Sept. SW READ Gr. 4 Launching

Content Area: **English**
Course(s):
Time Period: **September**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

Launching Grade 4
DESCRIPTION

The beginning of the school year is an exciting time! Students enter their classrooms with a heightened sense of curiosity and wonder. First impressions go a long way for young learners, and it is important for them to experience a comfortable and engaging invitation into their literacy-rich environment. Brightly decorated bulletin boards, shiny desks and tables, and beautifully organized books await your students. The start of each new school year provides opportunities for you and your students to create a community of learners who respect, listen to, share, and respond to the thoughts and ideas of others. This is especially important when considering your community of readers.

Enduring Understandings

Students will: n Develop an understanding of themselves as readers; n Learn to self-select appropriate texts; n Set goals for themselves as readers; n Learn the expectations and routines for actively participating in a reading community; n Learn how to engage effectively in a range of collaborative discussions; n Learn how to follow agreed-upon rules for discussions; n Learn to present their ideas about a topic or text using relevant facts and details to support their points; n Learn how to ask and answer questions to clarify understanding of a topic under discussion; n Recognize the differences among books that entertain, inform, and persuade, drawing on a wide reading of a range of text types, including fiction, poetry, and nonfiction; n Develop habits of mind for engaging with a variety of complex texts; n Learn how to apply self-monitoring skills; n Learn how to determine the meaning of challenging vocabulary words and phrases in a text; n Learn how to ask and answer questions to demonstrate understanding of a text; and n Learn how to refer to details and examples in a text to determine a theme and/or draw inferences from a text.

The aforementioned outcomes reflect the College and Career Readiness grade-specific standards in reading, speaking, and listening. They define the skills and understandings that students must demonstrate at the end of each grade level.

Essential Questions

What do good readers do?

Instructional Strategies & Learning Activities

Interactive Read-Aloud Lessons

Lesson 1: What Is Reading Workshop? uses Tomás and the Library Lady by Pat Mora. Rationale: Readers learn about the power of reading in people's lives. Students will discuss how reading workshop is a time for them to learn and grow as readers. Common Core State Standards: RL.4.1, RL.4.2, SL.4.1, SL.4.2, SL.4.3, SL.4.4, RL.4.10, L.4.1, L.4.3, L.4.5, L.4.6, W.4.10 Skills and Strategies: Making Inferences, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/ Collaborating

Lesson 2: Learning About Ourselves As Readers and Making Connections uses The Lonely Book by Kate Bernheimer. Rationale: Readers develop an understanding of their unique identities and histories as readers and learn about other readers in their reading community. Students will learn how they can make connections to texts through their personal and reading community experiences and how this will deepen their understanding and ability to talk about the texts they read. Common Core State Standards: RL.4.1, RL.4.2, RL.4.3, SL.4.1, SL.4.2, SL.4.3, SL.4.4, RL.4.10, L.4.1, L.4.3, L.4.6 Skills and Strategies: Using Schema, Making Inferences, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 3: Creating a Reading Life uses A Whiff of Pine, a Hint of Skunk: A forest of poems by Deborah Ruddell.Rationale: Readers use their own identities, as well as recommendations from their reading community, to self-select well-matched texts, read for different purposes, and set reading goals. Students will learn how to select appropriate texts for independent reading and monitor for understanding and enjoyment. Common Core State Standards: RL.4.1, RL.4.2, RI.4.1, SL.4.1, SL.4.2, SL.4.3, SL.4.4, RL.4.10, L.4.1, L.4.3, L.4.5, L.4.6 Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 4: Making Meaning and Digging Deeper! uses Moonshot: The Flight of Apollo 11 by Brian Floca. Rationale: Readers bring what they know or have experienced to all types of reading (activating their schema) and ask questions as they continually interact with a text. Students will learn how to "stop and jot" to activate their schema and generate questions. Common Core State Standards: RI.4.1, RI.4.2, RI.4.3, RI.4.7, SL.4.1, SL.4.2, RI.4.10, L.4.1, L.4.3, L.4.6, W.4.10 Skills and Strategies: Using Schema, Questioning, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 5: Knowing When I Get It! uses A Whiff of Pine, a Hint of Skunk: A forest of poems by Deborah Ruddell. Rationale: Readers know how it feels to understand their reading and pay attention when meaning breaks down. Students will learn how to monitor for meaning at text, paragraph, and word level and to use "fix-up" strategies when meaning breaks down. Common Core State Standards: RL.4.2, RL.4.3, RL.4.4, SL.4.1, SL.4.2, SL.4.3, SL.4.4, L.4.4, RL.4.10, L.4.1, L.4.3, L.4.6 Skills and Strategies: Using Schema,

Making Inferences Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 6: Sharing Our Thinking uses Planting the Trees of Kenya: The Story of Wangari Maathai by Claire A. Nivola. Rationale: Readers talk with others about texts to extend their thinking and grow new ideas. Students will learn how to engage in collaborative and purposeful conversations about texts to deepen their understanding and appreciation. Common Core State Standards: RI.4.1, RI.4.2, RI.4.3, SL.4.1, SL.4.2, SL.4.3, SL.4.4, RI.4.10, L.4.1, L.4.3, L.4.4, L.4.6, W.4.10 Skills and Strategies: Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 7: Tracking Our Thinking uses Planting the Trees of Kenya: The Story of Wangari Maathai by Claire A. Nivola. Rationale: Readers use tools to keep track of their thinking and prepare for discussions about texts. Students will learn how to establish a Reading Notebook and to notate and reference their thinking about texts. Common Core State Standards: RI.4.1, RI.4.2, RI.4.3, SL.4.1, SL.4.2, SL.4.3, SL.4.4, RI.4.10, L.4.1, L.4.3, L.4.6, W.4.10 Skills and Strategies: Using Schema, Making Inferences, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 8: Keeping the Conversation Going uses Albert by Donna Jo Napoli. Rationale: Readers initiate and build conversations around the big ideas or themes in texts. Students will learn how to infer themes in fiction texts and provide specific evidence from the text to support their points when engaged in conversations. Common Core State Standards: RL.4.1, RL.4.2, RL.4.3, SL.4.1, SL.4.2, SL.4.3, SL.4.4, RL.4.10, L.4.1, L.4.3, L.4.6, W.4.10 Skills and Strategies: Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Mini-Lessons

Lesson 1: Our Reading Habits uses “The Library of My Dreams” by E.D. Woodworth from the Launching Shared Texts. Rationale: Readers develop habits of mind to deepen their understanding of texts. Students will learn how to make connections to texts and notate their thinking in their Reading Notebooks. Common Core State Standards: RL.4.1, RL.4.2, SL.4.1, W.4.9, RL.4.10, L.4.1, L.4.3, L.4.5, L.4.6, W.4.10 Skills and Strategies: Using Schema, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 2: Growing As Readers uses Tomás and the Library Lady by Pat Mora. Rationale: Readers set goals to enhance their reading lives. Students will learn how to reflect upon their reading habits and make plans for growth as readers. Common Core State Standards: RL.4.1, SL.4.1, SL.4.2, L.4.1, L.4.3, L.4.6, W.4.10 Skills and Strategies: Using Schema, Making Inferences, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 3: What's My Role in a Reading Community? uses "What a Pro Knows: Bubble Science" by Carly Schuna from Highlights® Magazine from the Launching Shared Texts. Rationale: Readers share ideas with other readers to deepen understanding and become stronger readers. Students will learn how to infer key ideas in texts and to communicate and exchange these ideas with members of their reading community. Common Core State Standards: RI.4.1, RI.4.2, RI.4.3, SL.4.1, RI.4.10, L.4.1, L.4.3, L.4.6 Skills and Strategies: Making Inferences, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 4: Getting Ready to Discuss uses "Bee Smart!" by Karen Smith and Carey Moore, from the Launching Shared Texts. Rationale: Readers think about their reading and prepare for conversations with other readers. Students will learn how to stop and jot important information to notate their thinking in preparation for discussions about texts. Common Core State Standards: RI.4.1, RI.4.2, SL.4.1, SL.4.4, W.4.9, RI.4.10, L.4.1, L.4.3, L.4.5, L.4.6 Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 5: Think–Pair–Share! uses "Going Green in School" by Carol Lattimore from the Launching Shared Texts. Rationale: Readers ask questions before, during, and after reading and talk about their reading to deepen understanding. Students will learn strategies for purposeful talk in partnerships, including questioning strategies. Common Core State Standards: RI.4.1, RI.4.4, RI.4.8, SL.4.1, SL.4.3, L.4.4, RI.4.10, L.4.1, L.4.3, L.4.6, W.4.10 Skills and Strategies: Questioning, Making Inferences, Synthesizing, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 6: Being a Careful Reader uses Moonshot: The Flight of Apollo 11 by Brian Floca. Rationale: Readers understand that reading is a process of making meaning and pay attention when meaning breaks down. Students will learn how to monitor their reading for understanding and reread using context clues to make sense of a text. Common Core State Standards: RI.4.1, RI.4.4, L.4.4, SL.4.1, RI.4.10, L.4.1, L.4.3, L.4.6 Skills and Strategies: Making Inferences, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 7: Making Pictures in Our Minds uses Albert by Donna Jo Napoli. Rationale: Readers of fiction visualize the story unfolding like a movie in their minds. Students will learn how to create mental images based upon the descriptions in the text in order to enhance their understanding and recall of important moments. Common Core State Standards: RL.4.1, RL.4.3, RL.4.10, SL.4.1, L.4.1, L.4.3, L.4.6 Skills and Strategies: Text and Genre Features/Structure, Visualizing, Determining Importance

Lesson 8: The Magic of Fiction uses "Anchor Leg" by Rich Wallace from Highlights® Magazine from the Launching Shared Texts. Rationale: Readers use the essential elements of the fiction genre to make meaning. Students will learn how to utilize story elements and writer's craft techniques to deepen understanding of fiction texts. Common Core State Standards: RL.4.1, RL.4.2, RL.4.3, SL.4.1, SL.4.2, RL.4.10, L.4.1, L.4.3, L.4.6, W.4.10 Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 9: Reading Poetry: What's It REALLY All About? uses "Stapler" by Georgia Heard and "Roller Coaster Rob" by E.D. Woodworth from the Launching Shared Texts. Rationale: Readers of poetry create personal meaning from texts by blending what is read with relevant background knowledge or schema. Students will learn how to infer or draw conclusions about big ideas or themes in poems. Common Core State Standards: RL.4.1, RL.4.2, SL.4.1, RL.4.10, L.4.1, L.4.3, L.4.5, L.4.6, W.4.10 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Determining Importance, Synthesizing, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 10: The Amazing World of Nonfiction uses "How Humpbacks Go Fishing" by Linda Brown Anderson from Highlights® Magazine from the Launching Shared Texts. Rationale: Readers of nonfiction use the elements of the genre to make meaning. Students will learn how to use nonfiction text features to determine what is important and identify key ideas. Common Core State Standards: RI.4.1, RI.4.2, RI.4.7, SL.4.1, RI.4.10, L.4.1, L.4.3, L.4.4, L.4.6, W.4.10 Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating •

Integration of Career Readiness, Life Literacies and Key Skills

9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2	Identify how you might like to earn an income.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
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).
	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
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).
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
	Culture and geography can shape an individual's experiences and perspectives.
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).
9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.

Technology and Design Integration

In combination with the Writers workshop, students will produce a variety of work using technology to show understanding. students will interact with the lessons through the Smartboard.

8.1.5.IC.1	Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

Interdisciplinary Connections

Students will learn about different disciplines through a variety of personal and group texts.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Students will be offered leveled texts based on skill and interest.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP and 504 accommodations will be utilized.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

DRA

Aimsweb

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

discussion

Teacher observation

worksheets

conferencing

teacher made texts

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Unit summative tests

Instructional Materials

Instructional materials for the Schoolwide, Inc. Fiction Unit.

Mentor Texts:

s Albert by Donna Jo Napoli The Lonely Book by Kate Bernheimer Moonshot: The Flight of Apollo 11 by Brian Floca Planting the Trees of Kenya: The Story of Wangari Maathai by Claire A. Nivola Tomás and the Library Lady by Pat Mora A Whiff of Pine, a Hint of Skunk: A forest of poems by Deborah Ruddell

Launching Shared Texts

“Anchor Leg” by Rich Wallace, from Highlights® Magazine (Lexile Level: 520L) “Bee Smart!” by Karen Smith and Carey Moore (Lexile Level: 1090L) “Going Green in School” by Carol Lattimore (Lexile Level: 1270L) “How Humpbacks Go Fishing” by Linda Brown Anderson from Highlights® Magazine (Lexile Level: 990L) “The Library of My Dreams” by E.D. Woodworth “Roller Coaster Rob” by E.D. Woodworth “Stapler” by Georgia Heard “What a Pro Knows: Bubble Science” by Carly Schuna from Highlights® Magazine (Lexile Level: 990L)

Standards

	Key Ideas and Details
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.RI.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.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
LA.RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
LA.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
LA.RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
LA.RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
LA.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.4.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
LA.SL.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.
LA.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
LA.L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g.,

wildlife, conservation, and endangered when discussing animal preservation).