

# Gaining Skill as Readers and Writers

## Kindergarten Sample Unit of Study



**Reading: Applying What We've Learned to Read Books on Our Own**

**Writing: Everyday Writing to List, Label, Direct, and Inform**



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The Office of English Language Arts (ELA) develops policy and program recommendations to meet the educational needs of New York City Public School Kindergarten through Grade 12 students.

This unit of study has been developed with and for classroom teachers. Feel free to use and adapt any or all materials contained herein.

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**Bound, color copies of this unit are available for purchase on the FAMIS Portal: E-Catalog, Internal Services, Item Number TLEA00139.**

**Table of Contents**

Principles of Quality ELA Instruction	1
Early Childhood ELA Skills	2
New Research on Content Literacy and Academic Vocabulary	3
Encouraging Accountable Talk in Classroom Discussions	4-5
Assessing Student Understanding	6-7
Unit Overview	8
Word Study Strand: Leveled Books: Applying What We've Learned to Read Books on Our Own	9
Word Study Strand: Functional Writing: Everyday Writing to List, Label, Direct and Inform	10-11
Suggested ELL Instructional Literacy Strategies (K-5)	12-13
Teacher Background: Reading Unit of Study	14-16
ELA Essential Question Unit Planning Guide for Reading	17
Focus Question Planning Sheet for Reading Unit of Study	18-21
Sample Lesson Plans for Reading	22-45
Teacher Background: Writing Unit of Study	46-48
ELA Essential Question Unit Planning Guide for Writing	49
Focus Question Planning Sheet for Writing Unit of Study	50-53
Sample Lesson Plans for Writing	54-77
Templates/Resources	78-82
ELA Unit Planning Guide Template	79
Focus Question Planning Sheet Template	80
Sample Lesson Plans for Reading Template	81
Sample Lesson Plans for Writing	82
Glossary	83-84
References	85-89

## Principles of Quality English Language Arts Instruction

### *Quality English language arts instruction must...*

address the unique needs of each learner and adapt instructional strategies to teach to the students' strengths, including a wide range of engaging materials, with multiple levels and genre so that there are multiple ways for students to experience literacy learning

explicitly teach how to make meaning, using modeling and demonstration, and include time to practice what is taught. After modeling new strategies clearly, students practice skills while teachers observe and give pointed, differentiated feedback.

build upon what students are able to do independently, and extend this learning through various materials and supports to scaffold the students' learning.

maximize students' time reading and writing, especially the kind of authentic reading and writing that goes on in the world outside of school, and blend reading and writing into every subject area.

give students many opportunities to discuss what they read and write, both with teachers and with each other.

Adapted from NYC DOE Comprehensive Approach to Balanced Literacy K-6, 2003

# EARLY CHILDHOOD ENGLISH LANGUAGE ARTS SKILLS

**By the end of second grade, students should be developing skill in:**

## *Comprehension Skills*

- making connections between texts
- making connections between texts and their lives
- making connections between texts and the world
- comparing and contrasting ideas
- identifying story elements
- making inferences, with assistance
- paraphrasing
- summarizing what has been read
- distinguishing between real and imaginary
- reading with fluency and phrasing
- making predictions about the text
- describing causes and effects of specific events
- self-monitoring their reading
- self-correcting their errors when reading

## *Alphabetic Knowledge Skills*

- using knowledge of letters and letter sounds to write
- using knowledge of letter sounds to figure out new words in reading
- using knowledge of spelling patterns to read
- using knowledge of spelling patterns to write
- producing rhyming words and recognizing rhyming words
- blending onsets and rimes to form words
- building a growing vocabulary of words read on sight
- building a growing body of words spelled correctly in writing
- using logic and understanding of spelling patterns to spell unfamiliar words

## *Writing Skills*

- organizing information collected from text
- editing writing
- revising writing
- creating a glossary, with assistance
- creating a table of contents, with assistance
- writing longer pieces reflecting growing stamina
- choosing more sophisticated words (adjectives, adverbs) for use in writing
- using punctuation to end sentences
- capitalizing the first letter of a sentence, proper nouns and the word “I”

## *Language Skills*

- using the vocabulary of time and chronology (first, second, later, then, finally)
- learning new vocabulary by listening to others
- making sense of new vocabulary by using context
- discussing books
- participating in class discussions
- participating in partnerships
- participating in group work

## NEW RESEARCH ON CONTENT LITERACY AND ACADEMIC VOCABULARY

Reading and writing in the content areas require our students to have high-level literacy skills such as the capacity to make inferences from texts, synthesize information from a variety of sources, follow complex directions, question authenticity and understand content-specific and technical vocabulary.

Every academic discipline has its own set of literacy demands: the structures, organization and discourse that define the discipline. Students will not learn to read and write well in any content area unless they understand these demands. They need to be taught the specific demands of the discipline and to spend a significant amount of time reading, writing, and discussing with their peers and their teachers.

To truly have access to the language of an academic discipline means students need to become familiar with that discipline's essence of communication. We do not read a novel, a science text or social studies text in the same way or with the same purposes.

The role of knowledge and domain-specific vocabulary in reading comprehension has been well-researched, and we understand that students need opportunities to learn not only subject area concepts, but vocabulary also in order to have the ability to read the broad range of text types they are exposed to in reading social studies.

New research has shown that one factor in particular—**academic vocabulary**—is one of the strongest indicators of how well students will learn subject area content when they come to school. Teaching the specific terms of social studies, science, or math in a specific way is one of the strongest actions a teacher can take to ensure that students have the academic background knowledge they need to understand the social studies content they will encounter in school.

For more information:

Alliance for Excellent Education    Literacy Instruction in the Content Areas June 2007

Vacca and Vacca    Content Area Reading. Literacy and Learning Across the Curriculum

Robert Marzano    Building Academic Vocabulary  
& Debra Pickering

## ENCOURAGING ACCOUNTABLE TALK IN CLASSROOM DISCUSSIONS

### What is accountable talk?

Accountable talk is classroom conversation that has to do with what students are learning. We know that students love to talk, but we want to encourage students to talk about the ideas, concepts, and content that they encounter in school every day. Accountable talk can be whole class or small group in structure. A teacher may often get students started, but real accountable talk occurs with student ownership and minimal teacher input. The teacher may function as a facilitator initially, but as accountable talk becomes an integral part of the school day, students assume more responsibility for their own learning.

### What does it look like?

Small groups of students are engaged in focused discussions around specific topics, questions, ideas or themes. Students are actively engaged and practicing good listening and speaking skills. Accountable talk is usually qualified by the use of appropriate rubrics.

### What are rubrics?

Rubrics in accountable talk are scoring tools that list criteria for successful communication. Rubrics assist students with self-assessment and increase their responsibility for the task.

### Sample Student Accountable Talk Rubrics

Have I actively participated in the discussion?

Have I listened attentively to all group members?

Did I elaborate and build on the ideas or comments of others?

Did I stay focused on the assigned topic?

Did I make connections to other learning?

### Why is student discussion valuable?

Students' enthusiasm, involvement, and willingness to participate affect the quality of class discussion as an opportunity for learning. While it is a challenge to engage all students it is important to provide daily opportunities for students to interact and talk to each other about the topic being learned as it helps them develop insights into the content. An atmosphere of rich discussion and student to student conversation will help you create a classroom in which students feel comfortable, secure, willing to take risks, and ready to test and share important content ideas and concepts.

Studies prove that students who have frequent opportunities for discussion achieve greater learning than those who do not. In fact, research maintains that students retain 10% of what they read, 20 % of what they hear, 30% of what they see, and **70%** of what they discuss with others.

Shared speaking helps learners gain information and it encourages more knowledgeable learners to be more sophisticated and articulate in sharing their knowledge. They then are careful about the words they use and the way they are presenting their ideas to their peers because they really want to be understood. When students listen to others and match it with

the ideas that they are formulating, it can shed new light on their thinking. This type of speaking and active discussion may show the students a new way to connect to their learning.

Sometimes students can overlook important ideas, but with discussion (reciprocal) students have the opportunity to compare, analyze, synthesize, debate, investigate, clarify, question and engage in many types of high level and critical thinking.

## ASSESSING STUDENT UNDERSTANDING

Assessment of student understanding is an ongoing process that begins with teachers establishing the goals and outcomes of a unit of study, and aligning assessment tools with those goals and outcomes. What teachers assess sends a strong message to their students about what content and skills are important for them to understand. Assessments evaluate student mastery of knowledge, cognitive processes, and skills, and provide a focus for daily instruction. Assessment is an integral part of the learning cycle, rather than the end of the process. It is a natural part of the curricular process, creates the framework for instruction, and establishes clear expectations for student learning.

The New York State Education Department ELA assessments are administered in January in 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades. These exams measure the progress students are making in achieving the learning standards. New York City also conducts periodic assessments throughout the year in grades three and up, which can be analyzed by teachers for individual student and class needs. For early childhood grades, ECLAS-2, EPAL, and approved alternatives chosen by schools provide information on student needs and abilities. Teachers should consult the school's inquiry team recommendations as well as use information from other school assessments to strategically plan instruction in areas where students need assistance to reach mastery.

The International Reading Association has adopted 11 standards for assessment:

1. The interests of the student are paramount.
2. The primary purpose of assessment is to improve teaching and learning.
3. Assessment must reflect and allow for critical inquiry into curriculum and instruction
4. Assessments must recognize and reflect the intellectually and socially complex nature of reading and writing....
5. Assessment must be fair and equitable.
6. The consequences of an assessment procedure are the first and most important consideration in establishing the validity of the assessment.
7. The teacher is the most important agent of assessment.
8. The assessment process should involve multiple perspectives and sources of data.
9. Assessment must be based in the school community.
10. All members of the educational community...must have a voice in the development, interpretation, and reporting of assessment.
11. Parents must be involved as active, essential participants in the assessment process.

Effective assessment plans incorporate every goal or outcome of the unit. Content knowledge and skills need to be broken down – unpacked-- and laid out in a series of specific statements of what students need to understand and be able to do. The teaching of content and skills is reflected in the daily lesson plans. Assessment should not be viewed as separate from instruction. Student evaluation is most authentic when it is based upon the ideas, processes, products, and behaviors exhibited during regular instruction. Students should have a clear understanding of what is ahead, what is expected, and how evaluation will occur. Expected outcomes of instruction should be specified and criteria for evaluating degrees of success clearly outlined.

When developing an assessment plan, a balance and range of tools is essential. Teachers should include assessments that are process- as well as product-oriented. Multiple performance indicators provide students with different strengths equal opportunity to demonstrate their understanding. Multiple indicators also allow teachers to assess whether their instructional program is meeting the needs of the students, and to make adjustments as necessary.

An effective assessment plan includes both *formative* assessments – assessments that allow teachers to give feedback as the project progresses – and *summative* assessments – assessments that provide students with a culminating evaluation of their understanding. Teachers should also plan assessments that provide opportunities for students to explore content in depth, to demonstrate higher order thinking skills, and relate their understanding to their experiences. Additionally, evidence of student thinking allows teachers to assess both skills and affective outcomes on an on-going basis. Examples of student products and the variety of assessments possible follow.

Sample of student projects	Sample assessment tools
<ul style="list-style-type: none"> <li>• reading logs</li> <li>• reading reflections</li> <li>• reading notebook entries</li> <li>• writing notebook entries</li> <li>• published stories/pieces</li> <li>• student-made books</li> <li>• songs and plays</li> <li>• poetry</li> <li>• booklets, brochures, or posters</li> <li>• student-made PowerPoint projects</li> <li>• I-movies; photo-essays</li> </ul>	<ul style="list-style-type: none"> <li>• higher level analytical thinking activities</li> <li>• portfolios of student work</li> <li>• student writing, from drafts to final product</li> <li>• student criteria setting and self-evaluation</li> <li>• teacher observations</li> <li>• checklists and rubrics</li> <li>• conferences with individuals or groups</li> <li>• group discussions</li> <li>• anecdotal records</li> <li>• teacher-made tests</li> <li>• student presentations</li> <li>• reflective journal entries</li> <li>• student writing</li> <li>• video and/or audio tapes of student work</li> <li>• student work</li> <li>• periodic assessments (Acuity, Scantron)</li> <li>• NYS ELA exam</li> <li>• ECLAS-2 results</li> <li>• EPAL</li> <li>• Miscue analysis</li> <li>• Running records</li> <li>• Reading assessment records (DRA, DIBELS, W.R.A.P., etc.)</li> </ul>

## Unit Overview

**Reading Unit of Study:** Applying What We've Learned to Read Books on Our Own  
**Writing Unit of Study:** Everyday Writing to List, Label, Direct and Inform

**Time Frame:** Four to five weeks

Reading, writing, listening and speaking are the heart of all teaching and learning in elementary school.

### The Planning Process:

Unit design begins with teachers engaging in brainstorming to collaboratively develop an **essential question** that is connected to the goals and essence of the unit. We define an essential question as a question that is multifaceted and open to discussion and interpretation. We believe that the essential questions chosen are important in terms of allowing teachers and students to think about the complexities of reading and writing.

The planning process then proceeds with the selection of **shared language** highlighting the **academic vocabulary** important and specific to the success of the unit.

Next, a series of **focus questions** or guiding questions is formulated. These questions are content-specific and will become the foundation for lesson development. Using a **backwards design planning process**, teachers then decide on a series of content and process outcomes for the unit.

**Learning experiences or potential teaching points (minilessons)** are considered utilizing the Weekly Planning template. This affords teachers an opportunity to look at a full week of teaching and learning possibilities and to see how the various lessons will connect, relate and build on each other.

Finally **sample lesson plans** are developed with specific recommendations for teachers, ideas for group or independent practice and exploration, student assessment and suggestions for differentiation and extension.

This unit of study, though suggested for a specific time in the Kindergarten ELA scope and sequence, should ideally commence at the appropriate time of the year as determined by the needs of each classroom teacher and always in the best interest of optimal student learning.

**WORD STUDY STRAND:  
APPLYING WHAT  
WE’VE LEARNED TO READ BOOKS ON OUR OWN  
Kindergarten**

**How do readers and writers make meaning from print in the world?**

**Focus Question #1**

**How do readers choose books independently?**

- Readers use the cover and title to choose a book.
- Readers browse through the pictures of the book.
- Readers think about what they already know about the topic.
- Readers take and give recommendations.

**Focus Question # 2:**

**Why do readers make certain book choices?**

- Readers think about what they enjoy (i.e. dinosaurs).
- Readers think about why they enjoy it (i.e. dinosaurs are powerful).
- Readers think about what they want to learn.
- Readers share ideas with their partner.

**Focus Question # 3:**

**How do readers make sense of what they’re reading independently?**

- Readers get ready to read.
- Readers make sure they understand a book by stopping at the end of each page and asking themselves, “What just happened?” and “Does this make sense?”
- Readers reread for understanding.
- Readers retell a story by looking at the pictures.
- Readers share what the book is mostly about with their partner.

**Focus Question # 4:**

**How do readers use what they’ve learned in order to read accurately?**

- Readers touch under the words.
- Readers notice and use words that repeat.
- Readers look at the picture to help.
- Readers look at the first letter of the word.
- Readers check their reading by asking themselves “Does this word make the most sense? Does this look right?”
- Readers use sight words they know.
- Readers ask their partners for help.

**Word Work:**

- Identify and produce spoken words that rhyme.
- Recognize single-syllable words in a word family.
- Recognize the remaining word when a phoneme is removed.
- Make a new word by adding a phoneme to an existing word.

**WORD STUDY STRAND:  
EVERYDAY WRITING TO  
LIST, LABEL, DIRECT AND INFORM  
Kindergarten**

**How do readers and writers make meaning from print in the world?**

**Focus Question # 1:**

**How do writers use writing in everyday life?**

- Writers notice where writing exists around them.
- **Writers write to meet a need.**
- Writers write with a specific audience in mind.

**Focus Question # 2:**

**Why do writers write for different purposes?**

- **Writers make signs and labels to solve a problem or to communicate messages.**
- **Writers write letters, postcards and notes to communicate messages to someone specific.**
- Writers write cards (thank you cards, invitations) to communicate messages to someone specific.
- **Writers make lists to remind them of what to do and what they need.**

**Focus Question #3:**

**How do writers get messages across?**

- Writers choose paper that matches the purpose of their writing..
- **Writers use specific language e.g. warning!, sincerely, etc. to get their message across.**
- **Writers use pictures to match the words to make their message clearer.**
- **Writers use symbols and special effects, e.g. arrows, bullet points, underline, all capitals, etc. to get the message across.**

**Focus Word Work**

- Writers use spaces between words.
- Writers will stretch out words using c-v-c patterns.
- Writers will use word-solving strategies such as using known words to figure out unknown words.

**Focus Question #4**

**How do writers make their message readable?**

- Writers use spaces between words.
- **Writers use neat handwriting to get their message across.**
- Writers remember to use punctuation.
- Writers use upper and lowercase letters.
- **Writers write all the sounds they hear in a word.**

**Word Work:**

- Writers practice removing and adding a phoneme to an existing word to make new words.
- Writers stretch out words using c-v-c patterns.
- Writers use word-solving strategies such as using known words to figure out unknown words

## Suggested ELL Instructional Literacy Strategies (K-5)

**English Language Learner (ELLs)** in the general education classroom benefit from additional support. Teachers can help students develop academic skills to be used across the content areas of instructions throughout the day. Strategy lessons for ELL students may be chosen based on their New York State English level of English proficiency (See chart below). ELLs need to receive many demonstrations of how texts are constructed. In the chart below, you will see a variety of strategies that support ELLs before, during and after reading.

<b>ELL Levels</b>	<b>Support Materials</b>	<b>Reading</b>	<b>Writing</b>
<p><b>Beginner</b> Limited comprehension/ Simple language</p> <p><b>Student is able to:</b> Listen Point Act out actions Draw Choose</p>	<ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Language Structures/Prompts</li> <li>• Flash Cards</li> <li>• Sentence Strips</li> <li>• Visuals: pictures, magazines, videos, short films etc.</li> <li>• Auditory: books on tape</li> </ul>	<ul style="list-style-type: none"> <li>• Activate prior knowledge</li> <li>• Introduce vocabulary with content and visuals.</li> <li>• Picture walk</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Labels</li> <li>• Lists</li> <li>• Match spoken words to the written word</li> <li>• Reproduce a familiar book</li> <li>• Concepts of print</li> </ul>
<p><b>Intermediate</b> Emerging Speech/Simple sentences/engage in conversation</p> <p><b>Student is able to:</b> Name/Retell Label/Define Group/Explain Answer yes-no/compare List/Describe Categorize/Role Play Count/Restate</p>	<ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Language Structures/Prompts</li> <li>• Flash Cards</li> <li>• Visuals-Short films, silent film for role playing</li> <li>• Auditory</li> <li>• Documentary</li> </ul>	<ul style="list-style-type: none"> <li>• Activate prior knowledge</li> <li>• Introduce story language</li> <li>• Build academic language by using new vocabulary throughout the day in content area instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Match spoken words to the written word</li> <li>• Write simple sentences</li> <li>• Punctuation</li> <li>• Multiple word context by utilizing graphic organizers</li> </ul>
<p><b>Advanced</b> Understands and produces complex sentences</p> <p><b>Student is able to:</b> Self-monitor Self-correct Analyze Debate Hypothesize</p>	<ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Language Structures/Prompts</li> <li>• Visuals- documents, films, silent for role playing.</li> <li>• Interactive Auditory eg. Note-taking</li> </ul>	<ul style="list-style-type: none"> <li>• Activate prior knowledge</li> <li>• Challenge students by asking questions to further enhance reading comprehension</li> <li>• Build academic language throughout the day in content area instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize graphic organizers to organize thoughts to produce more complex writing pieces</li> </ul>

\*Please note that these supports can also be useful with non-ELL students.

References:

Houk, Farin. Supporting English Language Learners. Heinemann, 2005.

Rollins Hurley, Sandra and Villamil Tinajero. Literacy Assessment of Second Language Learners. Pearson, 2001.

Tennessee ESL Resource Guide, 2008.

## Teacher Background

### Reading Unit of Study:     **Applying What We've Learned to Read Books on Our Own**

#### **Unit Understandings**

This unit would be taught in the second half of the school year, possibly in January. January marks a turning point in the Kindergarten Reading curriculum. Up to this point, reading strategies for print and comprehension have been extensively modeled by the teacher in read aloud and shared reading. Students were exposed to these strategies daily. Now comes the point in the year when the children are ready to do this work independently in their own leveled books.

A period of assessment precedes this unit. Using running records based on Fountas and Pinnell book levels, and informal observation, teachers will have established a correct, or just right, reading level for each child. There may be a large spread of levels in the Kindergarten classroom, but a large group will most likely be at level A/B books where they are working on 1:1 matching. The children in the A/B books will be moving shortly to C/D books where they will work on print more closely.

During this unit the students will learn what it means to sit with a book and read independently for meaning and accuracy. In addition, they will learn to use some of the previously taught “talk” prompts to share with their partners after reading independently. Prompts may include: “I noticed that...” or “This is interesting because....”

Please note that many of the lessons in this unit are modeled after techniques and methods licensed by Teachers College Reading and Writing Project.

**Differentiation** in this unit should be determined by teacher observation and assessment of students' needs:

- Some structures for differentiation include:
  - Small group work
  - One-on-one conferring
- For each focus question, notice which students need reinforcement and support with the strategies involved, or which students are ready to be challenged with deeper understandings, and split the students into small groups for additional instruction. These groups should be flexible and changed to meet the students' individual needs as they grow in their reading.
- Your groups may vary, depending on students' reading levels (See Fountas and Pinnell, Matching Books to Readers).
- It is recommended that teachers use the ideas outlined in each lesson in conjunction with the individual needs of their readers as determined during the course of the unit.

**Management and Routines:**

Set up a system for book selection. Here are some suggestions:

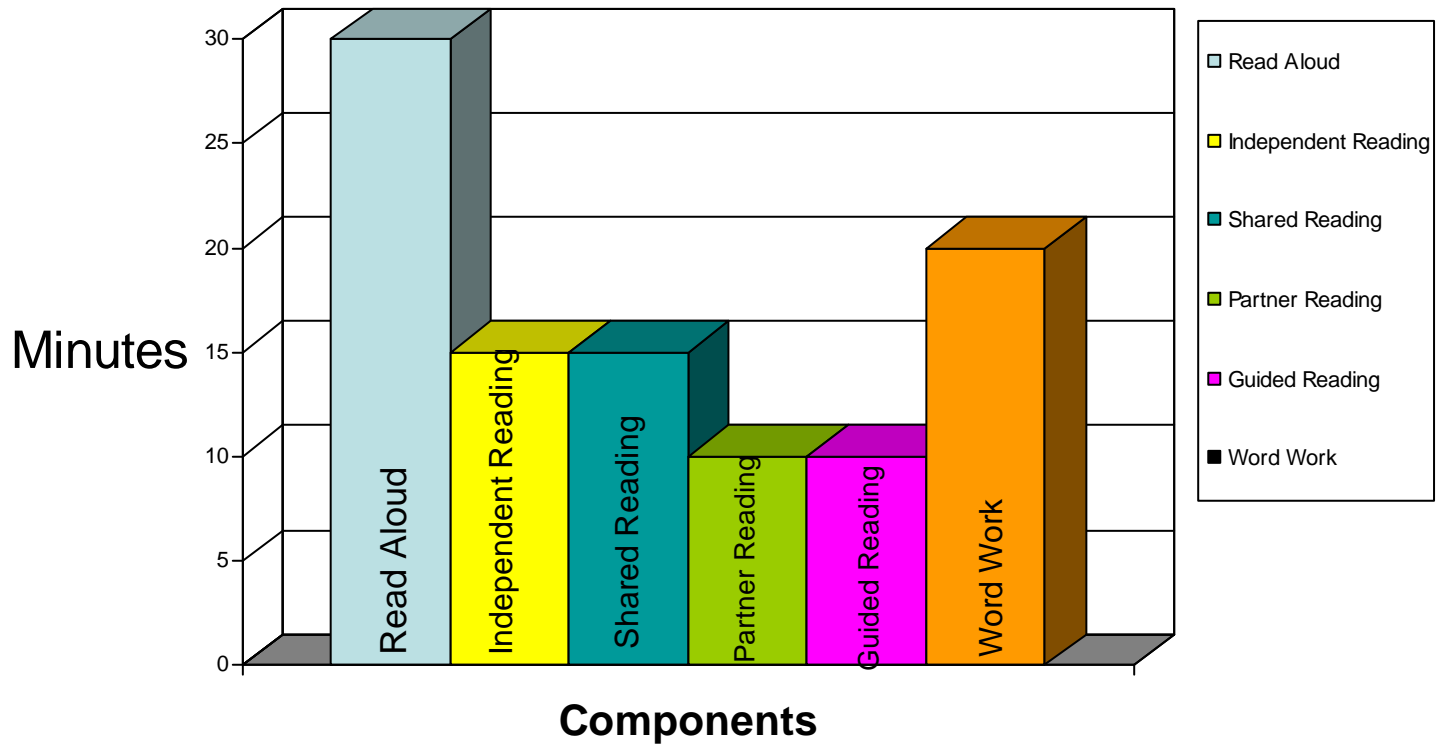
- Create a system to hold the 8-10 books that children select at their independent reading level. They will read these books during the week for independent reading time. Labeled baggies, book boxes, or folders are all possibilities for individual book storage.
- Choose one day during workshop for all children to select new books at their independent reading level. Many teachers choose Monday or Friday so that students have books for the week. Place an appropriately leveled basket of books at each table. Group children according to their assessed reading level and send them to the table for their level. Children then select new books and read from those books at workshop time.
- Or, you can have a different group of children select each day for new books by dividing your class into 5 groups. Each group will select books at their assessed reading level from baskets arranged by level on a different day of the week. Children know which day of the week they routinely choose new books and this routine continues throughout the year. Many teachers post a chart naming the day of the week and children's corresponding names to help reinforce their independence with this routine.
- Develop a system for students to take books home daily to read and reread with parents and caregivers. Some teachers allow students to take the same books home that are used during reading workshop; others have them take different books home, but in either case the books need to match the independent reading level of the student. (See bullet one for facilitating storage for take-home books.)

**Suggested Time Frames & Daily Flow**

*Each workshop time* consists of a demonstration, independent reading, partnership reading and a class share. Two major components, the read aloud and shared reading are often at a separate time from the reading lesson. Guided reading may occur during independent reading time or at another time during the day. Since it is January and independence in leveled books is a new structure, children may not be able to sustain reading for very long. Student stamina for independent reading time builds consistently as the year progresses.

This is a suggested time frame. Each component may require teachers to spend more or less time, depending on the complexity of the lesson and the needs of their learners.

### Reading Daily Flow



**It is suggested that word work be done daily to support Reading Workshop and Writing Workshop. Please follow your school’s guidelines.**

## ELA ESSENTIAL QUESTION UNIT PLANNING GUIDE FOR READING

### Applying What We've Learned to Read Books on Our Own

#### Essential Question

How do readers and writers make meaning from print in the world?

#### Core Vocabulary:

Topic; Sight words; snap words; word wall words; reread; retell; recommendations; individual book storage (i.e. book bags, boxes, folders); tricky words;

#### Focus Questions

- How do readers choose books independently?
- Why do readers make book choices?
- How do readers make sense of what they're reading independently?
- How do readers use what they've learned in order to read accurately?

#### Student Outcomes

Readers will be able to:

- Select books independently
- Read for pleasure
- Increase stamina reading independently
- Increasingly attend to print
- Talk about books to deepen their comprehension

#### Anchor Texts / Resources:

- Big books that match the reading level of a majority of the class (see appendix)
- Picture books for read-alouds that allow for comprehension talk such as: Ruthie and the (Not So) Teeny Tiny Lie by L. Rankin and Knuffle Bunny by M. Willems

### Focus Question Planning Sheet for Reading Unit of Study

<b>Focus Questions</b>	<b>Possible Teaching Points</b> (Sample lessons included in this guide are in bold.)	<b>Word Work / Vocabulary</b>	<b>Suggested Assessment for Learning</b>
<p><b><u>Question # 1:</u></b></p> <p><b>How do readers choose books independently?</b></p>	<ul style="list-style-type: none"> <li>• Readers can choose a book independently by using the cover and title</li> <li>• Readers choose books they want to read by browsing through the pictures of the book</li> <li>• Readers choose a book independently by thinking about what they already know</li> <li>• Readers choose books independently by taking and giving recommendations</li> </ul>		<ul style="list-style-type: none"> <li>• Observe individual student choices</li> <li>• Whole class assessment</li> </ul>

**Focus Question Planning Sheet for Reading Unit of Study**  
(continued)

<b>Focus Questions</b>	<b>Possible Teaching Points</b> (Sample lessons included in this guide are in bold.)	<b>Word Work / Vocabulary</b>	<b>Suggested Assessment for Learning</b>
<p><b><u>Question # 2:</u></b></p> <p><b>Why do readers make book choices?</b></p>	<ul style="list-style-type: none"> <li>• <b>Readers make purposeful choices by thinking about what they enjoy (i.e. dinosaurs)</b></li> <li>• Readers make purposeful choices by thinking about why they enjoy a topic (i.e. dinosaurs are powerful)</li> <li>• <b>Readers make purposeful choices by thinking about what they want to learn.</b></li> <li>• Readers make purposeful choices by sharing ideas with their partner</li> </ul>		<ul style="list-style-type: none"> <li>• Individual conferences</li> <li>• Listening to partner talk</li> </ul>

**Focus Question Planning Sheet for Reading Unit of Study**  
(continued)

<b>Focus Questions</b>	<b>Possible Teaching Points</b> (Sample lessons included in this guide are in bold.)	<b>Word Work / Vocabulary</b>	<b>Suggested Assessment for Learning</b>
<p><b><u>Question # 3:</u></b></p> <p><b>How do readers make sense of what they’re reading independently?</b></p>	<ul style="list-style-type: none"> <li>• Readers make sense of what they read independently by getting ready to read</li> <li>• <b>Readers make sure they understand a book by stopping at the end of each page and asking themselves, “What just happened?” and “Does this make sense?”</b></li> <li>• Readers make sure they understand a book by rereading for understanding</li> <li>• <b>Readers retell a story by looking at the pictures</b></li> <li>• <b>Readers makes sense of their reading by sharing what the book is mostly about with their partner</b></li> </ul>		<ul style="list-style-type: none"> <li>• Running records as needed</li> <li>• Individual conferences</li> <li>• Interactive read alouds</li> </ul>

**Focus Question Planning Sheet for Reading Unit of Study**  
(continued)

<b>Focus Questions</b>	<b>Possible Teaching Points</b> (Sample lessons included in this guide are in bold.)	<b>Word Work / Vocabulary</b>	<b>Suggested Assessment for Learning</b>
<p><b><u>Question # 4:</u></b></p> <p><b>How do readers use what they've learned in order to read accurately?</b></p>	<ul style="list-style-type: none"> <li>• Readers read accurately by touching under the words</li> <li>• Readers read accurately by noticing and using words that repeat</li> <li>• Readers read accurately by looking at the pictures</li> <li>• Readers read accurately by looking at the first letter</li> <li>• <b>Readers check their reading by asking themselves “Does this word make the most sense? Does this look right?”</b></li> <li>• <b>Readers read accurately by using sight words they know</b></li> <li>• Readers read accurately by asking their partners for help</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and produce spoken words that rhyme</li> <li>• Recognize single-syllable words in a word family</li> <li>• Recognize the remaining word when a phoneme is removed. Make a new word by adding a phoneme to an existing word</li> </ul>	<ul style="list-style-type: none"> <li>• Student self-assessment</li> <li>• Running records as needed</li> </ul>

# **SAMPLE LESSON PLANS FOR READING**



**Applying What We've Learned to Read Books on Our Own**

## I. Sample Lesson Plans for Reading

\* Please note: the lessons below contain samples of what a teacher might say to a class at different points during the lesson. Teachers should not consider this to be a script to read word-for-word, but an example of the kind of talk that should take place.

**Unit of Study:**            **Applying What We've Learned to Read Books on Our Own**

**Focus Question # 1:** How can a reader choose books independently?

**Teaching Point:**

- Readers choose a book independently by using the cover and title

**Why/ Purpose/Connection:**

- To teach readers how to determine what a book will be about
- To teach independence in book selection

**Materials/Resources/Readings:**

- Basket of leveled books for modeling
- Ben's Red Car by Beverley Randell and The Tree House by Joy Cowley or other A/B book from your leveled library
- Separate stack of books (one book for each partnership)
- Individual book storage (i.e. book bags, boxes, folders)

**Model/Demonstration:**

- Remind students that they can identify the title and analyze the cover illustration. You could give an example of a read-aloud when you did this as a class.
- This time, tell the class, they will be looking at the covers and titles of books in order to choose what books they'd like to keep. You could say, "Readers look at the titles and illustrations on the cover to figure out whether or not they'd like to keep the book."
- Take out the example basket of leveled books. Model taking out one book, looking at the cover. Think aloud about how you react to title. Using Ben's Red Car, you could say, "Hmm, I can read the title of this book. It is called Ben's Red Car. Okay, let me look at the picture. I see a boy lying down and he's drawing something in red, it's probably a car! I think that boy is Ben and I think he's drawing a red car! I can read the title and think about the picture. This sounds interesting; I think I'll choose this book." Place it in your individual book storage.
- Try modeling again with another book, The Tree House. You could say, "Hmm, I can read the title of this book. It is called The Tree House. Let me look at the picture. I see leaves and branches and pieces of wood tied together. Hmm, I don't understand what the picture is of: Is that part of a tree house? I think that is the tree house, but I'm not sure. I can read the title, but I can't figure out the picture. This doesn't sound interesting to me. I think I won't choose this book." Place the book back in the basket since you don't think it's a good choice.

**Model/Demonstration (continued)**

- Remind the class of your teaching point. You could say: “Did you see how I read the titles of the books and then looked at the pictures on the cover? Then I thought about the title and pictures and decided whether or not I wanted to read the book.”
- Now the class can practice at the meeting area. Hand out one book from the basket to each partnership to share. Give the students 2 minutes to read the title and think about the pictures on the cover, then decide if they like it and tell their partner. They can tell their partner in the way that you’ve taught them (thumbs up-thumbs down, “I liked it because \_\_\_\_\_”).
- Ask one pair of students to share what they thought about the book by looking at the cover.

**Student Exploration/Practice:**

- Students will now return to their reading spots for independent reading time (10-15 minutes, depending on the stamina of your class)
- Provide time for book selection (see Teacher Background, management and routines)
- Provide time for partner reading. You may want to link partner work to the teaching point by suggesting that students share their thinking while selecting a specific book

**Differentiation in Instruction:**

- Based on your observation of children, you might find students are having difficulty reading some of the titles independently. Take this group and review print strategies that can help them read the titles.
- Some children may have difficulty analyzing the illustrations. Take this group and help them to talk about the pictures. You could offer some prompts such as, “I think this book is about \_\_\_\_\_” or “I see a \_\_\_\_\_ doing \_\_\_\_\_” or “What’s happening on the cover?”
- Some children will be ready to infer from the cover because they are able to think about the title and illustration with ease. You could provide prompts such as, “What’s going to happen in this book?” or “I think \_\_\_\_\_ is going to happen because \_\_\_\_\_.”

**Share/Closure:**

- After independent and partner time, bring the class back to the meeting area. This is time to tell the class some things you noticed while they were selecting books.
- *Option 1:* One thing you might highlight is how you heard a student think about the title and cover of a book. Then mention how that student decided if they would be interested in reading the book.
- *Option 2:* Set them up for more learning by telling them about something a student did that could lead to other teaching points. For instance, “I noticed how Joey told his partner that he was able to think about what might happen in the book. He said, ‘I see a girl and her friend walking to the playground. The title is My Friend. This book might be about 2 best friends going on the swings.’”

**Assessment:**

- Observe and listen to student partnerships as they describe their book selections. Make notes as needed.

**Extension & Follow-up/Next Steps:**

- Challenge students to practice thinking about the cover, title and illustration with the books they take home.
- Challenge students to try a fun activity like creating their own illustration to match the same title of one of their books. For example, a student could create their own illustration for the book “The Tree House”.

## II. Sample Lesson Plans for Reading

**Unit of Study:**        **Applying What We've Learned to Read Books  
on Our Own**

**Focus Question # 1:** How can a reader choose books independently?

**Teaching Point:**

- Readers choose books they want to read by browsing through the pictures of the book.

**Why/ Purpose/Connection:**

- To empower students to choose books independently

**Materials/Resources/Readings:**

- Basket of leveled books for modeling
- Separate stack of books (one book for each partnership)
- Individual book storage (i.e. book bags, boxes, folders)

**Model/Demonstration:**

- Remind the students that they know they can browse through the pictures of a book. You could say, “Remember when we read Knufflebunny? We browsed through the pictures of the book together.”
- Tell the class they will be browsing through pictures of books in order to choose which books they'd like to read.
- Display the sample basket of leveled books. Model selecting one book, looking through the pictures. Think aloud and share your reaction to the pictures as you turn the pages of the book.
- Choose one book you are interested in. You might say, “Dogs! I love dogs! This book looks like fun.” Place it in your individual book storage. Try modeling again with another book, for example, “Ew, yuck, worms are slimy. I don't think I'll take this book”. Place the book back in the basket since it is not the one you want to read at this time.
- Remind the class of your teaching point. You could say, “Did you see how I looked through the pictures of the books to decide if this was a book I wanted to read?”
- Ask the class to practice at the meeting area. Distribute one book from the basket to each partnership to share. Give the partnerships 2 minutes to browse through the pictures of their book, reacting as they go. Students decide whether they like the book and tell their partner. You may encourage them to tell their partner in the way that you've taught them (thumbs up-thumbs down, “I liked it because \_\_\_\_\_”).
- Ask one pair of students to share explanations for their choices.

**Student Exploration/Practice:**

- Students return to their reading spots for independent reading time (10-15 minutes, depending on the stamina of your class).
- Provide time for book selection (see Teacher Background, management and routines).
- Provide time for partner reading. You may want to link partner work to the teaching point by suggesting that students share their thinking while selecting a specific book.

**Differentiation in Instruction:**

- Based on your observation of children, you might find students who are not thoughtful about their book choices. You might give them a prompt to use, such as, “I’m interested in this book because...”
- Some children will not remember to go through each page to pick a book. For these children, a visual cue, such as a picture at their desks of a child browsing a book may remind them to do this. You can also ask partners to remind each other of this strategy.

**Share/Closure:**

- After independent and partner time, bring the class back to the meeting area. Tell the class some things you noticed while they were selecting books.
  - *Option 1:* One thing you might highlight is how you heard a specific reader think about what they see and if they would be interested in reading the book.
  - *Option 2:* Set them up for more learning by telling them about something a student did that will lead to the next days teaching points. For example, “I noticed how Rachel told her partner that she had read the book they were thinking of choosing. Rachel shared what she liked about the book and recommended it to her partner. Readers can talk with their partners to recommend a book.”

**Assessment:**

- Observe and listen to student partnerships as they describe their book selections. Make notes as needed.

**Extension & Follow-up/Next Steps:**

- Teach children to show their partners how they browse the pages to choose a book.
- Teach children to recommend books to their partners by sharing thoughts they have about a book.
- Teach children to read the book, go back, and rethink their ideas.

### III. Sample Lesson Plans for Reading

**Unit of Study:**           **Applying What We've Learned to Read Books  
on Our Own**

**Focus Question #1:** How do readers choose books independently?

**Teaching Point:**

- Readers choose a book independently by thinking about what they already know.

**Why/ Purpose/Connection:**

- To teach students to activate prior knowledge so they can self-select books that will sustain their interest for independent reading

**Materials/Resources/Readings:**

- Basket of leveled books for modeling
- Separate stack of books (one book for each partnership)
- Individual book storage (i.e. book bags, boxes, folders)

**Model/Demonstration:**

- As children come to the meeting area, hand out one book for each partnership or each child to be used later in the lesson. For management purposes, you may want to ask children to sit on the book until needed.
- Remind children where they have seen the strategy you are about to teach. You could say something like, “Remember how we looked at the cover of a book before I read it aloud to you? And how we thought about what we knew? Let me show you how readers do that to help them choose a book for independent reading.”
- Model by choosing one book from the basket, naming what you see on the cover. Be explicit. For example, you could say, “I see a baby. I think this book is about a baby and a family. I already know that babies are hard work in a family. So I’m going to read this book to find out what happens in this family.”
- Tell students to notice how this strategy works. You might say, “Did you see how I looked at the cover and the picture and thought about what I already knew? That helped me decide if I wanted to read more and hold onto this book, or put it back and choose a different one.”
- Repeat the process of looking at the cover of a book with one or two other books. Make sure that one of the books is one that you’re not interested in, so that you can model the thinking behind putting a book back in the basket. You could say, “I see a bear and a cage. I think this book is about bears in a zoo. I already know a lot about bears but I’m not interested in learning more right now. So I’m going to put the book back in the basket.”
- Give students a chance to try this strategy. Using the books they are sitting on, have each partnership or individuals look at the cover. Provide time for them to say what they

**Model/Demonstration (continued)**

already know about the book. Have children decide if this is a book they're interested in or not.

- Share some of the thinking you overheard from the class.
- Remind students that sometimes readers will choose a book using what they already know.

**Student Exploration/Practice:**

- Students will now return to their reading spots for independent reading time (10-15 minutes, depending on the stamina of your class).
- Provide time for book selection (see Teacher Background, management and routines).
- Provide time for partner reading. You may want to link partner work to the teaching point by suggesting that students share their thinking about what they already knew while selecting a specific book.

**Differentiation in Instruction:**

- Based on your observation of children, you might find students who are not thoughtful about their book choices. You might give them a prompt like, "I'm interested in this book because I already know \_\_\_\_\_."
- Some children are ready to explain their thinking about what they already know.

**Share/Closure:**

- After independent and partner time, bring the class back to the meeting area. This is the time to tell the class some things you noticed while they were selecting books.
- One thing you might highlight is how you heard a specific reader think about what they saw and whether they were interested in reading that book.
- Set them up for more learning by telling them about something a student did that will lead to the next day's teaching point. Such as saying, "I noticed how Rachel told her partner that she had read the book they were thinking of choosing. Rachel shared what she liked about the book and recommended it to her partner. So readers can talk about their books to their partners to recommend a book."

**Assessment:**

- Observe and listen to student partnerships as they describe their book selections. Make notes as needed.

**Extension & Follow-up/Next Steps:**

- Teach children to show their partners how they browse the pages to choose a book
- Teach children to recommend books to their partners by sharing the thoughts they have about a book.
- Teach children to read the book and go back and reconsider the ideas they had before reading.

## IV. Sample Lesson Plans for Reading

**Unit of Study:** Applying What We've Learned to Read Books on Our Own

**Focus Question:** Why do readers make their reading choices?

**Teaching Point:**

- Readers make purposeful choices by thinking about what they enjoy (i.e. dinosaurs)

**Why/Purpose/Connection:**

- To purposefully select books they will want to keep in their individual book storage.

**Materials/Resources/Readings:**

- Basket of leveled books for modeling
- Separate stack of books (one book for each partnership)
- Individual book storage (i.e. book bags, boxes, folders)

**Model/Demonstration:**

- As children come to the rug, hand out two books for each partnership or each child to be used later in the lesson. Ask children to sit on the book until needed.
- Remind the students that you've been teaching them how to choose books for their book storage. You could say, "You know how we have been studying what readers think about then they choose books for their bags? Today I'm going to show you how you can also think about what you enjoy in order to choose your books."
- Model how you browse through the basket of leveled books and pull out a book.
- You could say, "Oh! I love dinosaurs! Dinosaurs are so cool. I think I'd definitely enjoy this book."
- Model how you pull out another book that you might not enjoy as much. You could say, "I see a picture of ballet dancers on the cover, I'm going to look through the pictures. I see a lot of ballerinas. This book must be about ballet. I don't think I'm going to enjoy this book." Show how you put this book back into the basket.
- "Did you see how I noticed that I definitely enjoy dinosaurs so I kept that book? But I didn't think I'd enjoy a book about ballet so I put that book back into the basket carefully."
- Have each partnership pull out the books they are sitting on. Tell them they can use the same strategy to decide whether they would enjoy the books or not. Give them 2 minutes to turn and talk to their partners. Try to listen to a couple discussions so that you can share with the class.
- Share some of the thinking you overheard from the class.
- Remind students that readers will choose a book based on what they enjoy.

**Student Exploration/Practice:**

- Students will now return to their reading spots for independent reading time (10-15 minutes, depending on the stamina of your class)
- Provide time for book selection (see Teacher Background, management and routines)
- Provide time for partner reading. You may want to link partner work to the teaching point by suggesting that students share their thinking about what they already knew while selecting a specific book

**Differentiation in Instruction:**

- Pull a small group who will need additional support. You could provide language supports like “I love ballet, I will choose this book for my bag”
- Some students might benefit from visual prompts such as a happy face or a sad face picture.
- During your small group reading or individual conferences, remind students of your teaching point.

**Share/Closure:** Gather students on the rug after the reading time

**Assessment:**

- Individual conferences
- Listening to partner talk

**Extension & Follow-up/Next Steps:**

- Challenge students to practice finding a book they would enjoy for homework.

## V. Sample Lesson Plans for Reading

**Unit of Study:**        **Applying What We've Learned to Read Books  
On Our Own**

**Focus Question:**     Why do readers make their reading choices?

**Teaching Point:**

- Readers make purposeful choices by thinking about what they want to learn.

**Why/Purpose/Connection:**

- To purposefully select books by topics they want to learn more about.

**Materials/Resources/Readings:**

- Basket of leveled books for modeling
- separate stack of books: fiction and nonfiction books (5-6 books for each partnership)
- Individual book storage (i.e. book bags, boxes, folders)

**Model/Demonstration:**

- As children come to the rug, hand out 5-6 books for each partnership or each child to be used later in the lesson. Ask children to sit on the books until needed.
- Remind the students that you've been teaching them how to choose books for their individual book storage. You could say, "You know how we have been studying what readers think about when they choose books for their bags? Today I'm going to show you how to choose your books by thinking of something you want to learn."
- Model how you browse through the basket of leveled books and pull out a book.
- You could say, "Ooh, this book is about whales. I've always wanted to learn about whales. I see the book tells about where whales live and what they eat. I'd like to learn more about that." Show how you put the book into your individual book storage.
- Model how you pull out another book that you might not want to learn more about. You could say, "I see this book is about machines. The pictures tell me about different kinds of machines and how they work. I don't think I want to learn more about machines." Show how you put this book back into the basket.
- "Did you see how I noticed that I definitely wanted to learn about whales so I kept that book? But I didn't want to learn about machines, so I put that book back into the basket carefully."
- Have each partnership pull out the books they are sitting on. Tell them they can use the same strategy to decide whether they would want to learn more about the topics in the books or not. Give them 2 minutes to turn and talk to their partners. Try to listen to a couple discussions so that you can share with the class.
- Share some of the thinking you overheard from the class.
- Remind students that readers will choose a book based on what they are interested in learning more about.

**Student Exploration/Practice:**

- Students will now return to their reading spots for independent reading time (10-15 minutes, depending on the stamina of your class)
- Provide time for book selection (see Teacher Background, management and routines)
- Provide time for partner reading. You may want to link partner work to the teaching point by suggesting that students share their thinking about what they already knew while selecting a specific book

**Differentiation in Instruction:**

- Pull a small group who will need additional support. You could provide language supports like “I don’t know a lot about lizards, I will choose this book for my bag so I can learn more.”
- Some students might benefit from visual prompts such as a question mark and an exclamation point.
- During your small group reading or individual conferences, remind students of your teaching point.

**Share/Closure:**

- Gather students on the rug after the reading time

**Assessment:**

- Individual conferences
- Listening to partner talk

**Extension & Follow-up/Next Steps:**

- Challenge students to notice what new information they learned by reading their book.

## VI. Sample Lesson Plans for Reading

**Unit of Study:**        **Applying What We've Learned to Read Books  
on Our Own**

**Focus Question:**     How do readers make sense of what they're reading independently?

**Teaching Point:**

- Readers make sure they understand a book by stopping at the end of each page and asking themselves, "What just happened?" and "Does this make sense?"

**Why/Purpose/Connection:**

- To establish the habit of self-monitoring for meaning

**Materials/Resources/Readings:**

- Big book, such as, The Farm Concert by Joy Cowley
- Leo the Late Bloomer by Robert Kraus, previously read aloud
- Make a chart entitled "Things to think about when reading..."
- Sentence strips with "What just happened?" written on one and "Does this make sense?" written on the other, to be placed on the chart during the lesson. Use icons for visual reinforcement.

**Model/Demonstration:**

- Remind children where they have seen the strategy you are about to teach. You could say something like, "Remember when I read Leo the Late Bloomer and I stopped to think about what just happened and if it made sense? Well, I'm going to teach you how to do that on your own."
- Take out The Farm Concert and tell the students that you will be using this book to teach them how to make sure their reading makes sense. State the teaching point by saying something like, "Good readers stop at the end of each page and ask themselves, 'What just happened?' and 'Does this make sense?'"
- As you introduce these questions, "What just happened?" and "Does this make sense?" place the sentence strips up on the chart for the children to reference.
- Begin reading The Farm Concert aloud. Stop after the first page and think aloud. You could ask yourself, "What just happened? Does it make sense?" You might say this, "Moo, moo' went the cow. 'Woof, woof,' went the dog. Hmmm. What just happened? Oh, the cow and dog were talking and it is nighttime. Does that make sense? Oh, yeah. There's the cow and there's the dog and they look like they're talking. This makes sense. I can move on."
- Repeat this process with the next page.
- Restate the teaching point asking them to notice what you've done. Point to each specific question on the chart as you say them

**Model/Demonstration (continued):**

- Give students a chance to try this strategy while they are at the meeting area. First have them try it with a high level of support, by reading a page together and then asking students to tell their partners what just happened and if it made sense. Next, have them try it with less support, by reading the next page together and then asking the students what questions a reader would ask before moving on.
- Share some of the thinking you overheard from the class.
- Remind students that readers make sure they understand a book by stopping at the end of each page and asking themselves, “What just happened?” and “Does this make sense?”

**Student Exploration/Practice:**

- Students will now return to their reading spots for independent reading time (10-15 minutes, depending on the stamina of your class).
- Provide time for partner reading. Connect the partner work to the teaching point by suggesting that students share their understanding of their books page by page with their partners.

**Differentiation in Instruction:**

- Based on your observation of children, you might find students who can not yet name what is happening on the page or in the picture. Work with pointing and naming what they see in the picture. A visual tool such as a pointer will help children remember to point to each part, name it, and say what is happening.
- Some children will not be able to go beyond what is happening to decide if what they read makes sense. These children will need work on saying more about the story, and thinking about “why?” A bookmark as a tool with the words “Why? Reread” may help them to reinforce stopping and making meaning.
- Some children will be ready to accumulate the whole text to understand the story. Retelling a story with beginning, middle, and end will help them to learn this skill.

**Share/Closure:**

- After independent and partner time, bring the class back to the meeting area. This is time to tell the class some things you noticed during your conferences.
- One thing you might highlight is how a specific reader didn’t turn the page until they had stopped and thought “What just happened?” and “Does this make sense?”
- Set them up for more learning by telling them about something a student did that will lead to the next days teaching points. Such as saying, “I noticed Juan stopped when he was finished with the whole book and was able to retell what happened in the beginning, middle, and end of his book. This is a smart thing to do to help you understand the whole book. You can try that when you’re reading.”

**Assessment:**

- Observe and listen to student partnerships as they talk about each page in their book. Make notes as needed.

**Extension & Follow-up/Next Steps:**

- Teach children to reread if they notice that the pages they just read don't make sense.
- Teach children to look closely at the picture to help them figure out what is happening in a story. They should also check to ensure that their thinking makes sense.
- Continue working on meaning by teaching children to retell portions of the book and then the whole book.

## VII. Sample Lesson Plans for Reading

**Unit of Study:**        **Applying What We've Learned to Read Books  
on Our Own**

**Focus Question:**     How do readers make sense of what they are reading independently?

**Teaching Point:**

- Readers retell a story by looking at the pictures

**Why/Purpose/Connection:**

- To gain a better understanding of the story

**Materials:**

- Ben's Red Car by Beverley Randell
- Make copies of The Tree House by Joy Cowley or any short leveled book. You will use this for partner work in your lesson.

**Model/Demonstration:**

- Remind the students that you've been teaching them how to make sense of what they are reading independently. You could say, "You know how we have been studying that readers make sense of their books? Today I'm going to show you how readers retell a story by looking at the pictures. When readers retell a story, they understand it better."
- Pull out a book that you have prepared for this lesson, for example, Ben's Red Car, as used in a previous lesson. Read through the entire book. At the end of the book, explain to the class that you are going to retell the story using the pictures. You could say, "Now that I'm finished with the story, I will retell it by looking at the pictures." You could retell by saying, "Hmmm, Ben draws a red car. He keeps adding more parts to his car, like wheels, tires, and windows, etc. When he's finished, he shows us his red car with all its different parts."
- "Did you notice how I was able to retell the story by looking at the pictures? By retelling the story, I understand it better. I can really understand that Ben wanted to draw a car with lots of parts to it. Now you are going to try to retell a story with your partner. Remember to use the pictures to help you."
- Give out the copies of The Tree House by Joy Cowley. Have each partnership read the copy together. Give them 2 minutes to retell the story to their partners. Try to listen to a couple discussions so that you can share with the class.
- Share some of the thinking you overheard from the class.
- Remind students that readers understand their books better by retelling the story.

**Student Exploration/Practice:**

- Students will go off and read independently for ten to fifteen minutes.
- Students will then read with their partners for ten to fifteen minutes. Link partner time to your mini-lesson by reminding the students to use the pictures when they retell their book to their partner.

**Differentiation in Instruction:**

- You might notice that some students have been struggling with beginning their retelling. You can pull this group and work with sequencing words to help them begin their retelling.
- Challenge other students to use inferring in their retelling.

**Share / Closure:**

- Gather students back to rug area to share how they retold their stories.

**Assessment:**

- Individual conferences
- Listening to partner talk

**Extension & Follow-up:**

- Challenge students to retell a story through different methods: role-play, puppets, sequencing activities, etc.

## VIII. Sample Lesson Plans for Reading

**Unit of Study:**        **Applying What We've Learned to Read Books  
on Our Own**

**Focus Question:**     How do readers make sense of what they're reading independently?

**Teaching Point:**

- Readers make sense of their reading by sharing with their partner what the book is mostly about.

**Why/Purpose/Connection:**

- To comprehend books read independently by talking to a partner.

**Materials/Resources/Readings:**

- Mrs. Wishy-Washy's Tub or other familiar big book or read aloud
- The Birthday Cake or other A/B book from your leveled library (Big Book if possible)

**Model/Demonstration:**

- Start your lesson with an analogy to connect the concept of the teaching point with something children do in their own lives. You might say, "The other night I saw the movie "Finding Nemo". I enjoyed it so much I couldn't wait to get home and tell my friend about it. So I called her and said, 'I saw a cool movie called Finding Nemo. It was mostly about a fish that got caught and his dad had to go find him. It was really funny though.'"
- Tell students that just like they can talk about movies with friends, they can also talk about books in the same way.
- Ask children, "Did you notice how I talked to my friend about the movie by saying what it was mostly about? I had to organize my thoughts to do this and that helped me understand the whole movie."
- Model this strategy with a book. "Today I will teach you how readers can make sense of their reading by sharing with their partner what the book is mostly about." Hold up Mrs. Wishy-Washy's Tub. Remind children that they heard this book many times before. Have them watch you read (pretend to read) the whole book independently. Look up and say, "Now it's partner time. Watch how it goes".
- Ask a child or another adult to be your reading partner to demonstrate how partners will talk. "Now I will think, "What is this book mostly about?" Tell your partner what the book is about. You could say something like, "In Mrs. Wishy-Washy's Tub all the animals get dirty but Mrs. Wishy-Washy wants them to be clean."
- Have the students notice that you understood your book by saying what it was mostly about to your partner. Remind them that good readers can do this with every book when they talk to a partner.

**Model/Demonstration (continued):**

- Give students a chance to try this strategy while they are at the meeting area. Tell students that they will listen and talk to their partners about what the book is mostly about. Read The Birthday Cake. Ask children to share with a partner what the book is mostly about.
- Share some of the thinking you overheard from the class.
- Remind students that readers can make sense of their reading by sharing with their partner what their book is mostly about.

**Student Exploration/Practice:**

- Students will now return to their reading spots for independent reading time (10-15 minutes), depending on the stamina of your class.
- Provide time for partner reading. Connect the partner work to the teaching point by reminding students to share what their books are mostly about.
- As an option, you may repeat this cycle to reinforce the sharing taught in the lesson. To do this, you may shorten each independent reading and partner time.

**Differentiation in Instruction:**

- Based on your observation of children, you might find students who can't say what the book is about. They may only say one part of the book. Have children retell using their fingers to tell 3 important parts of the book. They may flip the pages of the book to support this work.
- Some children will be hesitant to talk to their partner. Writing a prompt for them on a card may help them get started. It might say, "This is my book. It is about \_\_\_\_\_"
- Some children will be ready to be more analytical of content. You could provide a prompt such as, "I think \_\_\_\_\_ because \_\_\_\_\_."

**Share/Closure:**

- After independent and partner time, bring the class back to the meeting area. This is time to tell the class some things you noticed during your conferences.
- One thing you might highlight is how partners listened well to each other and shared what the book was mostly about.
- You may want to have a partnership share in front of the class and listen to how they talk about what the books are mostly about.
- Set them up for more learning by telling them about something a student did that will lead to the next days teaching points. Such as saying, "I noticed that when Sally spoke, Maria said, 'I agree, I read that book too.' This is great! This is a good way to let your partners know that you understand what they said."

**Assessment:**

- Observe and listen to student partnerships as they talk about each page in their book. Make notes as needed.

**Extension & Follow-up/Next Steps:**

- Teach children to tell the beginning, middle and end if they can't yet say what the book is mostly about.
- Teach children to look closely at the picture to help them determine what the book is mostly about.
- Continue working on partner talk by teaching children to look at their partners to let them know they are listening.

## IX. Sample Lesson Plans for Reading

**Unit of Study:**        **Applying What We've Learned to Read Books  
on Our Own**

**Focus Question:**     How do readers use what they've learned in order to read accurately?

**Teaching Point:**

- Readers check their reading by asking themselves “Does this word make the most sense? Does this look right?”

**Why/Purpose/Connection:**

- To read with more accuracy in their leveled books.

**Materials:**

- Sam's Painting by Joan Jardim: have one tricky word pre-chosen for your lesson, such as **painting** on the first page.
- Create a word document of your page, for example: *One day, Sam did a big painting. She painted some green grass. She painted a yellow house with a red roof.* You will use this for partner work in your lesson.
- Sam Goes to School by Jenny Giles, see differentiation

**Model/Demonstration:**

- Remind the students that you've been teaching them how to read with more accuracy in their leveled books. You could say, “You know how we have been studying that readers try their best to read correctly? Yesterday I showed you how I could look at the first letter to help me figure out the tricky word, “penguin”. Today I'm going to show you how readers can guess a tricky word and then stop and think ‘Does this word make the most sense? Does it look right?’”
- Pull out a book that you have prepared for this lesson. Open up to the page that contains the tricky word and read the sentence. For example, “One day, Sam did a big **painting**” Since you are going to be modeling getting stuck on the word **painting**, pause before you get to the word. You could say, “p-p...pat...picture. Hmm, does this word make sense? Yes, it sort of does. Sam's making a picture. Hmm, does it look right? P-i-c-t-u-r-e, p-i...I hear the -i- sound but I don't see an -i-. The letters are not matching up. This must not be the right word. Let me look at the picture now. Sam is making a picture, she's painting a picture...maybe it could be the word paint! Let me try that. One day, Sam did a big paint – oh I know, paint-**ing**. Painting. Sam did a big painting!”

**Model/Demonstration (continued):**

- Identify the strategy you just modeled by saying something like this: “Did you notice how when I got to a tricky word I stopped to think ‘Does this word make the most sense? Does it look right?’ Now you are going to try it with your partner.” Hand out the text you’ve prepared for the lesson to each partnership: “You’re going to read the rest of the page with your partner. See if you can try to figure out any tricky words by thinking, ‘Does this word make the most sense? Does this look right?’”
- Have each partnership read the page together. Give them 2 minutes to turn and talk to their partners. Try to listen to a couple discussions so that you can share with the class.
- Share some of the thinking you overheard from the class.
- Remind students that readers figure out tricky words by stopping and thinking “Does this word make the most sense? Does this look right?”

**Student Exploration/Practice:**

- Students will go off and read independently for ten to fifteen minutes.
- Students will then read with their partners for ten to fifteen minutes. Encourage readers to share some of the tricky words they solved that day.

**Differentiation in Instruction:**

- You might notice that some students have been struggling with using picture cues to help them read. For these students you can pull out books with pictures that lend themselves to picture cue discussions.
- Some students may not be able to read across the words. You can help these students practice decoding by putting words on index cards or sentence strips.
- Challenge other students to read tricky words that aren’t easily figured out by a picture or decoding. For example, a good book to use would be Sam Goes to School by Jenny Giles. “I am going to school **today**”.

**Share / Closure:**

- Gather students back to rug area to share their tricky word and what they tried to figure it out.

**Assessment:**

- Individual conferences
- Listening to partner talk

**Extension & Follow-up:**

- Continue to work on looking at the first letter to figure out tricky words. Try using shared songs or poems.

## X. Sample Lesson Plans for Reading

**Unit of Study:**           **Applying What We've Learned to Read Books  
on Our Own**

**Focus Question:**       How do readers use what they've learned in order to read accurately?

**Teaching Point:**

- Readers read accurately by using sight words they know (Some teachers may refer to these as “snap words”, “sight words” or “word wall words.” Use the terminology that is already used in your classroom.)

**Why/Purpose/Connection:**

- To give students a strategy for tracking print.
- To teach children that some words do not have to be decoded.
- To allow more fluency in reading.

**Materials/Resources/Readings:**

- Any A/B level big book

**Model/Demonstration:**

- Remind the students that you've been teaching them to read with more accuracy in their leveled books. You could say, “You know how we have been studying that readers try their best to read correctly? Remember yesterday you learned to think if your word choice made sense or not? Now I will teach you that you can use sight words to make sure you are reading the correct word.”
- Model with an A/B level book. For example: “Watch me as I read this book. I will use the words I know to help me make sure I am reading all the words correctly.” Touch under the words as you read, and make a mistake around a sight word. For example, find a book with a sentence like, “A monster is not my friend.” Touch under “A” when you say “a”. Touch under “monster” when you say “mon”, touch under “is” when you say “ster”, and touch under “not” when you say “is”. Note that you made a mistake because you know the sight word “is” and know that the word your finger is under is not the word “is”.
- Model rereading the same sentence figuring out where you made the mistake. You might say it this way: “Oh, this is the word ‘is’ (pointing to is), so ‘monster’ must be one word. Let me try it again.” Read the sentence again pointing to all the correct words.
- You can repeat this process with another page, making the same mistake.
- Restate the teaching point by asking them to notice how you used the sight words to read the sentence correctly.
- Have them try reading the next page. Make sure that page contains some words they know by sight.
- Reread the page again as a class, pointing under each word accurately.
- Share something you noticed when the children did it independently.
- Remind students that readers use sight words to help them read accurately.

**Student Exploration/Practice:**

- Students will now return to their reading spots for independent reading time (10-15 minutes, depending on the stamina of your class).
- Provide time for partner reading. Connect the partner work to the teaching point by having them point out a sight word they used to help them read accurately.

**Differentiation in Instruction:**

- Based on your observation of children, you might find students who may need to notice words they know before they attempt to read the page. You can provide highlighter tape or a pointer for them to find words.
- Some children may need more practice with sight words. Try providing words as flash cards or magnetic letters will give them the extra support needed.
- Some children may know more words automatically. They can learn how to reread with phrasing and fluency.

**Share/Closure:**

- After independent and partner time, bring the class back to the meeting area. This is time to tell the class some things you noticed during your conferences.
- Try displaying some of the words that your class knew by sight. You could put these words up on a chart or have children find them on a word wall
- Set them up for more reading by showing them how they can reread with phrasing once you know the words on a page.

**Assessment:**

- Observe and listen to students as they read each page in their books. Make notes as needed.

**Extension & Follow-up/Next Steps:**

- Continue word work on sight word recognition.
- Teach children to reread after they know the words on a page with phrasing and fluency.
- Teach children to read with expression by noticing how a character might say something.

## Teacher Background

### Writing Unit of Study: Everyday Writing to List, Label, Direct and Inform

#### Unit Understandings

This sample writing unit provides a delightful change from personal narrative, and a foray into writing for real purposes. Students are already aware of these types of writing, but here we are explicitly teaching how they work in the world. Children need to be exposed to mentor texts in all writing units. To further immerse the students in forms of functional writing, gather a collection of books that contain these forms of writing in their environment, read them often, and make them available. Creating a place in your classroom for “real-life” samples reinforces that these functional forms of writing are all around us. Children can help gather the samples for this display.

The unit begins with an exploration of types of writing to help students notice the places that writing exists. Then students need to learn how to write different forms of functional writing—letters, cards, signs, labels, lists and how they help people daily. Ultimately, student writers choose what writing serves their needs, and children learn to become independent in their writing choices. Writers must think clearly about the purpose for their writing and have a strong sense of their audience. The last part of the unit insures that student writing is clear and readable, with an emphasis on ways to make the message stronger and clearer. Word work also supports this goal.

**Publishing in this unit** may vary because there are many different forms of writing. You can choose to celebrate each form of writing as the class generates work throughout the unit or you can celebrate a collection of all the students’ work at the end of the unit. Since this unit teaches that functional writing serves a purpose in the world you will also want to make sure that the writing finds an appropriate audience. Some ways that teachers have done this are:

- Creating pen pals within your own class or with another class of students in your school or another school
- Displaying signs and labels in places they were intended for; i.e. labeling the water fountain, “Walk quietly in the hallway” sign placed in the hallway
- Encourage students use their lists for their intended purpose; i.e. a birthday wish list goes to mom and dad
- Sending letters, cards, and invitations to the intended person
- Create an inter-classroom mail system

Please note that many of the lessons in this unit are modeled after techniques and methods licensed by Teachers College Reading and Writing Project.

**Differentiation** during workshop is determined by teacher observation and assessment of the needs of students:

- Some structures for differentiation include:

- Small group work
  - One-on-one conferring
- For each focus question, notice which students need reinforcement and support of the strategies involved, which students are ready to be challenged with deeper understandings, and adapt instruction as needed.
- It is recommended that teachers use the ideas outlined in each lesson in conjunction with the individual needs of their writers as determined during the unit.

## **Management and Routines:**

To help facilitate this unit, here are some suggestions:

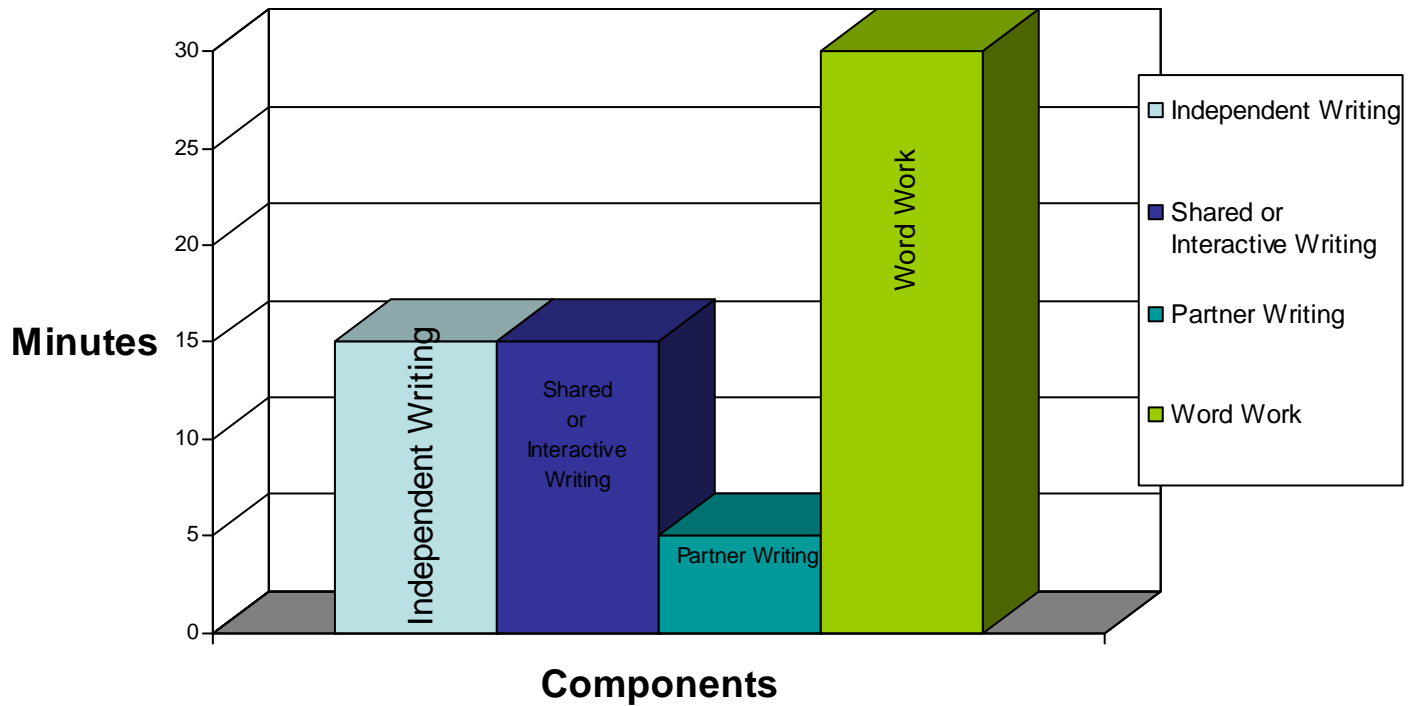
- Create a system to hold the variety of types of papers used for functional writing. You may decide to use paper trays for each type of paper.
- At first, when a new type of functional writing is taught, introduce one or two appropriate paper choices.
- When you expect students to choose the type of writing to do, make all paper choices available.
- To make these new forms of writing look more realistic, offer markers or colored pencils.
- Find an appropriate way to display the ongoing work of the class. For example, when children create signs and labels, give them the real-life experience of placing them where appropriate, or you may choose to send cards and letters.

## **Suggested Time Frames & Daily Flow**

*Each workshop time* consists of a demonstration, independent writing, partnership writing and a class share. Interactive writing and word work occur at a separate time from the writing lesson. While this unit has shorter forms of writing, you may also include some time for return to personal narrative writing.

This is a suggested time frame; each component may require teachers to spend more or less time, depending on the complexity of the lesson and the needs of the learners.

### Writing Daily Flow



**It is suggested that word work be done daily to support Reading Workshop and Writing Workshop. Please follow your school’s guidelines.**

## ELA ESSENTIAL QUESTION UNIT PLANNING GUIDE FOR WRITING

### Everyday Writing to List, Label, Direct and Inform

#### Essential Question:

**How do readers and writers make meaning from print in the world?**

#### Core Vocabulary:

Message, readable, purpose, audience, invitations, signs, lists, letters, cards, web

#### Focus Questions

- How do writers use writing in everyday life?
- Why do writers write for different purposes?
- How do writers get the message across?
- How do writers make their message readable?

#### Student Outcomes

##### Writers will learn to :

- Notice writing in their world
- Understand the purposes for writing in their world
- Be able to write different forms of writing depending on the purpose
- Consider audience for their writing
- Make their writing easier to read
- Work with a partner to learn from each other

#### Anchor Texts / Resources:

- Bunny Cakes, by Rosemary Wells
- I Read Signs, by Tana Hoban
- Lily's Purple Plastic Purse, by Kevin Henkes
- Examples of signs, and other forms of writing from the school and neighborhood community
- Books that relate to real life writing, such as Dear Mr. Blueberry by S. James, Click, Clack, Moo: Cows That Type by D. Cronin

**Focus Question Planning Sheet for Writing Unit of Study**

<b>Focus Questions</b>	<b>Possible Teaching Points</b> (Sample lessons included in this guide are in bold.)	<b>Word Work / Vocabulary</b>	<b>Suggested Assessment for Learning</b>
<p><b><u>Question # 1:</u></b></p> <p><b>How do writers use writing in everyday life?</b></p>	<ul style="list-style-type: none"> <li>• Writers use writing everyday by noticing where writing exists around them.</li> <li>• <b>Writers use writing everyday by writing to meet a need.</b></li> <li>• Writers use writing everyday by writing with a specific audience in mind.</li> </ul>		<ul style="list-style-type: none"> <li>• Interactive writing to assess spelling patterns and word families</li> </ul>

**Focus Question Planning Sheet for Writing Unit of Study**  
(continued)

<b>Focus Questions</b>	<b>Possible Teaching Points</b> (Sample lessons included in this guide are in bold.)	<b>Word Work / Vocabulary</b>	<b>Suggested Assessment for Learning</b>
<p><b><u>Question # 2:</u></b></p> <p><b>Why do writers write for different purposes?</b></p>	<ul style="list-style-type: none"> <li>• <b>Writers can write for a purpose by making signs and labels to solve a problem or to communicate a message.</b></li> <li>• <b>Writers can write for a purpose by writing letters, postcards and notes to communicate messages to someone specific</b></li> <li>• Writers can write for a purpose by writing cards e.g. thank you cards; invitations, etc. to communicate messages to someone specific.</li> <li>• <b>Writers can write for a purpose by making lists to remind them of what to do and what they need.</b></li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

**Focus Question Planning Sheet for Writing Unit of Study**  
(continued)

<b>Focus Questions</b>	<b>Possible Teaching Points</b> (Sample lessons included in this guide are in bold.)	<b>Word Work / Vocabulary</b>	<b>Suggested Assessment for Learning</b>
<p><b><u>Question #3:</u></b></p> <p><b>How do writers get messages across?</b></p>	<ul style="list-style-type: none"> <li>• Writers can get their message across by choosing paper that matches the purpose</li> <li>• <b>Writers clearly communicate their message by choosing specific words to match their purpose. Examples: warning! sincerely, etc.</b></li> <li>• <b>Writers get their message across clearly by matching the pictures to the words</b></li> <li>• <b>Writers get their message across by using symbols and special effects, e.g. arrows, bullet points, underline, all caps, etc.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Writers use spaces between words</li> <li>• Writers will stretch out words using c-v-c patterns</li> <li>• Writers will use word-solving strategies such as using known words to figure out unfamiliar words</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

**Focus Question Planning Sheet for Writing Unit of Study**  
(continued)

<b>Focus Questions</b>	<b>Possible Teaching Points</b> (Sample lessons included in this guide are in bold.)	<b>Word Work / Vocabulary</b>	<b>Suggested Assessment for Learning</b>
<p><b><u>Question # 4:</u></b></p> <p><b>How do writers make the message readable?</b></p>	<ul style="list-style-type: none"> <li>• Writers make their message more readable by using spaces between their words</li> <li>• <b>Writers make their message more readable by using neat handwriting</b></li> <li>• Writers make their message more readable by remembering to use punctuation.</li> <li>• Writers make their message more readable by using upper and lowercase letters.</li> <li>• <b>Writers make their message more readable by writing all the sounds they hear in a word.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Writers practice removing and adding a phoneme to an existing word to make new words</li> <li>• Writers stretch out words using c-v-c patterns</li> <li>• Writers use word-solving strategies such as using known words to figure out unfamiliar words</li> </ul>	

# **SAMPLE LESSON PLANS FOR WRITING**



**Everyday Writing to List, Label,  
Direct and Inform**

## I. Sample Lesson Plans for Writing

\* Please note: the lessons below contain samples of what a teacher might say to a class at different points during the lesson. Teachers should not consider this to be a script to read word-for-word, but an example of the kind of talk that should take place.

**Unit of Study:**            **Everyday Writing to List, Label, Direct and Inform**

**Focus Question:**        **How do people use writing in everyday life?**

**Teaching Point:**

- Writers use writing every day by writing to meet a need.

**Why/Purpose/Connection:**

- To understand that the writing they see in everyday life has a purpose in mind.
- To understand that writing can have many purposes.
- Knowing the purpose helps writers to decide what to write.

**Materials/Resources/Readings:**

- Prepare a display board or collection of various writing samples from your life such as personal letters, emails, postcards, cards, and signs.
- Pre-made chart of various kinds of writing seen on yesterday's walk around your school or classroom. These are just examples, you may find different kinds of writing examples on your walk.

Writing We Saw	Why is it there?
Exit sign	
Fire alarm	
Bulletin board label	
Letter from Principal	

- Various paper samples to support the different types of writing
- Individual writing storage (folders, bins, etc)
- Various writing tools (pens, pencils, crayons, markers, color pencils) used appropriately
- I Read Signs by Tana Hoban, or any non-fiction text that shows pictures of signs.

**Model/Demonstration:**

- As children come to the meeting area, have the following visible: the collection or display board and the chart from yesterday's lesson.
- Remind the students that you've been teaching them how to notice where writing exists in everyday life. You could say, "Remember how we walked yesterday and

noticed all the different kinds of writing we saw? Today we are going to think about why that writing is there.

- People use writing in the world for different reasons. Let’s look at the different writing we saw yesterday.” Go down the list on the chart, and at each writing example, model how you think about why that writing example is there, what need it meets. You could say, “Oh, yesterday a lot of you noticed the exit sign. It was right above the door where the steps are. Let me think ‘Why is it there?’ Well, I know that exit means leave or go out. So people probably need to know where to go out from here, especially if they have to go out fast. That way they don’t have to ask everybody where to leave the building. I think, next to exit sign, I’m going to write ‘because people need to know where to go out’”. For now, model filling in a couple more rows of the chart in front of the class. Leave the last one or two rows for later in the lesson.

Writing We Saw	Why is it there?
Exit sign	Because people need to know where to go out
Fire alarm label	Because people need to know what to do in case of a fire
Bulletin board label	Because teachers need to show what the students did and who did it
Letter from Principal	Because the Principal needs to

- You could say, “Do you see how writing meets different kinds of needs? Now let’s look at the last writing example, the letter from the principal. Listen as I read it to you and then with your partner think about why the principal wrote this letter.” Read over the letter and then tell the students to talk to their partners about it in the meeting area. Give them 2 minutes to discuss.
- Try to listen to a couple discussions so that you can share with the class.
- Share some of the thinking you overheard from the class, but write 1 or 2 that you feel best describe what the message of the letter is
- Remind students that writers understand why they need to write a sign, a label, a letter, or card. “Before you go to write something, think about why you are writing it. Think about what writing you’re going to do and why.”
- Tell the students to turn again to their partner and talk about what they will write today and why they feel they need to write it. You could give them a prompt like this:
  - “I’m writing a \_\_\_\_\_ because \_\_\_\_\_”
  - “I’m writing a \_\_\_\_\_ because \_\_\_\_\_ needs \_\_\_\_\_”
- Give them 2 minutes for the partners to share. Try to listen to a few discussions so that you can share with the class. Share some of the thinking you overheard briefly.

### Student Exploration/Practice:

- Students will go off and write independently for 20-25 minutes. Students will then share with their partners for 5-10 minutes.

**Differentiation in Instruction:**

- Pull together a small group who will need additional support. Some students may have difficulty thinking of something to write. Writing signs would probably be easier to begin. Walk the small group around the room and point out places that don't have signs and could probably use a message. You could point out that the outlets are dangerous and people need to know to be careful not to touch them. A sign could be helpful next to the outlet.
- Some students might benefit from more visual support. Show them the book, I Read Signs by Tana Hoban, or any nonfiction book that has pictures of signs. Browse through the pictures and help the students to notice the signs and why they must be there.
- During your small group or individual writing conferences, remind students of your teaching point.

**Share/Closure:**

- Gather students on the meeting area after the writing time and have some students share how their writing went today.

**Assessment:**

- Small group and individual conferences
- Listening to partner talk

**Extension & Follow-up/Next Steps:**

- Prepare a display board or collection of various writing samples from your life such as personal letters, emails, postcards, cards, and signs. Share all the pieces of writing with the class and leave it displayed or accessible for students to refer to during the unit.
- Challenge students to elaborate on what the different purposes were of their writing pieces.

## II. Sample Lesson Plans for Writing

**Unit of Study:**        **Everyday Writing to List, Label, Direct and Inform**

**Focus Question:**     **Why do writers write for different purposes?**

**Teaching Point:**

- Writers can write for a purpose by making signs and labels to solve a problem or to communicate a message.

**Why/Purpose/Connection:**

- To introduce a “real-world” use for writing
- To validate what children already do as writers

**Materials/Resources/Readings:**

- Display the chart of various kinds of writing that was created in a previous lesson

Writing We Saw	Why is there?
Exit sign	Because people need to know where to go out
Fire alarm label	Because people need to know what to do in case of a fire
Bulletin board label	Because teachers need to show what the students did and who did it
Letter from Principal	Because the Principal needs to _____

- Various paper samples to support the different types of writing, especially sentence strips and plain pieces of paper to make signs and labels
- Individual writing storage (folders, bins, etc)
- Various writing tools (pens, pencils, crayons, markers, color pencils) used appropriately
- I Read Signs by Tana Hoban, or any non-fiction text that shows pictures of signs.

**Model/Demonstration:**

- As children come to the meeting area, have the “various kinds of writing” chart displayed.
- Remind the students that you’ve been teaching them to think about why writers write. You could say, “Remember how we’ve been looking at writing we see around us and thinking about why the writer wrote it. Well, today I want to teach you how writers write signs and labels to solve a problem or communicate a message.” Model making a sign to solve a problem in the classroom to meet one of your specific needs. Use pictures and words.

- For example, you might say, “I’ve noticed that I have to remind you guys where to put the scissors every time we use them. I bet if I made a sign reminding you where to put the scissors, I wouldn’t have to say it anymore. Watch me as I make this sign to solve my problem.”
- Restate what you just did using consistent language. You could say, “Do you see how I thought of a problem I was having and I wrote a sign to solve that problem. I want you to try it.”
- Tell the students a problem that the class has and ask them to tell their partner what a sign might say to solve that problem. You could say, “You know how other classes sometimes walk by our class and are really noisy and it is very disruptive. What could a sign say to help us solve that problem? Turn and tell your partner what you think.”
- Try to listen to a couple discussions so that you can share with the class.
- Share some of the thinking you overheard from the class.
- Remind students that writers write signs and labels to solve a problem. “Remember that you can write a sign or label to solve a problem or communicate a message.”

**Student Exploration/Practice:**

- Students will go off and write independently for 20-25 minutes. Students will then share with their partners for 5-10 minutes.

**Differentiation in Instruction:**

- Pull together a small group who will need additional support. Some students may have difficulty thinking of a problem to solve. Help them to think of things that bother them at home or in school.
- During your small group or individual writing conferences, remind students of your teaching point.

**Share/Closure:**

- Gather students on the meeting area after the writing time and have some students share how their writing went today.

**Assessment:**

- Small group and individual conferences
- Listening to partner talk

**Extension & Follow-up/Next Steps:**

- Have students display their signs or labels so they can see a useful purpose for their writing.
- Have students check that their signs and labels are readable.
- Hold students accountable for their purpose in their writing; i.e. “Why did you write this? Who will be reading this?”

### III. Sample Lesson Plans for Writing

**Unit of Study:**        **Everyday Writing to List, Label, Direct and Inform**

**Focus Question:**     **Why do writers write for different purposes?**

**Teaching Point:**

- Writers can write for a purpose by writing letters, postcards and notes to communicate messages to someone specific

**Why/Purpose/Connection:**

- To introduce a “real-world” use for writing
- To validate what children already do as writers

**Materials/Resources/Readings:**

- Display the chart of various kinds of writing that was created in a previous lesson

<b>Writing We Saw</b>	<b>Why is there?</b>
Exit sign	Because people need to know where to go out
Fire alarm label	Because people need to know what to do in case of a fire
Bulletin board label	Because teachers need to show what the students did and who did it
Letter from Principal	Because the Principal needs to _____

- Various paper samples to support the different types of writing, especially lined paper and paper with pre-draw lines to accommodate for the structure of a letter
- Individual writing storage (folders, bins, etc)
- Various writing tools (pens, pencils, crayons, markers, color pencils) used appropriately
- Lilly’s Purple, Plastic Purse by Kevin Henkes. (have previously read this as a read aloud and will refer to the letters written by Lilly and Mr. Slinger. Other suggested books: Dear Mr. Blueberry by Simon James, and Visit to the Post Office by Sandra Zigler

**Model/Demonstration:**

- As children come to the meeting area, have the “Various Kinds of Writing” chart displayed
- Remind the students that you’ve been teaching them to think about why writers write and that they have already learned how to write signs and labels to solve a problem or communicate a message. You could say, “Remember how we’ve been looking at writing we see around us and we learned how to write signs and labels to solve a problem. Well, today I want to teach you how writers write letters, postcards and notes to relay a message to someone specific.” Model thinking of someone you can’t talk to in person, so you will write them a letter or note. Use pictures and words. For example, you might say, “You know Mrs. Jones across the hall. Well I want to ask her if she wants to get lunch with me today but we are both teaching so I can’t talk to her in person. I’ll write her a note. Watch me as I write her a note asking if she would like to get lunch with me.” Make sure to emphasize the structure of a letter or note: the name of the person goes at the top, then what the writer wants to say to that person, then the writer signs his/her name at the bottom.
- Restate what you just did using consistent language. You could say, “Do you see how I thought of someone I wanted to relay a message to and then I wrote a letter to that person.”
- Ask the children to think of something specific they want to ask or tell someone. Have them tell their partner who they plan on writing to and why. You could say, “I want you to think about who you might write a letter to. I want you to think of someone you wish you could talk to and what you would say. Turn and tell your partner who you plan to write to and why.”
- Try to listen to a couple discussions so that you can share with the class.
- Share some of the thinking you overheard from the class.
- Remind students that writers write letters, postcards and notes to relay a message to someone specific. “Remember that you can write a letter, postcard or note to relay something specific to someone you can’t talk to.”

**Student Exploration/Practice:**

- Students will go off and write independently for 20-25 minutes. Students will then share with their partners for 5-10 minutes.

**Differentiation in Instruction:**

- Pull a small group who will need additional support. Some students may have difficulty with the structure of a letter. Give them paper with a short line for the recipients name, longer lines for the note, and another shorter line for the writer to sign his/her name.
- Encourage students who grasp the concept of letter writing to add details and thoughts to their letters.
- During your small group or individual writing conferences, remind students of your teaching point.

**Share/Closure:**

- Gather students on the meeting area after the writing time and have some of the students share how their writing went that day.

**Assessment:**

- Small group and individual conferences
- Listening to partner talk

**Extension & Follow-up/Next Steps:**

- Have students send their letters to the recipient or create mailboxes for students to write to each other.
- Hold students accountable for their purpose in their writing; i.e. “Why did you write this? Who will be reading this?”

## IV. Sample Lesson Plans for Writing

**Unit of Study:**        **Everyday Writing to List, Label, Direct  
and Inform**

**Focus Question #2:** **Why do writers write for different purposes?**

**Teaching Point:**

- Writers can write for a purpose by making lists to remind them of what to do and what they need.

**Why/Purpose/Connection:**

- To introduce a real world use for writing
- To validate what children already do as writers

**Materials/Resources/Readings:**

- Copy of Bunny Cakes, Rosemary Wells, already read to class
- Copy of several lists created by the teacher or others
- A sample sheet of list paper - enlarged (these can be paper with all lines, some half sheets, some full sheets, some narrower pages)
- Individual writing storage (folders, bins, etc)
- Various writing tools (pens, pencils, crayons, markers, color pencils) used as fits the need, used purposefully, used how you see fit, used appropriately
- Keep list paper available in housekeeping area

**Model/Demonstration:**

- As children come to the meeting area, have the following visible: an enlarged copy of blank list paper and a few samples
- Remind the students that writers write for many purposes. You could say something like, ‘Remember how Max made a list to help him remember what to get at the store in Bunny Cakes? Well that’s something that people do all the time in real life when they want to remember something. Just today I made a list of things to bring home from school so I could read your writing and get ready for tomorrow. I made the list so I wouldn’t forget to take these things.. Here it is.’ Display the list and read it. It might look something like:

Bring home:

- Kid’s writing
- Markers
- Lesson plans

- Restate the teaching point by saying something like, “writers make lists to remind them of what they want to remember. Did you notice how I put each thing one below the next to make my list easy to read? I only had to write one or two words on each line to help me remember. I wrote a title on top to help me remember what this list was for, and all the things on this list are things to bring home.”
- You can say something like, “Writers can decide what they want to remember and make a list about that. Sometimes it’s about what they have to bring, what they have to buy, or what they want to do.
- Now allow students to try this together. Create a class list. It could be something like, what to bring on the field trip, list of things to remind a substitute teacher, ways to behave on a fire drill. Start with the topic and ask students to talk to their partners and think of an item that fits with the list. Add a few ideas and make the point that “writers write lists when they want to remember something. All the things on the list go together.”
- Give students a chance to decide what they want to make a list about by sharing some ideas with their partners. .
- Restate the teaching point by saying, “So remember that another kind of writing that writers do is making lists. When you want to remember something, a list can help you.
- As students decide what to write a list about, send them off to choose a paper for their list and to start writing.
- **Student Exploration/Practice:**
- Students go off and write. They may be working on signs, cards, lists, letters or postcards. Most will try lists. As they work, encourage them to think whether all the items in the list go together.
- Allow time for students to share with partners to show them what their list will help them remember.

**Differentiation in Instruction:**

- Gather a small group who will need help with ideas for lists. Help them by brainstorming ideas together and providing them with a list of ideas.
- Some students might need to check that all their items on a list are about one thing. Work with them on choosing a title and checking that all the items match with the title.
- Some students may need their lists with partners to see if they help get generate more items for the list.
- **Share/Closure:**
- Gather students at the meeting area and share some of the functional writing that children have created, notice how children used a title for their list, one thing below the other and a one or two words.
- You may need to reinforce that list makers write lists all about one thing. Try looking at a list and deciding on a title for this list based on what it is all about.

**Assessment:**

- Individual conferences
- Listening to partner talk

**Extension & Follow-up/Next Steps:**

- Challenge students to notice lists around them and how they help people remember what they need
- Have students continue to make lists and model more class lists for their work in the rest of the unit's writing.

## V. Sample Lesson Plans for Writing

**Unit of Study:**        **Everyday Writing to List, Label, Direct and Inform**

**Focus Question:**     **How do writers get their message across?**

**Teaching Point:**

- Writers clearly communicate their message by choosing specific words to match their purpose. Examples: warning! sincerely, etc.

**Why/Purpose/Connection:**

- Writers write with clarity
- Writers make deliberate word choices

**Materials/Resources/Readings:**

- Collection/Display Board
- Chart paper or visual organizer, such as word web
- Interactive writing letter, finished except for closing
- Various paper samples to support the different types of writing
- Individual writing storage (folders, bins, etc)
- Various writing tools (pens, pencils, crayons, markers, color pencils) used as fits the need, used purposefully, used how you see fit, used appropriately

**Model/Demonstration:**

- As children come to the meeting area, have the following visible: the collection or display board and the chart you will use to make your word webs.
- Remind the students that you've been teaching them the different ways that writers get their message across. You might say, "Remember how we started learning about the different ways writers get their messages across clearly? Yesterday we thought carefully about choosing the paper that was just right for our writing pieces. Today we are going learn that writers clearly communicate their message by choosing specific words to match their purpose."
- "I'm going to look at some of the pieces I've been working on. Oh, here I have a sign that I made for our art work. It says 'Wet Paint'. I want to get peoples' attention so they don't get paint on themselves or ruin our art work. Hmm, what words could I use to really get my message across clearly? I might want to use the word 'warning' so people know right away that they have to look out for something. I could also add the words 'don't touch' so that people remember they shouldn't be touching the area because it's wet!" Write the words generated on a chart or graphic organizer, such as a word web. Continue brainstorming ideas with students and adding to your chosen chart.

**Model/Demonstration (continued):**

- Explain what you just did by saying something like, “Did you see how I thought carefully about the words that would be just right for the purpose of my sign?”
- Ask students to practice with you. Refer to an interactive writing letter (the heading and body of the letter are complete but the closing is still needed). You could say, “Remember this letter we wrote together. We are almost finished. We just have to write a closing. There are many ways to close a letter. Let’s think about the many ways we could close this letter to our student teacher that we love. I know! I’ve seen a lot of letters that say ‘from’. We could write ‘from’. Oh, but wait. That won’t let her know how much we love her. We could write love but what else could we write? Work with your partners and discuss some other words you could use for closing this letter.”
- Give students two minutes to talk to their partners. Try to listen to a couple discussions so that you can share with the class.
- Share some of the thinking you overheard from the class. Choose one to put on the letter.
- Rename the teaching point by saying, “Remind students that writers use specific language to get a point across.

**Student Exploration/Practice:**

- Students will go off and work on their own functional writing pieces by paying special attention to the words that will fit just right.

**Differentiation in Instruction:**

- Pull a small group who will need additional support. You could provide language prompts like “I am making a \_\_\_\_\_.” I could use the words \_\_\_\_\_.”
- Some students might benefit from visual prompts and organizers. This group may need to physically see the word web in front of them and fill it out before they begin their own writing pieces.
- Challenge students to think about other forms of functional writing and what words they might use for those pieces.
- During your small group writing or individual conferences, remind students of your teaching point.

**Share/Closure:**

- Gather students on the meeting area after writing time

**Assessment:**

- Individual conferences
- Listening to partner talk

**Extension & Follow-up/Next Steps:**

- Some of the words/specific language the students used in this lesson can be added to a word wall. Students can then be taught to refer to these words during this functional writing unit.

## VI. Sample Lesson Plans for Writing

**Unit of Study:**        **Everyday Writing to List, Label, Direct  
and Inform**

**Focus Question #3:** **How do writers get the message across?**

**Teaching Point:**

- Writers get their message across clearly by matching the pictures to the words

**Why/Purpose/Connection:**

- To promote illustrations as a support for meaning
- To reinforce that illustration support the print

**Materials/Resources/Readings:**

- Copy of Bunny Cakes, by Rosemary Wells (recently read aloud)
- A sentence strips for sign-making, taped to the easel
- A blank card taped on the easel. The cover of the card reads, “Happy Birthday.”
- Various paper samples to support the different types of writing
- Individual writing storage (folders, bins, etc)
- Various writing tools (pens, pencils, crayons, markers, color pencils) used as fits the need; used purposefully; used how you see fit; used appropriately

**Model/Demonstration:**

- As children come to the meeting area, have the following visible: a copy of Bunny Cakes, a familiar read aloud, a few sentence strips taped to the easel for easy viewing. Ask students to sit next to their writing partners.
- Remind the students that you’ve been teaching them how important it is to get your message across clearly using neat handwriting, spaces, and other features of clear writing. State the teaching point by saying something like: “Using pictures to go with your writing helps people to know what you mean when they read your message. You can say something like, “Remember in Bunny Cakes? Wasn’t Max clever to draw those pictures to help the shopkeeper figure out what he wanted to buy? Did you see how the pictures helped Max’s message come across really clearly? Did you notice that when the picture looked more like the item, then Max’s message was really clear? Let me show you how a picture can help make my sign clearer.” Show the blank sentence strip. Write words on it, possibly, “Wet Paint.” Tell the class that this sign was in your lobby and it says “wet paint”. Now add a picture of a paint brush and a bucket. Point out how the picture helps you see right away that someone was painting. You could say something like, “Now that the picture is there, it is SO clear that the sign says, “WET PAINT.” That picture really matches what the words say. Just like Max, I made my writing clearer by adding a picture.”

**Model/Demonstration (continued):**

- Now try the same strategy with the blank card. You could say, “Let me show you how this same thing works when I make a card. This is a birthday card for my mother. It says, Happy Birthday.”
- Give students a chance to try this with a partner. “Look at this card. Tell your partner what picture I could draw to make my message clearer. Remember that the pictures have to match the words.” Have children share with a partner. Remind children that making a picture would make it really clear to your mother that this is a birthday card. Some ideas might be to add a birthday cake, a gift, someone blowing out a birthday candle.
- Restate the teaching point by saying, “So remember that another thing you could do to make your message clear is to make a picture to match the words.” Remind children that the pictures they make today will help the readers get their message.

**Student Exploration/Practice:**

- Students go off and write. Start with partnership writing. Have them work with a partner to discuss what picture they could add to make their picture clearer. They may be working on signs, cards, lists, and letters. As they work, encourage them to continue to discuss different pictures that would match the words. Allow time for students to share with partners.
- Make sure that markers and colored pencil are available and that students are shown how they can use them to make their pictures more realistic.

**Differentiation in Instruction:**

- Gather a small group who will need help with representational drawing. You could practice simple shapes to support them in drawing to match the words.
- Some students might benefit from looking at books to see how the illustrations match the pictures.
- Some students may need to share their illustrations with partners to see if they help get their message across.

**Share/Closure:**

- Gather students at the meeting area and share some of the functional writing that children have created, paying particular attention to how the pictures support the meaning of the writing. You could also brainstorm one child’s writing to decide what pictures would best help make the message clearer.

**Assessment:**

- Individual conferences
- Listening to partner talk

**Extension & Follow-up/Next Steps:**

- Challenge students to notice signs and writing around them and how the pictures make the meaning clearer.
- Have students continue to choose meaningful picture support for their work in the rest of the unit’s writing.
- Explicitly teach how to use markers appropriately to make work look more realistic.

## VII. Sample Lesson Plans for Writing

**Unit of Study:**        **Everyday Writing to List, Label, Direct and Inform**

**Focus Question #3:** **How do writers get their message across?**

**Teaching Point:**

- Writers can get their message across by using symbols and special effects, e.g. arrows, bullet points, underline, all caps, etc.

**Why/Purpose/Connection:**

- To reinforce that writers make choices to get their messages across
- To reinforce that symbols and special effects add to meaning

**Materials/Resources/Readings:**

- Copy of Bunny Cakes, by Rosemary Wells or other book with visual signs and symbols – make sure that the class is familiar with this text
- List of special effects with pictures:

Symbol or special effect	What it does to the message
!	Makes it exciting
<b>Bold letters</b>	Makes it stronger or more important
ALL CAPITALS	Makes it stronger
↓→	Shows you a direction
# the steps 1, 2, 3	Helps people see the order

- A sentence strips for sign-making, taped to the easel
- Various paper samples to support the different types of writing
- Individual writing storage (folders, bins, etc)
- Various writing tools (pens, pencils, crayons, markers, color pencils) used as fits the need, used purposefully, used how you see fit, used appropriately

**Model/Demonstration:**

- As children come to the meeting area, have the following visible: a copy of Bunny Cakes, or other familiar read aloud with special effects, a few sentence strips taped to the easel for easy viewing.

**Model/Demonstration (continued):**

- Remind the students that you've been teaching them how important it is to get your message across clearly using specific language and clear pictures., State the teaching point by saying something like, "Using other features like arrows, all capitals or underlining is another way that writers make their writing special and get their message across.. Use Bunny Cakes to illustrate your teaching point. You can say something like, "Remember in Bunny Cakes? When Max made the sign, he made the milk part really big to stand out. He used all capital letters. Look how Ruby made this sign to keep Max out of the kitchen.. That means that Rosemary Wells wanted the reader to say this louder and make it important somehow. She used these special effects to make parts stand out. Writers can decide how they want their words to look to help the readers decide how to read them. Let me show you how that helps when I make a sign or a card. I want to say, Watch out, wet paint. I want people to know that this is an important message and I mean it. They have to be careful!" Write those words on the blank sentence strip. "Now I think how using special effects will make my message clearer. I want the message to be more powerful – so I can take the Watch out part and put an exclamation point, oh and an arrow to point to what to watch out for. "

Watch out

Watch out! ↘

- Give students a chance to try this with a partner. For example: "Look at this sign. Now help me use some special effect to get my message across. Look at the wet paint part. Tell your partner what you might use to make the message clearer – that the paint is wet and they really have to be careful." Point to the list of special effects on the easel. Remind children that using special effect makes your message really clear. Listen to responses and tell the class some ideas for the Wet paint sign. You might decides to make it all bold, or underline the words to let people know to watch out. Let them know that writers use special effects when they write signs, cards, letters and postcards.
- Restate the teaching point by saying, "So remember that another thing you could do to make your message clear is to use special effects. This chart will help you remember some ways to make your words special

**Student Exploration/Practice:**

- Students will go off and write. They may be working on signs, cards, lists, letters or postcards. As they work, encourage them to try some special effect that would make their message clear. Allow time for students to share with partners to show them ways that they used special effects.

**Differentiation in Instruction:**

- Gather a small group who will need help with special effects. Provide a small copy of the chart to help them get started.
- Some students might benefit from looking at books to see how special effects are used in literature.
- Some students may need to share their special effects with partners to see if they help get their message across. They might ask, “What do you want me to know about your message?” to help them decide if the special effect is effective.

**Share/Closure:**

- Gather students at the meeting area and share some of the functional writing that children have created, paying particular attention to how special effects were used to make the message clearer. You could also brainstorm one child’s writing to decide what special effects would best help make the message clearer.

**Assessment:**

- Individual conferences
- Listening to partner talk

**Extension & Follow-up/Next Steps:**

- Challenge students to notice signs and writing around them and how the special effects make the meaning clearer.
- Have students continue to choose meaningful special effects for their work in the rest of the unit’s writing.

## VIII. Sample Lesson Plans for Writing

**Unit of Study:**        **Everyday Writing to List, Label, Direct  
and Inform**

**Focus Question:**     **How do writers make their message readable?**

**Teaching Point:**

- Writers make their message more readable by using neat handwriting

**Why/Purpose/Connection:**

- To understand that the writing they see every day needs to be legible.
- Students should have assigned writing partnerships

**Materials/Resources/Readings:**

- Prepare a sign (any piece you feel would work best in this lesson) that you have written. It may be one that you've used to model with in a previous lesson in this unit. Make sure that it is written in sloppy handwriting.
  - Sample sign:
    - Warning: Don't trip on the wires!
- Have extra sign and letter papers for you to model with.
- Various paper samples to support the different types of writing
- Individual writing storage (folders, bins, etc)
- Various writing tools (pens, pencils, crayons, markers, color pencils) used appropriately

**Model/Demonstration:**

- Before the students come to the meeting area, tell them to make sure that they sit next to their writing partners.
- As children come to the meeting area, have the following visible: your sample letter and sample sign.
- Remind the students that you've been teaching them how writers make sure their message is readable. You could say, "We've been noticing how important your message is to the people who need to read it. Today we are going to think about how important neat handwriting is to getting our message across. Let's look at this sign I made the other day." Take out your sample sign. Elaborate on how important it is that people read it or else they might trip on the electric wires that are in the classroom. You could say, "I kept thinking about how awful it would be if someone were to trip on those wires if they couldn't read my sign. I looked again at the sign and I needed to know if it was readable. So I asked Ms. \_\_\_\_\_ (another teacher) to come in and read it and she said it was hard to read because of my sloppy handwriting. I was worried because I didn't know that my handwriting was hard to read. I've decided to write it over, using the best handwriting I can."

**Model/Demonstration (continued):**

- Now you can model writing the sign over again, in front of the class, showing how you write it with care.
- You should say, “So do you see how writers make sure their message is readable? Did you also notice how I used a partner (the other teacher) to make me realize that my sign couldn’t be read? You are going to do the same today with your writing partner.”
- Remind students that writers make their message readable by using the best handwriting they can. Tell them that using a partner to read their writing can be a helpful way to make sure it’s readable.

**Student Exploration/Practice:**

- Students will go off and write independently for 20-25 minutes. Students will then share with their partners for 5-10 minutes. Or:
- Students should first share their writing pieces with their partners for 10-15 minutes. Partners should be reading over each other’s work, noticing what is readable and what is not.

**Differentiation in Instruction:**

- Some students might be having difficulty with the handwriting aspect. You may have students who developmentally do not have proper pencil grip yet, or who still have handwriting that is illegible. It would probably be beneficial to let them know that writers use the “best handwriting they can.” Make sure that they have alphabet charts in their writing folders. Take the time to model checking an alphabet chart and the alphabet in the room for neat handwriting.
- You may need to provide thicker primary pencils or rubber pencil grips, both of which make writing easier for students who struggle with their handwriting.
- You might find that you need to remind some of the writing partnerships of your teaching point. Some may need you to give them some prompts like, “I couldn’t read this part of your letter here – what does it say? You need to fix that up so it is readable.”

**Share/Closure:**

- Gather students on the meeting area after the writing time and have some students share how their writing went today.
- Have some partnerships share how they helped each other make their writing more readable.

**Assessment:**

- Listening to partner talk
- Small group and individual conferences

**Extension & Follow-up/Next Steps:**

- Challenge students to elaborate on the importance of having a readable message in the signs, letters, cards and lists.

## IX. Sample Lesson Plans for Writing

**Unit of Study:**        **Everyday Writing to List, Label, Direct and Inform**

**Focus Question:**     **How do writers make their message readable?**

**Teaching Point:**

- Writers make their message more readable by writing all the sounds they hear in a word.

**Why/Purpose/Connection:**

- To make purposeful writing easier to read.

**Materials/Resources/Readings:**

- Prepare an idea for a letter (any piece you feel would work best in this lesson) that you could write. You are going to write it in front of the class to model sounding out the words in your letter.

- Sample Letter:

Dear Friend,

Hi! I had a nice time yesterday when we went to the café. Did you know that tea we had was from India? Have a good day!

Love,

Teacher

Prepare letter paper on large chart paper so that the class will be able to follow your lesson.

- Various paper samples to support the different types of writing
- Individual writing storage (folders, bins, etc)
- Various writing tools (pens, pencils, crayons, markers, color pencils) used appropriately

**Model/Demonstration:**

- As children come to the meeting area, have your chart paper displayed with the greeting already written.
- Remind the students that you've been teaching them how to make sure their message is readable. You could say, "We've been noticing how important your message is to the people who need to read it. Today I'm going to teach you how to write all the sounds you hear in the words so that your message is readable."
- Tell the class about your letter and why you're writing it. Continue the letter, stating your words out loud - one sound at a time. Write each sound as you say it. Save your last sentence for the class to try it in partnerships.
- Remind them "See how I said each word one at a time, and wrote all the sounds one at a time? Now you can try it: The next word I am going to write is "did", say the word

one sound at a time with your partner and decide what sounds you hear.” Give the class 1 minute to try it with their partners.

- Pick one pair to say what sounds they heard. Write it on the chart paper.
- Remind students that writers say the word one sound at a time and write it out one sound at a time.

**Student Exploration/Practice:**

- Students will go off and write independently for 20-25 minutes. Students will then share with their partners for 5-10 minutes.

**Differentiation in Instruction:**

- Pull a small group who will need additional support. Some students might need to refer to an alphabet chart, each time they are saying the sounds. Some students might need to refer to a blends chart. You might want to remind them to check what they’ve written with the charts they have.
- During your small group or individual writing conferences, remind students of your teaching point.

**Share/Closure:**

- Gather students on the meeting area after the writing time and have some students share how their writing went today.

**Assessment:**

- Small group and individual conferences
- Listening to partner talk

**Extension & Follow-up/Next Steps:**

- Challenge some students to see if they can use sight words in their writing. Some students may notice that those are the words that they don’t have to sound out.

# TEMPLATES RESOURCES



**ELA Unit Planning Guide**

Grade:  
Unit:

**Essential Question:**



**Core Vocabulary:**

**Focus Questions**



- 
- 
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- 



**Student Outcomes** (Reading, Writing, Listening, Speaking, Word Work)

Think about what you want the students to know and be able to do by the end of this unit.

**Anchor Texts/Resources**

### Focus Question Planning Sheet

Focus Questions	Possible Teaching Points	Word Work / Vocabulary	Suggested Assessment for Learning
<u>Question #</u> :	•	•	

## Sample Lesson Plans for Reading

**Unit of Study:**

**Focus Question:**

**Teaching Point:**

**Materials:**

**Mini-lesson:**

**Differentiation in Instruction:**

**Share / Closure:**

**Extension & Follow-up:**

## Sample Lesson Plans for Writing

**Unit of Study:**

**Focus Question:**

**Teaching Point:**

**Materials:**

**Mini-lesson:**

**Differentiation in Instruction:**

**Share / Closure:**

**Extension & Follow-up:**

## GLOSSARY

- assessment:** Methods of evaluating student progress in reading and writing skills and strategies. Some assessment methods are informal (teacher observation, looking at writing samples, listening to students read) and others are formal (running records, school-generated rubrics, state mandated tests, and assessment benchmark kits, such as, ECLAS-2, TCRWP assessments, or DRA). Assessment helps determine future instruction and small group work.
- blend:** Two or more consonants in which you can hear both sounds blended. The blend can occur any place in the word, beginning, middle, or end. For example, **street**, **bloom**, **scream**, **dress**, **smart**, **burst**, **mustard**.
- conventional spelling:** Common letter pattern used and seen in words, or spelling of a word according to the dictionary.
- digraph:** Two consonants which create one sound: ph, ch, sh, th, wh.
- guided reading:** A small group structure comprised of 3-5 students at the same reading level. Students work from multiple copies of the same text to learn a specific reading strategy determined by the teacher from assessments.
- high-frequency words:** Words that are used most frequently in children’s writing and reading. These are sometimes known as sight words in reading, or word wall words. Students use these words to facilitate their reading and writing, without having to sound out the words.
- internal dialogue:** Written character thoughts and/or thinking in a narrative.
- interactive writing:** Usually occurs in the meeting area at a separate designated time. Students are actively engaged writing in a whole group while teacher is guiding writing process. Conventional spelling and punctuation is used. Students create the final work as a whole class.
- informal observation:** Quick assessment of student progress while students are doing independent work.

- “just right” books:** Books that match the reading level of the reader and can be read with 95-96% accuracy with excellent comprehension
- leveled books:** A variety of books which are sorted by reading level of difficulty. Books are clearly labeled so students are able to independently choose books that are appropriate for their reading. Readers’ individual reading levels are determined through teacher assessment.
- personal narrative:** Written story from a writer’s life.
- read aloud:** Book, story, or poetry which is read aloud to the class for enjoyment. In an interactive read aloud, the teacher reads a text with a purpose in mind. The teacher has prepared places in the text to teach a strategy.
- shared reading:** Occurs when the entire class reads from one enlarged text with a single purpose in mind. Shared reading could take place with a poem, song, big book, short story, or teacher/class-created text. The shared reading structure supports independent reading.
- shared writing:** Occurs when the entire class creates one text with a single purpose in mind. The teacher records the writing but may share the pen, giving children the opportunity to record when able.
- story structure:** How a written and/or oral story is set up and/or organized.
- strategy lesson:** Small group work with 3-5 students who would benefit from learning the same teaching point. This group may be heterogeneous.
- transitional/invented spelling:** Spelling of a word based on the students’ current phonemic knowledge. The spelling is transitional because it is replaced by conventional spelling as children gain more sight words and more control of spelling conventions.
- word wall:** High-frequency words/core vocabulary posted in a visible area in the classroom and arranged alphabetically. Words were previously introduced to the class and are referred to often to help make them a resource for reading and writing new words.

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