Unit 1: Launching Reading Workshop: Agency and Independence

Content Area: **English Language Arts**
Course(s): **English Language Arts**
Time Period: **Week 1**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

In this unit, the reading workshop is "launched" as readers enact expectations and routines in the reading workshop and read with stamina and comprehension. Students and teacher create a community of readers within the classroom. By examining important aspects of narratives and reading strategies, readers learn to connect with characters, notice how plotlines develop, and determine reading goals and preferences. The unit encourages students to become active readers by "noticing and noting" reading "signposts" to boost comprehension. In this process, they'll internalize lessons such as choosing books wisely, monitoring for comprehension, and keeping track of their reading. The goal of this unit is to build on their prior skills and move forward with increasing power and independence, teaching readers to draw upon what they know to self-initiate in ways that allow them to draw upon their repertoire of strategies. Additionally, the unit provides opportunities for students to use the fiction texts as mentors for craft and structure during writing workshop.

Standards

LA.RL.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
LA.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
LA.RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
LA.RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
LA.RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
LA.W.7.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.7.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA.SL.7.1.B	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

LA.SL.7.1.C	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
LA.SL.7.1.D	Acknowledge new information expressed by others and, when warranted, modify their own views.
LA.SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Essential Questions

How can we take charge of our reading lives, showing independence and agency in tackling challenges, reading and talking with insight, and striving to outgrow ourselves as readers?

- How can students create a community of readers?
- How do readers select captivating books to engage with?
- How do readers stay focused on what they are reading?
- How does the author help a reader to understand, get connected to, empathize with, like or dislike a character?
- How does narration within scenes help a reader to understand and connect with the character(s)? How do scenes building upon one another move a story forward and create meaning and connection to the story?
- How does tension help to shape the plot?
- How does a reader use what they know about the structure of a text to support comprehension of how texts like that "go"?
- How can we use reflection and reading artifacts to grow?
- What does a good reader think about before, during, and after reading to support comprehension?
- What does a good reader talk about with others?
- What does a good reader write about, to respond to and extend their reading?

Application of Knowledge: Students will know that…

- Readers connect with main characters while analyzing their points of view.
- Readers create a community by sharing, critiquing, analyzing book recommendations.
- Readers develop systems and tools to track their reading work.
- Readers empathize with characters' conflicts.
- Readers follow the plot to identify the tension in the story.
- Readers select just the right book after determining their reading needs, interests, purposes, and goals.
- Readers use all the information they have gathered during the reading process to analyze the work as a whole and provide a well-thought-out response.
- Readers use reading tools, graphic organizers, and conversation to identify central ideas and character attributes in texts.
- Scenes are the building blocks of a story. They are connected through the story's narration.

Application of Skills: Students will be able to…

- o Create achievable goals that are meaningful, exciting, and appropriately challenging in order to strengthen reading skills.
- o Create movies in the mind while reading to help visualize what is taking place in the text.
- o Develop a sense of independence in choosing appropriate books and taking responsibility for building one's own reading life.
- o Discuss story elements with others (listen and respond).
- o Give examples from text and use direct quotes to explain story elements and support inferences.
- o Identify text structures and genres.
- o Recognize one's self as reader by analyzing one's habits, and evaluating strengths, and weaknesses as they pertain to reading.
- o Select from previously repertoire of reading tools and apply these throughout reading, with special emphasis to those parts that don't make sense.
- o Summarize in large chunks across an entire story.
- o Use writing (post-it notes, reading notebook entries) to organize and grow thoughts about reading and inform partnership conversations.

Teaching Points and Suggested Activities

Possible Sequence of Teaching Points:

The following teaching points and activities are adapted from the TCRWP curricular calendars and texts and serve as a loose framework for teachers, who will add and or emphasize based on their students' needs.

Bend I: Readers Develop Agency

- Readers carry with them everything they know about stories, so that they expect that tiny details are worth paying attention to.
- When readers choose books they often think of themselves as embarking on courses of study that will allow them to follow up on their interests, reading deeply across authors, series, and genres to become expert, and to move along a trajectory toward more complex books.
- Readers keep track of their reading, developing systems that allow them to reflect on how reading is going for them in both the short and long term.
- When readers tell someone else about their book, they make decisions about how to retell in thoughtful ways, such as focusing on character development, or on issues and themes that are emerging, or on what's happening now and what led up to that.

Bend II: Reading Between the Lines

- Readers trace characters over many pages, knowing that in longer novels and series, characters reveal

themselves slowly, and readers need to adjust their thinking across this development.

- Readers imagine the scenes that are in their books, as well as what happens in between them, to create a coherent narrative.

- When readers tackle denser, longer novels and series, they realize that moments in stories are connected across many pages, and that readers think back over a story to synthesize character's motivations and why things happen the way they do.

Bend III: The Art of Literary Conversation

- Readers often annotate as they read, in order to keep track of what they're noticing, and so they'll be able to retrace their thinking when they want to talk or write about the story.

- Readers work at improving their skills at writing long and talking long about books.

- When readers talk to others about their books, they work at making their listeners want to read it. One way to do this is to describe what's fascinating about the characters. Another is to lay out just enough of the conflict to make it fascinating.

- Readers often talk about more than one book at a time through references to other characters or novels the audience will know.

Suggested Activities:

Students will engage in a variety of activities before, during, and after reading. Typical daily activities reflect the routines of the workshop model, including but not limited to:

- Minilesson (connection, teaching point, modeling, active engagement, independent practice, sharing)
- Interactive Read Aloud/Along (with strategically planned stopping points to model strategies and assess partner talk)
- Independent reading (consistent time devoted to stamina/fluency)
- Writing about reading (notebooks, jots, long/short writes, etc.)
- Small group lessons (based on strengths/weaknesses)
- Centers (providing independent exploration and reinforcement of concepts)
- Conferences (frequent "check-ins" to compliment, research, teach and track goals)

To supplement bend two, lessons on close reading "signposts" from *Notice and Note* can also be integrated. This refers to a reading routine which provides students with "look fors" as they are reading and encourages them to reread a portion of a text to answer a question about the meaning of the text. As students read a text for class or for independent reading, these strategies promote student engagement in a text and helps students determine meaning and importance in literary texts, which contribute to student comprehension of complex texts.

Recommended “signposts” to review in unit one:

- Contrasts and Contradictions – When the character does something different from what you would expect, ask yourself why the character is doing that.
- Aha! Moment – When a character suddenly figures something out or understands something, ask yourself how that moment might change things.
- Again and Again – When something is repeated in a book, ask yourself why the author thought it was important enough to repeat.

Assessments

Assessment within this unit of study arrives in three forms: diagnostic, formative, and summative. The development and use of assessment will happen strategically throughout the unit as a means of maintaining a "pulse of learning" to ensure that students are grasping and mastering the skills and strategies intertwined within the teaching points prior to advancing on in the unit. Assessment will be formal and informal, as well as teacher-driven and student-driven. Students will be given the opportunity to self-assess their work to identify areas of weakness and development in order to develop ambitious, feasible goals. Students will also be asked to collaborate with peers in their assessment practices in order to support learning across zones of proximal development. On-going teacher assessment will take place in the context of the conference. Conferences, both small group and one-on-one conferring, are used to reinforce expectations, provide advice/or assistance, and to support growth.

Diagnostic Assessments:

- TC Running Record (http://readingandwritingproject.org/resources/assessments/running-records)

The running record forms provide a book introduction, the typed text, a sidebar of reading characteristics, a scoring guide, comprehension questions with sample responses, and space to take notes and to jot student responses. A Teacher Guidebook for Levels A-K and one for Levels L-Z+ is available in the Supporting Documents and explains in detail the assessments and includes suggestions for how to use the assessments to plan differentiated, explicit instruction for each student assessed.

Formative Assessments:

- Unit pre-assessment (On-demand performance task)
- Examination of student reading logs
- Examination of student developed jots and notebook entries
- Informal conferring and observation of independent reading habits and accountable talk
- Collection of anecdotes from teacher-student conferences: individual, small group, strategy, and guided
- Collection of observations from active engagement within mini-lesson
- Quick jots
- Exit tickets
- Student reflection

Summative Assessments:

- End of unit post assessment (On-demand performance task)
- Reading logs, jots, notebook entries, and other evidence of student growth
- Published writing composition

Possible pre- and post-performance assessment: Select texts such as short stories or opening chapters by the authors under study. Plan stopping places so that every student reads to the pre-determined spot; then ask students to stop and jot in ways that show what they have gleaned from the text. For example:

- Ask students about the characters' traits, prompting them to support their ideas with evidence from the text.
- Then they can read a bit more; this time pause to ask at an important part: What does this particular part suggest about how this character is changing?
- Include another spot where you ask them to write about the author's style or craft and what makes it recognizable.

This assessment will give you a window into students' analytical skills. These prompts can be adapted to assess how students synthesize detail and attend to craft before and after the unit.

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
    - Modifications & accommodations as listed in the student's IEP
    - Assign a peer to help keep student on task
    - Modified or reduced assignments
    - Reduce length of assignment for different mode of delivery
    - Increase one-to-one time
    - Working contract between you and student at risk
    - Prioritize tasks
    - Think in concrete terms and provide hands-on-tasks
    - Position student near helping peer or have quick access to teacher
    - Anticipate where needs will be
    - Break tests down in smaller increments
    - Strategy groups

- Content specific modifications may include:
    - Instruction aligned to student's performance level according to Teacher's College Reading Continuum
    - Personal student goals designed to move student along Teacher's College Reading Continuum

Differentiation for ELL's:

- General modifications may include:
  - Strategy groups
  - Teacher conferences
  - Graphic organizers
  - Modification plan
  - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include:
  - Empathy, Narration, Point of View, Scene, Tension, Analyze, Critique, Story Elements, Inference, Evidence, Genre, Evaluate

Differentiation to extend learning for gifted students may include:

- special emphasis to the critical-thinking components of the standard scoring rubrics
- a wider array of related topics and cross-curricular connections
- opportunities for students to engage in peer instruction
- requiring more initiative and independence from students
- application of critical thinking skills to more sophisticated elements of author's craft, such as the use of irony, symbolism, foils, unreliable narrators, and multiple perspectives
- encouraging students to apply insights revealed in group discussions to their own analysis of literature

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
- expand written vocabulary from read alouds and independent reading
- apply sentence, paragraph, and narrative structure from mentor texts
- utilize other elements of author's craft seen in mentor texts and independent reading books

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 character struggles in read alouds and mentor texts
- apply reading skills and strategies to the reading done 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 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

Suggested Professional Resources:

"Agency and Independence: Launching Reading Workshop with Experienced Readers." Teachers College Reading and Writing Project Reading Curricular Calendar, Seventh Grade., 2016-2017.

Beers, G K, and Robert E. Probst. *Notice & Note: Strategies for Close Reading*, 2012. Print.

Calkins, Lucy. *A Curricular Plan for the Reading Workshop Grade 7*. 2011–2012 Heinemann: Portsmouth, NH.

Serravallo, Jennifer. *The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers*., 2015. Print.

Possible Anchor Texts:

Multimedia (i.e. Wings, music video by Macklemore, Commericals, or Pixar Digital Shorts)

Storyworks Magazine Selections:

"How Bad Could It Be" by Nora Raleigh Baskin

"The Choice" by Nan Marino

Short Stories:

"The Pin" and "The Other Pin" by Chris Crutcher, in *Athletic Shorts*

"Stray" by Cynthia Rylant (and/or other selections from *Every Living Thing*)

"Teacher Tamer" by Avi (and/or other selections from *What Do Fish Have to Do With Anything?)*

"The Stolen Party" by Liliana Heker

21st Century Skills

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
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.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
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.