



DISTRICT 75: ELEMENTARY SCHOOL UNITS OF STUDY



**LAUNCHING THE READER'S AND
WRITER'S WORKSHOP**

WHERE WE BEGIN

Acknowledgments

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

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

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

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INTRODUCTION TO THE UNIT OF STUDY

We are pleased to provide you with the revised version of the District 75 Units of Study in Literacy. The focus of the curriculum in the early grades is to offer young children the opportunity to 'bring their lives to school'. The aim of the Units of Study is to support early childhood and elementary learners in making and conveying meaning in their reading and writing, as well as fostering a desire toward independence in learning. It is expected that this curricula calendar be implemented in the order in which it appears. However, to meet the needs of the diverse population of students we serve, flexibility is a critical factor in effective implementation of these units. Therefore, we have created a regimented four week calendar outline of teaching points which can be modified to implement the instruction over a six week period.

These Units of Study 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 every day. These sessions should be evenly divided between the Reader's and Writer's Workshop. The Reader's and Writer's Workshop begins with a focused mini-lesson that targets one specific teaching point. This teaching point is the connecting thread that holds the lesson together from beginning to end. The mini lesson offers explicit modeling and demonstration of the targeted strategy which students can then practice during their independent work time. Following the independent work time, students are given the opportunity to share how the strategy worked for them as a reader or writer. It is important to remember that the Reader's and Writer's Workshop are only two of the components of a Balanced Literacy program. A

complete Balanced Literacy Program should provide opportunities for Shared Reading, Shared Writing, Interactive Writing, Read Aloud and Word Study (or phonics).

Embedded within these Units of Study are suggested texts (that serve as this unit's bibliography as well) such as picture books and short stories which can be used as demonstration texts for your mini-lessons. These lessons must include accessible, high interest texts, so that the work is visible and students can practice the strategies and skills being taught in the lesson. They can take on these strategies and skills and incorporate them into their repertoire of literacy knowledge. Thus, children acquire independence in reading and writing which of course, is the ultimate goal of literacy.

**CREATING A SENSE OF COMMUNITY TO LAUNCH THE BEGINNING OF
THE SCHOOL YEAR**

It is important for teachers to invest time and attention in creating supportive classroom communities.

IT CAN HELP TO:	WAYS TO PROCEED
Establish the values of your community	<ul style="list-style-type: none"> ▪ Demonstrate and teach the importance of the class operating as a supporting, classroom community. ▪ Establish classroom agreements that all will live by throughout the year. It helps to know what is expected and valued.
Teach the ongoing structures you establish	<ul style="list-style-type: none"> ▪ Develop consistent routines of movement rather than planning one-time arrangements. ▪ Teach the predictability of the structures. ▪ Set clear expectations for the routines set forth. ▪ Adhere to time by sticking to a consistent schedule.
Classroom design and set up	<ul style="list-style-type: none"> ▪ The classroom will need to be designed to support both collaboration and independent work. ▪ Put classroom libraries in place. Be selective about which books are put out in September. ▪ Gradually set up center/areas where small groups of students can meet to do work. Children also need places to work alone: a nook, a desk, table space. This should feel supportive and individualized, not isolated

Supplies and tools	<ul style="list-style-type: none"> ▪ Supplies need to be accessible. ▪ Teach the systems for getting and returning supplies. ▪ Teach students the responsibility of treating classroom supplies with respect. Work toward independence in this area by labeling where supplies are kept. ▪ Eventually, assign monitors to distribute supplies. ▪ Help children become adept at and assume the responsibility for these jobs.
Managing behaviors	<p>Students need to be taught the expectation for behaviors inside and outside the classroom.</p> <ul style="list-style-type: none"> ▪ Establish a behavior system and use it consistently. Most good management flows from students' investment in their work. ▪ Look for levels of engagement. Be on the look out for reoccurring management problems. These need to be handled with a problem solving approach.

Suggested Daily Reader's and Writer's Workshop Schedule

THE WORKSHOP STRUCTURE:

- 10-15 minute** **MINI-LESSON** (whole group instruction)
- Including: the connection, teaching point and active engagement
- 30 minute** **WORK PERIOD**
- Individual reading and or/writing conferences (one on one instruction)
 - Small group lessons (2-4 students)
 - Center Based Learning Experiences (individual, partners or small groups)
 - Mid-workshop Interruptions (whole group instruction)
- 5-10 minute** **SHARE SESSION** (whole group instruction)

Typical Daily Schedule for Grades K-2 (adjust accordingly)

8:30 - 8:40	Prep for day; unpack, lunch count, agenda
8:40 - 9:00	Morning Meeting (Interactive or Shared Writing)
9:00 - 10:00	WRITER'S WORKSHOP
10:00 - 10:20	READ ALOUD
10:20 - 10:40	WORD STUDY
10:40 - 11:30	Lunch/Recess
11:30 - 11:40	READ ALOUD
11:40 - 12:30	READER'S WORKSHOP
12:30 - 1:15	Prep
1:15 - 2:15	Math
2:15 - 2:45	Content Area Work
2:45 - 3:00	Prep for end of day

Typical Daily Schedule for Grades 3-8 (adjust accordingly)

8:30 - 8:40	Unpack, Morning Meeting
8:45 - 9:30	READER'S WORKSHOP
9:30 - 10:15	WRITER'S WORKSHOP
10:15 - 11:00	Specials/Prep
11:00 - 12:00	Math
12:00 - 12:50	Lunch
12:50 - 1:15	READ ALOUD
1:15 - 2:15	Content Area Study
2:15 - 2:50	Word Study/AIS
2:50 - 3:00	Clean-Up/Pack-Up

LITERATE ENVIRONMENT

Description

The creation of a literate environment is the foundation upon which successful writing workshops rest. Four aspects of the environment are of particular importance:

- **Classroom Community:**

Teachers and students work collaboratively in an atmosphere of mutual respect; students are motivated to do their best work and feel safe to take risks.

The group functions as a learning community in which each student's learning is important. Students take responsibility for learning and support others.

- **Literary models:**

Students are immersed in good literature in the writing workshop. The literature lifts the level of student language, sparks imagination and provides models of craft and genre for student study and reflection. Over time students learn to draw on these models to enrich their own writing.

- **Physical environment:**

Purposeful arrangement of the physical environment facilitates development of a literate environment. Students have independent access to resources. In addition, the arrangement of the room facilitates collaboration.

- **Predictable structure:**

Writing workshop takes place in a 45-minute session, half of which is independent work time. Maintenance of a daily, predictable structure is essential if students are to become self-managing.

Things to Look For When Observing a Balanced Literacy Classroom

- ✓ Teachers reading aloud to students
- ✓ Students reading in pairs
- ✓ Students reading independently
- ✓ Students reading a wide and rich range of materials
- ✓ Students reading a variety of genre
- ✓ Teachers modeling and discussing his/her own reading process
- ✓ Reading instruction focused on comprehension
- ✓ Students reading with the teacher
- ✓ Teachers guiding students reading
- ✓ Skills taught in the context of whole and meaningful literature
- ✓ Ongoing assessment
- ✓ Formal assessment
- ✓ Daily assessment
- ✓ Students reading in small groups
- ✓ Students grouped by reading interests, instructional strengths and needs
- ✓ Silent reading followed by discussion
- ✓ Teachers modeling writing
- ✓ Teachers guiding students writing
- ✓ Writing before and after reading
- ✓ Students using temporary spelling
- ✓ Students selecting their own writing topics
- ✓ Students writing independently
- ✓ Students writing across curriculum
- ✓ Teacher student conferences
- ✓ Class time spent on writing whole original pieces
- ✓ Teachers demonstrating the writing process
- ✓ Students involved in all stages of the writing process
- ✓ Writing for real audiences
- ✓ Students writing in small cooperative groups
- ✓ Books, books, books
- ✓ Multiple copies of books
- ✓ A print rich environment
- ✓ Children listening to tapes
- ✓ Children talking to each other
- ✓ Children sharing their ideas
- ✓ Children involved in direct skill and strategy instruction

The Writers Workshop: Instruction and Assessment
From the Noyce Foundation: Every Child a Reader and Writer, 2005

MINI-LESSONS

Description

Teachers open the daily writing workshop with mini lessons to teach writing craft/strategies, genre attributes, rituals and routines, conventions and skills.

Mini lessons provide direct instruction that moves students toward attainment of standards at their grade level. The teacher determines the focus and the content of the mini lesson based on observed needs of students informed by knowledge of writing development, curriculum focus and standards. On any given day, the teacher specifies whether the students will be expected to try-it that day or whether the strategy might be applied to future writing. The architecture of the mini lesson is:

- **Connection:** specifically states the objective of the lesson and specifies the connection to where students are in their work as writers (how is work part of ongoing development as writers)
- **Teach:** demonstrates, provides model, or gathers information from students (inquiry)
- **Active Involvement (try-it):** provides students with an opportunity for a short guided practice of an aspect of the work (optional)
- **Link:** sets the expectations for the day's work that links the mini lesson to the on-going work

Closings

Description

Writing workshop ends with a 5-10 minute closing which is another opportunity for teaching. Students may be asked to share their work or their process. This teaching session takes various forms (e.g. author's chair, popcorn, process share, partner/response share etc.), depending on the purpose. In the closing, the teacher plays an important role in making the teaching point explicit.

Kindergarten Unit 1 September/October Reading: Readers Build Good Habits

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Readers Build Good Habits</p> <p>This unit of study is the introduction to the reader's workshop and how we will become a community of readers. In this unit we want children to learn the routines for the reader's workshop. The children will learn to focus on their reading, care and manage their books, keep books in baskets and learn to read independently and with a partner.</p> <p>The children will learn early concepts of print, how stories have meaning, how they can share their ideas about the stories that they have chosen and how to retell the story. The children learn that pictures tell the story and help them to read. The children will learn to talk to a partner about their books. At the end of this unit, a classroom library is created. Various baskets are labeled and categorized to indicate what kind of books they are.</p>	<p>STUDENT WILL KNOW:</p> <ul style="list-style-type: none"> ✓ What Reader's Workshop is and how to become a community of readers ✓ How to choose a book you are interested in reading ✓ How to care for and handle books ✓ How readers read by themselves using quiet voices when they read ✓ How readers turn and talk to a partner about the book they are reading ✓ How readers talk and share their thoughts and ideas with a partner ✓ How readers read unfamiliar books by looking at the pictures ✓ How readers can reread their favorite books 	<p>Using summer books to help children remember what they did over the summer</p> <p>First day of kindergarten books</p> <p>Friendship books</p> <p>Feeling books: <i>A is for Angry</i> Sandra Boynton, <i>The Way I Feel</i> by Janon Gain</p> <p>Personal Narrative books like:</p> <p><i>Owl Moon</i> by Jane Yolen <i>Shortcut</i> by Donald Crews <i>Fireflies</i> by Julie Brinckloe <i>The Relatives Came</i> by Cynthia Rylant <i>The Kissing Hand</i> by Audrey Penn</p> <p>Teacher favorites</p> <p>Sulzby books, possible titles: <i>Bunny Cakes</i> by Rosemary Wells <i>The Carrot Seed</i> by Ruth Krauss</p>

Kindergarten Unit 1 September/October Reading: Readers Build Good Habits

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Teach students how to search through book baskets to find a book to read.	Teaching Point: Teach students how to decide on a book that is appropriate for them (things they like, interested, etc.)	Teaching Point: Teach students how to handle books carefully and how to hold them right side up.	Teaching Point: Teach students how readers open the pages in a book from right to left/front to back.	Teaching Point: Teach students that readers not only read by themselves but they also can read with a partner.
<u>Week 2</u>	Teaching Point: Teach students what good partners do when they read together (take turns, share books, hold books in the middle, stay focused, etc.)	Teaching Point: Teach students that during reading time, they will have private time for reading and partner time for reading.	Teaching Point: Teach students what reader's workshop should "sound like" (low voices).	Teaching Point: Teach students how to find things they want to talk about with their partners. Save that part or page by using a post-it.	Teaching Point: Teach students how to talk about their favorite parts of a book with their partner.
<u>Week 3</u>	Teaching Point: Teach students how to stop and think, "what might the characters say on this page?"	Teaching Point: Teach students how to talk about parts that remind them of something from their own lives (using post-its).	Teaching Point: Teach students how to put post-its on parts in their books that teach them something.	Teaching Point: Teach students how to read unfamiliar books by looking closely at the picture.	Teaching Point: Teach students that readers look at details in pictures and use them to tell a story.
<u>Week 4</u>	Teaching Point: Teach students how to stop and think, "what might the characters say on this page?"	Teaching Point: Teach students how to connect the story of one page to the story of the next page (each page is connected; they are not separate stories).	Teaching Point: Teach students how to read familiar shared texts independently by remembering how the text goes.	Teaching Point: Modify or adapt teaching point to meet the needs of students. Stretch out teaching points over several days or delete if mastered.	Teaching Point: Modify or adapt teaching point to meet the needs of students. Stretch out teaching points over several days or delete if mastered.

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

**Kindergarten Unit 1 September/October Writing:
 Launching the Writer's Workshop/Oral Storytelling**

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Launching the Writer's Workshop/Storytelling</p> <p>This is a child's first introduction to writing and we want them to see themselves as a writer/author. In this unit of study we want children to learn how to tell their unique, true stories and then write about them using drawings, labels and sometimes words. They will learn what a writing workshop looks like through specific routines. Children telling their unique stories are important for language/literacy development. It should be encouraged and incorporated throughout the day or given a special separate time.</p>	<p>STUDENT WILL KNOW:</p> <ul style="list-style-type: none"> ✓ What is storytelling ✓ How writers tell stories ✓ What is writer's workshop ✓ What does a writing center look like ✓ What does a writer look like when writing ✓ What does a writer do when they are writing ✓ How writers get ideas for writing ✓ Writers visualize their ideas ✓ Writers tell ideas to a partner ✓ Writers tell their own stories and write about them 	<p>Using summer books to help children remember what they did over the summer</p> <p>First day of kindergarten books: Friendship books Feeling books: <i>A is for Angry</i> Sandra Boynton, <i>The Way I feel</i> by Janon Gain</p> <p>Personal Narrative books like: <i>Owl Moon</i> by Jane Yolen <i>Shortcut</i> by Donald Crews <i>Fireflies</i> by Julie Brinckloe <i>The Relatives Came</i> by Cynthia Rylant <i>The Kissing Hand</i> by Audrey Penn</p> <p>Emergent Storybooks: Sulzby books, possible titles: <i>Bunny Cakes</i> by Rosemary Wells <i>The Carrot Seed</i> by Ruth Krauss</p>

Kindergarten Unit 1 September/October Writing: Launching the Writer's Workshop/Storytelling

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Teach students how you choose a story to tell from their memories and that they will write about them.	Teaching Point: Teach students how you choose a story to tell from their memories and that they will write about them.	Teaching Point: Teach students how to tell a story from their personal life by modeling memories and that they will write about them.	Teaching Point: Teach students how to tell a story from their personal life by modeling memories and that they will write about them.	Teaching Point: Teach students what the Writer's Workshop is (mini-lesson, independent work, share).
<u>Week 2</u>	Teaching Point: Teach students what the Writer's Workshop is (mini-lesson, independent work, share).	Teaching Point: Teach students about the Writing Center and what it looks like (writing paper, writing tools, folders).	Teaching Point: Teach students about the Writing Center and what it looks like (writing paper, writing tools, folders).	Teaching Point: Teach students what a writer looks like (sitting quietly and writing about their stories).	Teaching Point: Teach students what a writer looks like (sitting quietly and writing about their stories)
<u>Week 3</u>	Teaching Point: Teach students where and how they can get their ideas for writing from their personal experiences.	Teaching Point: Teach students where and how they can get their ideas for writing from their personal experiences.	Teaching Point: Teach students how to visualize and think about their stories like a motion picture in their mind before they write.	Teaching Point: Teach students how to visualize and think about their stories like a motion picture in their mind before they write.	Teaching Point: Teach students how to visualize and think about their stories like a motion picture in their mind before they write.
<u>Week 4</u>	Teaching Point: Teach students to tell their story to a partner (turn and talk, knee to knee, eyes on me). Telling your partner your story helps you to become a better author.	Teaching Point: Teach students to tell their story to a partner (turn and talk, knee to knee, eyes on me). Telling your partner your story helps you to become a better author.	Teaching Point: Modify or adapt teaching points to meet the needs of students. Stretch out teaching point over several days or delete if mastered the point.	Teaching Point: Writers celebrate by reading to a partner. CELEBRATION!	**In this beginning unit, students are writing for short periods of time that then becomes longer through the month**

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

First Grade Unit 1 September Reading: Readers Build Good Habits

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Readers Build Good Habits</p> <p>This unit of study focuses on building good habits as readers. Children will read in informal partnerships which can change daily. Book selections should include picture books that highly support the text. These books should also be books that would suit the interests of young readers. Teachers also want to begin assessment right away to determine reading behaviors and to put appropriate books in to the hands of the students.</p> <p>Leveled libraries should match where students are in their reading. It is not necessary to have leveled libraries from A through R if the students are reading between levels A-C. The idea is to grow your library as the students and the year progresses.</p> <p>The teaching of the routines and the management of the workshop is spotlighted so the readers know what is expected to ensure the workshop runs smoothly. These routines should include taking care of books, carrying books between home and school, how to gather for mini lessons, how to return to reading spots and begin reading, and student-teacher roles in a conference.</p>	<ul style="list-style-type: none"> ✓ Touring the classroom ✓ Rules for conferring ✓ Knowing yourself as a reader ✓ What Reading Workshop looks like and sounds like ✓ Learning routines ✓ Introducing library ✓ Introducing word wall ✓ Management of book bins book folders, or book baggies ✓ Independent reading 	<p>Some Suggested Texts:</p> <p><i>The Name Jar</i> By Yansook Choi</p> <p><i>The Carrot Seed</i> By Ruth Krauss</p> <p><i>Leo the Late Bloomer</i> By Robert Kraus and Jose Aruego</p> <p><i>Reading Makes You Feel Good</i> By Todd Parr</p> <p><i>Lucky Goes to School</i> By Gail Herman</p> <p><i>A Bedtime Story</i> By Mem Fox</p> <p>Wordless Picture Books</p> <p><i>Look What I Can Do</i> By Jose Aruego</p> <p><i>The Snowman</i> By Raymond Briggs</p> <p><i>Deep in the Forest</i> By Brinton Turkle</p> <p><i>School</i> By Emily Arnold McCully</p> <p><i>Up and Up</i> By Shirley Hughes</p> <p><i>The Gift</i> By John Prater</p> <p><i>Snow</i> By Isao Sasaki</p> <p><i>Sunshine</i> By Jan Ormerod</p> <p><i>Peter Spier's Rain</i> By Peter Spier</p>

First Grade Unit 1 September Reading: Readers Build Good Habits

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Readers explore and discuss what kind of reader they are by generating a list of traits.	Teaching Point: Readers tour the classroom to learn where books and book bins are kept in the library.	Teaching Point: Readers practice taking "practice" reading books from baskets and returning them to the baskets.	Teaching Point: Readers learn how the reader's workshop sounds by practicing quiet voices as they read.	Teaching Point: Readers learn their role and teacher role in a conference.
<u>Week 2</u>	Teaching Point: Readers learn the routine of choosing books for their book bin, folder, or book baggie. (Label Baggie)	Teaching Point: Readers practice reading independently by "reading their books" without distraction.	Teaching Point: Readers review what the reading workshop is like and help to generate a chart for good workshop routines/behaviors.	Teaching Point: Readers learn to talk and share a book with a partner to read a story.	Teaching Point: Readers learn ways to talk and share what they have noticed or read in their book.
<u>Week 3</u>	Teaching Point: Readers learn how to choose another book to keep their reading going independently.	Teaching Point: Readers learn how to take turns when sharing a book with a partner.	Teaching Point: Readers learn how the library is organized.	Teaching Point: Readers learn the routine for taking books to and from school.	Teaching Point: Readers practice choosing books to take home for reading. (individual baggies should be distributed)
<u>Week 4</u>	Teaching Point: Readers learn ways to care for books they read.	Teaching Point: Readers grow their stamina by reading for longer stretches of time. (stagger the amount of time)	Teaching Point: Readers learn to use the pictures to help tell what the story is about.	Teaching Point: Readers use the illustrations in the text to build the world of the story.	Teaching Point: Readers learn to attend to print by moving their finger under the words as they read.

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

First Grade Unit 1 September Writing: We Are All Writers

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>We Are All Writers</p> <p>This unit of study focuses on building good habits as writers. The students will learn how to utilize the writing area and tools for writing. They will learn how to generate ideas through the reading of touchstone texts; ones that the teacher uses to mentor the students.</p> <p>The students will also learn routines such as conferring with a teacher and choosing appropriate paper for writing. They will explore the importance of writing as a means of communication.</p> <p>They will learn that writers tell stories about their experiences and capture these stories on paper as drawings and drawings that accompany labeling. Writers will learn to put a name and date their writing. They will live like writers who learn to see themselves as authors.</p>	<ul style="list-style-type: none"> ✓ Build good habits as writers ✓ Learn how to utilize the writing center ✓ Learn how to utilize the writing tools (paper choice, pens, markers, date stamp...) ✓ Learn how to generate ideas for writing (think pads, lists, sketch pictures, draw map of the heart; things the writers love) ✓ Write stories from their lives ✓ Create map of the heart ✓ Learn initial editing routines (name and date) ✓ Share writing with a partner 	<p><i>The Snowy Day</i> By Ezra Jack Keats</p> <p><i>Kitten's First Full Moon</i> By Kevin Henkes</p> <p><i>Mama Bird, Baby Birds</i> By Angela Johnson</p> <p><i>Do Like Kyla</i> By Angela Johnson</p> <p><i>I Love My Hair</i> By Natasha Anastasia Tarpley</p>

First Grade Unit 1 September Writing: We Are All Writers

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Writers learn the routines for getting folders and sitting ready to "write".	Teaching Point: Writers learn the different tools for writing such as paper choice, pens/markers, date stamp, alphabet chart, etc.	Teaching Point: Writers learn how to gather and disperse for the mini lesson to follow expectations set.	Teaching Point: Writers learn ways that writers get ideas for writing. (Generate a chart and list one idea, add to the list as you teach other ways.)	Teaching Point: Writers learn how to choose an idea from what they love and write about it.
<u>Week 2</u>	Teaching Point: Writers learn to choose appropriate paper to write their "story".	Teaching Point: Writers learn how to make their drawings more representational.	Teaching Point: Writers learn how to add elaboration to their drawings to match the story they want to "write".	Teaching Point: Writers learn to stretch letter sounds to write words.	Teaching Point: Writers learn to add labels to their drawings.
<u>Week 3</u>	Teaching Point: Writers learn how to choose a new idea to write about to keep their writing going.	Teaching Point: Writers learn how to manage their folders by putting their writing away in order to retrieve it another time.	Teaching Point: Writers learn how to use the date stamp to put a date on their work.	Teaching Point: Writers learn how to care for writing tools by putting the caps back on the markers after they are used.	Teaching Point: Writers learn how to choose paper with more lines in order to write more in their stories.
<u>Week 4</u>	Teaching Point: Writers learn the purpose of a conference.	Teaching Point: Writers learn the teacher-student role in a writing conference.	Teaching Point: Writers learn to work independently and not interrupt teacher during a conference.	Teaching Point: Writers learn how to put their hand on their drawings, tell their story, and get letters/words down on paper.	Teaching Point: Writers look over their "writing" to discover places where they can draw/write more.

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

Second Grade Unit 1 September Reading: Reading with Stamina, Fluency and Meaning

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Reading with Stamina, Fluency and Meaning</p> <p>This first unit sets the ground work for what students will learn to become proficient with by the end of the school year.</p> <p>The unit will focus on comprehension strategies that support good reading. The importance of choosing texts that students can manage independently will shape the ongoing independent work that's expected of young readers.</p> <p>Readers will learn that reading is a cognitive process that involves comprehension of ideas. The problem solving nature of reading will be taught to students as they move along the reading continuum.</p>	<ul style="list-style-type: none"> ✓ Strategies for picking "just right" books ✓ Characteristics of good readers ✓ Getting to know yourself as a reader ✓ Strategies readers use to figure out unknown words ✓ Strategies to push yourself to read more ✓ Reading with a partner 	<p><i>Wild About Books</i> By Judy Sierra</p> <p><i>A Fine, Fine School</i> By Sharon Creech</p>

Second Grade Unit 1 September Reading: Reading with Stamina, Fluency and Meaning

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Readers organize the library by sorting books and making labels for book baskets.	Teaching Point: Readers learn strategies for choosing books looking at the front cover and reading a few pages.	Teaching Point: Readers use tools to help them while they are reading. A bookmark is one of these tools.	Teaching Point: Readers read their best when they find a good reading spot.	Teaching Point: Readers keep track of their reading by using a reading log.
<u>Week 2</u>	Teaching Point: Readers pick books that match their reading.	Teaching Point: Readers use bookmarks to set a stopping point for their reading.	Teaching Point: Readers find where they stopped and reread the last part to keep their understanding in check.	Teaching Point: Readers discover that when their minds get away from the book, they reread to get back into the book and remind themselves of what was going on.	Teaching Point: Readers help chart the good reading behaviors they use.
<u>Week 3</u>	Teaching Point: Readers reflect on their reading by asking questions about what they read.	Teaching Point: Readers look at the pictures to help them figure out the unknown word.	Teaching Point: Readers read on or backtrack to figure out unknown words.	Teaching Point: Readers chunk the text as they read to help them hold on to the story.	Teaching Point: Readers figure unknown words by thinking about where they may have seen the word before.
<u>Week 4</u>	Teaching Point: Readers try to increase their stamina by pushing themselves to read more. Set goals for how many pages you will read each day. Increase it each day.	Teaching Point: Readers discuss reading with a partner by sitting side by side.	Teaching Point: Readers can help their partners understand what has been going on by retelling the important parts of the book across their fingers	Teaching Point: Readers can use post-its to remember a part of a book that they would like to talk about with their partner.	Teaching Point: Readers can find and talk about the most important part of their books and tell why think it is important.

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

Second Grade Unit 1 September Writing: Launching the Writer's Workshop

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Launching the Writer's Workshop</p> <p>This unit parallels the Reading Launch in that the routines, rituals, and expectations of the workshop is established. Students will learn the systems that will become ongoing structures in the classroom for the school year. The teaching of the management of these established systems will allow for students to see themselves as a community of learners and to view themselves as writers. Teachers can begin the process of writing by engaging students in storytelling. Helping students to tell stories will allow them to learn the sequence of stories and get them to realize that what we say will match what we write. Teachers will want to use this time to do some on demand writing to assess what their students know about writing. These sample writings will identify teaching points that will drive teacher instruction.</p>	<ul style="list-style-type: none"> ✓ Teaching routines and rituals ✓ Learning expectations of workshop ✓ Learning student and teacher roles in conferring ✓ Storytelling ✓ Quick publishing ✓ The Writing Process 	<p>Some Touchstone Texts for the Year:</p> <p><i>Shortcut</i> By Donald Crews</p> <p><i>How to Get Famous in Brooklyn</i> By Amy Hest and Linda Dalal</p> <p><i>Hairs/Pelitos</i> By Sandra Cisneros</p> <p><i>The Relatives Came</i> By Cynthia Rylant</p> <p><i>A Chair For My Mother</i> By Vera B. Williams</p> <p><i>Owl Moon</i> By Jane Yolen</p> <p><i>Bigmama's</i> By Donald Crews</p> <p>Published pieces by students from First Grade</p>

Second Grade Unit 1 September Writing: Launching Writer's Workshop

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Writers tell great stories by telling about a moment/ experience in their lives and getting it on paper.	Teaching Point: Writers tell stories by including a beginning, middle, and an end then putting it on paper.	Teaching Point: Writers tell stories by writing about the first time the writer did something.	Teaching Point: Writers tell about an exciting moment in their lives and putting it on paper.	Teaching Point: Writers share stories with a partner, rehearse the story and put it on paper.
<u>Week 2</u>	Teaching Point: Writers learn the routines of the Writer's Workshop and help generate expectations.	Teaching Point: Writers learn what the writer's workshop looks like and sounds like in order to reinforce expectations.	Teaching Point: Writers learn what happens during a writing conference.	Teaching Point: Writers learn that when they think they are finished writing they can always start a new piece.	Teaching Point: Writers learn how to share their writing and listen to other writers share.
<u>Week 3</u>	Teaching Point: Writers generate a list of ideas for writing to refer to when they are stuck.	Teaching Point: Writers reread their writing entries to choose an idea they would love to publish.	Teaching Point: Writers work on their chosen piece to make it better by revising one part of their piece.	Teaching Point: Writers work with a partner to make sure their writing makes sense.	Teaching Point: Writers reread their writing with a partner to check for correct capitals and lowercase lettering.
<u>Week 4</u>	Teaching Point: Writers read their piece to make sure their drawings match what they wrote.	Teaching Point: Writers publish their piece by choosing appropriate publishing paper.	Teaching Point: Writers get ready to celebrate by practicing reading their piece out loud.	Teaching Point: Writers celebrate their pieces by putting their writing in to the world.	Teaching Point: Writers reflect on their writing by thinking about what they learned as writers and filling out a reflection sheet.

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

Third Grade Unit 1 September Reading: Launching: Reading with Stamina and Meaning

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Launching: Reading with Stamina and Meaning</p> <p>In this unit it is important to match readers with appropriately leveled books. Since it is the beginning of the year, you will want to spend time doing the necessary assessment of students' reading. You might ask students to read aloud benchmark books (these are books you have selected to keep out of book baskets or off shelves; books students are not familiar with) that match the levels in your classroom library. Another option would be to look at the students' E-CLAS scores and match them with books accordingly. In this unit the students will also learn the routines and expectations of the reading workshop. You will teach students ways to develop stamina in reading. They will also learn how to set goals as readers. Comprehension strategies will also be taught as evidenced through their reading ability.</p>	<ul style="list-style-type: none"> ✓ Readers learn the routines and expectations of the workshop ✓ Readers learn the organization and function of the reader's library ✓ Readers have strategies for choosing books ✓ Readers stop and think about what they read ✓ Readers reread to recall what they have read ✓ Readers reread to get back on track with their reading ✓ Readers benefit from getting to know themselves as readers ✓ Readers increase stamina by pushing themselves to read more ✓ Readers set goals ✓ Readers keep track of reading logs ✓ Readers work on strategies to keep meaning 	<p>There is nothing magical about the particular books cited. Choose your own. Choose ones that you like and can model the teaching point.</p> <p>Below are a few that have been used:</p> <p><i>Dirt and Grime</i> by Vicki Grime</p> <p><i>Poppleton</i> by Cynthia Rylant</p> <p>"The Marble Champ" Taken from <i>Baseball in April</i> By Gary Soto</p> <p><i>Frog and Toad are Friends</i> By Arnold Lobel</p>

Third Grade Unit 1 September Reading: Reading with Stamina and Meaning

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Readers learn the routines of the workshop.	Teaching Point: Readers learn the function and organization of the readers' library.	Teaching Point: Readers have strategies for choosing books by looking over the cover, reading a page to see if it is a smooth read.	Teaching Point: Readers stop and think about what they are reading.	Teaching Point: Readers often recall where they left off in their reading after they have been away from it.
<u>Week 2</u>	Teaching Point: Readers reread to get themselves back on track when they lose focus while they are reading.	Teaching Point: Readers skim and retell what's happening in their reading to help them hold on to meaning.	Teaching Point: Readers use post-its to set a finishing line for how much they will read.	Teaching Point: Readers build stamina to push themselves to read more by setting the number of pages they will read.	Teaching Point: Readers keep themselves on track by rehearsing in their mind what has happened the last few pages read.
<u>Week 3</u>	Teaching Point: Readers use post-its to mark places that are important to remember.	Teaching Point: Readers benefit from getting to know themselves as readers by reflecting.	Teaching Point: Readers set goals for their reading.	Teaching Point: Readers use a reading log to keep track of their reading.	Teaching Point: Readers make careful guesses on difficult words/phrases read.
<u>Week 4</u>	Teaching Point: Readers need to be word detectives as they read and look for clues to help them figure out hard words.	Teaching Point: Readers benefit from getting to know themselves Readers read carefully by looking through the whole word to help them figure it out.	Teaching Point: Readers have to really think about what's going on in the story to help them figure out tricky words.	Teaching Point: Readers learn to summarize what they have read by retelling the main parts across their fingers.	Teaching Point: Readers think about the characters, noticing especially what characters want.

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

Third Grade Unit 1 September/October Writing: Life as Writers and Personal Narratives

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Life as Writers and Personal Narratives</p> <p>For the first part of this unit, writers will learn the rituals and structures of the writers' workshop. This is the time to establish routines that will be ongoing throughout the year.</p> <p>We need to convey early on to our young writers that they don't just sit down and write a perfect story. We need to convey that writing is a process that helps us collect ideas and produce quality entries. Writers need to develop independence through the writing process, so teachers and administrators will need to accept less than ideal writing.</p> <p>In the second part of this unit, students will learn to write from their experiences. They will learn to tell their stories with clarity, in a step by step sequential pattern, while learning to mimic the qualities of good writing. Teachers will reinforce the writing process.</p>	<ul style="list-style-type: none"> ✓ Launching the Writer's Notebook ✓ Completing an interest inventory ✓ Using an interest inventory to write an autobiographical paragraph ✓ Revising using strategies learned ✓ Editing for spelling, punctuation, capitalization, title, name, date ✓ Introducing personal narrative genre ✓ Collecting personal moments ✓ Developing one moment by adding details ✓ Revising for organization, adding and deleting information, and word choice 	<p>Examples of Personal Narratives:</p> <p><i>Nana Upstairs and 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>Firefiles</i> By Julie Brinckloe</p> <p><i>She Come Bringing Me That Little Baby Girl</i> By Eloise Greenfield</p> <p><i>When I Was Your Age: Original Stories About Growing Up</i> By Amy Ehrlich</p> <p><i>The Relatives Came</i> By Cynthia Rylant</p> <p><i>William and the Good Old Days</i> By Eloise Greenfield</p>

Third Grade Unit 1 September/October Writing: Life as Writers & Personal Narratives

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Writers launch their writers' notebooks by decorating and personalizing its cover.	Teaching Point: Writers identify the purpose and use of their writers' notebook by creating list of topics from which to get ideas when writing.	Teaching Point: Writers collect information for an autobiographical narrative by listing personal characteristics as well as likes and dislikes.	Teaching Point: Writers develop information for their autobiographical narratives by expanding on 3-5 of their personal characteristics or likes and dislikes.	Teaching Point: Writers draft an autobiographical narrative by transferring information about themselves from notebooks onto drafting paper.
<u>Week 2</u>	Teaching Point: Writers revise their autobiographical narratives by adding details or personal reflections.	Teaching Point: Writers revise their autobiographical narratives by organizing information in order of topics of interest.	Teaching Point: Writers revise their autobiographical narratives by deleting information not related to their topics of interest.	Teaching Point: Writers edit their autobiographical narratives by checking for capital letters, punctuation, and spelling of at least 3 words.	Teaching Point: Writers publish their autobiographical narratives by transferring information from their drafts to publishing paper.
<u>Week 3</u>	Teaching Point: Writers define and create personal narratives by identifying their characteristics.	Teaching Point: Writers collect personal narratives by writing about their 2 to 5 personal experiences.	Teaching Point: Writers select one personal experience to use as their personal narrative piece.	Teaching Point: Writers develop one personal experience by zooming in on its important moments.	Teaching Point: Writers draft their personal narratives by transferring relevant information from their notebooks to draft paper.
<u>Week 4</u>	Teaching Point: Writers revise their personal narratives by adding, organizing, and deleting information from their drafts.	Teaching Point: Writers revise their personal narratives by replacing words to strengthen vocabulary	Teaching Point: Writers edit their personal narratives by rereading to check for correct use of capitals, punctuation, capitals, and to create a title.	Teaching Point: Writers publish their personal narratives by transferring information from drafts to publishing paper word by word.	Teaching Point: Writers celebrate the completion of their first writing cycle by sharing their personal narratives with classroom peers.

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

Fourth Grade Unit 1 September Reading: Launching the Reader's Workshop

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Launching the Reader's Workshop</p> <p>This four week unit supports readers in knowing the routines of movement and the rituals of the reading workshop. Students will quickly become immersed in reading as they learn the ongoing structures of the workshop. This is also the time when students are taught the management and the expected behaviors of these structures.</p> <p>The focus should also be on gathering information and data about your students' reading behaviors and teaching them how you plan on supporting their reading through conferences.</p> <p>In this unit the students will start to learn ways of reading that will enhance their success on the English Language Arts Exam. The unit pushes ahead to get students ready to do the work expected of them and lays a foundation for the upcoming exam. Specific record keeping tools, such as a reading log, readers' notebook, and Post-its help to shape the organization of this process.</p>	<ul style="list-style-type: none"> ✓ Quick Assessments (Running Records) ✓ Routines, expectations, atmosphere ✓ Library (book baggies, book bins at all times) ✓ Readers Notebook <ul style="list-style-type: none"> Three Subjects 1. Independent Reading 2. Partnership and Book Clubs 3. Read Aloud ✓ Reading Logs ✓ Just-Right-Books ✓ Read Aloud Note Taking 	<p>Read poems during Morning Meeting, focus on interpretation for ELA as well as craft.</p> <p>Poems for every week: <i>The Earth Under Sky Bear's Feet: Native American Poems of the Land</i> By Joseph Bruchac and Thomas Locker</p> <p><i>Amber Brown...</i></p> <ul style="list-style-type: none"> ▪ <i>Goes Fourth</i> ▪ <i>Wants Extra Credit</i> ▪ <i>Sees Red</i> <p>By Paula Danzinger</p>

Fourth Grade Unit 1 September Reading: Launching the Reader's Workshop

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Readers learn how the workshop looks, sounds, and they learn the expectations of behavior.	Teaching Point: Readers learn how to be prepared for reading at all times. (ex: how many books do we keep in our book baggies and why).	Teaching Point: Readers learn the organization of the class library. (leveled books, genre books, author bins, etc.)	Teaching Point: Readers learn the importance of choosing a "just right" book.	Teaching Point: Readers learn how to keep track of library books. (ex. introduce a system of signing books in/out, reshelving properly)
<u>Week 2</u>	Teaching Point: Readers learn how to use a reading log to keep track of what they read.	Teaching Point: Readers are introduced to the readers' notebook and they learn the purpose and the organization.	Teaching Point: Readers learn how to take notes during read aloud by identifying the WHO and the WHAT of the story.	Teaching Point: Readers learn to pay attention to the details that support the 2Ws.	Teaching Point: Readers learn how to quickly jot what they are thinking during the read aloud.
<u>Week 3</u>	Teaching Point: Readers revisit the routines of the reader's workshop.	Teaching Point: Readers learn how to stay with a book and build stamina by setting a number of pages to read during independent reading.	Teaching Point: Readers learn how to keep their reading going by rereading and using post-its to track parts of text where they have questions.	Teaching Point: Readers learn their role during a reading conference.	Teaching Point: Readers learn a routine for keeping track of what they must work on from the conference with a teacher.
<u>Week 4</u>	Teaching Point: Readers deal with unfamiliar words in a text by pronouncing the word as best as they can, to see if any pronunciation sounds familiar.	Teaching Point: Readers deal with difficult words by reading past the word, then pausing to reread and ask themselves, "What might this word mean?"	Teaching Point: Readers use post-its to mark places that connect to the main idea of what they read.	Teaching Point: Readers look over their post-its and jot their thinking about their reading in the reader's notebook.	Teaching Point: Readers review their thinking (notes) to determine the importance parts of their reading.

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

* Knowing how to do this work is important to be able to successfully complete the Listening Portion of Grade 4 ELA State Exam

Fourth Grade Unit 1 September Writing: Launching the Writer's Workshop

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Launching the Writer's Workshop</p> <p>This unit begins the set up of the work you expect students to internalize. Teachers will create an environment where students see themselves as a writer right from the beginning. Creating a community of learners is the goal in this unit. Students will bring their knowledge from previous workshops and add to the new rituals and routines set forth. Students will learn the management of the tools for writing and the routines of movement. Classroom arrangement will be critical because this too correlates to learning. At this time teachers will want to do some on demand type of writing to assess what students have command and control of with writing.</p>	<ul style="list-style-type: none"> ✓ Management of materials ✓ Introduce Writer's Notebooks ✓ Generate list of topics students can write ✓ Write entries ✓ Sustain writing ✓ Quick publish to evaluate writing skills 	<p><i>A Writer's Notebook</i> by Ralph Fletcher</p> <p><i>In the Company of Children</i> by Joanne Hindley</p> <p><i>Thank You Mr. Falker</i> by Patricia Polacco</p> <p><i>My Apron</i> by Eric Carle</p> <p><i>Fig Pudding</i> by Ralph Fletcher</p>

Fourth Grade Unit 1 September Writing: Launching the Writer's Workshop

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Writers learn the routines of the workshop in order to get organized.	Teaching Point: Writers learn the organization of the Writers Notebook.	Teaching Point: Writers learn how to use the Writers Notebook as a useful tool for learning.	Teaching Point: Writers learn how to get ideas for writing by generating a list of topics.	Teaching Point: Writers learn how to keep their writing going by writing an entry from their list of topics.
<u>Week 2</u>	Teaching Point: Writers learn how published authors go through a writing process. Introduce the writing process.	Teaching Point: Writers learn how to create an entry and add detail to make the entry longer.	Teaching Point: Writers learn how to build on an entry by paying attention to word choice.	Teaching Point: Writers learn how to add to an entry by zooming in on a small part to make it more focused.	Teaching Point: Writers learn to zoom in on a particular part of an entry to stretch a piece.
<u>Week 3</u>	Teaching Point: Writers learn the purpose of a draft.	Teaching Point: Writers learn how to begin a draft.	Teaching Point: Writers learn how to look at their draft and choose one particular part to revise.	Teaching Point: Writers continue with the revision process by revising for a particular purpose.	Teaching Point: Writers learn the process of editing and reread their piece for editing.
<u>Week 4</u>	Teaching Point: Writers are introduced to a writing/editing checklist to evaluate their writing.	Teaching Point: Writers begin to get ready for publishing by adding illustrations that match their piece.	Teaching Point: Writers make a cover to make their piece "fancy."	Teaching Point: Writers get ready for how they will celebrate their writing and practice for their reading.	Teaching Point: Writers celebrate their writing by getting it out into the world.

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

Fifth Grade Unit 1 September Reading: Reading with Stamina and Meaning

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Reading with Stamina and Meaning</p> <p>This unit will reinforce decoding, comprehension and fluency strategies, establish classroom routines and responsibilities, and help student's determine appropriate book choice.</p> <p>Reading assessments is done through running records, formal reading assessments, and student performance from mini lessons taught.</p> <p>In this unit students will also work collaboratively with partners to share ideas and make recommendations of books read.</p>	<ul style="list-style-type: none"> ✓ Making good book choices ✓ Thinking and talking about reading ✓ Book genres ✓ Readers Workshop routines ✓ Written responses to reading ✓ Checking understanding ✓ Solving unknown words 	<p>Teacher Resources <i>Guiding Readers and Writers Grade 3-6</i> By Fountas and Pinnell</p> <p>Read Aloud Books <i>Spider Boy</i> By Ralph Fletcher <i>The Islander</i> By Cynthia Rylant</p> <p>Student Resources Classroom libraries Leveled books Fiction & nonfiction</p>

Fifth Grade Unit 1 September Reading: Reading with Stamina and Meaning

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Readers are introduced to selecting books and enjoying silent reading.	Teaching Point: Readers use several different forms of information to help them choose books.	Teaching Point: Readers assess books and make appropriate choices based on their abilities.	Teaching Point: Readers think about their reading and talk with their partner about their thinking.	Teaching Point: Readers learn and listen to each other and share effectively with a partner.
<u>Week 2</u>	Readers determine when it is necessary to abandon reading a book.	Teaching Point: Readers record the book and pages read daily to keep track of their reading.	Teaching Point: Readers create a list of reading interest to help guide their book choices.	Teaching Point: Readers use post-its to record their thinking.	Teaching Point: Readers learn and help shape the guidelines and routines for the reading workshop.
<u>Week 3</u>	Teaching Point: Readers learn to orally recommend books to others by telling about the main idea/s of the book.	Teaching Point: Readers distinguish between fiction and non-fiction.	Teaching Point: Readers identify and list different kinds of fiction.	Teaching Point: Readers identify and list different kinds of non-fiction.	Teaching Point: Readers notice when the text doesn't make sense and learn ways to understand as they read.
<u>Week 4</u>	Teaching Point: Readers have different ways to figure out the author's meaning.	Teaching Point: Readers check their comprehension by visualizing a scene from a text and describing it to a partner.	Teaching Point: Readers apply various strategies to solve unknown words.	Teaching Point: Readers pay attention and use punctuation to help them understand a text.	Teaching Point: Readers share their thinking about reading by writing about it in their reader's notebook.

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

Fifth Grade Unit 1 September Writing: Establishing Routines/Quick Publish

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p>Establishing Routines/Quick Publish</p> <p>This unit of study includes a quick, two day publishing in order to assess structure, content, and mechanics. In the following weeks, students will learn about their responsibilities during mini lessons, writing time, and conferences. Emphasis will be put on the writers' notebook as well as familiarity with other writing tools. Students will learn to generate ideas and gather entries in their notebooks. Students will learn to use their notebook as a seed bed for future writing projects. They will also continue to grow in their understanding of the writing process. Strategies explored will include showing vs. telling, crafting enticing lead, and using graphic organizers to structure their writing.</p>	<ul style="list-style-type: none"> ✓ Writers Workshop routines ✓ Responsibilities of teacher and student ✓ Responsibilities of teachers and students during lessons, peer conferences ✓ Use of the writer's notebook ✓ Deepening understanding of writing process 	<p><i>The Art of Teaching Reading</i> By Lucy Calkins</p> <p><i>Guiding Readers and Writers</i> By Gay Su Pinnell/Irene Fountas</p> <p><i>A Writer's Notebook</i> Ralph Fletcher</p> <p><i>Writers Express: A Handbook for Young Writers</i> By Kemper, Nathan, Elsholz, Sebranek</p>

Fifth Grade Unit 1 September Writing: Establishing Routines/Quick Publish

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 1</u>	Teaching Point: Writers learn the structure and routines of the workshop in order to make productive use of their time.	Teaching Point: Writers learn the routines and procedures of the writer's notebook.	Teaching point: Writers personalize their writer's notebook.	Teaching Point: Writers learn the organization of the writing area and how to access writing tools.	Teaching Point: Writers know the guidelines for student-teacher conferences.
<u>Week 2</u>	Teaching Point: Writers learn how to generate topics for writing to increase independence.	Teaching Point: Writers learn how to keep themselves writing without distractions.	Teaching Point: Writers build up entries in their notebook by thinking about a moment in their life and getting it down on paper.	Teaching Point: Writers build entries in their notebook by thinking about an important person in their life and getting it down on paper.	Teaching Point: Writers build entries in their notebook by thinking about a place that they visited and writing about it.
<u>Week 3</u>	Teaching Point: Writers build entries in their notebook by think about an issue they faced and getting it down on paper.	Teaching Point: Writers reread their entries and choose a seed idea that holds the most interest for them.	Teaching Point: Writers write more about their chosen idea by finding a part in their entry to zoom in and add detail.	Teaching Point: Writers find a place in their entry to add dialogue by naming the little things that people say.	Teaching Point: Writers begin a draft on draft paper by skipping lines.
<u>Week 4</u>	Teaching Point: Writers revise their draft by finding a place in their draft to include the little things that people do.	Teaching Point: Writers revise their draft by taking out pieces that don't fit their story.	Teaching Point: Writer's edit their draft by using a checklist to check for correct capitalization, punctuation, and spelling of all high frequency words.	Teaching Point: Writers publish their piece by making it fancy with illustrations, and a cover to celebrate their writing.	Teaching Point: Writers reflect on their writing by setting goals for themselves as writers.

**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 pay attention to the routines of the Readers' Workshop.

Intention: To teach the routines of the Reader's Workshop

Connection: You might begin by stating, *"Readers today we will revisit the routines or the things we do as readers to be ready for our work during the workshop. The workshop is a time where we become readers. Let's look back at some of our routines or the way the reader's workshop works."*

Teaching: Begin your teaching by saying, *"Every day at the start of reader's workshop, we will gather together right here for a meeting. The meeting place is where we get to learn about what readers do so we can become authors, too. It is also a place where we do some of our best thinking. Let me see, I have to stretch my thinking back to remember some of the routines we practiced. I'll begin to write a list."* Teacher has chart paper and begins to make a list. You might say, *"First, we go to the meeting area for the mini lesson. Next, we get our book baggies for independent reading. Hmm, what else do we do?"* After thinking out loud and writing on the chart, invite the students to help with the list of things.

Active Engagement: Say, *"Turn to your partner or the person next to you and help each other think about other routines we practiced so it can be added to the Readers Workshop Routines Chart."* Readers turn and talk while the teacher moves about eavesdropping and teaching into the students' expressions. Teacher returns to the chart to add relevant routines to the list.

Link: *"Readers this is a good list of routines to keep our workshop working smoothly. I will hang this list of routines in our room as a reminder. You can always read it to help you know what to do, if you happen to forget. Remember in our workshop the reader's job is to read. Let's see who's ready to go back to their seats and begin doing some reading. I will be around to see what you will make as a reader today."*

Share: Teacher may decide to share what she noticed some readers making during the workshop period.

Title of Mini Lesson: Writers use descriptive language to make their writing more powerful.

Intention: To teach students that using descriptive words can make their writing more powerful

Connection: *"We have spent some time writing stories from our lives. We've been reading stories by authors telling about their lives. I really enjoy reading about you and your stories in your writer's notebooks. In reading you entries I've noticed some of you making attempts to include descriptive words. This is very good because that is one way writers in the real world make their writing more powerful. This made me realize that it's important that we as writers examine this further. Writers have many ways to create powerful writing. They use action words. They make interesting comparisons such as using similes and metaphors and many others. Today I want us as writers to focus on using descriptive language. I want to teach you how writers do this well."*

Teaching: At this time the teacher will have prepared in advance an exemplar text to teach and model from. Preferably it should be an excerpt from a text students have heard or read before. The excerpt can be taken from a read aloud that's been shared with the class community. You might start with, *"Descriptive language evokes images. It creates images and paint pictures in our heads. I have an example of text taken from a familiar book."* The teacher should write the portion of text for demonstration on chart paper or make an overhead. Continue with, *"I am going to read the text aloud and identify some of the words the author uses to describe, and how this makes the writing more powerful, flavorful, and effective. Pay close attention because in a little while I will ask you to identify some other words in the text and to discuss how this spices up the writing."* Teacher models with piece, thinking aloud. Next the teacher will want to debrief what he/she did as a way to prep the students for what's next.

Active Engagement: You may use a different excerpt or choose to have the students work from a different section of the piece you demonstrated from earlier. You might follow with, *"First read the selection or section to yourself. Then with a partner and do exactly as I did. Work through the piece to notice describing words, the descriptive language. Notice and*

discuss how the author uses this to make the writing juicy and interesting to paint pictures in the reader's mind." Teacher and supportive staff should move in and out of partnerships to scaffold conversation and get a sense of student understanding, as they have a go at this.

Link: *" We have learned today one way writers get their writing powerful. Using descriptive language will evoke images in the readers mind to paint a picture. As you get ready to go off to your independent writing in your notebook, I want you to envision a place where you can create mind pictures. You might want to reread your writing so far and make space to experiment with this technique. Let's see if we as writers can make our writing more powerful. Following today, I'll be looking to find evidence of picture painting language in your writing. Are we ready to get started?"*

Share: Near the close of the writing workshop, call on volunteers who have attempted the technique. Ask them to share a sentence or two where they used descriptive language. Encourage students to discuss their thinking process, if possible.

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