Unit 2 - Reading the Weather, Reading the World

Content Area: **English Language Arts**
Course(s): **English Language Arts**
Time Period: **Marking Period 2**
Length: **5-6 Weeks**
Status: **Published**

Unit Overview

This unit engages students in the nonfiction reading work highlighted in every iteration of twenty-first-century standards. Students begin by reading far and wide in nonfiction texts, moving from easy texts to more challenging ones. You'll teach them that when expository texts are organized into text structures such as problem/solution or compare-and-contrast, they can use their knowledge of structures to figure out what is and isn't important, becoming readers who, by distilling the main ideas and important points, are able to summarize. Later, children form research teams to delve into topics about extreme weather and natural disasters. You'll help teams to research a topic, reading across source material to learn about causes and effects of hurricanes, tornadoes, floods, and other disasters. You'll teach them to alter their reading when tackling dense scientific texts. You'll teach cross-text synthesis, channeling kids to think about how new information can add to or challenge prior knowledge. Then at the end of the unit, students consolidate and apply all they've learned as they explore a related, but different, topic. Students study authorial tone and craft, and practice close reading, comparing and contrasting, and evaluating sources to determine credibility.

Standards

LA.RI.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
LA.RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
LA.RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
LA.RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
LA.RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
LA.RI.4.9	Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
LA.RI.4.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

LA.W.4.9.B	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
LA.SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LA.L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
LA.L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Essential Questions

- How do readers determine importance and synthesize in expository Non-Fiction?
- How do students pay attention to the structure of each particular text and the way the text is written, in order to figure out what is important in the text and to help them organize and hold onto their thoughts about the subject?

Application of Knowledge: Students will know that...

- readers determine importance in Expository Non-Fiction by paying attention to text features such as the table of contents, diagrams, charts, graphic organizers, photos, and captions.
- readers figure out the text's structure and use it to determine importance
- readers synthesize Expository Non-Fiction by being alert to the visual features of expository texts and to anticipate particular content.
- readers synthesize what they are learning across texts when they research

Application of Skills: Students will be able to...

- discern the differences between narrative and expository nonfiction and ascertain the different ways to approach texts.
- read informational texts and maintain just right chapter books, maintaining their stamina and skill level.
- recognize and utilize text features in order to glean what matters most from a text.

Teaching Points and Suggested Activities

The following teaching points are adapted from the *Reading the Weather, Reading the World* unit; *Grade 4;* part of the *Units of Study for Teaching Reading* by Lucy Calkins and Colleagues from the Reading and Writing Project. These serve as a loose framework for teachers, who will add and or emphasize based on their students' needs.

Teaching Points

- teach students that nonfiction readers make a commitment to learning from texts by making connections between what they already know and care about and the text
- remind students that nonfiction readers preview texts by surveying the parts of the text as well as activating prior knowledge to anticipate how the text might go
- teach students that nonfiction readers sometimes notice the structures in a text they are reading and use those structures to help them determine the information that is most important
- teach students that although there are a variety of ways that nonfiction texts can pose challenges, when readers are aware of those ways they can get themselves ready to tackle the hard parts
- teach students that one of the challenges nonfiction readers face derives from the fact that many texts are hybrid in structure. Readers of hybrid nonfiction use authors' signals to determine which lenses to read through and how the different parts of a nonfiction text fit together
- teach students that when readers look in and around new vocabulary words, they can often figure out their meaning
- teach that nonfiction readers create summaries of their reading that include the main ideas and key details of the topic, stated in the reader's own words
- remind students that as researchers read multiple texts on a subtopic, they read the second (and third, and so on) texts differently than the first. They read subsequent texts asking, "Does this add to what I've already learned? Change what I learned?"
- teach students that they can use writing to grow their ideas about their research topics
- teach students that readers tackle complex, technical passages head-on by reading and rereading small parts, thinking about what those parts are teaching, and using talk and writing to explain their ideas
- teach students that researchers often move from studying one example of something to studying a second example, thinking about ways the second example is similar to and different from what they already know
- teach students that one way to deepen expertise on a topic is to move from studying specific topics to thinking about patterns and relationships across the bigger field of knowledge
- teach students that as researchers read across topics, the new information they learn ignites new inquiries, and then they read on to investigate their questions
- teach students that researchers develop their own agendas related to their topics, and they bring these agendas with them as they read. Sometimes, these agendas run counter to how texts are organized or the author's purpose, so researchers reorganize the information they are learning to fit with their agenda
- teach students that researchers become experts by evaluating the credibility and trustworthiness of sources
- teach students that nonfiction readers think about the decisions nonfiction writers make- the way those authors seem to want readers to think or feel about a topic

Activities to Support Teaching Points

- create and refer to anchor charts
- study pages from exemplar reader's notebooks
- provide and present mentor texts as models

- teach the *Work of Readers* Charts
- teach children strategies for holding onto text, for example by using Post-its and graphic organizers
- model (Talk Aloud) the strategies good readers use
- model, provide, and use a reader's notebook
- tap, sketch, or jot across a story as a way of retaining information and details
- study book introductions and endings
- practice creating mental movies as you read
- investigate figurative language and descriptive vocabulary and how authors use them
- Turn and Talk the dialogue in a story to bring the characters' feelings alive
- set mini-reading goals for engagement, print work, fluency, comprehension, and/or conversation
- provide checklists and reading progressions to assess and develop on-going reading goals
- scaffold skills with strategies, for example using Post-its to identify key elements of a chapter
- write long about reading
- practice alternating the speed a text is read to reflect tone and mood
- plan to celebrate the conclusion of classroom reading projects
- use technology in the reading classroom; for example digital journals

Assessments

Assessment in this unit takes three forms: diagnostic, formative, and summative. The resource *Reading Pathways, Grades 3-5*, provides reading progressions, performance assessments, rubrics, tools for collecting data, a system for conducting running records, There are also downloadable, digital versions of the assessment tools available through the online resources at; www.readingandwritingproject.org/resources. Teachers may also develop their own rubrics and assessments in order to include more specific elements of knowledge and skills listed in this unit summary.

Student self-assessment and peer assessment should take place whenever possible--again, in all three forms: diagnostic, formative, and summative. Removing the traditional emphasis on teacher assessment enables students to take more initiative and become self-directed.

On-going teacher assessment will take place in the context of a conference. Conferences, both small group and one-to-one conferring, are used to reinforce expectations, provide advice and/or assistance, and ultimately, to support growth.

Diagnostic Assessments

Running Records

www.readingandwritingproject.org/resources/assessments/running-records

Spelling Inventory

www.readingandwritingproject.org/resources/assessments/spelling-assessments

Individual beginning of the year "How's It Going?" conferences

Formative Assessments

Teacher-student conferences including: individual, small group, strategy group, and guided reading

Daily observation of students' participation during the active engagement segment of each mini-lesson.

Students' conversation with partners during Turn and Talk segment of mini-lessons.

Reading logs, Reader's Notebooks, Writing About Reading evidence (Post-its, journal entries, writing long about reading, for example)

Summative Assessment

Teacher-student conferences

Running Records

Spelling Assessments

Reading logs, Reader's Notebooks, and other evidence of students improving skills

Activities to Differentiate Instruction

The design of reading workshop allows for individualized instruction and independent growth for every child. At the heart of differentiation in Reader's Workshop is data and the analysis of data. Through the usage of monitoring student progress during independent reading, analysis of formal and informal running records, and other assessments such as high-frequency word lists and spelling inventories, teachers should be able to delineate which students are in need of additional supports, in what areas those supports should be targeted at, and which students are ready to be pushed further in their reading work.

Some methods to use to support struggling readers as well as advanced readers:

- Provide leveled books appropriate for all reading levels
- Provide support as needed through conferencing
- Provide support as needed through strategy groups
- Provide support as needed through guided reading groups
- Provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning
- Scaffold or stretch learning through the use of various strategies
- Provide appropriate reading partners
- Utilize charts to provide a visual reminder for students throughout the mini-lesson.
    - Add drawings and visuals to charts
    - Provide individualized copies of teaching charts
    - Depending on the concept, the chart may be most effective to visually break the concept into parts and touch each part during a demonstration
- For students needing more support at the end of the mini-lesson, keep them at the rug for an extra minute after dispersing the rest of the class and clarify the main topic of the mini-lesson or work one-on-one with them to start their reading
- Set reading goals for students and follow-up with the reading goals after an appropriate amount of time.
- Create group and one-on-one conferencing calendars to ensure that students are being met with on a regular basis and working toward individualized goals
- As the unit progresses, the teacher, in coordination with the students, will develop a word wall that will highlight vocabulary specific to the topic chosen

- Assign roles to partners (Partner 1/Partner 2) to help scaffold which student should speak first and avoid one partner dominating the conversation and the other partner becoming a passive listener
    - For ELL students, creating a triad instead of partnership may be beneficial
- Provide students access to RAZ Kids which will provide students more reading options for leveled texts, access to technology, and the ability to have books read to them while they follow along or for students to record their reading

Supports for ELL students:

- Provide consistent teaching structures
- Use consistent teaching language
- Offer plentiful opportunities for reading practice
- Provide access to a broad variety of texts
- Use assessment to provide extra support
- Support students in the preproduction and early production stages of learning English
- Use visual examples in your teaching
- Modify our mini-lessons to be as concise as possible
- Provide extra ?active engagement? time in mini-lessons for extra practice
- Provide readers with topic-based text sets
- Provide opportunities for listening and learning the social language of the reading workshop
- Provide opportunities to read in both their home language and in English
- Plan instruction with the ELL teacher
- Extend the language ELLs are producing through questioning
- Provide explicit instruction in tenses, pronoun references, and connectives
- Support students in building vocabulary using their own reading as the context
- As the unit progresses, the teacher, in coordination with the students, will develop a word wall that will highlight vocabulary specific to the topic chosen

In order to support this differentiation work, teachers may want to consult the following materials:

- Units of Study books at lower or higher levels for teaching strategies that are appropriate to the support needed.
- The Reading Strategies Book by Jennifer Serravallo
- If. . . Then. .. Curriculum book for alternate units or teaching points to support the individual reading levels.
- A Guide to the Reading Workshop (Primary Grades) chapter 14 for more in-depth information on differentiation

Challenge gifted students to incorporate more complex reading techniques based on the 5th grade Reading Learning Progressions:

- sort all the details in the text and weigh their importance so that I can also discuss important details that best support each of the main ideas.
- discuss major relationships that occur across a discipline-based text.
- compare and contrast different texts or parts of texts, considering content, perspectives, and/or craft and structure.
- synthesize several texts in ways that support an idea of my own.
- consider what a text is saying about an issue, idea, or argument and whether you agree or not.

Integrated/Cross-Disciplinary Instruction

Writing Workshop

- apply language and ideas from read alouds and independent reading
- utilize read alouds and independent reading as mentor texts

- apply spelling strategies
- identify areas of spelling needs
- apply grammar skills
- identify areas in need of addressing (spelling, grammar, mechanics)
- expand written vocabulary from read alouds and independent reading
- model sentence and paragraph structure after mentor texts

Content Areas: Science, Social Studies, Health

- read just right books in the content areas
- use mentor texts to deliver Social Studies content
- compare content area ideas and issues to what our characters deal with in our read alouds and mentor texts
- apply reading skills and strategies to the reading we do in the content areas

Study Skills

- use graphic organizers to support reading
- use checklists and rubrics to monitor progress
- use Venn diagrams and t-charts to gather, compare, and contrast events
- use highlighters, note cards, post-its, and other tools to keep track of story events, details, and ideas
- keep a log and notebook

The Arts

- analyze illustrations in books for details
- compare illustrations to other forms of art
- illustrate a passage that was just read to show details, ideas, and lessons
- act out a scene from a book to better visualize how a character feels

Suggested Mentor Texts and Other Resources

Mentor Texts

Everything Weather by Kathy Furgang

DK Eyewitness: Hurricane and Tornado by Jack Challoner

Hurricanes by Seymour Simon

Chasing the World's Most Deadly Storms by Clive Gifford

Extreme Weather by Margaret Hynes

Natural Disasters by Claire Watts and Trevor Day

Natural Disasters: Violent Weather by Steve Parker and David West

The Science of an Earthquake by Lois Sephaban

Superstorm Sandy by Lynn Peppas

Tsunamis by Chana Steifel

Weather by Seymour Simon

Weather: Whipping Up a Storm! by Dan Green

Blizzard! The Storm that Changed America by Jim Murphy

Hurricanes by Seymour Simon

Tornadoes By Seymour Simon

You Wouldn't Want to Live without Extreme Weather by Roger Canavan

Earthquakes and Other Natural Disasters by Harriet Griffey

Hurricane and Tornado by Jack Challoner

Tornado! The Story Behind Theses Twisting, Turning, Spinning, and Spiraling Storms by Judith Bloom Fradin

Volcano and Earthquake by James Putnam

Weather Forecasting by Gail Gibbons

Earthquakes by Ker Than

Can it Rain Cats and Dogs? Questions and Answers About Weather by Melvin Berger

Fiction Books about Weather

Blizzard: Colorado, 1886 by Kathleen Duey

Blown Away by Joan Hiatt Harlow

Dangerous Waters: An Adventure on the Titantic by Gregory Mone

Escaping the Giant Wave by Peg Kehret

I Survived the Destruction of Pompeii by Lauren Tarshis

I Survived the Japanese Tsunami, 2011 by Lauren Tarshis

Night of the Twisters by Ivy Ruckman

Quake! Disaster in San Francisco, 1906 by Gail Langer Karwoski

Storm Runners by Roland Smith

Resources

Units of Study for Teaching Reading:

- *Building a Reading Life* by Lucy Calkins and Kathleen Tolan
- *A Guide to the Reading Workshop, Intermediate Grades*; Lucy Calkins
- *Reading Pathways, Grades 3-5, Performance Assessments and Learning Progressions*; Lucy Calkins
- *If...Then... Curriculum: Assessment-Based Instruction, Grades 3-5*; Lucy Calkins; Julia Mooney; and Colleagues From the TCRWP
- *Online Resources for Teaching Writing*; Lucy Calkins
- website: www.readingandwritingproject.org/resources

The Art of Teaching Reading; Lucy Calkins

The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers; Jennifer Serravallo

Leveled Books, K-8: Matching Texts to Readers for Effective Teaching; Irene C. Fountas and Gay Su Pinnell

Reading Miscue Inventory: From Evaluation to Instruction; Yetta M. Goodman

Miscue Analysis Made Easy: Building on Student Strengths; Sandra Wilde

Around the Reading Workshop in 180 Days; Frank Serafini

The Book Whisperer: Awakening the Inner Reader in Every Child; Donalyn Miller

Mindsets and Moves: Strategies That Help Readers Take Charge; Gravity Goldberg

Guiding Readers and Writers, Grades 3-6; Irene C Fountas and Gay Su Pinnell

Smarter Charts; Marjorie Martinelli

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting

	with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.