Unit 1 Reading: Envision, Predict, Synthesize, Infer and Interpret Character

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 1**
Length: **5-6 Weeks**
Status: **Published**

Brief Summary of Unit

In this unit students will read widely and deeply from among a broad range of high-quality, increasingly challenging literature. Through extensive reading of stories, students will gain literary knowledge as well as familiarity with various text structures and elements. Students will also acquire the habits of reading independently and closely, which are essential to their future success. Students will read with comprehension to summarize--or retell with specific details and examples from the text--and to infer and draw conclusions with specific evidence from the text.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers.

Revision Date: June 2021

Pacing Guide

Please refer to this Language Arts Reading and Writing Workshop Pacing Guide for grade 4; the word study units are paced according to unit duration within the curriculum. Please refer to this scope and sequence.

A sample K-5 Literacy Schedule Across a Week is accessible in instructional materials section of the Grades K-5 folder.

Standards

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

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.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LA.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).
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.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.A	Read grade-level text with purpose and understanding.
LA.RF.4.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
LA.RF.4.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.SL.4.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
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.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.
TECH.9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
TECH.9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
TECH.9.4.5.TL.5	Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).
TECH.9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
	Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.

Essential Questions/ Enduring Understandings

- What does it mean to think deeply about a character?
- What are the comprehension strategies (reading tools) that we can use to better understand the text?
- How can we help our partners to grow their ideas about characters?
- How do we create theories about characters?

- Like me, characters have many layers to who they are; as a reader I must pay close attention to their internal thoughts, and external actions to understand them better.
- Paying attention to characters' experiences and conversations help me to understand the lessons they learn, and how I can apply those lessons to my life.
- When an author repeats words, phrases, or symbols, this information is important, and I need to pay close attention to determine the meaning.
- Other's ideas add meaning to my own, and allow me to think in a way I may not have before.

Students Will Know/ Students will be Skilled At

Students will know:

- How to 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.
- How to retell or summarize the text using specific details.
- How to infer and draw conclusions with specific evidence from the text.
- How to 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).
- How to determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
- How to 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.

- Students will develop their skills at envisioning to better understand the characters in their stories.
- Students will develop their skills at predicting to better understand the characters in their stories.
- Students will develop their skills at connecting to better understand the characters in their stories.
- Students will develop their skills at inferring to better understand the characters in their stories.
- Students will retell the story using specific details and examples from the text (summary).
- Students will develop their skills at synthesizing to better understand the characters in their stories.
- Students will ask each other questions to help each other grow ideas about their books.

- Students will create and record theories about their characters.

Evidence/Performance Tasks

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered three times per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

Formative Assessments

- Responses to Essential Questions
- One-to-one reading conferences and accompanying conferring notes
- Peer conferences
- Turn and talks
- Read Aloud Reading responses, written and oral
- Exit tickets or do nows
- Engagement Observations
- Accountable Talk
- Reading Logs
- Post-it Notes/Board
- Monitor Stamina, Volume, and Fluency through rubrics
- Read increasingly complex text by monitoring student self-selection of leveled text
- Stop and Jot
- Small Group Strategy Reading group work
- Reading Responses on Post-its and in Notebooks
- Answer assigned journal questions
- Knowledge of domain specific vocabulary
- Envision and prediction post-it notes
- Student is able to make predictions based on the actions of characters: post-its, retell, partner conversations. using grade-level text: Level P *
- Retell: Retell the nonfiction text using main idea and supporting details/summaries using grade-level text: Level P *

- Summarize: Summarize story by determining important events in relation to character and eliminating inconsequential details (novels, chapters, test prep) using grade-level text: Level P *
- Retell/Summarize using grade-level text: Level P*
- Inferencing post-its using grade-level text: Level P*
- Student Writing using grade-level text: Level P

Summative Assessments:

- Benchmark Assessments created that align with the report card using grade-level text: Level P
- Reading Notebooks using grade-level text: Level P
- Fountas and Pinnell Benchmark Reading Assessment, recorded three times per year
- Grade Level Benchmark Assessment Level P
- Running Records
- Teachers College Reading and Writing Project: Reading learning progressions
- Teachers College Reading and Writing Project: rubrics with student samples
- Standards-based reporting system and report card
- Word Study Assessments
- Performance- and project-based learning
- Personalized, student-designed assessments

Benchmark Asessments

- Fountas and Pinnell Benchmark Reading Assessment, recorded three times per year
- Complete Comprehension, Independent Reading Assessment, fiction, Jennifer Serravallo, Heinemann
- iReady Screener and Diagnostic Assessment

Learning Plan

Upper elementary reading instruction for the Cranford Public Schools embraces a centrist approach, employing both balanced and structured literacy practices to both comprehend/ analyze *and* decode texts.

Balanced Literacy

To teach comprehension and analysis, reading instruction is literature and informational text-based and follows a balanced literacy approach through a number of strategies and techniques in Reading Workshop These include interactive read-alouds/alongs, mini lessons, independent reading, small group strategy instruction or guided reading, one-to-one conferencing, and book club discussions. Students will select from authentic literature at their independent reading levels from a rich classroom library. Teachers will focus on the needed skills and behaviors identified on the F&P Continuum at each student's instructional reading level. Grade level indicators are outlined above. Individual conferences with each student will address specific needs of the reader.

Teachers should follow the mini-lesson format:

- Teaching point(s) for each lesson
- Connection: Connects new learning to previous learning/lessons
- Teach/Modeling: Uses 'think alouds' when modeling what you expect students to do
- Guided Practice/Active Engagement: Guides students through practice of the teaching point
- Link to Independent Practice: Helps writers understand the purpose for the writing they are about to do and the skills/craft they will be practicing/applying independently as good writers
- Independent Reading/Student Conferences: Provides time for students to do independent reading while teacher confers with individual students, works with small groups, or reading clubs*.
- Closure/Sharing: Pull students back together and recognize the work they have done relating to the teaching point. (See end of section for closure ideas.)

For teaching purposes, see attached template for structure of a Reading Workshop lesson. (Change the red font to match your teaching point). Click here.)

For students reading below or above grade level expectations, please reference The Fountas and Pinnell Literacy Continuum: A Tool for Assessment, Planning and Teaching to target skills for additional reading levels.

Structured Literacy

To teach decoding, reading instruction follows a structured literacy approach through an number of multi sensory strategies and research-based techniques. Daily word work emphasizing prefixes, suffixes, and root words enhancing vocabulary word power is embedded within the reading block. Teachers use a multisensory approach to teach morphology. For Word Study, please refer to the .Cranford Scope and Sequence.

Decodable and controlled texts are used as needed and primary work study lessons may be referenced. Additionally, see the Cranford Public School Grades K-8 Google Folder for instructional materials to identify teaching points and design strategy lessons for those above or below grade level reading. Individual conferences with each student will address specific needs of the reader.

Please see the Cranford Public School Grades K-5 Google Folder for instructional materials to identify teaching points and design strategy lessons for those above or below grade level reading.   The sections/bends below provide detailed teaching points and lesson ideas for on-level reading.

Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

Getting Ready

To plan for this unit, you will want to:

- Familiarize yourself with unit and teaching points.
- Create partnerships during this unit and assign on-level books. This helps you to understand your students as readers as you know the book they are reading and what they understand.

Learning Plan: Suggested Teaching Points and Possible Lessons

Bend 1: Preparing to Read Fiction Text/ Fiction Partnerships

Partnerships help us to deepen our understanding of what we read and clarify misunderstandings.

- Connect: Pose to the students: What do you think is the most important idea to remember when working in a partnership? Listen in and repeat what you have heard.
- Teach: Explain to the students that they are about to embark on a journey with a partner to learn and think deeply about characters in their book. Introduce the Reading Partnership Planning Sheet to the students. Explain that during the partnerships today, the students will 'Meet the Book".
- Active Engagement: Pose: What makes a partnership so successful? Watch 'buzzing' video again and have students share ideas from their notebooks/or what they just saw. Partnerships should create a goal they wish to achieve together. If needed share goal examples.
- http://hil.troy.k12.mi.us/staff/bnewingham/myweb3/Reading%20Partnerships.html
- Link to Independent Practice: Tell the students to meet with their reading partner and work through the reading agenda. (hand out) Remind the student to record where they are starting in your reading log. Their goal today while reading is to create thick questions for the text that they are reading. The students are to write their questions on their response form. Tell the students to refer to the chart and/or notebook if they need help with sentence starters. At the end, students will be sharing their "buzzing".
- Closure: Have the students log in today's reading. The students should share with their partner what they think they did a good job with today. Remind students to sit Knee to Knee! While students are talking, listen in on conversations. Coach partnerships as necessary.

Reading partnerships help build our reading lives (partner reading interviews)

Readers retell parts of their books to partners as a way of making sense and holding onto their stories. They must decide how to retell their story based on what reading partner work they want to do.

Reading partners listen to help each other grow ideas.

Readers notice and mark powerful parts in the books readers are reading.

Readers notice key details from the story to help make predictions about what is to come.

Readers predict not only what will happen, but how it will happen.

Bend 2: Using Envisioning and Synthesis to Infer and Interpret Characters

Readers make movies in their minds while reading to become the character in a book.

Readers read characters, noticing actions and choices that reveal what each character is like.

- Connect: Share with the children that getting to know the characters in a book is like a teacher wondering what his/her new students will be like. Tell the students what it was like for you when they first joined the class.
- Teach: Introduce the teaching point to the students. Explain that just like you read the class this past month, readers read characters in the same way. Share a passage from Winn Dixie. (Page 9 is a good reference "The manager screamed…") Once you've reviewed the passage, model your thinking on a post-it: (Example)
- Active Engagement: Share another short passage previously read from Winn Dixie. (Page 10/11) and have the students look over the passage. Pose to the class: What do we notice about what Opal says and does? Why is she doing that? Have the students Turn and Talk. Then the students will share their thinking of what they noticed and what it reveals and collaboratively write a post-it, showing the thinking. (Whole class post-it)
- Post the following starters to aid the students in writing the jot. I realize, I envision, He/She is, I can hear…
- Link to Independent Practice: Tell the students to record where they are starting in their reading log. Remind the students that as they read today, they are to pay attention to how people act and how they talk and to realize that people's actions are windows into what they are like. Have the students capture their observations on Post-its just like we did today. Have the students use the chart and/or notebook if they need help. Remind the class that we will be sharing our post-its at the end.
- Closure: Return to your meeting place and have the children meet with their partners and share their post-it notes. Ask the class if someone has a great example to share. Remind that students that today and everything, they are going to follow their characters in their books.

Readers pay attention to what characters say, do, and think over time and revise.

- Connect: Explain to the students that on the first day of school you had many ideas about the class based on your first impressions. However, over the next few days, you revised your ideas about them. (give a few examples) Introduce the teaching point to the class.
- Teach: The key to this lesson is to demonstrate how you read, paying attention to grow theories about a character. Explain that yesterday you spent some time reading not just Winn Dixie the book, but about

Opal. Share that as readers you didn't just pay attention to what was happening, but the information told us about Opal as a person. Share ideas from previous day:

Opal is new in town and lonely

She misses her mama who left her and her father, the preacher, to live on their own

- Tell the class that as readers we start making general ideas about characters, but as we read on those ideas become more detailed. Instruct the students to listen as you read on and have student to pay close attention to how Opal speaks so we can refine our first ideas about her. Read the section of Chapter 2 (Anyway, while me…Maybe he'll let me keep you.) After reading model (think aloud) what you noticed for example:

I notice in this passage is the way Opal tells Winn Dixie everything about herself right away…She knows the dog can't respond but she says the things she's needing to say.

Instead of stopping push yourself to say more: she's telling about her dad being too distracted at work to go shopping and take care of her. She doesn't seem upset about this so it makes me think she is nice or better word forgiving.

Tell your readers that even though you read a short passage you found a ton of clues to help develop ideas about Opal. We took time to observe her closely to THINK about what her behavior might mean.

- Active Engagement: Set up the students to work in partnerships, noticing what a particular passage conveys about the reader. Read on in the chapter and stop after a few paragraphs to give your students time to jot down their thinking. Then give students time to talk about their thinking with their partner. Remind students to pay attention to details. (Read But you know what…I swear he understood. Chapter 2) What do Opals actions and words tell you about her? After students jot for a minute have students use what they have written as a springboard as a discussion with their partner. Share some student responses.
- Link to Independent Practice: Encourage students to dig deeply as they read any book, noticing particulars about a character and asking themselves what those say about who the character is. Remind the students to refer to their work on Opal to help them with their characters. Have the readers pay attention to what the characters say and do. Readers should collect jotted notes.
- Closure: Have students return to the carpet or your meeting place. Students should share with their partner some revisions they made about their character and place a post-it in their reading notebook.

Readers step into characters shoes and world taking on the character's experiences, feelings, and wants.

- Connect: Have students think about the upcoming holiday: Halloween. On Halloween, we put on costumes and pretend we are someone or something else. Sometimes when we read we take on the persona of our characters. Share the teaching point with the students.
- Teach: Today you are going to read-aloud text that captures the main character's wants. Demonstrate how you step into the character's shoes, setting, feeling, and wanting as she does. Assume the character's voice as you read. Have the students listen as you reread a bit they've already heard from Because of Winn Dixie and begin to act. Students should see you step into the shoes of the main character, Opal, and see that you too want her to keep her dog. (I found a dog…I was afraid to say anything too loud) Model how you would speak like Opal, nervous, pleading, etc. Pause as you read to share your thinking. Name what you've done in a way that is transferrable to other passages and texts. Tell the students that you become that person, feel their feelings, and want what they want.
- Active Engagement: Read aloud a passage from a picture book you and your students have read aloud

together (Polacco books) Then have the students work in partnerships to imagine themselves into the role of the character (Trisha) - wanting feeling, and learning as he or she does. Focus on one part of the book not the entire book. Make copies of the section you are going to use. The students should underline key parts and have the students turn and talk about what it is like in _____ shoes. As the students talk listen in, share what they are doing well.

- Link to Independent Practice: Encourage the children to step into the shoes of any character in their books, assuming the person's wants and feelings. Remind the students that they learned today that then they step into the character's shoes, they read more closely. Tell the students that as they read independent books they are to try to do the same thing-step into their character's shoes and wants as if they are that person.
- Closure: Return to your meeting place. Students should turn and talk and share how they stepped into their character's shoes. Listen in on the conversations and repeat back some great examples from the students. Remind the students that as they read today and every day they should step into their character's shoes.

Readers grow ideas about books by looking through their Post-its for something that they can say more about. When they find one, they talk long about it to a partner then write long in their notebook, using what they just said.

- Connect: Share that you know that you've just started a unit in writing about reading (realistic story), but you've actually been writing about your reading for a long time. Any time we write on Post-its, that's writing about reading. Explain that they are going to learn one way to grow an idea about a book.
- Teach: Tell the students that they can do this by looking through their Post-its for something they can say more about. When they find something, they'll talk long about it to a partner then write long in your notebook, using what they just said. Model this using post-its from the current read aloud. Read aloud the post-its and then think aloud how you would expand upon the idea.
- Active Engagement: Now have the students try it. Have them look through their Post-its for something they think they can say more about. When they've found one, have them pull it out and stick it to the page in their notebook. Next, have them turn to their partner and talk long off of that Post-it.
- Link to Independent Practice: Send the students off to write long, based on what they just said to their partner. Once finished writing long, continue to read their character book and create a post-it following a previous lesson.
- Closure: Partnerships should share their write longs and make any revisions based on partner feedback.

When readers are in a character's shoes, readers can guess his or her next steps. Then, readers read on, seeing if we were right.

- Connect: Share that you know your kids, parents, spouse, etc. so well that you can anticipate what they will do before they do it. Tell the students that you can do this with characters as well.
- Teach: Share an example from your current read aloud attaching a character trait to the character's actions. Share that knowing this trait about the character will help us make predictions about what they might do in the future. For example, Opal has courage. She took a stray dog that was causing trouble in a store and brought him home to her father without permission. Based on this knowledge, share that you predict that she might be courageous enough to fight back with the Dewberry boys or go into the witch's yard to get Winn Dixie back.
- Active Engagement: Have the students think about their characters and using text evidence assign them a trait. Students are to then use that trait to predict what the character might do or say next in the story

and share with their partner.
- Link to Independent Practice: Students are to continue to read their on-level book and share a prediction they made based on knowing the character.
- Closure: Share new prediction with their reading partner.

Readers reach for precise words to convey something about a character.

Readers sometimes need to revise our theories about characters as we read and learn more. It is helpful to pause in the midst of reading a book to organize one's thoughts.

- Connect: Explain that they've learned a lot about reading fiction books and growing ideas about characters. Have the students turn and state three things they have learned. List them across your fingers to your partner. Introduce the teaching point.
- Teach: Using an example from your current read-aloud and a few post-its from the read aloud and model how the main character is changing. For example, Opal was tough, she didn't put up with the Dewberry boys and didn't like Amanda Wilkinson at all. Share the post-its with this information, not introduce the new evidence gathered that Opal feels bad for Amanda after finding out about Carson and how she waved and smiled at the Dewberry boys. Share that this is important because Opal used to only be friends with adults, but now we see she is trying to make friends closer to her own age.
- Active Engagement: With their reading partner, students will help each other to reread and categorize a few post-its from the work they have been doing. As they work, students should develop a new idea from the intersection of ideas they placed into one category. Next, they should help each other write a theory or big idea. One of the following prompts can be used to help: This is important because…, This makes me realize that…, or the bigger idea here is that…
- Link to Independent Practice: Remind students that characters change just like we do and as readers we need to pay close attention to that. Continue to read like a detective to pick up on these changes. Post-it from this lesson or previous lesson.
- Closure: Students will share their current thinking with a partner.

Readers realize that characters can change and readers take note of this.

Readers understand that there are parts of our books that make readers' hearts race. These are often moments when the character is facing a test.

Characters often can look inside, not outside, for solutions to their problems.

Secondary characters have important roles in stories.

- Connect: Explain that secondary characters have important roles in stories. Tell the students to think about it…. it's rare that any of us goes on journeys all on our own. We share this earth and our lives with people, and we learn some of our most valuable lessons by interacting with others.

- Teach/Active Engagement: Have the students Jot a list of secondary characters in their life, making sure to roam about through different parts of their life. They should think about family, friends, coaches, neighbors, counselors, and jot some names down. Next, beside each name, jot a few words that capture the role this person mainly plays in their life. Think, 'What is the main role this person plays?' Turn and share this information with their partners. Share out some examples. Next create a class chart and jot a list of secondary characters in Opal's life. Brainstorm as a class and beside each name, jot a few words that capture the role this person mainly plays in Opal's life. Have the students think, 'What is the main role this person plays?' Do all the characters play the same role? Discuss the findings and how each person brings something out in Opal or helps her realize something she didn't think of before
- Link to Independent Practice: Tell the students to review what they have learned about their character. Revisit portions of the text that they read previously. Students should think about the secondary characters in their story and create their own chart in their notebook.
- Closure: Share charts with their reading partner.

As a character figures out solutions to his or her problems, readers think about what that person has learned that's applicable also to our own lives.

Read Aloud Question Considerations:

During read aloud ask students questions that encourage them to think deeply about character motivations and how they are interacting with the text.

- Have you seen the characters show a behavior or a side of themselves that was unexpected? What was happening in the story that explains why the character behaved that way?
- "Let's think about what's going on here. Turn and talk to your neighbor about what you think (so and so) is thinking right now."
- Describe some of the characters inner thoughts? What does this tell you about who they are on the inside?
- Describe some of the characters choices and actions? What does this tell you about how they want others to view them?
- How do the character's actions help determine the theme?
- How do the character's actions help support the theme?
- What phrases, words or images are repeated throughout the text? What do you think the author was trying help us understand about the character or theme?
- Which sentence from the story explains how it could be that_____ (inference about a character's actions)?
- Which sentence from the story explains why _____?
- Read these sentences from the story. Based on these sentences, with which statement would _____ (one of the characters) most likely agree?

Materials

In addition to the materials below, the link that connects to district-approved books and resources utilized in this course can be found here: Core Book List. Teachers must refer to this list while selecting whole-class or small-group leveled resources.

The materials used in this course integrate (varied and leveled) instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Materials used in all classrooms include the following: Fountas and Pinnell Benchmark Reading Assessment System, 2nd Edition, System 2; Fountas and Pinnell Classroom System, Guided Reading; Fountas and Pinnell Classroom System, Mini Lessons; Fountas and Pinnell Classroom System, Read aloud; Jennifer Serravallo Complete Comprehension; Intervention materials include, but are not limited to, Leveled Literacy Intervention kits.

Instructional Materials

Possible Whole Class Read

- Because of Winn Dixie by Kate DiCamillo

Potential Read Aloud Texts

- Stone Fox by John Reynolds Gardiner
- Clementine
- Tales of a Fourth Grade Nothing
- Fourth Grade Rats
- Thank you Mr. Falker by Patricia Polacco
- The Bee Tree by Patricia Polacco
- The Junkyard Wonders by Patricia Polacco
- Mr. Lincoln's Way by Patricia Polacco
- Something About Hensley's by Patricia Polacco
- Aunt Chip and the Great Triple Creek Dam Affair by Patricia Polacco
- Those Shoes by Maribeth Boelts
- Dear Mr. Henshaw by Beverly Cleary
- Shiloh by Phyllis Reynolds Naylor
- Frindle by Andrew Clements
- Video that shows Reader's workshop: http://www.scholastic.com/teachers/top_teaching/2009/10/reading-workshop

Possible Teaching Charts and Resources, See:

- Reading Workshop Looks Like/Sounds Like (Watch a video and create a chart as a reminder to the students)
- Partnership Expectations (There are several examples out there, it is up to your discretion)
- Envisioning
- Character Traits: Create a chart showing how a character needs to show several examples of a trait before calling the, that trait. Students can have a character trait list in their reading notebooks.
- Theories about Character Chart
- Character's Shoes
- Predictions
- Revisions We Have about Our Characters
- Secondary Characters Use class read aloud to show the secondary characters and how they help the main character.
- Lessons Learned by Characters: Can start this chart with read aloud and have students add to it as they read their own books.

Word Study:

Word Study Scope and Sequence using multisensory approach to word work grade 4 link

Teacher Resources

- Units of Study for Teaching Reading, Lucy Calkins with Colleagues from the Reading and Writing Project, Grade 4 Heinemann, 2013. (Specifically, Navigating Nonfiction)
- Teachers College Reading and Writing Project Reading Units of Study, Grade 4, 2014-2015.
- Guide to the Reading Workshop, included in the Units of Study for Teaching Reading, Grades 3-5,
- The Continuum of Literacy Learning: A Guide to Teaching by Heinemann
- Reading Fiction: Notice and Note: Stances, Signposts, and Strategies by Kylene Beers and Robert E. Probst (use articles in this book to guide instruction)
- Solutions for Reading Comprehension: Strategic Intervention for Striving Learners by Linda Hoyt,Kelly Davis, Jane Olsen, and Kelly Boswell
- The Reading Strategies Book by Jennifer Serravallo
- Energize Research Reading and Writing by Christopher Lehman
- Conferring with Readers; Supporting Each Student's Growth and Independence by Jennifer Serravallo and Gravity Goldberg
- Teaching Reading in Small Groups by Jennifer Serravallo
- Falling in Love with Close Reading: Lessons for Analyzing Texts-and Life by Christopher Lehman & Kate Roberts
- The Literacy Teacher's Playbook, 3-5, Jennifer Serravallo
- Reading Projects Reimagined: Student Driven Conferences to Deepen Critical Thinking, Dan Feigelson
- Cranford Public School Grades K-8 Google Folder for instructional materials
- Independent Reading Assessment, Jennifer Serravallo, Fiction and Non Fiction, Scholastic.
- Fountas and Pinnell Benchmark Assessment Kit

- Word Study Scope and Sequence using multisensory approach to word work
- For lessons for Word Work, see Florida Center for Reading Research
- Crosswalk (suggested IRA titles and Mini Lesson numbers)

Suggested Strategies for Modifications and Accommodations

Content specific accommodations and modifications as well as Career Ready Practices are listed here for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504 plans.

For possible modifications to content during reading workshop, please . . .

- Refer to the Pathways to Intervention document in the K-5 folder for specific appropriate interventions.

- Consult with Cranford Problem Solving Team (CPST), as needed.

- Adhere to all modifications and accommodations as prescribed in IEP and 504 plans.

The structure of reading workshop is designed to differentiate and address specific goals and learning for each reader:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- The teacher will assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- Individual conferences with each student will address specific needs of the reader.

The teacher should use the benchmark assessments to determine strategy groups to build upon weak or enhance skills. Possible groups: recall/monitoring for meaning, accumulating the text, inferences, citing text evidence, synthesizing, interpretation/analyzing author's craft, using details from the text to predict/infer/retell, writing about reading, summarizing, and using meaning and structure to improve fluency.

Possible accommodations during reading workshop include, but are not limited to:

- Use visual presentations of all materials to include organizers, charts, word walls.
- Have a designated reader for difficult content
- Work in partnerships
- Give responses in a form (verbal or written) that is easier for the student

- Take additional time to compete a task or project
- Take frequent breaks
- Use an alarm to help with time management
- Mark text with a highlighter
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Create alternate assignments or homework
- Provide a distinct steps in a process; eliminate unnecessary steps, as needed.
- Manage executive function by scaffolding process and amending deadlines
- Use digital ebooks, technology, audio and video version of printed text
- Differentiate roles in discussion groups
- Access speech to text function on computer

Individual conferences with each student will address specific needs of the reader.