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

LEXPs: 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

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<tr>
<th>Central Focus</th>
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<tbody>
<tr>
<td>Cornerstone Text</td>
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<td>Unit Objectives (CC Standards)</td>
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<td>Learning Experiences (LEXPs)</td>
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<tr>
<td>Culminating Experience</td>
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<td>Resources Needed</td>
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## Year Long Planning Sheet

<table>
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<th>Unit Focus</th>
<th>2 Objectives from Common Core</th>
<th>Time Span</th>
<th>Culminating Experience</th>
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