

# Unit 1 Building a Reading Life and Launching Writing Workshop

Content Area: **English Language Arts**  
Course(s): **Language Arts 4**  
Time Period: **September**  
Length: **4 Weeks**  
Status: **Published**

## Unit Summary

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In this unit, students are in need of establishing routines and procedures to become readers and writers. Reading workshop is designed to teach students to seek out books according to their interests, to reflect on their reading lives, and to set personal reading goals. The essential reading skills taught will include: reading with stamina, engagement, and fluency. The structure of this unit is designed to support the reader through read-aloud, independent reading, reading records and partnerships.

Launching writing workshop will ask students to write everyday, to bring their notebooks from home to school and to fill those notebooks with many small true stories of their lives. Students will talk often with a writing partner and develop personal narratives through the writing process. Students in fourth grade are ready to work with increased independence and knowledge.

## Standards

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LA.RL.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.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 literature.
LA.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.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.
LA.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
LA.W.4.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
LA.W.4.3.A	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
LA.W.4.3.B	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
LA.W.4.3.C	Use a variety of transitional words and phrases to manage the sequence of events.
LA.W.4.3.D	Use concrete words and phrases and sensory details to convey experiences and events precisely.
LA.W.4.3.E	Provide a conclusion that follows from the narrated experiences or events.
LA.W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA.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.

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.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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.

## Student Learning Objectives

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In Reading, students will learn to:

- follow routines, procedures and expectations for Readers Workshop
- stop & jot while reading to track the setting, characters, and other story elements
- use strategies to determine just right books
- be an active reader

In Writing, students will learn to:

- develop a personal narrative

## Essential Questions

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Reading:

- How do we learn from our reading experiences?
- How do we engage in deep meaningful conversations about our books?
- Why do we reflect on characters actions to deepen our understanding of the book?
- What is our role as readers during a read aloud?
- How do readers monitor their comprehension and develop meaning from the text?
- How do we choose books that are a just right for us a reader?
- How do we learn to be an active reader?
- How do specific words used by authors support our active reading?
- Why is it important to use evidence to make a reasonable prediction?
- Why do we build our reading stamina?

Writing:

- Why do we write?
- Where do writers get their ideas?
- How does our reading inform our writing?
- What, when, how, and where do we write?
- Why do writers share their ideas?
- How do writers share their ideas?
- How do writers respond to one another?

- How do writers show internal and external qualities of characters?
- How do writers organize their narratives.
- How do writers revise and edit their work?

## Enduring Understandings

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Reading:

Students understand that:

- strong readers create a buzz about the books we love, and that we do this by summarizing and selecting excerpts from those books.
- strong readers use retelling main events of the story to showcase their understanding.

Writing:

Students understand that:

- authors use multiple small moments in a story to show how a character responds to a situation.
- narratives follow a chronological order and unfold naturally.

## Application

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Reading:

Students will be able to independently use their learning to:

- distinguish between reading in a storytelling voice and reading on “autopilot.”
- know their role as a reader during read alouds.
- know the difference between reading like gold and a curmudgeon.
- know the purpose of a reader’s notebook.
- identify strong words that they love and realize that these words help support active reading.
- make reasonable predictions using evidence from the text.
- build reading stamina to deepen understanding of the text.
- identify their best and worst reading times to improve their reading lives.
- develop a personal Reading Resolution.

Writing:

Students will be able to independently use their learning to:

- create a list of small moment stories including the high point (climax) for each moment.
- create a list of internal & external characteristics about themselves.
- generate ideas from writing as a result of recalling experiences (listening, talking, rereading their notebooks, brainstorming, asking questions and observing).
- conference with adults and peers to strengthen their writing through revision and editing.
- practice selecting a story idea, organizing events and including internal/external character traits.
- develop strong introductions and conclusions in their narratives.

## Skills

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### Reading:

Students will be skilled at:

- actively participating in Readers Workshop.
- selecting good fit books for independent reading and taking ownership for their reading lives.

### Writing:

Students will be skilled at:

- developing a personal narrative following chronological order.