



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



FOSTERING BOOK TALK AMONG
OUR YOUNG READERS
HOW & WHY WE TALK

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.

This ***District 75 Units of Study for Grades K-12*** were produced under the auspices of Superintendent Bonnie Brown, Deputy Superintendent Gary Hecht, and Director of Curriculum and Assessment Lorraine Boyhan. Literacy Instructional Specialists who spearheaded this endeavor were Donna Dimino, Ana Gomez, Carmen Amador and Raizel Blau.

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Introduction to the February and March Units of Study

District 75 is pleased to present to our schools the revised version of the Units of Study for the months of February and March. 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 Six and Unit Seven focus on some of the following areas: using sources of information to read texts from shared reading, writing nonfiction how to books, writing nonfiction all about books, nonfiction reading study, mentor authors, building comprehension, stamina, and fluency, writing realistic fiction, social issues in book clubs, literary essays, writing within the content area of Social Studies, persuasive

essay, historical fiction, reading across books in genre clubs. The teaching points are designed to address the development and reinforcement of skills and strategies in both reading and writing. You will also find sample lessons that serve as models as to how you may wish to proceed when presenting the teaching points. Several graphic organizers for enhancing partnership and book clubs are enclosed as well.

MANAGING THE LOGISTICS OF BOOK CLUBS WHILE FOSTERING AN ATMOSPHERE OF TALK IN OUR CLASSROOMS

It is important for teachers to set the stage for accountable talk by developing a structure that facilitates conversation and provide opportunities for students to read deeply.

| IT CAN HELP TO: | WAYS TO PROCEED |
|---|---|
| Establish the routines and ground rules | <ul style="list-style-type: none"> ▪ Set the expectations for behavior ▪ Establish clear guidelines for members to agree upon ▪ Provide opportunities for members to formulate regulations that they can adhere to as a group |
| Form Partnerships or Book Club Groups | <ul style="list-style-type: none"> ▪ Consider if partners or members are fairly well-matched by reading level ▪ Consider social factors and student choice ▪ Consider the strengths and needs of the readers |
| Teach the Management | <ul style="list-style-type: none"> ▪ Decide on the room arrangement for this new structure ▪ Provide instruction on book check out and returns ▪ Assign member roles in clubs to keep all on task ▪ Monitor noise level and set the tone for the room ▪ Teach partners/members to settle disputes and problem solve issues in appropriate ways ▪ Consider how assignments will be managed |

| | |
|----------------------------------|---|
| <p>Think about the structure</p> | <ul style="list-style-type: none"> ▪ Take a look at class schedule to decide on frequency of club meetings ▪ Think ahead about transitions and routines of movement ▪ Decide on how to manage reading time and talk time ▪ Balance the reading and writing work students will do in their clubs |
| <p>Materials to be used</p> | <ul style="list-style-type: none"> ▪ Canvas multiple copies of texts ▪ Decide on reader's notebooks for taking notes and setting agendas for talk ▪ Provide book club folders to hold papers, Post-its, etc. |

Kindergarten February Reading: Readers Use Sources of Information from Shared Reading, Cont.

| UNIT OF STUDY | MINI-LESSONS | SUPPORTING TEXT |
|--|---|--|
| <p>Readers Use the Sources of Information to Read Texts from Shared Reading, Continued</p> <p>In this unit of study, the 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.</p> <p>One goal of this unit is to move the students towards conventional reading. Students may not be quite ready to read conventionally, so teachers will spend much of this unit helping children solidify their knowledge of letter/sound relationships to acquire sight words and become stronger at emergent storybook reading. Teachers will want to support children's work with the three sources of information- syntax (language structure) graphophonic (sound), and semantic (meaning).</p> <p>The 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><i>Shared Reading Texts may include:</i></p> <p><i>In the Mirror</i> by Joy Cowley</p> <p><i>Grandpa, Grandpa</i> by Joy Cowley</p> <p><i>The Tree House</i> by Joy Cowley</p> <p><i>The Gifts</i> by Joy Cowley</p> <p><i>Stop</i> by Joy Cowley</p> |

Kindergarten February Reading: Readers Use Sources of Information from Shared Reading, Cont.

| | 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 can point under words as they read to track the words and help them stay focused on 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 make sure what they read aloud matches the words on the page, and they fix it if they have too many/few words. |
| <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 sometimes the patterns change at the end, so they need to also think about what's happening in the story. | Teaching Point: Readers look closely at the beginning letters of words to help them predict what the word might say. |
| <u>Week 3</u> | Teaching Point: Readers make sure that the words that they read make sense with the story. | Teaching Point: Readers work with a partner to figure out a word by paying attention to how the other partner points and reads. | Teaching Point: Readers 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 by looking at the beginning of the word and predicting what the word might say. | Teaching Point: Partners can figure out words by helping each other remember the story and thinking about what's going 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 February Writing: Non-Fiction How to Books

| UNIT OF STUDY | MINI-LESSONS | SUPPORTING TEXT |
|--|--|--|
| <p>Non-Fiction How To Books</p> <p>In this unit, the students will focus on procedural writing. Students will become familiar with this genre and understand what a how to book is put together. The students will become not only writers but also teachers. They will teach the reader how to do something. Students will write a list of supplies needed, use sequential language, and draw and describe what to do step by step. Continue to revisit the skills and strategies of revision, partnership work, using sight words, finger spacing, and the ability to reread their how to.</p> <p>How to books should be read to students prior to beginning the unit and read aloud on an ongoing basis during the unit. During this time take the opportunity to demonstrate How to... in other areas of instruction (i.e. how to feed the classroom pet)</p> | <ul style="list-style-type: none"> ✓ Looking at how to books ✓ Choosing topics you know well ✓ Planning with a partner ✓ Telling in steps ✓ Planning by sketching steps across pages ✓ Writing directions in sequential order ✓ Using sequential language ✓ Writing with clarity so that it teaches the reader ✓ Learning to revise ✓ Learning to edit ✓ Getting ready to publish | <p>Possible How to Book Titles:</p> <p><i>How to Make a Sandwich</i> by Peter & Sheryl Sloan</p> <p><i>Growing Beans</i> by Peter & Sheryl Sloan</p> <p><i>Washing the Dog</i> by Peter & Sheryl Sloan</p> <p><i>How a House is Built</i> by Gail Gibbons</p> <p><i>How to Make Salsa</i> by Jamie Lucero</p> <p><i>Fruit Salad</i> by Andrea Butler</p> <p><i>Let's Make Butter</i> by Lyzz Roth- Singer</p> <p><i>You Can Make Skittles</i> by Brian Birchall</p> |

Kindergarten February Writing: Non-Fiction How to Books

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------|--|--|--|---|---|
| <u>Week 1</u> | Teaching Point: Writers learn to generate a list of three they know how to do well. | Teaching Point: Writers choose a topic from their list that they can teach in steps to someone else. | Teaching Point: Writers sketch their steps on paper using one page for each step. | Teaching Point: Writers plan the steps to their How to across their fingers and write in down on paper. | Teaching Point: Writers write directions to their How to using sequential language (first, then, next, after, finally) |
| <u>Week 2</u> | Teaching Point: Writers go back to their illustrations and elaborate by adding details to make their pictures teach the reader. | Teaching Point: Writers go back to their writing and add sequential language to elaborate on their steps. | Teaching Point: Writers touch the page and tell each step to their How to in order to make their 'writing' clearer to the reader. | Teaching Point: Writers work with a partner by teaching their steps while their partner acts it out in order to check for clarity. | Teaching Point: Writers reread their steps and fix parts that were left out. |
| <u>Week 3</u> | Teaching Point: Writers reread their steps and fix steps that are confusing to the reader. | Teaching Point: Writers make a list of supplies/ingredients needed for their How to book. | Teaching Point: Writers check their writing using an editing checklist to make sure they have included what is needed. | Teaching Point: Writers revise their writing by making sure they have included finger spacing. | Teaching Point: Writers reread their work to make their spelling better by stretching out their words, hearing all the sounds they hear. |
| <u>Week 4</u> | Teaching Point: Writers reread their work to make sure word wall words are spelled correctly. | Teaching Point: Writers reread their work and add punctuation to their writing. | Teaching Point: Writers put their How to book in order by numbering the pages. | Teaching Point: Writers create a cover and title that matches the topic of their book. | Teaching Point: Writers celebrate their writing by reading their How to book to each other |

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

Grade One February Reading: Non-Fiction Study

| UNIT OF STUDY | MINI-LESSONS | SUPPORTING TEXT |
|---|--|--|
| <p>Non-Fiction Study</p> <p>The unit will teach students that texts can revolve around a particular subject. The things students 'notice' will drive this unit. The mini-lessons will be focused on explaining how to read a non-fiction text. Readers will learn what text features are helpful (i.e. table of contents, pictures, captions) and the layout of those features. Students will be expected to talk about what they learned from the texts they read. Readers will be taught to alert to the text in terms of it confirm something they already knew, Changing their mind about a topic or issue, or teach them something new.</p> | <ul style="list-style-type: none"> ✓ determining the subject ✓ deciding what to read ✓ attending to prior knowledge ✓ How the non-fiction book organized ✓ Attending to headings ✓ Using Labels ✓ What Captions tell us ✓ Using the table of contents ✓ Function of the index ✓ How diagrams support text ✓ What is the voice in a non-fiction text | <p>Books by:</p> <p>Gail Gibbons Susan Canizares Cheryl Coughlan Helen Frost Rookie Reader Series</p> <p>Magazines:</p> <p>Weekly Reader Ladybug Cricket</p> |

Grade One February Reading: Non-Fiction Study

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------|---|--|--|--|---|
| <u>Week 1</u> | Teaching Point: Readers compare fiction and Non-Fiction books. Alerting to the differences and similarities in the texts | Teaching Point: Readers explore for Non-Fiction books in partnerships and identifying the text features with sticky notes | Teaching Point: Readers use a table of contents as a means to find out what, and where information is located in the text | Teaching Point: Readers use an index as a means to find specific information in the text | Teaching Point: Readers pay close attention to how Non-Fiction language is different from the language of fiction |
| <u>Week 2</u> | Teaching Point: Readers explore the headings to get a sense of what is being discussed in the text | Teaching Point: Readers examine pictures to understand how they support information | Teaching Point: Readers read captions found in the text to understand how they support information | Teaching Point: Readers look at diagrams to help understand and interpret information | Teaching Point: Readers use Non-Fiction texts to gain information by finding facts in their books and marking them with sticky notes |
| <u>Week 3</u> | Teaching Point: Readers can sometimes determine the meaning of unknown words by rereading a section of text | Teaching Point: Readers can figure out the meaning of unknown words by reading ahead | Teaching Point: Readers can determine the meaning of an unknown word by using the glossary of the text | Teaching Point: Readers prepare to talk with their partners by marking off the big ideas in the text with a sticky note | Teaching Point: Readers prepare to talk with their partners by sketching the big ideas of the text on sticky notes |
| <u>Week 4</u> | Teaching Point: Readers prepare to talk with their partners by listing the big ideas of the text | Teaching Point: Readers use their own words to share with their partners facts gathered from the reading | Teaching Point: Readers reread to gain a better understanding of the facts a text is supporting | Teaching Point: Readers talk with their partners for a period of time to share what they know from their reading | Teaching Point: Readers demonstrate an understanding of their topic by answering questions Posed to them |

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

Grade One February Writing: Non-fiction Research Topics

| UNIT OF STUDY | MINI-LESSONS | SUPPORTING TEXT |
|--|--|--|
| <p>Non Fiction Research Topics</p> <p>This unit of study focuses on writing information books. Students will examine the difference between the language used in fiction versus non-fiction texts. In partnerships, the children will use non-fiction literature to research and write information books on a topic of their choice. Writers will be expected to include the different features of non-fiction text in their books. This unit will also reinforce the writing process with regards to revision and editing.</p> | <ul style="list-style-type: none"> ✓ Writing a shared non-fiction piece ✓ How a non-fiction text is organized ✓ The "voice" of a non-fiction text ✓ Brainstorming strategies ✓ Choosing an area to write about ✓ using Labels in pictures ✓ Creating diagrams ✓ Writing picture boxes with captions ✓ Creating a Table of Contents ✓ Creating an Index | <p><i>Coast to Coast</i> by Marcia S. Freeman</p> <p><i>What is an Insect</i> by Susan Canizares and Mary Reid</p> <p><i>Primary Atlas</i> by Rand McNally</p> <p><i>The Big Book of Maps</i> Modern Curriculum Press, Inc.</p> <p><i>Squirrels All Year Long</i> by Melvin Berger</p> |

Grade One February Writing: Non-fiction Research Topics

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------|---|--|--|--|---|
| <u>Week 1</u> | Teaching Point: Writers compare fiction and non-fiction books. Alerting to the differences and similarities in the texts | Teaching Point: Writers explore for non-fiction books in partnerships and identifying the text features with sticky notes | Teaching Point: Writers use a table of contents as a means to find out what, and where information is located in the text | Teaching Point: Writers use an index as a means to find specific information in the text | Teaching Point: Writers use non-fiction texts to gain information by finding facts in their books and marking them with sticky notes |
| <u>Week 2</u> | Teaching Point: Writers look at diagrams to help understand and interpret information | Teaching Point: Writers pay close attention to how non-fiction language is different from the language of fiction | Teaching Point: Writers explore and read caption boxes to understand how they support information | Teaching Point: Writers, with Partners choose one non-fiction topic to research more in depth | Teaching Point: Writers work in Partnerships to select and read books on their chosen topic |
| <u>Week 3</u> | Teaching Point: Writers, in their partnerships, use a table of contents to help them find specific information | Teaching Point: Writers, with partners read their selected books and put sticky notes on three facts they learned about their topic | Teaching Point: Writers with partners continue to read books on their topic and list all facts acquired on paper | Teaching Point: Writers develop with their partners information to report to others by paraphrasing the facts they want to share in writing | Teaching Point: Writers, in their partnerships use at least six pages to put together their facts in an organized way |
| <u>Week 4</u> | Teaching Point: Writers write a table of contents with a partner for their non-fiction topic report | Teaching Point: Writers in their partnerships create pictures or diagrams to enhance understanding of information they present in their books | Teaching Point: Writers edit their non-fiction piece for capitalization, punctuation, and spelling | Teaching Point: Writers, in their partnerships, create a cover for their piece | Teaching Point: Writers will celebrate their work by sharing out their non-fiction study with the rest of the class |

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

Grade Two February Reading: Building Comprehension, Stamina, and Fluency

| UNIT OF STUDY | MINI-LESSONS | SUPPORTING TEXT |
|--|---|--|
| <p>Building comprehension, stamina, and fluency when reading</p> <p>At this time Grade Two readers should be gaining more stamina and fluency in reading. Students explicitly learn the importance of reading smoothly. Students will also gain a sense of what reading fluently looks like through teacher modeling. Students will be exposed to how fluency links to the development of comprehension skills. Students will learn to attend to the voice and dialogue of the characters in the stories. Students will also spend time building and practicing the strategies readers use to make meaning from text.</p> | <ul style="list-style-type: none"> ✓ Making meaning through the use of envisioning ✓ Setting goals for reading ✓ Reading aloud with expression ✓ Matching voice to the meaning of the story ✓ Use of punctuation to help with fluency ✓ Use of rereading to make sense out of text being read ✓ Chunking text in order to summarize for meaning ✓ Highlighting important parts of text with Post-its to understand what is happening in the story | <p><i>Hatti and the Fox</i> By Mem Fox</p> <p><i>Henry and Mudge</i> By Cynthia Rylant</p> <p><i>The Meanest Thing to Say (Little Bill Series)</i> By Bill Cosby</p> |

Grade Two February Reading: Building Comprehension, Stamina, and Fluency

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------|--|--|--|---|--|
| <u>Week 1</u> | Teaching Point: Readers try to stay focused on their reading by tuning out distractions around them | Teaching Point: Readers stay focused on their story by trying to envision what is happening as they read | Teaching Point: Readers set goals for the amount they read by using a bookmarker to mark their stopping point. | Teaching Point: Readers understand that fluency when reading aloud sound more like talking | Teaching Point: Readers can practice making their voices sound smooth like they are talking by rereading text |
| <u>Week 2</u> | Teaching Point: Readers express what is happening in a story by making their voice match the characters in the story | Teaching Point: Readers use their voice to match meaning to a story when dialogue is not present | Teaching Point: Readers use punctuation as a means to help with fluency when reading | Teaching Point: Readers use a reading voice in their head as they read to help with the meaning of the story | Teaching Point: Readers think about what is happening in the text by stopping and summarizing parts before reading on |
| <u>Week 3</u> | Teaching Point: Readers use Post-its to denote main ideas after sections or chapters to show links between sections | Teaching Point: Readers make sense of what they are reading by slowing down and rereading | Teaching Point: Readers make notes as a way to make sense and remember what they think and know about text they are reading | Teaching Point: Readers attend to meaning by attending to scene changes and how they go together | Teaching Point: Readers attend to and comprehend significant parts of a story by retelling the events to a partner |
| <u>Week 4</u> | Teaching Point: Readers identify problems faced by the characters by asking themselves every few pages, "did my characters face any new trouble or problems?" | Teaching Point: Readers confirm their ideas of the problems they believe the characters face through partnerships conversations | Teaching Point: Readers attend to how characters respond to, or resolve problems through note taking or marking sections with Post-its. | Teaching Point: Readers think about how characters respond or resolve problems through partnership conversations | Teaching Point: Readers think about what they have learned from the characters in text in relation to their own lives |

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

Grade Two February Writing: Realistic Fiction

| UNIT OF STUDY | MINI-LESSONS | SUPPORTING TEXT |
|---|--|--|
| <p>Realistic Fiction</p> <p>Writers begin to explore the concept of writing realistic fiction through the examination of texts that model the style of a "trouble story." Students will work in partnerships to develop oral story telling skills and to assist with editing of a partners final piece. Writers will practice expanding upon their writing using descriptive language to describe people, places, and events. Students will learn how writers use third person voice when writing to tell their stories. Students will also be expected to engage in the revision and editing process while writing their piece.</p> | <ul style="list-style-type: none"> ✓ Examining "trouble story" formats of writing ✓ Talking about a "trouble story" for an extended time to be able to write about it ✓ Using descriptive language to describe people, places, and events ✓ Writing in a sequence ✓ Revision of writing ✓ Editing for punctuation, spelling, and capitalization ✓ Partnerships for " final eye" for editing | <p><i>No David</i> By David Shannon</p> <p><i>Peter's Chair</i> By Ezra Jack Keats</p> <p><i>Fireflies</i> By Julie Brinckloe</p> <p><i>Ira Sleeps Over</i> By Bernard Waber</p> <p><i>When Sophie Gets Angry—Really, Really Angry</i> By Molly Bang</p> <p><i>Thundercake</i> By Patricia Palacco</p> <p><i>Knuffle Bunny</i> By Mo Willems</p> |

Grade Two February Writing: Realistic Fiction

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------|---|---|---|---|--|
| <u>Week 1</u> | Teaching Point: Writers explore the concept of writing the style of a "trouble story" through viewing exemplar texts | Teaching Point: Writers explore a variety of "trouble story" books in a small group or in partnerships | Teaching Point: Writers explore examples of "trouble stories" through the listening of stories told orally | Teaching Point: Writers grow their ideas by listing examples of locations that "trouble stories" might take place | Teaching Point: Writers practice developing fictional stories by changing details like character names in model texts |
| <u>Week 2</u> | Teaching Point: Writers express their ideas about a "trouble story" through oral storytelling in partnerships for an extended time | Teaching Point: Writers write realistic fiction stories using a third person voice pattern | Teaching Point: Writer's tell what is happening in a realistic fiction through a sequencing of events in their writing | Teaching Point: Writers don't just tell what is happening in a story, but also how people are feeling in the story | Teaching Point: Writers don't just tell how people feel in a story, but also where the story takes place |
| <u>Week 3</u> | Teaching Point: Writer's use descriptive language to describe the people in their "trouble story" | Teaching Point: Writer's use descriptive language to describe places in their "trouble story" | Teaching Point: Writers use descriptive language to describe events In their "trouble story" | Teaching Point: Writers use set criteria to make decisions about what to publish. Ex. Self-reflective questions. I.e. "Is my story interesting?" | Teaching Point: Writers reread their piece using an established set of strategies for revision. |
| <u>Week 4</u> | Teaching Point: Writers use set criteria to make decisions about what to publish. Ex. Self-reflective questions. I.e. "Is my story interesting?" | Teaching Point: Writers reread their piece to edit for punctuation and capitalization | Teaching Point: Writers reread their piece to edit for spelling | Teaching Point: Writers share their writing with a partner 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 February Reading: Close Reading of Short Texts

| UNIT OF STUDY | MINI-LESSONS | SUPPORTING TEXT |
|---|---|---|
| <p>Close Reading of Short Texts</p> <p>In this unit, the goal is to teach students to read with wide-awake minds, noticing all sorts of things in their books and growing ideas as a result of their reading.</p> <p>Specifically, children will be taught to grow their own important ideas or theories. Children will also develop ideas and substantiate those ideas. This unit will also reinforce, grow and build their capacity for comprehension and fluency.</p> <p>These short texts will provide opportunities for teaching students the value of closely studying texts and digging deeply into texts.</p> <p>This practice helps facilitate the book talk we want children to engage in partnerships and clubs</p> | <ul style="list-style-type: none"> ✓ Readers lock the title in their heads to help them read closely. ✓ Readers pay attention to the main character to begin thinking about text. ✓ Readers pay attention secondary characters to help their thinking. ✓ Readers follow the dialogue of the character to help us develop a line of thinking. ✓ Sometimes readers pay attention to the internal thinking of the characters to develop a line of thinking. ✓ Readers pay attention to character relationships to build their thinking. ✓ Readers stop and think about what's happening in the passage or story. ✓ Paying attention to how the character feels and what they want helps in finding an idea. ✓ Readers pay attention to setting and time. ✓ Readers record their thoughts to substantiate their evidences/thinking. ✓ Readers pursue their own line of thinking. | <p>Possible Short Texts:</p> <p><i>Alone</i> from <i>Days with Frog and Toad</i> by Arnold Lobel</p> <p><i>Stevie</i> by John Steptoe</p> <p><i>The Other Side</i> by Jacqueline Woodson</p> <p><i>My Best Friend</i> by Eloise Greenfield</p> <p><i>Short Cut</i> by Donald Crews</p> <p><i>The Coat</i> from <i>Poppleton in the Fall</i> by Cynthia Rylant</p> <p><i>Doris Knows Everything</i> by Whoopi Goldberg</p> <p><i>Eleven</i> from <i>Woman Hollering Creek</i> by Sandra Cisneros</p> <p><i>Kaola Lou</i> by Mem Fox</p> <p><i>Maybe a Fight</i> from <i>Hey World Here I Am!</i> by Jean Little</p> <p><i>Doctor Fox</i> from <i>Fox on Wheels</i> by Edward Marshall</p> |

Grade Three February Reading: Close Reading of Short Texts

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------|--|--|--|---|--|
| <u>Week 1</u> | Teaching Point: Readers can lock the title in their heads and pay attention to how it relates to the character/s. | Teaching Point: Readers can pay attention to the main character to find an idea. | Teaching Point: Readers pay attention to dialogue, what the character/s say, to help them to find an idea. | Teaching Point: Readers pay attention to the character's internal thinking helps us to find an idea. | Teaching Point: Readers pay attention to secondary characters and what they say to help find an idea. |
| <u>Week 2</u> | Teaching Point: Readers can pay attention to character relationships to get an idea. | Teaching Point: Readers pay attention to how the character feels and what they want to help their thinking. | Teaching Point: Readers pay attention to the problem the character faces to help them develop their thinking to create an idea. | Teaching Point: Readers pay attention to setting and time to lead them to an idea. | Teaching Point: Readers stop and thinking out about what's been read to get ideas. |
| <u>Week 3</u> | Teaching Point: Readers grow an idea by gathering evidence to support their thinking. | Teaching Point; Readers learn how to gather information. | Teaching Point: Readers pay attention to one thought and follow it closely in their book. | Teaching Point: Readers grow an idea by gaining new information from the text to confirm thinking. | Teaching Point: Readers at times must abandon their idea when new information proves otherwise. |
| <u>Week 4</u> | Teaching Point: Readers' ideas can lead to newer thinking about the text. | Teaching Point: Readers discover that their ideas are sometimes linked to the author's message. | Teaching Point: Readers' ideas lead to identifying bigger ideas in the text. | Teaching Point: Readers can have conversations about the ideas they have gathered. | Teaching Point: Readers learn how to manage recording the ideas developed from texts read. |

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

Grade Three February Writing: Realistic Fiction

| UNIT OF STUDY | MINI-LESSONS | SUPPORTING TEXT |
|--|--|--|
| <p>Realistic Fiction</p> <p>As writers approach this unit, they will use what they previously learned about narratives to write a short realistic fiction story.</p> <p>In realistic fiction, writers use everyday issues and moments of their lives to create a story. Once writers have chosen a realistic story idea, they begin creating characters and settings that are fictional.</p> <p>Stories will evolve over several scenes and children will learn strategies to control time and sequence of events.</p> <p>During this unit writers will create scenes that use setting, action, dialogue, internal thought, and revision strategies taught in the 'Edge of Your Seat' unit.</p> | <ul style="list-style-type: none"> ✓ Introducing the realistic fiction genre ✓ Analyzing problem/solution characteristics of realistic fiction ✓ Creating T-chart of problems and possible solutions. ✓ Developing character traits that relate to the plot. ✓ Developing setting that relates to the plot. ✓ Creating timeline of the plot. ✓ Using information from various sources to write a story. ✓ Using connecting sentences to create flow in the story. ✓ Revising for leads and ends. ✓ Using paragraphs. ✓ Editing using a checklist. | <p>Teacher made samples</p> <p>Examples of Realistic Fiction:</p> <p><i>How to Be Cool in Grade Three</i> by Betsy Duffey</p> <p><i>Muggie Maggie</i> by Beverly Cleary</p> <p><i>The War with Grandpa</i> by Robert Kimmel Smith</p> <p><i>My Name is Maria Isabel</i> by Alma Flor Ada</p> |

Grade Three February Writing: Realistic Fiction

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------|---|--|--|---|---|
| <u>Week 1</u> | Teaching Point: Writers launch the realistic fiction writing cycle by discussing and creating a chart of some attributes of character. | Teaching Point: Writers collect realistic fiction plots by filling in a T-chart of realistic problems and solutions. | Teaching Point: Writers collect realistic fiction plots from their lives or the lives of their friends. | Teaching Point: Writers collect realistic fiction stories by writing realistic stories that include the story elements with a focus on change. | Teaching Point: Writers select one realistic fiction plot that is most interesting to them. |
| <u>Week 2</u> | Teaching Point: Writers develop their story by writing a list of characteristics of the main character. | Teaching Point: Writers develop their story by writing a list of characteristics of the remaining characters, with a focus on traits. | Teaching Point: Writers develop their story by writing a description of the setting. | Teaching Point: Writers create a sequenced time line of major events that happened throughout their story. | Teaching Point: Writers draft the beginning of their realistic fiction story by writing their story on draft paper. |
| <u>Week 3</u> | Teaching Point: Writers draft their story on draft paper using the information from their notebooks and timeline. | Teaching Point: Writers revise their story by rereading their draft to make sure their events are in order. | Teaching Point: Writers revise by rewriting different leads and endings in order to create a more interesting piece. | Teaching Point: Writers revise by using descriptive language that paints a picture in the reader's mind. | Teaching Point: Writers edit by rereading their final draft and checking for capitalization, punctuation and spelling. |
| <u>Week 4</u> | Teaching Point: Writers begin publishing by rereading their leads and ends and selecting which one they will use in their final piece. | Teaching Point: Writers publish by transferring their writing, word by word, from draft paper to publishing paper. | Teaching Point: Writers publish by creating a cover, as well as an 'about the author' and/or a dedication to their final piece. | Teaching Point: Writers complete publishing by reading aloud to a partner in order to ensure their stories make sense. | Teaching Point: Writers celebrate their realistic fiction stories by reading their peers' stories and writing comments about their pieces. |

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

Grade Four February Reading: Managing Partnerships/Book Clubs

| UNIT OF STUDY | MINI-LESSONS | SUPPORTING TEXT |
|--|---|---|
| <p>Managing Book Clubs</p> <p>This unit sets the stage for talk in a book club structure. This is where we encourage children to talk and think across a line of books. This structure allows the teacher to teach reading skills while the students read, talk, and write about a particular topic or genre. Book club groups generally 2-3 times a week to discuss a shared book they generally select as a group, progressing through the text in tandem with each other. Teachers will want to consider how well-matched the students are to their reading level, as well as their ability to engage in book talks. The management and the logistics must be considered closely so as to create a workable structure. The routines, social norms, and agreements must be established so that expectations are clear to all. If it seems difficult to establish books clubs at this time, you may begin this unit with partnerships around a genre you select, and then as children seem ready, you can pull together partnerships to form clubs.</p> | <ul style="list-style-type: none"> ✓ Establishing routines ✓ Setting ground rules ✓ Establishing roles ✓ Learning ways to begin talk ✓ Learning conversational prompts to extend talk ✓ Improving book club conversations ✓ Making reading plans ✓ Setting goals for reading ✓ Writing about reading ✓ Building independence toward self management | <p>The texts used can center on a particular genre. In particular, teachers may want to think about books in a series that depict strong characters.</p> <p>Some possible genres might include:</p> <p>Biography Mystery Fairytale</p> <p>Social issues such as bullying, fitting in, poverty, homelessness, peer pressure, pollution, and violence may be topics of interest to study.</p> |

Grade Four February Reading: Managing Partnerships/Book Clubs

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------|--|--|--|---|---|
| <u>Week 1</u> | Teaching Point: Partners/members take turns as they share the talk using one voice. | Teaching Point: Members listen closely to each other to keep the talk going. | Teaching Point: Members monitor their voice level so all can be heard. | Teaching Point: Members keep to the topic and keep track of the talk. | Teaching Point: Members read one book at a time and manage the pages to be read. |
| <u>Week 2</u> | Teaching Point: Members need to be prepared by setting reading goals. | Teaching Point: Members must decide in advance how they will share the reading. | Teaching Point: Members must be accountable to each other and the reader's job. | Teaching Point: Members follow along in their own books to keep pace with the talk to follow. | Teaching Point: Members are always ready when it is their turn to talk. |
| <u>Week 3</u> | Teaching Point: Members/Readers use conversational prompts to lead and stretch their talk. | Teaching Point: Members use Post-its to mark places in their reading to begin conversation. | Teaching Point: Members prepare for their conversation by reading their Post-it notes. | Teaching Point: Members bring the conversation back on track when someone says something that doesn't fit. | Teaching Point: Members make sure that their talk matches the reading. |
| <u>Week 4</u> | Teaching Point: Members pay attention to the characters' names and learn to say them correctly. | Teaching Point: Members talk about the traits of the characters/s and their behavior. | Teaching Point: Members talk about how the character/s reminds them of someone in their life. | Teaching Point: Members share when the character/s reminds them of another. | Teaching Point: Members discuss the issues the character/s faces and how the character/s deals with the problem. |

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

Grade Four February 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 | <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 Four February 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 and name what they notice the author doing. | 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' or tension filled 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 their timeline to highlight tension part of their story and develop it by writing the details blow by blow. |
| <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 Five February Reading: Reading Across Books in Genre Clubs

| UNIT OF STUDY | MINI-LESSONS | SUPPORTING TEXT |
|--|--|---|
| <p>Reading Across Books in Genre Clubs</p> <p>This four week unit of study provides students with an opportunity to strengthen skills and strategies that pertain to reading a genre of interest to them. This study will give students a way to approach the reading of various genres and identify the elements that are specific to the genre. Through the vehicle of book clubs, students will share their ideas and thoughts with others. They will be expected to work within their group and demonstrate a respect for all perspectives and ideas. Students will be expected to engage in productive book club conversations and will be held accountable for their discussions. Students will end their genre study by being able to substantiate their opinions using evidence from the text read, as well as, demonstrate an understanding of the genre they read to the rest of the class.</p> | <ul style="list-style-type: none"> ✓ What are the characteristics and elements of various genres ✓ What is a book club? ✓ What are the rules and routines of working in a book club? ✓ Engaging in accountable talk with book club members ✓ Making notes of the most important details ✓ Book club members roles and responsibilities ✓ Sketch images to support an interpretation | <p>Fantasy</p> <p>Lions at Lunchtime- Mary Pope Osborne Flat Stanley- Jeff Brown The Littles- John Peterson Tyler Toad and Thunder- Robert Crowe</p> <p>Mystery</p> <p>A to Z Mysteries- Ron Roy The Nancy Drew Notebooks-Carolyn Keene Cam Jansen- David A. Adler Jigsaw Jones- James Preller</p> <p>Science</p> <p>Gulls...Gulls...Gulls...- Gail Gibbons Cloud Dance- Thomas Locker How! A Book About Wolves- Melvin Berger Hurricanes Have Eyes But Can't See- Melvin Berger</p> |

Grade Five February Reading: Reading Across Books in Genre Clubs

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------|--|---|--|---|---|
| <u>Week 1</u> | Teaching Point: Readers use mentor texts to identify characteristics of the genre of Fantasy | Teaching Point: Readers learn the predictable structure and elements of the genre of Fantasy | Teaching Point: Readers use mentor texts to identify characteristics of the genre of Mystery | Teaching Point: Readers learn the predictable structure and elements of the genre of Mystery | Teaching Point: Readers use mentor texts to identify characteristics of the genre of Science Fiction |
| <u>Week 2</u> | Teaching Point: Readers learn the predictable structure and elements of the genre of Science Fiction | Teaching Point: Readers use mentor texts to identify characteristics of the genre of Myths and Legends | Teaching Point: Readers learn the predictable structure and elements of the genre of Myths and Legends | Teaching Point: Readers learn that there is a specific vocabulary that is applicable to each genre | Teaching Point: Readers participate in clubs by following the structure and routines of a book club |
| <u>Week 3</u> | Teaching Point: Readers choose book clubs according to interest and ability | Teaching Point: Readers make good book club members when they are active listeners | Teaching Point: Readers find ways to extend ideas with appropriate conversational prompts | Teaching Point: Readers find respectful ways to disagree with a fellow members thinking | Teaching Point: Readers meet in their club groups to decide member roles and responsibilities |
| <u>Week 4</u> | Teaching Point: Readers discuss and make notes of the most important details in the text to support their ideas | Teaching Point: Readers interpret, develop, and share ideas within their group about the text they are reading | Teaching Point: Readers sketch images that stand for the section of the books they are discussing order to support their interpretation | Teaching Point: Readers develop a summary of the text they read within their group to share out | Teaching Point: Readers use their knowledge about the genre by making a presentation to the class |

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

Grade Five February 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 convince the reader to take action or to take on the opinion of the writer.</p> <p>A persuasive essay presents an opinion, or the writers desire to institute an action or change of some sort. It states reasons and evidence to support this.</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 these examples within the text. The use of idea planners and graphic organizers should be used to scaffold how students learn the organization of essay writing.</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 | <p>Time For Kids magazines</p> <p>Newspaper articles</p> <p>Internet</p> <p>Teacher demonstration pieces</p> |

Grade Five February Writing: Persuasive Essay

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------|--|---|--|--|--|
| <u>Week 1</u> | Teaching Point: Writers read exemplars of persuasive essays and note the author's opinion on a Post-it | 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, or share their opinion about | 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 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 | 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 |
| <u>Week 3</u> | Teaching Point: Writers sometimes seek outside sources to cement their thesis or argument | Teaching Point: Writers begin a draft by collecting their writing and piecing it together | Teaching Point: Writers create a draft by using logically sequencing information | Teaching Point: Writers develop their essay by adding information to support their claim | Teaching Point: Writers use transitional prompts to spur elaboration in their writing |
| <u>Week 4</u> | Teaching Point: Writers structure the essay information to by using a variety of connecting stems. "Another example..., a second reason..." | Teaching Point: Writers use a concluding paragraph to sum up the main points of their essay | 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.

Kindergarten March Reading: Readers Use Just Right Books and Use Print Strategies

| UNIT OF STUDY | MINI-LESSONS | SUPPORTING TEXT |
|---|---|--|
| <p>Readers Use Just Right Books and Use Print Strategies</p> <p>This unit of study focuses on conventional reading of leveled books. We begin by teaching students what a 'just right' book is and why it is important for readers to find their own 'just right' books. Teachers may want to choose the analogy of The Three Bears or the analogy of riding a bike uphill, downhill, or smooth ride, to illustrate the concept. You will want to continue by teaching reading strategies , such as using information from the cover, book walk, picture cues, pointing under words, left-to-right directionality, strategies to get meaning from their books and thinking about the story when reading in order to hold on to meaning, etc.</p> | <ul style="list-style-type: none"> ✓ Understanding a just right book ✓ Using the book cover as a source of information ✓ Taking a book walk ✓ Using picture cues ✓ Reading from left to right ✓ Using finger pointing to make a one-to-one match ✓ Using known words to anchor oneself ✓ Using patterns in books to help with reading ✓ Partners helping each other with tricky parts ✓ Reading in a smooth voice | <p><i>Leo the Late Bloomer</i> by Robert Kraus</p> <p><i>Jack and the Beanstalk</i> by Matt Faulkner</p> <p><i>Harry the Dirty Dog</i> by Gene Zion</p> <p><i>Are You My Mother</i> by P.D. Eastman</p> <p>Continue reading Joy Cowley Big Books, or other enlarged text that resemble these.</p> |

Kindergarten March Reading: Readers Read "Just Right" Books and Use Print Strategies

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------|--|--|---|--|---|
| <u>Week 1</u> | Teaching Point: Readers look for a book to 'read' that's just right for them. | Teaching Point: Readers browse through book bins or baskets to find a book that is a good fit. | Teaching Point: Readers notice when there are 'bumps' in their reading. | Teaching Point: Readers use the information on the cover to help them get ready to read. | Teaching Point: Readers take a book walk and think, "what might this book be about?" |
| <u>Week 2</u> | Teaching Point: Readers use their pointer finger to match the words they read with the words on the page. | Teaching Point: Readers read the pictures to help them figure out how the book goes. | Teaching Point: Readers learn the pattern in their book to help them read. | Teaching Point: Readers use beginning sight words to anchor their reading. | Teaching Point: Readers look at the picture and the initial letter of a word to help them read the word. |
| <u>Week 3</u> | Teaching Point: Readers make sure that they read sounds right. | Teaching Point: Readers make sure that what they read sounds like language they hear. | Teaching Point: Readers make sure that what they read makes sense. | Teaching Point: Readers understand that each page in their book helps tell the whole story. | Teaching Point: Readers look closely at the pictures to figure out the meaning. |
| <u>Week 4</u> | Teaching Point: Readers pay close attention to the story as they read the words. | Teaching Point: Readers pay attention as they read and ask themselves, "what is my book about?" | Teaching Point: Readers pay attention to how the pictures connect on each page to make sense of the story. | Teaching Point: Readers pay attention to character names as they read. | Teaching Point: Readers make sure that the words on the page hold the meaning together. |

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

Kindergarten March Writing: Non-Fiction 'All About' Books

| UNIT OF STUDY | MINI-LESSONS | SUPPORTING TEXT |
|---|---|--|
| <p>Non-Fiction "All About' Books</p> <p>This unit of study focuses on a topic of information. As a continuation of the 'how to' unit, the students will become experts on a topic they know well. Non-Fiction books will be used to help students gain more information about topics they are familiar with or know well. Students will generate a few facts about their topic, include a few features of Non-Fiction to their piece, and include illustrations. Students will also prepare to publish by revising and editing their writing.</p> <p>Examples of 'all about' topics might include, cats, dogs, bugs, snakes, butterflies, etc. Teachers will want to target this work by thinking about what naturally appeals to very young children. Even if our students are unable to articulate a topic they know something about, steer them in the direction of a topic they are curious about.</p> | <ul style="list-style-type: none"> ✓ Looking at exemplars of 'All About' books ✓ Choosing topics we know or are curious about ✓ Examining Non-Fiction features ✓ Planning and organizing sections ✓ Looking at diagrams ✓ Learning how to create diagrams ✓ Learning how to use vocabulary related to topic ✓ Using paper choice to match the purpose ✓ Learning the difference between fact and opinion ✓ Revising and editing ✓ Reinforcing and using skills already learned | <p>Possible Texts to Consider: 'All About' Books by Gail Gibbons</p> <p>The Pumpkin Book Apples Horses Chicks and Chickens Ducks Dogs</p> |

Kindergarten March Writing: Non-Fiction "All About' Books

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------|---|--|---|---|---|
| <u>Week 1</u> | Teaching Point: Writers notice the features of an 'all about' book. | Teaching Point: Writers work in partnerships to notice and talk about the features they notice. | Teaching Point: Writers list and draw about a few topics they know or are curious about. | Teaching Point: Writers rehearse what they know about their topic with a partner. (encourage at least three facts) | Teaching Point: Writers learn about paper choice available for this type of writing. |
| <u>Week 2</u> | Teaching Point: Writers learn how to a table of contents divides a topic into subtopics. | Teaching Point: Writers try out what they would say about the topics they wrote on their list. | Teaching Point: Writers pick a topic from their list and decide on the subtopics (or their chapters) to include in their book. | Teaching Point: Writers think about how authors of informational books lay out information on the page. | Teaching Point: Writers can teach readers about different parts of a thing through labeled diagrams. |
| <u>Week 3</u> | Teaching Point: Writers include information in their book that teaches the reader something. | Teaching Point: Writers count across their fingers to help them know how much information they gave the reader. | Teaching Point: Writers work with partners to practice what they are teaching from their topic. | Teaching Point: Writers learn the difference between a fact and a thought (opinion). | Teaching Point: Writers include not only facts but thoughts about the facts. |
| <u>Week 4</u> | Teaching Point: Writers sometimes include a 'how to' page in their teaching books. | Teaching Point: Writers 'reread' their writing and or pictures and take out what does not fit. | Teaching Point: Writers 'reread' and add to their illustrations to make them fit their topic. | Teaching Point: Writers add ending punctuation to their writing. | Teaching Point: Writers fancy up their work to get ready for celebration. |

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

Grade One March Reading: Character Study

| UNIT OF STUDY | MINI-LESSONS | SUPPORTING TEXT |
|--|---|--|
| <p>Character Study</p> <p>In this study readers will be engaged in a character study. The teacher will guide children in how to begin thinking about characters. Students will identify characters, paying attention to their names and beginning to develop an understanding of their traits, feelings and motivations.</p> <p>Students will be taught to study the changes characters make and learn to identify and track character traits. Teachers will want to show students how to evaluate character relationships. The readers will also be alerted to recognizing conflict / problems the characters encounter and the solutions to these events.</p> | <ul style="list-style-type: none"> ✓ Browse through books with similar characters ✓ Identify main characters ✓ Identify supporting characters ✓ Identify physical traits ✓ Identify internal traits ✓ How a character feels ✓ Identify character actions ✓ Identify character behaviors ✓ How a character changes ✓ How characters are friends ✓ Compare friendships in books ✓ Comparing/contrasting characters in the same book ✓ Using text evidence to support ideas | <p><i>Biscuit</i> By Syd Hoff</p> <p><i>Mrs. Wishy Washy</i> By Joy Cowley</p> <p><i>Henry & Mudge</i> By Cynthia Rylant</p> <p><i>Poppleton</i> By Cynthia Rylant</p> <p><i>Mr. Putter & Tabby</i> By Cynthia Rylant</p> <p><i>Danny and the Dinosaur</i> By Syd Hoff</p> <p><i>Magic Tree House</i> By Mary Pope Osborne</p> |

Grade One March Reading: Character Study

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------|---|---|--|---|---|
| <u>Week 1</u> | Teaching Point: Readers learn how important characters are to a story and how some authors may write books using the same character | Teaching Point: Readers explore books with similar characters with a partner by comparing books | Teaching point: Readers get to know characters in terms of what they look like and act like by looking at pictures | Teaching point: Readers indicate who the main character is by starring the sticky note placed in their book on the main character | Teaching Point: Readers note physical traits of the main character by writing them down on a sticky note |
| <u>Week 2</u> | Teaching Point: Readers note internal traits of the main character by writing them down on a sticky note (i.e. helpful, kind) | Teaching Point: Readers think about how a character is acting in different situations | Teaching Point: Readers notice that the main character's feelings change as the story continues | Teaching Point: Readers notice that characters have friends by identifying them with sticky notes in the text as they read | Teaching Point: Readers identify words describing characteristics of a supporting character |
| <u>Week 3</u> | Teaching Point: Readers note that the main character's friends often help them by putting a sticky note where it occurs in the story | Teaching Point: Readers note when characters get upset with each other or their feelings change in the story by putting a sticky note when it occurs in the text | Teaching Point: Readers noticed that Characters often remind us of characters from other books by jotting down those other characters | Teaching Point: Readers notice how feelings within the character's friendships change by putting a sticky note when they find it in the text | Teaching Point: Readers share 'textual evidence' of how character's friendships change. |
| <u>Week 4</u> | Teaching Point: Readers make personal connections to the characters by listing their similarities to the character | Teaching Point: Readers make comparisons to a character by listing how they are different from the character | Teaching Point: Readers create a character web to list important facts about the characters | Teaching Point: Readers share and expand their web of important facts with a partner about the characters | Teaching Point: Reflection: readers write about their favorite character from a book including traits, feelings and motivation |

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

Grade One March Writing: Crafting Our Writing Using a Mentor Author

| UNIT OF STUDY | MINI-LESSONS | SUPPORTING TEXT |
|--|--|---|
| <p>Crafting Our Writing Using a Mentor Author</p> <p>This unit focuses on elements of writing such as character development, setting and plot. We teach this unit through the use of an author study. We look at recurring characters, story lines and how the author adds details to paint a picture in the reader's mind. The children will also learn how to add dialogue and onomatopoeias. The children will learn strategies to help them write stories in the style of the mentor author selected by the teacher. Children will be expected to follow the writing process, make sure that their writing flows, and that their writing makes sense. The end of this unit will be devoted to editing and revision.</p> | <ul style="list-style-type: none"> ✓ Write stories about their lives ✓ Connect texts to their illustrations ✓ Be able to tell more about people in their stories ✓ Add details to their illustrations and text ✓ Use descriptive language ✓ Use onomatopoeia ✓ Use dialogue in their text ✓ Process of revision ✓ Process and tools for editing | <p><i>The Snowy Day</i> <i>A Letter to Amy</i> <i>Peter's Chair</i> <i>Pet Show</i> <i>Goggles!</i> <i>Apt. 3</i> <i>Maggie and the Pirates</i> <i>Regards to the Man in the Moon</i> <i>The Trip</i> <i>Whistle For Willie</i></p> <p>By Ezra Jack Keats</p> <p><i>The very Hungry Caterpillar</i> <i>The grouchy Ladybug</i> <i>Brown Bear, Brown Bear What Do You See?</i> <i>A House for Hermit Crab</i> <i>The Very lonely Firefly</i> <i>Polar Bear, Polar Bear What do you Hear?</i> <i>The Very Busy Spider</i> <i>The very Quiet Cricket</i> <i>Do You Want to Be My Friend?</i></p> <p>By Eric Carle</p> |

Grade One March Writing: Crafting Our Writing Using a Mentor Author

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------|--|---|---|--|--|
| <u>Week 1</u> | Teaching Point: Writers explore groups of books by several authors noticing similarities | Teaching Point: Writers identify the similarities of one authors work by listing them | Teaching Point: Writers create sketches of important individuals in their lives | Teaching Point: Writers describe their characters in their story, including names, ages, physical features, and how they behave | Teaching Point: Writers develop ideas for stories using the important people in their lives by brainstorming with a partner |
| <u>Week 2</u> | Teaching Point: Writers add words to their sketches to frame their story and ensure they are in order | Teaching Point: Writers include a description of the setting their important people (characters) will be in | Teaching Point: Writers enhance their story by adding dialogue to their text | Teaching Point: Writers create tension by writing about a problem encountered by their characters | Teaching Point: Writers develop clear solutions for the problems encountered by their characters |
| <u>Week 3</u> | Teaching Point: Writers enhance their writing by incorporating the use of onomatopoeia | Teaching Point: Writers revise their work by using revision strategies like cutting and pasting in new lines, or correction tape | Teaching Point: Writers revise by adding exciting language to describe the events or where the story takes place | Teaching Point: Writers revise their work by making sure their story has a clear beginning | Teaching Point: Writers revise their work by making sure their story has a clear ending |
| <u>Week 4</u> | Teaching Point: Writers use set criteria to make decisions about what to publish. | Teaching Point: Writers reread their piece to edit for punctuation and capitalization | Teaching Point: Writers reread their piece to edit for spelling | Teaching Point: Writers share their writing with a partner 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 Two Unit 7 March Reading: Non-Fiction

| UNIT OF STUDY | MINI-LESSONS | SUPPORTING TEXT |
|---|---|---|
| <p>Non-Fiction</p> <p>Students will be exposed to books that address specific topics or subjects. Books and topics that generate high interest in the genre should be used to introduce the unit to students. Organizing books into categories will help students to determine their interest levels as well as helping them to learn about the specific features of the text within this genre. Students will learn to use these features to make decisions around what to read, as well as, to support them in attending to the strategies appropriate to use to help with understanding the various texts. Emphasis should be given to the skills and strategies that unlock some of the challenges expository text can pose.</p> | <ul style="list-style-type: none"> ✓ How to choose a just right book based on interest ✓ Using prior knowledge to get ready to read ✓ Vocabulary building ✓ How to use text features of the glossary and index ✓ Using pictures to help with understanding unknown vocabulary ✓ Using text features of headings and captions ✓ Using note taking strategies to keep track of new information learned ✓ Using pictures to gain or support information read in the text | <p><i>Animals Born Live and Well</i> by Ruth Heller</p> <p><i>Big Blue Whale</i> by Nicola Davies</p> <p><i>Is This a House For Hermit Crab?</i> by Meg McDonald</p> <p><i>Welcome to the Green House</i> by Jane Yolen</p> <p><i>Home Run</i> by Robert Burleigh</p> <p><i>Look to the North: A Wolf Pup Diary</i> by Jean Craighead George</p> <p><i>Penguins</i> by Marilyn Williams</p> |

Grade Two Unit 7 March Reading: Non-Fiction

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------|--|--|---|---|--|
| <u>Week 1</u> | Teaching Point: Readers choose Non-Fiction reading by looking at the topics available | Teaching Point: Readers choose Non-Fiction reading by looking at the topic and asking self, "do I want to know more?" | Teaching Point: Readers choose Non-Fiction reading by reading the first page to see if it catches the readers eye | Teaching Point: Readers learn to pick text to read that is not too easy or too hard for them | Teaching Point: Readers use prior knowledge of their topic to get ready to read |
| <u>Week 2</u> | Teaching Point: Readers determine if what they might want to know about their topic of interest is in a text by reviewing the title of the text | Teaching Point: Readers determine if what they might want to know about their topic of interest is in a text by reviewing the index in the text | Teaching Point: Readers gather additional information about a topic by reviewing the pictures in the text | Teaching Point: Readers gather additional information about a topic by reviewing the captions included with the pictures in the text | Teaching Point: Readers gather additional information about a topic by reviewing the headings in the text |
| <u>Week 3</u> | Teaching Point: Readers determine the meaning of unknown words by using context clues | Teaching Point: Readers determine the meaning of unknown words by using the pictures in the text | Teaching Point: Readers determine the meaning of unknown words by looking for the smaller words they know within the bigger word | Teaching Point: Readers can sometimes determine the meaning of a word by rereading or reading on for more information | Teaching Point: Readers determine the meaning of unknown words by using the glossary in the text |
| <u>Week 4</u> | Teaching Point: Readers prepare to talk with their partners about the big ideas by marking evidence found in text using Post-its | Teaching Point: Readers share with their partners their own headings about the big ideas of the topic they are reading | Teaching Point: Readers talk about their topic for an extended period of time to their partner | Teaching Point: Readers demonstrate their understanding of a topic by answering the questions posed by their partners | Teaching Point: Readers work in groups with similar topic choices to share and compare evidence from texts read |

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

Grade Two March Writing: Non-Fiction "How To"

| UNIT OF STUDY | MINI-LESSONS | SUPPORTING TEXT |
|---|--|---|
| <p>Non-Fiction "How To"</p> <p>Students will explore text examples of "How to" writing. Students will examine ways they develop ideas about topics to write about. They will practice talking 'long' with a partner about something. If they know how to do this, it will support the development of knowing that something that can be spoken about at length is a good topic to write about. Students will add clarity to their "how to" text by adding illustrations. Students learn to examine their writing for revision to add details, remove irrelevant details, and to check for proper sequencing of steps. Students will be expected to engage in the editing of their piece for punctuation, capitalization, and spelling.</p> | <ul style="list-style-type: none"> ✓ Exploring writing style of " How to" Non-Fiction texts ✓ Talking at length with a partner about a "how to" topic they know ✓ Adding details of " how to" to include who, what, where, and how information ✓ Sequencing of information ✓ Including illustrations for clarity ✓ Revising through the elimination of irrelevant details ✓ Editing for punctuation, capitalization, and spelling | <p><i>How to Make a Bird Feeder</i> By L. Tuckfield</p> <p><i>Making a Plate</i> By J. Jacobson</p> <p><i>Making Collages</i> By S. and W. Johnson</p> <p><i>Grilled Cheese Sandwich</i> By D. Meharry</p> <p><i>Tadpole Diary</i> By D. Drew</p> |

Grade Two March Writing: Non-Fiction "How To"

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------|---|--|---|---|---|
| <u>Week 1</u> | Teaching Point: Writers explore the concept of writing in the style of "How to" Non-Fiction through viewing exemplar texts | Teaching Point: Writers grow their ideas by listing skills that they know "how to do" in their writers notebook | Teaching Point: Writers figure out what to write about by talking with a partner at length about one thing they know "how to" do | Teaching Point: Writers figure out what to write about by talking with a partner at length about another thing they know "how to" do | Teaching Point: Writers organize their thoughts by using graphic organizers to indicate what they know "how to" do about their topic |
| <u>Week 2</u> | Teaching Point: Writers include details in their "how to" text by adding the details of who might do the task or activity | Teaching Point: Writers include details in their "how to" text by adding the details of what is needed to do the task or activity | Teaching Point: Writers include details in their "how to" text by adding the details of where the task or activity takes place | Teaching Point: Writers include details in their "how to" text by adding the details of when the task or activity takes place | Teaching Point: Writers organize their thoughts by writing in a sequence to show the order of "how to" do something |
| <u>Week 3</u> | Teaching Point: Writers check for clarity by rereading their work to check for missing elements of their "how to" text | Teaching Point: Writers revise their work by checking for, and eliminating irrelevant details | Teaching Point: Writers revise their work by rereading to see if their "how to" is in the proper sequence | Teaching Point: Writers revise their work by rereading to make sure the elements of, who, what, where, when, and how are answered | Teaching Point: Writers generate clarity by adding illustrations to their "how to" writing |
| <u>Week 4</u> | Teaching Point: Writers use set criteria to make decisions about what to publish. | Teaching Point: Writers reread their piece to edit for punctuation and capitalization | Teaching Point: Writers reread their piece to edit for spelling | Teaching Point: Writers share their writing with a partner 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 March Reading: Biography Reading

| UNIT OF STUDY | MINI-LESSONS | SUPPORTING TEXT |
|--|---|---|
| <p>Biography Reading</p> <p>In this unit the students will become immersed in reading different kind of biographies. The students will learn that reading biography can teach us about a person's life. Reading about a person's life can also teach about a specific time period and the historical events that happened. They will read biography to understand how specific people have influenced world events or the course of history of a specific country.</p> <p>Students will also read to understand how people confront problems in the world. This content based study will expose students to different types of biography and learn the different elements of this genre.</p> <p>Teachers will want to harness all that students have learned about characterization and formulating of ideas to generalize across this curriculum area.</p> | <ul style="list-style-type: none"> ✓ Learning about biography ✓ Exploring different types of biography ✓ Learning the different elements of biography ✓ Focusing on characterization to support reading ✓ Paying attention to setting/time period to support reading ✓ Exploring the element of theme to discover big ideas ✓ Noticing the struggles of a person's life ✓ Growing thinking and formulating ideas ✓ Making theories based on thinking ✓ Identifying author's purpose | <p>Possible texts to consider:</p> <p><i>Martin's Big Words</i> by Doreen Rappaport</p> <p><i>Young Martin Luther King, Jr.</i> Troll First Start Biography</p> <p><i>Lewis and Clark</i> by Candice Ransom</p> <p><i>First to Fly</i> <i>How Wilbur and Orville Wright Invented the Airplane</i> by Peter Busby</p> <p><i>We'll Never Forget You, Roberto Clemente</i> by Trudie Engel</p> <p><i>Charlie Parker Played Be Bop</i> by Christopher Raschka</p> <p><i>If A Bus Could Talk: The Story Of Rosa Parks</i> by Faith Ringgold</p> |

Grade Three March Reading: Biography Reading

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------|---|---|--|--|---|
| <u>Week 1</u> | Teaching Point: Readers focus and browse different biographies. | Teaching Point: Readers learn about different types of biography. | Teaching Point: Readers learn the various elements of biography. | Teaching Point: Readers explore books to notice the different elements. | Teaching Point: Readers pay attention where and when the biography takes place to support their reading. |
| <u>Week 2</u> | Teaching Point: Readers pay attention to the relationship between causes and effects in their reading. | Teaching Point: Readers recognize words that tell the order of events over a period of time. | Teaching Point: Readers learn how they can use time clues to help them understand the time order of events. | Teaching Point: Readers compare and contrast information to support comprehension. | Teaching Point: Readers make valid inferences based on details, facts, and examples. |
| <u>Week 3</u> | Teaching Point: Readers distinguish between fact and opinion when reading biography. | Teaching Point: Readers identify the main idea as well as the details that support it. | Teaching Point: Readers have thoughts about the material they read. | Teaching Point: Readers form ideas about their thoughts based on the evidences in the text. | Teaching Point: Readers pay attention to characterization to get details about a person. |
| <u>Week 4</u> | Teaching Point: Readers pay attention to the beliefs and values of the person's life. | Teaching Point: Readers identify and name the struggles and obstacles faced by the individual. | Teaching Point: Readers pay attention to what the author has made big about the person's life. | Teaching Point: Readers think about the big ideas (themes) their book conveys. | Teaching Point: Readers pay attention to the big ideas across different books about the same person. |

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

Grade Three Writing: Literary Essay

| UNIT OF STUDY | MINI-LESSONS | SUPPORTING TEXT |
|--|---|--|
| <p>Literary Essay</p> <p>Students will write essays defending a claim they have made about a character in a book they have read or a book they are familiar.</p> <p>Once writers have made a claim or developed a theory about the character, they will find supporting evidence from the texts they read. Writers will experiment using text to illustrate a point, as well as, developing references with their thinking about their claims.</p> <p>Teachers may want to reference the District 75 Units of Study website to access and download the Essay writing addendum. This addendum provides helpful information and printable planning sheets to help organize the thinking work students will do during this unit.</p> | <ul style="list-style-type: none"> ✓ Learning the genre and format of literary essay ✓ Developing theories/ideas about characters ✓ Using text to find evidence to support ideas ✓ Differentiating between good and average evidence ✓ Explaining how textual evidence supports ideas ✓ Finding the main idea ✓ Writing an introductory paragraph ✓ Writing a conclusion that includes a reflection to self or world ✓ Revising for personal voice ✓ Editing for format of literary essay | <p>Sample student exemplars</p> <p>Teacher made samples</p> <p>Examples of Grade level books:</p> <p><i>Frog and Toad</i> by Arnold Lobel</p> <p><i>Henry and Mudge</i> by Cynthia Rylant</p> <p><i>Horrible Harry</i> by Suzy Kline</p> <p><i>Junie B. Jones</i> by Barbara</p> <p><i>Magic Tree House</i> by Mary Pope Osborne</p> <p><i>Judy Moody</i> Megan McDonald</p> <p><i>The Baby-Sitters Club</i> by Ann M. Martin</p> |

Grade Three March Writing: Literary Essay

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------|---|--|--|--|--|
| <u>Week 1</u> | Teaching Point: Writers identify the characteristics of literary essay and the format. | Teaching Point: Writers begin to collect the names of book characters they are familiar with. | Teaching Point: Writers have thoughts about their characters behaviors and actions. | Teaching Point: Writers think about one character that they know well and chart traits using the text as a support. | Teaching Point: Writers develop an idea based on the characters behavior and actions. |
| <u>Week 2</u> | Teaching Point: Writers mark sections in their book that support their idea. | Teaching Point: Writers identify three strong pieces of evidence to prove their idea. | Teaching Point: Writers develop the 1st piece of evidence by adding an explanation or reason. | Teaching Point: Writers develop the 2 nd piece of evidence by adding an explanation. | Teaching Point: Writers develop the 3 rd piece of evidence by explaining how it supports their idea. |
| <u>Week 3</u> | Teaching Point: Writers develop an introduction by stating their main idea and the 3 supporting evidences. | Teaching Point: Writers begin a draft by transferring their information into paragraphs. | Teaching Point: Writers create conclusion that summarizes their information with a connection to self. | Teaching Point: Writers revise that paragraphs are used to express a new piece of evidence. | Teaching Point: Writers revise by including transitional phrases that cues the reader. |
| <u>Week 4</u> | Teaching Point: Writers edit to make sure paragraphs are indented. | Teaching Point: Writers edit to make sure the title of the book mentioned is capitalized. | Teaching Point: Writers edit using an editing checklist for ending punctuation, capitals, and spelling. | Teaching Point: Writers publish by transferring their writing from a draft. | Teaching Point: Writers celebrate their literary essay. |

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

Grade Four March Reading: Book Clubs: Social Issues

| UNIT OF STUDY | MINI-LESSONS | SUPPORTING TEXT |
|---|--|--|
| <p>Book Clubs: Social Issues</p> <p>This unit engages students in reading and browsing texts that stimulate their thinking about big issues in the world. Students will also read to be informed and to read with a lens of conversation and debate. Teachers will encourage students to adhere to the routines established for book clubs and to revisit and revise ground rules, where necessary. The main goal is to give student more time to improve their book club conversations and to help students build stamina and independence in their conversations. Teachers will want to nudge students toward the understanding that reading helps them to be stronger members of a classroom community.</p> | <ul style="list-style-type: none"> ✓ Looking at familiar texts in new ways ✓ Identifying issues to talk about ✓ Discovering the learning around social issues ✓ Exploring the concept of fairness ✓ Understanding different perspectives ✓ Making connections between character motivation and the social issues they face ✓ Paying attention to stereotypes ✓ Discussing the conditions that lead to character issue ✓ Organizing and keeping track of notes ✓ Making connections to life experiences | <p>Books that carry themes centered around social issues:</p> <p>Fitting In: <i>My Name is Maria Isabel</i> by Alma Flor Ada <i>Freckle Juice</i> by Judy Blume <i>The Hundred Dresses</i> by Eleanor Estes <i>Little by Little</i> by Jean Little</p> <p>Bullying: <i>The Giving Tree</i> by Shel Silverstein <i>Just Us Women</i> by Janette Caines <i>Eleven</i> from <i>Woman Hollering Creek</i> <i>By Sandra Cisneros</i></p> <p>Poverty: <i>The Most Beautiful Place in the World</i> by Ann Cameron <i>Bud, Not Buddy</i> by Christopher Paul Curtis <i>Just Juice</i> by Karen Hesse</p> <p>Peer Pressure: <i>Holes</i> by Louis Sachar <i>Stargirl</i> by Jerry Spinelli <i>Tales of a Grade Four Nothing</i> by Judy Blume</p> |

Grade Four March Reading: Book Clubs: Social Issues

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------|--|--|---|--|---|
| <u>Week 1</u> | Teaching Point: Readers read to notice themes in their texts. | Teaching Point: Readers identify an issue and read ahead with that issue in mind. | Teaching Point: Readers become more informed about the issue and ask themselves, "what am I learning from this issue?" | Teaching Point: Readers notice and discuss events that appear unfair in their books. | Teaching Point: Readers recognize that anything that happens can be told from more than one point of view. |
| <u>Week 2</u> | Teaching Point: Readers discuss issues from different character perspectives. | Teaching Point: Readers consider and discuss the problems characters face in their books. | Teaching Point: Readers consider the reasons behind a character's actions. | Teaching Point: Readers provide reasons for character actions and connect it to the social issue. | Teaching Point: Readers notice when a character is acting in a stereotypical way. |
| <u>Week 3</u> | Teaching Point: Readers mark places where they think one character is stereotyping another. | Teaching Point: Readers think and discuss what they believe led to the character's situation. | Teaching Point: Readers discuss how the characters solve the problems they face. | Teaching Point: Readers think about how they deal with problems they face in their own lives. | Teaching Point: Readers reread the notes they have accumulated and prepare for a project. |
| <u>Week 4</u> | Teaching Point: Readers discuss the format of their project. | Teaching Point: Readers review the rubric for what will be expected for their project. | Teaching Point: Readers take action and begin their project to tell the story of their issue in the world. | Teaching Point: Readers finalize their project do a presentation. | Teaching Point: Readers share what they have learned with another group. |

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

Grade Four March Writing: Writing Within the Content Area of Social Studies

| UNIT OF STUDY | MINI-LESSONS | SUPPORTING TEXT |
|--|--|--|
| <p>Writing Within the Content Area of Social Studies</p> <p>This unit offers the opportunity for our young writers to write about what they are learning in Social Studies. Students study social studies all year long and receive support in learning about communities and the world. This content focus will allow students to read and write within those inquiries. This unit relies on teachers to provide the important Social Studies themes and content to support the work through the resources and materials used to teach.</p> <p>Teacher will need to make decisions as to how they want this unit to go. Some may choose to do informational writing and produce a report or to have students write essays. This unit is angled toward the latter. Students will write an essay in which they make a statement an advance it across a few paragraphs, using supports.</p> | <ul style="list-style-type: none"> ✓ Writing entries ✓ Recording information about a topic ✓ Having thoughts about information read ✓ Choosing a topic of focus ✓ Collecting information to make ideas bigger ✓ Making a thesis statement ✓ Collecting facts and details to support ideas ✓ Categorizing information and facts ✓ Getting information from charts and diagrams ✓ Paying attention to important names, dates, and places ✓ Making decisions on what's important | <p>Teachers will gather the texts used for Social Studies and think about what area or theme they will focus on for the duration of the unit.</p> <p>Consider the grade 4 Social Studies curriculum and think about what is relevant at this juncture in the year.</p> |

Grade Four March Writing: Writing Within the Content Area of Social Studies

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------|--|---|--|---|--|
| <u>Week 1</u> | Teaching Point: Writers make a list of topics that interest them. | Teaching Point: Writers try out a topic and create a web to form categories around their topic. | Teaching Point: Writers write a few sentences (facts) about each category they formed. | Teaching Point: Writers rethink their information and push their minds to have thoughts about the facts. | Teaching Point: Writers think about their topic or subject and form an idea (thesis) about the information collected. |
| <u>Week 2</u> | Teaching Point: Writers use conversational prompts to support them in forming an idea. | Teaching Point: Writers use some source material to support their idea about a topic. | Teaching Point: Writers narrow their topic and focus in on one aspect or category of the topic. | Teaching Point: Writers decide on a topic of interest to pursue. | Teaching Point: Writers begin gathering bits of information to add to their topic. |
| <u>Week 3</u> | Teaching Point: Writers take notes on the important things they learned from photos/pictures, charts, and diagrams. | Teaching Point: Writers include the important names, dates, and major events related to their topic. | Teaching Point: Writers use a conclusion to wrap up their ideas. | Teaching Point: Writers begin to draft ideas from notes into small paragraphs. | Teaching Point: Writers draft and make sure that all the ideas in their paragraphs go together. |
| <u>Week 4</u> | Teaching Point: Writers revise to include some features of Non-Fiction in their writing. | Teaching Point: Writers edit using an editing checklist to check their work. | Teaching Point: Writers read each other's work with an editing eye | Teaching Point: Writers create a cover that represents the subject/topic they chose. | Teaching Point: Writers celebrate by reporting on their topic/subject of choice. |

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

Grade Five March Reading: Historical Fiction

| UNIT OF STUDY | MINI-LESSONS | SUPPORTING TEXT |
|---|--|---|
| <p>Historical Fiction</p> <p>Readers will explore strategies for looking at historical fiction to support concepts in History. Through the use of inference, context clues, non-fiction resources, interpretation and prediction readers will develop an expanded knowledge base of real historical events told through the genre of historical fiction.</p> <p>Readers will reflect on character traits, setting descriptions, timelines of events, and the real aspects of the story versus the fictional aspects.</p> | <ul style="list-style-type: none"> ✓ Define historical fiction ✓ What can be learned from character descriptions ✓ What can be learned from setting descriptions ✓ How to identify historical themes ✓ Use of context clues to gather information ✓ Descriptive language used unique to describe historical problems ✓ Using non-fiction resources to learn about history | <p><i>Soldier's Heart</i> By Gary Paulsen</p> <p><i>Number the Stars</i> By Lois Lowry</p> <p><i>The Watsons go to Birmingham</i> By Christopher Paul Curtis</p> <p><i>Behind Rebel Lines</i> By Seymour Reit</p> <p><i>Pink and Say</i> By Patricia Polacco</p> <p><i>Night John</i> By Gary Paulsen</p> |

Grade Five March Reading: Historical Fiction

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------|---|--|---|--|---|
| <u>Week 1</u> | Teaching Point: Readers attend to setting clues to figure out the place and time an historical fiction story is set | Teaching Point: Readers collect evidence to prove the time and place a story takes place | Teaching Point: Readers use evidence from the text to draw conclusions about the time period | Teaching Point: Readers learn more about the time period by identifying the problems and conflicts faced by the characters | Teaching Point: Readers add on to initial clues to create a deeper understanding of the time period |
| <u>Week 2</u> | Teaching Point: Readers consult with Non-Fiction text to learn more about the time period | Teaching Point: Readers consult with Non-Fiction texts to learn more about the conflicts of the time period | Teaching Point: Readers consult with Non-Fiction texts to learn about how the characters may have lived during the time period | Teaching Point: Readers get to know the main characters by collecting data on the kind of person he or she is | Teaching Point: Readers learn more about the characters by describing what daily life is like |
| <u>Week 3</u> | Teaching Point: Readers list characters' opinions to learn more about the events of the time period and how they affect the characters | Teaching Point: Readers create a character "portrait" of physical traits at the beginning of the story adding caption to state thoughts and feelings at that time | Teaching Point: Readers create a character "portrait" of physical traits at the middle of the story adding caption to state thoughts and feelings at that time | Teaching Point: Readers create a character "portrait" of physical traits at the end of the story adding caption to state thoughts and feelings at that time | Teaching Point: Readers use evidence from the text to create a time line of a characters life in the story |
| <u>Week 4</u> | Teaching Point: Readers use evidence from the text to create a time line of historical events in the story | Teaching Point: Readers make predictions about course of events over time | Teaching Point: Readers make predictions about characters behavior over time | Teaching Point: Readers generate opinions about events that occurred in the book | Teaching Point: Readers show evidence of their learning by writing a paragraph about the time period of a story's character. |

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

Grade Five March Writing: Realistic Fiction

| UNIT OF STUDY | MINI-LESSONS | SUPPORTING TEXT |
|---|---|---|
| <p>Realistic Fiction</p> <p>The purpose of this unit is to teach students the elements of story and how writers use these elements to drive their stories.</p> <p>Students will learn how to develop characters with traits that reflect ones that exist in reality to craft their pieces. Students will also learn to shape their pieces by focusing on the plot. Creating timelines and plot points will give writers a visual as to how their story will proceed. It will also support them in determining relevant and irrelevant details. Students will view mentor texts as models of the kind of writing that they will be expected to produce. Students will be engaged in the use of the writing process as they cycle through the process.</p> | <ul style="list-style-type: none"> ✓ Understand the genre of realistic fiction ✓ elements of story ✓ create characters from real life experiences ✓ Create internal and external character traits ✓ History of a character ✓ Creating character timelines ✓ Creating supporting characters ✓ Drafting ✓ Process of revision ✓ Editing ✓ Publishing/Celebrating | <p><i>Amber Brown Series</i> By Paula Danziger</p> <p><i>Stories Julian Tells Series</i> By Ann Cameron</p> <p><i>Stories from Baseball in April</i> By Gary Soto</p> |

Grade Five March Writing: Realistic Fiction

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------|--|--|--|--|---|
| <u>Week 1</u> | Teaching Point: Writers look at how authors come up with ideas to write about | Teaching Point: Writers examine how authors use the characters to tell the story | Teaching Point: Writers examine how authors create a setting to set the stage for events in the story | Teaching Point: Writers look at how authors create a plot, problem, or situation that changes over time | Teaching Point: Writers examine how authors conclude their stories and come to a resolution or end |
| <u>Week 2</u> | Teaching Point: Writers develop characters with similar traits that they themselves have | Teaching Point: Writers generate descriptive language to create a visual image of the characters. | Teaching Point: Writers develop descriptors of how the characters think, act, and feel | Teaching Point: Writers give their characters a history by creating a timeline of events | Teaching Point: Writers provide their characters with events to develop and change over time |
| <u>Week 3</u> | Teaching Point: Writers describe the setting as the events of the story occur to create a "stage" | Teaching Point: Writers build tension in their story by slowly revealing information | Teaching Point: Writers show how situations spiral over time by adding new events and twists in plot | Teaching Point: Writers show how situations change by engaging in solving situations | Teaching Point: Writers conclude by expressing thoughts on events leading to a resolution |
| <u>Week 4</u> | Teaching Point: Writers conclude by expressing thoughts on events leading to a resolution | Teaching Point: Writers revise their work with details to clarify ideas, thoughts, and feelings | Teaching Point: Writers use editing tools and strategies | Writers share their writing with a partner for a final "eye" before writing final piece | Teaching Point: Writers publish their final writing piece and celebrate work with others |

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

Unit of Study: Building Comprehension, Stamina, and Fluency

Title of Mini-lesson: Chunky Chunking

Intention: Readers pause after reading a "chunk" of text in order to summarize briefly what they have read in order to gain a better understanding of the reading.

Connection: Sometimes we have a lot to read, so it is important for readers to pause after reading a chunk or section of text in order to think about what was being said, and to summarize it as a way to monitor for meaning. Let me show you what I mean. Look at this Chunky candy bar, see how thick it is, we realistically can't put the whole thing in our mouth and chew it properly can we? However, if we break it into its parts it is much more manageable, and probably tastes better that way too since you can eat it more slowly and enjoy it.

Teaching: Using a think aloud strategy, have several paragraphs written out on large chart paper so everyone can see text being read. "Watch me as I read this chunk of text and stop for a minute to think about what I read and to summarize it briefly in my own words. "See how I read a section, then stopped. Doing this helps me to better understand what I read. I am taking smaller "bites" and "chewing on it" so I can really get as much meaning from the text as I can. I am going to read the next section, read along with me out loud if you want to. Now think to yourself how you would summarize this in your own words." Ask for a student to share out their response.

Active Engagement: Have students read the last section on their own and then ask for one or two students to share out their summaries. Asking other students to confirm their responses

Link: so when you are reading I want you to practice this strategy we just learned called chunking in order to help you with understanding text and getting as much meaning from what you read as you can. Send students off to read their independent reading books. Walk around and confer with students on the use of the strategy. Asking them what it is they are practicing actually have them read and show you how they chunked the text, and summarized it.

Share: Have a quick discussion at the end of the reading time about the strategy reinforcing what it is, and asking students how they used it, if it helped, and to try and remember to do this as they read all the time.

Lesson developed by District Literacy Coach

Unit of Study: Crafting our writing using a mentor author

Title of Mini-lesson: BANG, ZOOM, POP--- Onomatopoeia

Intention: Writers enhance their writing by incorporating the use of onomatopoeia.

Connection: You might begin by saying, *"We have been looking at ways to enhance our stories by adding descriptions of where our story takes place. We have also begun to give our characters a voice by adding dialogue. We do this to draw the reader into the story and to make it more interesting and exciting. These descriptive details provide the reader with a clearer image about who is in our story, and what is happening."*

Teaching: Begin your teaching by saying, *"not only do we use words to describe people, places, and events we can use special words that can make our story sound real. These are words like BANG, ZOOM, and POP! This can make our stories more exciting to read and fun too. These kinds of words have a special name, onomatopoeia. It's a silly sounding word for these special words that are used to represent real sounds in a story."*

Active Engagement: Provide students with a mentor text that includes these types of words. Another possible text could be from a comic book like Batman and Robin that demonstrates the use of onomatopoeia several times in the reading. Locate the first example and then have students highlight as many other words that are examples of onomatopoeia. (Another great way to demonstrate this is to show a clip of the old "Batman and Robin" television series if you can find it !)

Link: Express to the students this thought, *"we have looked at how writers enhance their stories by adding exciting language like onomatopoeias. As you continue writing/revising your stories during writers work shop I want you to look for places you might be able to include these kinds of words in your own work. I will be around to see how you are trying to do this in your writing. Get going writers!"*

Share: At the end of the writing workshop ask several students to share how they included the use of onomatopoeia in their stories. You may also ask them why or how they chose the words they used.

Lesson developed by District Literacy Coach

Unit of Study: _____ Date: _____

Title of Mini-lesson: _____

Intention: _____

Connection:

Teaching:

Active Engagement:

Link:

Share:

May be copied for single classroom use. ©2003 by Lucy Calkins and Beth Neville, from *Resources for Primary Writing, Units of Study for Primary Writing: A Yearlong Curriculum*, Lucy Calkins, Heinemann: Portsmouth, NH

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> |
|------------------------------|--|--|-------------------------------------|
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| | | | |

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: _____

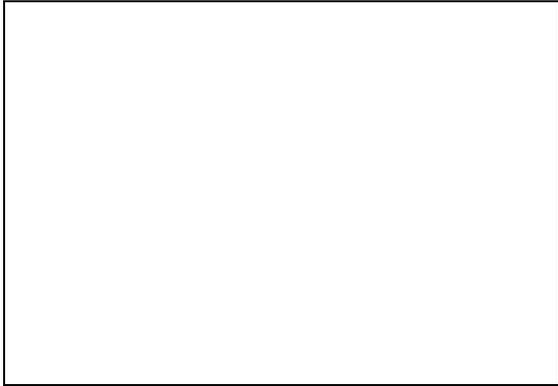
Club Members: _____

Book and Author of Book: _____

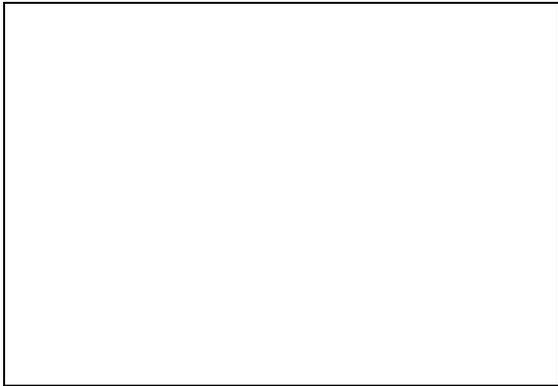
Reading Job: _____

| Dates we will meet | Pages to read for talk |
|--------------------|------------------------|
| | |
| | |
| | |
| | |
| | |
| | |

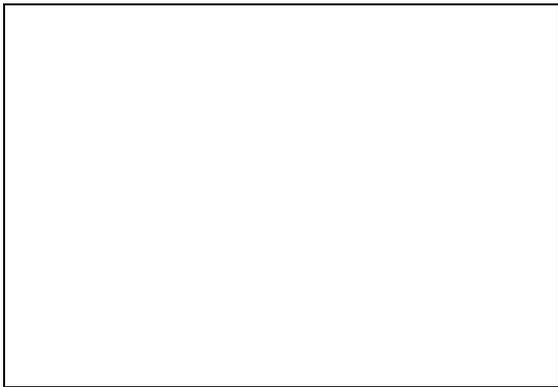
| My All-About Book Has: | Yes | No |
|-----------------------------------|------------|-----------|
| A big all-about title | | |
| A how-to page | | |
| Chapters or sections | | |
| Headings | | |
| A table of contents | | |
| A different-kinds-of-a-thing page | | |
| A parts-of page | | |
| A fun facts page | | |



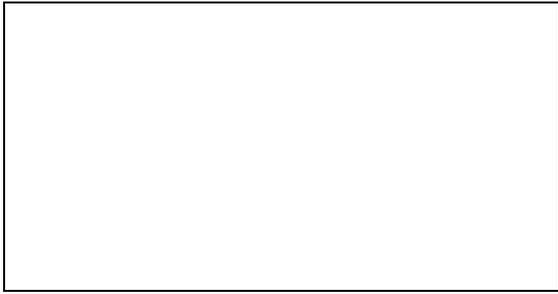
1. _____



2. _____



3. _____



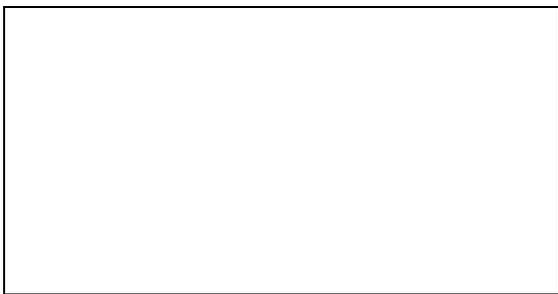
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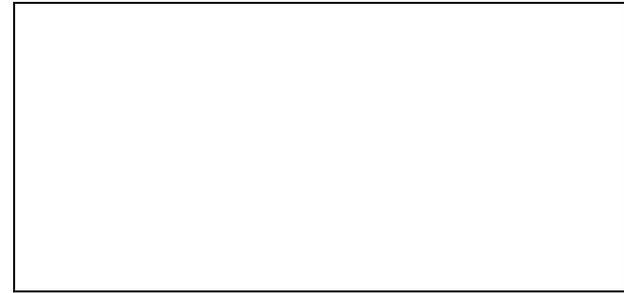
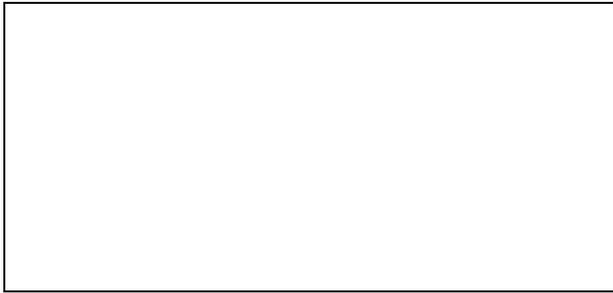
2. _____

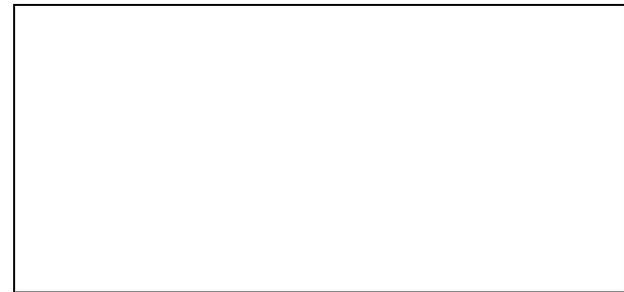
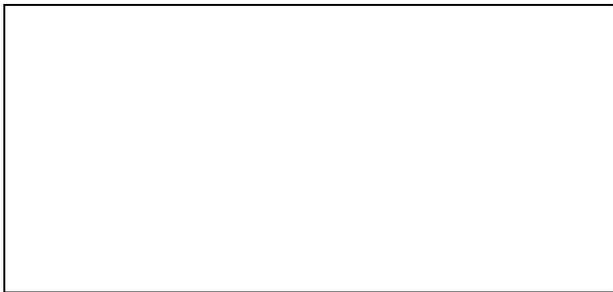


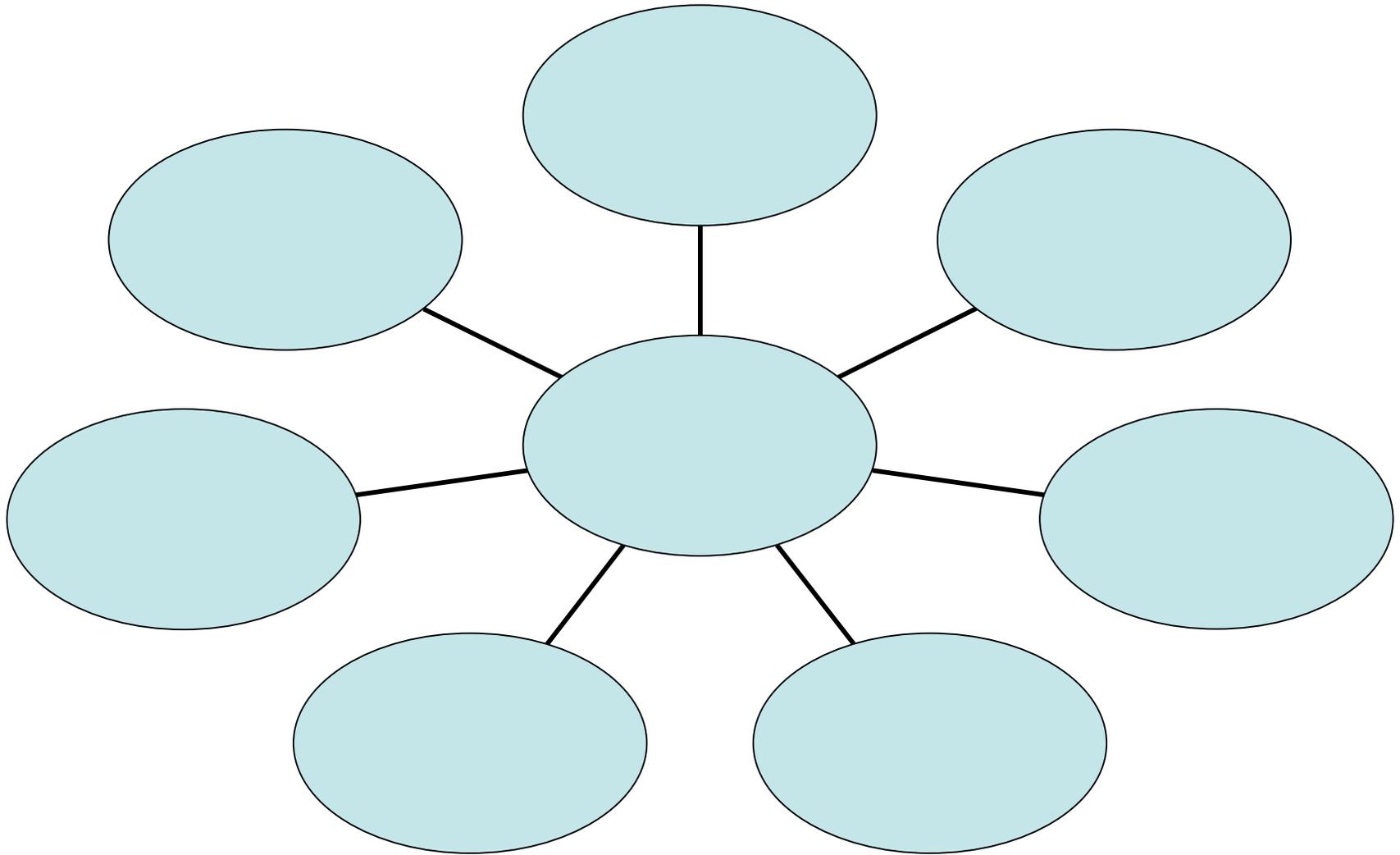
3. _____



4. _____







Books for Text Talk (Grades K-1)

The following is a list of books that offer young children the opportunity to engage in good discussion. You can read the book to them and then they can talk as pairs or threes, and can react to the story, or compare two stories they have heard. It is also helpful for them to retell folktales or stories to each other to develop their language and storytelling ability.

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Aruego *A Crocodile's Tale*
Bang *When Sophie Gets Angry—Really, Really Angry*
Barton *The Little Red Hen*
Bennett *Not Norman*
Bishop *Chicken Licken*
Bishop *The Three Little Pigs*
Brennan-Nelson *Someday is Not a Day of the Week*
Brett *Goldilocks and the Three Bears*
Brett *The Mitten*
Brett *The Gingerbread Baby*
Brimmer *The Littlest Wolf*
Brown *Stone Soup*
Bryant *Good-Bye, Hello*
Bynum *Pig Enough*
Cain *The Way I Feel*
Calmenson *The Principal's New Clothes*
Carlson *Sit Still!*
Cauley *The Town Mouse and the Country Mouse*
Cauley *The Ugly Duckling*
Daly *Old Bob's Brown Bear*
dePaola *Strega Nona Meets Her Match*
Edwards and Root *What's That Noise*
Ehlert *Mole's Hill*
Ehlert *Moon Rope*
Emmett *No Place Like Home*
Fierstein *The Sissy Duckling*
Fox *Possum Magic*
Fox *Koala Lou*
Fox *Whoever You Are*
Fox *The Magic Hat*
Galdone *Henny Penny*
Galdone *The Teeny-Tiny Woman*
Galdone *Little Red Riding Hood*
Ginsburg *The Fox and the Hare*
Gorbachev *Chicken Chickens*
Greenfield *Grandpa's Face*
Gregory *Amber Waiting*
Harper *Me Too*

Harvey *Dog-Eared*
Heide and Clief *That's What Friends Are For*
Henkes *Chrysanthemum*
Henkes *Julius, Baby of the World*
Hessell *Staying at Sam's*
Hest *Nana's Birthday Party*
Hooks *The Three Little Pigs and the Fox*
Horse *Little Rabbit Runaway*
Hutchins *You'll Grow Into Them Titch*
Jones *Great Aunt Martha*
Joose *Papa, Do You Love Me?*
Justin *The Hello, Goodbye Window*
Kasza *My Lucky Day*
Kellogg *Jack and the Beanstalk*
Kellogg *Chicken Little*
Kraus *Leo the Late Bloomer*
Laguna *Too Loud Lily*
Laminack *Trevor's Wiggly-Wobbly Tooth*
Lasky *Before I Was Your Mother*
Lester *Hooway for Wodney Wat*
Lester *Me First*
Lovell *Stand Tall, Molly Lou Melon*
Lowell *The Three Little Javelinas*
Marshall *Little Red Riding Hood*
Marshall *Three Little Pigs*
Marshall *Red Riding Hood*
Marshall *Hansel and Gretel*
Maynard *Quiet Wyatt*
McGhee *Mr. Watson Wants Your Teeth*
McKissack *Mirandy and Brother Wind*
McKissack *Nettie Jo's Friends*
McPhail *The Teddy Bear*
Nicholls *Billywise*
Norac *My Daddy is a Giant*
Palatini *Piggie Pie*
Palatini *Stinky Smelly Feet*
Pearson *Bob*
Petach *Goldilocks and the Three Hares*
Pow *Tell Me One Thing, Dad*
Reynolds *The Dot*
Root *Oliver Finds His Way*
Ross *Goldilocks and the Three Bears*
Ross *Lazy Jack*
Ryan *Mice and Beans*
Rylant *The Relatives Came*
Salley *Eppossumondas*

Schlein *Little Raccoon's Big Question*
Sedgwick *The Emperor's New Clothes*
Sendak *Where the Wild Things Are*
Seskin & Shamblin *Don't Laugh at Me*
Shannon *Alice the Fairy*
Stevens & Crummel *Plaidypus Lost*
Stevens *The Three Billy Goats Gruff*
Stevenson *Could be Worse*
Van Laan *Rainbow Crow*
Waring *Hungry Hen*
Wells *Noisy Nora*
Wells *Felix and the Worrier*
Williams *Something Special For Me*
Winthrop *Dumpy LaRue*
Zemach *The Fisherman and His Wife*
Ziefert *My Friend Grandpa*

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Books for Text Talk (Grades 2-3)

The following is a list of books that offer children the opportunity to engage in a good discussion of issues and writers' craft:

© Irene C. Fountas and Gay Su Pinnell.

Ackerman *Song and Dance Man*
Aliko *Marianthe's Story*
Blume *The Pain and the Great One*
Boyden *The Blue Roses*
Bregoli *The Goat Lady*
Brutschy *Just One More Story*
Bulla *Chalk Box Kid*
Bulla *The Shoeshine Girl*
Bunting *The Memory String*
Bunting *The Wednesday Surprise*
Burrowes *Grandma's Purple Flowers*
Cameron *Stories Julian Tells*
Cameron *More Stories Julian Tells*
Cannon *Stellaluna*
Chamberlin *Mama Panya's Pancakes*
Choi *The Name Jar*
Cohen *Molly's Pilgrim*
Cooney *Miss Rumphius*
Demars *Saying Goodbye to Lulu*
dePaola *Nana Upstairs, Nana Downstairs*
dePaola *Adelita: A Mexican Cinderella Story*
DiSalvo-Ryan *Uncle Willie and the Soup Kitchen*
Durant *Always and Forever*
Erikson *Toad for Tuesday*
Flournoy *The Patchwork Quilt*
Fox *Wilfrid Gordon McDonald Partridge*
Fraustino *Hickory Chair*
Giff *Next Year I'll Be Special*
Gilmore *A Screaming Kind of Day*
Gray *My Mama Had a Dancing Heart*
Heide & Gilliland *The Day of Ahmed's Secret*
Henkes *Sheila Rae, the Brave*
Henkes *Chester's Way*
Hesse *Come On, Rain*
Hoberman *And To Think That We Thought That We'd Never Be Friends*
Hoffman *Amazing Grace*
Hoffman *Boundless Grace*
Hoffman *The Color of Home*
Howe *Horris and Morris But Mostly Dolores*
Kellogg *Best Friends*
Laminack *Saturdays and Teacakes*

Levy *Alley Oops*
Lobel *Fables*
Lowry *Gooney-Bird Greene*
MacLachlan *Through Grandpa's Eyes*
McCormick *Daniel and His Walking Stick*
Miles *Annie and the Old One*
Miller *Treasures of the Heart*
Munson *Enemy Pie*
Muth *The Three Questions*
Noon *Something Special*
Nye *Sitti's Secrets*
O'Neil *The Recess Queen*
Pak *Dear Juno*
Plourde *Thank You, Grandpa*
Polacco *The Keeping Quilt*
Polacco *Chicken Sunday*
Polacco *Thundercake*
Polacco *Rechenka's Eggs*
Polacco *Mr. Lincoln's Way*
Pomerantz *You're Not My Best Friend Anymore*
Recorvits *My Name is Yoon*
Reynolds *Ish*
Ringgold *Tar Beach*
Robinson *The Best School Year Ever*
Rosenberg *We Wanted You*
Ryan *A Box of Friends*
Ryan *Grandpa's Corner Store*
Rylant *Night in the Country*
Rylant *Scarecrow*
Smothers *The Hard-Times Jar*
Spinelli *While You Are Away*
Steig *Doctor DeSoto*
Steig *Caleb and Kate*
Steig *Brave Irene*
Steig *Amos and Boris*
Steig *Sylvester and the Magic Pebble*
Steptoe *Mufaro's Beautiful Daughters*
Stuve-Bodeen *The Best-Worst Brother*
Testa *Someplace To Go*
Van Allsburg *Wretched Stone*
Van Allsburg *Wreck of the Zephyr*
Waboose *Morning on the Lake*
Wallace *A Dog Called Kitty*
Weigelt *What Lies on the Other Side*
Williams *Cherries and Cherry Pits*
Williams *Working Cotton*

Wittbold *Mending Peter's Heart*
Wood *Grandad's Prayers of the Earth*
Woodson *The Other Side*
Woodson *Sweet, Sweet Memory*
Woodson *We Had a Picnic This Sunday Past*
Woodson *Visiting Day*
Wyeth *Something Beautiful*
Yashima *Crow Boy*
Yolen *Sleeping Ugly*
Yolen *The Emperor and the Kite*
Yolen *Miz Berlin Walks*
Yolen *Owl Moon*
Zweibel *Our Tree Named Steve*

Books for Text Talk (Grades 4-5)

The following is a list of books that offer students the opportunity to engage in lively discussion of issues and writers' craft:

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Adler *The Babe and I*
Adler *One Yellow Daffodil*
Avi *Poppy*
Batezat *The Day Gogo Went to Vote*
Battle-Lavert *Papa's Mark*
Bauer *On My Honor*
Bloom *Tangerine*
Boyd *The Circle of Gold*
Bridges *Through My Eyes*
Buchanan-Smith *A Taste of Blackberries*
Bunting *Train to Somewhere*
Byars *Pinballs*
Byars *The Summer of the Swans*
Christensen *In My Grandmother's House*
Clements *Frindle*
Coleman *White Socks Only*
Coles *The Story of Ruby Bridges*
Collier *My Brother Sam is Dead*
Collier *War Comes to Willie Freeman*
Collier *Jump Ship to Freedom*
Coman *What Jamie Saw*
Creech *Bloomability*
Curtis *Bud Not Buddy*
Curtis *The Watsons Go To Birmingham*
Dahl *Boy: Tales of Childhood*
DiCamillo *Because of Winn Dixie*
Dorris *Morning Girl*
Estes *The Hundred Dresses*
Fleischmann *Seedfolks*
Fletcher *Fig Pudding*
Fox *Village By the Sea*
Fox *The Stone Faced Boy*
Frederick *Luba: The Angel of Bergen-Belsen*
Fritz *The Cabin Faced West*
Gardiner *Stone Fox*
George *Frightful's Mountain*
Giff *Pictures of Hollis Woods*
Golenbock *Teammates*
Grimes *Talkin' About Bessie*
Harrington *Going North*
Henke *Words of Stone*
Henke *Olive's Ocean*

Hesse *Music of the Dolphins*
Holman *Slake's Limbo*
Holt *My Louisiana Sky*
Hopkinson *Under the Quilt of Night*
Howard *Virgie Goes to School With Us Boys*
Innocenti *Rose Blanche*
Johnson *A Sweet Smell of Roses*
Kiuchi *The Lotus Seed*
Koller *A Place to Call Home*
Konigsburg *From the Mixed Up Files of Mrs. Basil E. Frankweiler*
Lester *From Slave Ship to Freedom Road*
Lorbiecki *Sister Anne's Hands*
Lord *In the Year of the Boar and Jackie Robinson*
Lowry *The Giver*
Lowry *Autumn Street*
MacLachlan *Sarah, Plain and Tall*
MacLachlan *The Journey*
MacLachlan *Baby*
Mathis *The Hundred Penny Box*
Mitchell *Uncle Jed's Barbershop*
Mochizuki *Baseball Saved Us*
Munoz *Esperanza Rising*
Naidou *Journey to Jo'Burg*
Naylor *Shiloh*
Nelson *Almost to Freedom*
Oppenheim *The Lily Cupboard*
Osborne *Adaline Falling Star*
Park *When My Name Was Keoko*
Paterson *Bridge to Terabithia*
Paterson *The Great Gilly Hopkins*
Paterson *Jacob, Have I Loved*
Paterson *Lyddie*
Paulsen *Hatchet*
Paulsen *Dogsong*
Paulsen *Alida's Song*
Paulsen *The Haymeadow*
Polacco *The Butterfly*
Polacco *Pink and Say*
Raskin *The Westing Game*
Raven *Circle Unbroken: The Story of a Basket and Its People*
Reeder *Shades of Gray*
Ryan *Riding Freedom*
Rylant *Angel for Solomon Singer*
Rylant *Missing May*

Say Grandfather's Journey
Say Kamishibai Man
Shea The Whispering Cloth
Smith A Taste of Blackberries
Stroud Sweet Clara and The Freedom Quilt
Stroud Under the Quilt of Night
Stroud The Patchwork Path: A Quilt Map to Freedom
Taylor Song of the Trees
Turner Nettie's Trip South
Uchida The Bracelet
Vivas Let the Celebrations Begin
Williams Behind the Bedroom Wall
Woodson Miracle's Boys