|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit Overview** | | | | |
| **Content Area:** English Language Arts | | | | |
| **Unit Title:**Unit 1 Launching Reading Workshop | | | | |
| **Grade Level:**4 | | | | |
| **Duration:**Trimester 1 | | | | |
| **Description:**  In this introductory unit, students will receive an overview of reading workshop and what their responsibilities will be over the course of the year. The students will be introduced to skills such as using a reading log, making book choices wisely, taking notes about what they read, established routines and reader's notebook and building reading stamina. Lessons will include strategies for successful independent reading. Students will also be assessed to determine their current reading levels. | | | | |
| **Enduring Understandings** | | | | |
| **Concepts / Reading Skills:**   * Routines and expectations of reading workshop * Reflecting on our reading lives * Using reading logs * Building reading stamina and volume * Making reading choices wisely * Talking about reading * Thinking deeply about books   **Understandings:**   * Readers will learn the routines and expectations of reading workshop. * Readers choose books that are just right. * Readers can track their reading volume and set goals for more reading. * Readers build reading stamina through independent reading. * Readers will effectively participate in a wide range of conversations. | | | | |
| **Learning Targets** | | | | |
| *New Jersey Student Learning Standards & Practices*   * RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  * [RL.4.2](http://www.corestandards.org/ELA-Literacy/RL/4/2/) Determine a theme of a story, drama, or poem from details in the text; summarize the text.  * [RL.4.3](http://www.corestandards.org/ELA-Literacy/RL/4/3/) Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).  * [RL.4.4](http://www.corestandards.org/ELA-Literacy/RL/4/4/) Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).  * [RL.4.5](http://www.corestandards.org/ELA-Literacy/RL/4/5/) Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.  * [RI.4.1](http://www.corestandards.org/ELA-Literacy/RI/4/1/) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  * [RI.4.2](http://www.corestandards.org/ELA-Literacy/RI/4/2/) Determine the main idea of a text and explain how it is supported by key details; summarize the text.  * [RF.4.3](http://www.corestandards.org/ELA-Literacy/RF/4/3/) Know and apply grade-level phonics and word analysis skills in decoding words.  * [RF.4.3.A](http://www.corestandards.org/ELA-Literacy/RF/4/3/a/) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.  * [RF.4.4](http://www.corestandards.org/ELA-Literacy/RF/4/4/) Read with sufficient accuracy and fluency to support comprehension.  * [RF.4.4.A](http://www.corestandards.org/ELA-Literacy/RF/4/4/a/) Read grade-level text with purpose and understanding.  * [RF.4.4.B](http://www.corestandards.org/ELA-Literacy/RF/4/4/b/) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  * [RF.4.4.C](http://www.corestandards.org/ELA-Literacy/RF/4/4/c/) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  * [SL.4.1](http://www.corestandards.org/ELA-Literacy/SL/4/1/) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.  * [SL.4.1.A](http://www.corestandards.org/ELA-Literacy/SL/4/1/a/) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. * S[L.4.1.B](http://www.corestandards.org/ELA-Literacy/SL/4/1/b/) Follow agreed-upon rules for discussions and carry out assigned roles.  * [SL.4.1.C](http://www.corestandards.org/ELA-Literacy/SL/4/1/c/) Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.  * [SL.4.1.D](http://www.corestandards.org/ELA-Literacy/SL/4/1/d/) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.  * [SL.4.2](http://www.corestandards.org/ELA-Literacy/SL/4/2/) Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  * [SL.4.3](http://www.corestandards.org/ELA-Literacy/SL/4/3/) Identify the reasons and evidence a speaker provides to support particular points.  * [W.4.4](http://www.corestandards.org/ELA-Literacy/W/4/4/) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.  * [W.4.5](http://www.corestandards.org/ELA-Literacy/W/4/5/) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | | *Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies*  *World Language:*   * 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. * 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.   *Social Studies:*   * 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).(Diversity) * 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives. (Asian American/Pacific Islanders) * 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world. (Asian American/Pacific Islanders)   *Career Readiness Practices:*   * Act as a responsible and contributing citizen and employee * Utilize critical thinking to make sense of problems and persevere in solving them. * Work productively in teams while using cultural global competence. * Plan education and career paths aligned to personal goals. * Use technology to enhance productivity, increase collaboration and communicate effectively.   **Social Emotional Learning**   * Social Awareness * Responsible Decision Making * Relationship Skills * Self-Awareness * Self-Management   **Computer Science: Computing Systems**     • 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.  **Life Literacies and Key Skills: Technology Literacy**   * 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.   **Life Literacies and Key Skills: Critical Thinking and Problem Solving**   * 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global | | |
| **Essential Questions** | | | | |
| * What are the routines and expectations of reading workshop? * How do readers choose a "just right" book? * How do readers build stamina? * How do readers monitor for understanding as they read? | | | | |
| **Student Learning Objectives** | | | | |
| ***Students will …***   * Follow routines and expectations * Develop an understanding of themselves as readers * Self-select appropriate texts * Set goals for themselves as readers * Engage effectively in a range of collaborative discussions and follow agreed-upon rules for discussions * Become an active participant in a reading community | | | | |
| **Suggested Activities** | | | | |
| ***The following activities can be incorporated into the daily lessons:***  **Suggested Mini Lessons:**   * **Readers learn the routines and expectations of reading workshop.**   **–** Model how readers come to the carpet during the mini lesson and read independently during reading time.   * **Readers set goals for their reading by reflecting on their reading habits.**   **-** Model how readers reflect on their reading lives. (Launching, pg. 43)   * **Readers build a reading community by asking themselves, “Who am I as a reader?”**   **–** Conduct a class inquiry where students discuss what kind of reader they are (I’m the kind of reader who likes…).   * **Readers build good reading habits during independent reading.**   – Discuss what reading workshop looks like, with student reading quietly independently with a good reading spot to do their best work.   * **Readers think about the students’ and teacher’s roles and responsibilities during reading workshop**.   – Review roles and responsibilities (Launching, pg. 41).   * **Readers reflect on their favorite books to help them choose books.**   – Model how readers think about their favorite books, series, and authors to choose books they want to read. (Launching, pg. 50)   * **Readers choose books that are just right; not too hard or not to easy.**   **-** Demonstrate how to choose a book that is not too hard or easy, you can read smoothly, there are not too many difficult words (Launching, pg. 51).   * **Readers choose just right books and keep them in their book bags.**   **-** Model how readers select books independently during book shopping time (not reading time), choosing a just right book and a book on deck.   * **Readers build stamina by keeping track of their reading volume with a reading log.**   **–** Model how readers keep track of their reading using a reading log, building stamina by reading more minutes each week.   * **Readers set goals for more reading by planning how many pages or chapters they will read.**   – Demonstrate how to set goals for reading by planning how many pages or chapters to read each day to finish a book.   * **Readers turn and talk to share their ideas about reading.**   – Model how partnerships turn and talk, making eye contact and taking turns speaking and listening (Launching, pg. 63).   * **Readers set goals to help themselves grow as a reader this year.**   – Demonstrate how readers set goals for becoming better readers (Launching, pg. 82).   * **Readers monitor for understanding by envisioning as they read.**   – Model how readers make pictures in their minds when they are understanding, thinking about what is happening in the story. (Launching, pg. 104).   * **Readers monitor for understanding by thinking about story elements as they read.**   – Demonstrate how readers think about the characters, setting, and plot while they read (Launching, pg. 113).   * **Readers retell as they read to monitor for understanding.**   – Model how readers retell at the end of each chapter to monitor for understanding.  ***Strategies for Differentiated Instruction:***  ***English Language Learners (ELL):***   * Add pictures to class charts to help students with meaning. * Pre-teach any new vocabulary and use picture cards if possible. * Conduct small groups to engage students in conversation and read alouds.   ***Special Education:***   * Review previously learned skills prior to introducing new skills. * Differentiate the lesson by process, product, or content, depending on the students’ needs. * Conduct smaller groups for concentrated instruction on targeted skills.   ***At-risk:***   * Pre-teach skills to students in small groups to introduce new reading skills before the whole class lessons. * Provide an alphabet chart to help students with letters and sounds. * Create class charts with pictures and reminders of what to do during reading workshop.   ***Gifted and Talented (G & T):***   * Provide students the opportunity to acquire higher-level reading skills in a small group. * Have student share their book with a reading buddy and retell what they read or discuss what they have learned. | | | | |
| **Materials** | | | | |
| **Materials:**   * Classroom library * Leveled books * Smart Board activities * Centers * Newsela * Readworks * Student book bags * Chart paper / post-its * Reading logs / bookmarks * Reading notebooks * Schoolwide Launching kit * Schoolwide Zing! Online Leveled Library * Guided reading books   **Mentor Texts:**   * Tiger Rising by Kate DiCamillo * Tomas and the Library Lady by Pat Mora (Diversity) * The Lonely Book by Kate Bernheimer * Albert by Donna Jo Napoli * Our Class is a Family by Shannon Olsen (Diversity) * The Name Jar by Yangsook Choi (Asian American/Pacific Islanders) | | | | |
| **Assessments** | | | | |
| Formative:   * Teacher observations * Skills checklists * Teacher created tests * Reading notebook * Read Works comprehension assessments * News ELA comprehension assessments * IXL reading assessments   Summative:   * Teacher’s College Independent Reading Level Assessment (IRLA) as needed * Fluency assessment * Rubrics * District created inter-disciplinary assessments * Lucy Calkins Fiction, Nonfiction, Historical Fiction, and Research Assessments | | | | |
| **Modifications** | | | | |
| **English Language Learners**   * + Literature circles   + Charts with pictures   + Scaffolding   + Word walls   + Sentence frames   + Bilingual translation   + Think aloud   + Read aloud   + Highlight key vocabulary   + Turn-and-talk   + Anchor charts   + Graphic organizers   + Modeling   + Audio books   + Working with partners   + Small group work (strategy lessons based upon skill/need, guided reading groups)   + Pre-teach vocabulary   + Retell parts of your favorite story by pictures, written responses, or both   + Provide students with pictures from the story and have them put the pictures in the correct order   + Raz Kids / Storia   + Think-Pair-Share   + Conferencing | **Special Education**   * Word walls * Anchor charts with pictures * Graphic organizers * Leveled readers * Extended time * Highlighter * Answer eliminator * Small group work (strategy lessons based upon skill/need, guided reading groups) * Working with partners * Audio books * Modeling * Flexible/preferential seating * Retell parts of your favorite story by pictures, written responses, or both * Provide students with pictures from the story and have them put the pictures in the correct order * Raz Kids/ Storia * Partner reading * Conferencing | | **At Risk**   * Teachers tutoring * Peer tutoring * Anchor charts / graphic organizer * Flexible grouping * Extended time * Parent communication * Modified assignments * Counseling * Preferential seating * Working with partners * Modeling * Word walls * Leveled readers * Small group work (strategy lessons based upon skill/need, guided reading groups) * Retell parts of your favorite story by pictures, written responses, or both * Provide students with pictures from the story and have them put the pictures in the correct sequence * Conferencing | **Gifted & Talented**   * Challenge assignments * Enrichment activities * Tiered activities * Independent research / inquiry * Collaborative team work * Higher level questioning * Critical/Analytical thinking tasks * Self-directed activities * Leveled readers * Above grade level texts * Extended reading time * Conferencing |
| **504 Modifications** | | | | |
| * Environmental Strategies:   + Provide a structured learning environment.   + Make separate “space” for different types of tasks   + Possible adapting of non-academic times such as lunch, recess, and physical education   + Change student seating   + Utilize a study carrel   + Alter location or personal or classroom supplies for easier access or to minimize distraction   + Provide sensory breaks   + Provide a written or picture schedule   + Allow extra time in between classes   + Avoid allergy-causing substances   + Adapt physical education curriculum   + Provide book caddie   + Implement movement to avoid stiffness   + Provide seating accommodations * Organizational Strategies:   + Model and reinforce organizational systems   + Write out homework assignments, check student’s recording of assignments   + Tailor homework assignments toward student strengths   + Set time expectations for assignments   + Provide clues such as clock face indicating beginning and ending times   + Teach study/organizational skills   + Schedule before or after school tutoring/homework assistance   + Behavioral Strategies:   + Use behavioral management techniques consistently within a classroom and across classes   + Implement behavioral/academic contracts   + Utilize positive verbal and/or nonverbal reinforcements   + Utilize logical consequences   + Confer with the student’s parents and student as appropriate   + Establish a home/school communication system for behavior monitoring   + Post rules, procedures, and consequences for classroom behavior   + Put student on a daily/weekly progress report/contract   + Reinforce self-monitoring and self-recording of behaviors   “Section 504: Sample Accommodations and Modifications” Warmline Family Resource Center. http://www.warmlinefrc.org/uploads/5/9/5/8/5958794/section\_504\_accomodations.pdf | | | | |