

Westbrook School Department

Course Blueprint

<p>Content Area / Grade Level <i>Reading/ Grade Three</i></p>	
<p>Course Title <i>Reading Units of Study/Reading Workshop</i></p>	
<p>Course Description <i>Literacy instruction designed to prepare students for any reading task they will face and to turn them into life-long, confident readers who display fluency and independence.</i></p>	
<p>Westbrook K-12 Learning Standards</p> <p><i>*Reading comprehension and interpretation *Foundations of reading and language *Speaking and listening for discussion *Speaking and listening for presentation</i></p>	<p>Guiding Principles / Vision of the Graduate</p> <p><i>Clear and Effective Communicators Self-Directed and Life-long Learners Creative and Practical Problem Solvers Responsible and Involved Citizens Integrative and Informed Thinkers</i></p>
<p>Expected Outcomes - Expectations for students upon completion of the course.</p> <ul style="list-style-type: none"> ● <i>Develops system for previewing the essential parts of the text such as chapters, table of contents, headings, back blurbs and headings in order to develop an understanding of the text prior to reading</i> ● <i>Ability to predict what might happen next in the story citing evidence from the text</i> ● <i>Recognition of the different types of text and their purposes</i> ● <i>Develops and practices a system for making sure the stories read make sense and is understood</i> ● <i>Recognition of main characters as well as the changing of time in a story and its purpose</i> ● <i>Familiarity with text features such as headings, subheadings, captions, timelines and diagrams as well as their purpose</i> ● <i>Fluent reading in their head as well as out loud</i> ● <i>Recognition of punctuation as a tool the author uses to convey a message to the reader</i> ● <i>Ability to highlight important events, talk about cause and effect and refer to any lessons the author may have intended to teach.</i> ● <i>Reads to find the main idea of the text and can explain it to others with more than one word. Can offer supporting details from the text to support the main idea.</i> ● <i>Understands authors may use words for a specific reason. Comprehends and can</i> 	

use similes and antonyms, puns and metaphors. Figures out the meaning of tricky words by considering the context of the story, and looking at the parts of the word for clues. Uses more specific words to describe character traits and actions.

- *Ability to orchestrate many different strategies to figure out how to read new words. Checking them against what I know about the text. Develops a method for keeping track of new words introduced by the topic.*
- *Reviews a novel in their head before reading further in the text. Upon finishing the book can highlight important events, talk about cause and effect and refer to any lessons the author may have intended to teach.*
- *Reads to find the main idea of the text and can explain it to others with more than one word. Can offer supporting details from the text to support the main idea.*

Core Units of Study - Each course has 4 - 6 Core Units of Study which are required and in which all targeted learning standards are embedded.

UNIT 1: Building a Reading Life

UNIT 2: Reading to Learn: Grasping Main Ideas and Text Structures

UNIT 3: Character Studies

UNIT 4: Research Clubs: Elephants, Penguins, and Frogs, Oh My!

UNIT 5: Mystery: Foundational Skills in Disguise