

READING

"Books are a uniquely portable magic." — Stephen King, *On Writing: A Memoir of the Craft*

YEAR AT A GLANCE

Reading

September - Oct.

PYP Unit:

Structure & Function

Instructional Focus:

Assess individual reading skills and instructional needs;

Build reading independence and stamina;

Analyze story elements (theme, setting, characters, plot)

Reading Strategies:

Visualizing (comprehension);

Check for Understanding (comprehension);

Text(s):

Akiak, by Robert J. Blake

Stickeen, by John Muir

Stone Fox, by John Gardiner

Balto, by Natalie Standiford

Baltic Rescue, by Reading A-Z



Reading Workshop

Reading instruction is delivered using a “workshop” model. This model allows students to receive strategy instruction, practice skills, and develop stamina. Instruction takes place in three different ways.

— Whole Group Instruction

Daily Lessons

Reading comprehension, accuracy, fluency, and word analysis strategies are taught and modeled to the entire class each day.

Fiction and non-fiction reading strategy lessons are integrated into our work in all subject areas and units of inquiry.



October - Nov.

PYP Unit:

Dynamic Earth

Instructional Focus:

Informational text

Text features

Reading Strategies:

text features (comprehension);

context clues

(comprehension);

Text(s):

a variety of trade books about *Earthquakes* and *Volcanos*

December - Jan.

PYP Unit:

Explore the Planet

Instructional Focus:

Reading graphics (maps, graphs, tables)

Reading Strategies:

text features (comprehension);

context clues

(comprehension);

Text(s):

Michigan text

February - March

PYP Unit:

We The People

Instructional Focus:

Literary elements

Author techniques

Reading Strategies:

Making Inferences;

Questioning & Wondering;

Text(s):

Sign of the Beaver, by

Elizabeth George Spear

– *Small Group Instruction*

1 to 4 times a week

Regular assessment of students' individual skills allow the teacher and student determine which area of reading needs the most growth, as well as select a strategy to work on. Students working on the same strategy are grouped for lessons and partner practice. Once a student has mastered a particular strategy, a new strategy is chosen and the student joins a new small group working on that strategy.



– *Individual Instruction*

1 to 4 times a week

Students will receive individualized reading strategy lessons when deemed the most appropriate way to teach a student. Reading individually with students also occurs regularly to “check-in” on how strategies are being practiced and skill development.

March - April

PYP Unit:

Storytelling

Instructional Focus:

Story Elements;

Authoring Techniques;

Reading Strategies:

Making Inferences;

Questioning & Wondering;

Text(s):

Aesop Fables

Legend of the Sleeping Bear

Dunes

Legend of the Indian

Paintbrush

Variety of myths, legends, fables and folktales

May - June

PYP Unit:

Human Impact

Instructional Focus:

Research Skills;

Note-taking;

Reading Strategies:

Determining Important Ideas;

Text(s):

Internet

Michigan text

Rock and Mineral references

Natural Resource articles

“The Daily Five is a student-driven management structure designed to fully engage students in reading and writing.”

Gail Boushey & Joan Moser

The Daily 5 ...

The Daily 5 is a set of five literacy activities students engage in daily to practice skills, develop responsible learning habits and increase independent reading. These activities allow for small group and individualized literacy instruction as well. While we engage in each of these activities regularly, some occur more often than others.

Read to Yourself

20 to 30 minutes

On the first day of school and throughout the first month, students are taught to select “Good Fit” books and read to themselves daily. During this time, students practice the strategies they have been taught in group or individual strategy lessons. Each student is provided with a “book box” to keep books, chosen from the classroom library or from home, that are an appropriate reading level, interest the student, and will help sustain independent reading.

Read to Someone

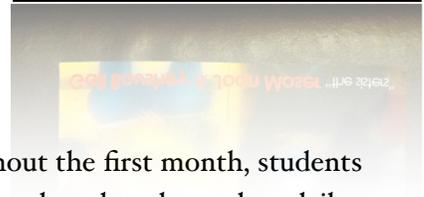
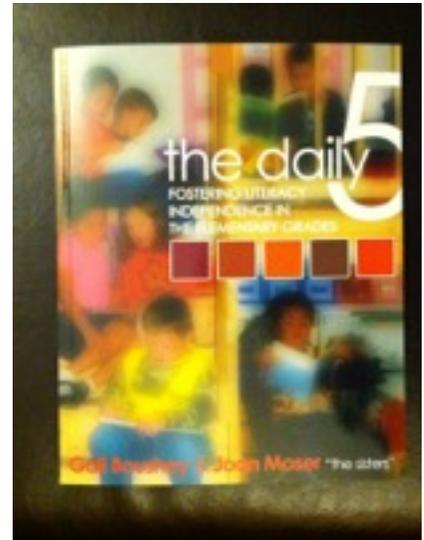
15 to 20 minutes

During this time, pairs of students will sit Elbow to Elbow, Knee to Knee (EEKK) with either a mutually agreed upon book or one chosen by each student and take turns reading out loud. When one student reads a page from their book, the other listens and then summarizes what they heard. Partners then switch roles.

Listen to Reading

10 to 15 minutes

Stories and books on tape are an option for students during this time. Students are trained to use a tape player and select a book/tape to listen to and read along with. Literature (novels and picture books) are also read aloud to students daily.



Work on Writing

15 to 20 minutes

During this choice, students take out their writing folders and work on any piece of writing they are most interested in producing. This could be a list of their favorite books or movies, a poem they started last week or an assigned piece from Writing Workshop. Students have access to writing and book-making supplies and are given the choice to publish their work. Students also engage in weekly quick writes which are short, timed sessions to write on a given topic.



Spelling & Word Work

20 to 30 minutes

Students will engage in activities from their Words Their Way assignments, Unit Vocabulary tasks, and our classroom Word Wall signs during this time. These activities allow students to sort words, define words, create graphic representations of words, identify spelling patterns, and practice spelling words.

Reading Units

The following Reading Units are provided by the ROSD to teach the Common Core State Standards (CCSS). These units were developed by educators the Michigan Association of Intermediate School Administrators (MAISA). Use the following link for more information about MAISA: <http://gomaisa-public.rubiconatlas.org/Atlas/Public/View/Default>

Reading with Independence (done with the **Structure & Function** PYP unit)

Unit Abstract (from MAISA Unit): The year begins by creating a classroom community of readers who build their own independent reading lives and establish important and realistic reading goals for themselves. Students internalize workshop routines and reading habits that support reading independence. Simultaneously, reading assessment takes place so students and texts are appropriately matched. Students select texts that both engage and provide appropriate challenge. They learn to read with sufficient accuracy and fluency to support crystal clear comprehension. Students build reading volume and stamina and pay close attention to the text by imagining the scenes and reacting to the meaning as they read. They learn the importance of having a positive attitude toward reading and books. Students engage in a range of collaborative discussions around texts and learn how to listen intently. They discuss books in long-term partnerships and recommend favorite books to themselves and others. They learn how to fit together parts of a story and refer to the text as they refine the skill of retelling a story. At the end of this unit, students reflect on the ways in which they have grown as readers.

Understanding Characters (done with the **Storytelling** PYP unit)

Unit Abstract (from MAISA Unit): In this unit, students read fiction texts and learn strategies that help them connect with the characters. As they read, students empathize with the characters by connecting with their experiences, envision the characters and the scenes, and make predictions about what might happen and how it will happen. They pay close attention to the details to help them better understand what the characters are really like. Students notice and reflect on places in the story that evoke strong emotions. They look for patterns in a character's behavior to grow a theory about the character and sometimes revise their theories as they continue to read. They notice when characters act in surprising ways and anticipate that the characters will struggle and grow. Students understand that the challenges the characters face, and the ways they overcome them, often become turning points in the story. They learn that secondary characters also have important roles in stories. Students learn vicariously alongside the characters in the story. They celebrate the lessons the characters have learned that apply to their own lives.

Nonfiction Reading with Independence (done with the **Dynamic Earth** PYP unit)

Unit Abstract (from MAISA Unit): This unit introduces students to the habits and skills necessary for reading informational texts, which they explore in partnerships. They learn how to preview a text and how to determine the main ideas and key details. They explore strategies to determine the meaning of unfamiliar vocabulary words. Students learn various text structures and how to use graphic organizers to organize the information they are learning. They learn ways in which they can organize their thinking and teach others about a topic they are studying. They learn how to push their thinking to grow ideas about the text, the text features, and the pictures. Students pursue a collaborative inquiry of study with their partners by using their newly acquired habits and skills. They compare how information on the same subtopic in various texts is organized and celebrate by planning presentations about their topics to share with others.

Reading in Book Clubs (done with the **We The People** PYP unit)

Unit Abstract (from MAISA Unit): This unit is an introduction to book clubs using mystery series books as the basis for the reading. Students learn the elements of mystery stories and how book clubs work. They begin by choosing and previewing a mystery story and make a plan for reading. They identify and envision the characters and setting, and reread and reflect on the details in the plot that lead to the conclusion. Students deepen their understanding of mystery stories as they learn effective book club discussion techniques. They read a second mystery story and look for patterns in the actions and traits of the characters. They make comparisons among characters and plots from various stories within the mystery series. They pay attention to the relationship between characters and make and revise predictions as they read. They learn how to change the pace of their reading by slowing down or rereading parts that seem like they might be important. Students evaluate their book club discussions and determine if they reached their goals. They celebrate by reflecting on their reading to help them grow as individuals.

Assessment

- State/District Reading Assessments

All 3rd grade students are required to take the Michigan Education Assessment Program (MEAP) Reading Test. This year the test will be given in the Spring. Royal Oak School District reading assessments include a Fall, Winter and Spring timed, comprehension assessment and, a Developmental Reading Assessment (DRA) given in the Fall and Spring. The results of these assessments are reviewed by the school staff to help identify at risk and advanced students and make the appropriate adjustments to the curriculum, lessons, teaching strategies and classroom management.

- Formative Reading Assessments

Throughout the year, a number of reading strategies are taught and expected to be used by students to improve reading comprehension, accuracy, fluency, and vocabulary. Through observation and work assignments, a rubric is used to assess each student's use of reading strategies. Students will not be expected to use every strategy, every time they read but rather be confident and flexible to use whatever strategy works best in each reading context.

- Reading Self-Assessments

Students will be keeping track of their assessment data in their personal reading journals and use it to write personal reading goals each marking period. This may include the use of specific strategies, improving their reading behaviors, or read books at a higher lexile.

	Scholastic Guided Reading Level	DRA Level	Lexile Level	
Kindergarten	A	A-1	BR-100	
	B	2		
	C	3-4		
	D	6		
First Grade	A	A-1	200-400	
	B	2		
	C	3-4		
	D	6		
	E	8		
	F	10		
	G	12		
	H	14		
	I	16		
Second Grade	E	8	300-600	
	F	10		
	G	12		
	H	14		
	I	16		
	J-K	16-18		
	L-M	20-24		
	N	28-30		
	J-K	16-18		500-750
	L-M	20-24		
	N	28-30		
O-P	34-38			
Fourth Grade	Q	40	600-900	
	M	20-24		
	N	28-30		
	O-P	34-38		
	Q-R	40		
Fifth Grade	S-T	40-50	700-1000	
	Q-R	40		
	S-V	40-50		
Sixth Grade	W	60	800-1050	
	T-V	50		
	W-Y	60		
	Z	70		

Text Lexile Conversion Table

PYP Unit Connections to Reading

Who We Are: *We The People*

The novel we read and practice strategies through, *Sign of the Beaver* by Elizabeth George Spear is a historical fiction piece about the culture clash between Native Americans and early European and colonial settlers. It provides another way for students to come to understanding Michigan's Native American and French voyageur cultures and the impact that history has on Michigan.

Where We Are in Place & Time: *Explore the Planet*

Students learn to read a variety of graphic information such as maps, (including symbols and scales), tables, charts, forms, records and graphs. Critical analysis and use of these text features are taught and assessed as students explore Michigan and world geography and how it impacts the way people live.

How We Express Ourselves: *Storytelling*

A number of traditional literature genre are taught in this unit. Students come to understand the history of storytelling and look for the lessons/morals taught in fables, folktales, myths and legends. Students critically read a number of texts from each genre, study the elements of each genre, and compare and contrast story elements.

How The World Works: *Dynamic Earth*

Informational reading about volcanos and earthquakes is an essential element of student inquiry into the Earth's ever-changing outer crust and the inner forces that shape it. Students study text features and well as read the text to collect information in graphic organizers.

How We Organize Ourselves: *Structure & Function*

During this initial unit of the year, students come to understand that the structure and function of the classroom comes through understanding who we are as individuals and, all the flexible ways we can group ourselves. Students learn about their personal reading strengths and needs and how to use them to contribute in an organized work group.

Sharing The Planet: *Human Impact*

This final unit of the year has students engaged in inquiry circles about the responsible use of natural resources. Students use all previously learned reading strategies and skills to conduct group research on a natural resource of their choice.