

Grade 4- Unit 1 Reading- Ownership: Readers Are Thinkers

Unit Focus

Establishing the class library as the heart of the reading community is an important goal so students get excited about the books in the room and start talking and thinking about the books right away. The teacher models a rich reading life that is based in authentic collection of ideas and writing about reading in a notebook. Students gather evidence to support their ideas about the craft, topics, genres, and goals that are important to them. Students strengthen their reading habits through a large volume of reading and stamina building. Students start a class reading log to monitor their reading lives and set goals for themselves as readers by reflecting on rate of reading, text selection, comparing and contrasting titles and discuss their thinking with other readers. Children set goals throughout the unit around accountable talk, partner reading, book selection and stamina. Teachers read aloud many books including those by authors Patricia Polacco and Jacqueline Woodson that will lay a foundation for the second unit on characters and provide a rich opportunity for the social emotional goals teachers have for their students and community. The skills of telling and then writing summaries and predictions in the reading notebook are important in the launch unit. Charts with authentic student work serves to engage readers in reflection and encourage meaningful goal setting based on strategies the teacher has taught.

Reading Skills: Summarizing, Visualizing, Predicting

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>Common Core <i>English Language Arts: 4</i></p> <ul style="list-style-type: none"> • Reading Literature <ul style="list-style-type: none"> ○ Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <i>(CCSS.ELA-LITERACY.RL.4.1)</i> ○ Determine a theme of a story, drama, or poem from details in the text; summarize the text. <i>(CCSS.ELA-LITERACY.RL.4.2)</i> • Reading: Informational Text <ul style="list-style-type: none"> ○ Determine the main idea of a text and explain how it is supported by key details; summarize the text. <i>(CCSS.ELA-LITERACY.RI.4.2)</i> • 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 	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Comprehend and engage with a variety of texts in order to become independent critical thinkers (Reflection)</p> <p>T2 Engage in evidence-based discourse to consider multiple perspectives on a given topic. (Collective Intelligence)</p> <p>T3 Reflect on progress and set goals for choosing and thinking about books as an individual and partner. (Reflection, Collective Intelligence)</p> <p>T4 Generate and capture ideas to pursue in future writing about reading.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
<p><i>Students will understand that...</i></p> <p>U1 Readers monitor their comprehension and use strategies when meaning breaks down.</p> <p>U2 Critical readers reflect on and question the text, consider different perspectives and examine author's message.</p> <p>U3 Writing about reading helps readers deepen their thinking about read texts.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 How do readers share their thinking? What is the impact?</p> <p>Q2 How do I choose books that matter and make me think?</p> <p>Q3 How do readers set goals to enhance their reading experiences, expertise, skills and stamina? (building a reading life)</p>	

Stage 1: Desired Results - Key Understandings

<p>clearly. (CCSS.ELA-LITERACY.SL.4.1)</p> <ul style="list-style-type: none"> ○ Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (CCSS.ELA-LITERACY.SL.4.1.A) ○ Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS.ELA-LITERACY.SL.4.1.B) ○ 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. (CCSS.ELA-LITERACY.SL.4.1.C) <ul style="list-style-type: none"> ● Speaking & Listening <ul style="list-style-type: none"> ○ 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. (CCSS.ELA-LITERACY.SL.4.4) ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS.ELA-LITERACY.L.4.1) <ul style="list-style-type: none"> ○ Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* (CCSS.ELA-LITERACY.L.4.1.F) ● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS.ELA-LITERACY.L.4.2) <ul style="list-style-type: none"> ○ Use correct capitalization. (CCSS.ELA-LITERACY.L.4.2.A) ● Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS.ELA-LITERACY.L.4.3) <ul style="list-style-type: none"> ○ Choose punctuation for effect.* (CCSS.ELA-LITERACY.L.4.3.B) <p>Student Growth and Development 21st Century</p>	<p>U4 Readers choose and read a wide variety of texts and genres with a variety of purposes to grow and change their thinking.</p> <p>U5 Readers choose books that interest them, are enjoyable, and are understandable.</p>	
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<p><i>Students will know...</i></p> <p>K1 Readers workshop follows a predictable structure and routine.</p> <p>K2 Readers use tools to collect thinking before, during, and after reading.</p> <p>K3 Readers use logs and reading response journals to reflect and set goals.</p> <p>K4 Vocabulary: Genre, narrative, informational, story arc, stamina, schema, visualizing, envisionment, predicting, synthesizing, perspective, reflection, evidence, reading partner, accountable talk, close reading, perseverance, Stop and Jot, just right book, complete sentences, fragments, run-ons, capitalization, punctuation for effect</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Predicting based on text evidence and schema.</p> <p>S2 Using context to determine the meaning of new vocabulary words</p> <p>S3 Using accountable talk moves to discuss reading with partners.</p> <p>S4 Writing long with a variety of purposes in a reading response journal.</p> <p>S5 Summarizing Read Texts orally and in writing.</p> <p>S6 Reading for extended periods; stopping to monitor comprehension and reflect.</p> <p>S7 Choosing a just right book.</p> <p>S8 Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>S9 Use correct capitalization</p> <p>S10 Choose appropriate punctuation for effect</p>

Stage 1: Desired Results - Key Understandings

Capacities Matrix

Collaboration/Communication

- Collective Intelligence: Students will be able to work respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. *MM.3.1*

Self-Direction

- Reflection: Students will be able to analyze their performance to evaluate progress toward learning goals in order to determine next step(s). *MM.4.1*