4th Reading Workshop Unit 2: Reading The Weather (Weeks 13-19)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **9 Weeks**
Status: **Published**

Unit 2 Reading The Weather, Reading The World

Unit Rationale

As this book goes to press, the headline story in the New York Times reports that California's Governor Jerry Brown has just announced an unprecedented 25% cut in water consumption in response to the severe drought that is now in its fourth year in that state. The Colorado River Basin, which supplies water to forty million people in seven states, is losing water at dramatic rates as well. The U.S. drought monitor recently showed that 70% of the land in the western United States is abnormally dry.

So what does this have to do with this unit? For the second half of this unit, the class will study extreme weather and other natural disasters; the whole-class topic for that portion of the unit is drought. Of course, you could teach this unit by substituting a different topic into that second half. Our choice of a research focus came in part because we know it is important to support students as they read scientific technological texts; we also recognize that few topics are as important to the lives of all global citizens as the topic of extreme weather.

But the information about the drought that is sweeping across the world today has a much larger relevance to this unit, and it is this. This unit--and those that come before and after it, as well--has been designed to help educate a generation of young people to have the skills necessary to engage in the research teams and skunk works projects that will be necessary if the upcoming generation is going to solve the many problems that are fast descending on us. Ebola attacks, flooding in our cities, global terrorism, the growing gap between the rich and the poor, the diminishing middle class, the corporate takeover of schools and politics: these and other challenges require that the students we educator are ready to be inventive, thoughtful researchers, collaborators, and listeners.

In his book, The Global Achievement Gap, Tony Wagner points out that throughout the twentieth century, the basic skills of reading, computation, and rudimentary writing were the focus of our attention in schools at home. "For most students, a 'rigorous' curriculum meant having to memorize more vocabulary words and do more math problems at night." He goes on to suggest that in the twenty-first century, mastery of basic skills will no longer be enough. He writes, "We are confronted by exponential increases of readily available information, new technologies that are constantly changing, and more complex societal challenges such as global warming. Thus, work, learning and citizenship in the twenty-first century demand that we all know how to think--to reason, analyze, weigh evidence, problem solve--and to communicate effectively. These are no longer skills that only the elites in a society must master; they are essential survival skills for all of us." His words could be a mission statement for this unit.

This book begins by inviting students to read far and wide, picking up any nonfiction text that speaks to them. The design of the unit is that students start by reading easy texts and doing important work with those texts, and then they choose more challenging texts and you help them do similar work with those more challenging texts. The texts students read in Bend I are self-selected texts. Within that context of high-interest engagement, you will teach the skills that are becoming the new essentials for researchers. No, you won't teach your students to copy facts onto index cards--how I remember copying from tissue-thin pages of the Encyclopedia Britannica! But you will teach readers to read in such a way that they can summarize a text, leaning on the text structure to help them determine importance. You'll teach them that when they want to read texts that are dense and inaccessible, one way to access those texts is to literally read "up" on the topic. If they start by reading an accessible text, working hard to form a basic understanding of the topic, that first text can provide a context for reading denser and more difficult texts, slotting the new information into the reader's existing knowledge. Before long, your kids will be chomping at the bit to dig into a substantial research project, and so you launch them in studies of hurricanes and tornadoes, earthquakes and tsunamis.

Effective teaching brings kids backstage to see how important big work is done. In your modeling with a whole-class research topic and your minilessons, you'll show your children that the work of heady, thoughtful research projects is well within their grasp. You'll show them that despite the Wizard of Oz's apparent power, he actually is an ordinary person doing something obtainable. Just as you teach young writers that writing does not require a quill pen and magical talent, kids need to learn that reading as a researcher is within their grasp. Research is poking and prying with a purpose in mind. Your kids know all about poking and prying; they've been doing little else since they were two and found an earthworm lying sprawled across the sidewalk. The toddler prodding the worm with a stick is engaged in a process that is not unlike the work that kids will be doing in the unit.

In the research teams that form at the start of Bend II, your children will poke and pry into topics related to extreme weather and natural disasters. Your teaching will support the skill of synthesis, channeling them to think about how new information can add to or change information they have already learned. You'll also teach kids not only to summarize what they have learned but also to write as a way to think about what they are reading and learning. As nonfiction presents complexity in so many ways, you'll exhort readers to continue tackling the hard parts of nonfiction, whether those hard parts are scientific explanations, graphs, or other potentially confusing data. After days of researching a topic of extreme weather or natural disaster, students will hold a mini-celebration to teach one another what they have learned.

Bend III will take a new turn, with students taking on a different--yet related--topic of extreme weather or natural disaster. In this way, students will practice the skills of close reading as well as comparing and contrasting. Kids will have the opportunity to compare and contrast not only the content of what they are learning but also aspects of authorial intent, such the tone and craft between texts. So, too, in Bend III, will readers practice the skill of evaluating sources to determine their credibility. The unit ends with a celebration and a nod toward activism. In other words, readers will learn not only to read differently after this unit but also to live differently.

In the upcoming weeks, as you guide students through the sophisticated work of research, know that in fact, you will be guiding them with a much bigger mission. In their book Breakthrough, Michael Fullan, Patricia

Hill, and Carmen Crevola say, “The new mission...is about learning to learn, about becoming independent thinkers and learners. It is about problem solving, teamwork, knowledge of the world, adaptability.” This unit has the power to change your students’ lives, not because they will learn about earthquakes and Doppler radar, but because they will learn to learn--perhaps the single most important academic skill we can offer our students as we set them out into the world.

From “An Orientation to Unit,” pages vi-xviii, in Reading the Weather: Reading the World.

SEL Competencies

SEL.PK-12.1	Self-Awareness
SEL.PK-12.1.1	Recognize one’s feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one’s feelings and thoughts on one’s own behavior
SEL.PK-12.1.3	Recognize one’s personal traits, strengths, and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2	Self-Management
SEL.PK-12.2.1	Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
SEL.PK-12.3	Social Awareness
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others’ cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4	Responsible Decision-Making
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one’s actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions
SEL.PK-12.5	Relationship Skills
SEL.PK-12.5.1	Establish and maintain healthy relationships

SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed

Essential Questions

How do readers learn from texts?

How do readers take part in research projects?

How do readers tackle research projects with agency and power?

21st Century Life and Career

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
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	Apply appropriate academic and technical skills.
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	Communicate clearly and effectively and with reason.
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.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP6	Demonstrate creativity and innovation.

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	Use technology to enhance productivity.
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	Work productively in teams while using cultural global competence.
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.

Pre-Assessments

Reading The Weather Pre-Assessment

Reading The Weather Pre-Assessment Sample Responses

Reading The Weather Pre-Assessment Rubric

Fountas and Pinnell Benchmark and Running Records

Common Lit

Instructional Plan

Reading the Weather, Reading The World LUCY

Reading The Weather CAR

Elementary Balanced Literacy Drive

Learning From Texts

WALTS

We are learning to read and learn with intensity.
We are learning to tackle tricky vocabulary.

We are learning to summarize nonfiction texts.

I Can Statements

I can read with stamina, making connections while I read.

I can look in and around tricky words to determine their meaning.

I can figure out what is most important in order to summarize a text.

Instructional Strategies and Activities

Talk Between and Across

Provide background knowledge

Direct Instruction

Gradual release

Video instruction

Whole class reading

Independent reading

Group work

Video Analysis

Questioning

Cooperative Learning

Formative Assessments

Entrance/Exit slips

Reading checks/quizzes

Student conferences

Class discussions

Observation

Turn and talks

Active reading logs/journals

Open Ended Question

Instructional Materials and Resources

Heinemann Resources

Jeniffer Servallo Texts and Resources

Fountas and Pinnell Guided Reading

Scholastic Resources

BrainPop

Elementary Balanced Literacy Drive

Research Projects

WALTS

We are learning to plan for a research project.

We are learning to grow research based ideas through synthesis.

I Can Statements

I can meet with my group and teacher to plan my research.

I can read many texts about the same topic to grow my knowledge and thinking.

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Agency and Power

WALTS

We are learning to think across texts by comparing and contrasting.
We are learning to evaluate the credibility of sources.

We are learning to analyze author's craft.

We are learning to take action and share our knowledge.

I Can Statements

I can notice what is the same and what is different in different texts about the same topic.

I can evaluate whether a text is trustworthy.

I can consider the author's goal and it's impact on my reading.

I can create a project to share my research with my peers and community.

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Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Glfted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a

child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy

See Crosswalks

New Jersey Student Learning Standards: Content Area

ELA.L	Language
ELA.L.RF	Foundational Skills: Reading Language
	Phonics and Word Recognition
ELA.L.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.
	Fluency
ELA.L.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
ELA.L.RF.4.4.A	Read grade-level text with purpose and understanding.
ELA.L.RF.4.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
ELA.L.RF.4.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ELA.L.VL.4.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
ELA.L.VL.4.2.A	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
ELA.L.VL.4.2.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
ELA.RI.CR.4.1	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

ELA.RL.CI.4.2	Summarize a literary text and interpret the author's theme citing key details from the text.
ELA.RI.CI.4.2	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
ELA.RI.IT.4.3	Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
ELA.RI.TS.4.4	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
ELA.RL.PP.4.5	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
ELA.RI.PP.4.5	Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.
ELA.RL.MF.4.6	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
ELA.RI.MF.4.6	Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
ELA.RI.AA.4.7	Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
ELA.RI.CT.4.8	Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.
ELA.SL	Speaking and Listening
ELA.SL.PE.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.
ELA.SL.PE.4.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
ELA.SL.PE.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
ELA.SL.PE.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
ELA.SL.PE.4.1.D	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
ELA.SL.II.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
ELA.SL.ES.4.3	Identify the reasons and evidence a speaker provides to support particular points.
ELA.SL.PI.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
ELA.SL.UM.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Integration of Career Readiness. Life Literacies and Key Skills

TECH.9.4.5.CI	Creativity and Innovation
TECH.9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).

TECH.9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
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	Critical Thinking and Problem-solving
TECH.9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
TECH.9.4.5.GCA	Global and Cultural Awareness
TECH.9.4.5.IML	Information and Media Literacy
	Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
	Collaborating digitally as a team can often develop a better artifact than an individual working alone.
	Different digital tools have different purposes.
	Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source.

Integration of Computer Science and Design ThinkingNew Section

CS.3-5.IC	Impacts of Computing
CS.3-5.ITH	Interaction of Technology and Humans
	Data can be organized, displayed, and presented to highlight relationships.

Interdisciplinary Connections: NJSLS for ELA, Social Studies, Science and/or Math

ELA.L.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.
	History, Culture, and Perspectives: Understanding Perspectives
SOC.6.1.5.HistoryUP.1	Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
	Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.