

Overview for Grade 3 Unit 1, *Building a Reading Life*

	Session/Minilesson	Conferring and Small-Group Work	Mid-Workshop Teaching	Share
BEND I: Making a Reading Life				
<i>Start with Assessment</i>				
1	Building a Powerful Reading Life	Managing the Workshop by Filling It with Respect for Reading	Setting Goals to Support Volume and Stamina	Learning More from Today's Reading
2	Reading As If Books Are Gold	Assessing Readers While Supporting Fluency	Abandoning Books that Turn Readers into Curmudgeons	Readers Keep Records of Their Reading and Study Their Data
3	Finding Within-Reach Books, and Reading Tons of Them	Rallying Students' Enthusiasm around Reading	Another Way a Book Can Be Just Right	Readers Share Favorite Passages
<i>A Day for Assessment</i>				
4	Setting Goals and Tracking Progress	Setting the Whole Community, and Each Reader, on a Course	Varying the Pace of Reading in Response to the Text	Readers Aim to Read Longer and Stronger
5	Setting Up Systems to Find and Share Books	Supporting the Varied Work that Students Do as Readers	Reading with Other Readers in Mind	Readers Can Introduce Books to Themselves
6	Reading in the Company of Partners	Helping Readers Who Need Support Learn to Talk about Their Reading	Learning to Listen Intently	Reading Aloud Favorite Parts with Fluency and Expression
BEND II: Understanding the Story				
7	Readers Check for Comprehension	Checking In on Comprehension	Monitoring for Sense and Activating Problem-Solving Strategies When Meaning Breaks Down	When Listeners Show Interest, Readers Share More
8	Follow Textual Cues as You Read: Shift between Envisioning and Assembling Facts	Using the Learning Progression to Assess Students' Envisioning and Move Them Forward	Envisioning the Setting as Well as the Characters	Readers Talk with Their Partners about What They Are Picturing
9	Prediction	Supporting Everything You've Taught about Reading <i>and</i> Thoughtful Predictions	Grounding Predictions in the Character's Story, Not in the Reader's Life	Studying Progression Expectations
10	Making Higher-Level Predictions	Teaching Your Most and Least Proficient Predictors	Having Empathy for Characters Helps Readers Predict What Will Happen Next	Readers Think about the Qualities of Effective Predictions
11	Retelling Stories	Supporting Children's Retelling	Readers Strive for Deeper Understanding by Connecting New Parts to Previous Parts	Readers Don't Just Retell What's Happening; They Also Add Their Thinking by Using Prompts
12	Readers Decide How to Lift the Level of Their Reading and Recruit Partners to Support Them			
BEND III: Tackling More Challenging Texts				
13	Tackling Complex Texts Takes Grit	Building on Small-Group Reading Work You Taught Earlier	Checking In on Bottom-Line Skills	Using Grit to Tackle Harder Texts
14	Figuring Out Hard Words	Teaching Readers to Figure Out How to Pronounce Tricky Words as Best They Can	Using Context Clues to Solve for Meaning; Using Word Parts to Tackle Pronunciation	Inviting Children to Hold on to the Words They Solve
15	Using Textual Clues to Figure Out the Meaning of Unfamiliar Words	Supporting Children's Word-Solving Skills While Also Supporting Them in All They Have Learned to Do	Learning Brand-New Words and Words with New Meanings	When Little Words Get in the Way
16	Making Sense of Figurative Language	Supporting Kids with Word Solving	Putting Figurative Language in Your Word Jar	Reading Smoothly and with Rhythm
17	Talking Back to the Text	Helping Readers Who Struggle to Differentiate Themselves from Their Characters	Lingering on Questions	Hypothesizing Answers to Questions in Partnerships
18	Raising the Level of Questions to Unearth Deeper Meaning: Considering Author's Purpose	Supporting Students as They Work through the Questioning Process	Readers Generate More than One Answer to Possible Questions	Celebrating Growth as Readers
19	Celebration			