



BOE Approved 8/18

Cliffside Park Public Schools

Literacy Grade 4

Unit Name: Launching Reader's Workshop

Resource: Reader's Workshop, Schoolwide

Duration: 4-6 weeks

Enduring Understanding

- Readers will get to know their own identities, habits and routines as they develop skills and strategies across a variety of texts.

Essential Question

- How do students develop an understanding of themselves as readers?

Focus of Standards

Student Outcomes	Skills	Assessments	Resources
<p>IRA 1</p> <ul style="list-style-type: none"> • I can discuss how reading workshop is a time for me to learn and grow as a reader. <p>IRA 2</p> <ul style="list-style-type: none"> • I can learn how to use my personal and reading experiences to make connections to texts. <p>IRA 3</p> <ul style="list-style-type: none"> • I can learn how to pick the right texts for me to read during independent reading. 	<ul style="list-style-type: none"> • Making Connections/Schema • Listening and Responding • Metacognition • Questioning • Self-Monitoring/ Self-Correcting • Making Inferences 	<p>Formative</p> <ul style="list-style-type: none"> • Assessment of Key Comprehension Strategies • Running Record • Where Are My Students in the Reading Process • Launching Grade 4 Student 	<p>Mentor Texts</p> <ul style="list-style-type: none"> • <i>Albert</i> • <i>The Lonely Book</i> • <i>Moonshot: The Flight of Apollo 11</i> • <i>Planting the Trees of Kenya: The Story of Wangari Maathai</i> • <i>Tomas and the Library Lady</i>

<p>IRA 4</p> <ul style="list-style-type: none"> • I can stop and jot to activate my schema and ask questions as I read. <p>IRA 5</p> <ul style="list-style-type: none"> • I can monitor for meaning as I read and use “fix-up strategies” when meaning breaks down. <p>IRA 6</p> <ul style="list-style-type: none"> • I can participate in conversations about texts to deepen my understanding. <p>IRA 7</p> <ul style="list-style-type: none"> • I can learn how to use a Reading Notebook and notate and reference my thinking about texts. <p>IRA 8</p> <ul style="list-style-type: none"> • I can learn how to infer themes in fiction texts and provide evidence from texts to support my thinking. <p>ML 1</p> <ul style="list-style-type: none"> • I can I will learn how to make connections to texts and notate my thinking in my Reading Notebook. <p>ML 2</p> <ul style="list-style-type: none"> • I can reflect upon my reading habits and make plans to grow as a reader. <p>ML 3</p> <ul style="list-style-type: none"> • I can learn how to infer key ideas in a text and share these ideas with other readers. <p>ML 4</p> <ul style="list-style-type: none"> • I can stop and jot important information as I read to notate my thinking and help me prepare for talking about texts. <p>ML 5</p> <ul style="list-style-type: none"> • I can use strategies, like questioning, to help me engage in meaningful conversations about my reading. <p>ML 6</p>	<ul style="list-style-type: none"> • Purpose/Meaning • Visualizing 	<p>Performance Checklist</p> <ul style="list-style-type: none"> • <i>Book Shopping</i> • <i>Conferring</i> • <i>Conference Questions</i> • DRA (Fall, Winter) • See Student Forms for additional assessment opportunities <p>Summative</p> <ul style="list-style-type: none"> • Collect Reading Notebooks • DRA (Spring) <p>Benchmarks</p> <ul style="list-style-type: none"> • DRA (Fall, Winter, Spring) 	<ul style="list-style-type: none"> • <i>Whiff of Pine, Hint of Skunk: A Forest of Poems</i> <p>Shared Texts</p> <ul style="list-style-type: none"> • <i>Anchor Leg</i> • <i>Bee Smart!</i> • <i>Going Green in School</i> • <i>How Humpbacks Go Fishing</i> • <i>The Library of My Dreams</i> • <i>Roller Coaster Rob</i> • <i>Stapler</i> • <i>What a Pro Knows :Bubble Science</i> • <i>Purposeful Talk Bookmarks</i> • <i>Double Entry Reading Responses</i> <p>Student Forms</p> <ul style="list-style-type: none"> • <i>My Reading Life</i> • <i>Family Reading Interview</i> • <i>How to Choose “Just Right” Books</i> • <i>Determine the Meaning</i> • <i>Determining the Meaning of a Story</i> • <i>Examining My Reading Habits: Setting Goals</i> • <i>My Reading Goals</i> • <i>My Reading Life at</i>
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<ul style="list-style-type: none"> • I can learn how to monitor my reading and reread using context clues to make sure I understand what I'm reading. <p>ML 7</p> <ul style="list-style-type: none"> • I can use descriptions from texts to create pictures in my mind to help me remember important moments and understand what I'm reading. <p>ML 8</p> <ul style="list-style-type: none"> • I can use story elements and writer's craft techniques to help me understand fiction texts. <p>ML 9</p> <ul style="list-style-type: none"> • I can learn how to infer about big ideas or themes in poems. <p>ML 10</p> <ul style="list-style-type: none"> • I can use nonfiction text features to determine what is important and identify key details in a nonfiction text. 			<p><i>Home</i></p> <ul style="list-style-type: none"> • <i>My Contribution to the Discussion</i> • <i>The Daily News</i> • <i>Seeing the Movie in My Mind</i> • <i>Questions Readers Ask Themselves</i> <p>Digital Texts</p> <ul style="list-style-type: none"> • <i>RAZ Kids</i> • <i>Readworks</i> • <i>Storyworks</i> <p>Classroom Library Materials</p> <ul style="list-style-type: none"> • Leveled Libraries • Reader's Notebooks • Sticky Notes • Book Baggies • Graphic Organizers • Highlighters • Clipboards • Chromebooks • Chromebooks • Card Stock • Chart Paper <p>Word Study/Spelling/ Vocabulary</p> <ul style="list-style-type: none"> • Flocabulary
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NJ Student Learning Standards (2016)

Reading Standards for Literature

Key Ideas and Details

RL.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.

RL.4.2: Determine the key details to identify theme in a story, drama, or poem and summarize the text.

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).

Craft and Structure

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.

Range of Reading and Level of Text Complexity

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.

Reading Standards for Informational Text

Key Ideas and Details

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.

RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

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.

Craft and Structure

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.

Integration of Knowledge and Ideas

RI.4.7: Interpret factual information presented graphically or visually (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to understanding the text in which they appear.

RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text.

Range of Reading and Level of Text Complexity

RI.4.10: By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Speaking and Listening

Comprehension and Collaboration

SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

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.

Language and Standards Conventions

L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Effective Language Use

L.4.3: Use language to enhance meaning and achieve particular effects when writing or speaking.

Vocabulary Acquisition and Usage

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.

L.4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and words and phrases basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Writing Standards

Research to Build and Present Knowledge

W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Presentation of Knowledge and Ideas

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.

NJSLS Technology Standards

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue

8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

8.1.5.F.1 Apply digital tools to collect, organize, and analyze data that support a scientific finding.

Interdisciplinary Connections and Activities

- Ask students to write a brief response about how they would feel if they were walking on the moon. How would they prepare before they left? Would they be nervous? What do they think it would feel like once they actually got there? Would they be excited? How do they think their families would feel? W.4.10, CRP6, 2.2.6.A.1
- Invite students to create a front-page newspaper illustration and caption about the subject of the "Bubble Science" article. Ask them, "What big idea do you want your readers to know about Fan Yang? How can you show this in your illustration and caption?" W.4.10, 1.1.5.D.1

21st Century Life and Careers

9.2 Career Awareness, Exploration, and Preparation

- **CRP1.** Act as a responsible and contributing citizen and employee.
- **CRP2.** Apply appropriate academic and technical skills
- **CRP4.** Communicate clearly and effectively and with reason
- **CRP6.** Demonstrate creativity and innovation.
- **CRP12.** Work productively in teams while using cultural global competence.

Integrated Differentiation/Accommodations/Modifications for ELA/Social Studies (Alternate Modes of Instruction and Support)

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<p>Higher level texts such as Level T and up that address the same enduring understanding of the Grade 4 Launching Unit of Study.</p> <p>Students to use their Reader's Notebooks to write about what they will always remember about Wangari Maathai.</p> <p>Students can select a nonfiction book of interest from the class library and work to complete the Appendix "K-W-L Chart" independently.</p> <p>Have students select another fiction book from the classroom or their home library to read at home. Ask them to use sticky notes to notate the big idea or theme of the story and place them on the pages of the book that supports their thinking.</p> <p>Encourage students to select short stories to read at home and at school and, after reading, ask them to complete a copy of the Appendix "Elements of Fiction".</p>	<p>Spring WIDA or WIDA Entry test scores will be reviewed by the teacher in order to assign appropriate language tasks & provide key language uses to students.</p> <p>Students use illustrations in lieu of written responses to share their ideas.</p> <p>Students work in partnerships and participate in think-pair-share of the text using their sticky notes to guide their discussions with teacher as a model</p> <p>Have leveled books in Spanish/English at levels of reading to accommodate students</p> <p>Provide students with a news article at their level of understanding. As they read, ask them to place a sticky note on pages with new or unfamiliar words. Students may select two or</p>	<p>Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports.</p> <p>Model for students how to record the theme and evidence from the text that supports that theme.</p> <p>Students to create an illustration and caption about one new fact they learned about humpback whales.</p> <p>Pre-teach Tier 2 and Tier 3 vocabulary.</p> <p>Supply Students with Graphic Organizers: Use Fourth Grade graphic organizers from Launching Reading Unit of Study with some of the information partially completed by the teacher, i.e. <i>KWL Tracker Sheet</i>, <i>Elements of Fiction</i>, <i>Double Entry Reading Response</i>, and <i>Double Entry Reading Response: Roller Coaster Rob</i>,</p> <p>Invite students to select and read other pieces of fiction at their independent level and then use a copy</p>

three words to list in their Reading Notebooks and write what they think the words mean based upon the context clues and then confirm the definitions in the dictionary.

Invite students to select and read other pieces of fiction at their independent level and then use a copy of the Appendix to make sketches of an important moment in time or sequence of events from the text.

Have the students keep, use, and refer to their bookmarks/anchor charts as they continue their reading journey.

Point out vocabulary in illustrations.

Access to word/picture banks to reference in tasks that require writing in the Launching unit of study.

Anticipation guide before reading the fiction stories, determine what the student knows about the genres covered.

Visuals and illustrations to be used for comprehension of Tier 1 and Tier 2 terms.

Word/picture bank available for students' reference.

Native Language Supports (peer, online assistive technology,

of the Appendix to make sketches of an important moment in time or sequence of events from the text.

By utilizing individual student assessment results, the teacher will use leveled readers that address the essential questions/big ideas of the Grade 4 Launching Reading Unit of Study.

Text to speech/Oral reading

Allow for Student Choice: Students should be permitted to demonstrate understanding of the Grade 4 Launching Reading assignments through drawings, computer projects, oral response, creating songs, creating videos, demonstration, presentation, etc.,

Access to word/picture banks to reference in tasks that require reading in the Grade 4 Reading Launching unit of study

Provide wait time to allow students to process orally presented information and questions relating to the Grade 4 Launching Reading Unit of Study

Allow extra time to complete independent practice tasks or accept work that has been completed at that time.

Supply Students with Anchor Charts: *What Is Reading Workshop?*, *How Do I Fill My Reading Basket?*, *Readers Talking About Texts*, *Reading Response Entries*, *What Do I Include in my Reading Notebook?*, *Discussing Our Reading*, *Readers Talking About Texts*, *Comprehension Strategies: Making Inferences*, *Some Common Nonfiction Text Features*, and *Some Common Nonfiction Text Features: How Humpbacks Go Fishing*

	<p>translation device, bilingual dictionary)</p> <p>Model Bookshopping with students.</p> <p>*Also See At Risk/504 Modifications</p>	<p>The above can be taped or glued into student notebooks for easy reference.</p> <p>*Also See ELL Modifications</p>
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Sources:

- New Jersey Student Learning Standards (2016) <http://www.state.nj.us/education/cccs/2016/ela/g01.pdf>
- New Jersey Student Learning Standards: Technology (2014) <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>
- Career Ready Practices (2014) <http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>
- Schoolwide Inc. (2013) <http://www.schoolwide.com/>
- Wilson Foundations (2015) <http://www.wilsonlanguage.com>