

QAD Primary BUILDING A READING LIFE

Subject: Reading	Grade: 3
Unit: Building a Readerly Life	Dates:
WALT – Refine the routines and procedures that make reading part of our everyday lives.	
<p>Standards Addressed:</p> <p><u>CCSS.ELA-LITERACY.RL.3.1</u> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p><u>CCSS.ELA-LITERACY.RI.3.10</u> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p><u>CCSS.ELA-LITERACY.RF.3.3</u> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><u>CCSS.ELA-LITERACY.RF.3.4</u> Read with sufficient accuracy and fluency to support comprehension.</p> <p><u>CCSS.ELA-LITERACY.SL.3.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><u>CCSS.ELA-LITERACY.SL.3.2</u> 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.</p> <p><u>CCSS.ELA-LITERACY.L.3.3</u> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	
Session:	Success Criteria (I Can(s)...)
Session 1: Building a Powerful Reading Life	I can make plans to set myself up for the best possible reading life.
<p>C – Remind students of the highs and lows they have probably experienced while reading during their time at school.</p> <p>T/A – While on the carpet with the students, ask them the following questions and after giving them some think time, have them turn and talk to the person that is closest to them:</p> <ul style="list-style-type: none"> - Think about when reading was great for you and when reading was the pits. What made these moments the best/worst? 	

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- Think about what changes you can make to your reading lives to make reading better for you.

You will want to also answer these questions so that the students see that it's real to have highs and lows with reading, times when you think that reading is the best and the worst.

L - Remind students that Today and every day, it's important to think about what has worked for us in the past as readers and make choices based on things that work.

Session 2: Reading As If Books Are Gold

I can choose to read books like they are gold.

C – Remind students of the conversations that you had yesterday regarding good times with reading and bad times with reading.

T – Today, we are going to learn about how to read books like they are gold. We don't want to read like a grump!

- Read an excerpted passage in a disengaged way (how a grump might read it).
- Have students continue to read it in the same sort of tone and with the same level of expression that you just modelled.
- Now, model how to read the passage "like it's gold", with lots of expression and enthusiasm.
- Have students continue to read it in the same sort of tone with the same level of expression.

L - Today and every day, before you start reading, think about when reading was the best it could be for you, and make your daily reading match that feeling.

Session 3: Finding Within-Reach Books and Reading Tons of Them

I can choose books that are just right for me using the Five-Finger Rule and I-PICK.

C – Yesterday, we worked on reading books like they are gold. We learned that this help us to enjoy reading in our everyday life.

T – Today, we are going to work on choosing "Just-Right" book for us using two different methods. We need to make sure that the books that we pick are perfect for us, which is why we don't just walk up to the library shelf, take any book off and start reading it!

- Show the students the "Five Finger Rule" anchor chart. Explain that we use this chart to help us with seeing if the book is too easy, too hard, or just-right for us. Explain what you want the different 5 fingers to mean. Model this in front of the students.
- Next, show the students the "I-PICK" poster and explain what each part of the acronym means. Use a book to show the students what you expect them to do when they are using this method. Reading the synopsis on the back of the book is important, so make sure you show them that too.

A – Have students choose a book from the shelf (this is the one time that they are just going to “pluck” a book off of there! Have them practice the Five Finger Rule and I-PICK with a partner on the carpet.

L – Let students know that every time they choose a book from the classroom library for the rest of the year, they are going to use these two methods to make sure that they are finding the perfect book for them.

Session 4: Setting Reading Goals and Tracking Progress

I can set a reading goal and track my progress.

C – Remind students of the lesson they learned yesterday about finding “just-right” books for them as readers.

T – Today, we are going to look at our reading logs to choose an area that we need to improve and we are going to set a goal to help us. We are also going to see how we can track our progress and make sure that we are working towards improving our goal!

- For this lesson, it's important that you have a sample reading log handy to choose a skill that you want to improve (for example, read for more than 10 minutes, only reading one genre of book, etc.).
- Show the students the reading log and have them look for patterns or habits in your reading.
- Choose one of the areas that you notice about your own reading, identifying it to the students. Model how to write a goal:
 - o An area I need to improve in my reading is _____.
- After setting your goal, think aloud of how you can actually improve on the area that you have chosen. Let students know that they can use their reading log as a way of tracking their progress, especially if they chose a skill such as “read for longer periods of time” or “read a variety of genres”.
- Model adding this information to the end of the goal you previously wrote.
 - o I can improve this area by _____.

A – Have students sit with their partner and use your reading log to think of another goal. Have them practice wording the goal using the sentence stems, as well as thinking of a way to improve that specific skill.

L – Have students go back to their desk and use their own reading logs to create a goal for themselves. Have them write their goals and improvement plans on sticky notes and post somewhere for re-evaluation later in the unit.

Session 5: Setting Up Systems to Find and Share Books

I can find and share books with my classmates.

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C – Yesterday, we worked hard to create reading goals for ourselves based on the patterns and information in our reading logs.

T – Today, we are going to find ways that we can share great books with one another!

- Ask students if they know of any ways of finding really good books to read – as they respond, write their answers down on a big anchor chart. Some of their answers could include best-seller lists, reviews, etc.
- Ask students if they can think of any ways that we can recommend books to each other in the classroom. Again, write down their responses on your anchor chart in a different colour.
- After they have given their own ideas, you can show them the below ideas if they have not already been said or think of some of your own ways that have worked in your classroom previously:
 - o Writing on post-it notes with a star rating and a quick explanation of why the book should be read
 - o Having a “We Highly Recommend” board for students to “buzz” about books
 - o

A – Have students think about a book that they would recommend to their classmates. Have them think about how they can do that (one of the ways that you had talked about today). Have them share with their partner what their strategy would be. Then, have students follow through with what they just shared, so by the end of this, there should be a recommendation from each child.

L – Remind students that every time they finish a good book and they want to recommend it to their classmates, they can do exactly what they had practiced today.

Session 6: Reading in the Company of Partners

I can develop partnerships that support my reading.

***NOTE:** Before starting this session, you should have the reading partners already placed based on reading level, reading interest or reading volume, your choice!

C – Yesterday, we thought of ways that we can recommend really great books to the other kids in our classroom!

T – Today, we are going to see how being able to read and talk about books with a partner can make our reading life so much better and more fun too!

- The first thing that you are going to want to do is get a student to be your fake partner. They will help you model the process of reading with a partner.
- On pg. 59 of the Lucy Calkins’ book, you will see a list of interview questions that you can use to model a conversation with your fake partner. Explain to the students that we ask these types of questions when we get into partnerships because it allows us to get to know each other, not just as classmates, but also as readers too!
- If you would like to come up with questions on your own with your class, that's alright too!

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A – While watching the interview between you and your fake partner, have students observe what they notice about it. Have them share with their shoulder partner.

- For students who have difficulty asking the questions, make sure that they are posted for them to view/read.
- For students who have difficulty answering the questions, have sentence stems posted to help them articulate themselves for each of the questions that you are having students ask each other.
 - o Ex: I find the books I read _____.
 - o Ex: The books that I like are _____.

L – Send students off with the partner that you have chosen for them, having them interview each other the same way that you modelled.

Stone Fox: Read Chapter 1 once the students have completed their partner interview.

Session 7: Readers Check for Comprehension

***NOTE:** must have read through Stone Fox, chapter 1 before this session.

I can give myself comprehension checks by asking questions to make sure I know what's going on in the book I am reading.

C – Yesterday, we met with our reading partners for the first time and interviewed each other so we could learn more about them as people, friends, and readers!

T – Today, we are going to learn how to give ourselves comprehension checks while we are reading.

- Before you start, you should project the “Readers Give Themselves Comprehension Checks by Asking...” anchor chart, or create your own with the same questions. This can be found on pg. 71 of the Lucy Calkins’ book.
- To model this skill, you are going to read Chapter 2 pg. 11-13 of Stone Fox.
- Read the pages above which should allow you to gain some new information from the chapter. First, model not passing the comprehension check by giving very vague answers. Ask students if you are passing the comprehension check. They should be able to say no and give you reasons as to why you aren’t really showing your understanding of the story.
- Then, continue to read a little bit more. Stop again, and this time, model passing the comprehension check, giving precise answers that are detailed and correct to the book and part that you are reading. Ask students what difference they heard between your two types of answers. You may want to write down their responses, which should sound something like, “there was a lot of detail”.

A – With their reading partners, students should practice answering, “What just happened?” and “Does this fit with something that already happened? Does the new stuff connect back?” from the pages you read from Stone Fox.

L – Remind students that today and every day when they read, it's critical that they practice giving themselves comprehension checks to make sure they are understanding the best that they can.

Stone Fox: Make sure you have read up to the bottom of pg. 13.

Session 8: Follow Textual Clues as You Read: Shift Between Envisioning and Assembling Facts

* **NOTE:** prepare a Readers Understand the Story by... Anchor chart prior to the lesson.

***NOTE:** This lesson is taught over three days.

I can read the clues the author leaves in the story to help me either make a movie in my mind or collect important information.

C – Remind students of the hard work they did in the previous lesson, working their brains to answer comprehension checks on the book that they are reading. Make sure that the students understand that reading is an active endeavour, something that is done with intention.

Day 1: Envisioning

T – Today, let students know that they are going to act like reading detectives. They are going to have to find clues that they author has given them to figure out if they are needing to envision (make a movie in their mind) or collect information (making lists). Today, they are going to focus on the envisioning clues and the way the author gives these clues to let us know it's time to make a movie in our mind.

- Start reading pg. 14 of Stone Fox to the students. As you are reading, act out what the author is describing. This will help to show the students that you're making a movie in your mind. Stop and think often and describe the scene that is in your head.
- Discuss with the students what clues the author gave you that you needed to envision (ie. lots of detail, dialogue, feelings, etc.)

A – Read more of Stone Fox, ensuring that you are reading a part of the story that will allow students to envision. As you are reading, have students act out the movie that they are making in their mind. You can also have them stop and sketch a picture on a sticky note or in their reader's response journal of what they are picturing.

L – Today, and every day when you are reading, you should respond to what the author is doing and the clues they are giving you, and envision when those clues are there!

Assessment:

During their independent reading time today, or with a book that you read to the class,

students should stop at one point when they are being clued to envision. They can stop and sketch a picture on a sticky note or in their reader's response journal.

Day 2: Collecting Information

T – Today, let students know that they are going to act like reading detectives again, just like yesterday. They are going to have to find clues that the author has given them to figure out if they are needing to envision (make a movie in their mind) or collect information (making lists). Today, they are going to focus on the “collecting information” clues and the way the author gives these clues to let us know it's time to collect important information that they are being given.

- Start reading Stone Fox, the first line should be, “The next day, Little Willy began to prepare for the harvest.” As you are reading, switch your voice from yesterday to that of a reporter. As you are reading, collect the information across your fingers to show the difference between making a movie in your mind and collecting information. Stop and think often and describe the information that you are collecting.
- Discuss with the students what clues the author gave you that you needed to collect information (ie. facts, lists, no emotion, etc.)

A – Read more of Stone Fox, ensuring that you are reading a part of the story that will allow students to collect information. As you are reading, have students collect the information across their fingers. You can also have them stop and jot a list of the information that they were given on a sticky note or in their reader's response journal.

L – Today, and every day when you are reading, you should respond to what the author is doing and the clues they are giving you, and collect information when those clues are there!

Assessment:

During their independent reading time today, or with a book that you read to the class, students should stop at one point when they are being clued to collect information. They can stop and jot a list of the information they have collected on a sticky note or in their reader's response journal.

Day 3: Envisioning & Collecting Information

T/A – Today, let students know that they are going to act like reading detectives again, just like they have been the past couple of days. They are going to have to find clues that the author has given them to figure out if they are needing to envision (make a movie in their mind) or collect information (making lists). Today, we are going to mix it up and read more Stone Fox, but this time, they will need to make sure that they have their detective hats on because they are going to need to decide what clues the author is giving them all on their own!

- Start reading Stone Fox from where you left off the other day. You can go as far as to read to the end of Chapter 4.
- As you are reading, have students really be thinking about the clues that the author is giving. If the author is having them envision, place a finger to their head, if the author is having them collect information, have them collect that information across their fingers.

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- For the first few times, you may want to model it, but soon after, stop modelling it and watch them to see if they are understanding. This will allow you to target those kids that may need more practice or direct instruction.

Stone Fox: Read to the end of Chapter 4 by the end of the 3 lessons.

Assessment:

During their independent reading time today, or with a book that you read to the class, students should stop at one point when they are being clued to envision and another point where they are being clued to collect information. They can stop and jot or stop and sketch on a sticky note or in their reader's response journal.

Differentiation:

If students are having difficulty with envisioning or collecting information, you can collect those students to form a small-group to target that specific skill.

Session 9: Prediction

I can come up with predictions for the stories that I read.

C – Remind the students of all the tremendous mind-work they have been doing recently with being detectives and searching for clues the author leaves them.

T – Today, they are going to understand that when readers understand a story well, they often make predictions or think, “What is going to happen next?”

- Refer back to Chapter 4 – ask students to remind you what happened (the important part is that Clifford Snyder showed up and that we learned that Grandfather hadn't been paying his taxes on the farm and that is why he is so sick).
- Have students make predictions on what they think are going to happen next. Explain that in order to make predictions we need to:
 - o Imagine how the story will go, based on what has already happened
 - o Use our prior knowledge of how stories tend to go
- Afterwards, start to lift the level of their predictions by jotting down everything important that has happened in the story so far. Remind students that we need to think about that information when making predictions.
- Next, model how we think about Little Willy and Grandfather and who they are as people. We know that they have gone through a lot, so what does this mean about what might happen next?
- Then, model how to use your knowledge of the way stories are written to help with our prediction – we know a character has to go through a tough time or problem which is then solved. Make your own prediction about how you think Little Willy is going to find a way to come up with the money to pay back the taxes that Grandfather owns.

A – Now that students have learned the steps for making a “lifted” prediction, have them

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make one about what they think is going to happen in the story. They can turn and talk with their shoulder partner to share.

- Make your own prediction about how you think Little Willy is going to find a way to come up with the money to pay back the taxes that Grandfather owns

L - Today and every day, it's important to continue to 'lift' the level of your predictions by using your knowledge of the story and characters.

Stone Fox: Read through to pg. 40 in Chapter 5 when it says, "I don't know. But I will. You'll see."

Assessment:

During independent reading time, or with a story that you read to your students, have them stop and make predictions in their reader's response journal, making sure that their predictions are "lifted" (character information or information about the text is cited as the basis of their predictions).

- My prediction is _____.
- I think this because the character _____.
- I think this because previously in the story _____.
- I think this because books _____.
- Etc.

Differentiation:

If students are having difficulty with predictions, you can collect those students to form a small-group to target that specific skill.

Session 10: Making Higher-Level Predictions

I can make higher level predictions by including details from the story in my predictions.

C – Remind students of the hard work they did yesterday with making "lifted" predictions.

T – Today, they are going to continue to make "lifted" predictions, but now, not only making predictions about what they think is going to happen, but also how it is going to happen.

- Remind students about the prediction that you made the day before (Willy will find a way to get the money that Grandfather owes).
- Explain to the students that the next step in our predictions is to imagine the ways things may happen, explaining how we think our predictions may happen strengthens them!
- Go back to the place in Stone Fox from yesterday, and ask, "How might Willy save the farm? How might he raise the money?" and model digging up details to help answer those questions. Read pg. 105 in the Lucy Calkins' book for examples you can use.

A – Give students the chance to make a "how" prediction as you read Stone Fox (read until "This year it just happened to be five hundred dollars").

- Have students turn and talk to their shoulder partner to share.

L – Send students off to independent reading with a reminder of the mind-work they should be doing during reading (envisioning, paying attention to details, and making predictions).

Assessment:

During independent reading time, or with a story that you read to your students, have them stop and make predictions in their reader's response journal, making sure that their predictions are "lifted" & have a reason why they think what they do (character information or information about the text is cited as the basis of their predictions).

- My prediction is _____.
- I think this because the character _____.
- I think this because previously in the story _____.
- I think this because books _____.
- I think it's going to happen like _____.
- Etc.

Differentiation:

- Supporting strong predictors: show them that predictions can be based on a broad knowledge of literature (for example, they can draw on their knowledge of characters in other books to infer what a character in a current book is feeling) – Reference pg. 109 in the Lucy Calkins' books for more ideas
- Supporting struggling predictors: have students identify the places where the author is purposefully creating a moment where we can anticipate that something important will happen soon. – Reference pg. 110 in the Lucy Calkins' book for more ideas

Session 11: Retelling a fiction text

Teaching Point:

Readers often retell books to lay the story out for themselves and others so they can read on, thinking about how the new parts fit with the old parts.

Use: Somebody/Wanted/But/So/Then

Structure to practice retelling common text (Stone Fox) in partnerships.

Success Criteria:

Formative Assessment: Ongoing running records, student conference notes, small group skills practice

<p>Confer with small groups/individuals to support use of this structure.</p> <p>Have St's practice retelling using same structure on carpet with partnerships during shares at end of workshop.</p> <p>Differentiation: Reading levelled texts based on St. performance, individual conferences, small group skill conferences.</p>	
<p>C – Use an example of a television show to show how a brief retelling of what has previously happened helps us to reorient our brain and helps us have a better understanding.</p> <p>T – Today, we are going to learn how to retell books, up to the part where we are in the book. This helps to lay out the story for ourselves so that we can move forward in our reading and think about how the new part fits with the old parts that we have already read.</p> <ul style="list-style-type: none"> - One useful strategy to teach this to the students is: Somebody/Wanted/But/So/Then <ul style="list-style-type: none"> o This may be more helpful to retell the whole story, but use if you think it will be helpful for your students. 	
<p>Session 12: Discussing reading with partners as a way to raise the level of St. reading skills.</p> <p>-Discuss and create anchor chart of how ways Readers can work with partners during reading workshop.</p> <p>-During partner work, have your students come up with a plan from the whole class list for their reading partnership by choosing one idea that they think will generate a great conversation.</p> <p>-Supplemental anchor chart is in e-files on readers workshop site.</p> <p>Differentiation: Reading levelled texts based on St. performance, individual</p>	<p>Success Criteria:</p> <p>Formative Assessment: Ongoing running records, student conference notes, small group skills practice</p>

<p>conferences, small group skill conferences.</p>	
<p>Session 13: Using grit to move from a good to great reader.</p> <p>This is a mid-session check in for routines and procedures in the workshop. Using a questionnaire, ask St's to reflect on how they follow the agreed upon rules of Readers Workshop.</p> <p>Reflect and goal set for upcoming sessions.</p> <p>Differentiation: Reading levelled texts based on St. performance, individual conferences, small group skill conferences.</p>	<p>Success Criteria: Formative Assessment: Ongoing running records, student conference notes, small group skills practice</p>
<p>Sessions 14: Word-attack strategies using grit.</p> <p>Teaching Point:</p> <p>Readers Climb the Hurdle of Hard Words by...</p> <ul style="list-style-type: none"> ●Chunking the Word ●Thinking about the story (picture: "What's going on?"). ●Asking: "Does it look like a word I know?" ●Asking, "Does it sound like a work I know?" <p>Trying out the different sounds that letters can make</p>	<p>Success Criteria: Formative Assessment: Ongoing running records, student conference notes, small group skills practice</p>

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<p>T. should use Stone Fox passages to give examples of each above strategy.</p> <p>St.'s continue during ind. Reading.</p> <p>Differentiation: Reading levelled texts based on St. performance, individual conferences, small group skill conferences.</p>	
<p>Sessions 15: Using context clues to determine unknown words.</p> <p>Teaching Point: Authors give us clues to solve tricky words!</p> <p>G- Gist (whats happening in that part)</p> <p>S- Synonym (a word that means the same thing)</p> <p>A- Antonym (a word that means the opposite)</p> <p>E- Explanation (tells what the word means)</p> <p>Using post-its, have students read specific passages of text from Stone Fox, marking each one based on the clues given by the author (GSAE).</p> <p>Differentiation: Reading levelled texts based on St. performance, individual conferences, small group skill conferences.</p>	<p>Success Criteria: Formative Assessment: Ongoing running records, student conference notes, small group skills practice</p>

<p>Sessions 16: How to identify figurative vs. literal language using context clues.</p> <p>-Teaching Point: "Today we are going to add another tool to our toolkit on solving hard words by paying attention to figurative language... that's a big word "figurative" What does that mean? Figurative means artsy or not literal..... Authors use figurative language to "JAZZ" up their writing and to help the readers gain more insights or details from the text.. Let's see some examples of figurative language.</p> <p>-T. Uses picture books, e-books, passages from Stone Fox as examples of figurative language.</p> <p>Differentiation: Reading levelled texts based on St. performance, individual conferences, small group skill conferences.</p>	<p>Success Criteria: Formative Assessment: Ongoing running records, student conference notes, small group skills practice</p>
<p>Sessions 17: Stopping to question while reading, and using information from earlier in the text to answer questions.</p> <p>-T. Uses passages from Stone Fox to prompt St's to use earlier information to answer text-based questions.</p> <p>-See page 170 and 171 of the manual for other passages from Stone Fox that you will share during</p>	<p>Formative Assessment: Ongoing running records, student conference notes, small group skills practice</p>

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the mini lesson to model/practice questioning.

Differentiation: Reading levelled texts based on St. performance, individual conferences, small group skill conferences.

Sessions 18: Gathering information from texts to identify the authors purpose.

Readers interact with the author as they read and ask big questions like: WHY WOULD THE AUTHOR INCLUDE THAT?

Use grit, gather information from the text, and think about different possible answers to those big questions such as why did the author make certain choices.

-Meet with small groups to discuss specific passages of Stone Fox.

-Create anchor chart listing big questions to prompt discussion about text.

-What does the author want me to know in this passage?

-How does the author show his thoughts about characters, settings, story elements?

Differentiation: Reading levelled texts based on St. performance, individual

Success Criteria:

Formative Assessment: Ongoing running records, student conference notes, small group skills practice

conferences, small group skill
conferences.

Differentiation:

- ___ Reading levelled texts based on student performance
- ___ Individual conferences
- ___ Small group skill conferences.