

TEACHER'S TOOLKIT FOR INDEPENDENT READING

GRADES 3-5  GRAVITY GOLDBERG & RENÉE HOUSER



Year-at-a-Glance Overview

Gravity Goldberg and Renée Houser, authors of the *Teacher's Toolkit for Independent Reading*, believe that a thriving reading community is goal-oriented but flexible enough to adapt to new texts, ideas, and students' individual progress. Although every third-, fourth-, and fifth-grade reader is unique, there are some patterns and trends in what many readers are ready to learn at these grade levels. The *Teacher's Toolkit for Independent Reading* offers five units per grade level that are flexible enough to align with your scope and sequence and also address specific genres and instructional focus areas for grades 3–5.

	GRADE 3	GRADE 4	GRADE 5
UNIT 1			
Genre Focus	Student Choice of Books to Read	Fiction Reading	Fiction and Memoir
Instructional Focus	Book Choice and Goal Setting	Understanding Character Relationships	Understanding Identity
UNIT 2			
Genre Focus	Fiction Reading	Nonfiction Reading	Nonfiction Reading
Instructional Focus	Understanding Characters	Synthesizing Information Across Texts on the Same Topic	Researching an Important Issue
UNIT 3			
Genre Focus	Nonfiction Reading	Fiction Reading, Chapter Books	Fiction Reading and Book Club Books
Instructional Focus	Synthesizing Information Within a Text	Interpreting Themes in Chapter Books	Interpreting Themes Across Texts
UNIT 4			
Genre Focus	Fiction Reading, Picture Book Clubs	Nonfiction Reading	Nonfiction Reading
Instructional Focus	Interpreting Themes in Picture Books and Short Stories	Understanding Perspectives	Understanding Perspectives Across Texts
UNIT 5			
Genre Focus	Student Choice of Books to Read	Student Choice of Books to Read in Book Clubs	Student Choice of Books to Read
Instructional Focus	Reflecting and Setting Goals for Summer Reading	Book Clubs	Reflecting and Setting Goals for Summer Reading

For detailed Year-at-a-Glance plans for each grade level, including independent reading goals for each unit, see pp. 2–4.

Grade 3 Independent Reading Year-at-a-Glance

	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5
Time Frame	September-October	November-December	January-March	April-May	June
What are students reading?	<i>Student Choice of Books to Read</i>	<i>Fiction Reading</i>	<i>Nonfiction Reading</i>	<i>Fiction Reading, Picture Book Clubs</i>	<i>Student Choice of Books to Read</i>
What are we focusing our instruction on?	Book Choice and Goal Setting	Understanding Characters	Synthesizing Information Within a Text	Interpreting Themes in Picture Books and Short Stories	Reflecting and Setting Goals for Summer Reading
What are my teaching texts for modeling?	“Eureka! Dewey Did It,” by Sandra Weber “Back-to-School Survival Guide”	“Hoops History,” by Rich Wallace “Magic Marty,” by Chris Low	“One Squirrely Bird,” by Kathleen Bookbinder “Wolf Dressed in Fire,” by Sneed B. Collard III	“The Umbrella Lady,” by Pam Miller “From Two Different Universes,” by Cynthia Light Brown	“Music and the Maestro,” by Robin Zimmerman “As Good As You,” by Dawn Malone
What are the goals for readers?	<ul style="list-style-type: none"> • Students get to know themselves as readers. • Readers choose books they can and want to read. • Readers pay attention to their thinking as they read. • Readers create reading notebook entries to record and develop their thinking. • Readers reflect on their reading process and set goals for themselves. 	<ul style="list-style-type: none"> • Readers think over time about individual characters. • Readers compare characters within a book. • Readers use reading notebook entries to understand characters. • Readers use conversations to understand characters. 	<ul style="list-style-type: none"> • Readers understand what <i>synthesis</i> means. • Readers think over time about a nonfiction topic within one text. • Readers use reading notebook entries to synthesize information. • Readers use conversations to synthesize information. 	<ul style="list-style-type: none"> • Readers learn larger life lessons from picture books and short stories. • Readers use reading notebook entries to interpret themes. • Readers use book club conversations to interpret themes. • Readers explain their thinking and reference parts of their books in book clubs. 	<ul style="list-style-type: none"> • Readers reflect on what they have learned and how they have grown throughout the year. • Readers reflect on the types of texts they enjoy reading. • Readers set goals for themselves as readers. • Readers make plans for summer reading.

Grade 4 Independent Reading Year-at-a-Glance

	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5
Time Frame	September-October	November-December	January-February	March-April	May-June
What are students reading?	<i>Fiction Reading</i>	<i>Nonfiction Reading</i>	<i>Fiction Reading, Chapter Books</i>	<i>Nonfiction Reading</i>	<i>Student Choice of Books to Read in Book Clubs</i>
What are we focusing our instruction on?	Understanding Character Relationships	Synthesizing Information Across Texts on the Same Topic	Interpreting Themes in Chapter Books	Understanding Perspectives	Book Clubs
What are my teaching texts for modeling?	<p>“The Beckoning Cat,” by Ellen L. Ramsey</p> <p>“Shrieking Toad and Dancing Ant,” by John Samony</p>	<p>“Teaching Cats to Purr-form,” by Aneeta Brown</p> <p>“Animals and Their Trainers,” by Sara F. Shacter</p>	<p>“If It Fits,” by Rich Wallace</p> <p>“Lost and Found,” by Olga Cornea</p>	<p>“What Good Is the Big Bad Wolf?,” by Linda Zajac</p> <p>“Raising Elephants,” by Jennifer Berry</p>	<p>“The Case of the Missing Dinosaur,” by Debbie Urbanski</p> <p>“Alpha-BEST,” by Karen DelleCava</p>
What are the goals for readers?	<ul style="list-style-type: none"> • Readers think about the impact of character relationships. • Readers compare characters’ relationships within books. • Readers use reading notebook entries to understand character relationships. • Readers use conversations to understand character relationships. 	<ul style="list-style-type: none"> • Readers think across multiple nonfiction texts about the same topic. • Readers use reading notebook entries to synthesize information across texts. • Readers use conversations to synthesize information. • Readers draw conclusions and support them, based on reading multiple texts on one topic. 	<ul style="list-style-type: none"> • Readers think, while reading chapter books, about lessons characters are learning. • Readers explain and support their thinking about larger life lessons in their books. • Readers use reading notebook entries to interpret themes. • Readers use conversations to interpret and explain themes. 	<ul style="list-style-type: none"> • Readers identify perspectives in nonfiction texts. • Readers compare their own perspective on a topic to the author’s perspective. • Readers use reading notebook entries to understand perspectives. • Readers use conversations to understand and compare perspectives. 	<ul style="list-style-type: none"> • Readers choose books they can and want to read with their book clubs. • Readers make plans for what they will think about as they read and how they will jot down their thinking as they read. • Readers discuss characters, themes, and perspectives across their book club conversations, putting together all they learned this year. • Readers reflect on their preferences and create goals for summer reading.

Grade 5 Independent Reading Year-at-a-Glance

	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5
Time Frame	September-October	November-December	January-March	April-May	June
What are students reading?	<i>Fiction and Memoir</i>	<i>Nonfiction Reading</i>	<i>Fiction Reading Book Club Books</i>	<i>Nonfiction Reading</i>	<i>Student Choice of Books to Read</i>
What are we focusing our instruction on?	Understanding Identity	Researching an Important Issue	Interpreting Themes Across Texts	Understanding Perspectives Across Texts	Reflecting and Setting Goals for Summer Reading
What are my teaching texts for modeling?	<p>"Ice Island," by Sherry Shahan</p> <p>"Nothing Drops," by Kristin Nitz</p>	<p>"What Makes a Good Scientist?," by Clara Ma</p> <p>"Saving a Tiger Named Cinderella," by Emily Johnsen</p> <p>"Saving Snow Leopards," by Pamela Crowe</p>	<p>"The View from Left Field," by Kelley Murphy</p> <p>(May also return to "Ice Island" or "Nothing Drops")</p>	<p>"When Trouble Comes," by Bernice Johnson Reagon</p> <p>"Rising Above Slavery," by Linda Trice</p>	<p>"Focusing on Success," by Marty Kaminski</p> <p>"Tamika Catchings: Playing to Win," by Christine Louise Hohlbaum</p>
What are the goals for readers?	<ul style="list-style-type: none"> • Readers reflect on their own identity as people and readers. • Readers interpret a character's identity. • Readers understand how a character's identity impacts the conflicts they face and how they handle them. • Readers use their notebooks to develop their thinking and share it in conversations with others. 	<ul style="list-style-type: none"> • Readers generate questions about an important issue they want to research and make plans for how to answer them. • Readers use notebook entries to synthesize information across texts to answer questions and form ideas. • Readers share their conclusions and explain their thinking with others. 	<ul style="list-style-type: none"> • Readers interpret life lessons and central messages that are common across texts. • Readers compare how similar themes are presented across different texts. • Readers use reading notebook entries to analyze, explain, and interpret themes. • Readers use book club conversations to share and explain their thinking about themes. 	<ul style="list-style-type: none"> • Readers compare authors' perspectives on the same topic. • Readers use reading notebook entries to analyze perspectives and how they impact the reader. • Readers use conversations to draw and share conclusions about a topic based on the information they learned and various author perspectives. 	<ul style="list-style-type: none"> • Readers reflect on what they have learned and how they have grown throughout the year. • Readers reflect on the types of texts they enjoy reading. • Readers set goals for themselves as readers. • Readers make plans for summer reading.

For more information including program components, sample lessons, and videos, visit www.stenhouse.com/teachers-toolkit.