

Developing Units of Study in the Reading Workshop
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Units of Study Framework

Exposure

Immersing Students in the Unit of Study

Providing Wide Range of Resources

Exploration

Focus Study of a Cornerstone Text to Set Foundation

Explore the Elements and Structures of the Genre, Author, Illustrator, Theme, or Content Topic

Engagement

Understand Text as an Insider

Multiple Ways of Demonstrating Competence

Developing Units of Study

Select Central Focus

Choose a Cornerstone Text

Set Unit Objectives

Design Learning Experiences

Select Resources: Text Sets

Consider Culminating Experiences

Unit of Study: An Example – Escaping Reality

Unit Objectives

Understand the way Text and Images Contribute to a Picturebook

Compare and Contrast Across Texts

Construct Themes Across Texts

Focus on Noticings, Making Connections, and Asking Questions as Reading Strategies

Understand the Value in Revisiting a Complex Picturebook from Different Perspectives

Understand the Home-Away-Home Story Structure

LEXP: Escaping Reality

Noticings – Connections – Wonderings Chart / Discussion

Disrupting Perspectives Project

Story Structure Chart

Traditional Elements of Literature Chart

Emerging Categories Chart

Multigenre Writing Project

Differentiated Instruction

Texts, Tasks, Teaching, Time, Talk, and Contexts

Tiered Texts

Create Text Sets - Not Single Resources
Variety of Genres & Formats
Variety of Levels of Complexity
Familiarity and Prior Experience
Choice and Access

Tiered Tasks

Points of Entry into Unit of Study / Choice
Modes of Representation
What is Expected after the Research / Reading is Done?
Level of Teacher Support / Peers
Degree of Difficulty in Task

Tiered Teaching

To - With - By
Lecture vs Discussion
Teacher - Student Levels of Responsibility
Amount of Student / Teacher Support
Jigsaw, Turn Pair & Share, Charts

Tiered Talk

Verbal Scaffolding
Supportive (Personalized) Browsing
Beyond Lecture (I-R-E)
Explicit Demonstrations
Reflective Talk
Exploratory – Tentativeness
Non-Authoritarian Discourse

Tiered Time

In Class Time
Outside of Class Time
Time vs Task Expectations
What gets left out?

Tiered Contexts

Whole Group / Small Groups
Pairs
Individualized
One on One with Teacher

Unit of Study: An Example - Expository Texts as a Genre

General Objectives:

- Help students read expository texts for information (Understand Genre)
- Help students gather information for inquiry project (Understand Topic)

Unit of Study: Expository Texts

Specific Objectives:

- Understand types of expository texts
- Explore components of expository texts
- Explore structures of expository writing
- Use components and structures in own research projects
- Develop strategies for navigating and comprehending expository texts
- Develop criteria for evaluating evidence in expository materials

Exposure:

Read, Share and discuss expository texts on a wide variety of subjects

List things we Notice about Expository Texts and how we read them

Make list of all the Types of Expository Texts we are reading

Exposing Students to Expository Texts

Expand Classroom Libraries (40-40-20)

Public Library Visit / Cards

Displays - Class Museum

Magazine / Newspaper Subscriptions

Book Talks

Other Texts - Brochures, Websites

Field Trips

LEXP 1: Types of Expository Texts

Concept Books

Nature / Geography Books

Magazines, brochures, etc.

Reference materials

Activity / Experiment Books

Primary Source- Logs, Diaries

Photo Essays

Craft / Manuals / Recipes / How To

Informational Storybooks

Biographies / Autobiographies

Exploration:

What are the Components of Expository Texts?

How are Expository Texts Structured?

How do we Navigate Expository Texts?

LEXP 2: Scavenger Hunt for Components of Expository Texts

Cover - Title

Author's Notes - Introduction

Sidebars - Information Boxes

Headings, Italicized words

Reading Guides

Labels - Captions

Diagrams - Maps - Graphs, etc

Illustrations, Photography, Artwork

Glossary

Table of Contents / Index

Cover - Title

LEXP 3: Structures of Expository Writing

Descriptive

Sequential

Compare - Contrast

Cause & Effect

Question & Answer

Blended Structures

Engagement:

What inquiry projects can students engage in with expository texts?

What types of texts can students use as mentor texts?

What "modes of representation" can students use to share information?

Culminating Experiences

Student Published Reports

Classroom Museum

Science Fairs

Picture Books for Reading Buddies

Multi-Genre Writing Projects

Multimodal Presentations

Effective Teachers

- Have a rich and flexible knowledge of the content being taught.
(Content Knowledge)
- Understand how students develop ideas and concepts.
(Knowledge of Learning Processes)
- Are able to enact effective instructional practices.
(Pedagogical Knowledge)
- Focus on the role of language during instruction and discussions.
(Discourse)
- Use flexible groupings to address individual students' needs.
(Multiple Contexts)
- Embed instruction in authentic literacy tasks and environments.
(Authenticity)
- Provide access to a wide variety of quality resources.
(Knowledge of Resources)
- Utilize a variety of assessments to understand students' needs and abilities.
(Assessment)
- Achieve higher levels of student involvement.
(Engagement)
- Establish effective classroom environments for learning.
(Knowledge of Community)
- Effective Teachers investigate their teaching
(Reflective Stance)

Unit of Study Template

Central Focus
Cornerstone Text
Unit Objectives (CC Standards)
Learning Experiences (LEXPs)
Culminating Experience
Resources Needed

