Unit 1 Reading: Agency and Independence: Launching Reading Workshop with Experienced Readers

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

Brief Summary of Unit

Students will build their reading life and acquire essential skills to become a lifelong reader. Students will learn and practice routines that will be utilized throughout the year. In addition, students will gain reading skills that are necessary for comprehension and analysis. Also, students will practice necessary skills to build strong partnerships with peers to enhance learning. Throughout this unit, students will practice these skills through shared readings, small group work, and independent reading.

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: 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.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
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.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
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.RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
	Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.
LA.RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
LA.RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
LA.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LA.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
LA.RL.7.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
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.

Essential Questions

- How can I commit to becoming a more expert reader and develop strategies and habits to ensure success?
- How can I identify what's the most important detail in a book to discuss during an academic conversation?
- How can we take charge of our reading lives, showing independence and agency in tackling challenges, reading and talking with insight and striving to grow as readers?
- How do I infer the connotative and suggestive reading of details in a text, synthesizing these specifics into greater meaning?
- In what way does annotation help me to become a more critical reader?

Students will know/be skilled at

- "Write long" and expand on their thoughts, claims, reactions, and evidence.
- Analyzing character development, literary elements and theme.
- Annotate texts.
- Choose appropriate books.
- Create theories based on text evidence.

- Develop insightful allusions.
- Develop systems to keep track and trace their reading (such as logs, IR requirements).
- Evaluate the qualities of a powerful reader.
- Make precise inferences about texts, including characters and plot, using context clues.
- Reflect on their life as readers.
- Set goals to become more expert readers.
- Summarize a text by focusing on and elaborating on main details

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
- Quick-Writes about Reading
- 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
- Text and Video analysis
- 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
- Presentations
- 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.)

This class establishes a "staircase" of increasing complexity in what students must be able to read so that all students are ready for the demands of high school-level reading. Additionally this unit requires the progressive development of reading comprehension so that students advancing are able to gain more from whatever they read. Students will read a diverse array of classic and contemporary literature and gain a greater appreciation of the various literary genres through a careful study of plot, character, setting, point of view, and theme. Genres may include but not limited to the following; novels, short stories, print and electronic articles, picture books, songs/lyrics, media clips, drama, poetry, folk tales, and fables.

Throughout this class, students will read challenging informational texts in a range of subjects. Informational text can be seen as a type of nonfiction. Informational text conveys facts about the natural or social world; crafted by an expert in the field to an audience of lay people; includes specialized features such as headings and technical jargon. Students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspective while acquiring needed skills and strategies.

Please refer to the Middle School ELA, Grade 7 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.

- Academic terms may include the following: analyze, synthesize, reflection, motivation, traits, characteristics, metacognitive, inference, visualize, envision, determine, compare/contrast.
- Creating word walls and anchor charts as well as embedding word work in mini and strategy lessons will be emphasized. Students will self-identify words in independent reading.
- 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
- Poetry terms may include the following: figurative language: simile, metaphor, personification, hyperbole, theme
- 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.

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 7 folder under "reading."

- “Try” by Colbie Calliat -- music video and lyrics
- All Living Things by Cynthia Rylant
- Anchor Text: "The Other Pin" by Chris Crutcher in "Athletic Shorts"
- Anchor Text: "The Pin" by Chris Crutcher in "Athletic Shorts"
- Anchor Text: "Wings" by Macklemore (music video & lyrics
- Book marks
- Chart paper/Anchor Charts
- Class set of chosen text
- Derek Jeter Gatorade Commercial -- youtube.com
- Excerpt of the beginning of The Hunger Games (focus on character Katniss)
- Excerpts from your favorite novels or stories
- IR
- Post-Its/Reader’s Notebook
- Pre-Reading activities
- Read-aloud texts (mentor/modeling/related non-fiction texts)
- Related videos
- Scenes from Lord of the Rings, Harry Potter and Hunger Games
- Talk Club/Book Club Materials

Strategies for Accommodation and Modification

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.

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.

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
- Create packet of suggested ways to "Talk and Share About Books" to allow for independence.
- Take additional time to compete a task or project
- Take frequent breaks
- Use an alarm to help with time management
- Questioning techniques – QAR (Question-Answer Relationships) Right There, Think and Search, Author and You, On My Own – (50 Instruction Routines to Develop Content Literacy – Pearson Publishing 2011) Inclusion Strategy Book
- 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; elminate 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

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

- The teacher will refer to the Fountas and Pinnell Literacy Continuum: A Tool for Assessment, Planning and Teaching to target speciifc strategies to teach students below benchmark levels.

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

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