

October/November 2009 - Grade 5

Unit 2: Launching Reading Workshop & Developing Metacognition through Classroom Whole Group Text - 6 wks

Introduction

Fifth graders are mostly independent readers. During this important year before transitioning to middle school, students become more metacognitive so they can think more critically about their work as readers (and writers). Students also reflect upon their use of tools and strategies to become highly effective in a classroom community. Students are introduced to more sophisticated tools and strategies in this unit.

GLCEs - Students will...

- R.CM.05.01 connect personal knowledge, experiences, and understandings of the world to themes and perspective in text through oral and written response.
- R.CM.05.02 retell through concise summarization grade-level narrative and informational text.
- R.MT.05.01 self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.
- R.AT.05.01 be enthusiastic about reading and do substantial reading and writing on their own.
- R.WS.05.07 in context, determine the meaning of words and phrases including symbols, idioms, recently coined words, content vocabulary, and literary terms using strategies and resources including analogies, content glossaries, and electronic resources.

Reading Workshop: Big Ideas

Students will:

- View themselves as readers and as members of a community of readers.
- Use classroom rituals and routines to work independently and with others.
- Develop fluency and reading strategies for both decoding and comprehension through shared and independent reading.
- Select and read books at the appropriate level.
- Listen to and discuss stories with partners and in small groups using accountable talk.
- Identify the main idea/plot and supporting details of a given piece of text.
- Visualize and draw the main events of a text.
- Retell, in graphic organizer and narrative form, grade-level narrative text.

Resources

Class set of *Number the Stars* (GR=U)

Class set of *Freedom Crossing* (GR=R)

Reading Response Journals and Folders

Reading Logs

Reading Genre BINGO

Reading Survey

Comprehension Assessment - Teachers College <http://rwproject.tc.columbia.edu/>
(Level R - "Zeely")

Partnership Talk - Stop and Say Something

Reading Goal Log/Sample Reading Goals

Post-it notes

Enter and Exit Cards/Questions (in lieu of sharing on some days)

Word Collection Booklet (cover, instructions, list, definition sheets)

Word Collection - Rubric

Stop & Jot Bookmarks

Story Map

Be a Reporter/Retelling Rope

Retelling Rubric

Calendar - Launching Reader's Workshop & Developing Metacognition Strategies

	9/29 -5 Ws (recap) Chptr 1 -Popcorn Chptr 2 (pre-assess) (continuation) - Exploring the "who" (p.m.)	9/30 -What is reader's workshop?/Sharing our Reading Lives -What do good readers do?? READ! -Reading Logs/BINGO/Survey	10/1 -Test-taking strategies (review) -Comprehension Pre-Assess	10/2 -What is a "retelling?" Chptr 3 (1/2 read aloud) -Retelling Chptr2 - Exploring the "where" -geo activity
10/5 -Partnerships -Chptr 3 (w/ptr) -Stop & Say Something	10/6 Partnerships -Chptr 4 (w/ptr) -Stop & Say Something	10/7 - Word Collecting -Chptr 4 (alone)	10/8 -Pre-assess - self assess (rubric)	10/9 - Book Share - students & Henry's Freedom Box (PM only) - Read independently to get caught up
10/12 -RRJ Stop & Jot/Bookmarks -Chptr 5 (read aloud=model/independent)	10/13 MEAP	10/14 -RRJ Conferences & Reading Goals -Oral retelling - Stop & Jot practice	10/15 MEAP	10/16 - Independent Reading - Story Map (Retelling)
10/19 -Story Map Rubric - Read Chptr 7 (w/ptr)	10/20 MEAP	10/21 -Story Map Debrief - Sketch to Stretch (retelling in pics) Chptr 9 (NS) & Chptr 8 (FC)	10/22 MEAP	10/23 Story Map#2 and Rubric (Chptr 11 - NS & "A message in code" FC)
10/26 -Turn in words (1/2) - Finish story maps#2 - Read next two chapters (NS 12 & 13 / FC - 11 & 12)	10/27 - Read next two chapters (NS 14 & 15 / FC - 13 & 14) - Word Collecting	10/28 - Read next two chapters (NS 16 & 17 / FC - 15 & 16) - Word Collecting	10/29 - Read next two chapters (NS afterword / FC - 17) - Word Collecting - Vocab quiz -Be a Reporter (retelling in paragraph form)	10/30 - (a.m. only) - work on words/DEAR
11/2 - Turn in words (1/2) - Finish retelling	11/3 NO SCHOOL (students)	11/4 - String to Sequence (culminating) - End of unit - turn books in	11/5	11/6

Mini-Lessons:

1. **Popcorn Reading Pre-Assessment** (Fluency and Accuracy) - Anecdotal/Formative
2. **What is Reader's Workshop?** - Structure and Expectations
3. **Sharing our Reading Lives** - What's the Most Important Thing Reader's Do? (READ!)/Reading Logs and Genre BINGO/Reading Survey. Start a reader's strategy list in reader's response journal and add "READ" as first strategy.
4. **Exploring the "Who"** - students do a character analysis on characters in their book (p.m. only)
5. **Comprehension Pre-Assessment** - Teacher's College - "Zeely" (GR=R) - all students same assessment
6. **What is a "Retelling?"** - Many students questioned how to answer the CRQ the day before on the comprehension pre-assessment...specifically what is a "retelling?" According, the teacher created a mini-lesson retelling and students practiced retelling Chptr 2 using sequencing and important details (5 Ws).
7. **Exploring the "Where"** - Students explore 3 different tools for mapping (atlas, globe, and Google maps) for looking up the location/setting of their book.
8. **Partnerships and Accountable Talk ("Stop and Say Something" Reading)** - Students read a set amount of text independently and then stopping to "say something" afterward (a question, a vocabulary word, a connection, or other noticing - see handout). Students who may not have met the 5-finger "just right" test for this text may read aloud with their partner. If students finish early they may work on vocabulary collection and/or write in their reader's response journals or DEAR.
9. **Word Collecting** (24 words/book) - students should be collecting interesting words, new words, important words and fun words in the context of classroom text (*Number the Stars* or *Freedom Crossing*). They should...write source/page where they found it. Write sentence containing word. Write guess as to what it means. Look it up and see if they guessed right. Prepare for Vocabulary Show & Tell during Reader's Workshop.
10. **Pre-Assessment Grading** - self grade and partner grade and then compare to teacher grade.
11. **Reader's Response Journals - "Stop and Jot" (during read aloud) and "Exit Cards"** - The teacher reads aloud and models fluency and think alouds. During breaks in the text, the teacher says "Stop and Jot" and students write their thinking in their reader's response journals. Students who are having writer's block may refer to their "Stop and Jot" bookmarks. Model "exit cards" for students. This is an end of workshop quick assessment. Students can expect them throughout the unit, but not every day.
12. **Reader's Response Journals - Conferences and Reading Goals** - Students practice conferencing with teacher as model in front of class. Students are instructed to respect the conference going on and to not ask questions of the teacher during this time. Students set their first reading goal. Record goals on logs. As student's conference, they discuss progress on their goals.
13. **Story Mapping - Retelling using a Graphic Organizer** - Students retell a chapter using a graphic organizer that includes setting, characters, plot/problem, major events (1-3) and outcome

14. **Sketch to Stretch - Retelling in Pictures** - students practice retelling in pictures while listening to read aloud.
15. **Be a Reporter** - Retelling in narrative form.
16. **String to Sequence** - students work on identifying main events of book and "string" on a piece of yarn. Students pass along their string of main ideas to the next group to try and sort and complete the sequence.

Assessment

Pre Assess

- Popcorn Reading (Accuracy & Fluency) - Anecdotal
- Comprehension - Teachers College Text - "Zeely" Level R
- Running Records (Accuracy) - accommodations made for those not reading at class book level

Formative

- RRJ - goals
- RRJ - "stop & jot" entries
- Enter & Exit cards -students answer question posed on board and write on index card
- Running Records (non-credentialed students)
- Conferencing - anecdotal

Summative

- Story maps (retelling in graphic organizer format) - chapter
- Be a reporter! (retelling in narrative format) - entire book
- Vocabulary quiz
- Vocabulary collection (18 words/unit)