

**Unit 1: Launching the Reading Workshop (2 weeks)**

**Rationale**

*Why is this unit important and appropriate for this grade level and at this time of the year?*

The goals of reading workshop are similar for all grade levels: to create a community of highly skilled literate students who can read with stamina and communicate their understanding of what they have read. During this unit, the students will monitor their comprehension as they delve into longer and more complex books.

**Learning Outcomes**

*What do we expect students to know and be able to do at the end of the unit?*

Students will:

- Demonstrate an understanding of the routines/procedures of reading workshop
- Demonstrate an understanding of the procedures for selecting just right texts
- Build reading stamina
- Monitor comprehension across longer texts
- Identify readerly habits and use this information to set purposeful reading goals

**Minilessons/Notes/Tips**

*What minilessons will lead to student learning outcomes?*

Possible Minilessons:

- Establishing everyday routines for reading workshop
  - What does reading workshop look like, sound like?
  - What does independent reading look like, sound like?
- Establishing what students do when they are finished with a book, task, etc.
- Organizing and storing books
  - What is the shopping procedure for books? How often? What time of day?
  - Where are independent books kept? (e.g., book baggie, magazine file)
  - How many books do students shop for?
- Creating a "Tips For Choosing a Just Right Text" anchor chart
- Modeling what independent reading looks, sounds, and feels like
- Keeping reading logs to record reading volume and stamina
- Introducing the reader's notebook and exploring ways to organize and use it
  - Read aloud section
  - Reading log and response section
  - Books I want to read section
  - Me as a reader
  - Strategies learned
- Setting, recording reading goals
  - Monitoring progress towards reaching reading goals
- Reviewing comprehension strategies readers use and creating anchor chart
- Defining inner conversation and develop an awareness of the inner conversation readers have as they read.
- Monitor comprehension by listening to inner conversation

### 2014-2015 Grade 4 Reading Units of Study

- Stopping, thinking and reacting by jotting notes to hold that thinking while reading
- Monitoring comprehension to notice confusing parts and when confusion is cleared up
  - Getting students to understand that readers need to self monitor so they notice when they are suddenly just reading the words and not creating meaning. Readers might say something like, "Wait a minute. This isn't right," when the text is confusing.
- Noticing when meaning breaks down and determining why (Create an anchor T-chart with why meaning breaks down and fix-up strategies for each situation)
  - Build a schema for what it looks like and feels like when this happens
  - Discuss fix-up strategies to stop and regain comprehension of the text
- Synthesizing the story read into a summary that contains the important elements of a story – character names and traits, the main events of the plot told in sequence, the setting, etc.
  - When new event(s) happens in the story, the reader reflects on the question, "How does this new event fit with what has gone before it in the story?"
  - Notice what the main character does and think about why the character does what he/she does.
  - Readers read by synthesizing. Relating a new section to the larger text in ways which show how the earlier parts of the story explain or set up what has just happened.
- Revisiting existing notes (Post-its, reader's notebooks) as a pre-reading strategy before continuing on in a chapter book
- Using notes as a springboard for conversations to expand thinking about what was read
- Celebrating the end of the unit. Possibilities may include but are not limited to the following:
  - Have students respond in writing to prompts such as, What new learning do you have as a result of the unit? What do you now do as a reader that you didn't do previously? What strategies will you use with other books you read this year?
  - Share book recommendations with one another in small groups.
  - Share reading goals, develop plan of action, create a classroom display.

#### Notes/Tips:

- ***Students should continue to build stamina by reading independently for a minimum of 35 minutes.*** (To view strategies for building stamina click go to the archived artifacts on the district units of study website. To access the units of study website use the link [http://ww3.mamkschools.org/units\\_of\\_study/](http://ww3.mamkschools.org/units_of_study/). From the top nav bar, select Grade 4 Reading, select "Resources" and click on the unit folder.)
- Assess students to determine their independent and instructional reading levels using running records.
- Use data to plan for whole class minilessons, group students for guided reading and plan for one-on-one conferences.
- Many teachers also have students complete reading inventories and/or reading interviews to determine their reading habits and interests. Students use this information to set targeted and meaningful reading goals.
- Establish and create anchor charts for independent reading routines and small group work to promote student independence. Display these anchor charts in the classroom. Anchor charts should include icons.
- Set up an organized, labeled, and attractive library to promote a desire to read and support student independence.
- Determine the frequency with which students should stop and jot and/or write reading notebook entries. Quality over quantity is preferred and therefore is it recommended that the teacher and students create for reading notebook entries. Share mentor Post-its and reading notebook entries and highlight strengths of each. Have students use the rubric to self-evaluate their reading notebooks each month. It is important that students spend the majority of independent reading time reading rather than writing.
- During read aloud and shared reading expose students to texts that range in genre (fiction, nonfiction, poetry, etc.)
- Expose students to a variety of genres during this unit (read aloud, shared reading, minilessons) so students understand that these reading strategies are applicable across genres.
- In order to expose students to a wide variety of texts and themes, it would be beneficial to use short texts during this unit.
- Choose mentor texts that can be used to teach a variety of strategies/purposes.
- When discussing how meaning can break down for readers, create an anchor T-chart listing reasons why meaning may break down and fix-up strategies for each situation.
- Some of the comprehension strategy lessons can be modeled during read alouds and shared reading

## 2014-2015 Grade 4 Reading Units of Study

allowing for more time during reading workshop for routines and procedures.

- To view recommended genre specific texts for read aloud and independent reading use the following link <http://readingandwritingproject.com/resources/classroom-libraries.html>.
- **To view Grade 4 archived artifacts for the unit please visit the Grade 4 reading/writing page. Select "Resources" from the top nav bar. To access the units of study website use the link [http://ww3.mamkschools.org/units\\_of\\_study/](http://ww3.mamkschools.org/units_of_study/).**
- Additional resources of sample anchor charts for reading and writing units of study include the following: <http://readingandwritingproject.com/resources/classroom-charts/third-eighth-grade.html>.

### Professional Resources

*What professional resources will be helpful in planning the unit?*

- *The Common Core Lesson Book K-5* by Gretchen Owocki
- *Units of Study in Reading* by Lucy Calkins and Kathleen Tolan (Building a Reading Life: Stamina, Fluency, and Engagement, Volume 1)
- *Still Learning to Read* by Franki Sibberson and Karen Szymusiak
- *The RTI Daily Planning Book* by Gretchen Owocki
- *Conferring with Readers* by Jennifer Serravallo and Gravity Goldberg
- *A Comprehensive Approach to Balanced Literacy: A Handbook for Educators from New York City Department of Education*
- *Teachers College Reading and Writing Project 4<sup>th</sup> Grade Reading Curriculum Calendar 2010-2011*
- *Fourth Grade Readers: Units of Study to Help* by Martha Heller-Winokur and Marcia Uretsky (Chapter 1)
- *Guiding Readers and Writers* by Irene Fountas and Gay Su Pinnell
- *Notebook Connections: Strategies for the Reader's Notebook* by Aimee Buckner *Strategies That Work* by Stephanie Harvey and Anne Goudvis (Chapter 9)
- *The Comprehension Toolkit* by Stephanie Harvey and Anne Goudvis
- *The Next Step in Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader* by Jan Richardson
- <http://ww3.mamkschools.org/ela> (Select Components of Balanced Literacy, click on Independent Reading, scroll down for Richard Allington data on stamina)
- <http://ww3.mamkschools.org/ela> (Select Assessment, scroll down to Reading Logs)