Unit 1 --- Grade 4 --- Literacy (Reading) --- Readers See Themselves As Readers	Approximate time needed
In this unit, students learn to select books for different purposes, ask and answer questions as they read and how they can improve as readers building their stamina and skills.	60 minutes per day, approximately 2 weeks.

Long Term Learning Targets	Assessments	Instructional Considerations	Instructional Approach	Resources
Reading - Literature and Informational **1.1** I can refer to details and examples in text when explaining what the text says explicitly and when drawing inferences from the text. (4.1.1.1, 4.2.1.1) **1.2** I can explain the major differences and refer to the structural elements of literature when writing or speaking about text OR I can describe the overall structure of text. (4.1.5.5, 4.2.5.5) **1.3** I can read and comprehend literature and informational texts in the grade 4 band proficiently and independently with scaffolding as needed. (4.1.10.10, 4.2.10.10) **1.4** I can self-select texts for personal enjoyment, interest, and academic tasks. (4.1.10.10a, 4.2.10.10b) **Writing** **1.5** I can write opinion pieces on topics or texts, supporting a point of	**Formative Assessment Resources** • Reading Interview (Guiding Readers and Writers Appendix 46) • Unit Checklist (GHGR Assessment Handbook Grades 4/5 page 49) • WTW Spelling Tests • Running Record • Independent Reading Behaviors Checklist • Students Ability to Select "Just Right" books • Student Reading Journals/Written Response to text • Reading Log • Student book talks • Reading Journals and Conferences • Questions for Reading Conferences • Home Reading Record • Guided Reading Discussion Checklist • Portfolios • Story and Text Frames • Summary Rubric • G4U1 Performance Assessment • Grade 4 Reading Sample Standards-Based Grading	**Student Background Knowledge** Students bring their knowledge the rituals and routines of independent reading from previous grades. However, these can vary from classroom to classroom and require reestablishment each year. Rigorous independent reading is also built through shared identification of criteria and construction of rubrics that describe quality work. **Essential Questions** • How can I get better at understanding what I read? • What are my strengths and areas for growth as a reader and writer? • How can I work to improve as a reader? **Academic and Content Specific Language** • "Just Right" Books • Independent Reading • Reading Journal • Book Log • Topics • Authors • Series • Recommendations • Characters • Genre • Previewing • Rereading	**Agenda of Lessons** For detailed daily lesson plans for this unit, see Good Habits, Great Readers Shared Reading Teacher's Guide Grade 4, pp.20-75. • Teaching Tier-Two Words (pages 20-21) • Think-Pair-Share (pages 22-23 • Using Sticky Notes (pages 24-25) • Repeated Reading (pages 26-27) • Using a Reading Journal (pages 28-29 • Using Think-Alouds (pages 30-31) • Accountable Talk • Vocabulary Routines **Language Performance Indicators (LPIs)** **EL/FI Materials** **EL/FI** is the Multilingual Department's collaborative site for teachers to find and share materials and language supports that have been created for the FI curriculum. **Advanced Differentiation**	Instructional Pedagogy Reading instruction will be provided to all students through a reader's workshop structure with an opening, work period and closure. Modeling in Action during the opening/focused mini-lesson (referred to in the Shared Reading Teacher's Guide as Focus Lesson) will provide students with opportunities to hear the teacher thinking aloud. Talking Together during the work period and Reviewing and Reflecting during closure will also support students in successfully applying the new learning and working toward independence. **Core Resources**: G4 Unit Sequence Example Titles in Literacy materials Set Good Habits, Great Readers (2009) • Shared Reading Teacher's Guide • Shared Reading Text • 4-5 Assessment Handbook (2007) • Audio CDs • Teacher Resource CD's America's Choice Readers Workshop Lessons The First 30 Days-Grade 3 (2006) Guiding Readers and Writers, Fountas and Pinnell (2000); • Encouraging Independent Reading

view with reasons and information. (4.6.1.1) 1.6 I can with guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing. (4.6.5.5) 1.7 I can independently select writing topics and formats for personal enjoyment, interest, and academic tasks. (4.6.10.10a) 1.8 I can recall relevant information from experiences or gather relevant information from print and digital sources. (4.6.8.8) **Foundational** 1.9 I can know and apply grade-level phonics and word analysis skills in decoding words. (4.3.0.3) 1.10 I can read with sufficient accuracy and fluency to support comprehension. (4.3.0.4) **Speaking, Listening, Viewing, and Media** 1.11 I can engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-	Template • BAS Fountas and Pinnell Benchmark Assessment • F&P and WTW Assessment Windows and Expectations • Words Their Way Spelling Inventory	• Appreciating Different Tastes • Knowing Reading Strengths and Weaknesses • Knowing When Your Mind Wanders • Getting Hooked • Abandoning a Book • Setting Goals • Passage • Text • Implies • Inference • Infer • Summary • Refer • Main Idea • Details/Key Details • Photographs • Visual Information **Misconceptions** Students need to understand that becoming a reader is a process, that students reading more advanced text have probably just done more reading and that a letter level does not define them as a reader, but is simply one of many guides for successful text selection. See There is No Such Thing as a "G" Reader. Linking students with books that enthrall them and keeping them reading is the most common route to success. This often requires not only good text matching, but also ongoing feedback in reader's notebooks and conferring and even opportunities to share what they are reading with peers.	**Cross-Content Integration** Independent reading provides opportunities to engage students in reading and gathering information across content areas. Read alouds and book previews/talks can be used to draw students to great authors and text, including that related to social studies, science, health and math. See Titles in Literacy Materials Set for titles received with these guides with links to other content areas. **Technology Integration** Document cameras support students sharing their findings and work during independent reading. Promethean and Smart boards enable teachers to post, adapt, store and share mini-lesson materials. GHGR focus lesson I can statements are included in district promethean board software.	Chapter 7 • Getting Started: The First 20 Days of Independent Reading, Chapter 9 • Writing to Explore Meaning: Reader's Notebook Chapter 10 Comprehending and Fluency, Fountas and Pinnell (2006); • Chapter 22- Maximizing Independent Reading • DVD Video of Individual Teaching-Reading Conferences The Continuum of Learning, Fountas and Pinnell (2008) Questioning the Author, Beck and McKowen Tomas and the Library Lady-Read Aloud GHGR CD Resources G4U1W1 Independent Reading Rubric-Upper Grades Organizing Literacy Classrooms for Effective Instruction

led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. (4.8.1.1a-e) Language **1.12** I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (4.10.2.2) **1.13** I can use knowledge of language and its conventions when writing, speaking, reading, or listening. (4.10.3.3) **1.14** I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content. (4.10.4.4)			