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| **Unit Overview** | | | | |
| **Content Area:** English Language Arts | | | | |
| **Unit Title:**Unit 1 Launching Reading Workshop | | | | |
| **Grade Level:**3 | | | | |
| **Duration:**Trimester 1 | | | | |
| **Description:**  In this introductory unit, students will master the routines of reading workshop and the responsibilities of an independent reading workshop. The students will be introduced to skills such as establishing good routines as readers, building independent reading stamina, selecting just right reading books, and how to talk about their reading. Students will also be assessed to determine their current reading levels at the start of the unit. | | | | |
| **Enduring Understandings** | | | | |
| **Concepts / Reading Skills:**   * Routines and expectations of reading workshop * Building reading stamina * Print strategies * Set reading goals * Just right books * Reflecting on our reading lives * Monitoring for understanding * Conferring * Retelling   **Understandings:**   * Readers will learn routines and expectations of Reading Workshop. * Readers will build reading stamina through independent reading. * Readers can track their reading stamina and set goals. * Readers will learn how to choose just right books within their reading level and interests. * Readers will learn how to read with sufficient accuracy and fluency to support comprehension. * Readers can talk thoughtfully and constructively about what they’re reading. * Reader can check comprehension by retelling what they have read. | | | | |
| **Learning Targets** | | | | |
| *New Jersey Student Learning Standards & Practices*   * R.F. 3.3 Know and apply grade-level phonics and word analysis skills in decoding words.  * [RF.3.3.A](http://www.corestandards.org/ELA-Literacy/RF/3/3/a/) Identify and know the meaning of the most common prefixes and derivational suffixes.  * [RF.3.3.B](http://www.corestandards.org/ELA-Literacy/RF/3/3/b/) Decode words with common Latin suffixes.  * [RF.3.3.C](http://www.corestandards.org/ELA-Literacy/RF/3/3/c/) Decode multisyllable words.  * [RF.3.3.D](http://www.corestandards.org/ELA-Literacy/RF/3/3/d/) Read grade-appropriate irregularly spelled words. * RF. 3.4 Read with sufficient accuracy and fluency to support comprehension.  * [RF.3.4.A](http://www.corestandards.org/ELA-Literacy/RF/3/4/a/) Read grade-level text with purpose and understanding.  * [RF.3.4.B](http://www.corestandards.org/ELA-Literacy/RF/3/4/b/) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  * [RF.3.4.C](http://www.corestandards.org/ELA-Literacy/RF/3/4/c/) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. * RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers * RL 3.2-Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. * RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. * RL 3.7 Explain how different aspects of text illustrations contribute to what is conveyed by the words in a story. * R.I 3.7 Use information gained from illustrations and the words in a text for understanding. * S.L 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.  * [SL.3.1.A](http://www.corestandards.org/ELA-Literacy/SL/3/1/a/) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  * [SL.3.1.B](http://www.corestandards.org/ELA-Literacy/SL/3/1/b/) Follow agreed-upon rules 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).  * [SL.3.1.C](http://www.corestandards.org/ELA-Literacy/SL/3/1/c/) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  * [SL.3.1.D](http://www.corestandards.org/ELA-Literacy/SL/3/1/d/) Explain their own ideas and understanding in light of the discussion.  * [SL.3.2](http://www.corestandards.org/ELA-Literacy/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.  * [SL.3.3](http://www.corestandards.org/ELA-Literacy/SL/3/3/) Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.  * [W.3.4](http://www.corestandards.org/ELA-Literacy/W/3/4/) With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  * [W.3.8](http://www.corestandards.org/ELA-Literacy/W/3/8/) Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories | | *Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies*  *World Language:*   * 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. * 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.   *Social Studies:*   * 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. * 6.1.5. CivicsDP.2: Compare and Contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). (Diversity) * 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society   *Career Readiness Practices:*   * Act as a responsible and contributing community members and employee * Consider the environmental, social and economic impacts of decisions * Demonstrate creativity and innovation * Utilize critical thinking to make sense of problems and persevere in solving them * Plan education and career paths aligned to personal goals * Use technology to enhance productivity increase collaboration and communicate effectively * Work productively in teams while using cultural/global competence   **Social Emotional Learning**   * Social Awareness * Responsible Decision Making * Relationship Skills * Self-Awareness * Self-Management   **Computer Science: Computing Systems**     • 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.  **Life Literacies and Key Skills: Technology Literacy**   * 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.   **Life Literacies and Key Skills: Critical Thinking and Problem Solving**   * 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global * 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. | | |
| **Essential Questions** | | | | |
| * How do readers become a community of readers? * What habits do readers need to become successful independent readers? * What skills do readers need to become successful independent readers? | | | | |
| **Student Learning Objective** | | | | |
| ***Students will …***   * Self-select appropriate texts * Set goals for themselves as readers * Follow expectations and routines for actively participating in a reading community * Participate in collaborative conversations about texts * Follow agreed-upon rules for discussions * Ask and answer questions to clarify understanding of a topic under discussion * Develop habits of mind for engaging with a variety of texts * Apply self-monitoring skills * Retell what they have read to demonstrate comprehension | | | | |
| **Suggested Activities** | | | | |
| ***The following activities can be incorporated into the daily lessons:***  **Suggested Mini Lessons:**   * **What is Reading Workshop?** * Reading Workshop is a time when we learn how to become a community of readers. The teacher teaches reading strategies and readers learn how to read independently and with partners.      * **Readers become better readers by knowing the type of reader they are.**    -  Create an inquiry / reading life survey about the students' reading lives (favorite books, memories, etc.).   * Create a community of readers by sharing what kinds of readers they are.      * **Readers become a part of a reading community by developing good reading habits.**    - Model the routines and expectations of reading workshop (how students find their reading spot, transition to independent reading time, etc.).     * **Readers choose just right books.**    - Model / review strategies for choosing a just right book (a book that is not too hard or not too easy) and that they are interested in.     * **Readers go book shopping and keep their books in a book bag or box.**   - Demonstrate the routines for book shopping so that students choose enough just right books to read for the week keeping them in a book bag or box, only shopping once a week.  Remind students that reading time is not for book shopping.     * **Readers build independent reading stamina.**         - Establish reading stamina goals with the class for reading minutes and practice reading for longer periods of time to build stamina.     * **Readers keep track of their reading with a reading log.**          - Introduce how readers keep track of their reading (books and minutes read) on a reading log.     * **Readers are successful when they are prepared for reading workshop.**   **-**Explain and demonstrate how readers are come ready to “reading workshop” with their reading bags with just right books and their reading logs.     * **Readers set goals for themselves as readers.**          - Model how readers set a goal for their reading by thinking about how much they will read during reading time (amount of pages they want to read or amount of chapters).     * **Readers talk about books.**   **-**Demonstrate / practice how to turn and talk with reading partners about books by taking turns, actively listening, making eye contact, etc.     * **Readers monitor for sense as they read.**        - Model how readers know that they are understanding if they can say back what is happening in their story.     * **Readers envision while reading.**    - Model how readers know when they are understanding when they can picture in their heads what is happening in the story.     * **Readers retell what they have just read.**          - Model how readers retell with the beginning, middle, and end.     * **Readers go back and reread when they are not understanding.**         - Explain how readers go back and reread when they cannot retell what is happening in the story.     * **Readers use print strategies to tackle hurdles while reading.**      - Review and demonstrate print reading strategies to figure out unknown words (chunking difficult words, look for familiar beginnings and endings of words, use context clues, and ask themselves if it "makes sense".     * **Readers celebrate how they have become a classroom community of readers**   ***Strategies for Differentiated Instruction:***  ***English Language Learners (ELL):***   * Add pictures to class charts to help students with meaning. * Pre-teach any new vocabulary and use picture cards if possible. * Conduct small groups to engage students in conversation and read alouds.   ***Special Education:***   * Review previously learned skills prior to introducing new skills. * Differentiate the lesson by process, product, or content, depending on the students’ needs. * Conduct smaller groups for concentrated instruction on targeted skills.   ***At-risk:***   * Pre-teach skills to students in small groups to introduce new reading skills before the whole class lessons. * Provide an alphabet chart to help students with letters and sounds. * Create class charts with pictures and reminders of what to do during reading workshop.   ***Gifted and Talented (G & T):***   * Provide students the opportunity to acquire higher-level reading skills in a small group. * Have student share their book with a reading buddy and retell what they read or discuss what they have learned. | | | | |
| **Materials** | | | | |
| **Materials:**   * Launching the Reading Workshop * Leveled library * Book Bags / boxes * Chart paper * Markers * Anchor chart post- its * Flexible seating options * Smart Board activities * Raz Kids / Storia * CD Player for audio books   **Mentor Texts:**   * Henry and The Buccaneer Bunnies by Carolyn Crimi * The Plot Chickens by Mary Jane Auch * The Girl Who Hated Books by Manjusha Pawagi * Balloons Over Broadway by Melissa Sweet * The Best Place to Read by Debbie Bertram and Susan Bloom * All Are Welcome by Alexandra Penfold (Diversity) | | | | |
| **Assessments** | | | | |
| **Formative**   * Skills checklists * Rubrics * Teacher observations * Teacher created tests * News ELA comprehension assessments * Read Works comprehension assessments * Teacher created tests * IXL reading assessments   **Summative**   * Teacher’s College Independent Reading Level Assessment (IRLA) as needed * Fluency assessment * Lucy Calkins Fiction, Nonfiction, Historical Fiction, and Research Assessments * District created inter-disciplinary assessments | | | | |
| **Modifications** | | | | |
| **English Language Learners**   * + Charts with pictures to enhance vocabulary   + Scaffolding   + Word walls with pictures if needed   + Sentence frames   + Bilingual translation   + Think aloud to model what thinking should “look like”   + Read aloud to hear what fluency sounds like   + Highlight key vocabulary   + Turn-and-talk   + Anchor charts   + Graphic organizers   + Modeling   + Audio books   + Working with partners   + Small group work (strategy lessons based upon skill/need, guided reading groups)   + Pre-teach vocabulary   + Retell parts of your favorite story by pictures, written responses, or both   + Provide students with pictures from the story and have them put the pictures in the correct order   + Raz Kids / Storia | **Special Education**   * Word walls * Anchor charts with pictures * Graphic organizers * Leveled readers * Extended time * Highlighter * Answer eliminator * Small group work (strategy lessons based upon skill/need, guided reading groups) * Working with partners * Audio books * Modeling * Flexible/preferential seating * Retell parts of your favorite story by pictures, written responses, or both * Provide students with pictures from the story and have them put the pictures in the correct order * Raz Kids/ Storia * Partner reading | | **At Risk**   * Teachers tutoring based on student needs * Peer tutoring * Anchor charts / graphic organizer * Extended time * Parent communication * Modified assignments to build upon strength and work towards student goals * Counseling * Preferential seating * Working with partners * Modeling * Word walls * Leveled readers * Small group work (strategy lessons based upon skill/need, guided reading groups) * Retell parts of your favorite story by pictures, written responses, or both * Provide students with pictures from the story and have them put the pictures in the correct sequence | **Gifted & Talented**   * Challenge assignments * Enrichment activities * Tiered activities * Independent research / inquiry * Collaborative team work * Higher level questioning * Critical/Analytical thinking tasks * Self-directed activities * Leveled readers * Above grade level texts * Extended reading time |
| **504 Modifications** | | | | |
| * Environmental Strategies:   + Provide a structured learning environment.   + Make separate “space” for different types of tasks   + Possible adapting of non-academic times such as lunch, recess, and physical education   + Change student seating   + Utilize a study carrel   + Alter location or personal or classroom supplies for easier access or to minimize distraction   + Provide sensory breaks   + Provide a written or picture schedule   + Allow extra time in between classes   + Avoid allergy-causing substances   + Adapt physical education curriculum   + Provide book caddie   + Implement movement to avoid stiffness   + Provide seating accommodations * Organizational Strategies:   + Model and reinforce organizational systems   + Write out homework assignments, check student’s recording of assignments   + Tailor homework assignments toward student strengths   + Set time expectations for assignments   + Provide clues such as clock face indicating beginning and ending times   + Teach study/organizational skills   + Schedule before or after school tutoring/homework assistance   + Behavioral Strategies:   + Use behavioral management techniques consistently within a classroom and across classes   + Implement behavioral/academic contracts   + Utilize positive verbal and/or nonverbal reinforcements   + Utilize logical consequences   + Confer with the student’s parents and student as appropriate   + Establish a home/school communication system for behavior monitoring   + Post rules, procedures, and consequences for classroom behavior   + Put student on a daily/weekly progress report/contract   + Reinforce self-monitoring and self-recording of behaviors   “Section 504: Sample Accommodations and Modifications” Warmline Family Resource Center. http://www.warmlinefrc.org/uploads/5/9/5/8/5958794/section\_504\_accomodations.pdf | | | | |