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| **Unit Overview** |
| **Content Area:** English Language Arts |
| **Unit Title:**Unit 1Launching the Reading Workshop |
| **Grade Level:**5 |
| **Duration:**Trimester 1 |
| **Description:**The launching the reading workshop unit of study models reading behaviors, rituals, and routines. Active listening, thinking, engagement, and participation are expectations of reading workshop. Establishing a community that fosters these behaviors is vital and will help your students develop and grow. Through the targeted lessons in this unit your students’ focused thinking and accountable talk will begin to evolve and develop. As students’ gain more experience, they begin to participate in meaningful conversations connected to the books they are sharing. |
| **Enduring Understandings** |
| **Concepts / Reading Skills:*** Routines and expectations of reading workshop
* Reflecting on our reading lives
* Using reading notebook / log
* Selecting appropriate texts
* Taking notes about stories
* Thinking deeply about books
* Building reading stamina
* Develop partnerships and conversation skills

**Understandings:** * Readers will learn the routines and expectations of reading workshop.
* Readers will develop an understanding of themselves as readers.
* Readers will learn to self-select appropriate texts.
* Readers can set goals for themselves as readers.
* Readers will learn the expectations and routines for actively participating in a reading community.
* Readers will learn how to participate in a range of collaborative conversations about texts.
* Readers will learn how to follow agreed-upon rules and protocol for conversations.
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| **Learning Targets**  |
| *New Jersey Student Learning Standards & Practices** [RF.5.3](http://www.corestandards.org/ELA-Literacy/RF/5/3/) Know and apply grade-level phonics and word analysis skills in decoding words.

* [RF.5.3.A](http://www.corestandards.org/ELA-Literacy/RF/5/3/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.5.4](http://www.corestandards.org/ELA-Literacy/RF/5/4/) Read with sufficient accuracy and fluency to support comprehension.

* [RF.5.4.A](http://www.corestandards.org/ELA-Literacy/RF/5/4/a/) Read grade-level text with purpose and understanding.

* [RF.5.4.B](http://www.corestandards.org/ELA-Literacy/RF/5/4/b/) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

* [RF.5.4.C](http://www.corestandards.org/ELA-Literacy/RF/5/4/c/) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

* [RL.5.6](http://www.corestandards.org/ELA-Literacy/RL/5/6/) Describe how a narrator's or speaker's point of view influences how events are described.

* [RL.5.3](http://www.corestandards.org/ELA-Literacy/RL/5/3/) Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

* [RL.5.4](http://www.corestandards.org/ELA-Literacy/RL/5/4/) Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

* [RI.4.4](http://www.corestandards.org/ELA-Literacy/RI/4/4/) Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
* W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames
* (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
* L 5.6 Acquire and use accurately grade-appropriate, general academic, and domain specific words and phrases.
 | *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, human rights. (Diversity)

*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 using cultural/global competence

**Social Emotional Learning*** Social Awareness
* Responsible Decision Making
* Relationship Skills
* Self-Awareness
* Self-Management

**Computer Science: Computing System**   • 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models**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

**Career Readiness:*** 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors
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| **Essential Questions** |
| * What is reading workshop?
* How do readers choose a "just right" book?
* What is the role of reading notebooks?
* What is the structure of fiction and non-fiction?
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| **Student Learning Objectives** |
| ***Students will …*** * Follow the routines and expectations of reading workshop
* Select appropriate texts
* Set goals for themselves as readers
* Follow expectations and routines for actively participating in a reading community
* Participate in a range of collaborative conversations about texts
* Follow agreed-upon rules and protocol for conversations
* Identify elements of fiction and on-fiction
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| **Suggested Activities**  |
| ***The following activities can be incorporated into the daily lessons:*** **Suggested Mini Lessons:** * **Readers learn routines of reading workshop.**

 - Model how readers come to the carpet for a mini lesson and read independently during reading time.* **Readers turn and talk with reading partners to discuss books.**

**-** Model with a partnership how readers turn and talk making eye contact, taking turns speaking and listening, and sitting knee to knee. (Launching, pg. 51).* **Readers build a reading community.**

- Conduct a reading interview and discuss with students past pleasurable reading experiences, sharing favorite series, genres, and authors. (Launching, pg. 34)  * **Readers choose a "just right" book.**

 - Model how readers choose "just right" books; books that are not too hard or too easy. * **Readers self-select texts from the classroom library.**

 **-** Explain how the classroom library is organized and procedures for taking out and returning books. * **Readers book shop during specific book shopping times, not during reading workshop.**

- Explain how readers read during independent reading time, not choose books; they select enough books to read for the week (a book and a book to read next).* **Readers keep their "just right" books in a book bag.**

 **-** Demonstrate how readers carefully take care of their books in book bags with their reading notebooks and post-its.* **Readers build independence as readers.**

 **-** Model how to choose a comfortable spot for independent reading to do your best reading* **Readers build stamina in reading.**

 **-** Explain how readers build their stamina by increasing the number of minutes read each week (Launching, pg. 96) * **Readers set goals for their reading.**

**-** Model setting goals for pages or chapters for each independent reading session. * **Readers create a plan for themselves to finish a book.**

 **-** Demonstrate how readers plan how many chapters to read each day to finish a book.* **Readers make plans for future reading work.**

 - Demonstrate how prior reading can drive future book selections (favorite series, author, etc.).  (Launching, pg. 71) * **Readers monitor for understanding by thinking about the elements of a story.**

**-** Explain characters, setting, plot, conflict, resolution. (Launching, pg. 84) * **Readers reflect on themselves as readers.**

 - Model how to think about reflection questions. (Launching, pg. 111) * **Readers set goals for themselves as readers.**

**-** Model how to use self-reflection to set goals. (Launching, pg. 112) ***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.
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| **Materials** |
| **Materials:** * Launching the Reading Workshop
* Leveled library
* Book Bags / boxes
* Chart paper
* Markers
* Anchor chart post- its
* Flexible seating options
* Smart Board activities
* Raz Kids / Storia
* CD Player for audio books

  **Mentor Texts:** * Hard Times Jar by Ethel Footman Smothers (Diversity)
* Old Henry by Joan W. Blos
* When Jessie Came Across the Sea by Amy Hest (Diversity)
* My Life in Dog Years by
* For the Love of the Game: Michael Jordan and Me by Eloise Greenfield
* A Day's Work by Eve Bunting (Diversity)
* Waiting for Miss Liberty by Barbara D. Krasner (Diversity)
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| **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
* Schoolwide / Lucy Calkins Fiction, Nonfiction, Historical Fiction, and Research Assessments
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| **Modifications** |
| **English Language Learners*** + 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
 | **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
 | **At Risk*** Teachers tutoring
* Peer tutoring
* Anchor charts / graphic organizer
* 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
 | **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
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| **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  |