



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



**WE ARE ALL
READERS AND WRITERS
HOW WE GROW**

Acknowledgments

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

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

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TABLE OF CONTENTS

<u>TOPICS</u>		<u>PAGES</u>
INTRODUCTION		4 - 7
CURRICULUM MAP		
October	Grades K - 5	8 - 31
November	Grades K - 5	32 - 55
LESSONS TO SUPPORT THE UNIT OF STUDY		56 - 61
ESSAY WRITING ADDENDUM		62 - 76

Introduction to the October and November Units of Study

District 75 is pleased to present to our schools the revised version of Literacy Unit Two and Unit Three for the months of October and November. 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 excerpts from novels. 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 Two and Unit Three focus on the following types, realistic fiction, oral story telling, non-narrative writing/ essay writing, small moments personal narratives, character study, developing theories about characters and emergent storybook reading. The teaching points are designed to address discreet skills and strategies for students in both reading and writing across the genres. You will notice within the

units the teaching points may be procedural or process in nature for guiding instruction. An essay writing addendum is included in this document as a procedural in writing non-narrative texts. You will also find sample lessons that serve as a model as to how you may wish to proceed when presenting the teaching points.

BUILDING GOOD READING AND WRITING HABITS THAT GROW KNOWLEDGE OF SKILLS AND ABILITIES

It is important for teachers to take on the role as a reader and writer in order to foster an environment where students perceive themselves as capable learners.

IT CAN HELP TO:	WAYS TO PROCEED
Engage in physical teaching by demonstrating what good readers and writers do	<ul style="list-style-type: none"> ▪ Explicitly teach the skills and strategies to be taught ▪ Model what good reading and writing looks like and sounds like ▪ Provide or create demonstrate texts
Build strategies for reading and writing expository texts	<ul style="list-style-type: none"> ▪ Gather high-interest Non-Fiction texts ▪ Teach students to examine the illustrative portions of the texts ▪ Help students gather and sort information into categories rather than collect random facts ▪ Get students to write anticipating what their readers need to know
Teach students the structure of non-narrative or essay writing	<ul style="list-style-type: none"> ▪ Move students towards being able to write with a thesis or a point of view ▪ Teach students to angle information to develop and support a thesis ▪ Teach students to generate ideas, support an idea with evidence from a text using a structure

<p>Develop theories about book characters</p>	<ul style="list-style-type: none"> ▪ Teach students how to develop theories. ▪ Help Students to notice themes, concepts, and patterns in books ▪ Encourage students to revise theories in light of new evidence ▪ Get students engaged in focusing on character relationships
<p>Provide opportunities for students to grow in language and independence</p>	<ul style="list-style-type: none"> ▪ Teach students how to work in partnerships ▪ Provide students with the language to stimulate and foster talk. ▪ Teach students conversational moves that stretch their talk and keep conversation going ▪ Give students opportunities to set goals and make plans about their reading/writing

Kindergarten October Reading: Readers Read Emergent Storybooks

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Readers Read Emergent Storybooks</p> <p>In this unit of study, the children will focus on specific skills and strategies which coincide with the reading of emergent storybooks.</p> <p>During this unit, children will learn how to reread and retell books they know well using expression and literary language, while working independently and in partnerships.</p> <p>Some specific skills and strategies included in this unit are: concepts of print, book handling, sharing ideas and thoughts in partnerships, rereading books using prior knowledge, retelling using details from the story, and using pictures, dialogue, and narration to make sense of the story.</p>	<ul style="list-style-type: none"> ✓ Teaching how books should be kept in a safe place (i.e., book baggie) ✓ Proper book handling (holding books right side up, turning pages from right to left, reading pages from left to right) ✓ Different books are read for different purpose ✓ How to reread books they know well, using memory ✓ How to read books using the pictures ✓ How to use words they remember in the story to help them to read ✓ How to recognize familiar patterns in the story 	<p>Possible texts include:</p> <p><i>The Carrot Seed</i> by Ruth Krauss <i>The Three Billy Goats Gruff</i> by Paul Galdone <i>Big Al</i> by Andrew Clements <i>Bunny Cakes</i> by Rosemary Wells <i>Peter's Chair</i> by Ezra Jack Keats <i>The Snowy Day</i> by Ezra Jack Keats <i>The Shapes We Eat</i> by Simone T. Ribke <i>Corduroy</i> by Don Freeman <i>Are You My Mother?</i> by P.D. Eastman <i>The Ginger Bread Boy</i> by Paul Galdone <i>Where the Wild Things Are</i> by Maurice Sendak <i>Leo the Late Bloomer</i> by Robert Kraus <i>The Three Little Pigs</i> by Steven Kellogg <i>I'm Going To Granma's</i> by MaryAnn Hoberman <i>Where Is the Green Sheep?</i> by Mem Fox</p>

Kindergarten October Reading: Readers Read Emergent Storybooks

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Readers have a place to hold their independent reading books so they can get back to them.	Teaching Point: Readers make sure that they take care for their books and handle them gently.	Teaching Point: Readers understand the different purposes for different books.	Teaching Point: Readers 'reread' emergent storybooks by remembering how they go.	Teaching Point: Readers use the pictures to help them read their storybooks.
<u>Week 2</u>	Teaching Point: Readers use words they remember from the storybooks to help them read.	Teaching Point: Readers know that when they forget part of a story, it helps to go back, reread, and then move forward again.	Teaching Point: Readers know that when they get stuck, it helps to look at pictures and think about what the characters are doing/saying.	Teaching Point: Readers know they can read their storybooks and make their voice match the characters' voices.	Teaching Point: Readers can post-it parts in the story they want to talk about with a partner.
<u>Week 3</u>	Teaching Point: Readers can talk about their favorite parts of books with their partner.	Teaching Point: Readers can talk about parts in their books that give them a strong feeling with a partner.	Teaching Point: Readers can find and talk about the most important parts of their book with a partner.	Teaching Point: Readers know that the pages of their story connect to help them make sense of what they 'read'.	Teaching Point: Readers have wonderings/questions as they read, and they can share them w/their partner.
<u>Week 4</u>	Teaching Point: Readers can touch the pictures on the page and tell the story.	Teaching Point: Readers retell their story using the character/s names.	Teaching Point: Readers can check the book when they get stuck to help them retell.	Teaching Point: Readers can retell the story retelling across their fingers.	Teaching Point: Readers can use the story language of books to help them retell.

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

Kindergarten October Writing: Adding to the Writers Workshop and Oral Storytelling

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Adding to the Writers Workshop/ Storytelling</p> <p>In this unit we continue to introduce the writer's workshop by adding to the workshop. To students begin to see the importance of choosing topics from their personal lives. They will continue to tell stories orally.</p> <p>They will visualize their ideas and talk to a partner to enhance literacy and language development. They will begin to draw their stories in a representational way across pages and begin to use their knowledge of letters and sounds to write words the best they can.</p> <p>Students will learn routines, confer with teachers, and learn how to choose paper for their writing.</p>	<ul style="list-style-type: none"> ✓ Learning how to draw pictures that connect to a story across pages ✓ Learning how to choose topics for writing ✓ Learning how to write like authors using words ✓ Learning the student role in a conference ✓ Learning how the class operates while the teacher/s confer ✓ Learning what to do when questions arise and the teacher/s are conferring ✓ Learning to make choices about paper ✓ Learning how to visualize stories ✓ Learning how to talk with a partner ✓ Learning how to do a quick publish 	<p>Use fall books to help children use language that will help their storytelling and writing.</p> <p>Continue to read feeling books. <i>I Was So Mad</i> by Norma Simon <i>It Didn't Frighten Me</i> by Janet L. and Jerome C. Harste</p> <p>Continue to read friendship books. <i>Bo and Peter</i> by Betsy Franco <i>Friends</i> by Helme Heine <i>My Friends</i> by Taro Gomi</p> <p>Revisit personal narrative books used in Unit 1.</p> <p>Emergent story books: <i>Caps for Sale</i> by Esphyr Slobodkina <i>Where the Wild Things Are</i> by Maurice Sendak</p>

Kindergarten October Writing: Adding to the Writer's Workshop and Oral Storytelling

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Writers draw pictures that are representational or match their story.	Teaching Point: Writers pay close attention as to how their pictures tell their story.	Teaching Point: Writers approximate writing words to tell their story by touching their pictures and orally rehearsing the story.	Teaching Point: Writers listen to initial sounds in words and put them down on paper to help tell their story.	Teaching Point: Writers picture their story in their mind and rehearse it by telling a partner and putting it on paper.
<u>Week 2</u>	Teaching Point: Writers learn their responsibility in a conference.	Teaching Point: Writers talk about their work with a teacher during a conference.	Teaching Point: Writers learn the routine of what to do while the teacher confers with another student.	Teaching Point: Writers learn that they can ask other for help during the workshop time.	Teaching Point: Writers revisit making pictures in their mind and try to get "word" down on paper.
<u>Week 3</u>	Teaching Point: Writers learn how to choose paper for their writing independently.	Teaching Point: Writers keep their writing going by starting a new story.	Teaching Point: Writers practice pushing themselves to add "words" to their story.	Teaching Point: Writers pay attention to their drawings by finding places to elaborate the illustrations.	Teaching Point: Writers think about what they want to write, listen to the sounds in the words, and put them down on paper the best they can.
<u>Week 4</u>	Teaching Point: Writers stretch their story by adding another page to the writing.	Teaching Point: Writers choose their favorite piece for publishing and write/draw more about it.	Teaching Point: Writers look at their favorite piece and revise by adding color or detail to their drawings or words.	Teaching Point: Writers create a cover by naming a title and drawing pictures to get ready for celebration.	Teaching Point: Writers celebrate their published piece.

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

Grade One October Reading:

Readers Read "Just Right" Books and Use Print Strategies to Support Conventional Reading

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Readers Read "Just Right" Books and Use Print Strategies to Support Conventional Reading</p> <p>This unit of study focuses on the early reading strategies necessary for proficient reading. Students will read "Just Right" books and are expected to choose appropriate books to build their "reading muscles". Teachers will demonstrate skills using big books. Some skills include: 1:1 word correspondence, getting your mouth ready, noticing initial letters of words, matching the picture to the text... Partners (with similar reading levels) learn to build stamina and assist each other as they read.</p>	<p>Print Strategies</p> <ul style="list-style-type: none"> ✓ Looking at the cover ✓ Taking a picture walk ✓ Noticing initial consonant sounds ✓ Getting your mouth ready ✓ Matching picture to text ✓ Tracking words 1:1 ✓ Noticing patterns ✓ Linking sounds together ✓ Asking: What makes sense? <p>Fluency</p> <ul style="list-style-type: none"> ✓ Smooth read (read text 2xs) ✓ Reread books in bins <p>Partnerships</p> <ul style="list-style-type: none"> ✓ How to help your partner with print strategies ✓ Giving a partner time to figure out words 	<ul style="list-style-type: none"> • Joy Cowley Big Books • Poetry (Eloise Greenfield) • Brenda Parks - Big Books • Non-Fiction Big Books • Chicken Soup With Rice

Grade One October Reading:

Readers Read "Just Right" Books and Use Print Strategies to Support Conventional Reading

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Readers explore books in baskets and notice different features in the books.	Teaching Point: Teacher models looking at the features on the cover of a book - title, author, illustration and picture.	Teaching Point: Readers take a "picture walk" through a book and shares out loud what they notice.	Teaching Point: Readers match illustrations to the text to add meaning as they read.	Teaching Point: Readers notice the initial consonant sounds of words when they sound them out.
<u>Week 2</u>	Teaching Point: Readers match the ending sound of a word to a picture.	Teaching Point: Readers used their fingers to "track" (1:1) words as they read.	Teaching Point: Readers notice word patterns as they read.	Teaching Point: Readers notice sight words that are used on the word wall.	Teaching Point: Readers notice different types of punctuation used in sentences.
<u>Week 3</u>	Teaching Point: Readers notice periods at the end of sentences show them when to pause.	Teaching Point: Readers notice that question marks in sentences ask: who, what, where, when, why and how?	Teaching Point: Readers notice that exclamation points make a strong statement.	Teaching Point: Readers read familiar books to practice reading strategies and notice punctuation.	Teaching Point: Readers read with partners and notice strategies that their partner uses.
<u>Week 4</u>	Teaching Point: Readers help their partners use strategies to figure out unknown words.	Teaching Point: Readers give their partners "think time" to work out strategies independently.	Teaching Point: Readers read their books twice (smooth read) to practice using strategies..	Teaching Point: Readers read first independently, then share a strategy they tried with a partner.	Teaching Point: Readers practice using strategies they learned and share their favorite one.

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

Grade One October Writing: Personal Narrative

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Personal Narrative:</p> <p>This unit of study focuses on teaching students to discover and capture stories in their lives to write. Students learn to share their stories and appropriately sequence them. They learn to revise them by adding descriptive language and edit them by inserting details and descriptions that makes their stories come alive.</p>	<ul style="list-style-type: none">✓ Discover stories in our lives✓ Tell stories to partners✓ Tell stories across fingers✓ Sketch stories and add words✓ Sequence stories✓ Use good beginnings and endings✓ Add descriptive words to writing✓ Editing stories for details	<ul style="list-style-type: none">• The Kissing Hand by Audrey Penn• A Chair for My Mother by Vera B. Williams• Fireflies by Julie Brinckloe• Sheila Rae's Peppermint Stick by Kevin Henkes

Grade One October Writing: Personal Narratives

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Writers notice stories in their own lives and share them out loud with each other.	Teaching Point: Writers practice telling stories to a partner across three fingers.	Teaching Point: Writers tell a story to a partner with a beginning, middle and ending.	Teaching Point: Writers sketch their stories across three pages.	Teaching Point: Writers sketch their stories in sequence. (First..., Then... Finally...)
<u>Week 2</u>	Teaching Point: Writers add words to their sketches to develop the details of their stories.	Teaching Point: Writers add words such as: first, then, finally to their stories to lead the reader to the next part.	Teaching Point: Writers add words to describe actions of their story to make their writing come alive. ("a very scary ride")	Teaching Point: Writers make movies in their minds of their stories in order to add details.	Teaching Point: Writers begin their stories by writing about the weather: 'On a hot July night,...'
<u>Week 3</u>	Teaching Point: Writers end their stories by staying in the moment and ending with a small action.	Teaching Point: Writers use action words (verbs) to stretch the middle of their stories.	Teaching Point: Writers describe their actions using adjectives to make their writing come alive.	Teaching Point: Revision: Writers reread their writing to make sure the words match the pictures.	Teaching Point: Revision: Writers reread to find places a character says something, (dialogue)
<u>Week 4</u>	Teaching Point: Revision: Writers reread their work and notice if they need to add to the beginning or ending.	Teaching Point: Revision: Writers work with a partner and notice words that repeat or are not very exciting.	Teaching Point: Writers reread their stories to a partner to make sure that they are in order.	Teaching Point: Editing: Writers reread their work and notice their name, date, title, a beginning, middle and ending.	Teaching Point: Writing Celebration: Writers read their finished stories in small groups and display them.

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

Second Grade October Reading: Character Study

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Character Study</p> <p>In this unit teachers will support their students as they develop ideas and linger with ideas to grow theories about characters. They will learn to pay attention to character names, character behaviors, and character motives.</p> <p>Students will be taught to study the changes characters make and learn to identify and track character traits. Teachers may want to compare character relationships and compare conflict and or problems characters encounter.</p> <p>This unit will work toward getting readers to grow theories about characters and push their thinking to formulate new ideas.</p>	<ul style="list-style-type: none"> ✓ Identify the main character ✓ Identify physical traits ✓ Identify internal traits ✓ Identify character actions and behaviors ✓ Notice and pay attention to character changes ✓ Notice and pay attention to character relationship with other characters ✓ Grow ideas and build theories about characters 	<p><i>Poppleton</i> Cynthia Rylant</p> <p><i>The Other Side</i> Jacqueline Woodson</p> <p><i>Olivia</i> Ian Falconer</p> <p><i>William's Doll</i> Charlotte Zolotow</p> <p><i>The Summer My Father Was Ten</i> Pat Brisson and Andrea Shine</p> <p><i>The Paperboy</i> Dav Pilkey</p> <p><i>Wemberley Worried</i> Kevin Henkes</p>

Second Grade October Reading: Character Study

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Readers learn what a character is in a story. Post-it characters, animals or people in their 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 post-it of the main character.	Teaching Point: Readers learn to take notes on post-it when they learn something about the main character.	Teaching Point: Readers read a book with a partner to learn more about the main character.
<u>Week 2</u>	Teaching Point: Readers identify outside and inside traits of a character. Refers to physical appearance and how they act	Teaching Point: Readers create a list of outside and inside character traits.	Teaching Point: Readers get to know their characters by figuring out what the character may be feeling or thinking.	Teaching Point: Readers learn to use text evidence to support their ideas.	Teaching Point: Readers use text evidence to support ideas to their partner.
<u>Week 3</u>	Teaching Point: Readers think about how a character is acting in different situations.	Teaching Point: Readers learn to make personal connections to the characters.	Teaching Point: Readers think about character actions and reactions in various situations.	Teaching Point: Readers acknowledge interesting dialogue, and dialogue that shows how a character is acting.	Teaching Point: Readers list facts about characters to share with their partner.
<u>Week 4</u>	Teaching Point: Readers learn to create theories about a character based on character traits.	Teaching Point: Readers learn to use text evidence to support a theory about a character.	Teaching Point: Readers compare a character to themselves. (The similarities and differences)	Teaching Point: Readers create a character web to list important facts about a character.	Teaching Point: Readers bring characters to life through a variety of celebration activities.

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

Second Grade October Writing: Personal Narrative/Small Moments

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Personal Narrative/Small Moment</p> <p>This unit focuses on students seeing the experiences in their lives worthy of writing about. Students will learn to craft stories from their lives using detail in a step by step order.</p> <p>They will also learn strategies for elaboration in order to stretch out their stories. Teachers will teach students to focus their pieces by zooming in on the important idea or "small moment" of a piece and staying with that idea across several pages.</p> <p>The writing process is highlighted as students learn how to cycle through collecting, choosing a seed idea, nurturing the idea, drafting, revising, editing, publishing, celebrating.</p>	<ul style="list-style-type: none"> ✓ Developing focus topics ✓ Using Sequencing ✓ Planning for writing ✓ Strategies for elaboration ✓ Use of illustrations ✓ Cycling through the writing process 	<p>These books are not used for specific mini lessons. Please be sure to read them aloud about a week BEFORE this unit of study begins. Then create a "Small Moment" basket for the library.</p> <p><i>Salt Hands</i> Audrey Penn</p> <p><i>Shortcut</i> Donald Crews</p> <p><i>A Chair for My Mother</i> Vera B. Williams</p> <p><i>Joshua's Night Whispers</i> Angela Johnson</p> <p><i>Fireflies</i> Julie Brinckloe</p> <p><i>Owl Moon</i> Jane Yolen</p> <p><i>The Kissing Hand</i> Audrey Penn</p>

Second Grade October Writing: Personal Narrative/Small Moments

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Writers learn what a small moment is by recognizing how time passes in the text.	Teaching Point: Writers recognize how authors can write about big ideas versus a small moment with supporting details.	Teaching Point: Writers learn to identify with a partner the small moment written about in a single text.	Teaching Point: Writers read books by a given author and identify the similar small moments written about.	Teaching Point: Writers create a timeline of events across a day.
<u>Week 2</u>	Teaching Point: Writers use graphic organizers to list possible small moment stories.	Teaching Point: Writers create visual organizers to compile related details for one small moment story.	Teaching Point: Writers learn that authors use illustrations to stretch a small moment across three pages.	Teaching Point: Writers add to a story with illustrations across three pages for a story that is read to them.	Teaching Point: Writers plan with a partner how to stretch a small moment bit by bit beyond three pages.
<u>Week 3</u>	Teaching Point: Writers discuss with partners an author's use of illustrations telling of a small moment story bit by bit.	Teaching Point: Writers plan with their partner possible details to stretch a small moment story presented to them.	Teaching Point: Writers use their own illustrations for a small moment story across three pages presented to them.	Teaching Point: Writers plan with their partner possible details and illustrations to lengthen their small moment story.	Teaching point Writers generate details and illustrations to lengthen their small moment story beyond three pages.
<u>Week 4</u>	Teaching Point: Writers reread their pieces to make revisions by adding supporting details.	Teaching Point: Writers talk to their partners and discuss some of the tiny details in a small moment.	Teaching Point: Writers reread writing by editing text.	Teaching Point: Writers have partners read their pieces to make revisions.	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.

Third Grade October Reading: Character Study: Readers Have Ideas about Book Characters

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Character Study: Readers Have Ideas about Book Characters</p> <p>This unit begins with readers getting to know the characters in the books they read by paying attention to the kind of person their main character is. Students will focus and identify the character's internal and external traits, the character's interests, habits, and motivations.</p> <p>As students come to know their characters, they will begin to develop ideas or theories about their characters. Readers will learn to regard the characters' actions as windows to allow them to get a deeper understanding of what they read.</p> <p>Comprehension of the texts students read will be enhanced because they will be taught how readers read actively and think as they read to gain a better understanding. Teachers will also introduce the elements of story and teach students to use these elements</p>	<ul style="list-style-type: none"> ✓ Learning how to use the elements of story to guide understanding ✓ Learning to focus on character/s behavior in order to describe him or her ✓ Learning to pay attention to what characters say ✓ Learning to pay attention to character actions ✓ Learning to pay attention to what or how a character thinks ✓ Learning to name character traits to describe character action ✓ Learning to describe a character by paying attention to how a character is affected by other characters in a story ✓ Learning to gather evidence from text to support thoughts ✓ Learning to develop an idea ✓ Learning to pursue ideas to develop a theory 	<p>Possible may include:</p> <p><i>Frog and Toad are Friends</i> by Arnold Lobel</p> <p><i>Henry and Mudge Series</i> by Cynthia Rylant</p> <p><i>My Mama Had a Dancing Heart</i> by Libba Moore Gray</p> <p><i>A Chair For My Mother</i> by Vera B. Williams</p> <p><i>Tar Beach</i> by Faith Ringgold</p>

Third Grade October Reading: Character Study- Readers Have Ideas about Book Characters

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Readers use the elements to help them understand story better.	Teaching Point: Readers identify the main character/s in the story and learn how to say their names accurately.	Teaching Point: Readers focus on a character by noticing cues in text that tell about the character's external traits.	Teaching Point: Readers focus on a character by thinking about how the character behaves.	Teaching Point: Readers describe characters by thinking about what the characters say.
<u>Week 2</u>	Teaching Point: Readers describe a character by thinking about character/s behaviors.	Teaching Point: Readers describe a character by thinking about what or how the character thinks.	Teaching Point: Readers learn and name character traits which describe behaviors and actions.	Teaching Point: Readers think about characters in a story, noticing the character's wants and feelings.	Teaching Point: Readers describe characters by noticing how the character/s is affected by other characters.
<u>Week 3</u>	Teaching Point: Readers build the world of the story as they read by thinking about the character/s and what might happen.	Teaching Point: Readers learn how to gather evidence from the text to support their thinking.	Teaching Point: Readers use the evidence they have accumulated to develop a line of thinking.	Teaching Point: Readers draw conclusions about characters that are not explicitly stated in the text.	Teaching Point: Readers take an idea they have formed and pursue this idea to confirm their thinking.
<u>Week 4</u>	Teaching Point: Readers continue to work on pursuing their thoughts to confirm their thinking.	Teaching Point: Readers might find evidence that disproves their line of thinking and then make an adjustment.	Teaching Point: Readers develop new thinking about their character/s.	Teaching Point: Readers reread to advance or formulate a new idea.	Teaching Point: chart or take notes about the character/s they have focused on.

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

Third Grade October Writing: Personal Narratives

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Personal Narratives</p> <p>Students will use personal experiences to create focused narratives. Students will learn that the small details of their lives are worth writing about. They will also learn strategies to focus and elaborate their pieces to demonstrate writing that real world authors do.</p> <p>Teachers will teach students how to find the most important part of their story and just write about that part. This teaches students to write with more clarity and bring them to an awareness of audience. Students will understand that they write for someone else to read.</p> <p>Teachers will teach students how to use dialogue marks effectively, zoom in on a moment, and include internal thought in their writing to write more effectively.</p> <p>This unit will also reinforce the writing process taught in the previous unit.</p>	<ul style="list-style-type: none"> ✓ Creating memories of people in our lives ✓ Writing happy memories ✓ Writing sad memories ✓ Writing about trying something new ✓ Stretching important moments ✓ Adding dialogue marks ✓ Including internal thought when writing ✓ Creating a beginning, middle, and end ✓ Revising leads and endings ✓ Editing for quotation marks in dialogue ✓ Moving from draft to publishing paper word by word 	<p>Examples of personal narratives</p> <p><i>Nana Upstairs & Downstairs</i> by Tomie dePaola</p> <p><i>My Rotten Redheaded Older Brother</i> by Patricia Polacco</p> <p><i>Owl Moon</i> by Jane Yolen</p> <p><i>Fireflies</i> by Julie Brinckloe</p> <p><i>She Come Bringing Me That Little Baby Girl</i> by Eloise Greenfield</p> <p><i>William and the Good Old Days</i> by Eloise Greenfield</p>

Third Grade October Writing: Personal Narratives

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Writers create memory cards with the name and illustration of important individuals in their lives.	Teaching Point: Writers collect happy memories with their important individual and list them on the back of memory card.	Teaching Point: Writers collect sad memories with their important individual and make a list on their card.	Teaching Point: Writers reflect on a time they tried something new and list it on their card.	Teaching Point: Writers collect memories of a time when they felt angry and record it on their card.
<u>Week 2</u>	Teaching Point: Writers select a memory and elaborate upon it to develop a personal narrative.	Teaching Point: Writers develop their memory by zooming in on the most important part.	Teaching Point: Writers develop their narrative by adding dialogue to record the little things people say.	Teaching Point: Writers develop their narrative by adding internal thought.	Teaching Point: Writers focus their writing by finding the heart of their piece and telling the details bit by bit.
<u>Week 3</u>	Teaching Point: Writers draft their narrative by transferring beginning, middle, and end events on to draft paper.	Teaching Point: Writers revise their narrative, focusing on word choice to give a clearer image to the reader.	Teaching Point: Writers revise their narrative by trying out a new lead for their piece.	Teaching Point: Writers revise their narrative by trying out a new ending.	Teaching Point: Writers edit their narrative by rereading their writing for correct punctuation after each thought.
<u>Week 4</u>	Teaching Point: Writers edit their narrative by rereading to add quotation marks to any dialogue.	Teaching Point: Writers edit their narrative by rereading their writing to create a relevant title for their piece.	Teaching Point: Writers begin publishing by indicating page breaks for their piece.	Teaching Point: Writers begin to publish by transferring their piece from draft to publishing paper.	Teaching Point: Writers complete their narrative with a writing celebration.

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

Fourth Grade October Reading:

Building Stamina and Developing Ideas and Theories about Characters in a Series

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Building Stamina (reading time) and Developing Ideas and Theories About Characters in a Series</p> <p>This is a four week study that gives focus to strategies that readers use to build reading comprehension skills.</p> <p>Readers will also learn how to make connections with appropriate texts to find and formulate ideas around the characters they encounter with the texts they read. These ideas will be solidified as theories and students will be nudged toward developing their thinking with evidences to support their thinking.</p> <p>Partnership reading will be introduced or reinforced. Students will learn how to choose reading partners, to choose partnership books, and to make plans that foster good conversation and book talk.</p>	<ul style="list-style-type: none"> ✓ Rereading ✓ Predicting ✓ Confirming ✓ Developing a line of thinking ✓ Finding evidences ✓ Confirming or Disproving ideas ✓ Making connections ✓ Conferring ✓ Using rubrics ✓ Using Graphic Organizers ✓ Introduce Partnership Reading ✓ Reading Responses that use theory and evidence to back up content 	<p>Teachers you may use any text that has strong characters. Try to use texts that are "easy" because we want children to envision reading these texts. Teachers should try to identify one book that can be used to teach all the skills outlined in this unit.</p> <p><i>Little Bill Series</i> Bill Cosby</p> <p><i>The Best and The Worst Day</i> Bonnie Graves</p> <p><i>Edwin and Emily</i> Suzanne Williams</p> <p><i>Emily At School</i> Suzanne Williams</p> <p>The three books above are from Hyperion Chapter Books Level 2/3</p>

Fourth Grade October Reading:

Building Stamina and Developing Ideas and Theories about Characters in a Series

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching point: Readers use the cover, title, and illustrations to make predictions about the book.	Teaching point: Readers use information from the character to make predictions about the reading.	Teaching point: Readers use personal and prior knowledge make predictions about what is being read.	Teaching point: Readers confirm or revise their predictions as they read.	Teaching point: Readers think about what they have read and practice chunking what has been read.
<u>Week 2</u>	Teaching point: Readers describe characters using evidence from the book.	Teaching point: Readers use evidence from the text to make predictions about that character's behavior.	Teaching point: Readers make Text-to-Self connections by comparing characters to themselves.	Teaching point: Readers make Text-to-Text connections by looking at evidence from books to form ideas and theories.	Teaching point: Readers make Text-to-world connections between characters and the world outside.
<u>Week 3</u>	Teaching point: Readers learn the skills necessary to be a good reading partner.	Teaching point: Readers learn how to choose a reading partner they can work well with.	Teaching point: Readers learn how to choose partnership books in the library.	Teaching point: Readers learn how to plan partnership reading homework.	Teaching point: Readers practice having conversation with a partner.
<u>Week 4</u>	Teaching point: Readers use prompts to keep reading and book talks going with partners.	Teaching point: Readers learn how to plan reading responses with a partner.	Teaching point: Readers learn how to write reading responses with a partner.	Teaching point: Readers retell what was read to help with understanding.	Teaching point: Readers reread text when confusions are encountered.

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

Fourth Grade October 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 making decisions as to relevant and irrelevant details.</p> <p>It is important to use mentor texts or snippets of texts to model the kind of writing you want your students to produce. These demonstration models should reflect what you envision your young writers to approximate.</p> <p>The writing process will be very much present in your instruction as the students' cycle through the process.</p>	<ul style="list-style-type: none"> ✓ What is realistic fiction? ✓ Highlighting elements of story ✓ Introduce checklist/rubric for this type of writing ✓ Authors create character from real life experiences ✓ Create character internal and external traits ✓ Characters qualities ✓ History of a character ✓ Create timeline of character ✓ Create supporting characters ✓ Create story mountains ✓ Make entries from story mountain ✓ Drafting ✓ Revising for a particular purpose ✓ Editing ✓ Publishing/Celebrating 	<p><i>Amber Brown Series</i> Paula Danziger</p> <p><i>Stories Julian Tells Series</i> Ann Cameron</p> <p><i>Stories from Baseball in April</i> by Gary Soto</p>

Fourth Grade October 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 gradually 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 revise their work by using more interesting language.	Teaching Point: Writers revise their work with details to clarify ideas, thoughts and feelings.	Teaching Point: Writers use editing piece to meet the standards.	Teaching Point: Writers share their writing with a partner before creating final writing 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.

Fifth Grade October Reading: Non-Fiction Reading

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Non-Fiction Reading</p> <p>This unit will support students develop strategies for reading expository texts. Students will learn to determine author's main idea and purpose, identify supporting information, and formulate new thinking as a result of their reading. The focus of the instruction is geared toward teaching students to determine the main idea and marshal some support for their ideas. Teachers will want to avoid putting emphasis on teaching students to collect random facts.</p> <p>Teachers will also want to guard against asking students to read texts that are too difficult. Therefore, it is essential that students work with Non-Fiction texts they can read easily.</p> <p>Skills addressed and taught will include determining the importance of facts, comparing and contrasting information, synthesizing information to develop new ideas and extending understanding of concepts.</p>	<ul style="list-style-type: none"> ✓ Pre-reading strategies for Non-Fiction ✓ Finding the main idea ✓ Reading to figure an author's angle ✓ Making connections using prior knowledge ✓ Summarizing information read ✓ Synthesizing information to formulate new thinking ✓ Comparing and contrasting ✓ Asking questions to clarify thinking ✓ Understanding content vocabulary 	<p>Teachers may decide to organize their Non-Fiction library by one common subject, a few subjects, or possibly as a browsing library.</p> <p>Teacher Resources</p> <p><i>Strategies for Success</i>-Silverman Press</p> <p><i>Non-Fiction Matters</i> by Stephanie Harvey</p> <p><i>Strategies That Work</i> by Stephanie Harvey</p> <p><i>Readers Handbook: A Student Guide for Reading and Learning</i>- Great Source</p> <p>Supporting texts:</p> <p><i>How to Survive in Antarctica</i> by Lucy Jane Bledsoe</p> <p><i>A Killer Whale's World</i> by Caroline Arnold</p> <p><i>Hurricane Hunters: Riders on the Storm</i> by Chris L. Demarest</p> <p><i>Crinkleroot's Guide to Knowing the Birds</i> by Jim Arnosky</p>

Fifth Grade October Reading: Non-Fiction Reading

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Readers use mentor text to notice the various characteristics of Non-Fiction.	Teaching Point: Readers notice how authors of Non-Fiction structure and organize material in the text.	Teaching Point: Readers of Non-Fiction skim the pages of their text to help them think will learn.	Teaching Point: Readers of Non-Fiction make a plan for how they will read the text.	Teaching Point: Readers of Non-Fiction activate prior knowledge by thinking about what they already know about the topic.
<u>Week 2</u>	Teaching Point: Readers of Non-Fiction make connections as they read and formulate questions about their reading.	Teaching Point: Readers of Non-Fiction consider why specific information is important to their understanding of the topic.	Teaching Point: Readers of Non-Fiction stop and think about what information is important.	Teaching Point: Readers of Non-Fiction notice the confusing parts in their reading and reread to check understanding.	Teaching Point: Readers of Non-Fiction think about the WHO and the WHAT of their reading.
<u>Week 3</u>	Teaching Point: Readers notice when they encounter new information that contradicts something they knew.	Teaching Point: Readers read actively by questioning information read based on prior knowledge.	Teaching Point: Readers revise what they know about a topic based on new information presented.	Teaching Point: Readers figure out the big idea of a selection by noticing how the paragraphs build upon each other.	Teaching Point: Readers look at what the information is telling, but not explicitly saying.
<u>Week 4</u>	Teaching Point: Readers deal with difficult words by reading ahead and looking for clues the author has provided.	Teaching Point: Readers handle new vocabulary by looking for familiar parts of words.	Teaching Point: Readers read the features of the texts to help them decipher new vocabulary.	Teaching Point: Readers notice how photographs, diagrams, and charts fit the main idea.	Teaching Point: Readers gather information about their reading to grow ideas about a topic.

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

Fifth Grade October Writing: Document Based Essay

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Document Based Essay</p> <p>This unit will help students learn how to write responses to document-based questions. Strategies taught in this study include restating a question to form a thesis statement, determining the importance of information from documents provided, and developing topic sentences and supporting details. Students will learn how to organize an essay that pursues a line of thinking across several paragraphs.</p> <p>Providing students with exemplars will serve as archetypes in helping students know the type of writing that is expected.</p> <p>Teachers will support this work by using organizers or planners that help students plan the sections of their writing.</p>	<ul style="list-style-type: none"> ✓ Finding and using evidence from primary source documents ✓ Reading and understanding the Document Based Question ✓ Learning to write within a non-narrative structure ✓ Making connections between a topic and the outside world ✓ Learning to find the question ✓ Paraphrasing from the question ✓ Drawing conclusions and making inferences ✓ Generating subordinate ideas ✓ Creating an outline 	<p>Resources:</p> <p>Strategies for Success- Silverman Press</p> <p>Soaring Scores- Steck- Vaughn</p> <p>Document Based Questions Practice Book- Scott Foresman Social Studies</p>

Fifth Grade October Writing: Document Based Essay

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Writers look at a document and notice important aspects then list what's noticed.	Teaching Point: Writers use photographs to tell what's happening.	Teaching Point: Writers use photos to understand information presented and jot a short paragraph.	Teaching Point: Writers read a response question and use information gathered to make sense of a question.	Teaching Point: Writers highlight and write information which can be used to respond to the DBQ.
<u>Week 2</u>	Teaching Point: Writers identify topic sentences that are directly stated in the paragraph and write one of their own.	Teaching Point: Writers write topic sentences from information stated in a paragraph.	Teaching Point: Writers read and understand a DBQ question in order to plan for writing.	Teaching Point: Writers determine how many paragraphs their essay will have based question.	Teaching Point: Writers begin an introductory paragraph by restating the DBQ in their own words.
<u>Week 3</u>	Teaching Point: Writers develop their essay using document details that support their response.	Teaching Point: Writers use answers to constructed response questions to drive their essay.	Teaching Point: Writers use an outline to plan a first draft of their essay.	Teaching Point: Writers continue to draft the parts of their essay.	Teaching Point: Writers rephrase the important information from their introduction for their conclusion.
<u>Week 4</u>	Teaching Point: Writers elaborate their conclusion by adding their personal reaction to the question.	Teaching Point: Writers revise their body paragraphs by adding specific detail directly from the document.	Teaching Point: Writers revise their body paragraphs by adding quotes from the document.	Teaching Point: Writers work with a peer to complete a revision/editing checklist.	Teaching Point: Writers reflect on the process of writing an essay by looking for ways to improve their work.

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

Kindergarten November Reading:

Readers Continue to Read Emergent Storybooks to Build Good Habits

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Readers Continue to Read Emergent Storybooks to Build Good Habits</p> <p>This unit supplements and reinforces the habits and behaviors we want our early readers to adopt.</p> <p>Students will be taught how to focus on their reading and carry on as best as they can. Students will learn how to read for meaning even if they are not yet ready to read the words.</p> <p>The teacher will reinforce the use of pictures and knowledge of story to monitor for meaning. Early concepts about print will also be a focus to teach students how readers begin the work of reading.</p> <p>Working with a partner as a support will be encouraged to allow for students to problem solve with others and to share ideas.</p>	<ul style="list-style-type: none"> ✓ Learning how to get started as a reader ✓ Learning to quickly find books we are interested in reading ✓ Learning how to use the cover and flip through books to find one of interest ✓ Learning how to stay in seats during readers workshop so time is not wasted ✓ Learning to use whisper voices during reading time ✓ Learning how to care for books we read ✓ Learning how to help yourself so you do not interrupt others ✓ Learning to read side by side with a partner 	<p>Possible texts to read:</p> <p><i>1,2,3 To The Zoo</i> by Eric Carle</p> <p><i>Toys ABC</i> by B.A. Hoena</p> <p><i>Color Dance</i> by Ann Jonas</p> <p><i>Max's ABC</i> by Rosemary Wells</p> <p><i>The Snowy Day</i> by Ezra Jack Keats</p>

Kindergarten November Reading:

Readers Continue to Read Emergent Storybooks to Build Good Habits

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Readers get started right away so they don't lose reading time.	Teaching Point: Readers quickly find a book of interest and begin the work of a reader.	Teaching Point: Readers choose books for lots of reasons, including new things to learn.	Teaching Point: Readers take care of classroom books so everyone has a chance to read them.	Teaching Point: Readers can look at the cover and flip through a book to find something that interests them.
<u>Week 2</u>	Teaching Point: Readers take care of themselves by staying focused and finding books they want to read.	Teaching Point: Readers read for the whole time and reread their book once they are finished.	Teaching Point: Readers can always find another book to read if they think they are finished.	Teaching Point: Readers use soft voices during reading time so as not to disturb others.	Teaching Point: Readers remain in their seat during reader's workshop so they do not waste any time.
<u>Week 3</u>	Teaching Point: Readers do not interrupt the teacher when s/he is working with other readers.	Teaching Point: Readers have ways of helping themselves so they need not interrupt the teacher.	Teaching Point: Readers can read books by reading pictures clues about the story.	Teaching Point: Readers can reread books by remembering what happened in the story.	Teaching Point: Readers read a new story by looking at closely at the pictures.
<u>Week 4</u>	Teaching Point: Readers take turns with their partners sharing the book in the middle.	Teaching Point: Readers take turns with one partner reading and one partner listening, thinking and looking.	Teaching Point: Readers read with a partner by moving their fingers around the pictures and telling the story.	Teaching Point: Readers can talk with each other about their favorite pages in the book.	Teaching Point: Readers can talk with each other about what is going on in the pictures.

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

Kindergarten November Writing: Learning to Write Labels/Signs to Sentences

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Learning to Write Labels/Signs to Sentences</p> <p>In this unit of study children will be making connections to letter and sound relationships and the understanding that they can be written. They will learn what a label is and its importance. They will label the room as a group with direct instruction towards stretching out words, hearing the sounds and writing the letters. They will also learn what a sign is and how it conveys a message to another person. They will learn that a list book is one that has sentences that repeat over several pages. For instance, I like..., I went..., I see... Each child will demonstrate their ability by writing signs, labels and list books. The introduction to this unit should include reading many labels, signs, and list books. Each student will then go through the process of editing, revising and publishing their work with a celebration.</p>	<ul style="list-style-type: none"> ✓ What is a label, sign, list book ✓ What is the purpose/function of a label, sign and list book ✓ How to write a label, sign and label book using phonemic awareness skills and writing it with their grapho-phonics skills ✓ How to stretch out sounds they hear and getting it down on paper ✓ How to read and revise the labels, signs, label books and list books we write ✓ How to revise and rewrite if you hear more sounds ✓ Using an alphabet chart for writing ✓ How to choose topics for a label book ✓ How to write a label book ✓ Learning the purpose/function of signs ✓ How to revise, edit, and get ready to publish and celebrate 	<p>Supporting texts should include books that have one word or two words on a page. You may find these books in your teacher resource of the leveled library, particularly level A or level B. The following may be used but not limited to...</p> <p>Label Books: <i>The Farm Concert</i> by Andrea Butler <i>Opposites</i> by Sandra Boynton <i>Shoes</i> by Sarah Weeks <i>A Zoo</i> by Andrea Butler <i>The Ball Game</i> by Sue Donovan <i>In the Spring</i> by Judy Nayer <i>Body Parts</i> by Philip T. Moore Any book that lists colors, fruits, vegetables, weather</p> <p>Sign Books: <i>Signs</i> by LeAnne Barber <i>Signs</i> by Brian and Jillian Cutting</p> <p>List Books: <i>What Can Fly?</i> By Brenda Parkes <i>Things I Like Doing</i> by Margie Burton <i>Things I Like</i> by Janet Stott <i>What Do I See?</i> by Bella Platt <i>What Can I See?</i> by Janet Stott</p>

Kindergarten November Writing: Learning to Write Labels/Signs to Sentences

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Writers learn the importance of labels by locating classroom items and labeling with a partner.	Teaching Point: Writers review the importance of labeling and work with a partner to create labels.	Teaching Point: Writers share the pen with a partner to continue writing labels for classroom.	Teaching Point: Writers listen for the sounds in the word, say the word slowly and put the letters they hear down on paper.	Teaching Point: Writers practice stretching out their words in slow motion to hear the sounds.
<u>Week 2</u>	Teaching Point: Writers use resources in the room to help them write the words they need.	Teaching Point: Writers reread their labels and use an alphabet chart to stretch out their words.	Teaching Point: Writers think about topics to create their own label books and make a list.	Teaching Point: Writers add illustrations for their label book.	Teaching Point: Writers add words to their illustrations by stretching out the initial.
<u>Week 3</u>	Teaching Point: Writers take a walk within the school building and look for signs they can sketch.	Teaching Point: Writers illustrate a sign that conveys a message to others.	Teaching Point: Writers label signs by adding "words" to support their message.	Teaching Point: Writers revise their labeling by using the alphabet chart to add more letters to their words.	Teaching Point: Writers reread their writing by saying it, writing it, and reading it to fix up their words.
<u>Week 4</u>	Teaching Point: Writers think about one moment from a story instead of the whole story and draw pictures to match that moment.	Teaching Point: Writers label each object in their illustrations by saying the word and listening for the sounds they hear.	Teaching Point: Writers revise their illustrations by adding more to the important parts of their moment.	Teaching Point: Writers revise their writing by rereading to make sure their moment makes sense.	Teaching Point: Writers 'fancy' up their moment by adding color to their drawings and making a cover.

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

**Grade One November Reading: Readers Talk About Books to Grow Ideas
(Partnerships, Fluency, Accuracy, Patterns)**

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Readers Talk About Books To Grow Ideas: (Partnerships, Fluency, Accuracy, Patterns)</p> <p>This unit focuses on more sophisticated book talk among partners. Students read and reread their "just right" texts. Teachers teach ways of having a good conversation around books. For example: What's the book about? What did the character learn? How is the character like you, etc. Teachers teach students how to listen and respond to partners.</p>	<ul style="list-style-type: none"> ✓ Tell the story in sequence ✓ Use a graphic organizer (B-M-E) ✓ Personal connection to characters ✓ Character-to-Self connection (Are they like or unlike you?) ✓ Partner conversations and etiquette: Do you agree/disagree? ✓ Use evidence from the text to support ideas ✓ Choosing books (Easy/Just Right/Hard) ✓ Reread for new ideas ✓ Retell big idea across fingers ✓ Retell in sequence across fingers 	<ul style="list-style-type: none"> • Fairy Tales • Cinderella • Hansel and Gretel • Three Little Pigs • Jack and the Beanstalk • Goldilocks • Little Red Hen • Princess and the Pea • The Emperor's New Clothes

Grade One November Reading: Talking, Thinking, and Writing about Reading

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Readers read for 10 minutes then stop to share with a partner.	Teaching Point: Readers "Stop and Jot" what they noticed on a post-it.	Teaching Point: Readers notice how they react to things in a story.	Teaching Point: Readers wonder as they read and "Stop and Jot" questions they have.	Teaching Point: Readers write key points on their post-its, not full sentences.
<u>Week 2</u>	Teaching Point: Readers notice unusual things as they read and "Stop and Jot" to remember them.	Teaching Point: Readers notice parts that confuse them and "Stop and Jot" their questions.	Teaching Point: Readers notice when something unexpected happens and "Stop and Jot" them.	Teaching Point: Readers notice "big ideas" in their stories and "Stop and Jot" them down.	Teaching Point: Readers reread their stories and find evidence to support their "big ideas".
<u>Week 3</u>	Teaching Point: Readers talk to their partners and use phrases like: I believe that..., I think that...	Teaching Point: Readers reread their own post-its to think about the ideas they had.	Teaching Point: Readers choose one idea from a post-it to share with their partners.	Teaching Point: Readers stretch out their idea (on post-it) and "Turn and Talk" to their partners.	Teaching Point: Readers grow ideas with their partners by using phrases like, "I agree", "I notice..."
<u>Week 4</u>	Teaching Point: Readers reread their stories closely and find places to prove their idea and grow it.	Teaching Point: Readers reread their stories and notice things that may change their "big idea".	Teaching Point: Readers take turns listening to each other share ideas to grow their thinking.	Teaching Point: Readers notice new evidence to support and keep track of their "big idea" as they read.	Teaching Point: Readers notice that partners can have different opinions and can share them politely.

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

First Grade November Writing: Introduction to Genres

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Introduction to Genres</p> <p>This unit of study focuses on introducing students to the types of writing that they see and read everyday. This unit briefly introduces three different genres. First, letter writing as a form of communication. The second is procedural writing which will guide the student in telling others in writing how to do something. Lastly, the unit introduces the ideas around a report of information in the style of an article. The unit will conclude with writers selecting one piece from the genres they explored to revisit in order to revise and edit.</p>	<ul style="list-style-type: none"> ✓ Writing a friendly letter to communicate information ✓ Make a request for information in a letter ✓ Understanding procedures ✓ Sequence of directions that revolve around how to do an activity or task ✓ Report of information in the style of an article ✓ Aspects of revision and editing ✓ Using graphic organizers 	<p><i>Mr. Blueberry</i> Simon James</p> <p><i>Dear Annie</i> Judith Caseley</p> <p>Scholastic News Reader Ladybug Magazine</p>

First Grade November Writing: Introduction to Genres

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Writers explore real world writing in the form of friendly letters.	Writers use letter writing to communicate by using a structured format.	Writers use letters and receive a response by asking partner questions in letter format.	Writers engage in procedural writing by rereading work to develop complete sentences.	Writers engage in procedural writing by rereading work to develop complete thoughts or questions.
<u>Week 2</u>	Writers examine examples that demonstrate to others how to do something.	Writers engage in procedural writing by including a purpose at the beginning of the writing.	Writers engage in procedural writing by developing a sequence of steps.	Writers formulate a sequence, or steps by writing explicit directions in order that support the task.	Writers enhance their piece by using appropriate nouns, verbs, adjectives.
<u>Week 3</u>	Writers examine written articles as reports of information that tells others about something they know well.	Writers make a list of topics they know well.	Writers choose from their list and begin to jot facts about the topic.	Writers develop sentences about their topic by using 'fact based' sentence starters such as "I Know..., It is true...	Writers reread their work to make decisions about important information to include in their writing.
<u>Week 4</u>	Writers choose to make their work better through revision and editing.	Writers reread their work to make decisions about revision by adding more details.	Writers reread their work to make decisions about revision regarding word choices.	Writers reread their work to make decisions about revision editing work for spelling, and punctuation.	Writers publish their final writing piece and celebrate the work with others.

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

Second Grade November Reading: Talking, Thinking, and Writing About Reading

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Talking, Thinking, and Writing About Reading</p> <p>The work addressed in this unit follows and builds on the work students did in the previous unit. Students will learn to work with a reading partner to discuss what they have noticed about characters they encounter in their reading.</p> <p>Students will also be taught how to mark sections using Post-it slips where their characters are acting in particular ways. Teachers will give attention to teaching students to write about their reading.</p> <p>The use of Post-its and graphic organizers are ways to begin this important aspect of writing about reading.</p>	<ul style="list-style-type: none"> ✓ Identifying important ideas in a text ✓ Develop ideas about text ✓ Use text to support ideas ✓ Reflect on ideas ✓ Grow and change ideas ✓ Learn ways to start conversations ✓ Learn prompts to keep conversations going ✓ Share ideas with partner 	<p><i>Poppleton</i> Cynthia Rylant</p> <p><i>Fox on Wheels</i> James Marshall</p> <p><i>Dragon</i> Dav Pilkey</p>

Second Grade November Reading: Talking, Thinking, and Writing About Reading

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Readers learn to stop and think, and too take notes about what they are reading.	Teaching Point: Readers notice various ideas in the reading to write them down for future discussion.	Teaching Point: Readers learn how to describe their reactions to a book. (Sad, funny, angry, etc.)	Teaching Point: Readers learn to recognize questions they have as they read and to write them down.	Teaching Point: Readers learn to take notes use post-its to record important points as they read.
<u>Week 2</u>	Teaching Point: Readers learn to use post-its as place markers when they notice unusual events as they read.	Teaching Point: Readers ask questions and reread text as they encounter confusions with material.	Teaching Point: Readers learn to use post-it markers to indicate unusual behaviors or events experienced by a character.	Teaching Point: Readers support theories and ideas about characters or events within a story.	Teaching Point: Readers identify important ideas that are compelling and central to the reading.
<u>Week 3</u>	Teaching Point: Readers learn to support their thinking verbally using specific references from the text.	Teaching Point: Readers reread post-its to recognize patterns of thought throughout reading.	Teaching Point: Readers use notes to select an idea or thought they want to explore further in a partnership conversation.	Teaching Point: Reade's expand on their thoughts by using conversational prompts.	Teaching Point: Readers use transitional phrases to stretch their conversations.
<u>Week 4</u>	Teaching Point: Readers learn to reread text marked with post-its, and use prompts to help prove and expand ideas.	Teaching Point: Readers take notes to gather evidence that supports an initial idea or thought as they read through text.	Teaching Point: Readers learn original thoughts and ideas can change upon further examination of text previously marked.	Teaching Point: Readers talk to their partners about books by responding to partner questions to illicit supporting evidence.	Teaching Point: Readers use conversational prompts when disagreements arise.

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

Second Grade November Writing: The Craft of Revision

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>The Craft of Revision</p> <p>In this unit, the students learn that revision is the process by which writers make their pieces better. This will lead them to understand that revision can lead to vast improvements in their writing.</p> <p>Teachers will want to teach student strategies for revising their pieces such as cutting, stapling, re-sequencing, and taking out pages that don't fit, or even adding elaboration to their drawings/pictures.</p> <p>This unit spotlights the important aspects of revision that authors in the real world make to make their writing the way they intended.</p>	<ul style="list-style-type: none"> ✓ What is revision? ✓ Revising to add dialogue to stretch writing ✓ Revising to add internal thinking to writing ✓ Revising to add/take away unrelated parts ✓ Revising for sequence ✓ Revising to add character feelings ✓ Strategies for revising ✓ Revising for a particular purpose. 	<p>Choose books that you have already read that contain dialogue.</p> <p><i>Shortcut</i> Donald Crews</p> <p><i>The Other Side</i> Jacqueline Woodson</p>

Second Grade November Writing: The Craft of Revision

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Writers make their work better through revision. Students select piece from writing folder to revise.	Teaching Point: Writers use tools of revision to make their work easier. Including folders, tape, and strips of writing paper.	Teaching Point: Writers reread their work to determine if there is a clear beginning, middle and end.	Teaching Point: Writers reread their work and determine if they have emphasized the important part of the story.	Teaching Point: Writers reread their work to search for areas where details can be added.
<u>Week 2</u>	Teaching Point: Writers look at how authors use dialogue to enhance a story and make it more interesting.	Teaching Point: Writers read text with a partner to identify words other than "said" which signal dialogue.	Teaching Point: Writers reread their work to search for sections they can insert dialogue to make their story more interesting.	Teaching Point: Writers look at how authors use descriptive words to create "pictures" and explain "feelings".	Teaching Point: Writers reread their work and remove parts of their story that are not important.
<u>Week 3</u>	Teaching Point: Writers reread their work to add descriptive language to their story to create "pictures" in the readers mind.	Teaching Point: Writers add to their work descriptive language to explain to the reader how characters feel.	Teaching Point: Writers identify the use of punctuation in a given text. For example, dialogue marks.	Teaching Point: Writers reread their work to edit their writing with regard to use of punctuation marks for dialogue.	Teaching Point: Writers edit their writing with regard to use of other forms of punctuation.
<u>Week 4</u>	Teaching Point: Writers use set criteria to make decisions about what to publish.	Teaching Point: Writers reread their piece using an established set of rules for revision of writing.	Teaching Point: Writers share their writing with a partner for feedback on possible revisions.	Teaching Point: Writers use feedback from others to generate final draft of writing piece.	Teaching Point: Writers share their writing with a partner for a final "eye".

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

Third Grade November Reading: Non-Fiction Reading

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Non-Fiction Reading</p> <p>The instruction for this unit will especially help children develop the strategies to read Non-Fiction texts by trying to glean the author's main idea and supporting information. As the unit progresses, children will learn how to determine importance in what they read, as well as, synthesize information to formulate ideas. Students will learn to read actively by questioning what they read and think critically to develop new thoughts. Teachers will help students integrate new information with prior knowledge in order for them to tackle new or unfamiliar concepts. Teachers will also show students how the features of the text help support their understanding. Children who read Non-Fiction texts should read books that are slightly below their reading level in order to keep their comprehension intact. Non-Fiction texts present concepts/topics and difficult vocabulary that may be unfamiliar to readers.</p>	<ul style="list-style-type: none"> ✓ Categorizing Non-Fiction texts by topic ✓ Making decisions about how to read texts ✓ Explore features of Non-Fiction ✓ Use text features to support understanding ✓ Creating mental fact file to sort information read ✓ Chunking text to aid in comprehension ✓ Using features to support reading of unfamiliar or tricky words ✓ Understanding fact vs. opinion ✓ Identifying big ideas ✓ Thinking about how information fits together 	<p>Teachers may want to give students the opportunity to sort through texts in the classroom library for categorization. This will help students will see what is available and will stimulate enthusiasm for the unit.</p> <p>Some suggested texts are:</p> <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>

Third Grade November Reading: Non-Fiction Reading

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Readers sort through Non-Fiction books in order to categorize them by topic.	Teaching point: Readers explore and discover the set up or organization of facts on a page and decide on how to read it.	Teaching Point: Readers chunk the information they read to help them understand the subject better.	Teaching Point: Readers use section headings to direct their reading.	Teaching Point: Readers of Non-Fiction gather and note information as they read.
<u>Week 2</u>	Teaching point; Readers create mental fact files as they read to organize information.	Teaching Point: Readers get ready to read a Non-Fiction text by asking themselves, "What do I already know about this topic?"	Teaching Point: Readers make decisions about what information is most important.	Teaching Point: Readers decide between important vs. interesting information.	Teaching Point: Readers learn to distinguish between facts and opinions that are presented in text.
<u>Week 3</u>	Teaching Point: Readers of Non-Fiction deal with tricky words by reading them in context.	Teaching point: Readers of Non-Fiction use the text features to help with understanding new or content specific vocabulary	Teaching Point: Readers of Non-Fiction read not to memorize facts, but to read for main or big ideas.	Teaching Point: Readers develop questions as they read and read on to answer these questions.	Teaching Point: Readers integrate information by asking themselves how information fits together.
<u>Week 4</u>	Teaching Point: Readers of Non-Fiction make connections inside and across texts.	Teaching Point: Readers of Non-Fiction look between photos/pictures/diagrams and the text to help them make sense of what they are reading.	Teaching point: Readers of Non-Fiction read closely to grow ideas about what they are reading.	Teaching Point: Readers of Non-Fiction organize their thoughts and ideas by using a double sided entry.	Teaching Point: Readers talk with a partner to share/discuss new information they have learned about a particular topic.

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

Third Grade November Writing: Information Books

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Information Books</p> <p>Students will write Non-Fiction books. They will select a topic of interest and write to teach other about this topic. Teachers may want to capitalize on topics students know a lot about rather than having students engage in a lot of research.</p> <p>Writers will learn organizational skills to support the information/research they gather about their chosen topic. Teachers will teach writers strategies for collecting information related to their topic. They will also teach a note taking strategy to help students avoid reading or gathering information not related or relevant to their topic.</p> <p>Teacher will want to choose mentor texts that will support what they expect students to approximate.</p> <p>Magazines that are geared for students are an excellent resource for gathering reading materials. Teachers may want to canvas these and make multiple copies for student use.</p>	<ul style="list-style-type: none"> ✓ Comparing and contrasting the Non-Fiction writing genre ✓ Identifying the features in Non-Fiction writing ✓ Creating list of expertise on Non-Fiction topics ✓ Researching classroom library for topics of interest ✓ Creating a KWL chart of Non-Fiction topics ✓ Collecting resources on selected topic ✓ Interviewing experts on selected topics ✓ Choosing focused research areas ✓ Paraphrasing information ✓ Revising for organization of content ✓ Revising to discard irrelevant information ✓ Organizing book lay and design for publishing 	<p>Teachers may want to work with students in the very beginning to sort through available Non-Fiction texts in library. This will give students an opportunity to see what is available by category and to build enthusiasm about the study.</p> <p>New Bridge Series of big books</p> <p>Time For Kids Magazine (teacher selected articles)</p> <p>National Geographic Explorer Magazines (teacher selected articles)</p> <p>Scholastic News (teacher selected articles)</p>

Third Grade November Writing: Information Books

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Writers identify characteristics of information books by noticing the features then creating a list in their notebooks.	Teaching Point: Writers identify the purpose of information books by discussing how the features of Non-Fiction help them read the text.	Teaching Point: Writers collect topics for their information book by creating a list of topics in which they have experience or prior knowledge.	Teaching Point: Writers collect topics for their information book that match their interests or what they know a lot about.	Teaching Point: Writers collect information on a few topics of interest and record facts and questions about the selected topic/s.
<u>Week 2</u>	Teaching Point: Writers select a seed topic for their information book and begin to gather information.	Teaching Point: Writers choose categories on their topic by gathering information on the categories chosen.	Teaching Point: Writers develop their information book by writing text.	Teaching Point: Writers develop their information book by writing notes, using their own words.	Teaching Point: Writers develop their information book by generating questions relevant to their focus.
<u>Week 3</u>	Teaching Point: Writers interview an expert referring to the questions they generated.	Teaching Point: Writers draft information books by writing an introductory paragraph.	Teaching Point: Writers draft by transferring information on to draft paper.	Teaching Point: Writers pay attention to the organization/format of their information book.	Teaching Point; Writers revise to delete information that is repetitive or irrelevant.
<u>Week 4</u>	Teaching Point: Writers revise to include a specific feature to their text.	Teaching Point: Writers edit by using an editing checklist that outlines a given criteria.	Teaching Point: Writers publish by transferring information from their draft to publishing paper.	Teaching Point: Writers publish by adding/gathering photos or pictures and a cover design.	Teaching Point: Writers celebrate by sharing their expertise with each other.

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

Fourth Grade November Reading: Non-Fiction Reading

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Non-Fiction Reading</p> <p>This unit puts emphasis on how readers tackle expository text. They will first learn the features of Non-Fiction text and how these features help them make sense of what they read.</p> <p>Students will examine the illustrative portions of the text, such as, photos, charts, and maps, to use these as additional tools to learn more about the subject.</p> <p>Student will also develop strategies to support reading expository text. They will learn that when they read Non-Fiction, they should be able to retell an author's main points and notice the points that the author highlights as especially important.</p>	<ul style="list-style-type: none"> ✓ Features of Non-Fiction ✓ Determining Importance ✓ Paraphrasing ✓ Skimming ✓ Summarizing ✓ Note Taking and Highlighting ✓ Chunking ✓ Retelling ✓ Comparing and Contrasting ✓ Identifying an author's angle on a subject 	<p>Teachers should compile Non-Fiction texts that interest students.</p> <p>Compile texts that are slightly below the students' reading level because expository texts provide a challenge different from what students have encountered when reading narrative texts.</p> <p>Magazines Time for Kids (TFK) Weekly Reader Short articles Internet web pages, etc.</p>

Fourth Grade November Reading: Non-Fiction Reading

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Readers choose Non-Fiction books to read based on what is already known about the subject.	Teaching Point: Readers choose Non-Fiction books with consideration given to length, vocabulary, content, and structure.	Teaching Point: Readers become familiar with the Non-Fiction book by attending to all the information on the pages.	Teaching Point: Readers use the table of contents and the index to locate information.	Teaching Point: Readers use the glossary and context clues to determine the meaning of difficult words.
<u>Week 2</u>	Teaching Point: Readers recognize and use features of Non-Fiction such as timelines, charts, maps, cartoons, photos etc.	Teaching Point: Readers use their Readers Notebook to log and keep track of their Non-Fiction reading.	Teaching Point: Readers develop research questions about topics that interest them.	Teaching Point: Readers make a plan to find information needed to answer research questions.	Teaching Point: Readers record a book's title, author and page number to indicate the location information was found.
<u>Week 3</u>	Teaching Point: Readers take notes of main idea using post-its to keep track of information.	Teaching Point: Readers highlight just the important information in the text.	Teaching Point: Readers chunk texts into sections and record what each section is mainly about.	Teaching Point: Readers look for information from text already read by skimming instead of reading every word.	Teaching Point: Readers retell the main ideas to a partner to help further understanding.
<u>Week 4</u>	Teaching Point: Readers work with a partner to analyze texts and figure out the point of view of the author.	Teaching Point: Readers work with partners to compare information found in two different texts about the same topic.	Teaching Point: Readers paraphrase to share information they read to a partner.	Teaching Point: Readers acknowledge authors from original text while paraphrasing to a partner.	Teaching Point: Readers summarize what was read to a partner by outlining important facts of text with relevant supporting details.

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

Fourth Grade November Writing: Personal Essay

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Personal Essay</p> <p>This unit is focuses on teaching students the structure of essay writing.</p> <p>Students learn how to organize their thoughts within a structure that allows them to build upon an idea or theory. Personal Essay is the opportunity for teachers to rely upon what they have taught students about Personal Narrative. Students are expected to take snippets from their lives and insert a theory that unfolds across paragraphs.</p> <p>Teachers will focus on teaching students how to reflect on previous small moments they have written and how they can glean an idea they want to pursue.</p> <p>Most importantly, teachers want to coach alongside students to demonstrate how a writer crafts a coherent, structured essay.</p>	<ul style="list-style-type: none"> ✓ Teach how to gather ideas for writing personal essay ✓ Teach how to focus on one event rather than several ✓ Teach how to rely on the five senses to make writing interesting ✓ Teach the format of essay ✓ Teach that essay has an introduction, a middle, and an end ✓ Teach how to create an outline ✓ Teach how to write topic sentences ✓ Teach in to the writing process 	<p>Teachers are encouraged to use demonstration text taken from their own writing and experience.</p> <p>"Eleven"- Taken from <i>Women of Hollering Creek</i> Sandra Cisneros</p> <p>"Slower Than the Rest" - Taken from <i>Every Living Thing</i> Cynthia Rylant</p>

Fourth Grade November Writing: Personal Essay

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Writers generate ideas by gathering interesting events or experiences they have had.	Teaching Point: Writers make decisions about their topic by discussing with a partner.	Teaching Point: Writers examine their topic choice by revisiting it through the senses.	Teaching Point: Writers examine their topic choice through the senses.	Teaching Point: Writers plan details of their topic by using organizers to list the relevant details of the topic.
<u>Week 2</u>	Teaching Point: Writers examine how an essay shows a beginning, middle, end and topic sentence.	Teaching Point: Writers organize their thoughts by creating an outline to make decisions on what will be included in each paragraph.	Teaching Point: Writers introduce paragraphs by using topic sentences to set the stage for upcoming text.	Teaching Point: Writers connect paragraphs by using phrases that link one paragraph to the next.	Teaching Point: Writers stay on the central theme and include only relevant information.
<u>Week 3</u>	Teaching Point: Writers develop a beginning that gives a preview of what the essay will be about.	Teaching Point: Writers build the middle by including details. Referencing to their relevant details organizer.	Teaching Point: Writers expand their essay by adding supporting details.	Teaching Point: Writers develop ending paragraphs by summarizing and restating what was written about.	Teaching Point: Writers expand on their ending by including personal opinions, morals or lessons learned.
<u>Week 4</u>	Teaching Point: Writers reread their work to make their work better by using more interesting language.	Teaching Point: Writers revise their work to make it better by adding details and removing irrelevant facts.	Teaching Point: Writers make revisions by editing text for mechanics. Punctuation, spelling and capitalization.	Teaching Point: Writers share their writing with a partner for a final 'editing eye'.	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.**

Fifth Grade November Reading: Developing Ideas about Books through Characters

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Developing Ideas about Books through Characters</p> <p>This unit focuses on helping children develop, support, and revise ideas about characters.</p> <p>Teachers will teach important skills, such as, identifying character point of view, making comparisons and inferences about characters, and formulating theories about what was inferred. Students will engage in character analysis and pursue their ideas across the text to confirm their thinking.</p> <p>Teachers will also want to engage student's prior knowledge of story by bringing their attention back to the elements of story. Understanding the predictable nature of stories will support student comprehension as they do the mind work of negotiating the text.</p>	<ul style="list-style-type: none"> ✓ Identifying main and supporting characters (protagonists, antagonists) ✓ Thinking and talking about characters ✓ Developing and revising a theory about characters ✓ Making comparisons ✓ Making inferences ✓ Making connections across texts ✓ Character analysis ✓ Character point of view 	<p><i>Thief of Always</i> by Clive Barker</p> <p><i>Freak the Mighty</i> by Rodman Philbrick</p> <p><i>The Pain and the Great One</i> by Judith Viorst</p> <p><i>Flipped</i> by Wendy van Draanen</p>

Fifth Grade November Reading: Developing Ideas about Books through Characters

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Readers determine the qualities of a main character to build an understanding of their personality.	Teaching Point: Readers use Post-Its to list the important character traits of the main character.	Teaching Point: Readers Identify the protagonist and the antagonist of the story paying attention to what they say.	Teaching Point: Readers talk to their partners about their character using Post-It notes as a guide.	Teaching Point: Partners help further conversation about the character by asking clarifying questions.
<u>Week 2</u>	Teaching Point: Readers employ visualization strategy by sketching characters.	Teaching Point: Readers use Post-Its to list main characters actions in the story.	Teaching Point: Readers use Post-Its to list main characters motivation and relationships with others.	Teaching Point: Readers use information from their Post-Its to formulate a theory about their character.	Teaching Point: Readers use graphic organizers to create a character theory chart.
<u>Week 3</u>	Teaching Point: Readers make inferences about their character by examining their dialogue.	Teaching Point: Readers make inferences about their character by examining actions and reactions.	Teaching Point: Readers use what they know about their character to make predictions.	Teaching Point: Readers use Post-Its to mark when characters act "out of character".	Teaching Point: Readers make inferences about their character by examining the character's "voice".
<u>Week 4</u>	Teaching Point Readers make inferences about their by examining the point of view chosen by the author.	Teaching Point Readers make inferences about their character through partnership conversation.	Teaching Point: Readers revise theories as they gather new information by rereading text.	Teaching Point: Readers develop their theory by comparing characters across varied texts.	Teaching Point: Readers confirm their theory by rereading and using post-its to support the theory.

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

Fifth Grade November Writing: Personal Essay

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Personal Essay</p> <p>This unit helps students build on the previous essay writing unit. Rather than creating a thesis by paraphrasing a question, students will draw upon their personal experiences to develop thesis statements or a theme of personal significance that they will advance across paragraphs.</p> <p>Students will write within an expository structure. Students will conceivably write about a topic as a "narrative."</p> <p>Teachers will teach students to elaborate the stem of a thesis in order to say more. Teaching thought prompts or transitional phrases will assist students in elaboration as they provide parallel reasons for their main idea.</p>	<ul style="list-style-type: none"> ✓ Distinguishing between narrative and non-narrative writing ✓ Collect entries about personal experiences ✓ Choosing a topic of personal significance ✓ Generating subordinate ideas ✓ Learning the structure of essay ✓ Finding evidence to support a thesis ✓ Elaborating the stem of a the thesis ✓ Crafting the essay: powerful leads, revision strategies, satisfying ending/conclusion 	<p>Teacher Resources:</p> <p><i>The Art of Teaching Writing</i> by Lucy Calkins</p> <p><i>Wondrous Words</i> by Katie Wood Ray</p> <p><i>The Writing Workshop</i> by Ralph Fletcher</p> <p>Student Resources:</p> <p>Exemplars of student personal essay Teacher demonstration texts</p>

Fifth Grade November Writing: Personal Essay

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Writers recognize qualities in an exemplar to imagine the type of text they will eventually write.	Teaching Point: Writers use an exemplar to define the characteristics of a personal essay.	Teaching Point: Writers reread their writer's notebook and generate a list of possible entries for a personal essay.	Teaching Point: Writers reflect on their experiences and develop or invent a thesis statement about their experience.	Teaching Point: Writers grow ideas by collecting little stories around their thesis idea.
<u>Week 2</u>	Teaching Point: Writers use transitional words/phrases to spur elaboration in their writing.	Teaching Point: Writers use supporting information to angle their main idea or thesis.	Teaching Point: Writers have a structure for writing an essay.	Teaching Point: Writers develop their main idea across several paragraphs	Teaching Point: Writers use an organizer to plan for their paragraphs.
<u>Week 3</u>	Teaching Point: Writers use bullets to frame their essay to include topic sentence, paragraphs and supporting details.	Teaching Point: Writers make sure that their reasons match their topic sentences. (main idea sentences)	Teaching Point: Writers refine or revise their thesis statements when they have difficulty supporting it.	Teaching Point: Writers make sure their thesis is a clear idea or claim.	Teaching Point: Writers write a lead that will draw the reader in to want to read more.
<u>Week 4</u>	Teaching Point: Writers repeat their thesis statement and add an opinion or a surprise spin.	Teaching Point: Writers draft their essay using the planners they have devised.	Teaching Point: Writers revise their essay by trying a new lead to catch the reader and draw them in.	Teaching Point: Writers use an editing checklist to ensure word wall words is correct.	Teaching Point: Writers exchange essays with partners and give constructive feedback.

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

Title of Mini-lesson: Readers care for books and handle them gently

Intention: To teach students the importance of taking care of books in the classroom

Connection: *"Students you have been choosing books that you want to read and we are learning that there are lots of reasons why readers choose books. I am so excited to see all of you searching through the book bins and finding books that hold your interest. This is why it's important for all of us to make sure that we take special care of the books we read. We take care of the books because we want to share them with everyone in our class. Others will be able to spend time with the books we read because we would have handled them with care and placed them back in the right book bin so it could be easily found if another reader wanted it. I'm going to teach you today how readers take care of books in a way that is helpful to all of us in the class."*

Teaching: *"I want you now to watch me closely how I get to a book I want from the bin right away and handle it with gentle hands."* Teacher will want to demonstrate how s/he gets to the book bin straight away, choosing a book s/he wants, holding it right side up, and begin looking carefully at the book. After demonstrating you might ask, *"Did you see what I did as a reader? I made sure not to waste any time finding a book I want. Did you look at how I watched the cover for a little bit and then I opened the book, turning the page with gentle hands so as not to rip a page. Did you notice too how I was holding the book correctly, right side up."* For emphasis teacher may demonstrate again, this time narrating every move that is made in taking care of the books and handling them carefully.

Active Engagement: Allow students an opportunity to practice what they just saw and learned. Ask students to gather in to small groups if they are in the meeting area. If they are at table seats, place book bins on tables so they are accessible to them. You could continue with, *"Pretend it is time for reading, and when you pick a book from your bin, your job is to browse and find one you want, handle it carefully by turning the pages so they don't tear, and make sure your book is right side up so you can see the cover."* At this time the teacher will want to guide students as they practice, making sure to compliment the students as they work. After a short practice, the teacher

might give brief comments about what s/he observed. Now get ready to send students off to practice this in their private reading.

Link: "We just learned today how great readers care for books and handle them gently so everyone can have a share with them. I am sure that all of you as readers will work together to take care of the books in our library and remind each other to turn the pages gently. Make sure our books go back to the correct bins after you've used them so others can find books easily."

Share: When readers have spent time reading privately and then with a partner, the teacher may want to ask readers what they did as a reader to take care of the books as they worked with them and after they finished with their books. If your students are assigned book baggies or folders to store their books, you will want to make sure that students are taught how to place books back in their baggies so they can retrieve them easily and efficiently.

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Lesson developed by District Literacy Coach

Unit of Study: Character Study

Date: _____

Title of Mini-lesson: Readers identify internal traits of the story characters.

Intention: To teach readers how to recognize the language used to describe how characters think and feel.

Connection:

Readers, today we are going to explore words that can be used to describe how a person feels or what they might be thinking as a story progresses. These words help us to understand our character better so we can develop theories and ideas about them.

Teaching: Begin your teaching by saying, *"authors use many words to help us develop a 'picture' in our minds about the characters in a book. We have already spent time looking at how authors use descriptive language to give us the physical traits of the characters so we have an idea about what they look like in our minds. We are now going to take some time to examine how authors use descriptive language to give us information to create a 'picture' of what our characters are like on the 'inside'."* On chart paper generate some examples from the group descriptive words that an author might use to describe a character physically. Instruct students by saying, *"Together we are now going to identify words an author used to describe the characters emotions and the characters thoughts."* On large chart paper write out a passage to be read aloud with the students. Also create a T-chart labeled "emotions" and "thoughts". As you read the passage aloud, identify one word that would be listed as a word that describes an emotion and one that would be listed as describing a thought. Record on chart. Direct students by saying, *"Now readers, you are going to have a chance to continue identifying words that describe a characters emotions and thoughts in the passage."*

Active Engagement: Provide copies of the passage to each group to evaluate. Provide a T-chart for each group to use that models the one you used during your teaching. Instruct students by saying, *"In your groups continue reading, and list all the emotion words and thought words used on your T-chart. Be prepared to share your responses with the rest of the class."* Move from group to group to support student's through the process.

Link: Conclude lesson by saying, "Today we looked closely at language an author might use to help describe their characters to us more fully in terms of their emotions and what they are thinking. (Briefly reference T-chart) We know this helps us to have a more complete picture of our character and gives us information we can use to confirm facts about characters, or to develop opinions and ideas about them. Let's see you as readers use this skill to evaluate the characters in your own books. I will be around to discuss this with you as you independently read later in the day."

Share: Students share the results of their evaluation of the reading material for the identification of the emotion and thought describing words in their passages. Record their responses on the large group chart you used during your teaching.

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Lesson developed by District Literacy Coach

Unit of Study: Personal Essay

Date: _____

Title of Mini Lesson: Writers think about reasons to support their big idea.

Intention: To teach how to add detail to essay by thinking of reasons to support an idea

Connection:

"We have spent a few days learning how to gather thoughts about something important to us. We have reread our personal narratives and learned ways to gather ideas from our narratives. We've learned that an idea is also called a thesis. Today I want to teach you how to look closely at your thesis and think about details that support your thesis. These details are also considered reasons that support your idea or thesis."

Teaching: "I want us to take a close look at my big idea again. Remember that my big idea or thesis is teaching is for me because there are so many jobs to do. Now I need details or reasons to support this idea." Teacher may choose to think out loud and gather thoughts in front of students while charting reasons. "Let me see, what are some jobs that I have to do that makes teaching challenging? There are so many, but maybe I can list just a few. Well I have the big job of keeping children safe. I'll jot that on the chart. I know! Another job that teachers have that's challenging is all the paperwork we must complete- report cards, lesson plans, etc. Yeah, I'll jot that as my second reason. Most challenging is to get kids excited about what they are learning. That's my last reason. Notice now that I have 3 reasons that fit and support my idea that teaching is hard."

Active Engagement:

"You just saw how I thought through some details or reasons that support my thesis. I want you now to think about your big idea or thesis. Using your thesis paper from yesterday, tell your partner or neighbor your thesis and think of one reason it may be true. When one partner is finished, switch roles. I will be around to listen in on your thinking."

Link: "For writers workshop today, you will finish focusing your thesis and think about a few reasons that would make your idea true or support your idea. Record your reasons in your writer's notebook."

Teachers it is important to teach students to align their reasons. One way is...

Teaching is challenging to me because there are so many jobs to do because...

REASON A

Teaching is challenging to me because there are so many jobs to do because...

REASON B

Teaching is challenging to me because there are so many jobs to do because...

REASON C

Share:

Student volunteers may state their thesis and give the reasons that make their idea true.

OR Teacher may call on students who attempted or approximated the writer's job.

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Lucy Calkins, Heinemann: Portsmouth, NH

Title of Mini-lesson: Writers revise their work for a particular purpose.

Intention: Writers revise their work to make it better by adding details to clarify ideas, thoughts and feelings.

Connection: You might begin by stating, *"As authors write they continue to build on their initial thoughts through the process of revision for a particular purpose. An Author may want to add details about a particular event that has happened to make the situation more exciting to the reader. They do this by adding descriptive details to provide a clearer image as to what the setting is in the story."*

Teaching: Begin your teaching by saying, *"When we write we start with a single thought or an idea that we need to expand on by adding more details to further enhance our story. We may expand on a thought like, 'there was a big house', to something like, 'there was a huge mansion that was placed at the top of the cliffs.'" This gives the reader more information about the setting of the story and helps them create a mental image. Let's look together at a sentence about a story's setting and see if we can revise it only for the purpose of providing more details about that setting."*

Active Engagement: provide the students with a demonstration passage that has minimal descriptive qualities regarding the setting. Direct students to revise the passage by elaborating on the setting description only. This can be done with a partner or independently in their writer's notebook.

Link: Express to the students this thought, *"We have looked at how writers revise their work for the specific purpose of providing the reader with details about the story setting. As you get ready to engage in the revision of your own realistic fiction story, I want you to keep in mind that you will be making decisions about specific aspects you want to revise. Tackling each aspect separately. I will be looking for you to revise your writing by adding details about such things as the characters, events, problems, and the setting. Let's get started writers!"*

Share: At the end of the writing workshop ask several students to share how they revised their story for a specific purpose by identifying that purpose and reading aloud how they did it.

Dear Colleagues,

The primary document of the Essay Units of Study K-5 curriculum consists of Document Based Essay, Personal Essay, Persuasive Letter, and Literary Essay. These units include an overview statement about the unit, strings of mini lessons, lists of texts that support the unit, and curriculum maps that outline teaching points. These units focus on teaching students how to write essays.

Essay writing or idea based writing is one of the three broad categories of Non-Fiction or non-narrative writing. This kind of writing is organized by ideas, held together by an idea that is developed (an argument that is advanced) across the whole text, and written so that the reader can think about the topic. The purpose of essay writing is to form ideas, use evidences to support ideas, develop ideas through writing, and support ideas across texts of the same or different genres. The objective is to teach an idea or provide an argument. In doing so the writer articulates, develops, and defends ideas about a topic. In fact, an essay is simply a means of communicating and illustrating an idea in orderly structural steps.

The essay's structure is the base of most of the writing that is done in a child's school career, and, indeed, the rest of his or her life: letters to the editor, proposals to the boss, directives to employees, protests to authorities, the minutes to a meeting. This is a structure that real-world writers rely upon. In this structure an idea is posed, and then the idea is elaborated upon in parallel categories, each introduced by a sub-head. The essay is also one of the best means of discovery, seeing things you hadn't known, or didn't know you knew, as you try to persuade someone about something you believe true. The idea or thesis is this belief. The structure unfolds this belief in a logical sequence. With this in mind, we recognize that the teaching of essay writing is about structure and not content. The goal is to teach students the expository structure of essay. Importance is given to essay because we know that students are required to understand

essential principles for writing essays. This is evidenced from the English Language Arts Standards and is encountered on the standardized ELA exams.

Included in this document, you will find helpful tools that support the teaching of the organization and structure of thesis driven writing. The document also contains helpful steps to get started, strategies to support the teaching of our young writers, and model lessons to demonstrate how the teaching of expository writing might be taught.

This unit is provided as a procedural to assist in the teaching of essay and the salient points to be taught in the upper elementary grades. We suggest that you review the K-5 Units of Study to find the monthly curriculum map of the essay units. The map gives an outline for the month that can be viewed as an itinerary to guide your instruction. The teaching points are viewed flexibly, keeping in mind where the students are in the learning process.

STRATEGIES FOR GENERATING ESSAY ENTRIES

TEACH STUDENTS TO...

Observe things in their lives and then let what is noticed and heard spark an idea.

Think about an issue that matters. Make a list of ideas about the issue or topic. Push what is noticed from an observation to a thought.

Write in two columns, one section for what is noticed and the other for thoughts about what is observed.

Choose a topic that matters, list ideas about that topic, then choose a seed idea to write about.

Write longer about your seed idea and find details that support or hold your seed idea to be true.

STRATEGIES FOR GENERATING ENTRIES IN LITERARY ESSAYS

Ask: Where in the text did I learn something about the character? (Find that place, stop and think what it tells you, and ask how it lets you get to know the character.)

Go to place that seems to reveal something about a character to you. (a section of text that is a window into the character)

Go to the part of the text that feels important and reread it and see how it fits with the beginning or the end of the text

Ask: What challenge did the main character face, and how did s/he learn from it?

Ask: What big truth or theme does the story deal with?

Think about the characters' traits and motivations.

What is the story really about? (Some people think this story is about... but I think...)

Is the title important?

How would you describe the character/s?

Why do you think the author wrote this book/story?

A Possible Sequence to Proceed with Literary Essay

Keep in mind the writing process as your teaching points are stretched across several days.

Day 1: Collecting

A. Help students collect for literary essays. A T-chart is a good way to do this.

What I notice	What am I thinking?
---------------	---------------------

Days 2-4: Noticing Literary Essays

B. Show students exemplars of essays
What do you notice about essays?
(essay #1, essay #2, essay #3)

Day 5-9: Nurturing/Organizing

Day 5: C. Selecting a seed idea

Day 6: D. Going back to the text to find supports (re-reading)

Day 7- 9: E. Stating the big idea (thesis)

Listing evidences to support your thinking

Day 10-15: F. Drafting

G. Revising

H. Editing

I. Publishing

J. Celebrating

POSSIBLE WAY TO PROCEED WHEN TEACHING HOW TO WRITE A PERSUASIVE LETTER

Big Skills to Teach:

- ✓ Teach how to write a simple, coherent, persuasive letter
- ✓ Teach how to make a claim in which to argue for in a clear thought
- ✓ Teach how to anticipate the reader's rebuttal; anticipate the other side of the argument
- ✓ Teach how to stretch out a reason for support by using a quote from what someone said or by stating an observation

Start the whole class off by doing a little letter together (a shared experience.) This is quick practice for their individual persuasive letter.

Day 1: Illicit from student things that they feel they want to speak up about. They need to have reasons. Chart reasons.

Day 2: Solidify a claim they want to argue for in a clear thought.

Day 3: Move from the idea (thesis) to their supports. Teach them how to align their reasons. Put the 1st paragraph together for them.

Day 4: Teach them how to elaborate on each reason. Teach them how to stretch out a reason to build other paragraphs.

Day 5: Show them a chart that includes all the parts a Persuasive Letter should have. Tell them that they will write an individual persuasive letter.

Paragraph 1: State claim and supports

Paragraph 2: Re-state 1st reason and give an example that supports.

Paragraph 3: Re-state 2nd reason and give an example that supports.

Paragraph 4: Re-state 3rd reason and give an example that supports.

Paragraph 5: Conclude by summing up claims and the supports given.

TRANSITIONAL PHRASES AND PHRASES FOR EMPHASIS THAT SPUR ELABORATION IN ESSAY WRITING

One reason is...

Another idea I have...

This is important because...

In fact,

An example of this is...

Most importantly,

Furthermore,

On the other hand...

Keep in mind...

Remember that...

Above all,

Have you ever wondered...?

In addition to that, I'm thinking...

In conclusion,

Finally...

Name _____ Date _____

My Essay is about _____

My thesis or big idea for my essay is...

My Reasons:

L. Vasquez- District Literacy Coach

Name _____ Date _____

Thesis:

1.

2.

3.

Thesis:

1.

2.

3.

Name _____ Date _____

Introduction: State your big idea (thesis) and your intention in writing about it. Give two reasons that support your thesis. State your opinion in just a sentence or two.

Paragraph 2: Restate the first reason that supports your point of view. Write sentences that give evidence and details that support this reason.

Paragraph 3: Restate your second reason that supports your point of view. Write sentences that give evidence and details that support this reason.

Conclusion: Restate the thesis of your essay. Summarize how your reasons support your point of view. End with a summary of your thinking. (opinion)

Name: _____ Date: _____

Title: _____

Character you are focusing on: _____

Character T-Chart

What I noticed...	What I think...

My big idea:

Name: _____ Date: _____

Title: _____

Author: _____

What I think...	Text support/evidence for my big idea

L. Vasquez- District Literacy Coach

Name: _____ Date: _____

Title: _____

Author: _____

Literary Essay

What I noticed...	An example from the text that supports what I noticed...

L. Vasquez- District Literacy Coach

Literary Essay Introduction Graphic Organizer

Introduction:

Includes the Title and Author of the book

Includes a short retell of the book

States the thesis statement

Mention all your three categories that support your thesis statement

Reason 1: _____

Reason 2: _____

Reason 3: _____
