



**DISTRICT 75: ELEMENTARY SCHOOL UNITS OF
STUDY**



**TAKING READING AND WRITING TO
THE NEXT LEVEL
WHY WE TEST**

Acknowledgments

The *District 75 Units of Study for Grades K-12* were created as a guideline for teachers implementing the Reader's and Writer's Workshop within their classrooms.

The mission of the District 75 Literacy Team is to enhance literacy programs in all District 75 schools so that students may become lifelong readers and writers. The District Literacy Team supports the implementation of the New York City Performance Standards in English Language Arts, the Department of Education's Scope and Sequence K-8 as well as the Balanced Literacy Initiative.

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We would like to honor the primary authors at each level:

Elementary School –*Catherine Mullaney, Leah Vasquez*

Middle School –*Noveria Gillison, Kristine Gonzalez*

High School –*Amy Kriveloff, Aubry Threlkeld*

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Introduction to the December and January Units of Study

District 75 is pleased to present to our schools the revised version of the Units of Study for the months of December and January. The aim of the Units of Study is to support early childhood and elementary learners grades K-5 in making and conveying meaning in their reading and writing. Additionally, the units are designed to foster the capacity and the desire toward independent learning. Flexibility is an absolute factor in effective implementation of these units to meet the needs of our district's diverse population of students. The units are designed based on a four week calendar outline of teaching points which can be modified to implement the instruction over a six week period.

The units are clearly aligned with the New York State Learning Standards and the New York City Performance Standards in English Language Arts. The framework of the Units of Study is based on the Reader's and Writer's workshop Model and is designed to support at least 90 minutes of literacy instruction. Embedded within these units are suggested texts (that serve as the units' bibliography) such as picture books, non-fiction picture books, short stories, magazines, books in a series, and big books. By no means are you limited to using the suggested supporting texts. If you choose to use your own selection of texts, be sure they meet the need of the specific teaching point. The lessons used must provide the students with opportunities to practice the strategies and skills being taught.

Unit Three and Unit Four focus on the following types: Book Talk in Partnerships, Authors as Mentors, Writing for Readers, Edge of Your Seat Stories, Mystery, Essay writing and Test Taking Strategies. The teaching points are designed to address discreet skills and strategies for students in both reading and writing across the genres. You will notice within the units, the teaching points may be procedural or process in nature for guiding instruction. A partnership/book club

addendum is included in this document as a procedural in getting partnerships started. You will also find sample lessons that serve as a model as to how you may wish to proceed when presenting the teaching points.

ADDRESSING THE UNIQUE GENRE OF TEST TAKING BY EXPOSING STUDENTS TO DISTINCT SKILLS AND STRATEGIES

It is important for teachers to prepare students to take tests by teaching format, pacing, key words for recognizing a variety of test questions, and general guidelines for reading through a test and choosing the best answer.

IT CAN HELP TO:	WAYS TO PROCEED
Prepare test materials beforehand	<ul style="list-style-type: none"> ▪ Gather a variety and range of reading passages/texts to model from ▪ Reflect on the reading/writing skills and strategies you've taught previously and highlight ones you want to augment ▪ Design the mini lessons you will teach to model thinking and how to approach test reading and writing for tests
Continue ongoing explicit reading instruction to build skills and strategies	<ul style="list-style-type: none"> ▪ Practice test reading and responding to short passages that are similar to those students will encounter on the test ▪ Teach students to identify the genre and the important aspects of each genre and how the reading requirements of each differ. ▪ Help students make the distinction between literal and inferential questions
Teach students the structure and or format of the test	<ul style="list-style-type: none"> ▪ Review the layout of the test; share sample tests ▪ Share the different types of questions that are found in test items; help students to understand what each question is asking them to do ▪ Teach students the test rules

Provide tips that help students navigate the test smartly

- Teach students signal words found in informational texts and their purpose. For ex. consequently, surprisingly, in conclusion
- Teach possible test strategies for multiple choice
- Expose students to the common types of questions asked on the exam

Kindergarten December Reading: Readers Use Sources of Information from Shared Reading to Read Texts

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Readers Use Sources of Information from Shared Reading to Read Texts In this unit of study, children will focus their attention on recognizing print and using strategies to promote familiarity with words and fluency. Through the use of Shared Reading texts, children learn how to pay close attention to repeating words and patterns while reading independently or with a partner. One goal of this unit is to move the students towards conventional reading. If students may not be ready to read conventionally, teachers can spend time helping children solidify knowledge of letter/sound relationships to acquire sight words and become stronger at emergent storybook reading. Teachers can support children's work with the three sources of information- syntax (language structure) graphophonic (sound), and semantic (meaning). Children will continue to strengthen their partnership skills and develop stronger and more meaningful book talk/conversations.</p>	<ul style="list-style-type: none"> ✓ Learn concepts of print ✓ Learn one-to-one-matching ✓ Learn book handling skills ✓ Locating sight words within and across texts ✓ Having ideas about books and sharing ideas with a partner ✓ Re-reading books using prior knowledge of the story ✓ Retelling using details from the story ✓ Learning early print strategies using visual, syntactic, and semantic information ✓ Monitoring for sense 	<p>Shared Reading Texts may include:</p> <p><i>In the Mirror</i> by Joy Cowley <i>Grandpa, Grandpa</i> by Joy Cowley <i>The Tree House</i> by Joy Cowley <i>The Gifts</i> by Joy Cowley <i>Stop</i> by Joy Cowley</p>

Kindergarten December Reading: Readers Use Sources of Information from Shared Reading to Read Texts

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Readers don't just use the pictures to tell the story, but they also use the words.	Teaching Point: Readers point under words as they read to track the words.	Teaching Point: Readers point under the words, not on them, not over them, but under them.	Teaching Point: Readers use their pointer finger to match the words they read with the words on the page.	Teaching Point: Readers read to confirm, and match the words on the page.
<u>Week 2</u>	Teaching Point: Readers take a good look at the words and the pictures to help them know what's going on in the story.	Teaching Point: Readers notice the repeating words and they use those words to help with other words.	Teaching Point: Readers notice when their book has a pattern because it helps them remember the words to be read.	Teaching Point: Readers notice that the pattern may change at the end, so they must think about what is happening.	Teaching Point: Readers look closely at the beginning letters of words to help them predict the word.
<u>Week 3</u>	Teaching Point: Readers make sure that the words that they read make sense with the story.	Teaching Point: Readers help each other figure out the words by focusing on how their partner points and reads.	Teaching Point: Readers can help the other partner out when he/she is stuck.	Teaching Point: Readers don't just jump right in and tell the word right away when their partner is stuck.	Teaching Point: Readers can figure out words together by checking the pictures to give them the language.
<u>Week 4</u>	Teaching Point: Partners figure out words together by looking at the beginning of the word and predicting it.	Teaching Point: Partners can figure out words by helping each other remember the story on.	Teaching Point: Partners can share the reading by using their best reading voices.	Teaching Point: Partners can retell books to themselves to help them hold on to the story.	Teaching Point: Readers can read, retell, and think about the characters in their books.

**Use the remainder of additional unit week(s) to customize teaching points based upon the needs of your particular students.

Kindergarten December Writing: Can You Read This? Writing for Readers

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Can You Read This? Writing for Readers</p> <p>In this unit 'Can You Read This' children will return to writing personal narratives (true stories about themselves). The children will continue to work on sound/symbol relationships and stretching out their words, adding labels, adding elaboration to their drawings. The children will be introduced to spacing words, punctuation, using word wall words, letter-sound charts, name charts, and environmental print. The premise of this unit is to express the value for writing in a way that other people can read. As soon as children are remotely approximating writing in ways that a reader can conceivably read, we let them know that they are writing so that others can read. Teachers will want to assess their students' spelling development at this time. Storytelling should continue as a whole class activity. Children may still need to write strings of letters and or label. Differentiation of instruction and conferring for individual differences takes place and they return to earlier strategies and skills.</p>	<ul style="list-style-type: none"> ✓ Understanding readable and unreadable writing ✓ How to stretch out the words to spell/write best we know how ✓ How to space between words ✓ How to use resources for writing ✓ How to draw pictures/writing that represent stories across pages ✓ How to work with a partner to check/edit: to add more letter-sounds, space between words and to make their writing easier to read 	<p>Continue to read emergent story books</p> <p><i>Three Billy Goats Gruff</i> by Paul Galdone</p> <p><i>The Gingerbread Man</i> by Karen Schmidt</p> <p><i>The Three Little Pigs</i> by James Marshall</p> <p>Joy Cowley Big Books Personal Narrative picture books from September and October</p>

Kindergarten December Writing: Can You Read This? Writing for Readers

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Writers review and tell personal narratives by making sure their pictures tell their 'true' story.	Teaching Point: Writers learn the difference between readable and unreadable writing.	Teaching Point: Writers say words they want to spell slowly, listen to all the sounds within the word, and write them down.	Teaching Point: Writers put spaces between their words by using a finger space between words they write.	Teaching Point: Writers make sure that their pictures represent what they want to tell in their story.
<u>Week 2</u>	Teaching Point: Writers make sure that their drawings have enough detail so that their story holds the meaning.	Teaching Point: Writers review their drawings and revise them.	Teaching Point: Writers reread their pieces before they put them away in folders.	Teaching Point: Writers learn how to 'reread' their piece to a partner.	Teaching Point: Writers listen and watch closely as a partner reads.
<u>Week 3</u>	Teaching Point: Writers as partners help each other hear more sounds in words they need to 'write'.	Teaching Point: Writers work with partners to rehearse/tell their story across their 5 fingers.	Teaching Point: Writers work to stretch their story across two pages by adding more letters/words to their piece.	Teaching Point: Writers make decisions about which story they will choose to publish.	Teaching Point: Writers include punctuation to hold the meaning of what they write.
<u>Week 4</u>	Teaching Point: Writers add elaboration to their drawings so that their pictures match their story	Teaching Point: Writers edit their writing by covering what they take out with a strip of paper.	Teaching Point: Writers publish by adding color to their drawings to fancy it up.	Teaching Point: Writers practice how to share their published piece with a partner/audience.	Teaching Point: Writers celebrate their finished piece.

**Use the remainder of additional unit week(s) to customize teaching points based upon the needs of your particular students.

Grade One December Reading: Readers Talk about Books to Grow Ideas

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Readers Talk about Books to Grow Ideas</p> <p>Being able to talk about books enables readers to develop deeper thoughts and ideas about their reading.</p> <p>In this unit readers learn to read independently and work in partnerships. Readers learn how to select books of interest and be able to read for sustained periods of time. Readers share their thoughts, ideas, information, feelings, and opinions with a partner. Using the rules and routines of partnership conversation readers share their big ideas, information about the characters, and their opinions.</p>	<ul style="list-style-type: none"> ✓ Student select appropriate books to read and share with partners ✓ Reading for sustained periods of time ✓ Recognizing the big idea of a story ✓ Rules of partnership conversations ✓ Readers ask their partners questions ✓ Developing good listening skills during partner conversations ✓ Sharing opinions and facts about characters with partners ✓ Expressing agreement or disagreement with a partners opinions 	<p><i>My Apron</i> by Eric Carle</p> <p><i>Where are you Going?</i> by Eric Carle</p> <p><i>Lonely Firefly</i> by Eric Carle</p> <p><i>Strega Nona</i> by Tomie de Paolo</p> <p><i>Monster's Ball</i> by Tomie de Paolo</p>

Grade One December Reading: Readers Talk about Books to Grow Ideas

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Readers choose books of interest with teacher guidance	Teaching Point: Readers choose books independently	Teaching Point: Readers read with stamina to gather information about story's big idea	Teaching Point: Readers read with stamina to gather information about story characters	Teaching Point: Readers read independently to form opinions about the story idea and characters
<u>Week 2</u>	Teaching Point: Readers make a list of what can be discussed during partnership conversations	Teaching Point: Readers pair up with a partner in reading to practice turn taking conversation	Teaching Point: Readers work in partnerships by viewing a model and practicing partnership conversations.	Teaching Point: Readers work in partnerships by practicing listening skills needed during conversations	Teaching Point: Readers work in partnerships by practicing questioning skills needed during conversations
<u>Week 3</u>	Teaching Point: Readers better understand books they read, by talking to partners	Teaching Point: Readers are able to retell the big ideas of a book during a partnership conversation	Teaching Point: Readers talk with partner about connections to current book by comparing it to another book read	Teaching Point: Readers discuss with partners why they agree or disagree with the facts about the big idea of the book	Teaching Point: Readers discuss with partners why they agree/disagree with their partner's opinion about the big idea of the book
<u>Week 4</u>	Teaching Point: Readers make connections to the characters by comparing them to someone they know	Teaching Point: Readers talk about characters by stating reasons they like or dislike the characters	Teaching Point: Readers talk to partners to share reasons why they like/dislike characters	Teaching Point: Readers discuss with their partners their opinion of the characters in the book	Teaching Point: Readers discuss why they agree/disagree with their partner's opinions about the characters

**Use the remainder of additional unit week(s) to customize teaching points based upon the needs of your particular students.

Grade One December Writing: Zooming in on Small Moments

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Personal Narratives Zooming in on Small Moments</p> <p>This unit of study has writers focusing in on stories from their hearts. Writers will zoom in on a small moment. Focusing on one smaller moment from a bigger idea. Writers will take that small moment and stretch it across several pages to include illustrations. Writers will develop skills around organization of ideas, three finger rule (writing has a beginning, middle, end). Writers work on their stories having good beginnings and ending, and include details to support their ideas. Writers will work on aspects of editing to include name, date, punctuation, capitalization and spacing.</p>	<ul style="list-style-type: none"> ✓ Tell stories about their lives to a partner ✓ Focus on a small moment from their story ✓ Tell their story across three fingers ✓ Tell their story across three pages ✓ Write good beginnings and endings to their stories ✓ Support their story with details ✓ Editing stories for punctuation, spacing, capitalization, including name and date 	<p><i>Shortcut</i> by Donald Crews</p> <p><i>Salt Hand</i> by Audrey Penn</p> <p><i>The Kissing Hand</i> by Audrey Penn</p> <p><i>Owl Moon</i> by Jane Yolen</p>

Grade One December Writing: Zooming in on Small Moments

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Writers explore personal narratives by verbally sharing unprompted stories with the class.	Teaching Point: Writers practice telling stories with a partner by focusing on a personal narrative topic.	Teaching Point: Writers talk and draw with their partners to enhance their story.	Teaching Point: Writers explore pictures with captions from a personal narrative with a partner.	Teaching Point: Writers add captions to their pictures to help tell what is happening in their story.
<u>Week 2</u>	Teaching Point: Writers explore one picture from a story and zoom in on a small moment being shown.	Teaching Point: Writers choose one image from their story and zoom in on a small moment within the picture with their partner.	Teaching Point: Writers sketch their small moment across three pages using ordered language (first... then... finally).	Teaching Point: Writers add to their small moments sketches using ordered language (first... then... finally).	Teaching Point: Writers revise their work by looking back at sketches and adding details.
<u>Week 3</u>	Teaching Point: Writers revise their work by using details in their sketches.	Teaching Point: Writers revise their work by adding good beginnings to their small moment story.	Teaching Point: Writers revise their work by adding descriptive language to their story.	Teaching Point: Writers revise their work by using more exciting language in the middle of their story.	Teaching Point: Writers revise their work by having a clear ending to their story.
<u>Week 4</u>	Teaching Point: Writers edit by checking that their name and date are included, and the appropriate spacing is used in the paper.	Teaching Point: Writers edit their work by checking for the appropriate use of capitalization.	Teaching Point: Writers edit their work by checking for the use of appropriate punctuation.	Teaching Point: Writers edit their work to check for the use of proper spelling.	Teaching Point: Writers share their final piece with partner in celebration of their writing.

**Use the remainder of additional unit week(s) to customize teaching points based upon the needs of your particular students.

Grade Two December Reading: Comprehension: Story Elements

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Comprehension: Story Elements</p> <p>Readers learn about the different elements that hold a story together. In this unit students will be taught what the story elements are, character, setting, movement through time, plot and change. These elements help readers gain a deeper understanding of what is happening. Teachers will guide students in learning how to identify these elements in the text. Students will also be taught to integrate one story element with others in order to develop a more comprehensive understanding of the text.</p>	<ul style="list-style-type: none"> ✓ Character study ✓ Language around setting ✓ Language that shows movement through time ✓ Language and images that show how characters change over time ✓ Language and images that show how settings change ✓ Language usage to describe a problem and how it is solved ✓ Making predictions on how a conflict/problem will be solved 	<p><i>Poppleton</i> by Cynthia Rylant</p> <p><i>Koala Lou</i> by Mem Fox</p> <p><i>An Angel for Solomon Singer</i> by Cynthia Rylant</p> <p><i>Shortcut</i> by Donald Crews</p> <p><i>The Paperboy</i> by Dav Pilkey</p> <p><i>Owl Moon</i> by Jane Yolen</p> <p><i>Big Mama's</i> by Donald Crews</p>

Grade Two December Reading: Comprehension: Story Elements

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Readers attend to the language and images that describe character traits.	Teaching Point: Readers use images in the book to identify traits of a character, physical appearance and how they act.	Teaching Point: Readers isolate the language used to describe traits of a character, physical appearance and how they act.	Teaching Point: Readers draw images of the characters and write one or two words to describe them.	Teaching Point: Readers work with a partner to find the text evidence that supports their ideas and thoughts about the characters.
<u>Week 2</u>	Teaching Point: Readers attend to language and images that describes the setting in the story.	Teaching Point: Readers understand a scene is an event that occurs within the setting.	Teaching Point: Readers understand that several scenes can take place within the same setting.	Teaching Point: Readers draw images of the settings and write one or two words that describe them.	Teaching Point: Readers work with a partner to draw several scenes across one setting and add captions.
<u>Week 3</u>	Teaching Point: Readers attend to language and images that show the passage of time.	Teaching Point: Readers analyze pictures of movement over time i.e. from day to night.	Teaching Point: Readers reread text for phrases that make reference to time I.e. later that day....	Teaching Point: Readers draw sequential images that show movement over time.	Teaching Point: Readers work with partners to add sentences to their images that reflect movement over time.
<u>Week 4</u>	Teaching Point: Readers attend to the images used in the story that may show a conflict or problem being encountered.	Teaching Point: Readers attend to language used by the author that describes a problem or conflict being encountered.	Teaching Point: Readers reread text for language that describes a conflict/problem.	Teaching Point: Readers reread to summarize to their partner the conflict encountered in their story.	Teaching Point: Readers work with a partner and make predictions on how a conflict/problem might be resolved .

**Use the remainder of additional unit week(s) to customize teaching points based upon the needs of your particular students.

Grade Two December Writing: Writing About Reading

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Writing About Reading</p> <p>In this unit writers work to demonstrate a more complete understanding of reading a familiar text through writing. Moving beyond just summarizing details and events, they will use note taking strategies to organize facts. They will write using an outline format to state thoughts, feelings, opinions and ideas. Writers will be given an opportunity to write about their reading using predetermined sentence starters. Writers will learn to use text evidence to support their ideas. They will write conclusions about characters, events, and the setting that are not explicitly referenced in the text. Writers will be engaged in rereading their work as well as sharing their work with partners to make sure it is clear and understandable.</p>	<ul style="list-style-type: none"> ✓ Writers write about their reading ✓ Writing responses that are opinions, feelings and thoughts ✓ Note taking strategies about reading ✓ Writing an outline ✓ How to notice and mark text evidence in book to support ideas ✓ Making text to self connections in the writing ✓ Making text to text connections ✓ Rereading work to check for clarity ✓ Sharing reading with others to validate if it is clear and understandable to others ✓ Creating illustrations to further convey an understanding of what was read 	<p><i>Julius, Baby of the World</i> by Kevin Henkes</p> <p><i>Lilly's Purple Plastic Purse</i> by Kevin Henkes</p> <p>NOTE: The students are writing responses to text they are <u>already very familiar with</u>.</p>

Grade Two December Writing: Writing About Reading

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Writers demonstrate a complete understanding of the reading by writing about it	Teaching Point: Writers understand that a written response is not a summary, but writing about how they think and feel.	Teaching Point: Writers can talk about the characters thoughts and feelings in their stories with a partner	Teaching Point: Writers learn more about their characters by writing about the characters feelings and thoughts	Teaching Point: Writers write about their reading using sentence starters, "It reminds me...", "I wonder if...", "I was confused ..."
<u>Week 2</u>	Teaching Point: Writers make predictions in their writing giving supporting details	Teaching Point: Writers draw and write conclusions about characters, setting, and plot that are not directly stated in text	Teaching Point: Writers write to make connections between text information and prior knowledge	Teaching Point: Writers write about their own experiences to better understand and connect to what they read	Teaching Point: Writers illustrate their writing to better convey their understanding of what they have read
<u>Week 3</u>	Teaching Point: Writers compare and contrast themselves to those in the text using graphic organizers	Teaching Point: Writers use note taking strategies to organize facts from their reading	Teaching Point: Writers talk with their partner about their own experiences in relation to the text being read	Teaching Point: Writers write about their own experiences in relation to the text being read	Teaching Point: Writers write to express an opinion about the text
<u>Week 4</u>	Teaching Point: Writers can summarize the stories they read with a partner	Teaching Point: Writers can summarize the stories they read in writing in an outline format	Teaching Point: Writers use text evidence to support their writing about the text being read	Teaching Point: Writers reread the text used for their writing to make sure nothing has been left out	Teaching Point: Writers share their writing about text with a partner to make sure it is clear and understandable

**Use the remainder of additional unit week(s) to customize teaching points based upon the needs of your particular students.

Grade Three December Reading: Test Taking Strategies

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Test Taking Strategies</p> <p>This unit focuses attention on the skills and strategies that are required when taking a test. Tests appear to be a genre that stands on its own and because of this the genre of test reading is explicitly taught.</p> <p>The goal is to prepare students by teaching format, general guidelines for reading through a test and choosing the best answer, recognizing a variety of test questions, and pacing.</p> <p>Teachers want to heavily rely on the teaching instruction they have provided in reading strategies. By students reading widely and extensively every student gains the exposure of a wide range of topics. This allows them to have a great advantage on the test.</p> <p>As teachers prepare kids for the test, the structure of the reading workshop should continue with the teacher providing mini lessons that focus on how to approach test reading. Kids should continue to have time for independent reading.</p>	<ul style="list-style-type: none"> ✓ Learning the format and design of the test ✓ Learning the testing guidelines ✓ Carefully reading directions ✓ Using the title of passages to grasp the main idea ✓ Scanning passages ✓ Reviewing questions ✓ Attending to signal words ✓ Identifying distractors/tricky parts ✓ Eliminating incorrect answers ✓ Identifying unreasonable answers ✓ Distinguishing between literal and inferential questions ✓ Focusing thinking ✓ Rechecking answers ✓ Reviewing confusing questions 	<p>Teachers will want to make ready sample tests to provide guide practice.</p> <p>Practice exams are downloadable from the website below:</p> <p>http://www.nysed.gov</p> <ul style="list-style-type: none"> ✓ Go to Teachers ✓ Go to Assessments ✓ Go to Samplers ✓ Go to Grade 3 ELA

Grade Three December Reading: Test Taking Strategies

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Readers learn the format of the test.	Teaching Point: Readers learn and review the design and layout of a practice test.	Teaching Point: Readers learn the different types of questions that are found in test items.	Teaching Point: Readers learn the test rules of the exam.	Teaching Point: Readers become familiar with test directions by restating them in their own words.
<u>Week 2</u>	Teaching Point: Readers read the title of a given passage to and often get a sense of the important idea.	Teaching Point: Readers scan the reading quickly to get an idea of what the passage is about.	Teaching Point: Readers scan/read the questions first to direct their reading.	Teaching Point: Readers pay attention to bold words or key phrases to help them locate the answer.	Teaching Point: Readers think about what they know about the topic, but concentrate on what's in the text.
<u>Week 3</u>	Teaching Point: Readers answer questions by finding clues in the text to support their answer.	Teaching Point: Readers learn that some words (signal words) cue them to pay attention to the text at a particular point.	Teaching Point: Readers watch out for tricky answers that are placed there to distract them from the correct answer.	Teaching Point: Readers eliminate answers they know to be incorrect.	Teaching Point: Readers review the answer to a question and eliminate any that seem completely unlikely.
<u>Week 4</u>	Teaching Point: Readers keep in mind that some questions are answered directly in the test.	Teaching Point: Readers keep in mind that some questions require the reader to infer.	Teaching Point: Readers give attention to the last paragraph of an article because it often contains the bigger idea.	Teaching Point: Readers focus their thinking and don't let their attention wander.	Teaching Point: Readers go back when they are finished and go over any answers that confused them.

**Use the remainder of additional unit week(s) to customize teaching points based upon the needs of your particular students.

Third Grade December Writing: Persuasive Letters

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Persuasive Letters</p> <p>In this unit writers will learn to write letters in which they try to convince others to take action in order to make the school or classroom a better place.</p> <p>Teachers will teach students to choose a 'topic idea', write it as a thesis, and to build the structure for the letter. Teachers will also want to teach students to support ideas through a series of parallel statements. This allows for the students to stake a claim and advance it across paragraphs. Providing students an opportunity to write a letter as a class will scaffold the process. Teachers may decide to guide students through the process of constructing a letter together first, then releasing them to write quick letters of their own. Using a letter format, writers will have to make clear and convincing claims and then provide supporting evidence to those claims.</p>	<ul style="list-style-type: none"> ✓ Definition and format of persuasive letters ✓ Generating ideas ✓ Selecting topics to write a persuasive letter based on availability of supporting evidence ✓ Developing supporting evidences for selected topic ✓ Expanding evidence ✓ Formatting the beginning structure of a formal letter ✓ Writing an introductory paragraph ✓ Revising language use (word choice) ✓ Editing using a checklist 	<p>Teacher made samples of persuasive letters; Teacher demonstration texts</p> <p>Copies of exemplars of persuasive writing</p>

Third Grade December Writing: Persuasive Letters

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Writers identify the characteristics and format of a sample persuasive letter.	Teaching Point: Writers notice and pay attention to the structure of a formal letter.	Teaching Point: Writers collect topics in their notebooks by generating ideas of what they would like to change in school.	Teaching Point: Writers select 3 ideas of things they would change in school by rereading each collected idea and listing reasons to support the idea.	Teaching Point: Writers select one idea that has 3 realistic and strong reasons to produce the wanted change.
<u>Week 2</u>	Teaching Point: Writers explore transitional phrases that would help elaborate their reasons for change.	Teaching Point: Writers develop their letter by elaborating on their 1 st reason to produce change using supports.	Teaching Point: Writers develop their letter by elaborating on their 2 nd reason using supports.	Teaching Point: Writers develop their letter by elaborating on their final reason using supports.	Teaching Point: Writers revisit and name the parts of a formal letter.
<u>Week 3</u>	Teaching Point: Writers draft the introduction of their letter.	Teaching Point: Writers use organizational planners to draft the body of their letter.	Teaching Point: Writers continue to plan the form of the body paragraphs of their letter.	Teaching Point: Writers revise their letter by checking for the use of transitional phrases that link their paragraphs.	Teaching Point: Writers revise their letters by checking that they have included evidence to support their reasons.
<u>Week 4</u>	Teaching Point: Writers edit their letter making sure all word wall words are spelled correctly.	Teaching Point: Writers edit their letter making sure to proper capitalization and ending punctuation is used.	Teaching Point: Writers begin to publish letters by writing/typing the final form of their letter.	Teaching Point: Writers celebrate their letters by sharing with their classmates and the administrators.	Teaching Point: Writers self evaluate the work they have learned by completing a writing reflection sheet.

**Use the remainder of additional unit week(s) to customize teaching points based upon the needs of your particular students.

Grade Four December Reading: Test Taking Strategies

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Test Taking Strategies</p> <p>This unit supports the ongoing work that is being done in your readers and writers workshop.</p> <p>However, we also know that test preparation stands alone as a unique genre that must be addressed.</p> <p>This unit will support students and allow teachers to lift the level of students' consciousness as readers and writers. This will allow them to approach tests utilizing what they already know to out smart the test maker.</p> <p>The strategies use a meta- cognitive approach that encourages students to think about their own thought processes and those of the author. These strategies give students the tools to help them become strong, independent, critical thinkers.</p>	<ul style="list-style-type: none"> ✓ Chunking ✓ Determining Importance ✓ Predicting and Confirming ✓ Identifying main idea ✓ Identifying author's purpose ✓ Cause and Effect ✓ Skimming ✓ Looking at test format ✓ Prioritizing ✓ Monitoring meaning 	<p>Possible materials:</p> <p>Magazines Newspapers Short articles Internet Web pages</p> <p>Short fiction stories, as well as, other genres of short shared texts. The exposure to various genres is helpful because the ELA Exam often uses biography, historical fiction, fable, folktale, myth, poetry, poster, advertisement placard, letter, and others.</p> <p>Copies of previous State Exams can be found at the following site: http://www.nysed.gov Go to Teacher Go to Assessments Go to Test Samplers Go to Grade 4 ELA</p>

Grade Four Reading December: Test-Taking Strategies

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Readers notice the structure and the features of the test.	Teaching Point: Readers use the titles and the illustrations to help them understand.	Teaching Point: Readers use the context to figure out new words.	Teaching Point: Readers find key words in the question to help them decide what will be important to read.	Teaching Point: Readers skim the text for key words and or phrases to find answers.
<u>Week 2</u>	Teaching Point: Readers pause after chunks of text in order to summarize briefly what they have read.	Teaching Point: Readers look closely at a narrative to figure out the author and purpose.	Teaching Point: Readers sort answer choices into a choice that could be correct and for choices that are definitely incorrect.	Teaching Point: Readers monitor for sense to approach text that is too difficult for them.	Teaching Point: Readers search for and identify textual evidence for correct answers in detail and inference questions.
<u>Week 3</u>	Teaching Point: Readers read the first paragraph of a passage in order to find the main idea.	Teaching Point: Readers scan a passage for clues in order to find out WHO the character is.	Teaching Point: Readers scan the passage for clues to find out the WHAT of the passage.	Teaching Point: Readers use personal life experiences and knowledge of the world to make sense of what they read.	Teaching Point: Readers make decisions about the most important ideas in a text in order to focus their attention.
<u>Week 4</u>	Teaching Point: Readers use sensory images such as visualization to deepen comprehension.	Teaching Point: Readers understand that things are not always stated or implied in the text so they think ahead and make predictions.	Teaching Point: Readers focus on, and review, the most important part of a story in the order in which they take place.	Teaching Point: Readers actively engage in their reading by asking questions that challenge the text, author, and themselves.	Teaching Point: Readers think about their reading to comprehend and use necessary repair strategies when they encounter problems.

**Use the remainder of additional unit week(s) to customize teaching points based upon the needs of your particular students.

Fourth Grade December Writing: Expository Essay

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Expository Essay</p> <p>In this unit, students learn how to write about a specific subject they are knowledgeable about. Students will learn to write with a purpose in mind and convey that purpose across paragraphs. The students will want to inform readers about something new or to entertain and inform the reader at the same time. Students will also learn that the purpose of expository or nonfiction writing is to provide information. Students may have engaged in a study of nonfiction where they produced an 'all about' book. This unit takes that structure and lifts the level by teaching how to present ideas in essay structure. This is not a research report. An expository essay usually focuses on a topic but may also include the writer's personal thoughts.</p>	<ul style="list-style-type: none"> ✓ Choosing topics of 'expertise' ✓ Generating lists ✓ Rereading entries and making decisions ✓ Identifying main points ✓ Paragraphing ✓ Practicing essay structure ✓ Trying out different leads ✓ Summarizing ✓ Revising, editing, publishing ✓ Moving through the writing process 	<p><i>Be the Best Soccer Play Like a Pro</i> by Anthony Ventura (Troll Associates)</p> <p><i>NBA Reader Yao Ming</i> by John Hareas (Scholastic)</p> <p><i>NBA Super Stars</i> by James Buckley Jr. (Scholastic)</p> <p>Time for Kids magazine</p> <p>Teacher demonstration texts- modeling with own writing</p>

Fourth Grade December Writing: Expository Essay

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Writers preview the structure of expository essay.	Teaching Point: Writers create a list of what they notice about essay exemplars.	Teaching Point: Writers learn the expectations of this genre by previewing a rubric.	Teaching Point: Writers choose a topic they know well and generate a list of possible sub topics.	Teaching Point: Writers choose one aspect from their list and write all that they know in their notebooks.
<u>Week 2</u>	Teaching Point: Writers create webs to categorize the information they have gathered.	Teaching Point: Writers make conscious decisions about which entries can grow into an essay.	Teaching Point: Writers choose a seed topic to develop in to an essay.	Teaching Point: Writers gather information from additional sources to support their seed topic.	Teaching Point: Writers learn to develop topic sentences to advance their essay.
<u>Week 3</u>	Teaching Point: Writers develop their introduction by trying out different leads to pull the reader in.	Teaching Point: Writers continue to develop an introduction by stating the main focus of their essay.	Teaching Point: Writers create an outline to structure the body and conclusion of their essay.	Teaching Point: Writers make sure that their paragraphs have a topic sentence that indicates what each paragraph is about.	Teaching Point: Writers develop a concluding paragraph by restating the main points or focus of the essay.
<u>Week 4</u>	Teaching Point: Writers begin a draft by planning the form of their essay using their outline.	Teaching Point: Writers revise their essay by including a personal thought or opinion.	Teaching Point: Writers edit their essay using paragraphing and correct spelling of specialized vocabulary.	Teaching Point: Writers publish their essay with an audience in mind.	Teaching Point: Writers reflect on the writing work they have done with essay writing.

****Use the remainder of additional unit week(s) to customize teaching points based upon the needs of your particular students.**

Grade Five December Reading: Test Taking Strategies

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Test Taking Strategies</p> <p>This unit supports the ongoing work that is being done in your readers and writers workshop. However, we also know that test preparation stands alone as a unique genre that must be addressed. This unit will support students and allow teachers to lift the level of students' consciousness as readers and writers. This will allow them to approach tests utilizing what they already know to out smart the test maker.</p> <p>The strategies use a meta- cognitive approach that encourages students to think about their own thought processes and those of the author. These strategies give students the tools to help them become strong, independent, critical thinkers.</p>	<ul style="list-style-type: none"> ✓ Chunking ✓ Determining Importance ✓ Predicting and Confirming ✓ Identifying main idea ✓ Identifying author's purpose ✓ Cause and Effect ✓ Skimming ✓ Looking at test format ✓ Prioritizing ✓ Monitoring meaning 	<p>Possible materials:</p> <p>Magazines Newspapers Short articles Internet Web pages</p> <p>Short fiction stories, as well as, other genres of short shared texts. The exposure to various genres is helpful because the ELA Exam often uses biography, historical fiction, fable, folktale, myth, poetry, poster, advertisement placard, letter, and others.</p> <p>Copies of previous State Exams can be found at the following site: http://www.nysed.gov Go to Teacher Go to Assessments Go to Test Samplers Go to Grade 5 ELA</p>

Grade Five Reading December: Test-Taking Strategies

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Readers notice the structure and the features of the test.	Teaching Point: Readers use the titles and the illustrations to help them understand and answer.	Teaching Point: Readers use the context to figure out new words.	Teaching Point: Readers find key words in the question and decide what is important to read.	Teaching Point: Readers skim the text for key words and or phrases to find the correct answer.
<u>Week 2</u>	Teaching Point: Readers pause after chunks of text in order to summarize briefly what they have read and understood.	Teaching Point: Readers look closely at a narrative to figure out the author and purpose.	Teaching Point: Readers sort answer choices into a choice that could be correct and for choices that are definitely incorrect.	Teaching Point: Readers monitor for sense to approach text that is too difficult for them.	Teaching Point: Readers search for and identify textual evidence for correct answers in detail and inference questions.
<u>Week 3</u>	Teaching Point: Readers read the first paragraph of a passage in order to find the main idea.	Teaching Point: Readers scan a passage for clues in order to find out WHO the character is.	Teaching Point: Readers scan the passage for clues to find out the WHAT of the passage.	Teaching Point: Readers use personal life experiences and knowledge of the world to make sense of what they read.	Teaching Point: Readers prioritize by making decisions about the most important ideas in a text.
<u>Week 4</u>	Teaching Point: Readers use sensory images such as visualization to deepen comprehension.	Teaching Point: Readers understand that things are implied and not necessarily stated in the text so they think ahead and make predictions.	Teaching Point: Readers focus on, and review, the most important part of a story in the order in which they take place.	Teaching Point: Readers actively engage in their reading by asking questions that challenge the text, author, and themselves.	Teaching Point: Readers think about what they are reading and use repair strategies when they encounter problems.

**Use the remainder of additional unit week(s) to customize teaching points based upon the needs of your particular students.

Grade Five December Writing: Research Paper

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Research Paper</p> <p>This is an inquiry based unit where writers will learn how to gather information from various media sources. This is in order to produce a well informed and well crafted research paper. The depth of the research will contribute to an expanded, published piece of writing. Writers will also be introduced to a basic format for creating a bibliography. It is recommended that writers be encouraged to choose a topic that supports current content topics being studied (I.e. Social Studies, Science)</p>	<ul style="list-style-type: none"> ✓ Choosing a research topic ✓ Developing a thesis ✓ Finding sources to support the thesis ✓ Determining important details ✓ Taking notes ✓ Paraphrasing ✓ Using graphic organizers ✓ Developing outlines ✓ Bibliography format ✓ Structure of a research paper ✓ Use of revision strategies ✓ Writing to engage the readers ✓ Editing for final presentation of paper 	<p><i>Student Work Samples</i></p> <p><i>Writer's Express: A Handbook for Young Writers, thinkers and Learners</i> by Dave Kemper, et. al.</p>

Grade Five December Writing: Research Paper

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Writers choose a topic they want to learn more about.	Teaching Point: Writers generate a thesis statement about their topic (the big idea).	Teaching Point: Writers activate prior knowledge by listing everything they already know about the topic.	Teaching Point: Writers generate questions about the topic.	Teaching Point: Writers organize their research notebooks with one question on each page.
<u>Week 2</u>	Teaching Point: Writers brainstorm places and resources where they can find information about their topic.	Teaching Point: Writers use print resources about their topic.	Teaching Point: Writers use computer resources about their topic.	Teaching Point: Writers use experts to interview about their topic.	Teaching Point: Writers use visual resources about their topic (video, audio, charts, graphs).
<u>Week 3</u>	Teaching Point: Writers use their notebooks to take notes about their topic.	Teaching Point: Writers use their thesis and research questions to create an outline of categories and subcategories.	Teaching Point: Writers revise their thesis and outline after doing some research and taking notes.	Teaching Point: Writers determine whether or not information is important and should be included in their writing.	Teaching Point: Writers sometimes use charts, graphs, images to present information or facts in their writing.
<u>Week 4</u>	Teaching Point: Writers paraphrase information to avoid plagiarism.	Teaching Point: Writers use outline and paraphrased notes to create organized summary paragraphs for the body of the report.	Teaching Point: Writers use a revision checklist and share partner to get feedback on their writing.	Teaching Point: Writers edit their final drafts to including their bibliography,	Teaching Point: Writers publish their research reports for presentation and celebration.

**Use the remainder of additional unit week(s) to customize teaching points based upon the needs of your particular students.

Kindergarten January Reading: Readers Talk about Books to Grow Ideas: A Spotlight on Comprehension

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Readers Talk about Books to Grow Ideas: A Spotlight on Comprehension This unit of study focuses on scaffolding the readers in meaningful book talk. The children will use the emergent storybooks because of their familiarity with them from the previous unit of study. Children will continue to build partnership skills. We invite children to draw upon their prior knowledge of Emergent Storybooks, such as, using the pictures and their memory to 'read' the best they can with many of the children approximating reading rather than reading conventionally. Children will be returning to 'old favorites' to think and talk about them. Adhesive tags will be introduced as a tool for growing ideas, as readers will learn they can use an adhesive tag to save an idea they want to talk about. Children will also make a personal connection to the texts through the course of this study.</p>	<ul style="list-style-type: none"> ✓ Readers think about the stories and the characters in their books while they read ✓ Readers learn to talk to each other about important things in their books (strong feeling, favorite parts, confusing parts...) ✓ Readers learn to use adhesive tags to mark places they want to talk about with a partner ✓ Readers identify and get to know characters in their books ✓ Readers think and talk about books after they are finished reading ✓ Readers use text evidence to support their thinking ✓ Readers learn ways to keep their talk going 	<p>Emergent Storybooks: Possible Titles- <i>Three Billy Goats Gruff</i> by Paul Galdone <i>The Three Little Pigs</i> by James Marshall <i>The Gingerbread Man</i> by Karen Schmidt</p> <p>Joy Cowley Big Books: <i>Mrs. Wishy Washy</i> <i>Mrs. Wishy Washy's Tub</i> <i>Wishy Washy Day</i> <i>Splishy-Splashy</i> <i>The Scrubbing Machine</i></p> <p>Other Texts: <i>Brown Bear, Brown Bear, What Do You See?</i> by Bill Martin, Jr. <i>The Wonderful Happens</i> by Cynthia Rylant <i>Who Hops</i> by Katie Davis <i>Who Hoots</i> by Katie Davis <i>When I Was Five</i> by Arthur Howard <i>The Mitten</i> by Jan Brett</p>

Kindergarten January Reading: Readers Talk about Books to Grow Ideas: A Spotlight on Comprehension

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Readers identify who the main characters are in their book.	Teaching Point: Readers learn to say the name of the characters in their book.	Teaching Point: Readers look at the illustrations to learn about their character.	Teaching Point: Readers think about what the character is saying to learn about the character.	Teaching Point: Readers put all the sources of information they have learned together to tell about characters.
<u>Week 2</u>	Teaching Point: Readers mark places in their book where they learned something about the character.	Teaching Point: Readers share the parts they marked in their book with a partner.	Teaching point: Readers 'read' the pictures and retell it first then share what's happening in the book with a partner.	Teaching Point: Readers read unfamiliar books by looking at the cover, thinking about the title, and asking, "What is this book about?"	Teaching Point: Readers make a personal connection with the books they read.
<u>Week 3</u>	Teaching Point: Readers can talk about the funny parts of their book.	Teaching Point: Readers can talk about the surprising parts of their book.	Teaching Point: Readers can notice and think about the happy/ sad parts in their book as they read.	Teaching Point: Readers can notice and think about the weird parts in the books they read.	Teaching Point: Readers notice, think, and talk about the confusing parts of the books they read.
<u>Week 4</u>	Teaching Point: Readers retell in a way that puts the pages together into a whole.	Teaching Point: Readers notice when stories or characters remind them of something from their own lives.	Teaching Point: Readers notice when one book reminds them of another.	Teaching Point: Readers talk with their partners about the connections they make in their book.	Teaching Point: Readers make sure what they read sounds right and makes sense.

**Use the remainder of additional unit week(s) to customize teaching points based upon the needs of your particular students.

Kindergarten January Reading: Readers Talk about Books to Grow Ideas: A Spotlight on Comprehension

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Readers Talk about Books to Grow Ideas: A Spotlight on Comprehension This unit of study focuses on scaffolding the readers in meaningful book talk. The children will use the emergent storybooks because of their familiarity with them from the previous unit of study. Children will continue to build partnership skills. We invite children to draw upon their prior knowledge of Emergent Storybooks, such as, using the pictures and their memory to 'read' the best they can with many of the children approximating reading rather than reading conventionally. Children will be returning to 'old favorites' to think and talk about them. Adhesive tags will be introduced as a tool for growing ideas, as readers will learn they can use an adhesive tag to save an idea they want to talk about. Children will also make a personal connection to the texts through the course of this study.</p>	<ul style="list-style-type: none"> ✓ Readers think about the stories and the characters in their books while they read ✓ Readers learn to talk to each other about important things in their books (strong feeling, favorite parts, confusing parts...) ✓ Readers learn to use adhesive tags to mark places they want to talk about with a partner ✓ Readers identify and get to know characters in their books ✓ Readers think and talk about books after they are finished reading ✓ Readers use text evidence to support their thinking ✓ Readers learn ways to keep their talk going 	<p>Emergent Storybooks: Possible Titles- <i>Three Billy Goats Gruff</i> by Paul Galdone <i>The Three Little Pigs</i> by James Marshall <i>The Gingerbread Man</i> by Karen Schmidt</p> <p>Joy Cowley Big Books:</p> <p><i>Mrs. Wishy Washy</i> <i>Mrs. Wishy Washy's Tub</i> <i>Wishy Washy Day</i> <i>Splishy-Splashy</i> <i>The Scrubbing Machine</i></p> <p>Other Texts: <i>Brown Bear, Brown Bear, What Do You See?</i> by Bill Martin, Jr. <i>The Wonderful Happens</i> by Cynthia Rylant <i>Who Hops</i> by Katie Davis <i>Who Hoots</i> by Katie Davis <i>When I Was Five</i> by Arthur Howard <i>The Mitten</i> by Jan Brett</p>

Kindergarten Unit 5 Reading: Readers Talk about Books to Grow Ideas: A Spotlight on Comprehension

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Readers identify the main character in their book.	Teaching Point: Readers pay attention to the main character and learn to say their name.	Teaching Point: Readers pay close attention to what's happening in the illustrations.	Teaching Point: Readers think about what the character says to learn about the character.	Teaching Point: Readers focus on what the character is doing.
<u>Week 2</u>	Teaching Point: Readers retell the story by using the pictures in the text.	Teaching Point: Readers use Post-it's to mark where they learned something about the character.	Teaching Point: Readers work with a partner to share the parts where they put adhesive tags.	Teaching Point: Readers retell their books by telling what happened first, next, after, etc.	Teaching Point: Readers get their minds ready to read a new book by looking at the cover and thinking of the title.
<u>Week 3</u>	Teaching Point: Readers notice the flow from one page to the next.	Teaching Point: Readers can talk about the funny parts in their books.	Teaching Point: Readers can notice and think about surprising parts in their books.	Teaching Point: Readers can notice and think about confusing parts in their books.	Teaching Point: Readers can notice and think about weird parts in their books.
<u>Week 4</u>	Teaching Point: Readers can talk about parts in their book that makes them think.	Teaching Point: Readers notice when characters remind them of something from their own lives.	Teaching Point: Readers notice when making a personal connection it helps understand the character/story better.	Teaching Point: Readers notice when one story reminds them of another story they have read.	Teaching Point: Readers talk with a partner about the connections they have made.

**Use the remainder of additional unit week(s) to customize teaching points based upon the needs of your particular students.

Kindergarten January Writing: Authors as Mentors (Author Study)

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Authors as Mentors (Author Study) In this unit, teachers will focus on an author to help students continue their writing. This unit is taught to help young writers notice what an author has done well so they can write well. The idea is to invite children to notice the techniques published writers use, to consider the effects these techniques create, and finally, to try using the same technique in their own writing.</p> <p>Teachers will want to closely consider the author of choice. Teachers will want to choose authors that write stories in a way that your children can envision writing themselves. In other words, choose authors that write brief, chronological stories. The caution here is not to choose authors whose writing is well beyond anything your students can write. This unit focuses on Donald Crews as the mentor author.</p>	<ul style="list-style-type: none"> ✓ Stretching stories across more than one page ✓ Planning stories sequentially ✓ Using labels to add print to illustrations ✓ Using and adding punctuation ✓ Including setting- time and place ✓ Adding dialogue ✓ Adding speech bubbles ✓ Adding onomatopoeia ✓ Revising and editing ✓ Publishing 	<p>Books by Donald Crews:</p> <p><i>Shortcut</i> <i>Bigmama's</i> <i>Sail Away</i> <i>Freight Train</i> <i>Harbor</i> <i>School Bus</i> <i>Parade</i> <i>Ten Black Dots</i> <i>Truck</i> <i>Night at the Fair</i></p>

Kindergarten January Writing: Authors as Mentors (Author Study)

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Writers stretch their stories across pages using a three page booklet. (attach 3 pages together to make a book)	Teaching Point: Writers tell their stories by touching each page and telling the story.	Teaching Point: Writers plan their stories by using sequential language, first, next, finally.	Teaching Point: Writers tell seed stories rather than 'pumpkin' stories. (small moment vs. all about story)	Teaching Point: Writers write about one moment to tell across 3 pages.
<u>Week 2</u>	Teaching Point: Writers use labels to add print to their stories.	Teaching Point: Writers add punctuation when they write.	Teaching point: Writers listen for the sounds within words they want to write and add them to their stories.	Teaching Point: Writers notice how their author of study uses punctuation and try it out in their 'writing'.	Teaching Point: Writers notice that stories are made up of lots of different moments.
<u>Week 3</u>	Teaching Point: Writers notice how their author of study uses setting.	Teaching Point: Writers add to their drawings by including where the story is happening.	Teaching Point: Writers include details in their drawings to make the setting noticeable.	Teaching Point: Writers notice dialogue the author uses and include the little things people in their stories say.	Teaching Point: Writers can include speech bubbles in their drawings to make their characters talk.
<u>Week 4</u>	Teaching Point: Writers can include sound words (onomatopoeia) in their writing.	Teaching Point: Writers choose a piece they want to make better.	Teaching Point: Writers revise by adding more writing or drawings to their piece.	Teaching Point: Writers edit to make sure their title matches their story.	Teaching Point: Writers publish their story by adding color and making a cover.

**Use the remainder of additional unit week(s) to customize teaching points based upon the needs of your particular students.

Grade One January Reading: Readers Bring Word Power to Reading

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Readers Bring Word Power to Reading</p> <p>Readers need to attend to words in order to read with accuracy, fluency, and meaning.</p> <p>Readers apply phonics strategies while reading during independent reading and during partnerships. This includes decoding and finding smaller words within bigger words. Readers also use context clues, retelling, and punctuation to read for fluency and meaning when reading to a partner. Readers learn and practice good partnership behaviors. They practice being good listeners, provide help in a constructive manner, and model the use of word attack strategies to help partners with their reading.</p>	<ul style="list-style-type: none"> ✓ Selecting places to read ✓ How partners encourage each other when reading ✓ How partners provide constructive feedback ✓ Looking at beginnings and endings of words to help with decoding ✓ Recognizing compound words ✓ Finding the smaller words within the bigger words ✓ Decoding multi-syllabic words ✓ Using context clues to figure out unfamiliar words ✓ Reading past unfamiliar words then coming back to them ✓ Retelling a story after reading silently ✓ Use of punctuation when reading for expression 	<p>Possible titles by Joy Cowley:</p> <p><i>Dan The Flying Man</i> by Joy Cowley</p> <p><i>Very Hungry Giant</i> by Joy Cowley</p> <p><i>Wishy Washy's Tub</i> by Joy Cowley</p> <p><i>Meanies</i> by Joy Cowley</p> <p><i>Splishy Sploshy</i> by Joy Cowley</p> <p><i>Grandpa, Grandpa</i> by Joy Cowley</p>

Grade One January Reading: Readers Bring Word Power to Reading

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Readers discuss the ways to behave during partnership reading	Teaching Point: Readers learn to find appropriate, quiet places to read with a partner	Teaching Point: Readers support their partners reading using good listening strategies	Teaching Point: Readers encourage their partners when reading and help when they can in a positive constructive manner	Teaching Point: Readers support their partners use of word attack strategies by modeling
<u>Week 2</u>	Teaching Point: Readers identify compound words with their partners	Teaching Point: Readers practice looking at beginning and endings of words to help decode unfamiliar words	Teaching Point: Readers find the smaller words within the larger word to help with decoding words	Teaching Point: Readers practice decoding multi-syllabic words by covering parts of words to aid in decoding	Teaching Point: Readers practice decoding strategies with their partners
<u>Week 3</u>	Teaching Point: Readers use context clues by finding words that assist with meaning	Teaching Point: Readers read while their partners help them to identify the context clues	Teaching Point: Readers practice using context clues by skipping unfamiliar words, reading on then going back.	Teaching Point: Readers practice fluency by reading silently then retelling their story to their partner	Teaching Point: Readers practice fluency by reading to a partner
<u>Week 4</u>	Teaching Point: Readers practice function of periods by pausing when reading to a partner	Teaching Point: Readers practice voice changes with partners when they notice exclamation marks	Teaching Point: Readers practice voice changes with partners when they notice question marks	Teaching Point: Readers practice voice changes with partners when they encounter quotation marks	Teaching Point: Readers practice usage of punctuation marks when reading to a partner

**Use the remainder of additional unit week(s) to customize teaching points based upon the needs of your particular students.

Grade One January Writing: Writing for Readers

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Writing for Readers</p> <p>Children begin to explore the concept that we write for an audience of readers. Their work must be easily understood and clear to the reader. It must be organized, remain on topic, include details and illustrations to further tell what is occurring. Writers must also attend to the format, structure, punctuation and design of their writing piece.</p> <p>Writers share their work with a partner to help with the revision and editing processes.</p>	<ul style="list-style-type: none"> ✓ Writers write for an audience of readers ✓ Developing topics from own lives ✓ Writers use details to clarify concepts to readers ✓ Describe their characters in detail to make them interesting to the reader ✓ Use dialogue to draw reader in to the story ✓ Use tools for editing and revision process ✓ Rereading work to check for organization ✓ Writers are accountable for editing their piece for presentation and ease of reading 	<p><i>Punctuation takes a Vacation</i> by Robin Pulver</p> <p><i>The Snowy Day</i> by Ezra Jack Keats</p> <p><i>The Scrubbing Machine</i> by Joy Cowley</p> <p><i>Who's in the Shed?</i> by Brenda Parks</p> <p><i>Eats, Shoots and Leaves</i> <i>Why Commas really do Matter</i> by Lynne Truss</p>

Grade One January Writing: Writing for Readers

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Writers explore how authors write for an audience of readers.	Teaching Point: Writers discuss the details seen in illustrations of an author with a partner.	Teaching Point: Writers sketch a personal narrative story that illustrates a story's sequence in order.	Teaching Point: Writers add words to their sketches making sure to use language denoting the sequence of events.	Teaching Point: Writers add details to their story by adding information about the setting and when the story takes place.
<u>Week 2</u>	Teaching Point: Writers explore books by authors using the same characters.	Teaching Point: Writers develop topics from their own lives to write about that include the same characters.	Teaching Point: Writers describe their characters in detail to make them interesting to readers.	Teaching Point: Writers make distinctions between the main character and supporting characters to be clear to the reader.	Teaching Point: Writers create interesting, clear dialogue for characters to engage an audience of readers.
<u>Week 3</u>	Teaching Point: Writers explore how authors develop their stories to include, and resolve a problem over time.	Teaching Point: Writers clearly write about a problem encountered by the characters that needs to be solved.	Teaching Point: Writers write using details to describe how a problem was solved in a story for the reader.	Teaching Point: Writers chose a piece of writing to publish and with a partner make decisions about changes for clarity and presentation.	Teaching Point: Writers learn to add details by cutting paper and adding strips where details are to be added.
<u>Week 4</u>	Teaching Point: Writers reread their work for organization (writing has a beginning middle and end).	Teaching Point: Writers reread their work to edit for spelling or to add missing words.	Teaching Point: Writers reread their writing to edit for punctuation and capitalization.	Teaching Point: Writers review their work to edit for style and presentation of final product.	Teaching Point: Writers celebrate their work by sharing with an audience of readers.

**Use the remainder of additional unit week(s) to customize teaching points based upon the needs of your particular students.

Grade Two January Reading: Reading in a Series

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Reading in a Series</p> <p>Reading in a series provides readers with books that follow patterns. This supports the reader in becoming comfortable with, and proficient in concepts around story elements. These revolve around themes, characters, predictions, and creating theories as well as, setting, plot, and movement across time.</p> <p>When teaching students to see patterns and make predictions in the reading, we are providing strategies that will assist in increasing their reading levels.</p>	<ul style="list-style-type: none"> ✓ Tracking the main character across books ✓ Exploring themes across books/author's ✓ Developing skills in making predictions ✓ Creating theories 	<p><i>Horrible Harry</i> by Suzy Kline</p> <p><i>Poppleton</i> by Cynthia Rylant</p> <p><i>The Magic Tree House</i> by Mary Pope Osborne</p> <p><i>Fluffy</i> by Kate McMullen</p> <p><i>Dragon</i> by Allyson James</p>

Grade Two January Reading: Reading in a Series

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Readers become familiar with identifying patterns across a series.	Teaching Point: Readers note how main character interacts with others across books.	Teaching Point: Readers note how recurring characters interact with each other across the series.	Teaching Point: Readers note character traits that typically don't change across a series.	Teaching Point: Readers note that some character traits might change across books.
<u>Week 2</u>	Teaching Point: Readers attend to how characters use dialogue across a series.	Teaching Point: Readers link what is already known about the characters in each book of the series.	Teaching Point: Readers anticipate certain behavioral traits of a character through series reading.	Teaching Point: Readers attend to the familiar versus the unfamiliar aspects of books across a series.	Teaching Point: Readers attend to thoughts and feelings that reoccur across the series.
<u>Week 3</u>	Teaching Point: Readers attend to details in a series due to familiarity with many aspects of the series.	Teaching Point: Readers revise theories about characters across a series.	Teaching Point: Readers recognize consistent plot elements across a series.	Teaching Point: Readers recognize consistent setting elements across a series.	Teaching Point: Readers identify changes in setting, plot, characters across a series.
<u>Week 4</u>	Teaching Point: Readers develop skills with making predictions based on familiar aspects of texts.	Teaching Point: Readers recognize and identify recurring themes across a series.	Teaching Point: Readers generate evolving theories about stories across a series.	Teaching Point: Readers use Post-it markers to mark consistent elements across a series.	Teaching Point: Readers share with a partner their thoughts, feelings, opinions about a series of books.

**Use the remainder of additional unit week(s) to customize teaching points based upon the needs of your particular students.

Grade Two January Writing: Writing For Readers

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Writing For Readers</p> <p>In this unit writers begin to understand that writing is done for an audience of readers. Writers learn that authors use a variety of strategies to draw the readers in and to maintain their attention. Writers do this by using interesting situations that characters encounter and problems that need to be resolved. The young writers will spend time exploring the concepts of details, descriptive language, and sequencing of events, use of dialogue, illustrations, revision, and editing for style and presentation of a final product.</p>	<ul style="list-style-type: none"> ✓ Examine books by authors and discuss elements he/she uses to draw the reader in ✓ Developing writing that includes a problem ✓ Adding details to expand story ✓ How to use descriptive language to enhance a story concept ✓ Relevance of following a sequence when writing ✓ Including dialogue to make reader feel more involved in the story ✓ Strategies for revising writing piece ✓ Function of illustrations in a story ✓ Editing for final presentation 	<p><i>The Snowy Day</i> by Ezra Jack Keats</p> <p><i>The Scrubbing Machine</i> by Joy Cowley</p> <p><i>Who's in the Shed?</i> by Brenda Parks</p>

Grade Two January Writing: Writing for Readers

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Writers explore the writing styles of a variety of authors.	Teaching Point: Writers explore the descriptive language authors use.	Teaching Point: Writers explore how authors use sensory based language.	Teaching Point: Writers explore how an author uses illustrations.	Teaching Point: Writers explore how authors use dialogue to involve the readers.
<u>Week 2</u>	Teaching Point: Writers develop topics to write about from their own lives.	Teaching Point: Writers describe their characters in detail.	Teaching Point: Writers describe the problem or situation in detail.	Teaching Point: Writers use descriptive language to describe the setting in detail.	Teaching Point: Writers use illustration to support their descriptions of story elements.
<u>Week 3</u>	Teaching Point: Writers include opportunities for their characters to speak.	Teaching Point: Writers develop unique dialogue styles for their characters.	Teaching Point: Writers create dialogue that is like a conversation.	Teaching Point: Writers use relevant dialogue about the problem encountered.	Teaching Point: Writers use dialogue that is logical to the sequence of the story.
<u>Week 4</u>	Teaching Point: Writers use set criteria to make decisions about what to publish. Ex. "Is my story interesting?"	Teaching Point: Writers reread their piece using an established set of strategies for revision.	Teaching Point: Writers reread their piece to edit for punctuation, capitalization, spelling.	Teaching Point: Writers share their for a final "eye" before crafting final writing piece for publication.	Teaching Point: Writers celebrate their work by sharing with a larger audience.

**Use the remainder of additional unit week(s) to customize teaching points based upon the needs of your particular students.

Grade Three January Reading: Mystery Study

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Mystery Study</p> <p>The purpose of this unit is to highlight mystery reading in the reading lives of the students, help students recognize how a mystery genre works, and to help students recognize this genre amongst others.</p> <p>Teachers will teach the ingredients of mysteries and teach students how to negotiate the reading of this genre. Students will learn how to identify and gather clues to support solving a mystery. They will also be guided in learning how to read suspiciously while thinking about character motivation and character alibis.</p> <p>It will be necessary for teachers to teach students how to manage the gathering of evidence that they will find or note as they read.</p>	<ul style="list-style-type: none"> ✓ Modeling of thinking aloud to demonstrate how readers read mystery ✓ Studying the set up of mysteries ✓ Reading suspiciously to notice clues ✓ Reading suspiciously by paying attention to characters in a mystery ✓ Reading suspiciously by paying attention to character alibi ✓ Reading suspiciously to notice character motive ✓ Learning the importance of gathering clues and formulating ideas to solve mystery 	<p>Possible texts/series to model with are:</p> <p>Nate the Great by Marjorie Weinman Sharmat</p> <p>Jigsaw Jones by James Preller</p> <p>Cam Jansen by David A. Adler</p> <p>Young Cam Jansen by David A. Adler</p> <p>The Nancy Drew Notebooks by Carolyn Keene</p> <p>Third Grade Detectives by George E. Stanley</p> <p>A to Z Mysteries by Ron Roy</p>

Grade Three January Reading: Mystery Study

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Readers learn the set up of a mystery.	Teaching Point: Readers notice how characters in a mystery are introduced in the text.	Teaching Point: Readers notice how characters in a mystery move the story along.	Teaching Point: Readers notice the relationships among the characters in the text.	Teaching Point: Readers pay attention to what the crime solver is thinking and noticing.
<u>Week 2</u>	Teaching Point: Readers learn how the setting plays a role in mystery reading.	Teaching Point: Readers learn how to identify and track clues to follow the mystery.	Teaching Point: Readers learn ways that a reader reads suspiciously by identifying the suspect/s	Teaching Point: Readers read suspiciously by noticing where the characters are when the crime takes place.	Teaching Point: Readers read suspiciously by thinking about character alibi; questioning whether we believe them.
<u>Week 3</u>	Teaching Point: Readers read suspiciously by identifying what the suspects' motive is.	Teaching Point: Readers read suspiciously by noticing who the character/s were with when the crime took place.	Teaching Point: Readers learn to identify false clues (red herring) that purposefully distract us from solving the mystery.	Teaching Point: Readers learn how to use the clues/proofs to solve the mystery before the crime solver does.	Teaching Point: Readers use their reader's notebook to keep track of the information they have noticed.
<u>Week 4</u>	Teaching Point: Readers use the information they have gathered to formulate their theory.	Teaching Point: Readers learn how to look at their information and discard what is irrelevant.	Teaching Point: Readers lay down all their information to formulate a theory as to who committed the crime.	Teaching Point: Readers reread to adjust their thinking when they encounter new clues.	Teaching Point: Readers learn how using one mystery they read can help them read the next mystery, especially in a series.

**Use the remainder of additional unit week(s) to customize teaching points based upon the needs of your particular students.

Grade Three January Writing: Edge of Your Seat Stories

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Edge of Your Seat Stories</p> <p>This unit of study will rely on all that students have learned about writing narrative stories and small moment pieces.</p> <p>Writers will write narratives about tension filled episodes. Unlike personal narrative, these stories will follow the problem/solution structure.</p> <p>Students will work toward creating pieces that highlight the most important part they want to show. Teachers will want to teach in to the elements of story and bring student's attention back to what they know about the ingredients that most stories have.</p> <p>To begin, teachers will encourage students to think about moments that caused them to experience strong feelings, such as, worry, fear, excitement, hope, etc.</p>	<ul style="list-style-type: none"> ✓ Looking at exemplars of this type of writing ✓ Writing small moments ✓ Writing moments with tension, keeping the reader in suspense ✓ Adding dialogue to stories ✓ Adding internal thought to stories ✓ Writing step-by-step stories ✓ Developing character ✓ Developing setting ✓ Sequencing the events of stories ✓ Revising leads ✓ Revising endings ✓ Editing for paragraphs/adding page breaks ✓ Editing using a checklist 	<p>Possible Texts May Include:</p> <p><i>The Most Beautiful Place In the World</i> by Ann Cameron</p> <p><i>Just Us Women</i> by Jeannette Caines</p> <p><i>Owl Moon</i> by Jane Yolen</p> <p><i>My Name is Maria Isabel</i> by Alma Flor Ada</p> <p><i>Amazing Grace</i> by Mary Hoffman</p> <p>Teachers are encouraged to create their own demonstration texts to model.</p>

Grade Three January Writing: Edge of Your Seat Stories

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Writers look at exemplars of tension filled moments/stories.	Teaching Point: Writers collect by telling in partnerships stories from their lives.	Teaching Point: Writers tell stories in partnerships by zooming in on the most 'exciting' part and writing it down in their notebooks.	Teaching Point: Writers rehearse their stories by naming the people and setting in their story then writing in their notebooks.	Teaching Point: Writers continue to generate entries by including dialogue.
<u>Week 2</u>	Teaching Point: Writers generate an entry that includes the use of internal thinking.	Teaching Point: Writers generate an entry that includes the small actions of the characters.	Teaching Point: Writers reread their entries to select the one they want to develop further.	Teaching Point: Writers create a timeline to plot the events/sequence of their piece.	Teaching Point: Writers use the timeline to highlight the tension part of their story and develop it by writing the details.
<u>Week 3</u>	Teaching Point: Writers use their timeline to develop another plot point by writing the details blow by blow.	Teaching Point: Writers story map or story board their piece to get ready to draft.	Teaching Point: Writers begin to plan the form of their piece by paying attention to their timeline and story map.	Teaching Point: Writers draft by using colored paper and skipping lines when they draft.	Teaching Point: Writers revise their narrative by trying out a new lead.
<u>Week 4</u>	Teaching Point: Writers revise their tension moment by including word choice, such as, suddenly... all of a sudden..., etc.	Teaching Point: Writers edit using a criteria checklist to monitor their editing.	Teaching Point: Writers publish their narrative by completing the final form of their piece.	Teaching Point: Writers prepare a cover and illustrations to complete publishing.	Teaching Point: Writers celebrate their writing.

**Use the remainder of additional unit week(s) to customize teaching points based upon the needs of your particular students.

Grade Four January Reading: Revisiting Just-Right Books and Workshop Routines

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Revisiting Just-Right Books and Workshop Routines</p> <p>The central focus of the beginning of the month is the English Language Arts exam. Teachers and students settle in to testing.</p> <p>In the weeks that follow teachers want to spend time doing mid-year assessments. You want to get a sense of where students are in their reading comprehension, fluency, and reading behaviors. The purpose is to nudge students toward longer, more challenging texts.</p> <p>Students will also be guided to self-evaluate their reading, book choices, and reading logs. This is for the purpose of our readers becoming more self-reflective and deliberate in goals and plans they set for themselves. Revisiting previous lessons taught will reinforce skills and strategies that students approximate in their reading.</p>	<ul style="list-style-type: none"> ✓ Self evaluate ✓ Monitor reading ✓ Thinking critically ✓ Interpretation of ideas ✓ Formulating and developing ideas ✓ Gathering evidences to support thinking ✓ Working with a partner to discuss ideas ✓ Listening to deepen conversation 	<p>Use titles that you gathered for unit two. Look for texts that are from a series, but not necessarily ones that students have put in their baggies. The book or books you use to support the unit should be ones that seem approachable to our students. They should be ones that our students can read with few problems.</p>

Grade Four January Reading: Revisiting Just Right Books and Workshop Routines

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Readers self evaluate to determine if they are making good book choices.	Teaching Point: Readers monitor their reading by making sure they can read and understand most words on the page.	Teaching Point: Readers read with a partner to show they are reading comfortably and with expression.	Teaching Point: Readers revisit the library and make necessary adjustments to their choices.	Teaching Point: Readers revisit their reading logs to be sure they are up to date.
<u>Week 2</u>	Teaching Point: Readers chunk parts of their reading by stopping to retell in order to check understanding.	Teaching Point: Readers retell what they read by using the elements of story to support their retell.	Teaching Point: Readers work on inferring ideas about the text by using supporting evidence.	Teaching Point: Readers focus on character behavior to develop ideas about the character.	Teaching Point: Readers discuss in partnerships their ideas about their reading.
<u>Week 3</u>	Teaching Point: Readers rethink and revise their ideas based on new or additional information found in the text.	Teaching Point: Readers discuss their new ideas with their partners to deepen their talk.	Teaching Point: Readers confirm their thinking by recording evidence from the text.	Teaching Point: Readers talk in partnerships about the evidence/s they've gathered.	Teaching Point: Readers reread and use their supporting evidence to formulate big theories
<u>Week 4</u>	Teaching Point: Readers set goals or new goals for themselves.	Teaching Point: Readers increase stamina by starting their reading right away.	Teaching Point: Readers build stamina in reading by setting a start and finish point with the # of pages read.	Teaching Point: Readers grow their stamina by finishing a text and choosing a new one right away.	Teaching Point: Readers build stamina by adding more time for their reading.

**Use the remainder of additional unit week(s) to customize teaching points based upon the needs of your particular students.

Grade Four January Writing: Persuasive Essay

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Persuasive Essay</p> <p>The purpose and focus of this type of writing is to share an opinion and convince or persuade.</p> <p>A persuasive essay presents an opinion and states reasons and evidence to advance the opinion.</p> <p>The teaching of the structure of the essay is upheld from previous essay work that has been covered. Teachers will continue to reinforce all previous skills taught.</p> <p>Students will be taught how to gather evidence to support a claim and to cite references or give examples. The use of idea planners and graphic organizers should be used to scaffold how students learn the organization of essay writing.</p> <p>The beginning of this month will open with teachers and students making final preparations for the English Language Arts exam.</p>	<ul style="list-style-type: none"> ✓ Show exemplars of persuasive writing ✓ Teach students to generate ideas or subjects to support persuasion ✓ Teach students how to get reasons to back up claim ✓ Teach students how to create an outline ✓ Teach students the order of paragraphs in an essay ✓ Teach students to use a planner to order information ✓ Teach students how to cite examples to support evidence ✓ Teach how to engage readers with a compelling introduction ✓ Move through the writing process 	<p>Time For Kids magazines</p> <p>Newspaper articles</p> <p>Internet</p> <p>Television shows: PBS, Discovery Channel, etc.</p> <p>Teacher demonstration pieces</p>

Grade Four January Writing: Persuasive Essay

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Writers read exemplars of persuasive essays and write/note the authors opinion.	Teaching Point: Writers read an exemplar and identify the author's reasons to support their argument.	Teaching Point: Writers make a list of topics they will want to argue for.	Teaching Point: Writers pick a topic of interest to argue for and list reasons that will support their argument.	Teaching Point: Writers review the rubric that outlines the expectations for this type of writing.
<u>Week 2</u>	Teaching Point: Writers gather a variety of information to support their claim.	Teaching Point: Writers structure information to support a claim the same way again and again.	Teaching Point: Writers use an introduction as a place to convey the important ideas in their essay.	Teaching Point: Writers include a lead that places their essay in a context and engages the reader.	Teaching Point: Writers use introductory phrases to frame their essays.
<u>Week 3</u>	Teaching Point: Writers create an outline for their essay by using a graphic organizer.	Teaching Point: Writers use boxes and bullets to outline their reasons and supports.	Teaching Point: Writers sometimes seek outside sources to cement their thesis or argument.	Teaching Point: Writers begin a draft by transforming their collected writing and piecing it together.	Teaching Point: Writers create a draft by using repeated phrases and logically sequencing information.
<u>Week 4</u>	Teaching Point: Writers use a concluding paragraph to sum up the main points of their essay.	Teaching Point: Writers use transitional prompts to spur elaboration in their writing.	Teaching Point: Writers revise their essay to make sure their main points are stated clearly.	Teaching Point: Writers edit their essays to make sure paragraphs are indented to indicate a new thought.	Teaching Point: Writers share their essays with their classmates.

**Use the remainder of additional unit week(s) to customize teaching points based upon the needs of your particular students.

Grade Five January Reading: Building Comprehension through Short Texts

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Building Comprehension through Short Texts</p> <p>In this unit readers will build upon their knowledge of story elements in order to interpret and make inferences about the characters, theme, setting, and plot. The readers will use a collection of short texts such as picture books and short stories. The focus will be on using the strategies for reading, thinking, and talking about what has been read. Readers will be asked to provide evidence from the text to support their thoughts, ideas, feelings, and opinions.</p>	<ul style="list-style-type: none"> ✓ Identify story elements ✓ Retell story orally in sequence ✓ Gather evidence to support ideas ✓ Make inferences about characters motives for their actions ✓ Develop and express ideas and theories ✓ Thinking around the reading ✓ Rereading to check for understanding ✓ How to listen and share with a partner ✓ How to ask "questions" while reading to self monitor for comprehension ✓ Working in partnerships to aid in comprehension 	<p><i>Zachary's Divorce</i> by Linda Sitea</p> <p><i>Priscilla and the Wimps</i> by Richard Peck</p> <p><i>Eleven</i> by Sandra Cisneros</p>

Grade Five January Reading: Building Comprehension through Short Texts

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Readers retell stories using elements (character, plot, setting, theme).	Teaching Point: Readers retell stories Attending to the sequence of events.	Teaching Point: Readers synthesize information by adding their thinking to a retelling.	Teaching Point: Readers ask questions to self-monitor for understanding.	Teaching Point: Readers ask a partner for help with comprehension when they lose track of the story.
<u>Week 2</u>	Teaching Point: Readers attend to character traits (inner and outer traits).	Teaching Point: Readers develop theories about characters, paying attention to what they say.	Teaching Point: Readers develop theories about characters by paying attention to what they do.	Teaching Point: Readers use evidence from the story to support their theories about the characters.	Teaching Point: Readers talk in partnerships to further develop theories about characters.
<u>Week 3</u>	Teaching Point: Readers make inferences based on what a character says.	Teaching Point: Readers make inferences from the inner thought of the character.	Teaching Point: Readers make inferences about the character from what the author tells us.	Teaching Point: Readers make inferences from what a character does.	Teaching Point: Readers work in partnerships using context clues to understand difficult vocabulary.
<u>Week 4</u>	Teaching Point: Readers attend to authors use of symbols and imagery to develop theories about the author's message.	Teaching Point: Readers use evidence from text to support their theories about the setting, time, and plot.	Teaching Point: Readers use evidence from text to develop predictions about a character's actions over time.	Teaching Point: Readers use evidence from text to develop predictions about the resolution of a problem or conflict.	Teaching Point: Readers reread to check for understanding by asking, "Is what I am thinking making sense?"

**Use the remainder of additional unit week(s) to customize teaching points based upon the needs of your particular students.

Grade Five January Writing: Literary Essay

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Literary Essay</p> <p>In this unit writers will write literary essays about picture books, short texts, poems, or books. The unit begins with a discussion about how a literary essay advances one main idea or important "truth" learned over the course of reading several texts. The teacher will lead the writers through a discussion of big ideas or themes from various texts that have been read aloud or independently. Writers will learn how to expand on the themes to develop a thesis statement. Writers will be required to use two or more texts to gather supporting evidence to support their thesis.</p>	<ul style="list-style-type: none"> ✓ Identify themes in literature ✓ Developing a thesis ✓ Find evidence to support a thesis ✓ Structuring a literary essay ✓ How to expand on one theme ✓ Defining a "truth" learned 	<p><i>Sample student essays</i></p> <p><i>An angel for Solomon Singer</i> by Cynthia Rylant</p> <p><i>Your Move</i> by Eve Bunting</p> <p><u>Teacher Resources</u></p> <p><i>Writing about Reading</i> by Janet Angelillo</p> <p><i>After the End</i> by Barry Lane</p> <p><i>Craft Lessons</i> by Ralph Fletcher</p>

Grade Five January Writing: Literary Essay

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Writers learn that literary essays advance one main idea	Teaching Point: Writers understand a thesis is based on a big idea or theme across several text sources	Teaching Point: Writers brainstorm Books they have read that advance the same theme or "truth" discovered	Teaching Point: Writers find evidence from text to support thesis and take notes	Teaching Point: Writers use graphic organizers about each text related to theme to guide writing paragraphs
<u>Week 2</u>	Teaching Point: Writers write their notes to add new thinking to the big idea and develop essay structure	Teaching Point: Writers use their notes to determine weaknesses or what evidence might be missing	Teaching Point: Writers eliminate information from notes that isn't relevant to the theme	Teaching Point: Writers use their notes to write an introduction paragraph about the theme	Teaching Point: Writers use their notes to develop second paragraph around one body of evidence
<u>Week 3</u>	Teaching Point: Writers use their notes to develop next paragraph around another body of evidence	Teaching Point: Writers develop fourth paragraph around third body of evidence to support theme	Teaching Point: Writers write conclusions that reference back to the big idea/truth	Teaching Point: Writers use strategies of revision to add/eliminate information from the essay structure	Teaching Point: Writers revise work to add more powerful language to make their writing more dynamic
<u>Week 4</u>	Teaching Point: Writers edit their work by checking for the appropriate use of capitalization	Teaching Point: Writers edit their work by checking for the use of appropriate punctuation	Teaching Point: Writers edit their work to check for the use of proper spelling.	Teaching Point: Writers publish their final piece for celebration	Teaching Point: Writers share their final piece with partner in celebration of their writing

**Use the remainder of additional unit week(s) to customize teaching points based upon the needs of your particular students.

Unit of Study: Readers Bring Word Power to Reading

Title of Mini-lesson: Using the small words within a word

Teaching point: Readers find the smaller words within the larger word to help with decoding words.

Intention: Students recognize the smaller words within a larger word to help figure out the whole word.

Connection: You might begin by stating, Readers use a variety of strategies to help themselves figure out words they have trouble reading. One way to help your self understand a "hard" word is to look for the smaller word that might be in the bigger word. This way you might be able to figure out the whole word or at least have an idea of what that word might be as you're reading along.

Teaching: You might begin by saying: I am going to read a story to you once all the way through. Then, we will go back again and look at those "hard" words. I am going to show you how I look for the smaller words in the bigger word, so I can try and figure out the whole word. I am going to put a Post-it under the smaller words I find within a larger word. Now let's look at one of the bigger words, and see if finding a smaller word or words in the larger word helps me figure out the big word.

Active Engagement: Begin by saying: Now readers, I want you to work with a partner and as you read look for those little words inside the bigger words. Put a Post-it, just like I did under all those little words you find in bigger words. Let's see how many words you and your partner can find as you take turns reading the book.

Link: You could say: Today readers we learned how we can use the smaller words in a bigger word to help us figure out what that really big word might be. So readers, you need to remember as you read on your own to look for those smaller words so you can figure out those big words that you might come across as your reading your own books during independent reading time.

Share: After students have had time to work in their partnerships, come back together and provide the students with an opportunity to indicate for the rest of the class some of the words they found during their reading in partnerships.

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Unit of Study: Test Taking Strategies

Date: _____

Title of Mini-lesson: Readers look for supporting ideas and draw conclusions to help them understand the main ideas.

Intention: To teach how to identify details which support the main idea of a reading passage.

Connection: We have learned about the main idea of a passage. We learned and know that the main idea of a passage tells us the most important information or idea. Being able to identify the main idea helps us to understand what we are reading. Today we are going to learn about supporting ideas. These are the ideas that help us draw conclusions and prove the main idea.

Teaching: **Teacher will need chart paper, markers, nonfiction or fiction passage, one copy per student of a graphic organizer web, passages for independent work.** *I am going to read the passage I have charted all the way through. Then I am going to go back to the passage and identify the main idea. Model this task in front of the students. Now I'm going to look for the supporting ideas in the passage. Remember, these are the ideas that help us draw conclusions to prove the main idea. Read the passage again, underlining supporting ideas. For instance in a nonfiction passage about turtles, the reader might find words such as shell, reptile, cold blooded. These are all ideas that support the main idea; they help the reader draw conclusions about turtles. Now I'm going to show you how to use a web to organize these ideas. First, I write the big or main idea in the center. Model writing the main idea for the class. Next, I'm going to write my supporting ideas in the boxes around the circle. This is how I can identify and organize important information from the passage.*

Active Engagement: *Turn and tell your partner about the three things you are going to do as a reader during independent reading time: find the main idea, find supporting ideas to prove main idea, and web your findings. The teacher will want to move between the groups and quickly gather if students are on point.*

Link: Today and on test day, you use the skills we worked on today. Now I'll send you off to work independently. Please read your passage, identify the main idea and write it in the center box. Then find supporting ideas that help the reader understand and prove the main idea and write them in the surrounding boxes. Send students off to work independently while you move about and confer.

Share: At the end of workshop time, we gather our students back together to share what they worked on. Have a few students share their webs.

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Unit of study: Writing a Research Paper

Title of Mini-lesson: Use of paraphrasing to avoid plagiarism.

Teaching Point: Writers paraphrase information to avoid plagiarism.

Intention: For student to understand the meaning of plagiarism and how we use writing in our own words (paraphrasing) to avoid this.

Connection: You might begin by saying: When a writer writes he or she is using their own thoughts and ideas and are making the decision to share them with readers. Many times we love what the author has said so much that we want to use their thoughts and ideas in our own papers. While many authors don't mind that we do this, they do mind if you copy their work word for word and try and pass it off as your own. That is known as plagiarism. That is considered wrong to do. So, to avoid this we must paraphrase what the author is saying. That means writing what we have read in our own words, but keeping to those thoughts and ideas of the original author.

Teaching: You might begin by saying: I am going to show you how I will paraphrase a piece of a text that keeps the authors ideas, but uses my own words. After I show you, we will try the next piece together. Then, I will have you all try the last section on your own. We will then come back and hear how some people did their paraphrasing.

Active Engagement: You might say: Now that I have shown you, and we have tried a section together to practice paraphrasing, I want you to try it on your own. Take the last section of the text and put it into your own words. Remember, we want to keep the authors ideas, but use our own words to explain them in our writing.

Link: You could say: So as writers who do research papers we often want to use the thoughts and ideas of other authors. This is a great way to bring in expert opinions and facts while writing, but we must be mindful not to "steal" other peoples words because that is known as plagiarism and that is wrong to do.

Share: After students have had time to write their paraphrasing of the last section of the text being used, have several students share out their pieces. Note that there are often many ways to paraphrase another persons writing. Reminding them as long as the "stick" to the ideas of the original writer it's a great way to incorporate the information we need into our research papers.

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Lesson developed by District Literacy Coach

Unit of Study: Partnerships (Management)

Date: _____

Title of Mini Lesson: Partners listen closely to each other to keep the talk going.

Intention: To teach students to listen and pay attention to each other to further their talk

Connection: We recently started our partnerships/book club and we are learning best how to work together. Yesterday as I observed you working together, I liked how you were taking turns. Keep up the good work. I am concerned about how you listen and pay attention to each other. I saw that many of you tend to talk right over each other without really listening. One important way to work with a partner is to listen and pay attention to what is said. In this way partners can respond to each other and keep their conversation going. Today I want to teach you how partners/members should listen closely and pay attention to what is said so you can respond to each other and stretch your talk.

Teaching: You could continue with, "Watch closely as my partner and I listen carefully and pay attention to what each other say. In this we can respond appropriately and extend our talk." Teacher can prepare in advance a model talk with another adult or fishbowl a good conversation that was observed. "My partner and I have both read "Neighbors" from the book Poppleton. Notice how we talk. "I think that Cherry Sue is an annoying friend. What do you think? I think she is a little annoying, but I think that she is a good friend too because she always makes sure that she includes Poppleton in everything. I guess that's true, but Poppleton always looks like it bothers him when she always includes him. I wonder why he doesn't tell her... Debrief with the students. Partners did you notice how we sat and looked at each other and responded to each other?"

Active Engagement:

"Turn and tell your partner exactly what you noticed we did and said to help ourselves be better listeners in this conversation." Teacher moves around listening in on the partner talk. Call students together and chart how partners listen better and closely to keep the talk going. Possible things to chart would be: Make eye contact when speaking, respond to each other's comment, stick with the idea of the conversation, and ask questions during the discussion.

Link:

"So partners, when you go off to your club members. I want you to work on being good listeners. I will keep our chart visible so you can always look at it as a reminder. Keep in mind that listening to each other will help build your conversation and sustain it. When you do this, your talk will get better and better."

Share: Teacher can ask for partnerships/club members to share how their good listening worked for their club. Teacher can also ask a group of members to re-enact their good talk by using the suggestions on the chart.

Unit of Study: Partnerships (Reading)

Date: _____

Title of Mini Lesson: Readers use post-its to mark places in the reading for their talk

Intention: To teach students how to use Post-its to prepare for talk

Connection: "Partners, I noticed that all the partnerships have been working to keep their talk focused. I've seen that many of you have been holding your books and flipping through the pages to recall certain parts of the story. I want to show you one way partners can really focus and prepare their talk. Using post-its to mark places in your reading that are interesting is a good way to remember and get back to what you want to talk about later."

Teaching: I have some Post-its with me. Let me show you how you can do this as a reader. Watch closely to what I do." Teacher could demonstrate with a familiar text. As you read you may want to think out loud, using the post-its to mark and jot interesting places, places where the character/s behave in a surprising way, places where you wonder or question what's happening in the book. After demonstrating, debrief with the students. You might say, "Readers, did you notice what I did? I was thinking as I was reading. I was jotting a word or two on my post-its and placing the post-its on possible "conversation spots". These are places where I can start some "talk". In this way I can get back to my post-its later and be prepared for the conversation.

Active Engagement:

"I have lots of post-its here. Why don't we all try it right now? You have your books with you and I will distribute three post-its." (Beforehand, the teacher will prepare for students to have their individual books) "Practice reading actively and look for "conversation spots, using your post-its." The teacher should use this time to move about the students supporting them where possible. Call the students attention back to the whole group and share what was noticed.

Link:

"Readers, we learned how to use post-its so we can refer to them later. This is a good so as readers we can find places to refer to and have conversation. From now on, I hope to see partnerships/club members using post-its. This will keep using from flipping through the pages in our book trying to find what was read before. The post-its will help focus you and your talk."

Share: The teacher may ask for partners to share how the process of using post-its helped them with their conversation.

Title of Mini-lesson: _____

Intention: _____

Connection:

Teaching:

Active Engagement:

Link:

Share:

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PARTNERSHIP ADDENDUM

Dear Colleagues,

This unit is designed to foster students independence in their use of reading strategies, Accountable Talk, appropriate social skills and more as they are taught to think about books and discuss them in partnerships and small groups.

It is recommended that these strategies be taught first through the Read Aloud component of Balanced Literacy. This is where teachers demonstrate the skills and strategies that good readers use. Students can then talk with partners as they practice the strategies in response to the Read Aloud text.

We suggest that once students become accustomed to working with a partner in this fashion, they are then assigned to a consistent partner. Keep in mind that you want to form partnerships with students that work well together. The premise is to scaffold the idea of Accountable Talk. Once students are immersed in learning how to work with a partner, they can be moved into book clubs to build on the skills they have practiced and learned.

Book Clubs can be the bridge to addressing content, so you might use Book Clubs that address particular interests. Some examples include book clubs to support various genres, such as Character Study, Mystery or social issues. Students can now practice with partners in preparation for their book club conversations. When preparing students to work alongside each other and share ideas, it is critical that structures are in place to guide students through the protocols of talk.

The routines and procedures developed for partnerships and Book Clubs play a primary role. Students must be explicitly taught how to work together during group time and independent time. They must also be taught behavior and appropriate transition movements. By explicitly teaching these protocols, students learn to self regulate their actions, leading to a greater level of independence.

Book Clubs are an excellent vehicle for building academic and social skills that are necessary for students' success both in school and in their future lives.

GETTING STARTED

READ ALOUD AS A VEHICLE TO BEGIN ACCOUNTABLE TALK AND LAUNCH PARTNERSHIPS

The read aloud is a time when the teacher shows repertoire. The teacher models the thinking and different reading skills that readers employ as they read. The teacher also demonstrates good question techniques that lift the level of student comprehension.

Turn and Talk Partners

- As the teacher reads aloud, s/he provides opportunities for students to turn and talk to each other about their thinking.
- At first, these talk partners may be random, but eventually, students will have an assigned read aloud partner with whom they sit next to and turn and talk to during the read aloud.
- In the beginning, the teacher may prompt the turn and talk by saying things like how you think the character must feel right now..." After students have the structure of the turn and talk and after they've learned about a range of things readers might think and talk about, the teacher may use more open-ended prompts, such as, "Turn and talk with your partner about what you are thinking right now... or "Say something about what's happening now..."

PARTNERSHIPS

Techniques to Teach

- Partners sit knee-to-knee when they turn and talk.
- Partners quickly bring their attention back when teacher signals a return to the whole group.
- Partners listen to each other and ask for clarification to keep the conversation going.
- Partners need to actively listen for the story so they will be ready to turn and talk with each other.

Some Reading Skills and Strategies You Might Prompt

- Questioning: "Turn and talk about why you think the character did that..."
- Predicting: "Turn and talk about what you think the character is going to do about that..."
- Connecting: "Turn and talk to your partner if this has ever happened to you and what you did..." or "Turn and talk to your partner about whether this makes you think of another time in the book when the character acted that way..."
- Inferring: "Turn and talk about how you think the character really feels right now..."
- Monitoring for Sense: "Turn and tell your partner about what happened so far in the story..."

LOGISTICS

When forming groups, consider:

- Partnerships
- Strengths and needs as a reader: comprehension, interpretation, talk
- Social factors
- Student choice

Management

- Book check-out and returns
- Room arrangement
- Noise level
- Homework
- Problem Solving

Materials (kids and teachers)

- Books
- Post-its
- Reader's notebooks
- Book Club folders
- Book club conferring sheets

Structure

- Independent reading time; talk time; time for homework decisions
- Mini-lessons and Mid-workshop teaching shares/transitions
- Weekly schedule

General Ways to Talk about Books

Talk about character personality.

- Talk about how the character/s fit in the story.
- Talk about character relationships.
- Talk about what the character wants or needs.
- Talk about what the character get.
- Talk about character issues.
- Notice the way character/s speak.

Make predictions using evidence of what already happened.

Wonder about parts of the text that don't quite make sense.

Wonder about information.

In mysteries, talk about the clues, suspects, and motives.

Talk about problems and the ways they are solved or not solved.

Make connections between books in a series.

Read between the lines and get hunches. Make inferences.

Talk about how one part of the text fits with what was read earlier.

Conversational Leads and Prompts to Begin Talk

I like the part...

This book is about...

This reminds me of...

I could tell...

I noticed...

I realized...

I think...

I find this part interesting because...

Why would the character...

I wonder...

I agree with...

I disagree with _____ because...

When I read this part, it made me...

Are you saying...?

I hear what you're saying but...

What if...?

Where in the book does it say...?

This part is confusing because...

This part is funny because...

How come...?

How could...?

Why did...?

Where in the story does it say...?

I used to think...but now I think...

Ways Partners Generate Talk

Ask your partner what s/he thinks.

- When you were reading what were you thinking?
- I think _____ what do you think?
- I see it another way.

Ask your partner questions about the story.

- Why do you think character "A" acted that way?
- How do you think the character feels and why?
- Why do you think the character keeps doing that?
- What do you think the character wants or needs?
- How do you think the character will solve his/her problem?

Ask your partner questions for clarification about what they said.

- What does that mean?
- Can you say that again? I didn't understand you.
- Why do you think/believe that?
- Can you find evidence from the book to support you said?
- Can you show another part in the story that supports what your idea?
- Tell me more.

- ✓ Share with your partner when a character reminds you of someone in real life.
- ✓ Share with your partner when the story reminds you of something from your life.
- ✓ Share with your partner when a character reminds you of another character in a book.
- ✓ Share with your partner when something in the book reminds you of another book.
- ✓ Share with your partner when something in the book is funny, surprising, or confusing.
- ✓ Share with your partner what is resolved or unresolved at the end of the story.

Members: _____

Date: _____

Talk Checklist

___ we came with our materials

___ we had evidence to show we prepared for the talk

___ we didn't repeat what someone said

___ we encouraged quiet voices

___ we didn't cut off each other

___ we encouraged each other to say more

___ we talked back to each other's ideas

___ we asked for clarification

___ we made references to the text

___ we followed the same line of thinking

.....

Plans for Next Meeting

Book Club Talk Rubric

<i>Names of Club Members</i>	<i>Refers to book to give evidence</i>	<i>Listens to what another person has said</i>	<i>Asks questions of each other</i>

Adapted from
Calkins, Lucy McCormick *The Art of Teaching Reading*. Addison-Wesley Educational Publishers, 2001.

Conversation Rubric

2= Fully

1= Partially

0= Not yet

The group sits so that all members can see each other. ____

All listeners look at the speaker. ____

The speaker makes eye contact with the listeners. ____

All voices are heard. ____

Group members respond to each other's thinking. ____

The group stays on the topic and develops their thinking. ____

Evidence from the text supports the conversation. ____

One voice speaks at a time. ____

Voices are monitored for noise level. ____

Group members settled problems quickly and returned to the talk. ____

Book Club Record Keeping Sheet

Club Name: _____

Club Members: _____

Book and Author of Book: _____

Reading Job: _____

Dates we will meet	Pages to read for talk