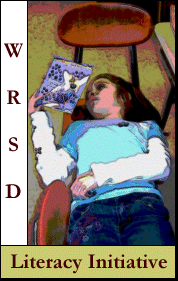
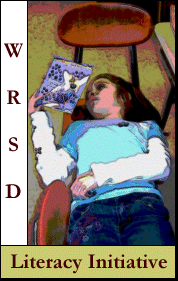
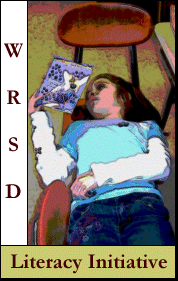
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***Readers’ Workshop Unit of Study Year-long Planner: Grade Three***

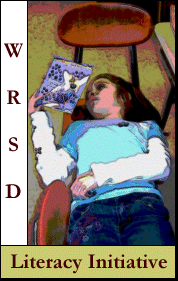
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| **Month** | **Unit of Study** | **Key Focus Lessons** |
| **September** | Launching Readers’ Workshop | * What is readers’ workshop? * Procedures/routines of readers’ workshop * Choosing “just right” books * Keeping track reading/thinking |
| **October** | Reviewing Strategies: Monitoring for Meaning and Creating Sensory Images | * Reading is thinking * Listening to your inner voice * Recognizing when meaning breaks down and using fix up strategies * Creating sensory images |
| **November** | Reading Fiction | * Building schema for fiction * Elements of fiction * Retelling short fiction * Making meaningful connections |
| **December** | Asking Questions | * Asking questions before, during, and after reading * Thick vs. thin questions * Types of questions * Finding answers to questions within text |
| **January** | Inferring | * What is inferring? * Inferring answers to deep questions * Inferring about character and theme * Using evidence to support inferences |
| **February** | Nonfiction Genre Study | * Understanding and using conventions of nonfiction * Recognizing nonfiction text structures * Determining important information * Interesting vs. important |
| **March** | MCAS as a Genre Study | * Using comprehension strategies to read challenging texts * Test taking strategies * Analyzing and answering multiple choice questions * Constructing answers to open response questions |
| **April** | Summarizing Nonfiction | * What is summarizing? * Stating main ideas in own words * Writing a succinct summary |
| **May** | Genre Study  Focus TBD by school | * Building schema for a genre * Recognizing characteristics of a genre * Possible Options: biography, folktales |
| **June** | Author Study  Focus TBD by school | * Building schema for an author * Recognizing characteristics of an author’s work * Options: Patricia Polacco, Beverly Cleary, Allen Say, Jane Yolen, Eve Bunting, Patricia McKissack, Cynthia Rylant |

***Launching Readers’ Workshop Unit Calendar: Grade Three***

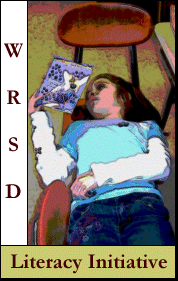
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| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| What is Readers’ Workshop? | Respecting Other Readers | Turn and Talk/ Sharing Favorite Books | Talking About Books | What kind of reader are you? |
| What is a book bag/box? (Storing and taking care of books) | Choosing an Independent Reading Spot | Choosing an Independent Reading Spot – Part 2: Reasons for Leaving Your Reading Spot | Getting to Know Our Classroom Library | Previewing Books |
| Choosing “Just Right” Books | How to Swap Independent Reading Books | Keeping a Record of Your Reading: Book Logs | Balancing Your Reading Diet | Why Do Readers Abandon Books? |
| Building Reading Stamina (General Strategies) | Building Reading Stamina (Strategies to Try Before Abandoning a Book) | Keeping Track of Your Thinking (Strategies for Using Sticky Notes) | Introduction to Readers’ Response Journals | Introduction to Reading Response Journals |

***Reviewing Strategies Unit Calendar: Grade Three***

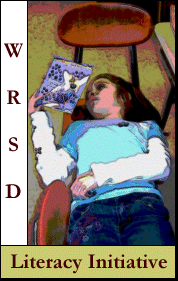
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| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Reading is thinking. | Readers use their five senses to create sensory images. | Readers use their five senses to create sensory images. | Sensory images help the reader to understand and remember text. | Readers record their sensory images. |
| Sensory images may change after discussions with other readers. | Sensory images change as the reader gains new information. | Readers use their schema to fill in missing information in their sensory images. | Text-based and schema-based sensory images versus imagination. | Readers listen to their inner voice. |
| Readers ask themselves, “Huh?” when something does not make sense. | Readers reread to monitor comprehension. | Readers ask themselves three questions (Does it look right? Sound right? Make sense?) | Readers apply word-solving strategies. (Letter/sound, chunking, look for little words, look at the whole word) | Readers use context clues to decode unfamiliar words. |
| Readers use context clues to understand the meaning of unfamiliar words. | Readers use visualization (“movie in the mind”) to monitor comprehension. | Readers stop and reread when they lose their visualizations of a text. (What to do when the “movie” stops.) | Readers apply fix-up strategies to monitor comprehension. |  |

***Reading Fiction Unit Calendar: Grade Three***

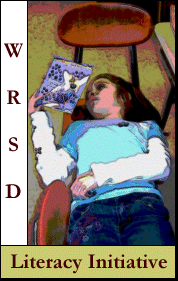
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| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| What is schema? | Readers activate their schema. | Schema informs sensory images. | Readers use schema to make connections to text. | Readers make text-to-self connections. |
| Readers make text-to-text connections. | Readers make text-to-world connections. | Readers make meaningful text connections. | Meaningful text connections enhance comprehension. | What is fiction? (Elements of fiction – character, setting) |
| What is fiction? (Elements of fiction – problem/solution) | Readers make connections to characters. | Readers understand story sequence. | What is retelling? (Retelling personal stories) | Using retelling to build comprehension |
| Readers notice important story language and use it when retelling. | Retelling with a partner (oral retelling with retelling guide) | Retelling short texts in writing (MODEL retelling guide/graphic organizer) | Retelling short texts in writing | Retelling to support comprehension of chapter books |

***Asking Questions Unit Calendar: Grade Three***

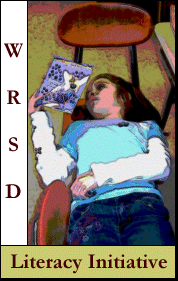
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| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Why do readers ask questions? | Readers understand the language of questioning. | Readers ask questions before, during, and after reading. (MODEL) | Readers ask questions before, during, and after reading. (GUIDED PRACTICE) | Readers ask questions before, during, and after reading. (INDEPENDENT PRACTICE) |
| Readers ask thoughtful questions – thick and thin questions. (MODEL/GUIDED PRACTICE) | Readers ask thoughtful questions – thick and thin questions. (MODEL/GUIDED PRACTICE – categorizing questions from prior lessons) | Readers ask questions to set a purpose for reading. (“Burning Questions”) | Readers ask questions for different reasons (clarify, predict, understand characters, author’s message). | Readers ask questions to clarify meaning. |
| Readers ask questions to speculate about text yet to be read (relate to predicting). | Readers ask questions to understand characters. | Readers ask questions to determine the author’s message. | Readers determine if their questions are answered by the text. (Charting Answered/Unanswered Questions) | Readers infer to answer some unanswered questions. |
| Readers use their schema or research (outside sources) to answer some unanswered questions. | Readers know that the most interesting questions may be unanswered and left to interpretation. | Readers know the answers to questions and the questions/answers of others can generate new questions and deepen thinking. |  |  |

***Inferring Unit Calendar: Grade Three***

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| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| What is inferring? | Readers use their background knowledge and all parts of a text to make inferences (cover, title, illustrations).  Text: Picture Book | Readers use their background knowledge and all parts of a text to make inferences.  Text: Text without pictures | Readers understand the language of inferring. | Readers support their inferences with evidence from the text. |
| Readers infer to make predictions and look for evidence in the text to confirm or revise predictions. | Readers make inferences about character traits. | Readers make inferences about character traits. (Developing character trait vocabulary.) | Readers make inferences about character motivations. | Readers make inferences to understand characters’ points of view. |
| Readers make inferences to understand characters’ points of view. | Readers make inferences about how characters develop and change. | Readers make inferences about how characters develop and change. | Readers make inferences about the lesson/moral of a text. | Readers make inferences about the theme (“big idea” or author’s message) of a text. |
| Readers make inferences about the author’s message or theme to deepen their understanding and talk to others about texts. | Readers make inferences to understand unfamiliar vocabulary | Readers make inferences to understand figurative language | Readers make inferences when the answers to questions are not explicitly stated in the text. | Readers make inferences when the answers to questions are not explicitly stated in the text. |
| Readers infer when reading all genres (focus on poetry). | Readers infer when reading all genres (focus on nonfiction). |  |  |  |

***Nonfiction Genre Study Unit Calendar: Grade Three***

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| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| How is nonfiction different than fiction (esp. realistic fiction)? | Conventions of nonfiction (table of contents, index, glossary) and how they help the reader. | Conventions of nonfiction (fonts, captions, photos, diagrams, maps, other graphics) and how they help the reader. | Readers recognize and understand “expert” quotes as a convention of nonfiction. | Conventions of nonfiction scavenger hunt |
| Conventions of nonfiction scavenger hunt | Readers recognize signal words (e.g., surprisingly, after, finally, for example, however) in nonfiction text. | Readers understand nonfiction text structures (question/answer). | Readers understand nonfiction text structures (description). | Readers understand nonfiction text structures (compare/contrast). |
| Readers understand nonfiction text structures (sequence). | Readers activate their schema before reading nonfiction. | Readers use nonfiction text to answer questions. | Readers can use nonfiction conventions to locate the answers to their questions. (MODEL / GUIDED PRACTICE) | Readers can use nonfiction conventions to locate the answers to their questions. (INDEPENDENT PRACTICE) |
| Readers can distinguish between fact and opinion. | Readers set a purpose before reading nonfiction. | Readers determine what is important and what is interesting in nonfiction text depending upon their purpose(s) for reading. (MODEL) | Readers determine what is important and what is interesting in nonfiction text depending upon their purpose(s) for reading. (GUIDED PRACTICE) | Readers determine what is important and what is interesting in nonfiction text depending upon their purpose(s) for reading. (INDEPENDENT PRACTICE) |
| Readers integrate strategies when reading nonfiction (FQR graphic organizer). | Readers can recognize main ideas and supporting details. | Readers can recognize main ideas and supporting details. | Readers stop, think, and react when reading nonfiction text. |  |

***Summarizing Fiction Unit Calendar: Grade Three***

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| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| What is summarizing? | Readers can recognize the main idea/supporting details of a nonfiction text. | Readers summarize by telling what is important in a way that makes sense without telling too much. (MODEL – one word notes) | Readers summarize by telling what is important in a way that makes sense without telling too much. (GUIDED & INDEPENDENT PRACTICE – one word notes) | Readers summarize to monitor their comprehension. |
| Readers stop periodically to summarize and integrate new learning. (Stop –  Think – React) | Readers paraphrase in their own words (i.e., make margin notes) to summarize nonfiction. | Readers paraphrase in their own words (i.e., make margin notes) to summarize nonfiction. | Readers can distinguish between a summary and their own thinking. | Readers can write a brief summary of nonfiction text. |
| Readers can write a brief summary of nonfiction text. | Readers can write a brief summary of nonfiction text. |  |  |  |