Unit 1 Reading: Launching Reading Workshop

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 1**
Length: **2-3 Weeks**
Status: **Published**

Brief Summary of Unit

This unit of study focuses on creating life long readers. Students will learn to monitor their own reading, choose appropriate books, set personal and achievable goals, work to improve reading stamina, and apply fix it strategies during times of struggle. Students will learn to reflect on their goals and their progress as readers. Students will identify sign posts in literature to deepen their understanding.

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. In this course, students are provided with opportunities to develop skills that pertain to a variety of careers.

Revision date: July 2023

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.6.1	Cite 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.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LA.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
LA.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
LA.RL.6.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Essential Questions

- How can I be an independent reader, using expert strategies, choosing appropriate books, and committing to a literary life?
- How do I create a reading life?
- How do readers take charge of their reading lives?
- Why is it important to have a positive mindset toward reading?

Students Will Know/Students Will Be Skilled At

- applying fix-it strategies when book stops making sense.
- building stamina.
- developing a growth mind set.
- developing strategies to grow their reading.
- how to reflect about reading growth.
- how to seek academically appropriate books.
- monitoring reading.
- setting achievable reading goals.
- thinking and analyzing while reading.

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 benchmark assessments. Follow up diagnostic assessments may be 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/Partner Reading Time
- Large and Small-Group Discussion
- Whole group mini-lessons (model reading strategies)
- Accountable Talk
- Turn and talks

- Reading Responses on Post-its/Stop and Jots
- Reading Responses in Journals/Notebooks
- Interactive Read Aloud Reading responses, written and oral (Thinkaloud and Close Reading)
- Exit tickets or Do Nows
- Engagement Observations
- Reading Logs and Reading Surveys
- Envision and prediction post-it notes/Board
- Monitor Stamina, Volume, and Fluency through rubrics
- Read increasingly complex text by monitoring student self-selection of leveled text
- Small Group Strategy Reading group work
- Knowledge of domain-specific vocabulary
- Grade-Level Engagement Rubric for Verbal and Non-Verbal Participation

Summative Assessments including Alternative Assessments:

- Reading Notebooks using grade-level text questions
- Running Records
- Teachers College Reading and Writing Project: Reading learning progressions
- Teachers College Reading and Writing Project: rubrics with student samples
- Vocabulary/Word Study Assessments
- Performance- and project-based learning
- Personalized, student-designed assessments

Benchmark Assessments

- Fountas and Pinnell Benchmark Assessment System, grades 3-8, Levels L-Z, Heinemann
- Complete Comprehension, Independent Reading Assessment, fiction, Jennifer Serravallo, Heinemann
- iReady Screener and Diagnostic Assessment
- Benchmark Grade-Level Reading and Writing Assessments aligned with New Jersey Student Learning Standards
- New Jersey Student Learning Assessment (NJSLA)

Learning Plan

The Middle School Language Arts/Literacy program encompasses reading literature and informational text, speaking and listening and enhancing language skills (spelling, grammar, and vocabulary). The understandings and skills of each strand of the New Jersey Student Learning Standards are not isolated, but integrated, interactive, and embedded in all subject areas across the curriculum. Teachers may engage in two whole-class, closely-studied community readings per year, not to exceed four weeks each.

Reading instruction is literature-based and follows a balanced literacy approach through a number of strategies and techniques in Reading Workshop. These include read-alouds/alongs, shared reading, guided reading, independent reading, small group strategy instruction, one-to-one conferencing, and partnership or book club

discussions. Reading Workshop provides students with the necessary tools to communicate orally, read and comprehend print, and write with clarity and purpose for a variety of audiences. Individual conferences with each student will address specific needs of the reader. Students will select from authentic literature at their independent and instructional reading levels.

Lessons 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 Writing/Student Conferences: Provides time for students to do independent writing while teacher confers with individual students, works with small groups, or writing 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.)

Please refer to the Middle School ELA, Grade 6 Folder for specific lessons and materials for Word Study.

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

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For this particular unit, teachers should...

- Prepare materials for discussion, writing, and synthesis
- Select mentor texts for modeling
- Prepare for conferences with students
- Prepare materials for review of signposts
- Create formative and summative assessments

- Children's Books • Each Kindness by Jacqueline Woodson, • Tripping Over the Lunch Lady and Other Stories edited by Nancy Mercado, • The Boy Who Loved Words by Roni Sechotter and Giselle Potter
- Conference Notes
- Conferencing
- During Shared Reading expose students to the following: Comprehension through addressing the following concepts: Context clues Go back and reread while thinking "Does this make sense? Sound right? Look right?"
- Excerpts from the following novels: • Hatchet and My Life in Dog Years by Gary Paulsen, • The Day my Butt went Psycho by Andy Griffiths • The Hunger Games by Suzanne Collins, • Divergent by Veronica Roth
- Independent Reading Level Assessments
- Independent reading time
- Interactive read-alouds (think alouds and close reading)
- Large and small group discussion
- Literary elements may include the following: character, plot, setting, problem/solution/resolution, secondary characters, protagonist/antagonist, external/internal conflict, point of view (first person, third person), narrator, scene, theme, central idea, genre, drama, narrative, stanza
- Other Mentor/Anchor Texts: • Chicken Soup for the Soul Series by Jack Canfield and Mark Victor Hansen • Guys Write for Guys Read by Jon Scieszka • Kick Me by Paul Feig • The Poetry Friday Anthology by Sylvia Vardell and Janet Wong
- Partner reading time
- Poetry terms may include the following: white space, lines, stanza, rhyme scheme, lyrics, meter, end rhyme, slant/imperfect rhyme.
- Post-its/jots
- Reading logs
- Reading surveys
- Small group strategy lessons
- Stopping and checking: "What's going on?" and "What's happening here?" Stop and reread for various reasons After reading: predicting Identifying story elements including problem and solution, point of view, and setting Summarizing Using textual evidence
- Teacher observations
- Vocabulary strategies such as using context clues; identifying prefixes, roots, suffixes; analyzing syntax including grammatical structures and parts of speech, creating word walls, to name a few.
- Vocabulary Words will be culled from mentor texts and independent reading.
- Whole group mini-lessons (model reading strategies)

Materials

The materials used in this course integrate a variety of 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.

Teachers must refer to the district-approved Core Book List while selecting whole-class or small-group leveled resources.

Please reference the materials in this Middle School ELA, grade 6 folder under "reading."

- Copy reading logs
- Curate a varied classroom library (interest, readiness, modern/canonical, culturally diverse)
- Gather read-aloud texts for mentoring/modeling
- Investigating Characterization: Author-Study Book Clubs, Mary Ehrenworth, Katy Wischow (Heinemann)
- Notice and Note by Kylene Beers and Bob Probst
- Prepare and consider different anchor charts
- Request post-its or a reading notebook
- The Book Whisperer and Reading in the Wild by Donalyn Miller
- www.readingandwritingproject.com