "Ways Partners can Work Together to Lift the Level of Each Other's reading Work"....p.125</p> <p>-</p> <p>-</p>	<p>Leveled texts;reading notebooks;post it notes</p> <p>Teacher conferencing (individual;small group)</p> <p>Partner reading:reading clubs</p> <p><u>Share:</u> Partners will share their "Narrative Reading Learning Progression"p.127</p>	<p>Before:No additional reading specific</p> <p>During:No specific excerpts</p>

		<p><u>Link:</u> Celebrate the ideas the students came up with and rally the children to follow their ideas and take action</p>		
	<p>End with Post Assessment</p> <p>See page 2 in Unit 1:Utilize online resources</p> <p>www.heinemann.com</p>			
<p>Bend III</p> <p>Tackling Complex Texts</p> <p>Session 13</p> <p>Tackling Complex Texts Takes Grit</p>	<p>Good readers know to go from "being good readers to being great readers" it takes grit</p>	<p><u>Connection:</u> Congratulate children on becoming successful readers. Tell them that to become a skilled reader takes work and grit</p> <p><u>Teach:</u>Model being a reader who lacks grit, and invite children to be reserachers. Use "Reading Grit Test" p. 133</p> <p><u>Active Engagement:</u> Channel students to self-assess using the grit scale.</p> <p><u>Link:</u> Invite children to score their grit test. Reassure them that this can go up, and encourage them</p>	<p>Leveled texts, reading notebooks, post it notes</p> <p>Teacher conferencing (individual, small group,)</p> <p>Partner reading, reading clubs</p> <p><u>Share:</u> Direct students to finish the last part of the grit test and then talk with a partner about what they're noticing about themselves as readers. Share some of the goals students set for themselves, channel them to make a plan for reaching their goal. fig. 13-2</p>	<p>Before:No additional reading specified</p> <p>During: Use passage from chapter 5 p. 42 from "Mr. Foster was a big man... to the end of it" (conferring and small group portion)</p>

		to listen to the voice in their head that takes note of how gritty they are. fig 13-1		
Session 14 Figuring Out Hard Work	Good readers with grit have a repertoire of strategies that they use to figure out the meaning of hard words, and they use one and then another until they figure it out.	<p><u>Connection:</u> Tell students an anecdote about a time you (or someone else) chose between avoiding and confronting a challenge.</p> <p><u>Teach:</u> Demonstrate how to tackle a word that you've never before seen in print, using several word-solving strategies. With children's input, start a list of word-solving strategies. After children have finished suggesting strategies, start another anchor word of word-solving strategies. Anchor chart "Readers Climb the Hurdle of Hard Words by...."</p> <p><u>Active Engagement:</u> Set children up to try these strategies as they read on in the whole-class -read-aloud, moving into a passage that contains a lot of challenging words.</p> <p><u>Link:</u> Remind children that readers don't just pass by tricky</p>	<p>Leveled texts, reading notebooks, post it notes</p> <p>Teacher conferencing (individual, small group)</p> <p>Partner reading, reading clubs</p> <p><u>Share:</u> Ask students to share with their partner the strategies they used to figure out their tricky words. fig. 14-2</p>	<p>Before: no additional reading specified</p> <p>During: use passage from chapter 6, p.47 from "Mr. Mayor Smiley mopped sweat" to "quite cool in the room" (teaching portion)</p>

		<p>words, they meet them head on. Readers use all they know to figure out how to pronounce and define a tricky word.</p>		
<p>Session 15</p> <p>Using Textual Clues to Figure Out the Meaning of Unfamiliar Words</p>	<p>Good readers can easily decode every word that is on a page but still not understand what is actually happening in the text. When this happens good readers can figure out the definitions of hard words by using textual clues.</p>	<p><u>Connection:</u> Invite children to sing the first verse of "The Star Spangled Banner" then challenge them to talk about its meaning highlighting that it's all too easy to fly past new words, not noticing them.</p> <p><u>Teach:</u> Explain several kinds of contextual clues: synonyms, antonyms, and explanations.</p> <p>Read aloud a line from <u>Stone Fox</u> that provides a contextual clue for a tricky word, and demonstrate the process of determining which kind of word the author used.</p> <p><u>Active Engagement:</u> Channel children to think about the sort of clues the author has left to figure out the meaning of difficult words in a passage.</p> <p>Give students another opportunity to practice finding a word's meaning using a different</p>	<p>Leveled texts, reading notebooks, post it notes</p> <p>Teacher conferencing (individual, small group)</p> <p>Partner reading, reading clubs</p> <p><u>Share:</u> Point out to children that it isn't just big words that interfere with meaning.</p>	<p>Before: read through the end of chapter 6</p> <p>During: use passage from chapter 6 p.48 from "This is not a race for amateurs" to "in the Northwest will be entering" (teaching portion)</p> <p>use passage from Chapter 6 p.51-52 from "his eyes sparkled" to "his eyes were were alive and cunning" (active engagement portion)</p> <p>use passage from chapter 6 p.54 from "his tribe, the Shoshone" to "another tribe called the Arapaho" (active engagement portion)</p>

		<p>kind of clue. Chart..."Clues Authors Leave Readers to Solve Tricky Words"</p> <p><u>Link:</u> Reinterate the work of the day, remind children that using contextual clues should now be part of their word-solving repertoire. Use Anchor chart "Readers Climb the Hurdle of Hard Words by...."</p>		<p>use passage from chapter 3 p.24 from "each morning he would get up" to "play with his friend" (share portion)</p>
<p>Session16</p> <p>Making Sense of Figurative Language</p>	<p>Good readers use context clues to make sense of an author's figurative language, which can sometimes be confusing.</p>	<p><u>Connection:</u> Share an anecdote that uses an expression or figurative language with which most children will be unfamiliar. Explain that their confusion comes because the expression doesn't make literal sense. When people encounter figurative language, they are expected to figure out what the expression might mean.</p> <p><u>Teach:</u> Explain that the challenge when reading expressions, especially those using figurative language, is the expectations to read metaphorically , not literally. Give a few examples that are closer to home. Debrief in a way that accentuates your main point.</p> <p><u>Active Engagement:</u> Set partners to do similar work with excerpts</p>	<p>Leveled texts, reading notebooks, post it notes</p> <p>Teacher conferencing (individual, small group)</p> <p>Partner reading, reading clubs</p> <p><u>Share:</u> Remind students that sometimes readers slow down to deal with tricky parts, but other times, they speed up and read with more fluency ang rhythm. Practice with a shared reading of a familiar song. Invite a student to create new, nonsensical pauses (line breaks) , and then ask the class to sing according to the failed rhythm.</p>	<p>Before:read through the end of chapter 7</p> <p>During:use passage from chapter 6 p.49-50 from "Little Willy left the bank" to grinning from ear to ear (active engagement portion)</p>

		<p>from <u>Stone Fox</u>.</p> <p><u>Link:</u> Remind students that as readers of more complex texts, they will encounter figurative language, and they can use contextual clues to figure it out. Anchor chart "Readers Climb the Hurdle of Hard Words by...."</p>		
<p>Session 17</p> <p>Talking Back to the Text</p>	<p>Good readers notice when a text prompts them to ask questions , mull them over, and revisit earlier parts of the text and rethinking , to come up with possible answers.</p>	<p><u>Connection:</u> Remind students that they've learned that different parts of a text nudge readers to do different kinds of work.</p> <p><u>Teach:</u> Revisit a passage in the book that nudges readers to ask questions, and model how you mull over answers to these, rereading earlier parts of the text and rethinking the character's motivations.</p> <p><u>Active Engagement:</u> Set students up in groups to do the work you just did on a new passage in the text, and then offer tips about how to proceed. Listen in as children talk, coaching in as needed. Recruit one group to share it's process-and thinking.</p> <p>Debrief what you and the other class did today, showing how the</p>	<p>Leveled texts, reading notebooks, post it notes</p> <p>Teacher conferencing (individual, small group)</p> <p>Partner reading, reading clubs</p> <p><u>Share;</u> Remind students that when expert readers encounter surprising parts in their texts, they often look back to predict. fig. 17-3, 17-4</p>	<p>Before: read through the end of chapter 8</p> <p>During: use passage from chapter 5 p. 43-44 from "the next day little Willie talked" to "Things looked hopeless" (teaching portion"</p> <p>use passage from chapter 7 p.59-60 from "On his way out of town" to "sending him over backward" (active engagement portion)</p> <p>use passage from chapter 2 p.18-19 from "And then little Willy</p>

		<p>steps you followed led to rich thinking.</p> <p><u>Link:</u> Send students off to read, with a reminder to do the work the text asks of them. fig 17-1,17-2</p>		<p>remembered" to "Grandfather just repeated, no, no, no!" (teaching portion)</p>
<p>Session 18</p> <p>Raising the Level of Questions to Unearth Deeper Meaning Considering Author's Purpose</p>	<p>Good readers gather information from their texts to try to understand the author's purpose.</p>	<p><u>Connection:</u> Use a brief story to connect the work students did in the previous session with what you will teach them today.</p> <p><u>Teach:</u> Convey that asking about author's purpose is an important question that demands a thoughtful response -of different possible answers.</p> <p>Remind students that readers often look back in a text to gather information. Model how you use the information to generate different possible answers to your big question.</p> <p><u>Active Engagement:</u> Distribute questions about author's purpose to small groups, as well as a copy of <u>Stone Fox</u>. Channel groups to use their grit-and information from the text -to generate possible answers Circulate and coach into the work the groups are doing, then reconvene the</p>	<p>Leveled texts, reading notebooks, post it notes</p> <p>Teacher conferencing (individual, small group)</p> <p>Partner reading, reading clubs</p> <p><u>Share:</u> Celebrating growth as readers</p>	<p>Before: Read through the end of chapter 9</p> <p>During: use passage from chapter 9, p. 78, from "When you enter the town of Jackson" to "But not that far behind" (share portion)</p>

		<p>class and highlight the students' process. fig. 18-1</p> <p><u>Link:</u> Encourage students to draw on all they've learned as they read today, including mulling over big important questions such as why an author made certain choices.</p>		
--	--	--	--	--

CRP.K-12.CRP2

Apply appropriate academic and technical skills.

LA.3.RF.3.4.C

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

Communicate clearly and effectively and with reason.

TECH.8.1.5.A

Students demonstrate a sound understanding of technology concepts, systems and operations.

TECH.8.1.5.B

Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH.8.1.5.E

Students apply digital tools to gather, evaluate, and use information.

CRP.K-12.CRP7.1

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

LA.3.L.3.4

Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

LA.3.L.3.4.A

Use sentence-level context as a clue to the meaning of a word or phrase.

LA.3.RF.3.3.C

Decode multisyllable words.

LA.3.L.3.4.B

Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

LA.3.RF.3.3.D	Read grade-appropriate irregularly spelled words.
LA.3.L.3.4.C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
LA.3.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LA.3.L.3.4.D	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
LA.3.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.3.RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
LA.3.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.3.L.3.5.A	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
LA.3.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.3.L.3.5.B	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
LA.3.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.3.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.3.L.3.5.C	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
LA.3.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.3.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.3.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.

CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
LA.3.RF.3.3.A	Identify and know the meaning of the most common prefixes and derivational suffixes.
LA.3.RF.3.3.B	Decode words with common Latin suffixes.
LA.3.RF.3.4.A	Read grade-level text with purpose and understanding.
LA.3.RF.3.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Resources

Content Area Levelled Libraries

Fiction Levelled Libraries

Non Fiction Levelled Libraries

Unit of Study Trade Pack: Grade 3 Read Alouds

- Stone Fox
-

Unit 1 Assessments

- Preassessment
- F and P testing
- MAP scores
- Notebook checks
- Reading Logs
- Post-it notes
- Write about Reading
- Student learning progression rubric
- Reading goals sheets
- Self- monitored reading data graphs
- Post-assessment
- On grade level assessments

Modifications

-If..Then Curriculum

-Modified rubrics

-Oral and written directions

-leveled reading groups

-Intervention groups

-Graphic organizers

-Anchor charts/ note pages

-Leveled text

-Extended time/ length of assessment