

Reading Workshop
Grade Level: Three
Unit One: Launching
Duration: 2 weeks (September)

Established Goals: RL.3.1 RL.3.10 RF.3.3 RF.3.4 SL.3.1 SL.3.3 SL.3.4	Transfer Goal: Students will be able to independently read and comprehend a variety of genres so that in the long run, they will become members of a reading community.	
	Meaning	
	Enduring Understandings <i>Students will understand that:</i> <ul style="list-style-type: none"> • Reading enables you to learn about new ideas, people and places. • Readers build reading lives. • Readers strive to increase stamina, confidence, and fluency. • Readers apply comprehension strategies in order to understand books. 	Essential Questions <ul style="list-style-type: none"> • How can reading have an impact on your life? • How do readers grow? • How do you read for meaning? • How can writing about your reading help build your reading skills?
	Acquisition of Knowledge & Skills	
	Students will know: <ul style="list-style-type: none"> • A “just right” book is a book that is on reading level. • Books are categorized in a variety of ways, including interest, level, author, and genre. • Fluency is the ability to read smooth and strong, matching the way we speak. • Stamina means reading for increasingly longer periods of time with complete engagement. • Retelling a story involves zooming in on narrative elements (character, setting, problem, and solution) to focus on important details. • Readers work towards reading longer, stronger, and faster by setting reading goals and objectives for themselves. • Readers pay attention to the meaning behind words and use context clues. • Accountable book talk involves active listening and responding to each other’s thoughts about a book. • How to respond to literature in thoughtful, detailed manner. 	Students will be able to: <ul style="list-style-type: none"> • Choose a “just right” book through incorporating multiple strategies (previewing, five finger rule, interest). • Distinguish between book categories in order to find their “just right” books. • Read often to build fluency and intonation. • Formulate and respond to thoughtful questions to demonstrate an understanding of the text. • Think, respond, and react in a reader’s notebook. • Engage in a range of collaborative discussions (one-on-one, groups, teacher –led) to build on others’ ideas and to express their own clarity. • Use stop and jot, turn and talk type strategies during lessons • Use post-its to mark thinking in their reading.

Reading Workshop
Grade Level: Three
Unit Two: Fiction
Duration: 6 weeks (October-November)

Established Goals: RL.3.1 RL.3.2 RL.3.3 RL.3.5 RL.3.6 RL.3.7 RL.3.9 RL.3.10 SL.3.1 SL.3.2 SL.3.6 L.3.1 L.3.3 L.3.6 W.3.1 W.3.10	Transfer Goal: Students will be able to independently read and comprehend a variety of fiction, so that in the long run they understand that life and the world in which we live, is reflected through literature.		
	Meaning		
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Reading Workshop
Grade Level: Four
Unit Three: Nonfiction
Duration: 6 weeks (December- January)

Established Goals: RI.3.1 RI.3.2 RI.3.3 RI.3.4 RI.3.5 RI.3.6 RI.3.7 RI.3.8 RI.3.10	Transfer Goal: Students will be able to independently use nonfiction comprehension strategies to make connections to the real world and their own lives	
	Meaning	
	Enduring Understandings <i>Students will understand that:</i> <ul style="list-style-type: none"> • We read nonfiction to gain knowledge that helps us to understand our world and ourselves. • It is important to understand different perspectives and points of view about various topics. 	Essential Questions <ul style="list-style-type: none"> • In what ways can reading nonfiction help us to explore and understand our world? • How can the understanding of nonfiction text elements help us to better understand what we read?
	Acquisition of Knowledge & Skills	
	Students will know: <ul style="list-style-type: none"> • The text elements of nonfiction • How to apply their understanding of the elements to a variety of nonfiction texts • Biographies are written to inform the reader about a person’s life • Biographies are often written as stories that resemble narratives. • Expository texts contain factual information on a topic • Ideas grow from main ideas and supporting details • How to utilize headings, captions, illustrations, and charts to enhance understanding of text. • Authors use various text structures, such as chronological or comparison, to communicate information • Using context clues, recalling background knowledge, and searching the glossary can help to define unknown words. • The difference between fact and opinion • An author’s perspective is his/her way of looking at a topic, which may be influenced by ideas, values, beliefs, feelings, and experiences. 	Students will be able to: <ul style="list-style-type: none"> • Use context clues to develop vocabulary • Reflect, analyze, and draw conclusions about nonfiction texts • Clearly record their thinking about a text • Examine and synthesize the important events of a person’s life. • Recognize narrative elements present in biographical texts. • Use graphic organizers, post-it notes, and notebook entries to analyze and categorize main ideas. • Interpret text features in informational texts. • Apply strategies to comprehend text structure, such as: cause and effect; problem and solution; question and answer; compare and contrast; description and sequence. • Recognize and interpret domain-specific words (i.e. invertebrate) used in a text. • Read, think, questions, and reread to make connections and deepen understanding. • Distinguish fact from opinion. • Determine an author’s perspective.

Reading Workshop

Grade Level: Four

Unit Five: Poetry

Duration: 3 weeks (April)

Established Goals:

- RL.3.1
- RL.3.2
- RL.3.4
- RL.3.5
- RL.3.10
- SL.3.1
- L.3.4
- L.3.5
- L.3.6

Transfer Goal:

Students will be able to independently read and comprehend a variety of poems so that in the long run, they will expand their experiences as readers and understand that poetry can teach real-world lessons.

Meaning

Enduring Understandings

Students will understand that:

- Poets share feelings, experiences, or thoughts through well-chosen words, formats, techniques, and poetic elements.
- Poetry can teach and help us experience the “human experience”.
- Poetry has many different purposes and forms

Essential Questions

- What is poetry?
- Why is poetry written/read?
- Is all poetry similar?

Acquisition of Knowledge & Skills

Students will know:

- Poets use language to paint a clear picture in a reader’s mind
- Sound impacts the reading of a poem, and can help readers interpret the meaning of a poem.
- We use our five senses to create mental images to aid in understanding poetry.
- Poems have big ideas to be discovered.
- Poetry is written to evoke feelings.
- A poet’s observations of the world affect the poems he/she writes.
- Poems need to be understood from beginning to end.
- Line breaks and white space are the “punctuation of poetry”.
- Poets create meaning by building their poems line by line or stanza by stanza.
- Poets carefully select the words that will create a mood.
- Readers of poetry must look for evidence to support the feelings they infer from the words.
- Poets have a purpose for writing a poem, which the reader must infer.
- Images, rhythm, and text features can help readers understand the poem’s message.

Students will be able to:

- Recognize the structural differences among poems
- Read a poem aloud using sound and pause to affect a listener
- Use sound to interpret the meaning of a poem
- Use their five senses to create mental images
- Find the big idea hidden inside a poem
- Question how the words in a poem make them feel
- Analyze how a poem makes them feel in order to understand
- Compare and contrast two or more poems by the same poet/different poets
- Use sensory images and context clues to infer the meanings of unknown words, phrases, and the big idea
- Recognize how poets carefully select the words that will create a mood
- Determine the real meaning and purpose behind a poem
- Stop, review, and rethink as they read to build meaning