



**KINDERGARTEN, 1st and 2nd
GRADE ELA
CURRICULUM**

**Middle Township Public Schools
216 S. Main Street
Cape May Court House, NJ 08210**

Born: 2024

Middle Township Public Schools - Writing - Kindergarten

View ELL, Special Education, and Gifted & Talented Accommodations Addendums at the end of this document

Middle Township Elementary #1 Kindergarten ELA

21st Century Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

Integration of Technology

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

Career Education

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

Interdisciplinary Connections

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

Writing Unit 1: Launching a Brave Writing Workshop**Time Frame:** 35 days

September - October

Overview of Unit: Students will become familiar with the routines of writer's workshop and learn how to use different writing materials.

Essential Questions:

- What is Writer's Workshop? What are the procedures of Writer's Workshop?
- How can adding details improve my writing and share information with my audience?
- Do my words match my pictures?

Standards Addressed:

- L.WF.K.3 Demonstrate command of the conventions of sentence composition.
- L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.
- L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- L.WF.K.3 Demonstrate command of the conventions of sentence composition.
- SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

21st Century Skill: Critical Thinking and Problem Solving**21st Century Career Ready Practices:**

CRP 4: Communicate clearly and effectively with reason.

CRP 5: Consider the environmental, social, and economic impacts of decisions. CRP 9: Model integrity, ethical leadership and effective management.

CRP 12: Work productively in teams while using cultural global competence.

Interdisciplinary Connections: The English Language Arts Literacy curriculum has many possibilities for interdisciplinary connections. Reading and writing can be connected across disciplines. Project and research reports that involves writing can also be connected to all disciplines. These connections include, but are not limited to the following:

- Media
- Science
- Arts
- Music
- Social Studies
- Math

Integration of 21st Century Themes and Skills and 21st Century Career Ready Practices:

These practices are infused throughout all activities. Some of these activities include, but are not limited to:

- Integrating Technology
- Communication

- Problem Solving
- Critical Thinking
- Life and Career Skills

Technology Standards:

- 8.1.P.A.1,2 Use an input device to select an item and navigate the screen, Navigate the basic functions of a browser.
- 8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.
- 8.1.2.D.1 Develop an understanding of ownership of print and nonprint information.

Teacher Resources:

- The Fountas & Pinnell Literacy Continuum, Expanded Edition-A Tool for Assessment, Planning, and Teaching, PreK-8 By Irene Fountas & Gay Su Pinnell

Assessments: Student progress and achievements are assessed through a variety of formal and informal methods of assessment that include, but are not limited to, the following:

Summative Assessment

- Narrative Writing Benchmark administered three times a year

Formative Assessments

- Teacher observations
- Writing Portfolios/folders
- Teacher/student feedback/conferencing notes
- Published writing pieces in the areas of narrative, informational, and opinion

Mentor Texts: (*specific to lessons)

Howard B. Wigglebottom Learns to Listen by Howard Binkow
Harold and the Purple Crayon by Crockett Johnson
Cassie's Word Quilt by Faith Ringgold

Getting Ready for the Unit:

Prepare writing folders for all students with red and green stickers.
 Copy anchor charts to be included in folders

Mini Lesson Teaching Points:**List of Core Instructional and Supplemental Materials:****Bend I: Launching a Brave Writing Workshop**

Writers Put What They Love onto the Page
 Rally students to participate in their first writing workshop and guide them through the ritual of gathering on the rug for the minilesson.
 Channel students to introduce themselves to a neighbor and share something they love. Announce that this year they'll be writers.
 Explain that during writing time, children will get to know each other. Writers share things about themselves.
 Invite students to think about what they will make in order to share something about themselves. Then, ask them to share their topics.
 Set children up to return to their work spots at tables to work independently.
 Invite children to gather for the share. Then, teach them how to turn and talk as a way to share ideas with a neighbor.

Anchor Chart- Looks like, sounds like, feels like
 Mentor Text- *Howard B. Wigglebottom Learns to Listen* by Howard Binkow

<p>2. Writers Use Special Tools to Think, Draw, and Share</p> <ul style="list-style-type: none"> • Convene the children, emphasizing that the writing workshop will go the same way every day. Rally kids to join in a chant to that effect. • Explain that paper is a tool that writers cherish. Play-act not valuing writing paper so as to self-correct, thereby illustrating what writers do to value their paper. • Recruit the class to help you use another tool with care, this time, markers. • Set kids up to imagine writing, and coach them to think about how they use imaginary paper and imaginary markers well so as to draw. • Set kids up to imagine writing, and coach them to think about how they use imaginary paper and imaginary markers well so as to draw. • Channel students to practice turning and talking to share their writing. Suggest that now they're writing so much, they need another special tool—a writing folder. 	<ul style="list-style-type: none"> • the “Writing Workshop” chart. • a basket of paper. • create a quick drawing demonstrating use of markers. We created the demonstration text, “My Cat.” • a caddy of markers, including multicultural markers. These become important in the next session. • the “We Are Writers!” chart displayed for the rest of the bend.
<p>3. Writers Choose the Just-Right Colors</p> <ul style="list-style-type: none"> • Introduce Sesame Street’s “Beautiful Skin Song.” Suggest that writers make careful color choices in their pictures, starting with their own skin. • Demonstrate how you look through a variety of markers to choose the just-right color to represent skin tone and other special details in your drawing. • Debrief in a way that highlights the transferable message that relates to all the writing your kids will ever do. • Set kids up to gather in clusters around a caddy of multicultural markers, finding just-right colors to match their hair, eyes, skin, and clothes. • Celebrate the importance of representing oneself accurately. Encourage kids to make just-right choices to draw all the people and things they're writing about. 	<ul style="list-style-type: none"> • show students a Sesame Street video, “Beautiful Skin Song.” • each table’s multicultural marker caddies in the meeting area for the lesson. • blank paper for interactive drawing. You’ll model using just-right colors to represent details. Our demonstration text, “Cards with a Friend,” can be found on the online resources.
<p>4. Writers Put Their Ideas on Paper with Shapes and Lines</p> <ul style="list-style-type: none"> • Before kids convene, establish the structure that some kids function as table captains to set up for their tables’ work. Then gather students. • Think aloud as you generate an idea for a new piece of writing, emphasizing that the writer gets to choose. Then, invite kids to share their own topics. • Demonstrate how you use shapes to draw something you envision (such as your neighbor Gerty) on the page. • Debrief in a way that helps kids transfer what you just taught to other drawings and other days. • Coach kids to help you complete your drawing of Gerty, envisioning the missing parts and using shapes and lines to add them. • Set students up to transfer this work into their independent writing by recruiting them to come up with an idea and practice drawing it in the air. • Engage students in a game, “Robot Talk,” that will provide practice with the phonological awareness skills of blending and segmenting syllables. 	<ul style="list-style-type: none"> • select table captains, one student per table or group who will retrieve the writing materials for the week. You’ll need to consider how this fits into your classroom’s jobs and rituals. • the “Draw with Shapes!” chart. • a piece of paper to hang on the easel and a marker. An example of the demonstration writing for this session can be found on the online resources. • the “Writing Workshop” chart. You’ll use interactive drawing to add to the “Writing Time” sticky note (see Share).

<p>5. Think It, Say It, Write It</p> <ul style="list-style-type: none"> • Before kids gather, teach them how to set up their table spots so they can later go from the minilesson to their writing smoothly. • Let kids know favorite authors are in the writing club. • Show how you say what you aim to write—write/draw that, then say more. • Recruit the kids to help you say more about your topic, and then draw more. • Channel your kids to come up with an idea to write about, reminding them that writers say what they want to say, then write what they say. • Help the writer touch what she has made and name each item. • Summarize what the writer has told you about her writing, modeling how you construct meaning from her images. • Debrief the work in ways that are transferable to other pieces. 	<ul style="list-style-type: none"> • a few books written by students' favorite authors. • add a new sticky note to the "We Are Writers!" chart. • a blank piece of paper and a marker. You'll create a drawing. Our demonstration text, "Grocery Store," can be found on the online resources. • a blank piece of paper or chart paper and a marker for shared writing (see Share). • The demonstration writing text, "The Playground," can be found on the online resources.
<p>6. Writers Use Big and Small Shapes to Make Their Pictures</p> <ul style="list-style-type: none"> • Channel children to set the table for writing workshop and join you for the minilesson. • Highlight the importance of thinking not only which shapes to use but also about the size of shapes. Connect this to what students do with building blocks. • Engage kids in interactive drawing, coaching them to consider both shape and size. • Continue your interactive drawing, coaching students to use size and shape to make another part of the cafeteria. • Pop out your teaching point and set students up to start their independent practice. • Explicitly teach the writer that it's helpful to try to write about a whole lot of things, not just the same thing over and over. Then help the writer get started. • Reveal that each thing the writer told you is actually a topic for a new piece of writing. • Coach the writer to touch blank pieces of writing paper to represent where each idea will be recorded. 	<ul style="list-style-type: none"> • a piece of paper to hang on the easel and a marker. You'll model making a drawing. You will likely want to return to this piece and add more details, since you will reuse it in Session 4 of Bend II, with a focus on adding labels. We complete the piece by adding several children in the lunch line, a teacher, and a cafeteria worker serving food. You can find our demonstration text, "The Cafeteria," on the online resources. • share a piece of student writing, where they added a horizon line to show their characters in a place (see Mid-Workshop Teaching).
<p>7. Celebrating Writer's Bravery and Independence</p> <ul style="list-style-type: none"> • Invite children to set up for writing, and then celebrate the growth they have made as writers. • Pretend to get stuck on your own writing, and recruit the kids to help you keep going. • Use role-play to help kids brainstorm additional ways to solve predictable writing problems. • Build some energy by leading kids in a song before sending them off to write. • Remind writers they know how to make anything in their writing, using parts and shapes. Coach them to review shapes. 	<ul style="list-style-type: none"> • a piece of paper to demonstrate writing. You'll find our demonstration text, "Grandma's Kitchen," on the online resources. • a dried out marker, so you can model persistence. Have a fresh marker nearby.

8. A Partner is a Writer's Best Friend

- Have students high-five each other and point out that kindergarten only started a week ago, yet everyone is already the best of friends.
- Suggest that how friends play together is similar to how writing partners can work together. Demonstrate, using the class as your partner.
- Channel the students to practice this process on a piece of shared writing.
- Inform students that at the end of the workshop today they'll have a chance to share their own writing with partners. Send them off to work.
- Introduce kids to their long-term writing partners, establishing a Partner 1 and a Partner 2. Channel kids to share their pieces using the familiar routine from reading workshop.

- your completed work from Bend I Session 7. By this session, you should have added many details. Our demonstration text, "Grandma's Kitchen," is available in the online resources.
- the shared writing crafted during the Bend I, Session 5 Share. The demonstration text, "The Playground," is available on the online resources.
- sticky notes, one for every student, with their name written on one side, along with the number 1 or 2, to designate partnerships. You will also want to create a Writing Partners chart that lists the partnerships for future reference (see Share).
- "Our Writer's Pledge" written out on chart paper (see Share).

Bend II: Writers Write Words

1. Writing with Pictures and Words

- Ask if students have told their families that they're writers. Help kids get ready to explain what writers do to someone who may not know.
- Use this role-play as a way for you to recap what the kids have already learned that writers do, and to set up the teaching point that will add to that list.
- Help kids stretch out a word, listening to composite sounds by likening this to a slow-moving slug. Demonstrate to show how you label a piece of writing.
- Channel students to stretch out words to add more labels. Coach them to say the word slowly, isolating the most salient sound, and then pretend to "write" the word.
- Remind children of the steps of the writing process. Set children up to produce an on-demand piece of writing.

- props, such as sunglasses and a baseball cap, for dressing up like someone else. Here, we pretend to be our brother.
- cue up a short video of a slug moving slowly to emphasize stretching out a word to isolate its sounds.
- revise your demonstration text from Bend I, Session 5 using a marker. Our demonstration text, "Grocery Store," is available on the online resources.
- the "We Are Writers!" chart, with a replacement sticky note ready to be added.
- the "Writing Workshop" chart (see Share)

<p>2. When Writers Know Letters, They Can Use Them to Write Words</p> <ul style="list-style-type: none"> • Tell students you are going to spend the next few days teaching them more ways to write words. Review letters you’ve taught during phonics time. • Use magnetic letters to label things on a page of writing you’ve made. Hold a letter and test three or four items on the page to see if it starts with that letter. • Continue in this same way, testing whether other letters the class knows can also be used to label objects on your page. • Remind children that this strategy works for any letter that they know. Set them up to transition to independent writing time. 	<ul style="list-style-type: none"> • magnetic letters (specifically, M, S, T, N, and R if you are using the Units of Study in Phonics. If you are using a different phonics curriculum, use the letters you’ve introduced so far.). You will use these letters in the minilesson, and you should also leave them displayed for the Mid-Workshop Teaching. • a piece of writing you’ve made that contains details starting with M, S, T, N, and R for labeling. We revised our demonstration writing, “Grandma’s Kitchen,” to include a refrigerator, muffins, and a table at Grandma’s house. • sticky notes with the letters used in the minilesson written on them
<p>3. Names Can Help Writers Write More Words</p> <ul style="list-style-type: none"> • Engage students in a phonemic awareness warmup, isolating initial sounds of words. Give them a new tool to help them write words—their friends’ names. • Demonstrate stretching out words to label items in the classroom, showing how you isolate initial sounds and then use students’ names to connect those sounds to letters. • Channel students to try this strategy in a piece of Gerty’s writing. • Debrief today’s teaching to help students transfer it into their own writing. 	<ul style="list-style-type: none"> • your class name chart. • a sticky note and pen. • Gerty’s piece about the park to show under the document camera.
<p>4. Write It with Ease! Using Letter Formation When Writing Words</p> <ul style="list-style-type: none"> • Tell kids that when you were little, you could draw daisies easily. Liken this to the way kids can learn to write letters easily. • Invite students to help you label a shared piece of writing, reinforcing the step-by- step formation for the letters you’ve taught so far. • Channel students to add one more label to the shared piece. Coach them to stretch the word, isolate the first sound, and then write that letter using the pathway. • Remind students that they can practice their letter formation every day during writing workshop, for every letter they know. 	<ul style="list-style-type: none"> • a familiar shared writing piece that you can label. Be sure to add more details in the drawing before this session. The demonstration text from Bend I, Unit 6, “The Cafeteria,” which we revised for this session, can be found on the online resources. • the class name chart. • to be familiar with the verbal pathways for the initial letters you’ll use in your demonstration piece. • a map of the classroom that you’ve drawn ahead of time, rolled up and tied with a pipe cleaner (see Share). The demonstration text, “Classroom Map,” can be found on the online resources.

<p>5. Celebrating All We've Learned, and Looking Ahead</p> <ul style="list-style-type: none"> • Rally writers to think of a time they've watched an older kid do something and resolved to do that too. Point out that they watch closely to learn, and teach them that writers do this too. • Recruit kids to join you in studying an older child's writing—one that represents an appropriate horizon for your kids—pointing out specific things the writer did that are worth emulating. • Ask kids to trade writing with their partner and to study each other's writing similarly, touching and noting all the things the writer had done. • Channel kids to retrieve their own paper and now to think, "What else can I do?" drawing on the student exemplar, pushing themselves to aspire to do more. • Set partners up to share their goals with each other. Let them know this is the last day of the bend, so they should prepare to share by working on their goals. 	<ul style="list-style-type: none"> • the kindergarten narrative exemplar, "My Dog Plays with Me," to show under the document camera. You'll need sticky notes and a marker to annotate this text. • copies of the parent letter to clip to students' writing (see Share).
<p>Bend III: Even Young Children Can Become Book-Makers</p>	
<p>1. Writers Join the Book- Making Club!</p> <ul style="list-style-type: none"> • Reminisce about sending writing home and suggest that today, kids will again fill their folders. Invite them to join with other authors into a book-making club. • Demonstrate how you get ready to write a book—think of an idea, select a booklet, then touch each page and say aloud the content that will go on that page. • Recruit students to come up with their own book ideas. As students turn and talk, listen in, and admire the topics for books students come up with. • Channel students to decide what kind of paper they will use. Invite students to share their idea for their first book as they transition to work time. 	<ul style="list-style-type: none"> • update the "We Are Writers!" chart with a new title, "We Are Book-Makers!" • three baskets filled with different kinds of blank booklet choices made from standard 8.5 × 11 paper, with whole, half, and quarter sheets stapled together into three-page booklets. You could also include pages that have a box for drawing and a line for writing. You can find these on the online resources.
<p>2. Writers Make Their Pages Go Together</p> <ul style="list-style-type: none"> • Help children decide whether they'll work on the book they began previously or begin a new one. If it's the latter, direct them to choose from the booklets in the writing center. • Reveal that books are like puzzles—just like puzzles have pieces that connect to show one thing, books have pages that connect to tell one thing. • Demonstrate planning a book, messing up by including off-topic information. Show how you self-correct and as you turn the page, think, "And also . . ." • Channel the kids to collaborate on a teaching book about friendship. Set partners up to tell each other things they could say about this topic that all go together. • Remind kids that it's important to make their pages connect. Set partners up to plan what they'll write, coaching them to turn imaginary pages. 	<ul style="list-style-type: none"> • a blank booklet to demonstrate orally planning a new book. We chose to plan a book about family members and what they do. • a demonstration text you have written that is about two separate topics, to show how you can turn one book into two (see Mid-Workshop Teaching). You can find our demonstration writing, about Milo the dog and an airplane, in the online resources.

<p>3. Book-Makers Make Every Page Different</p> <ul style="list-style-type: none"> • Give a non-example of how a book might sound to demonstrate the importance of making every page different. • Engage students in creating the shared writing text they rehearsed yesterday, emphasizing how you decide what to draw on the page to capture your meaning. • Coach students to rehearse the next page of the shared writing text, paying special attention to what you'll need to draw on the page to represent it. • Pop out the teaching point and set students up for independent practice. 	<ul style="list-style-type: none"> • a blank booklet for rehearsing aloud and then for shared writing during the mini lesson. You'll also need this for the Share. The demonstration writing we created for this session, "Friendship," can be found on the online resources. • continue to stock the writing center as needed. See the "Toolkit: New Tools in the Writing Center" work time for a detailed list of materials.
<p>4. When You Think You're Done, You've Just Begun</p> <ul style="list-style-type: none"> • Compliment writers on how they set up for writing workshop. Ask children to bring one "finished" book to the meeting area. • Tell a story in which a student completed something, and then decided to return to it, making whatever had been done even better. Suggest writers do the same. • Demonstrate how you return to a piece of writing to revise by adding to the pictures and the words. Add revision to the writing process chart. • Release this revision work to students, asking them to generate ideas to revise the class piece. • Remind students of the writing process and launch them into independent writing. 	<ul style="list-style-type: none"> • tell a story about a student working to make a better block structure during previous choice time. • to add a new sticky note to the "We Are Book-Makers!" chart. • lead the class in the "When We Are Done, We Have Just Begun" chant. • revise the shared writing from Bend III, Session 3, using a different color of marker. Our demonstration text, "Friendship," can be found on the online resources
<p>5. Writing Partners Work Together</p> <ul style="list-style-type: none"> • Use the example of friends having a playdate to explain to students that writing partners have many ways of working together. • Rally students to identify things they do with their partners in reading workshop that will also pay off in writing workshop. • Invite students to role-play being your writing partner. Provide a non-example and an example of how a partnership conversation might go. • Set students up to do this work with their writing partner. • Point out that when writing partners work together, they learn a lot about each other. Let students know that they will meet again later in the workshop. 	<ul style="list-style-type: none"> • chart paper and sticky notes to create the "Writing Partners" chart. • display the class list of partners to remind students of who their writing partner is. • facilitate a live fishbowl demonstrating how partners share their stories (see Share). If you have a video of partners working together from a previous year, you could conduct a digital fishbowl.

<p>6. Book-Makers Revise to Make Every Page Special</p> <ul style="list-style-type: none"> • Set students up to study the pages of a mentor text to learn how the author and illustrator made each page special. Point out the just-right details that fill each page. • Model sprinkling “just-right” details onto each page. • Debrief the revision process in a transferable way. • Channel partners to reread a booklet and touch and tell where on each page they will sprinkle special “just-right” details. • Remind students that they don’t need to wait until they’ve finished a whole book to add “just-right” details on each page. 	<ul style="list-style-type: none"> • The King of Kindergarten by Derrick Barnes, or another book that is very familiar to your students. • the demonstration text you’ve been working on with your students. You can find our demonstration text, “Friendship,” in the online resources. • small sticky notes for revision (see Mid-Workshop Teaching). • a new demonstration text with a drawing but not labels. You can find our demonstration text, “Sister,” in the online resources (see Share).
<p>7. Writers Make Covers for Their Books</p> <ul style="list-style-type: none"> • Tell a story about trying to find a book at the library and using the cover to help you find it. • Demonstrate creating a cover for the class book, voicing over to show how words and pictures tell important information about a book. • Channel students to plan a cover for books they have written. Coach them to consider what they will draw, a title, and how they will include their name as the author. • Send students off with a cover page and plans to make at least one cover. Remind them that they can go through the same process to make cover pages for their other books. 	<ul style="list-style-type: none"> • show students the front and back covers of a familiar read-aloud text. • model creating a front cover for your demonstration text. The demonstration text “Friendship” is available in the online resources. • display the back cover a book (see Mid-Workshop Teaching).
<p>Writing Celebration</p>	

<p>Writing Unit 2: Show and Tell Writing</p>	<p>Time Frame: 40 days November- December</p>
<p>Overview of Unit: Students will begin to plan and write their own stories. They will choose events that happen in real life and tell across pages.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do authors and illustrators tell stories? 	

Standards Addressed:

- L.WF.K.3 Demonstrate command of the conventions of sentence composition.
 - A. Repeat a sentence, identifying how many words are in the sentence.
 - B. Write simple sentences.
 - C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
 - D. Use end punctuation.
 - E. Use manipulatives or digital tools to construct complete sentences.
 - F. Write sentences with increasing complexity.
 - G. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
 - H. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
 - I. With support, distinguish between a complete sentence and a sentence fragment.
 - J. With support, write statements in response to questions, and questions transformed from statements, using conventional word order.
 - K. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
 - L. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).
- W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.
 - A. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
 - B. Provide limited details of experiences, events, or characters.
 - C. Provide a reaction to the experiences or events.
- W.WR.K.5. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).
- W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.
 - A. Follow words from left to right, top to bottom, and page by page.
 - B. Recognize that spoken words are represented in written language by specific sequences of letters.
 - C. Understand that words are separated by spaces in print.
 - D. Recognize and name all upper- and lowercase letters of the alphabet.

21st Century Skill: Critical Thinking and Problem Solving**21st Century Career Ready Practices:**

CRP 4: Communicate clearly and effectively with reason.

CRP 5: Consider the environmental, social, and economic impacts of decisions.

CRP 9: Model integrity, ethical leadership and effective management.

CRP 12: Work productively in teams while using cultural global competence.

Interdisciplinary Connections: The English Language Arts Literacy curriculum has many possibilities for interdisciplinary connections. Reading and writing can be connected across disciplines. Project and research reports that involves writing can also be connected to all disciplines. These connections include, but are not limited to the following:

- Media
- Science
- Arts
- Music
- Social Studies
- **Math**

Integration of 21st Century Themes and Skills and 21st Century Career Ready Practices: These practices are infused throughout all activities. Some of these activities include, but are not limited to:

- Integrating Technology
- Communication
- Problem Solving
- Critical Thinking
- Life and Career Skills

Technology Standards:

8.1.P.A.1,2 Use an input device to select an item and navigate the screen, Navigate the basic functions of a browser.

8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.

8.1.2.D.1 Develop an understanding of ownership of print and nonprint information.

Teacher Resources:

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Assessments: Student progress and achievements are assessed through a variety of formal and informal methods of assessment that include, but are not limited to, the following:

Summative Assessment

- Narrative Writing Benchmark administered three times a year

Formative Assessments

- Teacher observations
- Writing Portfolios/folders
- Teacher/student feedback/conferencing notes
- Published writing pieces in the areas of narrative, informational, and opinion

Getting Ready for the Unit:

Select and print paper for pattern books

Mini Lesson Teaching Points:	List of Core Instructional and Supplemental Materials:
Bend 1: Writing is a Way to Show and Tell	
<p>1. Showing and Telling with Pictures and Words</p> <ul style="list-style-type: none"> • Celebrate what you have learned about your students so far. Highlight what makes them special. • Demonstrate how you draw and write to teach about an object, in this case, your socks. Think aloud about how you draw the best you can, taking time and adding detail. • Debrief, explaining that you drew your best, with lots of details. Then, label one or two parts of your drawing, modeling invented spelling. • Channel writers to think and talk about what they'll be drawing and writing about. Help them think of a few topics by sharing out some possibilities. • Remind students to choose one thing to show and tell. Encourage them to choose another topic when they are finished. 	<ul style="list-style-type: none"> • a plastic baggie similar to the one you'll send home with students. • wear something interesting that you can draw and write about. We've chosen socks with cats. • the "To Show and Tell" chart with the first three sticky notes added. • a piece of the new picture paper, a pen, and colored pencils, to demonstrate drawing and writing.
<p>2. Drawing Part by Part—Then Labeling the Parts (On-Demand)</p> <ul style="list-style-type: none"> • Before students gather, have them set their special objects out at their writing spot, substituting items in the classroom if they forgot to bring objects from home. • Demonstrate how you think before drawing, emphasizing that it helps to draw the object big enough so that you can add details. • Channel students to think and talk about the other parts of the object that can be added to the drawing. • Recruit students to help you label, saying words slowly, listening for sounds they hear, and then recording those sounds. • Remind students of the work that they will be doing with their objects and refer to the anchor chart. 	<ul style="list-style-type: none"> • a baggie of objects you can write about. • refer to your class chart of words you know in a snap. • new picture paper and colored pencils to demonstrate drawing and labeling an object. We use a stuffed bunny, although you may use any object. We created a demonstration text, "Bunny," which can be found in the online resources. • special "Show and Tell" bins to collect student work (see Share).
<p>3. Adding More by Drawing and Writing about Setting and Action</p> <ul style="list-style-type: none"> • Tell a playful story to encourage students to add more to their writing. • Invite kids to think with you as you write more about a new object. • Debrief, and add the new strategy you demonstrated to the anchor chart. • Rally kids to consider what they could add to a class piece. • Send children off, referring to the chart to remind them of all they know. 	<ul style="list-style-type: none"> • draw a picture of another item in your show-and-tell baggie. We created a demonstration text, "Mug," which can be found in the online resources. • add a new sticky note to the "To Show and Tell" chart. • prepare, prior to this session, a drawing of Mabel (or another familiar stuffed animal) with a few labels to display. We created a demonstration text, "Mabel," which can be found in the online resources.

<p>4. Spelling Words Bravely</p> <ul style="list-style-type: none"> • Congratulate writers on working hard to capture new things in their drawings and acknowledge their challenge when it comes to writing words that aren't on a chart. • Demonstrate how you use tools in the room to write the sounds you hear. • Help students notice your technique and the result of brave spelling. • Recruit students to try spelling another word using the same strategies. • Remind students that from now on, they will use all their tools to bravely spell words. 	<ul style="list-style-type: none"> • display your tools (alphabet chart, chart of words you know in a snap, name wall) during the session, and chart paper and markers. • the demonstration writing you worked on in the previous session. We revised our demonstration text, "Mug." The revised demonstration text for this session can be found in the online resources.
<p>5. Partners Help Each Other and Add More</p> <ul style="list-style-type: none"> • Celebrate how much writers have grown from the beginning of this year by having them compare writing from the first unit to their current writing. • Demonstrate how a partner can help you make your writing better. • Debrief in a way that is transferable. • "Wow, those are great questions, Mabel! Okay, . . . well, it's called a unicorn headband! Should I add that?" I quickly added the words my unicorn headband. • Partners read and talk, ask questions, and add more to their drawing and writing. • Encourage writers to make a plan for how they will write more. 	<ul style="list-style-type: none"> • a few samples of students' on-demand writing you stored from the beginning of the year. Put these in a "time capsule" box. • the "Writing Partners" chart from Unit 1. You'll add two new sticky notes during the mini lesson. • Mabel or another familiar stuffed animal. • create a demonstration page before this session with just a simple drawing, which you'll label during the mini lesson. We created a demonstration page, "Unicorn Headband," which can be found in the online resources. • the class list of writing partners displayed, reminding kids of Partner 1 and Partner 2.
Bend 2: Writing Show and Tell Books to Tell about Important Places	
<p>1. Planning Show-and-Tell Books about Important Places—and Writing One!</p> <ul style="list-style-type: none"> • To drumroll this new bend, tell about a place you'd love to write about. • Demonstrate how to plan a book by thinking about the parts of a topic, using the classroom as your topic. Recruit children to think with you as you consider the parts. • Invite children to practice thinking and talking about the parts of the playground. • Distribute three-page booklets and coach students to begin their books. 	<ul style="list-style-type: none"> • a blank three-page booklet. Paper choices for booklets are in the online resources. • your demonstration text. We created a demonstration text, "Classroom," which can be found in the online resources. • start the new anchor chart for the bend, "To Write a Show-and-Tell Book." You'll add the first three sticky notes during the mini lesson.
<p>2. Making Time for Drawing and Writing Words</p> <ul style="list-style-type: none"> • Explain that just like reading workshop has two parts—partner time and private time—writing workshop could also have parts—drawing time and writing time. • Explain that people use reminders to remember very important things. Challenge students to take ownership of their time and their work by setting reminders. • Set up students to role-play shifting from drawing time to writing time. Suggest they pretend to be in their writing spots, even though they're still in the meeting area. 	<ul style="list-style-type: none"> • a timer. • add a new sticky note to the "Brave Spellers" chart. • the class alphabet chart, name chart, and chart of words you know in a snap prominently displayed (see Mid-Workshop Teaching). • the "Writing Partners" chart from Bend I displayed (see Share).

<ul style="list-style-type: none"> • Restate the teaching point. Encourage students to use all the reminders they need to help them write the best they can. 	
<p>3. Making Decisions and planning how pages will look</p> <ul style="list-style-type: none"> • Share a brief story about making decisions about where to put things in a space. Explain that writers also make decisions. • Invite students to study a page from a published mentor text, focusing on the way the pictures and the words are laid out and how this could be replicated in their own writing. • Return to the class book. Start a new page and demonstrate how you incorporate what you noticed from the mentor text. • Invite partnerships to look at a new page together. Channel them to think about how the author decided to put the pictures and the words on the page. 	<ul style="list-style-type: none"> • a book that includes a page with lots of pictures and labels. • We use <i>The Ultimate Book of Vehicles: From Around the World</i> by Anne-Sophie Baumann and Didier Balicevic. • a book that has pages or spreads with one large picture and sentences. We use <i>On the Go</i> by Roger Priddy. • add a drawing and labels to your demonstration • text about the classroom. We created a demonstration text, “Classroom,” which can be found in the online resources.
<p>4. Adding Longer Labels by Writing A, My, and The</p> <ul style="list-style-type: none"> • Share your “revelation” that students can use the snap words a, my, and the to write their show-and-tell books, and review these words with them. • Reread your classroom book looking for labels to extend with snap words. Write the labels on the page, demonstrating stretching out words and using the chart of words you know in a snap. • Recruit children to look at the next page of the class book and imagine longer labels that could be added to the page. 	<ul style="list-style-type: none"> • write the words a, my, and the on sticky note to display for the class. • revise the labels on the first two pages of your classroom demonstration text. We created a demonstration • text, “Classroom,” which can be found in the online resources.
<p>5. Writing More by Adding Sentences</p> <ul style="list-style-type: none"> • Invite students to see how they can use sentences to say where things are or what things are for. • Demonstrate how you touch your picture and generate sentences to teach even more. • Take students through the step-by-step process of writing a sentence. • Invite students to write the next sentence with you. • Remind writers that from now on they can write sentences on their pages using the chart of words you know in a snap and the alphabet chart. 	<ul style="list-style-type: none"> • add two sentences to page 2 of your classroom demonstration text. We created a demonstration text, • “Classroom.” The revised demonstration text for this session can be found in the online resources. • add a new sticky note to the “To Write a Show-and-Tell Book” chart.
<p>6. Celebrating our Writing by Talking about it</p> <ul style="list-style-type: none"> • Announce to students that they will be talking about their writing to some special guest visitors. • Demonstrate ways that you can talk about your writing. Play the role of both the writer and the teacher, using different chairs to shift between the two. • Debrief, naming the ways writers can talk about writing and why it can be helpful. • Assign roles and have students use the “Writers Talk about Their Writing” chart to talk with their partner in the same way. • Remind students that they can talk this way about their writing all the time and introduce the fifth-grade visitors who will be conferring with them. 	<ul style="list-style-type: none"> • role-play both a teacher and student in a conference. Have a piece of writing on hand and an extra chair nearby. • the “Writers Talk about Their Writing” chart. • coordinate with a fifth-grade teacher (or another grade) • have five to ten of her students visit. They should arrive during the link.
Bend III: Using Patterns to Write Show and Tell Books	
<p>1. Choosing Topics that Matter to Kid Readers and Writing about them in Books</p> <ul style="list-style-type: none"> • Rally students around the purpose of this bend—writing books that matter to and represent the kids in this classroom. • Invite partners to brainstorm topics for books that kids want to read. Select a 	<ul style="list-style-type: none"> • display the “To Write a Show-and-Tell Book” chart from Bend II. • a blank booklet (three pages) to write a new demonstration book. We created

<p>topic your students love and propose that the class write a book about it.</p> <ul style="list-style-type: none"> • Guide students to help you plan, draw, and write a pattern book, using what they've already learned about writing show-and-tell books. • Rally students to write a whole book about a topic that matters to them. 	<p>demonstration text, "Ice Cream," which can be found in the online resources.</p>
<p>2. Talking and Writing with Patterns and Words you may know in a Snap</p> <ul style="list-style-type: none"> • Share a story about noticing words used over and over again in your classroom library books, and your idea that children could use them to write. Reveal a chart with these words and set partners up to read them. • Demonstrate how you use the high-frequency words from the chart to help you brainstorm different ways your book could go. • Invite partnerships to share topics for their next books. Choose one idea and ask partners to brainstorm possible patterns for that book using the words on the chart. • Choose another student's idea and offer repeated practice in generating a pattern using the "Words You May Know in a Snap" chart. • Remind students that writing in a pattern can help them write longer, and that using words they know well will make their writing more legible. Channel them to rehearse with their partner before writing. 	<ul style="list-style-type: none"> • the "Words You May Know in a Snap" chart. Write the high-frequency words from the chart on sticky notes and put them over the corresponding words so you can easily move them from the chart to the board.
<p>3. Studying how Sentences Look</p> <ul style="list-style-type: none"> • Gather writers together and ask them to name the topics of their next books. • Show an example of a sentence from a book and invite students to notice its features. Mark up the sentence as you talk about the important conventions. • Share another example of a sentence and channel students to notice how it has similar features. • Engage the class in an interactive writing of a sentence, sharing the pen as you make the uppercase letter in the first word, spaces between words, and punctuation at the end. • Remind writers to focus their books on topics that are important to them and encourage them to write sentences that look like the ones in books. 	<ul style="list-style-type: none"> • a simple sentence from <i>The Zoo</i> by Rose Lewis written on a sentence strip or substitute a sentence from any book in your leveled library that has a simple pattern without internal punctuation or special capitalization. • chart paper, sticky notes, and your annotated sentence strip from the minilesson to create the "Book Sentences . . ." chart.
<p>4. Leaving Spaces Between Words</p> <ul style="list-style-type: none"> • Show a note you received that was hard to read because of the lack of spaces between words. Then, cut the words apart to show that spaces make a sentence easier to read. • Demonstrate writing a sentence, emphasizing how you use your finger as a tool to help you leave spaces between words. • Pass out whiteboards and challenge students to write a sentence with spaces between words. Select a sentence for the whole class to try. • Challenge students to write in ways that are easy to read. Support them in naming the topic of their next book. 	<ul style="list-style-type: none"> • write the sentence "hereisthebook" without spaces on a sheet of paper, and a pair of scissors. • your class book. You'll add to the second page and orally plan the last. We created a demonstration text, "Dancing," which can be found in the online resources. • display the "Writing Partners" chart (see Share).
<p>5. Writers Write more Sentences on a Page</p> <ul style="list-style-type: none"> • Reiterate the importance of writing books that matter. • Emphasize how instead of moving on, writers think about what else to write and then write it. Demonstrate rereading and adding another sentence. • Invite students to think about what other sentences they could write on the next page. Quickly revise the page to include a new sentence. • Remind students of their growth and challenge them to use all they know to do more. 	<ul style="list-style-type: none"> • add a second sentence to each page of your demonstration text. We created a demonstration text, "Dancing," which can be found in the online resources. You'll need to finish this book before the next session. • the "Words You May Know in a Snap" chart displayed. Make sure each word on the chart still has a sticky note with the corresponding word covering it.

<p>6. Writers Think about how their Books will End</p> <ul style="list-style-type: none"> • Build excitement for the upcoming celebration. Compare the way people say good-bye to the way authors end their books. • Emphasize how most of the book <i>The Zoo</i> follows the same pattern, and then highlight how the author ends it by naming a big idea. • Invite children to consider an ending to a demonstration text that highlights a big idea. • Choose a suggested ending and complete the book. Then debrief what you did in a way that is transferable. • Invite children to reread one of their books and think about how the last page could go. After they plan, ask them to share their ending with a partner. • Encourage students to write endings for each of their books. Explain how they can use tools to add new pages to their books. 	<ul style="list-style-type: none"> • an early-reader book. We use <i>The Zoo</i> by Rose Lewis, but you can use any favorite book in which the pattern changes and ends with a big idea. You'll need this book for the mid-workshop teaching as well. • add an ending to your class book, which should be finished prior to this session. We created a demonstration text, "Dancing," which can be found on the online resources. You'll need a blank sheet of paper and a stapler to attach a new final page.
<p>7. Fancying Up your Writing</p> <ul style="list-style-type: none"> • Remind students of the upcoming bookstore celebration. Explain that when writers get ready to publish their writing, they take time to make their stories beautiful. • Recruit children to help you revise the class book about dancing to make it ready to share with the world. Use the charts from the unit to remind students how to check and fix the writing. • Ask children to reread one book they've written, considering what they need to do to fancy it up. Then, send them off to fancy up several books during writing time. 	<ul style="list-style-type: none"> • your finished class book. You'll revise page 3 with the class. We created a revision of the demonstration text, "Dancing," which can be found in the online resources. • the "To Write a Show-and-Tell Book" chart with stars next to the last two sticky notes, and the "Words You May Know in a Snap" chart with a big star at the top. • several empty baskets to sort and organize published books (see Share).
<p>Celebration Day</p>	

Writing Unit 3: Writing for Readers- Writing Readable True Stories**Time Frame:** 40 days
January- March**Overview of Unit:** Students will be able to state an opinion about a topic or book and support it with reasons.**Standards Addressed:**

- L.WF.K.1 Demonstrate command of the conventions of writing.
 - A. Match upper and lowercase letters.
 - B. Write upper and lowercase letters, with reference to a model.
 - C. Write left to right and include a space between words.
 - D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
 - E. Write a common grapheme (letter or letter group) for each phoneme.
 - F. Orally segment the phonemes in any single syllable, spoken word.
- L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
 - A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
 - B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
 - B. Continue a conversation through multiple exchanges.
- W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.
 - A. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
 - B. Provide limited details of experiences, events, or characters.
 - C. Provide a reaction to the experiences or events.
- W.WP.K.4. With prompts and support from adults, recognize that writing carries a message and should make sense to others.
- W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.WR.K.5. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).

21st Century Skill: Critical Thinking and Problem Solving

21st Century Career Ready Practices:

CRP 4: Communicate clearly and effectively with reason.

CRP 5: Consider the environmental, social, and economic impacts of decisions.

CRP 9: Model integrity, ethical leadership and effective management.

CRP 12: Work productively in teams while using cultural global competence.

Interdisciplinary Connections: The English Language Arts Literacy curriculum has many possibilities for interdisciplinary connections. Reading and writing can be connected across disciplines. Project and research reports that involves writing can also be connected to all disciplines. These connections include, but are not limited to the following:

- Media
- Science
- Arts
- Music

- Social Studies
- Math

Integration of 21st Century Themes and Skills and 21st Century Career Ready Practices: These practices are infused throughout all activities. Some of these activities include, but are not limited to:

- Integrating Technology
- Communication
- Problem Solving
- Critical Thinking
- Life and Career Skills

Technology Standards:

8.1.P.A.1,2 Use an input device to select an item and navigate the screen, Navigate the basic functions of a browser.

8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.

8.1.2.D.1 Develop an understanding of ownership of print and nonprint information.

Teacher Resources:

- Getting to the Core of Writing, Level K by Richard Gentry, Jan McNeel & Vickie Wallace-Nesler
- The Fountas & Pinnell Literacy Continuum, Expanded Edition-A Tool for Assessment, Planning, and Teaching, PreK-8 By [Irene Fountas](#) & [Gay Su Pinnell](#)

Assessments: Student progress and achievements are assessed through a variety of formal and informal methods of assessment that include, but are not limited to, the following:

Summative Assessment

- Narrative Writing Benchmark administered three times a year

Formative Assessments

- Teacher observations
- Writing Portfolios/folders
- Teacher/student feedback/conferencing notes
- Published writing pieces in the areas of narrative, informational, and opinion

Mini Lesson Teaching Points:	List of Core Instructional and Supplemental Materials:
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Bend I: Stories are Everywhere

<p>1. Storytelling Workshop: Sharing our Stories</p> <ul style="list-style-type: none"> • Share a story about having a sleepover and telling stories around a pretend campfire. • Create a storytelling circle, with a tea candle flickering in the middle. Warmly receive any story or contribution any child makes. • Extend your teaching point by explicitly teaching kids that people who tell stories often end up living differently because they see stories everywhere. 	<ul style="list-style-type: none"> • photos of a tent and campfire. • a half-dozen battery-powered tea light candles (or something similar) to make pretend campfires. • send kids off in groups to your choice time centers to work on activities.
<p>2. Telling and Drawing Stories</p> <ul style="list-style-type: none"> • Ask whether children shared stories last night. Then, suggest storytellers need a way to save their stories so they don't forget them. Enter: booklets. • Tell the story of the class campfire. Then demonstrate how to save that story forever by drawing it in a three-page booklet. • Invite children to think of a story, tell it across the pages of a book, and then imagine what they might draw. 	<ul style="list-style-type: none"> • introduce the "We Are Storytellers" chart, with the first three sticky notes. • a three-page booklet and markers to create the demonstration story. We use the demonstration story, "Class Campfire."

<ul style="list-style-type: none"> • Send students off with their story booklets to capture their stories. 	
<p>3. Tap, Tell, and Write the Story on the Paper</p> <ul style="list-style-type: none"> • Rally writers to do the hard work of “catching words” and putting them onto the page. • Return to the story that you drew earlier about the campfire, showing kids how you tap the words onto the page and then write them, recalling some are words that are known in a snap. • Guide students through rehearsing and writing the next sentence on a dry erase board, first tapping the sentence and then writing the words. • Send the kids off to make books, reminding them of what they know. 	<ul style="list-style-type: none"> • the demonstration text you started in Session 2. The demonstration text, “Class Campfire,” is available in the online resources. • add a new sticky note to the “We Are Storytellers” chart. • stock the writing center with booklet options that have one line or three lines per page. • an enlarged copy of the lyrics to “The Story Spark Song” (see Share).
<p>4. Putting it all Together: Telling, Drawing, and Writing True Stories</p> <ul style="list-style-type: none"> • Rally kids around the idea that today they will speed up and write an entire story, beginning to end, in just one day. • Guide the class to move through each step of the writing process as you rehearse, sketch, and write a class story using shared writing. • Marvel at how the class worked through all the steps in the writing process in just one day. Introduce a song to celebrate. 	<ul style="list-style-type: none"> • a blank booklet to plan out and write a shared class story. We tell the story of going to the cafeteria for lunch. This demonstration text, “Class Cafeteria,” is available in the online resources. • an enlarged copy of the lyrics to the “We Are Storytellers” song. • add a new sticky note to the “We Are Storytellers” chart (see Share).
<p>5. Be Brave! Drawing and Writing the Hard Parts of your Stories</p> <ul style="list-style-type: none"> • Tell a story of something that happened to you, and then explain that you have a problem: how to draw it! Rally the kids to remind you to be brave. • Demonstrate how you go about drawing: envisioning, thinking about shapes. • Recruit the kids to use whiteboards to help. • Recap how you tackled hard parts with a can-do spirit. 	<ul style="list-style-type: none"> • a blank booklet and marker to create a new class story. We use a story of exercising at home. The demonstration text, “Exercise,” is in the online resources. • the “Draw with Shapes!” chart that was introduced in Unit 1. • prepare envelopes containing pictures of people and places to spark story ideas. These story spark envelopes can be stored in the writing center (see

	Share).
<p>6. Remember to Turn the Page (and use “Turn the page” Words too)</p> <ul style="list-style-type: none"> • Return to a familiar read-aloud. Begin to read, then stop at the end of the first page as a way to show the importance of turning the page in reading and in writing. • Show the class the booklet you started yesterday, with just the first page written. Rehearse the story using “turn the page” words. • Channel the students to plan a new story using “turn the page” words to help them tell the story from beginning to end. • Send students off to use transition words as they write new stories. 	<ul style="list-style-type: none"> • a copy of The Snowy Day by Ezra Jack Keats, or any other familiar Star Storybook read-aloud containing many common transition words. • the exercising booklet from the previous session, with only the first page completed. The demonstration text, “Exercise,” is available in the online resources. • chart paper, markers, and sticky notes to create the “Turn the Page Words . . .” chart.
<p>7. Words that Help to Start a Story</p> <ul style="list-style-type: none"> • Make a connection to phrases that signal the start of several events. • Ask the children to join you in listening for words that authors use to start a story as you read and then reread the beginning from a familiar book. • Reiterate and clarify what the author has done that you hope children try when they write their beginnings. • Display the start of a shared class story and invite students to generate a lead. • Remind the students of the new ways they’ve just learned to start their stories. 	<ul style="list-style-type: none"> • a copy of The Snowy Day by Ezra Jack Keats, or any other familiar Star Storybook read-aloud that starts by telling when the story is happening. • the “Words to Start a Story” chart. • sketch the first page of a shared class experience. We use a story of a fire drill. The demonstration text, “Parking Lot,” can be found in the online resources. • add a new sticky note to the “We Are Storytellers” chart.
<p>8. Ending with Feeling</p> <ul style="list-style-type: none"> • Tell the children that when reading stories, we often read the endings in ways that show strong feelings. The students, too, can write endings that show strong feelings. • Demonstrate how you go back to a story that you had already finished and try out a few different ways to end it before settling on one. • Debrief in ways that highlight the transferable work you have just done. In that way, set kids up to do similar work today and every day. • Transfer this work to your class story. Reread the entire story and 	<ul style="list-style-type: none"> • a copy of Joshua’s Night Whispers by Angela Johnson, or any other familiar read-aloud that ends with a feeling. • the booklets you wrote about exercising and the class campfire. Be sure you complete both before today’s session. The demonstration texts, “Exercise” and “Class

<p>then channel students to come up with an ending that captures a feeling or reaction.</p> <ul style="list-style-type: none"> Remind children that they can revise their endings by adding strong feelings. 	<p>Campfire,” are both available in the online resources.</p> <ul style="list-style-type: none"> add a new sticky note to the “We Are Storytellers” chart.
<p>Bend II: Writing for Readers</p>	
<p>1. Rereading as you go: Making Sure you can read your Writing</p> <ul style="list-style-type: none"> Rally kids around the idea of making sure they can read every word in their stories by sharing a letter from Mighty Reader. Show students that a pen can point toward the paper for writing, away from the paper for rereading. Demonstrate the shifts between writing and rereading as you work on a story. Debrief in ways that highlight the work you hope students will transfer to their own writing. Channel students to do some pretend writing, shifting between writing and rereading. Support writers to come up with a new story idea. Send them off, reminding them to make sure they can read all their words. 	<ul style="list-style-type: none"> the letter from Mighty Reader. If you aren’t teaching the Units of Study in Reading, you can ask your principal to send a letter or invent a mythical Super Reader who watches over your class. a pen. a three-page booklet with illustrations and some writing to demonstrate rereading as you write. The demonstration text, “Bike Ride,” is available in the online resources. an enlarged copy of the “The Story Spark Song” lyrics
<p>2. Finding the Letters you Need</p> <ul style="list-style-type: none"> Celebrate the work students were doing yesterday. Then mention that some writers had difficulty identifying the letters they needed. Demonstrate how to spell by saying a word slowly, feeling the shape in your mouth, and hearing it. Connect to a known word. Recruit students to help you write the words for the last page of your story. Admire kids’ work. 	<ul style="list-style-type: none"> add two new sticky notes to the “Make Your Writing Easy to Read!” chart. a three-page booklet with completed illustrations, but no words. The demonstration text, “Biking to the Ice Cream Shop,” is available in the online resources. refer to various resources around the classroom, such as the alphabet chart, name chart, environmental print, and so on.
<p>3. Including Vowels to Make Writing Easier to Read</p> <ul style="list-style-type: none"> Highlight the vowels on your alphabet chart. Have children write their name on a whiteboard and circle the vowels. Point out that every name has at least one. 	<ul style="list-style-type: none"> your class alphabet chart and highlighter tape. to add a new sticky note to the “Make Your

<ul style="list-style-type: none"> • Ask children to join you on a “vowel safari” to see if there really is at least one vowel in every word. Study words from a variety of places in the classroom. • Have partnerships do a quick search around the room looking for vowels in words. • Demonstrate how to check a sentence to make sure there is a vowel in every word. Add vowels where needed by saying the word slowly and listening for the vowel. • Have partners check the second sentence on the page, looking to see if there is a vowel in every word. • Channel writers to start new stories, keeping vowels in mind. They may also reread for vowels. 	<p>Writing Easy to Read!” chart.</p> <ul style="list-style-type: none"> • a familiar book and one of your own demonstration writing pieces for your vowel safari
<p>4. Learning New Things, and Remembering the Old: Labeling your Drawings</p> <ul style="list-style-type: none"> • Comment that you’ve noticed a change in students, because they’ve grown so much. Tell them that when learning something new, people sometimes forget the old. • Show kids that when checking for sentences and labels, you found no labels that worked. • Channel kids to work with partners to record another word label • Send kids off, reminding them of the work they will be doing. 	<ul style="list-style-type: none"> • demonstration text that you can add labels to. We used the demonstration text, “Biking to the Ice Cream Shop,” which can be found in the online resources. • the “We Are Storytellers” chart from Bend I (see Share).
<p>5. Making Sure Letters are Easy to Read</p> <ul style="list-style-type: none"> • Play a game to help children identify the shape of lowercase letters. • Show students how letters that are the wrong size can lead to confusions when rereading. Fix the letters to make the words easier to read. • Have partners work together to label an object in their writing • Send students off with a reminder of all the strategies they have on hand to make sure their writing is readable. 	<ul style="list-style-type: none"> • a sticky note with the words no, no, no written in a way that looks like ho, ho, ho. • the class alphabet chart. • the demonstration text that you can continue to add labels to. The demonstration text, “Biking to the Ice Cream Shop,” is available in the online resources. • add a new sticky note to the “Make Your Writing Easy to Read!” chart.
<p>6. Celebrating the Growth in Your Writing</p> <ul style="list-style-type: none"> • Describe getting your height measured as a child. Explain that in the same way, you can compare writing from the beginning of the year to writing now. • Display one student’s writing now, compared to the beginning of the year. Celebrate growth as the student names things that make his writing better. • Debrief, highlighting the work you hope students will transfer to their own writing. • Set children up to compare current writing to that from the start of the year. • Rally students to reread all the stories in their folder, celebrating improvements and fixing up any problems they identify in the 	<ul style="list-style-type: none"> • add a piece of writing from the beginning of the year to each student’s writing folder and flag it with a sticky note. • select a student to interview about the ways her writing has grown and to display two pieces of this student’s writing—one from the start of the year and one

<p>process.</p>	<p>recent example.</p> <ul style="list-style-type: none"> the anchor charts displayed in a location where students can easily refer to them. an enlarged copy of the complete “Reread Your Writing as You Go” lyrics (see Mid-Workshop Teaching).
<p>Bend III: Revision with Help from a Mentor Author</p>	
<p>1. Reading Books to Spark Ideas for Writing Stories</p> <ul style="list-style-type: none"> Launch the final bend by explaining that students will work to make their stories not only readable, but also the best they can be. They’ll write new stories today. Show that a book can inspire tons of story ideas. Start a list of story ideas sparked by Saturday. Debrief the process of using a mentor text to spark story ideas. Channel kids to talk to their partner about their story ideas, and to pick one. Distribute booklets and quickly demonstrate, and then coach kids to plan their stories, touching and telling across the pages. 	<ul style="list-style-type: none"> an enlarged copy of the “The Story Spark Song” lyrics. a battery-operated tea light candle for your campfire. a copy of Saturday by Oge Mora. The class should be familiar with this text. chart paper and markers to create a list of possible story sparks from Saturday.
<p>2. Studying What Sentences Look Like (Using Capitals in all the Right Places)</p> <ul style="list-style-type: none"> Ask kids if they’ve ever dressed up like someone they admire, and tell about a time you did. Channel kids to reenact a time they pretended to be someone they admired. Explain that when people want to become great writers, they dress up like authors they—we—admire, studying and emulating their books. Rally the class to study the way the mentor author has used capital letters, likening them to line leaders. Show a page with many sentences and a capital letter signaling someone’s name. Emulate the author by doing similar work in your writing. Channel students to work together to fix up writing with capitalization errors. Suggest writers fix up capital letters in their own writing. 	<ul style="list-style-type: none"> a copy of Saturday by Oge Mora. a sheet of paper and pen, for demonstration writing. display a sample of Gerty’s writing. add a new sticky note to the “Writing Moves We Learned from Other Authors” chart (see Share).
<p>3. Using Precise Words in your Writing</p> <ul style="list-style-type: none"> Invite a student to pretend to be a famous author and interview them asking them for tips. Then pretend to interview the author of the mentor text. Share a page from Saturday. Explain how instead of using plain words to tell what the characters did, she used special words to show how they did those things. 	<ul style="list-style-type: none"> the “Story Sparks from Saturday” chart. a copy of Saturday by Oge Mora and a document camera. a photo of author Oge Mora to share.

<ul style="list-style-type: none"> • Rally kids to work in partners to talk about how to emulate the mentor text. • Invite kids to reread a page of their own stories to consider more precise action words. • Remind writers that they can use exact words as they draft their new stories. Suggest if they finish, they can revise stories they worked on earlier. 	<ul style="list-style-type: none"> • Gerty’s writing that you fixed with the class in the previous session.
<p>4. Finding Things to Try in the Books You Read</p> <ul style="list-style-type: none"> • Ask the children to bring their writing folder and book baggie to the meeting area. Tell them how you had an idea that you wrote so you would not forget. • Invite children to choose a book from their book baggie and study a page to look for something they can try in their own writing. • Invite students to look back on places in their books that they’ve tagged, developing a plan for how they might do those things in their own writing. • Suggest writers continue this work back at their seats for a bit, and then get started on a new book. 	<ul style="list-style-type: none"> • a sticky note with the teaching point written on it. • chart paper and a marker. • add a new sticky note to the “Writing Moves We Learned from Other Authors” chart (see Mid-Workshop Teaching). • a book that contains a sound word such as crash or pop from one of your students’ independent book baggies (see Mid-Workshop Teaching). • an enlarged copy of the “We Are Storytellers” lyrics (see Share).
<p>5. Adding Speech Bubbles</p> <ul style="list-style-type: none"> • Invite children to notice the speech bubbles that a classmate discovered in his book. • Share a page from two different students’ stories, inviting the class to suggest what the characters might have said in each scene. • Invite children to tell the story they brought to the meeting area, to themselves and then with a partner, thinking through where they’ll use speech bubbles to add dialogue. • Tell children they can add speech bubbles to any stories in their folders. Leave some speech bubbles in the writing center in case they want to add them. 	<ul style="list-style-type: none"> • a book that contains speech bubbles from one of your students’ independent book baggies. • add a new sticky note to the “Writing Moves We Learned from Other Authors” chart. • two pieces of writing from your students that you can use to demonstrate adding speech bubbles. • several paper speech bubble cut-outs to use for revision. Stock these in the writing center for students to use. • a copy of Saturday by Oge Mora (see Share)
<p>6. Using All You Know to Revise a Piece for Publishing</p> <ul style="list-style-type: none"> • Celebrate the work students have been doing. Set them up to choose one story from their folder to revise for publication. 	<ul style="list-style-type: none"> • prominently display all three anchor charts from the unit.

<ul style="list-style-type: none"> • Demonstrate that to get ready to publish, you choose a story to revise and edit, then you reread to fix it up. • Set writers up to choose a book to revise, to reread it remembering that time, and then to plan revisions. 	<ul style="list-style-type: none"> • your own writing folder, containing an assortment of stories, from which you'll choose one to demonstrate the publishing process. We use a story about repairing a • favorite stuffed animal, called "Blue Bear." • a sheet of star stickers to mark students' chosen pieces
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Celebration

<p>Writing Unit 4: Persuasive Writing of All Kinds- Using Words to Make a Change</p>	<p>Time Frame: 40 days April-June</p>
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Overview of Unit: Students will write how to books about a familiar topic. They will use detailed pictures and words to teach the reader.

Essential Questions:

- How can we teach the reader new information?
- Does my writing and speaking make sense?

Standards Addressed:

- L.WF.K.3 Demonstrate command of the conventions of sentence composition.
 - Repeat a sentence, identifying how many words are in the sentence.
 - Write simple sentences.
 - Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
 - Use end punctuation.
 - Use manipulatives or digital tools to construct complete sentences.
 - Write sentences with increasing complexity.
- L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
 - Continue a conversation through multiple exchanges.
- W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).
- W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.
- W.WP.K.4. With prompts and support from adults, recognize that writing carries a message and should make sense to others.
- W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- L.WF.K.1 Demonstrate command of the conventions of writing.
 - Match upper and lowercase letters.

B. Write upper and lowercase letters, with reference to a model.

- W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

21st Century Skill: Critical Thinking and Problem Solving

21st Century Career Ready Practices:

CRP 4: Communicate clearly and effectively with reason.

CRP 5: Consider the environmental, social, and economic impacts of decisions.

CRP 9: Model integrity, ethical leadership and effective management.

CRP 12: Work productively in teams while using cultural global competence.

Interdisciplinary Connections: The English Language Arts Literacy curriculum has many possibilities for interdisciplinary connections. Reading and writing can be connected across disciplines. Project and research reports that involves writing can also be connected to all disciplines. These connections include, but are not limited to the following:

- Media
- Science
- Arts
- Music
- Social Studies
- Math

Integration of 21st Century Themes and Skills and 21st Century Career Ready Practices: These practices are infused throughout all activities. Some of these activities include, but are not limited to:

- Integrating Technology
- Communication
- Problem Solving
- Critical Thinking
- Life and Career Skills

Technology Standards:

8.1.P.A.1,2 Use an input device to select an item and navigate the screen, Navigate the basic functions of a browser.

8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.

8.1.2.D.1 Develop an understanding of ownership of print and nonprint information.

Teacher Resources:

- Getting to the Core of Writing, Level K by Richard Gentry, Jan McNeel & Vickie Wallace-Nesler
- The Fountas & Pinnell Literacy Continuum, Expanded Edition-A Tool for Assessment, Planning, and Teaching, PreK-8 By Irene Fountas & Gay Su Pinnell

Assessments: Student progress and achievements are assessed through a variety of formal and informal methods of assessment that include, but are not limited to, the following:

Summative Assessment

- Narrative Writing Benchmark administered three times a year

Formative Assessments

- Teacher observations
- Writing Portfolios/folders
- Teacher/student feedback/conferencing notes
- Published writing pieces in the areas of narrative, informational, and opinion

Mentor Texts: (*specific to lessons)	
<i>more to be added throughout school year</i>	
Mini Lesson Teaching Points:	List of Core Instructional and Supplemental Materials:
Bend I: Writing to Make the World Better	
<p>1. Writers are Helpers</p> <ul style="list-style-type: none"> • Set kids up to see themselves as helpers—people who look for problems in the world, and then seek ways to fix them. • Demonstrate searching around the classroom to identify a problem, thinking of ways to fix it, then asking, “How can I make things better?” • Debrief. Name the steps you just took that kids could take as well. • Channel writers to find more problems by looking around the meeting area, noticing what could be better. • Invite partners to imagine ways they could solve the problems they identified, using sentence starters. • Celebrate the way kids voiced their opinions about ways to make the classroom better. Invite partners to identify more problems in the classroom to solve. 	<ul style="list-style-type: none"> • the “We Can Be Helpers” chart. • a couple examples of common problems in your classroom. • a piece of blank paper on a clipboard on which you create a demonstration text. Here, we focus on hanging up jackets. The demonstration text, “Closet,” is available in the online resources. • to help students at tables get into groups of four (see Mid-Workshop Teaching).
<p>2. Using Writing to Gather Others to Stand with You and Make a Difference</p> <ul style="list-style-type: none"> • Suggest that when writers see problems and share their opinions, they can rally others to feel as they do. Share a petition to explain the genre. • Demonstrate orally rehearsing a petition about a familiar problem across the pages of a blank booklet. • Channel students to choose a problem they noticed the day before, and encourage them to orally rehearse how their petition might go. • Send kids off to create their own petitions. Crystalize the steps for doing so. 	<ul style="list-style-type: none"> • an example of a petition, written by a student. Here, we use Sophia’s petition. • the demonstration text created in Session 1. The demonstration text, “Closet,” is available in the online resources. • a blank booklet for rehearsing. • the “We Can Be Helpers” chart from Session 1. • to collect students’ petitions to analyze writing
<p>3. Giving Reasons to Convince Others to Help Too</p> <ul style="list-style-type: none"> • Tell a story that highlights the importance of including reasons to support your opinion. Recruit students to orally rehearse reasons for a class opinion. • Share a demonstration piece that is intentionally unconvincing, rallying kids to help you make it more persuasive. • Ask students to provide reasons why the scenario you wrote about is a problem, using the word because. Record what they say and invite them to sign your petition. • Send writers off to write new petitions. Encourage them to draw the problem if that helps, but especially remind them to add lots of reasons. 	<ul style="list-style-type: none"> • a demonstration petition that is intentionally unconvincing. Prepare the first page ahead of time. You’ll demonstrate filling in the second and third pages during the mini lesson. • a signature page to add to your demonstration petition and stapler.
<p>4. Using Word-Part Power in Opinion Writing</p> <ul style="list-style-type: none"> • Share with students that your neighbor, Gerty, is also making petitions and has written one in which she spelled tricky words by paying close attention to word parts. • Tell kids that Gerty has created a word-part puzzle to help them 	<ul style="list-style-type: none"> • Gerty’s petition, which you’ll need for both the mini lesson and the share. • small sticky notes.

<p>activate their word-part power. Demonstrate how to use word-part power to hear word parts and spell words.</p> <ul style="list-style-type: none"> • Continue the word-part puzzle. Channel students to listen for familiar word parts and record them on whiteboards. • Debrief the process in a transferable way. • Remind students of the steps they took to listen for word parts to spell new words. Then set them up to make a plan for what they will work on during writing time. 	
<p>5. Helpers Imagine Solutions: Adding a Fix-It Idea</p> <ul style="list-style-type: none"> • Prompt partners to share the problems they're writing about. Voice a few examples, celebrating students' willingness to help. • Tell a story that illustrates the need to seek out solutions. • Reread the petition you and the class wrote together and recruit students to suggest solutions. • Ask children to reread their petition and think about possible fix-it ideas to add. Channel them to share. • Remind children of the growing repertoire of ways to make their writing more convincing, and send them off to revise their petitions. 	<ul style="list-style-type: none"> • to add a new sticky note to the "We Can Convince Others to Help Too!" chart. • the demonstration petition you started in Session 3 about inclusive play. You'll add a fourth page today. • two pages of demonstration text to compare fix-it ideas (see Mid-Workshop Teaching). The demonstration texts, "Playground Slide" and "Littering," are available in the online resources.
<p>6. Don't Stop There! Generating more Writing for More Causes: Songs, Lists, and Signs</p> <ul style="list-style-type: none"> • Invite students to join you in singing a song about the important work they've done across the first part of this unit. • Recruit children to join you in considering other kinds of writing that could address an issue under consideration. Then take the lead in generating a list. • Name what you just did in a way that makes the work you've taught and demonstrated transferable to the children's own writing and replicable another day. • Ask children to reflect on the writing they've already done. Nudge them to imagine another type of text they could make to address the same problem. • List the various options children will be pursuing, highlighting the fact that writers don't just write one kind of text to address a problem they see in the world. 	<ul style="list-style-type: none"> • the lyrics to the song "Make the World Shine." If you or your students aren't familiar with the tune of "Can't Stop the Feeling" by Justin Timberlake, you may want the class to listen to the song ahead of time. • your demonstration petition about inclusive play. • a blank sheet of paper to write a new demonstration text about inclusive play; this time, a list. • the "We Can Convince Others to Help Too!" chart.
<p>7. Hear Ye! Hear Ye! Writing to Spread the Word: a Mini-Celebration</p> <ul style="list-style-type: none"> • Reveal that if one writes without an audience, opinion writing won't yield change. Encourage students to put their writing out into the world. • Channel children to think with you as you reread your demonstration piece, to consider the best audience and place to share it. • Invite children to ask the same questions of the piece of writing they have selected to publish. • Send writers off to make plans at their tables for what they need to do today to make sure their writing reaches the right audience. 	<ul style="list-style-type: none"> • your demonstration writing. We use the list about inclusive play from the previous session. • to display the complete lyrics to the "Make the World Shine" song (see Share).
<p>Bend II: Sending our Words out into the World: Writing Letters to Make Change</p>	
<p>1. Writing Letters that Reach Readers</p> <ul style="list-style-type: none"> • Channel students to look around the room and think back to the problem-solving writing they have already done. • Rally students to solve problems in ways that can reach even more 	<ul style="list-style-type: none"> • to tidy up the room before you gather the class to set yourself up for the minilesson, in order to

<p>readers than their petitions, signs, lists, and songs by suggesting they write letters.</p> <ul style="list-style-type: none"> • Revisit a familiar letter to study and annotate the structure. • Refer to the “We Can Be Helpers” chart to review how writers write something that makes a difference. • Prepare your students for their letter-writing campaign by setting them up with special letter-writing paper. 	<p>draw attention to the positive results of kids’ persuasive writing.</p> <ul style="list-style-type: none"> • the “Letter Writers Tell . . .” chart. You’ll also use this in the share. • a copy of the mentor text that you read aloud in Bend I, Rise Up and Write It by Nandini Ahuja.
<p>2. Talking to your Reader</p> <ul style="list-style-type: none"> • Compare a familiar experience, talking on the phone, to writing a letter. • Tell the story of something you saw that sparked you to write a letter, and recruit children to remind you of the things you need to include so your letter is convincing. • Write in the air, saying aloud the letter you plan to write, accentuating the similarities between letter writing and a phone call. • Channel writers to imagine who they might write a letter to, sharing ideas with a partner. Then set them up to say aloud what they might write. • Send kids off to put their imagined letters onto the page, suggesting they write a few letters that day. 	<ul style="list-style-type: none"> • a blank piece of letter-writing paper. • to add a new sticky note to the “We Can Convince Others to Help Too!” chart (see Mid-Workshop Teaching). • Farah’s letter from Rise Up and Write It (see Mid-Workshop Teaching). • to write a version of your rehearsed letter from today’s minilesson and an envelope (see Share). • a basket of printed address booklets, one for each student (see Share).
<p>3. Preparing to Mail Letters: Editing with Partners</p> <ul style="list-style-type: none"> • Tell students that they’ll mail the letters they’ve been writing today. • Recruit the class to help you edit the first half of a letter from your neighbor Gerty, fixing up words with missing vowels and spaces. • Set partners up to edit the remainder of Gerty’s letter using whiteboards. • Ask kids to identify the important letters they want to mail later today. • Set students up to edit the letters they select. Then remind them that if there is time remaining, they can write another letter. 	<ul style="list-style-type: none"> • the “Make Your Writing Easy to Read!” anchor chart from Unit 3, Writing for Readers. • a pen and Gerty’s letter about cracks in the sidewalk. • a letter, stamp, and envelope to model preparing a letter for mailing (see Share). • to arrange for the class to walk to a nearby mailbox to mail their letters later today.
<p>4. Using All you know about Letters and Sounds to Spell Hard Words</p> <ul style="list-style-type: none"> • Invite kids to choose new people to write to, and celebrate this ambition. To pull it off, suggest the class write a joint letter asking for a class post office with supplies. • Recruit kids to chime in with ideas for who to write to and what to say. Then get them writing known words quickly, listening for sounds in other words. • Pause to reread, and then use that pause as a time to get kids to generate more content, this time chiming in with reasons to support the opinion. • Send students off, channeling them to make sure they use everything they know about letters and sounds to make sure their letters are readable. 	<ul style="list-style-type: none"> • letter-writing paper and a marker to write a demonstration text about needing more mailing supplies. The demonstration text, “Office Helpers,” is available in the online resources. • the “We Can Convince Others to Help Too!” chart

<p>5. Using All you Know to Make your Letters Convincing</p> <ul style="list-style-type: none"> • Celebrate all that students have already accomplished through their letter writing and then energize them to make new plans for writing. • Channel students to use a familiar chart to remind themselves of all they know about writing to help. • Invite students to consider new problems or topics to address and then to recall and teach each other more familiar strategies for writing persuasive letters. • Remind students to keep checking the charts to be sure they are using all they know as they write convincing letters. 	<ul style="list-style-type: none"> • three new baskets for your writing center. • the “We Can Be Helpers” and the “We Can Convince Others to Help Too!” charts.
<p>6. Including Stories in Opinion Writing to be Even More Convincing</p> <ul style="list-style-type: none"> • Tell a story of a problem you created in the classroom, and invite students to come up with a solution to prevent it happening again. • Point out that the story you told helped convince the class there was a problem worth fixing. Suggest they tell stories to convince their readers too. • Demonstrate telling a story that addresses a problem you’ve written and solved already as a class. Then invite partners to try it from their perspective. • Channel students to generate their own stories to illustrate another familiar classroom problem. • Set students up to decide if they will begin a new letter or return to an old one; channel them to include stories as a way to convince their readers. 	<ul style="list-style-type: none"> • to tell a story about the classroom being in a state of disarray after the windows were left open overnight. • to add a new sticky note to the “We Can Convince Others to Help Too!” chart.
<p>7. Writing Thank you Letters using Persuasive Techniques</p> <ul style="list-style-type: none"> • Celebrate the ways students have helped make things better. Then ask kids to think of helpers who have made a difference, who they might thank. • Recruit students’ help writing a thank you letter to the school office helpers and orally rehearse a draft. • Challenge students to think of a helper to thank and to tell their partner what they would write in a letter to this person. • Acknowledge the variety of people students want to thank and send them off to get started. 	<ul style="list-style-type: none"> • a blank page on which to rehearse a thank you letter. • three baskets for sorting the letters students write: one for recipients at home, one for recipients at school, and one for recipients in the neighborhood
<p>Bend III: Persuasive Writing Projects</p>	
<p>1. Teaming Up to Tackle Bigger Projects</p> <ul style="list-style-type: none"> • Recruit kids to join you in recapping the opinion writing they’ve done, then point out that big problems remain. Rally them to join forces to address those issues. • Channel children to draw on what they know about writing for change to tackle a new project. • Set children up to generate a list of problems to tackle, then help them imagine varied ways to write about those problems. • Send cause groups to different sections of the classroom, keeping one group in the meeting area to fishbowl brainstorming problem solving and planning for writing. 	<ul style="list-style-type: none"> • the “We Can Be Helpers” chart from Bend I. • to facilitate partnerships doubling up to form writing groups of four. • chart paper and markers to make your own class version of the “Problems to Tackle” chart. • the “Opinion Writers Can Make . . .” chart that was created in Bend I, now with “Letters” added.
<p>2. Adding more Detail by Asking Questions</p> <ul style="list-style-type: none"> • Channel writers to share and celebrate what they’ve done with members of their cause group. Take stock of the different kinds of persuasive writing. • Share the story of how your writing left the principal with questions to convey the importance of including more detail. 	<ul style="list-style-type: none"> • the “Opinion Writers Can Make . . .” chart. • a prewritten announcement demonstration text about garbage in the ocean. You’ll

<ul style="list-style-type: none"> • Invite students into the process of asking how, where, and what questions to add more. Debrief the process so that it is transferable to kids' own writing. • Channel Partner 1s to read their writing to Partner 2s, who will ask questions. Suggest they start revising by adding the answers to their writing. • Remind writers of the materials available to them in the writing center for adding more space to their page before sending them off. 	<p>add a new page with a purple revision pen.</p>
<p>3. Including Ending Punctuation to Make your Writing Easy to Read</p> <ul style="list-style-type: none"> • Channel teams to consider the kinds of writing they still need to do. Then, suggest students work with a partner to write a petition. • Explain that when you want to tackle a big problem, it helps to think about who you are writing to. Suggest some possible audiences. • Begin a petition, modeling saying a sentence, writing it, and ending with a period. • Debrief the process of saying a sentence before writing it and adding punctuation, making it transferable for writers. • Set up partners to add on to your demonstration text, using gestures to make sure they are including ending punctuation. • Remind students of the importance of making sure their writing is easy to read before sending them off to begin a new piece. 	<ul style="list-style-type: none"> • the "Opinion Writers Can Make . . ." chart. • a blank petition booklet to create your demonstration • writing about garbage in the ocean. The demonstration text, "Garbage in the Ocean," is available in the online resources.
<p>4. Persuasive Writers Include Big Feelings in their Writing</p> <ul style="list-style-type: none"> • Reveal that opinion writers become change-makers because of their big feelings. Channel students to act out how they feel about a big-world problem. • Model adding feelings to your demonstration text. • Channel students to revise by adding their own big feelings to their writing. • Remind writers that change-makers convince others to feel the way they feel. Then rally students to come up with a new problem to write about. 	<ul style="list-style-type: none"> • the demonstration petition you started in Session 3 about garbage in the ocean. You'll need the first two pages written prior to today's session. You'll also need to create a revised version of page 2. The demonstration text, "Garbage in the Ocean," is available in the online resources. • to add a new sticky note to the "We Can Convince Others to Help Too!" chart.
<p>5. Planning and Rehearsing Speeches to Speak up and Take a Stand</p> <ul style="list-style-type: none"> • Paint a grand picture of the end-of-unit celebration to build energy for sharing songs and speeches at the upcoming "Rally for the Planet." • Demonstrate using a familiar anchor chart to orally rehearse a possible speech, voicing over each strategy you use. • Provide students with language prompts to begin rehearsing their own speeches. • Send students off to work with their partners to continue to plan their speeches. Guide them to use the charts and talk prompts to help. 	<ul style="list-style-type: none"> • to play a short video clip of a kid giving a speech after learning to ride a bike that will serve as a mentor text. An internet search using the keywords boy, bike, and speech should help you locate it. • the "We Can Convince Others to Help Too!" chart.
<p>Celebration</p>	

Middle Township Public Schools - Reading -Kindergarten

View ELL, Special Education, and Gifted & Talented Accommodations Addendums at the end of this document

Middle Township Elementary #1

Interdisciplinary Connections

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

Integration of Technology

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

21st Century Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

Career Education

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

Reading Unit 1: We are Readers**Time Frame:** 45 days

September - October

Overview of Unit: Readers will learn the structures and procedures of the reader's workshop. Students will begin reading from book tubs and learn how to share, retell, and talk about books that they have read independently and with a partner.

Essential Questions:

- How can I read books as best I can both by myself and with my friends?
- How can I get better at reading by using everything I know about looking at both pictures and words?

Standards Addressed:

- RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
- RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).
- RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.
- RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RL.TS.K.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
- RI.TS.K.4. Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).
- RL.PP.K.5. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- RI.PP.K.5. With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- RL.MF.K.6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- RI.MF.K.6. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text.
- RL.CT.K.8. With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- RI.CT.K.8. With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.II.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.
- L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when

speaking and listening.

- L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.

21st Century Skill: Critical Thinking and Problem Solving

21st Century Career Ready Practices:

CRP 4: Communicate clearly and effectively with reason.

CRP 5: Consider the environmental, social, and economic impacts of decisions.

CRP 9: Model integrity, ethical leadership and effective management.

CRP 12: Work productively in teams while using cultural global competence.

Interdisciplinary Connections: The English Language Arts Literacy curriculum has many possibilities for interdisciplinary connections. Reading and writing can be connected across disciplines. Project and research reports that involve writing can also be connected to all disciplines. These connections include, but are not limited to the following:

- Media
- Science
- Arts
- Music
- Social Studies
- Math

Integration of 21st Century Themes and Skills and 21st Century Career Ready Practices: These practices are infused throughout all activities. Some of these activities include, but are not limited to:

- Integrating Technology
- Communication
- Problem Solving
- Critical Thinking
- Life and Career Skills

Integration of Technology:

8.1.P.A.1,2 Use an input device to select an item and navigate the screen, Navigate the basic functions of a browser.

8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.

8.1.2.D.1 Develop an understanding of ownership of print and non-print information.

Assessments: Student progress and achievements are assessed through a variety of formal and informal methods of assessment that include, but are not limited to, the following:

Summative Assessment

- Letter and Sound Recognition (capitals and lowercase)
- Sight Word Assessments
- Running records administered quarterly

Formative Assessments

- Teacher observations
- Informal running records
- Teacher/student feedback/conferencing notes
- Graphic Organizers/post-its/exit tickets

Mentor Texts: (*specific to lessons)

**The Three Billy Goats Gruff*

Trucks by Will Mara

<i>*The Carrot Seed</i> by Ruth Krauss	<i>the Picnic</i> by Phyllis Root
<i>The Beetle Alphabet</i> by Jerry Pallotta	<i>Cat and Mouse</i> by Phyllis Root
<i>Mrs. Wishy Washy</i> by Joy Cowley	

Teacher Resources:

- Units of Study for Teaching Reading
- The Fountas & Pinnell Literacy Continuum, Expanded Edition-A Tool for Assessment, Planning, and Teaching, PreK-8 By Irene Fountas & Gay Su Pinnell

Getting Ready for the Unit:

Create table tubs with a variety of books that will captivate young readers (alphabet books, picture books, high interest nonfiction, and some leveled texts)

Mini Lesson Teaching Points:

List of Core Instructional and Supplemental Materials:

Bend I: Reading to Learn About the World

1. Reading the World
 - Rally kids to the idea that they can move through the world, reading.
 - Explain, then demonstrate, by recruiting kids to read environmental print in the hallway. Choose words for which the meaning is well supported.
 - Invite children to try reading a different part of the school building. Pair children so they read to each other.
 - Debrief in ways that help students know they can do similar work in another place.
 - Invite children to read the “world” of the classroom, labeled with six numbered sections.

- decide where to take your class to “read” environmental print: your classroom only or beyond the classroom, within the school.
- have posted lots of environmental print signs like “library” all around the classroom.
- display the lyrics to “Our Gathering Song.”
- the “We Are Readers!” chart with the first three sticky notes ready to be added.

2. Reading Books to Learn about the World
 - Gather kids with rounds of “Our Gathering Song.” Explain that reading goes the same way every day.
 - Begin a ritual of quickly reviewing a letter at the start of every day’s workshop.
 - Remind children of the work they did in the previous session.
 - Explain that storybooks and Learn-about-the-World books are two kinds of books. Announce that the class will first focus on Learn-about-the-World books.
 - Demonstrate how to read a book to learn about the world, beginning with the cover.
 - Give children a chance to try this on the next page as you coach them to notice things on the page and share what they’re learning with a neighbor.
 - Remind students what happens next every day during reading workshop.

- the lyrics to “Our Gathering Song.”
- the “Writing Workshop” chart from Launching the Writing Workshop.
- update the chart, you’ll need sticky notes that say “Reading” and “Reading Time.”
- choose a letter to review. Have your class’s letter formation pathway for the lowercase m handy.

<p>3. Learning How Books</p> <ul style="list-style-type: none"> • Reinforce a letter, showing a related picture, and recruit the kids to label it with you. • Explain that just as there's a way to eat a banana, there's a way to read a book. • Ask children to study the covers of a book with you, determining what the book might be about. • Demonstrate how to start a book on the first page, beginning on the left-hand side of a two-page spread and reading from top to bottom. • Prompt partners to study and discuss the next few pages in order from top to bottom. 	<ul style="list-style-type: none"> • choose a letter to review. Have your class's letter formation pathway handy. We use lowercase b. • a marker and large card to create a new class letter card. • identify items in your classroom that begin with the review letter. • display Fur, Feather, Fin—All of Us Are Kin.
<p>4. Readers Reread</p> <ul style="list-style-type: none"> • Return to the now-familiar ritual of celebrating and reinforcing a letter that children have learned. • Demonstrate two different kinds of reading: one-time-through reading and rereading. • Model rereading a page, saying what you learned the first time, and trying to see new information you missed on your first read. • Congratulate children for trying to see something new on a familiar page, and remind them what this rereading work will look like in reading workshop. 	<ul style="list-style-type: none"> • choose a letter to review. Have your class's letter formation pathway handy.
<p>5. Readers Read by Themselves and with Others</p> <ul style="list-style-type: none"> • Ask kids to bring a book and sit with their new partner. Then review a letter. • Invite two children to demonstrate first private reading, then partner reading. Channel the rest of the class to try this as well. • Express how lucky the class is to have more time to read as partners later today. Send kids off first for private reading. 	<ul style="list-style-type: none"> • choose a letter to review. Have your class's letter formation pathway handy. • a marker and large card to create a new class letter card • assign reading partners; we recommend creating a reading partner chart. • recruit two students to demonstrate private and partner reading
<p>6. Readers Talk about Their Learning with a Partner: Marking "Wow" Pages</p> <ul style="list-style-type: none"> • Reinforce a letter using a Learn-about-the-World book. • Demonstrate private reading time, flagging a "wow" part, then demonstrate partner reading time, sharing your "wows." • Set children up to engage first in private reading and then partner time, giving each student sticky notes as you send them off to begin. 	<ul style="list-style-type: none"> • Fur, Feather, Fin—All of Us Are Kin. • Strength in Numbers by Hannah Salyer. • choose a letter to review. Have your class's letter formation pathway handy. • a marker and large card to create a new class letter card. • two books and sticky notes for you and a student to role-play partner reading.
<p>7. Readers Notice and Learn New Ideas and New Words</p> <ul style="list-style-type: none"> • Ask children to bring a Learn-about-the-World book to the meeting area. Begin with a letter review ritual, especially 	<ul style="list-style-type: none"> • choose a letter to review. Have your class's letter formation pathway handy.

<p>reinforcing lowercase l.</p> <ul style="list-style-type: none"> • Channel kids to pretend to study a rotting log full of creatures, and then show them that readers study pages in a similar way. • Send readers off to read in similar ways, looking closely, asking each other for the right words for what they see. 	<p>We use lowercase l.</p> <ul style="list-style-type: none"> • a marker and large card to create a new class letter card. • pictures of moss and fungi. • display Fur, Feather, Fin—All of Us Are Kin and Packs: Strength in Numbers
<p>8. Video Session: Readers Add a Pinch of their Thinking to the Page</p>	<ul style="list-style-type: none"> • sticky note with a drawing of your face • a sticky note with a drawing of many faces. • add a new small sticky note under the third sticky note on the “Partner Reading” chart.
<p>9. Readers Learn from Words in Books Too</p> <ul style="list-style-type: none"> • Begin with a letter review. • Tell the story of students in your class who noticed the print in their book. • Invite partners to find words on another page in the book. 	<ul style="list-style-type: none"> • choose a letter to review. Have your class’s letter formation pathway handy. We use lowercase e. • a marker and large card to create a new class letter card.
<p>Bend II: Reading Favorite Storybooks</p>	
<p>1. Pictures Help!</p> <ul style="list-style-type: none"> • Reread Caps for Sale! • Give each child a wrapped familiar story that they’ll share with other kids at their table. • Invite children to try the next page with you, first studying the picture to remember the story and then reading the page with a partner. • Remind children to use the pictures and their knowledge of the story to read their Star Storybooks. 	<ul style="list-style-type: none"> • Star Storybook. • choose a letter to review. Have your class’s letter formation pathway handy. We use lowercase p. • a marker and large card to create a new class letter card. • put a star sticker on the cover of every Star Storybook. • wrap familiar Star Storybooks as presents, one title per student. • the “We Are Storybook Readers!” chart with the first sticky note ready to be added.
<p>2. Making the Words You Read Match the Words on the Page</p> <ul style="list-style-type: none"> • Link today’s letter work into a playful recounting of one of your Star Storybooks. • Demonstrate reading words that do not match the page. Catch your mistake by attending carefully to the pictures on each page. • Encourage children to make sure their reading matches the page as they go off to read. 	<ul style="list-style-type: none"> • choose a letter to review. Have your class’s letter formation pathway handy. We use lowercase f. • a marker and large card to create a new class letter card. • add a new sticky note to the “We Are Storybook Readers!” chart
<p>3. Readers Use Exact Character Words</p> <ul style="list-style-type: none"> • Describe hearing new voices in the classroom, only to discover 	<ul style="list-style-type: none"> • choose a letter to review. Have your class’s letter

<p>that it was really your students reading in a way that made the characters pop out of their books.</p> <ul style="list-style-type: none"> • Make a predictable mistake—summarizing instead of using exact dialogue—as you read a familiar Star Storybook. Recruit students to assess your work. • Recap today’s teaching point, reminding students that they can do this same work in their independent reading. 	<p>formation pathway handy. We use lowercase d.</p> <ul style="list-style-type: none"> • a marker and large card to create a new class letter card.na familiar Star Storybook. We use The Three Billy Goats Gruffby Paul Galdone.
<p>4. If There Are a Lot of Words, There’s a Lot of Story</p> <ul style="list-style-type: none"> • Connect your letter review to the story-telling work of the bend. • Demonstrate how noticing the general number of words on a page can help you decide how much to story-tell. • Encourage students to try noticing how many words are on each page and making their story-telling match. • Send children off to read, reminding them to say as much as the author wrote 	<ul style="list-style-type: none"> • choose a letter to review. Have your class’s letter formation pathway handy. We use lowercase v. • a marker and large card to create a new class letter card. • two familiar Star Storybooks. We use Caps for Sale and A Big Mooncake for Little Star.
<p>5. Readers Use Special Connecting Words to Put Storybook Pages Together</p> <ul style="list-style-type: none"> • Begin with the letter review routine. • Review your class schedule for the day, drawing children’s attention to the connecting words you use to show how events are linked. • Read aloud a Star Storybook, and think aloud about what transition words you could use to connect the pages. Tuck in tips as you demonstrate. • Remind children to use connecting words as they read, adding the new skill to your anchor chart. 	<ul style="list-style-type: none"> • ask students to bring a Star Storybook to the meeting area. • choose a letter to review. Have your class’s letter formation pathway handy. We use lowercase c. • a marker and large card to create a new class letter card. • display your class schedule.
<p>6. Readers Use the Repeating Parts in Books to Help them Story-Tell</p> <ul style="list-style-type: none"> • Connect your letter work to the minilesson, which focuses on repetition. • Demonstrate reading a familiar text with incorrect wording, and recruit children to correct your reading based on their knowledge of how the text goes. • Motivate children to go off and read their texts with more exact words of the book. 	<ul style="list-style-type: none"> • choose a letter to review. Have your class’s letter formation pathway handy. We use lowercase r.na marker and large card to create a new class letter card. • two familiar Star Storybooks. We use Caps for Sale and The Three Billy Goats Gruff • add a new sticky note to the “We Are Storybook Readers!” chart.
<p>7. Video Session: Readers Can Point To and Read Some Words in Their Star Storybooks</p>	<ul style="list-style-type: none"> • choose a letter to review. Have your class’s letter formation pathway handy. We use lowercase a. • a marker and large card to create a new class letter card.
<p>8. Adding Labels to the Pictures in our Star Storybooks</p> <ul style="list-style-type: none"> • Connect your letter review work to the minilesson • Identify a word or part you want to remember to include in 	<ul style="list-style-type: none"> • choose a letter to review. Have your class’s letter formation pathway handy. We use lowercase i.

<p>your story-telling. Then rally the class to help you make a label as a reminder.</p> <ul style="list-style-type: none"> Remind children that adding labels helps them remember and use the language of their books. Send them off to read and label more books. 	<ul style="list-style-type: none"> a marker and large card to create a new class letter card. na piece of student writing with labels.
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Celebration	
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Reading Unit 2: Sharing Reading	Time Frame: 45 days November-January
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Overview of Unit: Readers will review print strategies, build foundational skills, develop sight word recognition and dive deeper into emergent reading strategies.

Essential Questions:

- How can I come back to books people have read to me over and over and read those same books in ways that make the stories come out?

Standards Addressed:

- RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
- RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).
- RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.
- RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RL.TS.K.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
- RI.TS.K.4. Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).
- RL.PP.K.5. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- RI.PP.K.5. With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- RL.MF.K.6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- RI.MF.K.6. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text.
- RL.CT.K.8. With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- RI.CT.K.8. With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

- SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
 - B. Continue a conversation through multiple exchanges.
- SL.II.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.
- L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.
- L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.
- L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

21st Century Skill: Critical Thinking and Problem Solving

21st Century Career Ready Practices:

CRP 4: Communicate clearly and effectively with reason.

CRP 5: Consider the environmental, social, and economic impacts of decisions.

CRP 9: Model integrity, ethical leadership and effective management.

CRP 12: Work productively in teams while using cultural global competence.

Interdisciplinary Connections: The English Language Arts Literacy curriculum has many possibilities for interdisciplinary connections. Reading and writing can be connected across disciplines. Project and research reports that writing can also be connected to all disciplines. These connections include, but are not limited to the following:

- Media
- Science
- Arts
- Music
- Social Studies
- Math

Integration of 21st Century Themes and Skills and 21st Century Career Ready Practices: These practices are infused throughout all activities. Some of these activities include, but are not limited to:

- Integrating Technology
- Communication
- Problem Solving
- Critical Thinking
- Life and Career Skills

Integration of Technology:

8.1.P.A.1,2 Use an input device to select an item and navigate the screen, Navigate the basic functions of a browser.

8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.

8.1.2.D.1 Develop an understanding of ownership of print and nonprint information.	
Assessments: Student progress and achievements are assessed through a variety of formal and informal methods of assessment that include, but are not limited to, the following:	
Summative Assessment	
<ul style="list-style-type: none"> • Letter and Sound Recognition (capitals and lowercase) • Sight Word Assessments • Running records administered quarterly 	
Formative Assessments	
<ul style="list-style-type: none"> • Teacher observations • Informal running records • Teacher/student feedback/conferencing notes • Graphic Organizers/post-its/exit tickets 	
Mentor Texts: (*specific to lessons)	
<i>*The Three Billy Goats Gruff</i>	<i>Trucks</i> by Will Mara
<i>*The Carrot Seed</i> by Ruth Krauss	<i>The Picnic</i> by Phyllis Root
<i>The Beetle Alphabet</i> by Jerry Pallotta	<i>Cat and Mouse</i> by Phyllis Root
<i>Mrs. Wishy Washy</i> by Joy Cowley	
Teacher Resources:	
<ul style="list-style-type: none"> • Units of Study for Teaching Reading • The Fountas & Pinnell Literacy Continuum, Expanded Edition-A Tool for Assessment, Planning, and Teaching, PreK-8 By Irene Fountas & Gay Su Pinnell 	
Getting Ready for the Unit:	
Create table tubs with a variety of books that will captivate young readers (alphabet books, picture books, high interest nonfiction, and some leveled texts)	
Mini Lesson Teaching Points:	List of Core Instructional and Supplemental Materials:
Bend 1: Ready to Read	
1. Readers Study Words Everywhere <ul style="list-style-type: none"> • Invite readers to take on new, grown-up work—reading the words. • Rally kids toward reading words by discussing the question of “What is a word?” Emphasize that words are letters that go together and that mean something. • Drumroll the idea that the kids will once again walk the school, looking for words to read. Teach kids to make their fingers into pointers. • Pause at a sign and count the number of words. Use first letters in kids’ names to help figure out what the word might say. • Ask kids to work with partners to find words in the hallway and 	<ul style="list-style-type: none"> • an easel or chart paper and a marker. • to plan where to take your class in your school building to “read” environmental print prior to the minilesson. • to display your class name chart (see Share).

<p>discuss and say all they can about each word.</p>	
<p>2. Reading with One-to-One Matching</p> <ul style="list-style-type: none"> ● Rally kids to the big work of the unit by inviting them to turn their fingers into pointers, and to read words in the classroom. ● Present booklets “made by the class mascot.” Engage the class in shared reading, pointing under each word while children follow along, pointing in the air. ● Make an obvious mistake to reinforce the idea that when you read, each word gets a tap. ● Introduce a new text to help familiarize kids with it and then distribute copies to each partnership. ● Channel kids to continue fingerpoint reading with more independence at their work spots. 	<ul style="list-style-type: none"> ● to position your class mascot on a stack of books. ● to display two Unit Readers, <i>My Toys and The Snow</i>. ● to create a system for distributing texts during rug time. We suggest having stacks or baskets of books across the front of the rows on the rug so that the first person in each row can take a book to share with his or her partner, and pass back the rest of the books. ● to add a new sticky note to the “We Can Read It!” chart. Make sure this chart is prominently displayed for the rest of this unit.
<p>3. Take a Sneak Peek Before You Read</p> <ul style="list-style-type: none"> ● Share that readers don’t just start reading books. They need to get ready to read. ● Demonstrate how to take a sneak peek in a book ● Invite students to take a sneak peek in finger point books you collected from the classroom library. ● Remind students to do a sneak peek before they read and add the next sticky note to the chart. 	<ul style="list-style-type: none"> ● collect some level A and B pattern books from your library. ● refer to the Unit Reader titled, <i>My Toys and</i> several familiar Learn-about-the-World books and <i>Star Storybooks</i>. ● display the Unit Reader <i>I See My . . .</i> ● add a new sticky note to the “We Can Read It!” chart. ● prepare an additional bin filled with <i>Star Storybooks</i> and <i>Learn-about-the-World</i> books for each table (see <i>Mid-Workshop Teaching</i>). ● display a new level A or B book

<p>4. Use the Pattern to Help you Read</p> <ul style="list-style-type: none"> • Tell students that today you have something new to share— pattern books about the class and the things they do at school. • Explain that soon students will read the letters in words, but for now they can use predictable patterns to help them “read.” Then, introduce a pattern book. • Introduce a new pattern book, Things I See at School. Then have the class read with you, following the pattern, as you point under the words. • Remind students that using the pattern can help them point to the words on the page and add the reminder to the chart. 	<ul style="list-style-type: none"> • a box containing the Things I Like to Do Unit Reader pattern book, featuring your students and the fun things they do at school, and the Things I See at School Unit Reader pattern book, featuring familiar classroom objects. • add a new sticky note to the “We Can Read It!” chart. • a large sticky note and pen
<p>5. Use Words You Know in a Snap to Figure Out the Pattern</p> <ul style="list-style-type: none"> • Invite the class to help you build sentences using snap words. Point out that authors of pattern books do the same thing. They use snap words in every book. • Challenge students to find snap words in a new pattern book before reading it. • Continue to find snap words on the next page and point out that the repeating snap words make a pattern. Then, lead a shared reading of the book. • Introduce a second pattern book and have students notice snap words and then identify the pattern. • Remind students to look for snap words in their books 	<ul style="list-style-type: none"> • display a collection of familiar snap words in a pocket chart. We use me, a, the, I, like, my, look, at, and see. • display the new Unit Readers I Can and Look! You may choose to create personalized versions of these books featuring your students and classroom.
<p>6. Noticing Letters and Using Sounds to Check</p> <ul style="list-style-type: none"> • Button your sweater incorrectly. Then explain that just like you can notice mismatched buttons, you can also notice when your pointing doesn’t match. • Invite students to join you in isolating the first sounds and their corresponding letters of items around the room. • Use a familiar text to demonstrate using letters to check your reading. • Ask students to use the letters to check their reading on the next two pages of the book. • Celebrate the work students have done learning letters and remind them to use these letters to check that their reading matches the words on the page. 	<ul style="list-style-type: none"> • wear a sweater or jacket with buttons. • display your class name chart. • display a familiar pattern book. We use the Unit Reader titled, Look! from Session 5. • add a new sticky note to the “We Can Read It!” chart. • display the lyrics to “Our Gathering Song” (see Share).
<p>7. Readers Use Pointing, Patterns, Words They Know in a Snap, and Letters to Read</p> <ul style="list-style-type: none"> • Ask readers to bring a fingerprint book to the rug, then to sit on it for later. Then, ask readers to list—with their partners—all the things they know how to do to read books. • Introduce a new pattern book from your classroom library. Invite children to use everything they have learned across the bend to read the text together. 	<ul style="list-style-type: none"> • display the lyrics to “The More We Read Together.” Add copies to the fingerprint bins after the session. • the “We Can Read It!” chart. • a simple published

<ul style="list-style-type: none"> Send students off for private reading. Suggest they spend time practicing a text they'd like to read with a new partner. 	<p>pattern book to read. We use I Like My Bike by AG Ferrari because it has one line of text on each page and features familiar high-frequency words.</p>
<p>Bend II: Better Together</p>	
<p>1. Partners Make a Plan for Reading Together</p> <ul style="list-style-type: none"> Tell the story of how you helped a neighbor, making the point that you were better together. Recruit a child to be your partner. Then set the class up to watch you demonstrate the way partners make a plan before reading. In an aside, coach the class to recall ways partners read together. Set children up to use their fingers as puppets to practice being partners who plan how to read and give each other reminders, such as pointing and using snap words. Send children off for private reading, reminding them that they'll get another chance to read together later in the workshop. 	<ul style="list-style-type: none"> continue to add more texts to the fingertip bins often, drawing from your level A and perhaps B books, choosing books you think the kids will have success with. recruit a student to help you demonstrate private and partner reading. The student will need a chair and his or her own book. a copy of Reading Partners by Michèle Dufresne. the "Partner Reading" anchor chart from Unit 1, with two new small sticky notes ready to be added. Make sure this chart is prominently displayed for the rest of this unit.
<p>2. Partners Help Each Other Monitor Their Reading</p> <ul style="list-style-type: none"> Recall a time when your class pitched in to help, making a link to a saying across cultures. Point out that reading partners can also help each other. Invite the class to see-saw read a text with you. Ask students to help you monitor your reading. Ask students to read the next page and pretend to hear a problem. Work together to fix the error and reread. Send children off for private reading, reminding them to pay attention to their own reading. 	<ul style="list-style-type: none"> to add a new sticky note to the "Partner Reading" chart. a copy of Reading Partners by Michèle Dufresne. recruit a student to act as your reading partner to demonstrate piggyback pointing in a new pattern book
<p>3. Partners Coach Each Other in Helpful Ways</p> <ul style="list-style-type: none"> Invite children to recall someone who helped them learn something and the way in which that person was helpful. 	<ul style="list-style-type: none"> display the Unit Reader, I Can Read. the "Partner Reading"

<ul style="list-style-type: none"> • Set students up to be your reading partner, not only noticing mistakes but also coaching you by giving a tip, showing how, or cheering you on. • Channel partners to help each other as they read the same text. • Send children off for private reading, reminding them to pay attention to their own reading. 	<p>chart, introduced in Unit 1, with a new small sticky note ready to be added (see Share).</p>
<p>4. Partners Use Words They Know in a Snap as they Read</p> <ul style="list-style-type: none"> • Recall the time you saw pairs of kids doing soccer drills before a game and suggest that partners could do a drill before reading. • Role-play being the coach of a team and invite the class to join you for a snap word drill, locating and reading known words in a book. • Read the text together, pausing occasionally on a high-frequency word to confirm accurate reading and pointing. • Set children up to practice doing a snap word drill before they read a book with a partner. • Send children off for private reading with a reminder to also look for and use snap words in their own reading. 	<ul style="list-style-type: none"> • continue to add more texts to the finger point bins often, drawing from your level A and perhaps B books, selecting books that contain familiar high-frequency words. • a whistle and ball cap to role-play being a coach. • display the Unit Reader, At the Zoo. • the class high-frequency word pocket chart (see Mid-Workshop Teaching).
<p>5. Partners Talk About Books</p> <ul style="list-style-type: none"> • Launch into today’s session by reading a fun, new pattern book. • Lead a book talk with the class by sharing a “wow” page and adding a pinch of your thinking. Invite students to chime in to talk with you. • Invite partners to have a book talk to share “wow” pages. Channel them to use the words “I think . . .” to share a pinch of their thinking. • Send children off for private reading, setting them up to think about what they will talk about with their partner as they are reading independently. 	<ul style="list-style-type: none"> • display the Unit Reader, I Like to Eat. You’ll also need • mark a “wow” page with a sticky note (we use the page about cookies). You’ll refer to this text again in the share. • the “We Are Better Together!” chart.
<p>6. Partners Share Goals</p> <ul style="list-style-type: none"> • Celebrate students’ growth as readers—and partners—by singing a song. • Set students up to reflect on and select goals for their reading work. • Send students off to read, reminding them to practice their goals. 	<ul style="list-style-type: none"> • the “We Are Better Together!” chart. • display the lyrics to “Readers Are Better Together.” You’ll also need to add copies to the table bins. • create and display a book about reading partners, featuring photographs of the partners in your class (see Share). Add copies to the finger point bins.

Bend III: Giving the Gift of Reading

<p>1. Giving the Gift of Reading</p> <ul style="list-style-type: none">• Be sure to smile as students come to the rug and pause as they smile back. Then pose a riddle—about smiles and, also, about reading.• Explain that you’re going to show kids how to “give away” a book. Ask them to recall tips for making reading the best it can be.• Invite the class to reread the same text to get ready to share it with others.• Send readers off with their stuffed animals to continue to practice all they have learned as they read their books. Suggest that they practice with a stuffed animal.	<ul style="list-style-type: none">• add new texts to the finger point bins often, choosing books with high-frequency words your kids know or patterns they have seen before. Before today, be sure to add some new books.• position students’ finger point bins close to the meeting area prior to the mini lesson.• display the demonstration text, <i>I Can Read</i> by Michèle Dufresne.• the “We Can Read It!” chart.
<p>2. Readers Share Their Thinking</p> <ul style="list-style-type: none">• Invite the kids to talk about reading to someone last night. Explain that you forgot to teach them that sharing reading involves also sharing thinking.• Set students up to think alongside you as you reread the demonstration text. Then model sharing your favorite part with Mabel.• Give students a minute to gather their own ideas about the demonstration text. Then, have partners share their ideas with each other.• Send readers off to their work spots, reminding them to both read and think about their books. Draw on class charts as reminders.	<ul style="list-style-type: none">• add a new sticky note to the “We Are Better Together!” chart.• Mabel, or your class mascot.• display the demonstration text, <i>I Can Read</i> by Michèle Dufresne.• the “We Can Read It!” chart
<p>3. Video Session: Adding to Pattern Books to Represent Yourself and Your Community</p>	<ul style="list-style-type: none">• the Unit Reader, <i>I Like to Eat</i>.
<p>4. Sharing What you Notice about Letters and Words</p> <ul style="list-style-type: none">• Explain that taking time to “stroll” through a book helps readers see (and hear) everything they can on each page.• Invite the class to stroll through a book with you, pausing to look closely and notice as much as possible each page.• Rally students to keep noticing and discovering all they can about words and letters as you send them off to read.	<ul style="list-style-type: none">• a copy of <i>I Can Read</i> by Michèle Dufresne.• a new pattern book from the class library (see Share). Add the book to one of the table bins after reading it.
<p>5. Making Book Gifts</p> <ul style="list-style-type: none">• Tell a quick story about a time that you made a gift for someone else.• Begin a new book using interactive writing. Demonstrate stretching out the sounds in CVC words to write some of the words in the book.• Debrief. Emphasize the importance of hearing and writing each sound in the CVC words you’re adding to the book.• Set students up to choose one book from their writing folder	<ul style="list-style-type: none">• choose a member of the school community to make a book for. We chose the school nurse. You may decide to invite this person to join you for the share.• select a topic for a class pattern book. We chose

<p>and to practice reading it. Suggest that they then move on to read the books from their fingerprint bins.</p>	<p>pets.</p> <ul style="list-style-type: none"> ● prepare simple illustrations or photos that match your topic. ● a blank booklet for interactive writing of a pattern book. ● display the alphabet chart.
<p>6. Preparing for a Community Celebration</p> <ul style="list-style-type: none"> ● Ask the class to help you prepare for a gift of reading celebration by creating an invite list. ● Encourage students to consider which books the special people in the school community might especially enjoy. ● Solicit kids' help in assembling a reading gift bag for one particular person—in this case, the school librarian. ● Assign one community member to each table, and ask kids to work together to make a reading gift bag for that person. 	<ul style="list-style-type: none"> ● gift bag to demonstrate making a reading gift bag for the librarian. ● a book bin filled with various familiar texts. ● the “We Are Better Together!” chart.
<p>Celebration</p>	

Reading Unit 3: Super Powers Reading with Phonics and Sight Word Power	Time Frame: 45 days January- February
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Overview of Unit: Readers will strengthen their reading super powers and add more strategic actions to tackle the difficulties of new and harder books. It will teach children to think, talk and problem solve.

Essential Questions:

- How do readers apply reading strategies to improve understanding?

Standards Addressed:

- RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
- RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).
- RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.
- RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RL.TS.K.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
- RI.TS.K.4. Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).
- RL.PP.K.5. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- RI.PP.K.5. With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- RL.MF.K.6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- RI.MF.K.6. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text.
- RL.CT.K.8. With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- RI.CT.K.8. With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- Continue a conversation through multiple exchanges.
- SL.II.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.
- L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.
- L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the

meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.
- L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

21st Century Skill: Critical Thinking and Problem Solving

21st Century Career Ready Practices:

CRP 4: Communicate clearly and effectively with reason.

CRP 5: Consider the environmental, social, and economic impacts of decisions.

CRP 9: Model integrity, ethical leadership and effective management.

CRP 12: Work productively in teams while using cultural global competence.

Interdisciplinary Connections: The English Language Arts Literacy curriculum has many possibilities for interdisciplinary connections. Reading and writing can be connected across disciplines. Project and research reports that involves writing can also be connected to all disciplines. These connections include, but are not limited to the following:

- Media
- Science
- Arts
- Music
- Social Studies
- Math

Integration of 21st Century Themes and Skills and 21st Century Career Ready Practices: These practices are infused throughout all activities. Some of these activities include, but are not limited to:

- Integrating Technology
- Communication
- Problem Solving
- Critical Thinking

Life and Career Skills

Technology Standards:

8.1.P.A.1,2 Use an input device to select an item and navigate the screen, Navigate the basic functions of a browser.

8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.

8.1.2.D.1 Develop an understanding of ownership of print and nonprint information.

Assessments: Student progress and achievements are assessed through a variety of formal and informal methods of assessment that include, but are not limited to, the following

Summative Assessment

- Letter and Sound Recognition (capitals and lowercase)
- Sight Word Assessments
- Running records administered quarterly

Formative Assessments

- Teacher observations
- Informal running records
- Teacher/student feedback/conferencing notes
- Graphic Organizers/post-its/exit tickets

Teacher Resources:

- Units of Study for Teaching Reading
- The Fountas & Pinnell Literacy Continuum, Expanded Edition-A Tool for Assessment, Planning, and Teaching, PreK-8 By Irene Fountas & Gay Su Pinnell

Mini Lesson Teaching Points:

List of Core Instructional and Supplemental Materials:

Bend 1: Using Super Powers to Actually Read Words: Slider Power and More

1. Readers have Super Powers to Look, Point, and Read
 - Gather kids and then have a familiar, beloved adult, dressed as a superhero, enter the room, announcing that kids will soon gain reading super powers.
 - Reveal the box's contents to your students. Give each child an arrow sticker to help students activate their slider power.
 - Use additive blending to help students grasp the idea of decoding CVC words.
 - Suggest you use more magnetic letters so that students can read more CVC words with their newfound "slider power." Use the same "additive blending" routine from before.

- a pointer, chart paper, and a document camera each day.
- arrange for a visitor dressed as a superhero to bring a package that contains three numbered envelopes with "reading tools" for students. Each package will contain:
 - a small arrow-shaped sticker for each child, along with a note from Mighty Reader.
 - another note from Mighty Reader and the magnetic letters s, a, d, m, t, l, p, r.
 - a note from Mighty Reader and a baggie for each set of partners with eight CVC word cards.

<p>2. Super Readers Decide Which Power to Use</p> <ul style="list-style-type: none"> • Point out that both the Black Panther™ and Super Readers have a lot of powers, and they have to decide when to use each power. • Demonstrate reading a decodable text, using snap- word power for snap words, and slider power for new, unknown words. • Set kids up to continue reading continuous text, shifting between using snap-word power and slider power. • Share a note from Mighty Reader with instructions for what to do next. Ask students to read the instructions on their own. 	<ul style="list-style-type: none"> • assign students to new partners and construct a bin of books for each set of partners with a mix of decodable books and leveled texts that students can access. Expect to add to (and substitute) these books across the unit (see Unit Essentials for more guidance). • create table bins before the mini lesson begins, with the names of partners showing, that have a mix of familiar texts and high-interest books. • the “We Are Super Readers!” chart
<p>3. Super Readers Look through Words from Beginning to End</p> <ul style="list-style-type: none"> • Review the super powers that students have discovered and sing the song. • Lead students in decoding two visually similar CVC words. Dramatize the need to fully decode words by showing the different messages each word conveys. • Set kids up to read minimal contrast word cards with words from their book. • Remind kids to read the whole word, then send them off to read independently. 	<ul style="list-style-type: none"> • assign spots on the rug using each child’s name written on a card. • the lyrics to the “Super Reader Theme Song.” • two cards, one with the word can and the other with the word cat. • the sentence, I like to pat my cat displayed. • the words lap, lip, rag, and rat, each on a separate card.
<p>4. Readers Think While They Read</p> <ul style="list-style-type: none"> • Tell students that powerful readers can do two things at once: read the words and think at the same time. • Lead students in reading a decodable text together and thinking each step of the way about observations, reactions, and questions. • Remind students to use their think power every time they read. Encourage them to think at the beginning, middle, and end of a book. 	<ul style="list-style-type: none"> • add a new sticky note to the “We Are Super Readers!” chart. • display the Unit Reader Mabel’s Kit. Have copies ready to distribute to students. • add a new note under the “We talk together” sticky note in the “We Are Better Together!” chart (see Share).

<p>5. Super Readers Fix It</p> <ul style="list-style-type: none"> • Tell students that everyone makes mistakes, even superheroes. Explain that the important thing is that whenever you make a mistake, you fix it. • Emphasize that readers fix their mistakes as they read. They work on sliding across each word to make sure it makes sense. 	<ul style="list-style-type: none"> • refresh your students' partner bins with two or three new texts. • add a new sticky note to the "We Are Super Readers!" chart. • display the Unit Reader, Mabel's Kit.
<p>6. Super Readers Team Up to Give Reminders and Use Powers Together</p> <ul style="list-style-type: none"> • Explain to students that when superheroes have a lot of different powers, they sometimes forget to use all their powers. Add that their super-friends can give them reminders about this. • Prompt children to read on their own, reminding them to use their super powers to help them focus on what their books are saying. 	<ul style="list-style-type: none"> • display the Unit Reader Kim and Jan and the Ham. Have copies ready to distribute to students. • prepare mini-versions of the "We Are Super Readers!" chart, one per student (see Mid-Workshop Teaching). • a note from Mighty Reader (see Share).
<p>Bend II: Rereading to Bring Books to Life</p>	
<p>1. Super Readers Reread</p> <ul style="list-style-type: none"> • Gather students with a book they've read before from their bin and sing a familiar song together. • Explain that rereading makes your voice smooth like a storyteller's. Invite students to read and reread a familiar book, working to make it smooth. • Channel half of the rug to read while the other half provides feedback. Then, invite students to switch roles. 	<ul style="list-style-type: none"> • display the lyrics to the "Super Reader Theme Song." • display the Unit Reader Kim and Jan and the Ham. • add a new sticky note to the "We Are Super Readers!" chart. • prepare for the share in Session 2 by inviting a guest to read a new text in a language that reflects your students' language practices.
<p>2. Super Readers Read and Reread with Punctuation in Mind</p> <ul style="list-style-type: none"> • Reveal a new note from Mighty Reader suggesting that students learn more about rereading to perform books for the kids in PreK. • Read, ignoring the punctuation marks to emphasize why readers attend to them. Reread, pausing at punctuation. • Rally kids to start rereading their own books, reminding them to notice ending marks that tell them where to stop and take a breath. 	<ul style="list-style-type: none"> • refresh your students' partner bins with new, more challenging texts. • a note from Mighty Reader in an envelope. • display the Unit Reader The Wigs. Have copies ready to distribute to students.

<p>3. Readers Reread to Turn Words into Word They Know in a Snap</p> <ul style="list-style-type: none"> • Read a word that used to be unfamiliar and is now a snap word. Explain that the more they read a word, the more apt it is to become a snap word. • Remind readers that rereading lets them turn words into snap words. Suggest partners mark and share words that have become snap words. 	<ul style="list-style-type: none"> • display a photo of Spider-Man™ using his web shooters. • begin a new chart, “Super Readers Reread. . .” You’ll add two new sticky notes during the mini lesson. • an index card with the word me written on it. • display the Unit Reader Gus and Dad Mop. Have copies ready to distribute to students.
<p>4. Readers Reread to Understand the Meaning of Words</p> <ul style="list-style-type: none"> • Lead an inquiry about what it means to perform a book. Point out that to perform a book, readers have to understand the words in it. • Rally the kids to join you in rereading the start of a book, noticing unfamiliar words. Demonstrate using context clues to figure out meaning. • Channel kids to read on, and to do their own work figuring out the meaning of another unfamiliar word. Then name what you saw them doing. 	<ul style="list-style-type: none"> • show students a video of an expert book performer. A link to the Bugs read-aloud is available in the online resources. • display the Unit Reader, The Dog and the Log. Be ready to redistribute copies for students from Session 3. • add a new sticky note to the “Super Readers Reread . . .” chart.
<p>5. Rereading to Learn What Makes a Character Special</p> <ul style="list-style-type: none"> • Explain that, to start, you won’t be talking about reading, but about people. Point out that each person is unique. Channel children to share. • Suggest that children are already coming to know a character from a familiar read-aloud. Recap some of the protagonist’s characteristics. • Channel kids to go off and read, this time keeping an eye out for who the characters are in their books and what makes them special. 	<ul style="list-style-type: none"> • have your read-aloud Laxmi’s Mooch handy to show students. • share Ana in the Window, from the Jump Rope Reader series, with each student. • add a new sticky note to the “Super Readers Reread . . .” chart.
<p>6. Readers Reread to Make Their Voices Match the Characters’ Feelings</p> <ul style="list-style-type: none"> • Lead students in singing a familiar song and channel them to change their voice, singing it to match different feelings. • Lead a shared reading, intentionally flattening your expression, then reread to match the feeling of the page. Read on, deciding how to read each page together. • Set up students to read, first to read the words, next to sound smooth, and last, to think about characters’ feelings and make their voices match. 	<ul style="list-style-type: none"> • display pages from the book, Ana in the Window, from the Jump Rope Reader series. • the countdown calendar from Mighty Reader. • add a new sticky note to the “Super Readers Reread . . .” chart.

<p>7. Readers Reread to Better Understand their Books</p> <ul style="list-style-type: none"> • Rally the class to sing a familiar song, adding actions that match the words. • Invite the kids to try rereading and acting out another text, this time a book that may be less amenable to dramatizing. • Channel students to read their script by themselves, using actions to connect the story to its meaning. 	<ul style="list-style-type: none"> • display the book, <i>Where Is My Puppy?</i> • add a new sticky note to the “Super Readers Reread . . .” chart.
<p>Bend III: Tapping into Every Power</p>	
<p>1. Readers Rap to Practice Word-Part Power</p> <ul style="list-style-type: none"> • Share a note from <i>Mighty Reader</i> saying that if kids can read a song and complete a task, they’ll be ready for a new power, which turns out to be word-part power. • Reveal that snap words can help students generate rhyming words. Model with the word in. 	<ul style="list-style-type: none"> • display a note from <i>Mighty Reader</i>, starting with one part, and then revealing another. • the “Super Reader Theme Song.” • add a new sticky note to the “We Are Super Readers!” chart.
<p>2. Readers Use Little Words to Read Bigger Words</p> <ul style="list-style-type: none"> • Lead the class in singing an adaptation of “The Wheels on the Bus,” adapted to highlight rhyming words. • Guide kids to reread snap words that are common rimes to activate word-part power. Then channel them to join in reading little rhymes Mabel wrote. • Send children off to continue reading, finishing Mabel’s <i>Silly Rhyme Book</i>, and then either rereading or selecting new books from their partner bins. 	<ul style="list-style-type: none"> • Mabel, or your class mascot. • display the alphabet chart. • display the word cat on chart paper or under the document camera.
<p>3. Readers Use Word Parts to Support Decoding</p> <ul style="list-style-type: none"> • Invite students to use motions to take words apart and put them back together. • Point out that word parts can be inside of CVC words, using <i>op</i> in top as an example. • Point out a new word part <i>-ip</i>, and send kids off to read privately from their partner bins, finding and reading little words with word parts as they go. 	<ul style="list-style-type: none"> • refresh your students’ partner bins with new texts, matched to the growth students have made so far in the unit. • display the words top and rip on an easel or document camera. • a sticky note to cover word parts
<p>4. Super Readers Use All Their Powers</p> <ul style="list-style-type: none"> • Rally students to recall that every superhero tackles trouble with all of their super powers. • Remind children that they will need a lot of their super powers to read and channel children to practice on the page of a book. • Challenge kids to read today with a mission to use all their super powers as they read. 	<ul style="list-style-type: none"> • to show pictures of superheroes the class has been studying. • the “We Are Super Readers!” chart. • display the the Unit Reader, <i>Mabel’s Dog</i>. Have copies ready to distribute to students. • the anchor chart “We Are Better Together!” (see Mid- Workshop Teaching).

<p>5. Super Readers Say and Show Who They Are</p> <ul style="list-style-type: none"> • Lead students in singing the “Super Reader Theme Song” and channel them to reflect on their own reading, making sure they do what the song describes. • Challenge children to tell their partner who they are and show it by reading from their book using their super powers. • Challenge children to read a bunch of their own books to make sure their powers are strong. That way, they’ll be able to tell and show lots of kids that they are Super Readers. 	<ul style="list-style-type: none"> • the “Super Reader Theme Song.” • the “We Are Super Readers!” chart. • display the Unit Reader Mabel’s Dog
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Celebration

<p>Reading Unit 4: Boosting Reading Power</p>	<p>Time Frame: 45 days March- April</p>
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Essential Questions:

- How can reading help us to explore and understand our world?

Standards Addressed:

- Standards Addressed:
- RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
- RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).
- RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.
- RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RL.TS.K.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
- RI.TS.K.4. Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).
- RL.PP.K.5. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- RI.PP.K.5. With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- RL.MF.K.6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- RI.MF.K.6. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text.
- RL.CT.K.8. With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- RI.CT.K.8. With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

- SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- Continue a conversation through multiple exchanges.
- SL.II.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.
- L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.
- L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.
- L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

21st Century Skill: Critical Thinking and Problem Solving

21st Century Career Ready Practices:

CRP 4: Communicate clearly and effectively with reason.

CRP 5: Consider the environmental, social, and economic impacts of decisions.

CRP 9: Model integrity, ethical leadership and effective management.

CRP 12: Work productively in teams while using cultural global competence.

Interdisciplinary Connections: The English Language Arts Literacy curriculum has many possibilities for interdisciplinary connections. Reading and writing can be connected across disciplines. Project and research reports that involves writing can also be connected to all disciplines. These connections include, but are not limited to the following:

- Media
- Science
- Arts
- Music
- Social Studies
- Math

Integration of 21st Century Themes and Skills and 21st Century Career Ready Practices: These practices are infused throughout all activities. Some of these activities include, but are not limited to:

- Integrating Technology
- Communication
- Problem Solving
- Critical Thinking
- Life and Career Skills

Technology Standards:

8.1.P.A.1,2 Use an input device to select an item and navigate the screen, Navigate the basic functions of a browser.

8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.
8.1.2.D.1 Develop an understanding of ownership of print and nonprint information.
Assessments: Student progress and achievements are assessed through a variety of formal and informal methods of assessment that include, but are not limited to, the following:
<u>Summative Assessment</u>
<ul style="list-style-type: none"> • Letter and Sound Recognition (capitals and lowercase) • Sight Word Assessments • Running records administered quarterly
<u>Formative Assessments</u>
<ul style="list-style-type: none"> • Teacher observations • Informal running records • Teacher/student feedback/conferencing notes • Graphic Organizers/post-its/exit tickets

Teacher Resources:
<ul style="list-style-type: none"> • Units of Study for Teaching Reading • The Fountas & Pinnell Literacy Continuum, Expanded Edition-A Tool for Assessment, Planning, and Teaching, PreK-8 By Irene Fountas & Gay Su Pinnell

Mini Lesson Teaching Points:	List of Core Instructional and Supplemental Materials:
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Bend 1: Boosting Think Power through Picture Power

<p>1. Super Readers Study Pictures to See More and Understand More</p> <ul style="list-style-type: none"> • Stage a scenario in which you pretend to receive a message from Mighty Reader, alerting the class to a new power, picture power. • Demonstrate how to study the pictures and read the words on the cover of a new demonstration text, putting the two together to think even more. • Lead a shared reading of the next few pages. Prompt students to study the pictures, read the words, and talk about each page with a partner. • Remind readers to use their picture power. Add today’s strategy to the anchor chart and invite students to read independently. 	<ul style="list-style-type: none"> • a large envelope with a letter from Mighty Reader and a stack of books that you’ll use across the bend, including Carmela Full of Wishes, Pug, and today’s demonstration text from the Jump Rope Readers series, Nick and the Fossil. • display the decodable text Nick and the Fossil by Elizabeth Franco. • add a new sticky note to the “We Are Super Readers!”
<p>2. Picture Power Helps Super Readers Think about Story Elements</p> <ul style="list-style-type: none"> • Recruit readers to study a painting, telling the story of what’s happening by noticing the people, the place, and the actions. 	<ul style="list-style-type: none"> • search online for and display the painting Sunrise by Tajh Rust.

<ul style="list-style-type: none"> • Lead a shared rereading of your demonstration text, looking at the pictures of each page. Pause after a few pages to name important story elements. • Continue the shared reading to the end of the story. Channel partners to activate their picture power and talk about the story elements. • Remind readers to activate their picture power to think about important story elements each time they read. 	<ul style="list-style-type: none"> • display the decodable text from the Jump Rope Readers series, Nick and the Fossil by Elizabeth Franco. • the “Boost Your Think Power!” chart with the first sticky note added. You’ll add a new sticky note during the Share.
<p>3. Super Readers Activate Picture Power to Predict</p> <ul style="list-style-type: none"> • Channel readers to study a series of photos, using them to predict what might happen next. Display the final photo to confirm their predictions. • Demonstrate using picture power on the cover and title page of a new text to make predictions about the characters, setting, and actions. • Lead a shared reading. Pause to model how to use the picture and the words to determine what’s happening and predict what will happen next. 	<ul style="list-style-type: none"> • provision partners with a new story in their partner bins prior to today’s mini lesson and several new books in their • partner bins before the next mini lesson. • several photos of a child working on a block tower, all at different stages of building.
<p>4. Video Session: Super Readers Change Their Thinking</p>	<ul style="list-style-type: none"> • provision partner bins with several new just-right stories prior to today’s mini lesson. • add a new sticky note to the “Boost Your Think Power!” chart.
<p>5. Picture Power Helps Super Readers Envision the Story</p> <ul style="list-style-type: none"> • Act out part of a recent read-aloud text to show how powerful pictures can be in building understanding. • Lead a shared rereading of your demonstration text. Invite children to pause to envision the details of the scene alongside you. • Invite partners to read on, activating their picture power to envision the scene and bring the pictures to life. 	<ul style="list-style-type: none"> • display a familiar read-aloud. Here, we’ve used Carmela Full of Wishes by Matt de la Peña. • display your demonstration text, Pug by Ethan Long. • add a new sticky note to the “Boost Your Think Power!” chart.
<p>Bend II: Boosting Slider Power</p>	
<p>1. Super Readers Use Picture Power to Check their Reading</p> <ul style="list-style-type: none"> • Share another letter from Mighty Reader that launches the work of the bend—using picture power to turbo-boost slider power. • Invite students to use picture power to monitor your reading. Intentionally miscue, and at the students’ urging, reread to self-correct. • Remind readers to always monitor their reading to understand every bit of their books. 	<ul style="list-style-type: none"> • envelope with a letter from Mighty Reader. • display the decodable text from the Jump Rope Readers series, Nick and the Fossil by Elizabeth Franco. • add a new sticky note to the “Boost Your Slider Power!” chart.

<p>2. Super Readers Turbo-Boost their Slider Power to Read Longer Words</p> <ul style="list-style-type: none"> • Reveal a baggie of magnetic letters and word cards with a note attached from Mighty Reader. • Use the analogy of a long train with several cars to suggest that readers can slide across words with several letters. • Repeat the above process, decoding a CVC word and then a CCVC word alongside students. 	<ul style="list-style-type: none"> • a baggie filled with the magnetic letters c, l, a, p, s, n, t, o, r, and i; several word cards; and a note from Mighty Reader. • display a picture of a train with several interlocking cars.
<p>3. Super Readers Look Closely at Vowels</p> <ul style="list-style-type: none"> • Recruit readers to help you decipher a word in a note you received. Highlight how you needed to attend to the vowel sound to read the word correctly. • Lead a short-vowel sound warm-up. Then, recruit students to monitor your reading of the demonstration text. Intentionally miscue, using the vowel chart to self-correct. • Remind readers to check the vowels in their words, being sure to fix up their reading when it doesn't make sense. 	<ul style="list-style-type: none"> • display a photo with a sentence that contains a CCVC word. • add a new sticky note to the "We Are Super Readers!" chart. • display a vowel chart. Here, we've used the vowel chart from Phonics Units of Study.
<p>4. Super Readers Recognize Letter Pairs that Represent a Single Sound</p> <ul style="list-style-type: none"> • Rally students to use their slider power to read longer words. Then point out that longer words don't always have more sounds. • Demonstrate sliding through words with ck in isolation, showing students how to read those two letters as one sound. • Invite students to use slider power to read words with ck in a continuous text. Be sure to allow them to preview the text with picture power before reading. 	<ul style="list-style-type: none"> • display the next story, "The Big Trick," from your Jump Rope Reader demonstration text, Nick and the Fossil by Elizabeth Franco. • prepare several sticky notes with the letter pairs, ck, ff, ll, ss, and zz
<p>5. Super Readers Notice More Digraphs</p> <ul style="list-style-type: none"> • Remind readers a digraph is a special name for letter pairs that make one sound. Highlight digraphs: sh, ch, and th. • Lead a shared reading of a decodable text. Pause to highlight and solve words with digraphs. • Remind readers of the sounds that ch, sh, and th make. Recruit them to look out for these in their own books. 	<ul style="list-style-type: none"> • display your sticky notes with the double letters from Session 4, ck, ff, ll, ss, and zz, on a piece of chart paper. In the mid-workshop teaching, you'll add the title "Digraphs" and sticky notes with the digraphs ch, sh, and th. • jot the words rock and bell. • display the sh, ch, and th digraph cards.
<p>6. Video Session: Super Readers are Flexible</p>	<ul style="list-style-type: none"> • set up an anchor chart (or any wall hanging) so that it hangs crooked on your easel. • display a sign that reads Wasp Nest

<p>7. Super Readers Combine their Powers</p> <ul style="list-style-type: none"> • Suggest that readers, like superheroes, need to gather all their powers to take on challenges. • Lead a shared reading, prompting students to use their powers to decode and think deeply at several parts. Then, channel them to retell the story. 	<ul style="list-style-type: none"> • prepare a stack of the books you've read so far in this unit. • display "The Big Trick," the second story in your Jump Rope Reader demonstration text, Nick and the Fossil by Elizabeth Franco.
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Bend III: Boosting Readers' Power to Read Words in a Snap

<p>1. Super Readers Use Slider Power to Strengthen Their Power to Read Words in a Snap</p> <ul style="list-style-type: none"> • "Find" a new letter from Mighty Reader that invites kids into the work of this bend: to use slider power to turbo-boost snap word power. • Demonstrate using slider power to slide through and record the sounds of a decodable high-frequency word so it becomes a snap word. Repeat this process with a new word. • Channel partners to use slider power to read, write, and reread more high-frequency words, turning them into snap words. 	<ul style="list-style-type: none"> • tape an envelope with a letter from Mighty Reader near your classroom word wall, prior to today's mini lesson. You'll need to "find" and display the letter. • choose several high-frequency words that are decodable, but not yet instantly recognizable for your students, and place them on word cards.
<p>2. Super Readers Learn More about Letters and Sounds by Studying Words They Know in a Snap</p> <ul style="list-style-type: none"> • Remind readers that slider power strengthens snap word power. Suggest they learn even more about letters and sounds to read and turn more words into snap words. • Teach the wh phoneme by studying three high-frequency words. Read each word and study the sounds and letters by recording them in Elkonin boxes. • Invite partners to practice reading and writing the words you've just studied. 	<ul style="list-style-type: none"> • the note from Mighty Reader from the previous session. • the word cards when, which, and where. • prepare Elkonin boxes with spaces for two and three sounds. You'll use this again in the share.
<p>3. Familiar Words Can Help Super Readers Read Other Words</p> <ul style="list-style-type: none"> • Point out that readers can use the words they know in a snap to help them read other words. • Teach students that the letter Y can make the long /ī/ sound at the end of a single-syllable word by studying the letters and sounds of a familiar snap word. • Set partners up to read and write new words with the letter Y. 	<ul style="list-style-type: none"> • refer to the word my on your class word wall. • draw or prepare an Elkonin box with two sound boxes. • prepare baggies of word cards with the words sky, why, spy, fly, cry, and fry, one per club.
<p>4. Super Readers Self-Assess and Practice Words They Know in a Snap</p> <ul style="list-style-type: none"> • Using the analogy of a battery, invite readers to check and charge up their snap word power. 	<ul style="list-style-type: none"> • display a photo of a battery charging icon. • refer to your class word wall or display a smaller

<ul style="list-style-type: none"> • Lead a shared reading of selected snap words on the word wall, and sort them into two categories: “In a snap” and “Plan to practice.” • Remind students to keep practicing their snap words, reading them in isolation and in their books to charge up their snap word power. 	<p>version of your word wall for students to read.</p> <ul style="list-style-type: none"> • prepare a “In a Snap/Plan to Practice” T-chart.
<p>Celebration</p>	

<p>Reading Unit 5: Becoming Avid Readers</p>	<p>Time Frame: 45 days</p> <p>April- June</p>
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Overview of Unit: Students will become avid readers. They will begin to explore and understand nonfiction books.

Essential Questions:

- How can reading nonfiction help us to explore and understand our world?

Standards Addressed:

- Standards Addressed:
- RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
- RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).
- RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.
- RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RL.TS.K.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
- RI.TS.K.4. Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).
- RL.PP.K.5. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- RI.PP.K.5. With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- RL.MF.K.6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- RI.MF.K.6. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text.
- RL.CT.K.8. With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

- RI.CT.K.8. With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- Continue a conversation through multiple exchanges.
- SL.II.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.
- L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.
- L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.
- L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

21st Century Skill: Critical Thinking and Problem Solving

21st Century Career Ready Practices:

CRP 4: Communicate clearly and effectively with reason.

CRP 5: Consider the environmental, social, and economic impacts of decisions.

CRP 9: Model integrity, ethical leadership and effective management.

CRP 12: Work productively in teams while using cultural global competence.

Interdisciplinary Connections: The English Language Arts Literacy curriculum has many possibilities for interdisciplinary connections. Reading and writing can be connected across disciplines. Project and research reports that involves writing can also be connected to all disciplines. These connections include, but are not limited to the following:

- Media
- Science
- Arts
- Music
- Social Studies
- Math

Integration of 21st Century Themes and Skills and 21st Century Career Ready Practices: These practices are infused throughout all activities. Some of these activities include, but are not limited to:

- Integrating Technology
- Communication
- Problem Solving
- Critical Thinking
- Life and Career Skills

Technology Standards:

8.1.P.A.1,2 Use an input device to select an item and navigate the screen, Navigate the basic functions of a browser.

8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.

8.1.2.D.1 Develop an understanding of ownership of print and nonprint information.

Assessments: Student progress and achievements are assessed through a variety of formal and informal methods of assessment that include, but are not limited to, the following:

Summative Assessment

- Letter and Sound Recognition (capitals and lowercase)
- Sight Word Assessments
- Running records administered quarterly

Formative Assessments

- Teacher observations
- Informal running records
- Teacher/student feedback/conferencing notes
- Graphic Organizers/post-its/exit tickets

Teacher Resources:

- Units of Study for Teaching Reading
- The Fountas & Pinnell Literacy Continuum, Expanded Edition-A Tool for Assessment, Planning, and Teaching, PreK-8 By Irene Fountas & Gay Su Pinnell

Bend I: We are Avid Readers

<p>1. What is an Avid Reader?</p> <ul style="list-style-type: none">• “Today I want to teach you that to become avid readers, it helps to study them closely. You watch and notice and think, ‘What do they do that I can do too?’”	<ul style="list-style-type: none">• provision partner bins with several new texts to set students up for the new unit.• display several photos of avid readers. You will also need to prepare a small stack of photos, one for every four students. These photos will then be displayed on the anchor chart.
<p>2. Avid Readers React</p> <ul style="list-style-type: none">• “Readers, today I want to teach you that avid readers need . . . tissues. I mean it! They don’t just read the words, they also react—crying at the sad parts, laughing at the funny parts, pulling back at the surprising parts. And when you have those kinds of reactions, you often think, ‘I can’t wait to tell someone about this!’”	<ul style="list-style-type: none">• add a new sticky note to the “Avid Readers . . .” chart.• add a new small sticky note under the third sticky note on the “We Are Better Together” chart (see Mid-Workshop Teaching)
<p>3. Avid Readers Wonder: Having and Answering Questions about Books</p> <ul style="list-style-type: none">• “Today I want to teach you that when people read avidly, reacting to what we read, we often find ourselves wondering. We think, ‘Why?’ and we think, ‘How did . . .?’ and ‘Will that . . .?’”	<ul style="list-style-type: none">• Crossings: Extraordinary Structures for Extraordinary Animals by Katy Duffield.• display the demonstration text, Bulldozers by Kathryn

	<p>Clay.</p> <ul style="list-style-type: none"> the “Avid Readers . . .” chart, with a replacement sticky note ready to be added.
<p>4. Video Session: Learning From Books, Then Explaining your New Learning to Others</p>	<ul style="list-style-type: none"> have added new nonfiction books to students’ book bins. add a new sticky note to the “Avid Readers . . .” chart.
<p>5. Avid Readers Make Playdates</p> <ul style="list-style-type: none"> “Today I want to teach you that sometimes readers get together and think up fun things they can do with their books. It’s sort of like having reading playdates. Reading playdates are a lot like recess playdates.” 	<ul style="list-style-type: none"> add two new sticky notes to the “Things to Do on a Reading Playdate” chart. a partner (if possible, invite another adult, such as a student teacher or colleague, to help with this) and a book so you can demonstrate a reading playdate.
<p>6. Reading with Different Voices</p> <ul style="list-style-type: none"> “Today I want to teach you that another way to play with your books is to read them with different voices. You can decide which type of voice you want to read with—loud like a monster, squeaky like a mouse, or more—and then read the whole book (or parts of it) with that voice!” 	<ul style="list-style-type: none"> add a new sticky note to the “Things to Do on a Reading Playdate” chart. a partner to demonstrate a reading playdate. display a few familiar texts, such as the books <i>Crossings</i> and <i>Bulldozers</i>, and the Unit Reader, <i>The Fawn and the Fox</i>.
<p>Bend II: Playing with Phonics</p>	
<p>1. Avid Readers Make Phonics Playdates</p> <ul style="list-style-type: none"> “Today I want to teach you that when avid readers come to longer words, they don’t always slide letter by letter through all those letters. They know that some of the letters are partners, and they read those letter partners quickly (and I made a quick sliding gesture accompanied by a sound effect)—choom! That’s true for T-H, like in think. And it is true for other letter partners—other digraphs—as well.” 	<ul style="list-style-type: none"> the “Digraphs We Love” chart. add a new sticky note to the “Things to Do on a Reading Playdate” chart. sticky notes. individual copies of the “Blends and Digraphs” chart to distribute to students.
<p>2. Playing with Blends</p> <ul style="list-style-type: none"> “Today I want to remind you that just like when you see digraphs in a word, you say, ‘I know you,’ and read them in a snap, the same thing is true of blends. You don’t even need to slide across the letters of a blend because after a while, you just read the blend in a snap.” 	<ul style="list-style-type: none"> “Digraphs We Love” chart from Session 1. a whiteboard to write several blends. display Chapter 2 of the <i>Jump Rope Reader</i>, <i>The Wedding</i>. You’ll want to have read Chapters 1 and 2 aloud prior to this session. display a premade list of words with blends found in <i>The Wedding</i> and written on

	a large chart.
<p>3. Reading Words that End with NG</p> <ul style="list-style-type: none"> • “Today I want to teach you about a hiding digraph: ng. These two letters, together, are almost always hiding at the end of words. They make a new sound (like ch does, and sh) but these letters make a quiet sound, so I call it the hiding digraph. It sounds like this.” I modeled how to make the sound. “Let’s make the sound together.” 	<ul style="list-style-type: none"> • chart paper to list ng words. • the “Digraphs We Love” chart with ng added. • display a series of prewritten sentences that include ng words as well as snap words and consonant blends. • distribute a page with several sentences that include ng words to each partnership.
<p>4. Writing Decodable Books like a Teacher</p> <ul style="list-style-type: none"> • “Today I am going to teach you that to write phonics books, you start with a giant list of words, then you think of a character—it can be a made-up character. You tell what the character does—one thing, the next thing, the next thing, touching the pages and telling the story before you write. The story you tell and write uses the words on your list and also your snap words, so you can touch those words, too, as you tell the story.” 	<ul style="list-style-type: none"> • create a “Phonics Finders” chart, a list of words with blends and digraphs that kids found in their playdates and in previous sessions. An example of this chart can be found on the online resources. • a pen and a blank story booklet to display. An example today’s decodable text can be found on the online resources. • add a new sticky note to the “Things to Do on a Reading Playdate” chart.
<p>5. Being the Teacher While Playing School</p> <ul style="list-style-type: none"> • “Today I want to teach you that to be a good reading teacher, it helps to think about what you like to do yourself, as a reader, and to find ways for kids to do that fun work too.” 	<ul style="list-style-type: none"> • the phonics book you created with the class in the previous session. • a piece of chart paper, to create the chart “Teachers Make Plans.” • the Jump Rope Reader The Wedding to display or distribute to rug clubs, plus something to serve as a pointer (such as a pencil or ruler).
<p>6. Video Session: Doing Shared Reading While Playing School</p>	<ul style="list-style-type: none"> • the “Things to Do on a Reading Playdate” chart. • display the lyrics of the “We Are Avid Readers” song with all verses during the share.
Bend III: Avid Readers Find More Ways to Grow	
<p>1. Reacting to Books</p> <ul style="list-style-type: none"> • “Avid readers don’t just slide across words. They don’t just read sentences. Avid readers also feel what their characters feel. They feel sad when their characters feel sad. They smile when their 	<ul style="list-style-type: none"> • The Three Billy Goats Gruff by Paul Galdone. • familiar nursery rhymes and songs to distribute to rug

<p>characters smile.”</p>	<p>clubs</p>
<p>2. Capturing Thinking About Books</p> <ul style="list-style-type: none"> • “So today, I want to teach you that when avid readers have thoughts during reading, those thoughts are precious. Avid readers want to hold on to those thoughts so they don’t just float away. It really helps if, rather than just put a blank sticky note on the page, you draw or write a little something to remind you of what you were thinking.” 	<ul style="list-style-type: none"> • have gathered a student’s sticky note with a simple face drawn on it during Session 1, to use as an example today. • The Three Billy Goats Gruff by Paul Galdone. • sticky notes and a pen. • the “Talking about Characters’ Feelings” chart
<p>3. Avid Readers Reach for Just-Right Words to Describe Feelings</p> <ul style="list-style-type: none"> • “Today I want to teach you that, when thinking about a character’s feelings in a story, it helps to be as specific, as precise, as you can be. Instead of just saying, ‘He is happy,’ it’s good to think, ‘Is that the best word for it?’ and to try to find a just-right word to describe what you mean.” 	<ul style="list-style-type: none"> • Danbi Leads the School Parade by Anna Kim. • access a video tutorial that shows how to draw different facial expressions. • create a “Why?” sign (see Mid-Workshop Teaching).
<p>4. Video Session: Close Reading and Book-Based Pretending</p>	<ul style="list-style-type: none"> • Danbi Leads the School Parade by Anna Kim. • the “We Are Super Readers!” chart for the mid-workshop teaching. • distribute speech and thought bubbles during the share.
<p>5. Reading for Meaning and Rhythm and Fun</p> <ul style="list-style-type: none"> • “Today I want to teach you that reading poetry is a lot like reading songs. In fact, many poems are songs. Avid poetry readers read a poem over and over until the tune is right, the rhythm is right, the feeling is right.” 	<ul style="list-style-type: none"> • have filled students’ partner bins with a variety of poetry. • display a familiar song or poem. We use “The Itsy Bitsy Spider.” • display the “Avid Poetry Readers . . .” chart. • display the poem “Goodnight, Juma” by Eloise Greenfield.
<p>6. Readers Bring Out a Poem’s Meaning and Feeling</p> <ul style="list-style-type: none"> • “Today I want to teach you that it’s really important when you read a poem to think about the feeling of the poem. Avid poetry readers think about how the poem makes them feel, and then they make their voices match that feeling.” 	<ul style="list-style-type: none"> • the “Avid Poetry Readers . . .” chart. • a copy of the poem, “Goodnight, Juma,” with the colored dots from Session 5. • the basket of poems from Session 5.
<p>Celebrating a Year of Growth with Reading Playdates</p>	

Middle Township School District - ELL Accommodations - Addendum

Definitions:

English as a Second Language (ESL)

- A student whose mother tongue is not English. The student is learning English to live in an English environment.

English Language Learners (ELL)

- Students who are unable to communicate fluently or learn effectively in English, who often come from non- English- speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.

<https://www.edglossary.org/english-language-learner/>

Purpose of Offering Accommodations

- To increase comprehension of the content.
- To assist in completing assignments.
- To improve student's English in all four domains: Listening, Reading, Writing, and Speaking
- To encourage them to feel included and comfortable in the class.

Accommodations for ESL/ ELLs:

Use teaching strategies and learning resources that make content comprehensible. Tools that are key to helping the student understand the content and to learn the acquired language.

These strategies are key to improving student engagement.

List accommodations:

- Seat the student near the teacher.
- Print clearly; do not use cursive writing.
- Print instructions clearly on the board, as well as, giving instructions orally.
- Print key words, page numbers, homework and deadlines, etc. on the board.
- Incorporate multiple and various visuals- gestures, props, graphic organizers, word walls and charts.
- Use audio and visual supports.
- Provide multiple learning opportunities to reinforce key concepts and vocabulary.
- Ensure students understand the instructions.
- Ensure students have all necessary materials (e.g. binders, notebooks, textbooks, handouts, etc.). Be aware that not all cultures understand the at-home responsibilities and routines of our school's expectations.
- Provide background knowledge sometimes with native language support to allow ELLs to tie new information with something familiar. (Could use peers to help translate.)
- To recognize and use multicultural subjects in lessons to help diverse students make connections and feel accepted in the classroom.

- Recycle new and key words through Cross-Content Curriculum.
- Check for comprehension by asking questions that require one word answers, props, and gestures. (Avoid using “Do you understand?”)
- Allow for discovery learning, be ready to model how to complete the task (e.g. how to write a paragraph or how to use a calculator).
- Get to know the student’s reading and writing ability. Avoid assuming a literacy level of low or high because of their oral abilities.
- Find out background knowledge of the student’s academic and personal experience.
- When possible, modify assignments so the ESL or ELL students write less, have simpler questions to answer, fewer spelling words, etc.
- Utilize available technology, i.e. Smart Boards, Mimios, iPads, Chromebooks, Computers, as these programs allow these students to work at the pace/level their abilities allow.

We understand that not every accommodation will be used in each grade level or with every student. Individualize accommodations with every child as needed. In order to ensure student success, make sure to have an open line of communication with all teachers, especially teachers of ESL/ ELLs with questions, concerns, or in making modifications to best fit every student.

Middle Township School District - *Special Education* - Addendum

Accommodations are provided for all students who have been identified by the child study team and have an Individualized Education Plan (IEP).

Purpose of Accommodations

To allow students to be successful in a mainstream setting.

Accommodations

- Use visual presentations of verbal material, such as word webs and visual organizers
- Written list of instructions
- Dictate answers to a scribe
- Capture response on audio recorder
- Use a spelling dictionary
- Sit where the learner learns best
- Small group instruction/ providing personal assistance
- Test in small group
- Partner/ Peer reading
- Break assignments into smaller chunks
- Create individual vocabulary cards with definition and picture

- Visual aids/ anchor charts
- Leveled book bins
- Extended time for tasks, assessments, etc.
- Distraction free workspace
- Listen to Audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Work with few items per page or line and/ or materials in a larger print size
- Have a designated reader
- Hear instructions orally
- Reduce the response effort
- Modify the rigor
- When responding to reading, bulleted lists instead of paragraphs
- Create personal word bank to complete narrative writing
- Take frequent breaks
- Mark text for highlighters for important information
- Few homework problems
- Write shorter papers
- Answer fewer or different homework problems
- Color code materials
- Use behavioral plans
- Record student's thoughts before beginning to write
- Provide sentence starters

We understand that these accommodations will not be used for each student. These are suggestions for teachers to use. For suggestions, make sure to talk to the Special Education teacher and look in the child's IEP. Also, talking to previous teachers about effective strategies worked best for the individual child. Individualize accommodations as needed.

Middle Township School District - Gifted and Talented - Addendum

Advanced/Gifted Students:

- Open-ended responses
- Advanced problems/tasks to extend the critical thinking skills of advanced learner
- Supplemental reading material for independent study
- Flexible grouping
- Tiered assignments
- Supply reading materials on a wide variety of subjects and levels.
- Allow a variety of acceptable products (using Multiple Intelligences, for example)

Middle Township School District - Students with 504 Plans- Addendum

Students with 504 Plans

- Flexible grouping
- Controlled choice
- Multi-sensory learning-auditory, visual, kinesthetic, tactile
- Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials
- Use of technology
- Tiered Assignments
- Leveled questions- written responses, think-pair-share, multiple choice, open ended...
- Centers/Stations
- Scaffolding Extended time
- Differentiated instructional outcomes
- Preferential Seating
- Small group/one-to-one instruction
- Teach information processing strategies
- Chunking Frequent checks for understanding
- Access to teacher created notes
-

Middle Township School District – Students at Risk for School Failure- Addendum

Students at Risk for School Failure

- Tiered Assignments
- Leveled questions- written responses, think-pair-share, multiple choice, open ended...
- Centers/Stations
- Scaffolding
- Chunking
- Extended time
- Differentiated instructional outcomes
- Use of technology
- Partner work Frequent checks for understanding



GRADE 1 ELA CURRICULUM

**Middle Township Public Schools
216 S. Main Street
Cape May Court House, NJ 08210**

Born: July 2024

Middle Township Public Schools - Reading - First Grade

Middle Township Elementary #1

View ELL, Special Education, and Gifted & Talented Accommodations Addendums at the end of this document

Reading Unit 1: Building Good Reading Habits	Time Frame: September & October 40 days
Overview of Unit: Students are introduced to the structure and components of the reader’s workshop model. Students learn good reading habits.	
Essential Questions:	
<ul style="list-style-type: none"> • What reading habits do readers use to read with fluency and comprehension? • How does a reader use phonics to efficiently solve and decode short vowel words with beginning and ending digraphs and blends while checking to ensure their reading makes sense? • How does a reader develop good reading habits, such as monitoring for sense and inferring while reading? 	
Standards Addressed:	
<ul style="list-style-type: none"> • RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). • RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how). • RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details. • RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures). • L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). • L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. • L.RF.1.2.A Distinguish long from short vowel sounds in spoken single-syllable words. • L.RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. • L.RF.1.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. • L.RF.1.2.D Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). • L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. • L.RF.1.3.A Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). • L.RF.1.3.B Decode regularly spelled one-syllable words. • L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension. • L.RF.1.4.A Read grade-level text with purpose and understanding. • L.RF.1.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary. • SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. • SL.PE.1.1.A Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). • SL.PE.1.1.B Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. • SL.PE.1.1.C Ask questions to clear up any confusion about the topics and texts under discussion. • SL.AS.1.6. Produce complete sentences when appropriate to task and situation. • L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content. • L.VL.1.2.A Choose flexibly from an array of strategies to determine the meaning of words and phrases. • L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. 	
21st Century Skill: Critical Thinking and Problem Solving	
21st Century Career Ready Practices:	
<ul style="list-style-type: none"> • CRP 1: Act as a responsible and contributing citizen and employee. • CRP 2: Apply appropriate academic and technical skills. • CRP 4: Communicate clearly and effectively with reason. • CRP 6: Demonstrate creativity and innovation. • CRP 7: Employ valid and reliable research strategies. • CRP 8: Utilize critical thinking to make sense of problems and persevere in solving them. CRP 	

Interdisciplinary Connections: The English Language Arts Literacy curriculum has many possibilities for interdisciplinary connections. Reading and writing can be connected across disciplines. Project and research reports that involves writing can also be connected to all disciplines. These connections include, but are not limited to the following:

Media

- Science
- Arts
- Music
- Social Studies
- Math

Integration of 21st Century Themes and Skills and 21st Century Career Ready Practices: These practices are infused throughout all activities. Some of these activities include, but are not limited to:

- Integrating Technology
- Communication
- Problem Solving
- Critical Thinking
- Life and Career Skills

Technology Standards:

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue
- 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
- 8.1.2.A.2 Create a document using a word processing application.
- 8.1.2.D.1 Develop an understanding of ownership of print and nonprint information.
- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Teacher Resources:

- Units of Study in Reading Grade 1 Unit 1: Building Good Reading Habits
- The Fountas & Pinnell Literacy Continuum, Expanded Edition-A Tool for Assessment, Planning, and Teaching, PreK-8 By Irene Fountas & Gay Su Pinnell

Assessments: Student progress and achievements are assessed through a variety of formal and informal methods of assessment that include, but are not limited to, the following:

Summative Assessment

- Reading benchmark administered 3 times per year.
- Sight Word Assessments 3 times per year.

Formative Assessments

- Alphabetic Knowledge Assessment (Letter/Sound Correspondence)
- Phonemic Awareness Assessment (Blending, segmenting, isolating, substituting)
- Phonic Decoding Assessment
- Running Records
- Reading Progressions

Mentor Texts: (*specific to lessons)

Bend I: Good Readers Have Good Habits

Mini Lesson Teaching Points:

Session 1: Readers Take a Sneak Peek

“Today I want to teach you that readers have good habits, too. They have things they do all the time that help them. And one of those habits— one thing that readers do without needing a reminder—is get ready to read by taking a sneak peek at their books. Readers peek, and then readers think.”

Suggested Materials:

- “Readers Build Good Habits” chart
- Rusty Plays at the Park by Michèle Dufresne
- The Rooster Who Would Not Be Quiet!
- Baskets with leveled books that you hope are roughly right for readers at that table.
- Sticky notes at each table

<p>Session 2: Readers Use Phonics to Solve Hard Words “Today I want to remind you that when readers get stuck on a hard word, they use the letters to solve it. They put their finger under the word and slide through the sounds.”</p>	<ul style="list-style-type: none"> • Class alphabet chart • “Readers Build Good Habits” chart • Letter magnets • Rusty Plays at the Park • Elkonin Boxes • Baskets with leveled books
<p>Session 3: Readers Read It Again! Rereading to Make Reading Sound Smooth “Today I want to teach you that when readers get to the end of a book, they can read it again! Once you know all the words, you can reread a book, making it sound smooth, just like talking.”</p>	<ul style="list-style-type: none"> • “Readers Build Good Habits” chart • 1 book per student that they have previously read. • Rusty Plays at the Park • Baskets with leveled books (refreshed)
<p>Session 4: Readers Reread and Think More! “Today I want to teach you that when you reread a book, two things happen. Rereading makes the book sound smoother, and it also helps you think more about what’s happening. Rereading makes the book more interesting.”</p>	<ul style="list-style-type: none"> • “Readers Build Good Habits” chart • Rusty Plays at the Park • Baskets with leveled books (refreshed) • The Rooster Who Would Not Be Quiet!
<p>Session 5: Readers Get Stronger by Reading More and More “Today I want to teach you one more habit that readers have. This might be the most important habit, so listen closely. Readers always—every day— push themselves to get stronger and stronger as readers. And one way they push themselves to get stronger is they work to read more and more and more books.”</p>	<ul style="list-style-type: none"> • “Readers Build Good Habits” chart • Rusty Plays at the Park • Baskets with leveled books (refreshed) • Class Mascot • Stack of leveled books • Reading mats with red and green stickers • Sticky notes

Bend II: Using Good Habits Before, During, and After Reading

Mini Lesson Teaching Points:	Suggested Materials:
<p>Session 1: Readers Build Good Habits for Solving Words “Today I want to remind you that when you slide through the sounds in a word, you need to be careful. Make sure you watch out for digraphs, for two letters that stand for one sound.”</p>	<ul style="list-style-type: none"> • “Readers Build Good Habits” chart • the magnetic letters s, h, u, t, w, i, n, p, a, c, o, b, and e to make the words shut, wish, thin, path, chop, and bench • Rasheed’s poem, “Crunch! Crunch!” • “We Can Read Any Word!” Chart • Students need individual book baggies, based on your assessments from the end of Bend I, today and every day, from now on • reading mats from Bend I, today and every day • a whiteboard and marker

<p>Session 2: Sticking to Good Habits Takes Practice</p> <p>“Today I want to teach you that to get stronger as a reader it helps to look out for times when you drop your good reading habits, and then pick them back up.”</p>	<ul style="list-style-type: none"> • chart “Look Out For . . .” on which you’ll co-create a list of common reading tendencies during the mini lesson. • Chapter 1 of the demonstration text: Jump Rope Readers series, The Big Hair Cut by Sarah Man • “We Can Read Any Word!” chart.
<p>Session 3: Reading Partners Build Good Habits Together</p> <p>“Today I want to remind you that reading partners work together. You can make a plan, choosing how you’ll read together. Then, you can practice your good habits, helping each other with tricky words.</p>	<ul style="list-style-type: none"> • Permanent reading partnerships with Partner 1 and Partner 2 designated • “Reading Partners Work Together” chart • A map of your classroom showing a special place for partners to meet around the room, and copies of a list of questions partners will use to learn more about each other. • Sticky notes
<p>Session 4: Check for Meaning and Fix It Up!</p> <p>“Today I want to teach you that every word you read has to make sense. After you solve a word, check it by asking, ‘Does that make sense?’ Think about what’s happening in the story.”</p>	<ul style="list-style-type: none"> • The Big Hair Cut demonstration text • “We Can Read Any Word!” chart • Index cards • Sticky notes
<p>Session 5: Middles Matter: Check the Vowels</p> <p>“Readers, today I want to teach you that middles matter! Readers need to pay special attention to the vowels and check to make sure they have the right sound.”</p>	<ul style="list-style-type: none"> • Display sentence: “I went to the shop to get a hat.” • Words: slid, sled, click, and clock, each on a separate index card to display • The Big Hair Cut demonstration text • “We Can Read Any Word!” chart • Class word wall • Elkonin boxes
<p>Session 6: Slow Check: Checking All the Way through a Word</p> <p>“Today I want to teach you that after you figure out a tricky word in your book, you can do a slow check to be sure you have it right. Say the word slowly as you slide your finger under it and check that all the letters look right.”</p>	<ul style="list-style-type: none"> • Mismatched socks • Unit Reader titled, The Crash • Revised lyrics to the song “We’re Building Good Reading Habits” • “We Can Read Any Word!” chart • Class word wall • A New Kind of Wild by Zara González Hoang

Bend III: Good Habits for Making Sense of Books	
Mini Lesson Teaching Points:	Suggested Materials:
<p>Session 1: Readers Notice When They Are Confused and Reread to Understand</p> <p>“Today I want to teach you that it’s really important to notice little confusions in a book and to ask ‘What’s going on?’ You can often reread to clear up those confusions. When you read fiction books— stories—it’s important that you know what’s happening with the characters. And when you’re reading a nonfiction book—a teaching book—you work to make sure the information makes sense”</p>	<ul style="list-style-type: none"> • A New Kind of Wild by Zara González Hoang • Gerty’s story • “Good Habits for Understanding Our Books” chart • Sticky notes
<p>Session 2: Studying the Pictures to Better Understand Books</p> <p>“Today I want to teach you that to really understand your books, you need to read all the words on each page and study the pictures. Sometimes the pictures can tell you more than the words, and you want to be sure to read both.”</p>	<ul style="list-style-type: none"> • A collection of warning signs • A New Kind of Wild by Zara González Hoang • “Good Habits for Understanding Our Books” chart • Little sticky tabs for students’ books
<p>Session 3: Readers Make Their Voices Match What’s Happening</p> <p>“Today I want to teach you that when you understand your books really well it can help you make your reading sound better. You can make your voice match what’s happening on the page”</p>	<ul style="list-style-type: none"> • “Good Habits for Understanding Our Books” chart • A New Kind of Wild by Zara González Hoang • The Big Hair Cut by Sarah Mann • Punctuation marks written on easel
<p>Session 4: Understanding a Character’s Point of View: Learning to Make Inferences</p> <p>“Today I want to teach you that when you are reading fiction books, or stories, you can try to figure out your character’s point of view, trying to imagine what they see and feel about the things in their world.”</p>	<ul style="list-style-type: none"> • A magic reading wand • A New Kind of Wild by Zara González Hoang • “Good Habits for Understanding Our Books” chart • Popsicle sticks for students
<p>Session 5: Readers Can Retell at the End of a Book</p> <p>“Today I want to teach you that when readers finish a book, they make sure they can talk about what they’ve read. You can give yourself a big check by remembering as much as you can and retelling the whole book, including the characters, the settings, and the events that happened.”</p>	<ul style="list-style-type: none"> • A New Kind of Wild by Zara González Hoang • “Good Habits for Understanding Our Books” chart • The Big Hair Cut by Sarah Mann
<p>Session 6: Readers Celebrate and Set New Goals</p> <p>“Today I want to teach you that readers can keep building good reading habits to make their reading better and better and better! To do this, you can pick a goal as a reader and practice doing that thing every time you read.”</p>	<ul style="list-style-type: none"> • Arrange all of the anchor charts from the unit near the meeting area: “Readers Build Good Habits,” “We Can Read Any Word!,” “Good Habits for

	<p>Understanding Our Books,” and “Reading Partners Work Together.”</p> <ul style="list-style-type: none"> • Bulletin board to share students’ reading habits • Individual copies of all four of the anchor charts from the unit • Sticky notes, pens, markers, sentence strips
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Celebration
 Students will reflect on what they’ve worked hard to remember to do. Then students will write their best reading habits on sentence strips and help co-create a bulletin board to show off their good reading habits. They will end with the song “We’re Building Good Reading Habits.”

<p>Reading Unit 2 : Word Detectives</p>	<p>Time Frame: November & December</p> <p>35 days</p>
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Overview of Unit: Readers learn to use phonemic awareness and phonics plus fluency and meaning to help them move up the ladder of text complexity.

- Essential Questions:**
- How can readers take on the mission of looking closely at all the letters in a word—mapping a letter or letters to each sound—to decode in ways that help them build their sight vocabulary?
 - How can readers develop an understanding of long and short vowels (and vowel flexing) that will allow them to decode words with flexibility and efficiency in ways that help them read on, discovering what happens next?
 - How can readers use what they know about decoding, including compound words, endings, and multisyllabic words, to help them retell who is in the story, where it takes place, and what the story is about?

- Standards Addressed:**
- RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how)
 - RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
 - RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
 - RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
 - RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
 - SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - SL.PE.1.1.A Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics SL.PE.1.1.B and texts under discussion).
 - SL.PE.1.1.C Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
 - SL.PE.1.1.D Ask questions to clear up any confusion about the topics and texts under discussion.
 - SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
 - SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
 - SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
 - SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
 - SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

- L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 - L.RF.1.2.A Distinguish long from short vowel sounds in spoken single-syllable words.
 - L.RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - L.RF.1.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - L.RF.1.2.D Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - L.RF.1.3.A Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
 - L.RF.1.3.B Decode regularly spelled one-syllable words.
 - L.RF.1.3.C Know final -e and common vowel team conventions for representing long vowel sounds.
 - L.RF.1.3.D Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - L.RF.1.3.E Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
 - L.RF.1.3.F Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
 - L.RF.1.3.G Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
 - L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
 - L.WF.1.1.A Write the upper and lowercase alphabets from memory.
 - L.WF.1.1.B Write a common grapheme (letter or letter group) for each phoneme.
 - L.WF.1.1.C Orally segment the phonemes in any single syllable, spoken word.
 - L.WF.1.1.D Recognize that each syllable is organized around a vowel sound
- L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
 - L.VL.1.2.A Choose flexibly from an array of strategies to determine the meaning of words and phrases.
- L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - L.VI.1.3.A Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
 - L.VI.1.3.B Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - L.VI.1.3.C Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
 - L.VI.1.3.D Identify real-life connections between words and their use (e.g., note places at home that are cozy).
 - L.VI.1.3.E Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
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 - L.WF.1.1.D Recognize that each syllable is organized around a vowel sound.

Century Skill: Critical Thinking and Problem Solving

21st Century Career Ready Practices:

CRP 1: Act as a responsible and contributing citizen and employee.

CRP 2: Apply appropriate academic and technical skills.

CRP 4: Communicate clearly and effectively with reason.

CRP 6: Demonstrate creativity and innovation.

CRP 7: Employ valid and reliable research strategies.

CRP 8: Utilize critical thinking to make sense of problems and persevere in solving them. CRP 9:

Model integrity, ethical leadership and effective management.

CRP 11: Use technology to enhance productivity.

CRP 12: Work productively in teams while using cultural global competence.

Interdisciplinary Connections: The English Language Arts Literacy curriculum has many possibilities for interdisciplinary connections. Reading and writing can be connected across disciplines. Project and research reports that involves writing can also be connected to all disciplines. These connections include, but are not limited to the following:

Media
Science
Arts
Music
Social Studies
Math

Integration of 21st Century Themes and Skills and 21st Century Career Ready Practices: These practices are infused throughout all activities. Some of these activities include, but are not limited to:

Integrating Technology
Communication
Problem Solving
Critical Thinking
Life and Career Skills

Technology Standards:

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.3 Use a graphic organizer to organize information about problem or issue
8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
8.1.2.A.2 Create a document using a word processing application.
8.1.2.D.1 Develop an understanding of ownership of print and nonprint information.
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Teacher Resources:

Units of Study in Reading Grade 1 Unit 2: Word Detectives
The Fountas & Pinnell Literacy Continuum, Expanded Edition-A Tool for Assessment, Planning, and Teaching, PreK-8
By Irene Fountas & Gay Su Pinnell

Assessments: Student progress and achievements are assessed through a variety of formal and informal methods of assessment that include, but are not limited to, the following:

Summative Assessment

Reading benchmark administered 3 times per year.
Sight Word Assessments 3 times per year.

Formative Assessments

- Alphabetic Knowledge Assessment (Letter/Sound Correspondence)
- Phonemic Awareness Assessment (Blending, segmenting, isolating, substituting)
- Phonic Decoding Assessment
- Running Records

Reading Progressions

Mentor Texts: (*specific to lessons)

Bend I: Good Readers Have Good Habits

Mini Lesson Teaching Points

Suggested Materials

Session 1: Word Detectives Are Always on the Lookout

“Word detectives are always on the lookout. They notice when there’s a problem and stop to solve it right away.”

- Large envelope with the word CONFIDENTIAL printed on the front. This envelope will contain: a top-secret

	<p>letter from the Super Secret Detective Agency (SSDA).</p> <ul style="list-style-type: none"> • A smaller envelope labeled “MISSION #1,” containing the mission text and the first sticky note for the new “How to Be a Word Detective” chart. • “How to Be a Word Detective” chart. • This Is Liann from the Jump Rope Readers series, by Jepilyn Matthis • Student book bag or bin with leveled readers (every day for this unit) • Student reading mats (every day for this unit)
<p>Session 2: Word Detectives Look Closely</p> <p>“Word detectives look closely to get clues. Word detectives make sure to look closely across the whole word— using all the letters from start to end to help solve it.”</p>	<ul style="list-style-type: none"> • Pictures of detectives • Envelope labeled “MISSION #2” that contains: the mission text and the second sticky note to add to the “How to Be a Word Detective” chart. • “How to Be a Word Detective” chart • “word scanner” • magnetic letters: s, h, o, p • This Is Liann from the Jump Rope Readers series • “Word Detectives Read it All!” lyrics • White Boards, Dry Erase Markers, Sticky Notes
<p>Session 3: Looking Closely at Endings</p> <p>“Word detectives look closely all the way to the ends of words. They notice word endings like -s and -ing.”</p>	<ul style="list-style-type: none"> • Envelope labeled “MISSION #3” that contains: the mission text separated onto two strips of paper, a small stack of word cards containing the endings -s and -ing, copies of lists of words containing the endings -s and -ing, one per partnership, a third sticky note to add to the “How to Be a Word Detective” chart, • This Is Liann, from the Jump Rope Readers series • White Boards, Dry Erase

	<p>Markers, Sticky Notes, Word Scanners</p> <ul style="list-style-type: none"> • “We Can Read Any Word” chart
<p>Session 4: Noticing and Understanding New Vocabulary</p> <p>“Word detectives notice when they don’t know what a word means. Then, they use the whole page to find clues that can help them understand the word better.”</p>	<ul style="list-style-type: none"> • Envelope labeled “MISSION #4” that contains: the mission text and the fourth sticky note to add to the “How to Be a Word Detective” chart • This Is Liann, from the Jump Rope Readers series
<p>Session 5: Zooming In to Look Closely, Zooming Out to Understand</p> <p>“Word detectives need to zoom in to look closely at hard words, and they also need to zoom out to think about the whole book. You can stop and ask, ‘What’s happening on this page?’ and ‘How does that fit with the whole story?’”</p>	<ul style="list-style-type: none"> • Envelope labeled “MISSION #5” that contains: the mission text and the fifth sticky note to add to the “How to Be a Word Detective” chart, and two picture cards, each revealing a zoomed-in image on one side and a zoomed-out image of the entire object on the other side. • This Is Liann, from the Jump Rope Readers series • Cardboard frame
<p>Session 6: Using Words We Know in a Snap to Make Reading Sound Smooth</p> <p>“When word detectives see a word they know, they read it in a snap. They don’t waste their energy sliding through the sounds. Then they scoop up all the words they know to make their reading smooth.” I added the next sticky note to the “How to Be a Word Detective” anchor chart.</p>	<ul style="list-style-type: none"> • Envelope labeled “MISSION #6” that contains: the mission text and the sixth sticky note to add to the “How to Be a Word Detective” chart • snap word cards for here, is my, ball look, at, and this. • A Crocodile and a Whale by Annette Smith. • “Words We Know in a Snap!” word wall chart for each student
<p>Session 7: Studying Words Closely</p> <p>“Today I want to teach you that when word detectives notice a word they see a lot, they learn that word really, really well and make it become a snap word. To do this, they study the word carefully to figure out how each sound is spelled and they practice writing it.”</p>	<ul style="list-style-type: none"> • Class Word Wall • Word Scanner • Word Cards: went and they • Word detective badges for students • whiteboard, dry erase marker, small copy of the word wall, and a pen or

	pencil for students
Bend II: Word Detectives Take a Closer Look at Vowels	
Mini Lesson Teaching Points	Suggested Materials
<p>Session 1: Watching Out for Silent E</p> <p>“Today I want to teach you that word detectives have to look closely for an e at the end of a word. That silent e is a clue. It tells you to try a long-vowel sound in the word.”</p>	<ul style="list-style-type: none"> • A large envelope that contains a typed letter from the SSDA • “We Can Read Any Word!” chart. • Unit Reader text, The Case of the Missing Cake plus student copies • Student Detective Word File folders and sticky notes to collect words with the silent e
<p>Session 2: Solving Mystery Words</p> <p>“Today I want to teach you that word detectives can solve new words by asking, ‘Does this look like a word I know?’ They find the parts that look the same and use them to figure out the new word.”</p>	<ul style="list-style-type: none"> • large envelope labeled with your classroom number on the front. The envelope will contain: Emmy’s letter and a post card from Australia • “We Can Read Any Word!” chart.” • write the words: like, went, play, make, cam e, clay, bike, and frame on sticky notes.
<p>Session 3: Watching Out for Vowel Teams</p> <p>“Today I want to teach you that word detectives watch out for vowel teams, two vowels side by side, like ee or ea. Vowel teams work together to make one sound. ee and ea usually spell the /ē/ sound.”</p>	<ul style="list-style-type: none"> • Unit Reader text, The Case of the Beep with student copies • “We Can Read Any Word!” chart
<p>Session 4: Learning to Be Flexible: Using Phonics Knowledge to Try a Vowel Sound Another Way</p> <p>“Today I want to teach you that if you try a vowel sound one way and it doesn’t work, you can try it another way. Try to read a word with a long and short-vowel sound, thinking about which one makes sense.”</p>	<ul style="list-style-type: none"> • An easel or whiteboard to write the words tape, shine, hope, cute, have, bean, lean, and spread. • list of sentences with regular and irregular CVCe and ee/ea words. • “We Can Read Any Word!” chart. • word card “order forms” and highlighters
<p>Session 5: Word Detectives Don’t Give Up: Reread and Look Again</p>	<ul style="list-style-type: none"> • “How to Be a Word Detective” chart

<p>“Today I want to teach you that word detectives don’t give up. When a word is extra challenging, word detectives take a step back, take a deep breath, and look again. You can reread the sentence and take a closer look at the tricky word to solve it.”</p>	<ul style="list-style-type: none"> • Demonstration text, Tiny and the Big Wave. • Assortment of toys, dolls, stuffed animals, or figurines available
<p>Session 6: Zooming Out to Make Predictions</p> <p>“Today I want to remind you that readers stop and think about the story as they read. When you stop and think about what’s happened so far, you often imagine what might happen next. You predict.”</p>	<ul style="list-style-type: none"> • “How to Be a Word Detective” chart • Message from the SSDA on your phone • Demonstration text, Tiny and the Big Wave • Chart Paper and student white boards
<p>Bend III: Word Detectives Take an Even Closer Look to Solve Longer Words</p>	
<p>Mini Lesson Teaching Points</p>	<p>Suggested Materials</p>
<p>Session 1: Solving Longer Words: Noticing Double Consonants</p> <p>“Today I want to teach you that if you see a word with double consonants in the middle, you can break that word in half right between those consonants. Read each part, then put the parts together.”</p>	<ul style="list-style-type: none"> • A letter from the SSDA and the first three sticky notes to add to the new “Taking a Closer Look at . . .” chart. • magnetic letters to spell rabbit in the mini lesson, mess in the mid workshop teaching, and button in the share • Unit Reader demonstration text, Cupcake
<p>Session 2: Watching Out for Compound Words</p> <p>“Today I want to teach you that compound words are made up of two small words put together! To read a compound word, start at the beginning to find the first little word, and then the second one. Then, put them together to read the whole word.”</p>	<ul style="list-style-type: none"> • A marker, glue stick, and water bottle. • Unit Reader demonstration text, Cupcake • add three handwritten sticky notes with the example words sandbox, into, and beside to the second sticky note of the “Taking a Closer Look at . . .” chart • a hat, scarf, and sunglasses • the word I’m on a sticky note
<p>Session 3: Breaking off the Ending to Solve Longer Words</p> <p>“Today I want to teach you that when you spot a long word with an ending, you can break it off. Read the first part, then add the ending back on.”</p>	<ul style="list-style-type: none"> • word cards to demonstrate breaking off endings to solve words. We

	<p>use splashing, running, and smelled.</p> <ul style="list-style-type: none"> • add two handwritten sticky notes with the example words splashing and running to the third sticky note of the “Taking a Closer Look at . . .” chart. • replace the “Look out for endings like -s and -ing” sticky note on the “We Can Read Any Word!” chart with a new sticky note that includes the -s, -ing, and -ed endings • Unit Reader demonstration text Cupcake for students
<p>Session 4: Zooming Out to Retell</p> <p>“Today I want to remind you that readers zoom out to think about the whole story. Once you finish a book, you can retell the important parts: WHO the story was about, WHERE the character</p>	<ul style="list-style-type: none"> • “How to Be a Word Detective” chart. • demonstration texts, Cupcake, from the Unit Readers collection, and Tiny and the Big Wave
<p>Celebration</p> <p>Students affirm their new learning and then use all that they have learned about decoding and encoding words to solve word mysteries. The final mystery contains a prize such as a new text for the classroom or a special guest reader.</p>	<ul style="list-style-type: none"> • SSDA Final Mission
<p>Reading Unit 3: Learning About the World</p>	<p>Time Frame: January & February</p> <p>42 days</p>
<p>Overview of Unit: Readers build knowledge through content-rich nonfiction</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do nonfiction readers approach books with curiosity, intent on learning the main idea and answering their questions, while using their word work to solve new words (and key vocabulary) part by part? • How do readers read two or three nonfiction texts across a text set to learn about their topic and use keyword knowledge to think and talk about it while using vowel teams and -y endings to decode a broader range of words? • How do readers synthesize what they have learned about a topic from reading within a text set and teach it to others? 	
<p>Standards Addressed:</p> <ul style="list-style-type: none"> • RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, 	

how).

- RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
- RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
- RI.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - SL.PE.1.1.A Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics SL.PE.1.1.B and texts under discussion).
 - SL.PE.1.1.C Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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21st Century Skill: Critical Thinking and Problem Solving

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Media

- Science
- Arts
- Music
- Social Studies
- Math

Integration of 21st Century Themes and Skills and 21st Century Career Ready Practices: These practices are infused throughout all activities. Some of these activities include, but are not limited to:

- Integrating Technology
- Communication
- Problem Solving
- Critical Thinking
- Life and Career Skills

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Teacher Resources:

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 By Irene Fountas & Gay Su Pinnell

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- Phonemic Awareness Assessment (Blending, segmenting, isolating, substituting)
- Phonic Decoding Assessment
- Running Records

Reading Progressions

Mentor Texts: (*specific to lessons)

Bend I: Approaching Books and the World with Curiosity and Wonder

Mini Lesson Teaching Points:

Session 1: Curiosity an Essential Reading Skill

“Today I want to teach you that when reading nonfiction, sneak peeks don’t only help you figure out what the book might be about, they also get you started learning about their topic. Most of all, when taking a sneak peek in a nonfiction book, you spark your curiosity and start being on fire as learners.”

Suggested Materials:

- For this session and all sessions going forward in this unit you will need nonfiction books in your library and individual book bins of nonfiction books for students
- For this session and all sessions going forward in this unit you will need the “Curious Readers Learn from Books” chart.
- For this session and all sessions going forward in this unit have available: white boards, dry erase markers, pencils, easel, chart paper, and all student book bin tools
- demonstration text, Bees by Laura Marsh
- photo of marine biologist Eugenie Clark
- For this session and all sessions going forward in this unit, have a class vocabulary chart
- list of student partnerships (rug clubs)

Session 2: Looking Closer to Learn

“Today I want to teach you that to be a curious reader, it’s important to slow down.

- photo of archaeologist Bertha Parker
- photograph to match your

<p>Curious readers pause on every page, look closely, name what they see, and think about all the interesting details.”</p>	<ul style="list-style-type: none"> demonstration topic, covered with sticky notes demonstration text, Bees by Laura Marsh
<p>Session 3: Curious Readers Ask Questions “Today I want to teach you that asking questions can help nonfiction readers learn even more about a topic. You can ask questions like ‘Who? What? Where? When? Why? How?’ Then, as you keep reading, you can look for the answers.”</p>	<ul style="list-style-type: none"> demonstration text, Bees by Laura Marsh
<p>Session 4: Reading Longer Words Part by Part “Today I want to teach you that when you are reading your nonfiction books, you work to read every word, even if they are long. You can slow down, look at all the parts of a word, and read them part by part.”</p>	<ul style="list-style-type: none"> magnetic letters to spell out words from your demonstration text. (We use the following words from Bees by Laura Marsh: buzzing, flying, plant, brushes, jacket, helpful, insect.) add a few vocabulary words about bees to your vocabulary chart (pollen, beekeeper, beeswax)
<p>Session 5: Nonfiction Readers are Curious About Words “Today I want to teach you that nonfiction readers are not only curious about topics --they’re also curious about words. When curious readers run into a new word, they use everything they know to read that new word and they think, ‘What does this new word mean?’”</p>	<ul style="list-style-type: none"> display three word cards related to a topic of students’ interest. Each card should also include pictures. We use bulldozer, demolish, and excavator nonfiction Unit Reader, Meet the Snake. For this session and all sessions going forward in this unit you will need the “We Can Read Any Word” chart.
<p>Session 6: Nonfiction Readers Retell to Make Sure They Understand Their Books “Today I want to teach you that at the end of a book, readers think, ‘What have I learned about this topic?’ Then, they look back in the book and use the text to retell all that the book taught them.”</p>	<ul style="list-style-type: none"> demonstration text Bees by Laura Marsh Unit Reader text, Meet the Snake video about your class topic. We recommend the Molly of Denali Awesome Info Kids video called Beekeeping
<p>Session 7: Celebrating Curiosity “Today I want to teach you that when people are really curious and want to learn more about something, they can use all they know about nonfiction reading to learn not only from books, but from the world around them.”</p>	<ul style="list-style-type: none"> For this lesson you will visit other areas of the school
<p>Bend II: Learning Together</p>	
<p>Mini Lesson Teaching Points:</p>	<p>Suggested Materials:</p>

<p>Session 1: When Readers Are Really Curious, They Read More Than One Book about a Topic</p> <p>“Today I want to teach you that when you are getting ready to read a few texts on the same topic, you can start by taking an extra-special kind of sneak peek. You can preview all your books and think, ‘What looks the same?’ ‘Different?’ and ‘What will I learn about this topic from each of these books?’ Then you can use everything you know about nonfiction reading to read and learn a lot from each book.”</p>	<ul style="list-style-type: none"> • mini-text set of two or three books rubber-banded together for each partnership, placed in table baskets with other loose nonfiction books. • demonstration text set: In My Mosque by M. O. Yuksel and Golden Domes and Silver Lanterns by Hena Khan • Honey Bees by Jill Esbaum • photo of explorer Matthew Henson
<p>Session 2: Sharing Books with Others</p> <p>“Today I want to teach you that when readers want to get their friends interested in the topics they’re reading about, they share their text sets – and to get their friends interested, they share interesting parts of the books and super-important information.”</p>	<ul style="list-style-type: none"> • In My Mosque by M. O. Yuksel.
<p>Session 3: Key Words Help Readers Unlock More Learning about a Topic</p> <p>“Today I want to teach you that when nonfiction readers learn about a topic, they can be on the lookout for key words –words that are important to understanding the topic. You can collect the key words that come up over and over again and use them as you think and talk about the topic.”</p>	<ul style="list-style-type: none"> • Golden Domes and Silver Lanterns by Hena Khan • In My Mosque by M. O. Yuksel. • Bees by Laura Marsh
<p>Session 4: New Vowel Teams Can Unlock Even More Words (AI, AY, OA)</p> <p>“Today I want to remind you that readers watch out for vowel teams, two vowels side by side that work together to make one sound. And I want to introduce you to a few new vowel teams that you are likely to run into as you read: ai, ay, and oa.”</p>	<ul style="list-style-type: none"> • Golden Domes and Silver Lanterns by Hena Khan • In My Mosque by M. O. Yuksel. • cards written with large letters for the class to see, with these words: queen, bee, beak, steam, seed, say, rain, coat, soap, bay, paid, spray, chain, and • Reading Vowel Teams chart
<p>Session 5: Looking Closely at a Curious Word Part: The Letter Y</p> <p>“Today I want to teach you about a curious word part: the letter Y. When Y is at the end of a word, it acts like a vowel, so it helps to know the different ways that Y can go.”</p>	<ul style="list-style-type: none"> • word cards with the familiar snap words you, yes, by, my, any, and very, as well as word cards with words that contain the letter Y: sty, fly, pry, windy, sandy, bumpy, happy. You will display these cards for students and sort them in a pocket chart by the sound the Y makes. • decodable Unit Reader text, Meet the Cat • display the word cards stinky, grumpy, fuzzy, tabby, and lucky.

<p>Session 6: Readers Add Their Own Thinking to Their Text Sets</p> <p>“Today I want to teach you that readers add their own thinking to a topic. After you read and learn you can think, ‘What do I think? What are my ideas about this topic?’”</p>	<ul style="list-style-type: none"> • Golden Domes and Silver Lanterns by Hena Khan • In My Mosque by M. O. Yuksel.
<p>Bend III: Learners Become Teachers</p>	
<p>Mini Lesson Teaching Points:</p>	<p>Materials:</p>
<p>Session 1: Readers Learn, and Then They Teach</p> <p>“Today I want to teach you that when you know you are going to teach others, you become an especially powerful learner. You have your future students</p>	<ul style="list-style-type: none"> • The Thing About Bees: A Love Letter by Shabazz Larkin • “Mark and Share with Your Partner” tool
<p>Session 2: Nonfiction Readers Read with Feeling</p> <p>“Today I want to teach you that to read a book like a teacher, it helps to think about and practice how to read each part, making sure your voice shows the feeling behind the words.”</p>	<ul style="list-style-type: none"> • The Thing About Bees: A Love Letter by Shabazz Larkin • a video clip of a child reading a book aloud. We use the video of a child, Iris, reading the book Wangari’s Trees of Peace, by Jeanette Winter. • Unit Reader, Meet the Bee
<p>Session 3: Using Writing Strategies to Teach Others</p> <p>“Today I want to teach you that nonfiction readers can use what they know about writing information books to teach other people about topics they’re learning from their reading. When you want to teach a friend about a topic you are reading about, you can teach almost as if you are writing an information book on the topic.”</p>	<ul style="list-style-type: none"> • “Readers Build Good Habits” chart • Rusty Plays at the Park by Michèle Dufresne • The Rooster Who Would Not Be Quiet! • Baskets with leveled books that you hope are roughly right for readers at that table. • Sticky notes at each table
<p>Session 4: Learning Leads to New Ideas, Feelings, and Action</p> <p>“Today I want to teach you that once readers have learned about a topic, they think, ‘What are my own ideas, thoughts, and feelings about this topic? How might I act differently now that I know about this topic?’ You can teach people by sharing your ideas with them and getting them to think and care about the topic, too.”</p>	<ul style="list-style-type: none"> • “Writers Teach in Words and Pictures!” anchor chart from Grade 1, Unit 2, Bend II of Units of Study in Writing. • samples of student work from Grade 1, Unit 2, Bend II of Units of Study in Writing. • Class text set about bees.
<p>Celebration</p>	
<p>Reading Unit 4: Readers Have Big Jobs To Do</p>	<p>Time Frame: March & April 35 days</p>
<p>Overview of Unit: Students will deepen their knowledge about nonfiction reading. Students will learn more about text structures (including narrative nonfiction and question-and-answer books) and will solidify their understanding of main topics and key details.</p>	

Essential Questions:

- How can readers monitor for accuracy and comprehension as they read and learn to stop to solve those problems consistently?
- What strategies can readers use to understand better everything that is happening in their books?
- How can readers lean on their growing knowledge of vowel teams to solve words more efficiently?

Standards Addressed:

- RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
- RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
- RI.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.PE.1.1.A Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics SL.PE.1.1.B and texts under discussion).
- SL.PE.1.1.C Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.PE.1.1.D Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.AS.1.6. Produce complete sentences when appropriate to task and situation.
- L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- L.RF.1.2.A Distinguish long from short vowel sounds in spoken single-syllable words.
- L.RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- L.RF.1.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- L.RF.1.2.D Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- L.RF.1.3.A Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- L.RF.1.3.B Decode regularly spelled one-syllable words.
- L.RF.1.3.C Know final -e and common vowel team conventions for representing long vowel sounds.
- L.RF.1.3.D Distinguish long and short vowels when reading regularly spelled one-syllable words.
- L.RF.1.3.E Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
- L.RF.1.3.F Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
- L.RF.1.3.G Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

- L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- L.WF.1.1.A Write the upper and lowercase alphabets from memory.
- L.WF.1.1.B Write a common grapheme (letter or letter group) for each phoneme.
- L.WF.1.1.C Orally segment the phonemes in any single syllable, spoken word.
- L.WF.1.1.D Recognize that each syllable is organized around a vowel sound
- L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- L.VL.1.2.A Choose flexibly from an array of strategies to determine the meaning of words and phrases.
- L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- L.VI.1.3.A Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- L.VI.1.3.B Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- L.VI.1.3.C Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- L.VI.1.3.D Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- L.VI.1.3.E Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
- L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- L.WF.1.1.A Write the upper and lowercase alphabets from memory.
- L.WF.1.1.B Write a common grapheme (letter or letter group) for each phoneme.
- L.WF.1.1.C Orally segment the phonemes in any single syllable, spoken word.
- L.WF.1.1.D Recognize that each syllable is organized around a vowel sound.

Century Skill: Critical Thinking and Problem Solving

21st Century Career Ready Practices:

- CRP 1: Act as a responsible and contributing citizen and employee.
- CRP 2: Apply appropriate academic and technical skills.
- CRP 4: Communicate clearly and effectively with reason.
- CRP 6: Demonstrate creativity and innovation.
- CRP 7: Employ valid and reliable research strategies.
- CRP 8: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP 9: Model integrity, ethical leadership and effective management.
- CRP 11: Use technology to enhance productivity.
- CRP 12: Work productively in teams while using cultural global competence.

Interdisciplinary Connections: The English Language Arts Literacy curriculum has many possibilities for interdisciplinary connections. Reading and writing can be connected across disciplines. Project and research reports that involves writing can also be connected to all disciplines. These connections include, but are not limited to the following:

- Media
- Science
- Arts
- Music
- Social Studies
- Math

Integration of 21st Century Themes and Skills and 21st Century Career Ready Practices: These practices are infused throughout all activities. Some of these activities include, but are not limited to:

- Integrating Technology
- Communication
- Problem Solving
- Critical Thinking
- Life and Career Skills

Technology Standards:

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue

- 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
- 8.1.2.A.2 Create a document using a word processing application.
- 8.1.2.D.1 Develop an understanding of ownership of print and nonprint information.
- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Teacher Resources:

Units of Study in Reading Grade 1 Unit 4: Readers Have Big Jobs To Do

The Fountas & Pinnell Literacy Continuum, Expanded Edition-A Tool for Assessment, Planning, and Teaching, PreK-8
By Irene Fountas & Gay Su Pinnell

Assessments: Student progress and achievements are assessed through a variety of formal and informal methods of assessment that include, but are not limited to, the following:

Summative Assessment

- Reading benchmark administered 3 times per year.
- Sight Word Assessments 3 times per year.

Formative Assessments

- Alphabetic Knowledge Assessment (Letter/Sound Correspondence)
- Phonemic Awareness Assessment (Blending, segmenting, isolating, substituting)
- Phonic Decoding Assessment
- Running Records

Reading Progressions

Mentor Texts: (*specific to lessons)

Bend I: Readers Have Important Jobs to Do: Monitoring

Mini Lesson Teaching Points:

Session 1: Be the Boss of Your Reading: Notice Clunks and Fix Them Up

“Today I want to teach you that when you are the boss of your reading, one of the most important jobs you have is to notice the clunks (the problems) and stop to fix them.”

Suggested Materials:

- Double-sided reading signs, one per student.
- The Dinosaur Chase by Hugh Price.
- For this session and all sessions going forward in this unit have available: white boards, dry erase markers, pencils, easel, chart paper, and all student book bin tools
- For this session and all sessions going forward in this unit: “Be the Boss of Your Reading” chart
- For this session and all sessions going forward in this unit: “Reading Partners Work Together” chart
- For this session and all

	<p>sessions going forward in this unit you will need books in your library and individual book bins of books for students</p> <ul style="list-style-type: none"> • “Be a Reading Boss!” Song
<p>Session 2: Solving Words with R Controlled Vowels</p> <p>“Today I want to teach you that when you know what’s causing a clunk in your reading, you can do something about it! You can study the problem and learn something new to solve it. That way the next time you read, it won’t be a clunk at all!”</p>	<ul style="list-style-type: none"> • list of R-controlled vowel words • Clipboard or binder with notes • “Vowels with R” chart
<p>Session 3: Readers Notice When They Don’t Understand: Retelling Along the Way</p> <p>“Today I want to teach you that it can be tricky to notice when you get lost as a reader. It helps to check in along the way and think, ‘Can I tell what’s happened so far? If I’ve lost track of what’s happening, I need to go back and reread to fix it up.’”</p>	<ul style="list-style-type: none"> • The Dinosaur Chase by Hugh Price.
<p>Session 4: Figuring Out Vocabulary Clunks</p> <p>“Today I want to teach you that even when you can say a word, it’s important to make sure you understand what it means. Readers notice when they don’t. Then they take charge to figure it out.”</p>	<ul style="list-style-type: none"> • The Dinosaur Chase by Hugh Price.
<p>Session 5: Readers Check to Confirm They’re Back on Track</p> <p>“Today I want to teach you that after readers fix up a clunk, they check it. You can ask yourself, ‘Does that make sense?’ or ‘What’s happening and why?’ or ‘What does that mean?’ to check that you’re back on track.”</p>	<ul style="list-style-type: none"> • The Dinosaur Chase by Hugh Price • “Readers Check” chart
<p>Session 6: Readers Get Help When They Need It</p> <p>“Today I want to teach you that people work together to solve BIG problems. You can ask your partner to help you solve hard words and check your reading, especially when it feels really tough.”</p>	<ul style="list-style-type: none"> • A new demonstration text from your classroom library
Bend II: Readers Work Hard to Understand Their Books: Building Meaning	
Mini Lesson Teaching Points:	Suggested Materials:
<p>Session 1: Readers Keep the Story in Their Mind</p> <p>“Today I want to teach you that readers read with their minds wide awake so they don’t miss a thing. As you read, keep the story in your mind. Who is in this part? Where are they? What is happening?”</p>	<ul style="list-style-type: none"> • For this session and all sessions going forward in this unit you will need books in your library and individual book bins of books for students • The Ocean Calls: A Haenyeo Mermaid Story by Tina Cho
<p>Session 2: Readers Imagine Everything That’s Happening: Making the Pictures Move</p> <p>“Today I want to teach you that when a reader reads the words in their books very carefully and imagines everything that is happening, they can make the pictures move.”</p>	<ul style="list-style-type: none"> • a mystery word written on an index card • The Ocean Calls: A Haenyeo Mermaid Story by Tina Cho • a nonfiction video clip. We use “The 80-Year-Old Women Divers of Jeju” from CBC

<p>Session 3: Readers Imagine Everything to Learn More “Today I want to teach you that just like you can imagine everything in a story, you can also imagine how something looks or how something moves to help you learn more about a topic.”</p>	<ul style="list-style-type: none"> • The Ocean Calls: A Haenyeo Mermaid Story by Tina Cho • The Big Book of the Blue by Yuval Zommer.
<p>Session 4: Readers Need to Be Flexible: Solving Words with Vowel Teams “Today I want to teach you that some of the trickiest words in our books are the ones with vowel teams. When you spot a vowel team, try the sound it usually makes. If that doesn’t work, try the vowel another way. You can try the long and short sound of each vowel thinking about what makes sense.”</p>	<ul style="list-style-type: none"> • Words containing vowel teams • Vowel Team Chart
<p>Session 5: Readers Work Hard to Understand New Vocabulary “Today I want to teach you that when you imagine everything that’s happening in your book, it can also help you to understand what a new word might mean.</p>	<ul style="list-style-type: none"> • The Ocean Calls: A Haenyeo Mermaid Story by Tina Cho • The words “swayed” and “surface”
<p>Session 6: Using Background Knowledge to Better Understand a Book “Today I want to teach you that you can add a bit of what you know to a book. You can think about times you did something similar or felt the same way to understand a book even better.”</p>	<ul style="list-style-type: none"> • The Ocean Calls: A Haenyeo Mermaid Story by Tina Cho • Magnetic Letters
<p>Bend III: Readers Use Everything They Know to Get the Job Done: Decoding and Fluency</p>	
<p>Mini Lesson Teaching Points:</p>	<p>Suggested Materials:</p>
<p>Session 1: Readers Learn about a Special Word Part: OU “Today I want to teach you that there are some special word parts you can’t figure out by sounding out each letter. You’ve just got to remember the part and the sound that usually goes with it. One special word part like this is the vowel team ou. When you see ou, you’ll usually say the sound /ou/.”</p>	<ul style="list-style-type: none"> • magnetic letters to build the words ground, sprout, pouch, and louder. • Nonfiction article, Cat Surprises. • a video using the keywords “India’s school for grandmothers” and to point out India on a globe (see Share) • Vowel Team Chart
<p>Session 2: Readers Need to Be Flexible with Vowel Teams “Today I want to remind you that readers need to be flexible. When they spot a word with a special part like ow or oo, they need to remember the two sounds of these vowel teams. They can try one sound and then the other to find a word that makes sense.”</p>	<ul style="list-style-type: none"> • to display a collection of sentences featuring words with different pronunciations of the same vowel team. • two sentences in your “Very Tricky Words” basket with the words growing and stool to use in your demonstration. • Jump Rope Reader demonstration text, Soojin Draws a Story by Elizabeth Franco. • print a letter you’ll share from the principal. • Elkonin Boxes

<p>Session 3: Readers Use the Biggest Parts They Know to Solve Words “Today I want to teach you that when you solve big words part by part, it helps to look for the biggest parts you know so you can solve it quickly. Instead of just spotting a vowel team like ai, you can look out for a bigger part like ain.”</p>	<ul style="list-style-type: none"> • Jump Rope Reader demonstration text, Soojin Draws a Story by Elizabeth Franco.
<p>Session 4: Reading Words that End in LE “Today I want to teach you that can find -LE at the ends of lots of words like wiggle, turtle and twinkle. When you see -LE at the end of a word, keep those letters together and say the /l/ sound.”</p>	<ul style="list-style-type: none"> • Several words with le from The Big Book of the Blue plus other le words to display
<p>Session 5: Readers Investigate New Ways to Make Their Reading Sound Great Inquiry question: “How do readers make their reading sound really great? What does this reader do that I can try too?”</p>	<ul style="list-style-type: none"> • the principal’s response in an envelope, ready to display. • play an audio clip of an audiobook for students to listen to. • blank piece of chart paper entitled, “Ways to Sound like a Reading STAR.” • Jump Rope Reader demonstration text, Soojin Draws a Story by Elizabeth Franco
<p>Session 6: Readers Use Their Voices to Show the Feeling “Today I want to teach you that when the mood of a book changes, readers change their voice. You can think, ‘What’s the big feeling of this part?’ Then you can read it to show that feeling.”</p>	<ul style="list-style-type: none"> • Magnetic Letters • “Ways to Sound like a Reading STAR.” • Jump Rope Reader demonstration text, Soojin Draws a Story by Elizabeth Franco • Recording devices to record audio books
<p>Celebration Readers help the kindergarteners who need audiobooks. Readers reread, practice and record themselves to share audiobooks with kindergarteners and if you’d like the larger community. You might use flipgrid, or padlet and even feature a listening center in your classroom.</p>	
<p>Reading Unit 5: Meeting Characters and Learning Lessons</p>	<p>Time Frame: May & June 30 days</p>
<p>Overview of Unit: Students will deepen their knowledge of narrative story structures, focusing on narrators, main and secondary characters, character feelings, and character motivations. Students will learn to recognize some common lessons that come up in books</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can readers use their skills at reading--including tackling unfamiliar words using all they know about how to slide across those words-- to let books take them on a journey--a journey to learn about a new topic, a journey to experience an adventure alongside a character? • How can more experience with tricky letters- soft G and C, R-controlled vowels- help readers read more complex texts, allowing readers to think about characters’ changing feelings, their traits, and the reasons for their actions? • How can readers bring a knowledge of text structure, prior knowledge, and global inference skills to the job of comparing and contrasting related books? How, while doing this, can readers save some energy for word-solving multisyllabic words? 	

Standards Addressed:

- RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.
- RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
- RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- RI.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.PE.1.1.A Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics SL.PE.1.1.B and texts under discussion).
- SL.PE.1.1.C Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.PE.1.1.D Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.AS.1.6. Produce complete sentences when appropriate to task and situation.
- L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- L.RF.1.2.A Distinguish long from short vowel sounds in spoken single-syllable words.
- L.RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- L.RF.1.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- L.RF.1.2.D Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- L.RF.1.3.A Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- L.RF.1.3.B Decode regularly spelled one-syllable words.
- L.RF.1.3.C Know final -e and common vowel team conventions for representing long vowel sounds.
- L.RF.1.3.D Distinguish long and short vowels when reading regularly spelled one-syllable words.
- L.RF.1.3.E Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
- L.RF.1.3.F Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
- L.RF.1.3.G Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
- L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- L.WF.1.1.A Write the upper and lowercase alphabets from memory.
- L.WF.1.1.B Write a common grapheme (letter or letter group) for each phoneme.
- L.WF.1.1.C Orally segment the phonemes in any single syllable, spoken word.

- L.WF.1.1.D Recognize that each syllable is organized around a vowel sound
- L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- L.VL.1.2.A Choose flexibly from an array of strategies to determine the meaning of words and phrases.
- L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- L.VI.1.3.A Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- L.VI.1.3.B Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- L.VI.1.3.C Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- L.VI.1.3.D Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- L.VI.1.3.E Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
- L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- L.WF.1.1.A Write the upper and lowercase alphabets from memory.
- L.WF.1.1.B Write a common grapheme (letter or letter group) for each phoneme.
- L.WF.1.1.C Orally segment the phonemes in any single syllable, spoken word.
- L.WF.1.1.D Recognize that each syllable is organized around a vowel sound.

Century Skill: Critical Thinking and Problem Solving

21st Century Career Ready Practices:

- CRP 1: Act as a responsible and contributing citizen and employee.
- CRP 2: Apply appropriate academic and technical skills.
- CRP 4: Communicate clearly and effectively with reason.
- CRP 6: Demonstrate creativity and innovation.
- CRP 9: Model integrity, ethical leadership and effective management.
- CRP 11: Use technology to enhance productivity.
- CRP 12: Work productively in teams while using cultural global competence.

Interdisciplinary Connections: The English Language Arts Literacy curriculum has many possibilities for interdisciplinary connections. Reading and writing can be connected across disciplines. Project and research reports that involves writing can also be connected to all disciplines. These connections include, but are not limited to the following:

- Media
- Science
- Arts
- Music
- Social Studies
- Math

Integration of 21st Century Themes and Skills and 21st Century Career Ready Practices: These practices are infused throughout all activities. Some of these activities include, but are not limited to:

- Integrating Technology
- Communication
- Problem Solving
- Critical Thinking
- Life and Career Skills

Technology Standards:

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue
- 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
- 8.1.2.A.2 Create a document using a word processing application.
- 8.1.2.D.1 Develop an understanding of ownership of print and nonprint information.
- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

- 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Teacher Resources:

Units of Study in Reading Grade 1 Unit 5: Meeting Characters and Learning Lessons

The Fountas & Pinnell Literacy Continuum, Expanded Edition-A Tool for Assessment, Planning, and Teaching, PreK-8

By Irene Fountas & Gay Su Pinnell

Assessments: Student progress and achievements are assessed through a variety of formal and informal methods of assessment that include, but are not limited to, the following:

Summative Assessment

- Reading benchmark administered 3 times per year.
- Sight Word Assessments 3 times per year.

Formative Assessments

- Alphabetic Knowledge Assessment (Letter/Sound Correspondence)
- Phonemic Awareness Assessment (Blending, segmenting, isolating, substituting)
- Phonic Decoding Assessment
- Running Records
- Reading Progressions

Mentor Texts: (*specific to lessons)

Bend I: Readers Go on Adventures

Mini Lesson Teaching Points:	Suggested Materials:
<p>Session 1: Readers Preview Stories to Get Ready for Reading Adventures “Today I want to teach you that it’s important to get ready for your reading adventures. Readers take a sneak peek to find out where they’ll go and what they’ll do.”</p>	<ul style="list-style-type: none"> • For this session and all sessions in this unit you will need: Fiction books that students can decode independently, including decodable texts and leveled books; books selected based on assessment data. Anchor charts: “Off We Go! Readers Go on Adventures,” Readers Meet Characters on Their Adventures,” “Readers Think Back on Their Adventures,” and “Partners Share Their Reading Adventures.” Sticky notes and chart paper. • Bradford Street Buddies: Backyard Camp-Out by Jerdine Nolen.
<p>Session 2: Readers Use the Storyline to Predict “Today I want to teach you that when you read stories, you’re not just tagging along on the adventure. You’re also looking ahead and imagining what’s next. You think about what’s already happened to predict what might happen next.”</p>	<ul style="list-style-type: none"> • Bradford Street Buddies: Backyard Camp-Out by Jerdine Nolen. • two read-aloud texts that illustrate different moods. We’ve used The Ghost-Eye Tree by

	Bill Martin, Jr., and Jump at the Sun: The True Life Tale of Unstoppable Story catcher Zora Neale Hurston by Alicia Williams
<p>Session 3 Readers Retell to Retain the Story</p> <p>“Today I want to teach you that just like you can remember an adventure by telling people about it, you can remember a book forever and ever by telling a friend about it. And, if you’ve marked some of the important parts with sticky notes, it will help you retell what happened.”</p>	<ul style="list-style-type: none"> • The Ocean Calls by Tina Cho
<p>Session 4: Readers Can Teach Themselves New Phonics</p> <p>“Today I want to teach you that readers can actually teach themselves phonics. After you figure out a new, tricky word, you can study that word to figure out how words like that usually work.”</p>	<ul style="list-style-type: none"> • two lists of words that contain the ore and the air graphemes. • two large sticky notes to record the ore and air spellings, pictures, and cue words. • Bradford Street Buddies: Backyard Camp-Out by Jerdine Nolen.
<p>Session 5: Readers Revisit Books to Notice More</p> <p>“Today I want to teach you that readers know that they can go back to the same place, the same page, and the same reading adventure and see something new every time. Readers reread!”</p>	<ul style="list-style-type: none"> • Bradford Street Buddies: Backyard Camp-Out by Jerdine Nolen.
Bend II: Learning About and Alongside Characters	
Mini Lesson Teaching Points:	Suggested Materials:
<p>Session 1: Learning about Characters in Books</p> <p>“Today I want to teach you that the best part of a reading adventure is that you get to know interesting characters. Readers care what a character says and does, and also what the character likes and dislikes.”</p>	<ul style="list-style-type: none"> • Swashby and the Sea by Beth Ferry and Juana Martinez-Neal
<p>Session 2: Characters’ Feelings Matter</p> <p>“Today I want to teach you that to really get to know characters well, you have to read all the clues authors give you. You have to see their actions, hear them talk, watch their expressions, and figure out their feelings.”</p>	<ul style="list-style-type: none"> • several sticky notes or word cards that contain synonyms for the word happy • Swashby and the Sea by Beth Ferry and Juana Martinez-Neal
<p>Session 3: Reading Dialogue and Figuring Out Who Is Speaking</p> <p>“Today I want to teach you that to really learn about the characters in your books, it’s important to pay attention to the dialogue. Readers figure out who’s talking as they read.</p>	<ul style="list-style-type: none"> • demonstration writing from Grade 1, Unit 4, From Scenes to Series in the Units of Study in Writing • Swashby and the Sea by Beth Ferry and Juana Martinez-Neal
<p>Session 4: Using Both Sounds of C and G to Read More Words</p> <p>“Readers, there are two letters that work this way. C can make the sound /k/ or it can make a soft sound: /s/. G can make the sound /g/ or a soft sound /j/. Just like readers need to flex vowels to figure out the sound the vowel makes, readers need to do that with C and G.”</p>	<ul style="list-style-type: none"> • a dry erase board and a marker to write the word recipe. • a recipe card with the recipe from on it.

	<ul style="list-style-type: none"> display several words with the ce, ge, ci, and gi spelling patterns (see Mid-Workshop Teaching)
<p>Session 5: Bring Your Characters to Life</p> <p>“Today I want to teach you that one way to bring your characters to life is to read like a reading star. You can scoop up words, use different voices for punctuation, show characters’ feelings, and use a loud, clear voice as you read.”</p>	<ul style="list-style-type: none"> “Ways to Sound Like a Reading Star” chart Jump Rope Reader, Soojin Stands Out by Elizabeth Franco.
<p>Session 6: Characters’ Actions Can Teach Us So Much</p> <p>“Today I want to teach you that you can learn a lot about your characters by studying what they do. When a character does something, especially when they do something big or important, you can think, ‘Why did my character act that way?’”</p>	<ul style="list-style-type: none"> a quote from Rashida Costa Jump Rope Reader, Soojin Stands Out by Elizabeth Franco. Swashby and the Sea by Beth Ferry and Juana Martinez-Neal
<p>Session 7: Characters Learn Lessons And We Can Too</p> <p>“Today I want to teach you that stories usually teach important lessons. When you finish a story, you can think, ‘What did the character learn?’ Then you can hold onto that life lesson for when you need a reminder about living your life.”</p>	<ul style="list-style-type: none"> a stack of familiar storybooks. Here, we use A New Kind of Wild by Zara González Hoang, The Ocean Calls by Tina Cho, Soojin Stands Out by Elizabeth Franco, and Bradford Street Buddies: Backyard Camp-Out by Jerdine Nolen. “Lessons Characters Learn.” Chart
Bend III: Comparing and Contrasting Characters and Their Adventures	
Mini Lesson Teaching Points:	Suggested Materials:
<p>Session 1: Readers Compare Their Reading Adventures</p> <p>“Readers, today I want to teach you that when you go through life reading tons of books, you don’t only pause at the end of a book to think back on that book. Sometimes you pause after reading a bunch of books to think back about all those books. And you sometimes realize that the stories are pretty similar to each other.”</p>	<ul style="list-style-type: none"> several read-aloud books from across the year. Here, we’ve referenced A New Kind of Wild, The Ocean Calls, Bradford Street Buddies: Backyard Camp-Out, Swashby and the Sea, and Soojin Stands Out.
<p>Session 2: Focusing Our Character Comparisons</p> <p>“Today I want to teach you that when you want to compare the books you’ve read in powerful ways, it helps to choose one thing to think and talk a lot about. When you compare characters, you might compare how characters feel or their problems.”</p>	<ul style="list-style-type: none"> two familiar books to compare characters. Here, we use Bradford Street Buddies: Backyard Camp-Out and Swashby and the Sea. display the “Lessons Characters Learn” chart
<p>Session 3 Exploring Special Ways Characters Are Different</p> <p>“Readers, today I want to teach you that when you read tons of books, what’s especially exciting are the ways books are different from one another. After you notice how books are the same, you can think, ‘Are they exactly the same?’ and you can notice big and little ways</p>	<ul style="list-style-type: none"> two familiar books to contrast. Here, we use Bradford Street Buddies: Backyard Camp-

<p>they are different.”</p>	<p>Out and Swashby and the Sea</p> <ul style="list-style-type: none"> • “To Tell How Things are the Same and Different” one day chart
<p>Session 4: Breaking Multisyllabic Words into Parts to Read Them Well</p> <p>“Today I want to teach you that when you come to a great big long word, you need to take a big breath and say to yourself, ‘I can do this.’ Then you need to realize that great big long words are like a train with a bunch of little words stuck together. You just need to break the big long words into little tiny parts, and then you can read them.”</p>	<ul style="list-style-type: none"> • several long words that describe familiar characters. Here we’ve highlighted the words enthusiastic, irritated, recluse, serene, and grumpy. • “Tips to Break Long Words Apart” chart • word cards overjoyed and excited • word cards want and family • Elkonin boxes
<p>Session 5: Readers Check Up on Words They Know in a Snap</p> <p>“Today I want to teach you that one type of checkup you can do as a reader is to check on the set of words that you recognize automatically. Don’t just think, ‘I’m good.’ Check to see which words you know in a snap and which you don’t know and make a plan to practice those words you still need to learn.”</p>	<ul style="list-style-type: none"> • several high-frequency words that your students are familiar with
<p>Session 6: Comparing Feelings across Books and Our Lives</p> <p>“Today I want to teach you that when characters are the same, like when two characters feel the same way, it’s especially important to ask, ‘Why? Why does each character feel that way?’ Characters usually have different reasons for their feelings, and these reasons can teach you a lot about the characters.”</p>	<ul style="list-style-type: none"> • several familiar read-alouds to refer to, read aloud from, and display. Here we use Bradford Street Buddies: Backyard Camp-Out, Swashby and the Sea, and Soojin Stands Out.
<p>Celebration</p> <p>Invite students to create special reading bins to read from over the summer.</p>	



Grade 1
WRITING
CURRICULUM

Middle Township Public Schools
216 S. Main Street
Cape May Court House, NJ 08210

Middle Township Public Schools - Writing - First Grade

Middle Township Elementary

View ELL, Special Education, and Gifted & Talented Accommodations Addendums at the end of this document

	Time Frame: September & October 40 days
Writing Unit 1: Small Moments	
Overview of Unit 1: Students are introduced to the structure and components of the writer’s workshop model. Students will write small moment narratives.	
Essential Questions:	
<ul style="list-style-type: none"> • How can you write a small moment narrative story that lets the reader have a sneak peek into your life? • How can you look at your writing and say to yourself, “Hmm, what is missing, and where can I add it to my own writing piece?” • What do you learn from mentor authors to make your writing even better? 	
Standards Addressed:	
<ul style="list-style-type: none"> • W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events. • W.NW.1.3.A Using words and pictures, establish a situation and/or introduce characters; organize an event sequence. • W.NW.1.3.B Provide dialogue and/or description and details of experiences, events, or characters. • W.NW.1.3.C Use transitional words to manage the sequence of events. • W.NW.1.3.D Provide a reaction to the experiences or events. • W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing. • W.WP.1.4.A With prompts and support, identify audience and purpose before writing. • W.WP.1.4.B With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught. • L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in • L.WF.K.1). L.WF.1.1.A Write the upper and lowercase alphabets from memory. L.WF.1.1.B Write a common grapheme (letter or letter group) for each phoneme. L.WF.1.1.C Orally segment the phonemes in any single syllable, spoken word. L.WF.1.1.D Recognize that each syllable is organized around a vowel sound. • L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with: L.WF.1.2.A Short vowels and single consonants. L.WF.1.2.B Consonant graphemes including qu, x, and –ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess). L.WF.1.2.C Initial and final consonant blends (must, slab, plump). • L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3): L.WF.1.3.A Write sentences with increasing complexity. L.WF.1.3.B Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame. L.WF.1.3.C Capitalize the first word of a sentence, days of the week, months, names of people, and proper names. L.WF.1.3.D Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations. L.WF.1.3.E Use commas in dates and to separate single words in a series. L.WF.1.3.F Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause. L.WF.1.3.G Write statements in response to questions, and questions transformed from statements, using conventional word order. L.WF.1.3.H Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why. L.WF.1.3.I Use conjunctions appropriately in sentences (e.g., and, but, so, and because). • W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks. • L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). • L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. L.RF.1.2.A Distinguish long from short vowel sounds in spoken single-syllable words. L.RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. L.RF.1.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. L.RF.1.2.D Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). • L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. L.RF.1.3.A Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). L.RF.1.3.B Decode regularly spelled one-syllable words. L.RF.1.3.C Know final -e and common vowel team conventions for representing long vowel sounds. L.RF.1.3.D Distinguish long and short vowels when reading regularly spelled one-syllable words. L.RF.1.3.E Decode 2-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound. L.RF.1.3.F Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old). L.RF.1.3.G Recognize the parts of high-frequency words that are regular and the parts that are irregular. • SL.PE.1.1. 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21st Century Skill: Critical Thinking and Problem Solving:

21st Century Career Ready Practices:

- CRP 1: Act as a responsible and contributing citizen and employee.
- CRP 2: Apply appropriate academic and technical skills.
- CRP 4: Communicate clearly and effectively with reason.
- CRP 6: Demonstrate creativity and innovation.
- CRP 7: Employ valid and reliable research strategies.
- CRP 8: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP 9: Model integrity, ethical leadership and effective management.
- CRP 11: Use technology to enhance productivity.
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Interdisciplinary Connections: The English Language Arts Literacy curriculum has many possibilities for interdisciplinary connections. Reading and writing can be connected across disciplines. Project and research reports that involves writing can also be connected to all disciplines. These connections include, but are not limited to the following:

Media

- Science
- Arts
- Music
- Social Studies
- Math

Integration of 21st Century Themes and Skills and 21st Century Career Ready Practices: These practices are infused throughout all activities. Some of these activities include, but are not limited to:

- Integrating Technology
- Communication
- Problem Solving
- Critical Thinking
- Life and Career Skills

Technology Standards:

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
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- 8.1.2.A.2 Create a document using a word processing application.
- 8.1.2.D.1 Develop an understanding of ownership of print and nonprint information.
- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Teacher Resources:

- Units of Study in Writing Grade 1 Unit 1: Small Moments

Assessments: Student progress and achievements are assessed through a variety of formal and informal methods of assessment that include, but are not limited to, the following:

Summative Assessment

- Writing Assessment administered 3 times per year.

Formative Assessments

- Ongoing conferring and small group notes

Mentor Texts:

- Joshua's Night Whispers by Angela Johnson (Lexile N/A)
- Ish by Peter H. Reynolds (400L) Guided Reading Level M

- Hair Love by Matthew A. Cherry (480L) Guided Reading Level L
- Teacher-written demonstration stories

Bend I: Writing Small Moment Stories from Our Lives

Mini Lesson Teaching Points:

Materials:

Session 1: : Getting Heaps of Story Ideas-and Writing One!

“Today I want to teach you that to get an idea, you can think about...a person you know, a place you go, a thing you do. Then you can tell what happened to plan how that story will go. Then write it!”

- Writing center with tools such as writing paper, booklets, pens
- Writing booklets, plus additional paper
- Revision toolkit(s) - stapler, tape, sticky notes, purple pens
- Whiteboards and dry erase markers
- Charts/tools from phonics
- Pocket folder for each student
- Anchor Chart: “How to Write a Story”

Session 2: Planning by Storytelling—Then Writing More Stories

“Today I want to teach you that once you have an idea for your story, it’s time to plan! To plan, writers touch and tell what happens on each page, then they sketch, sketch, sketch (that means draw quickly), and then they write.”

- Writing center with tools such as writing paper, booklets, pens
- Writing booklets, plus additional paper
- Revision toolkit(s) - stapler, tape, sticky notes, purple pens
- Whiteboards and dry erase markers
- Charts/tools from phonics
- Pocket folder for each student
- Anchor Chart: “How to Write a Story”

Session 3: Writing All the Sounds in Words—Spelling While Writing

“Today I want to remind you that when you are writing and come to a word that’s tricky to spell, you don’t need to call ‘Help me, help me!’ You can just get to work! Say the word slowly, listening to all the sounds, and then write the sounds you hear. After you’ve spelled the word, reread to check it, and then keep going.”

- Writing center with tools such as writing paper, booklets, pens
- Writing booklets, plus additional paper
- Revision toolkit(s) - stapler, tape, sticky notes, purple pens
- Whiteboards and dry erase markers
- Charts/tools from phonics
- Pocket folder for each student
- Anchor Chart: “How to Write a Story”

Session 4: Holding Tight to Small Moment Stories

“Today I want to teach you that instead of writing about big (watermelon) stories, writers write about teeny tiny (seed) stories—little stories inside the one big story. Inside a watermelon story there are a zillion teeny tiny seed stories!”

- Writing center with tools such as writing paper, booklets, pens
- Writing booklets, plus additional paper
- Revision toolkit(s) - stapler, tape, sticky notes, purple pens
- Whiteboards and dry erase markers
- Charts/tools from phonics
- Pocket folder for each student
- Anchor Chart: “How to Write a Story”

Session 5: Starting and Stopping Stories to Keep Them Small

“Today I want to teach you that writers have to be careful that their tiny seed stories don’t grow into big watermelon stories. To keep them small, they start and end close to the main part of the story, the main thing.”

- Writing center with tools such as writing paper, booklets, pens
- Writing booklets, plus additional paper
- Revision toolkit(s) - stapler, tape, sticky notes, purple pens
- Whiteboards and dry erase markers
- Charts/tools from phonics
- Pocket folder for each student
- Anchor Chart: “How to Write a Story”

<p>Session 6: Telling Stories in Itsy-Bitsy Steps “Today I want to teach you that when writers want to tell a Small Moment story, they tell what happened in small steps. To write that way, it helps to act the story out, thinking, ‘What exactly happened, step by step, itsy-bitsy bit by bit?’”</p>	<ul style="list-style-type: none"> • Writing center with tools such as writing paper, booklets, pens • Writing booklets, plus additional paper • Revision toolkit(s) - stapler, tape, sticky notes, purple pens • Whiteboards and dry erase markers • Charts/tools from phonics • Pocket folder for each student • Anchor Chart: “How to Write a Story”
<p>Session 7: Admiring Writing: Celebrating Growth “Today I want to teach you that writers admire their writing, noticing all the ways they’ve grown. They look at their old writing, and their newest writing and they say, ‘Wow! Look what I can do now!’”</p>	<ul style="list-style-type: none"> • Writing center with tools such as writing paper, booklets, pens • Writing booklets, plus additional paper • Revision toolkit(s) - stapler, tape, sticky notes, purple pens • Whiteboards and dry erase markers • Charts/tools from phonics • Pocket folder for each student • Anchor Chart: “How to Write a Story”
<p>Bend II: Revising Old Stories—and Drafting, Revising New Ones</p>	
<p>Mini Lesson Teaching Points:</p>	<p>Materials:</p>
<p>Session 1: Launching a Focus on Revision: Revising by Adding More “‘You see, and this is what I want to teach you today, writers have a saying: ‘When you are done, you’ve just begun.’ That is, when a writer writes, ‘The End’ on the last page of a story, that’s the perfect time for the writer to begin to revise. The writer rereads the story and asks, ‘How can I make this even better?’ One huge way to make a story better is by adding on, by saying more. And one thing you could add are actions to show what the characters do.’”</p>	<ul style="list-style-type: none"> • Writing center with tools such as writing paper, booklets, pens • Writing booklets, plus additional paper • Revision toolkit(s) - stapler, tape, sticky notes, purple pens • Whiteboards and dry erase markers • Charts/tools from phonics • Pocket folder for each student • Anchor Chart: “How to Write a Story”
<p>Session 2: Revising by Making Your Characters Talk “Today I want to teach you that you can revise your stories by bringing your people to life, and specifically by making your people talk. You can put people’s exact words right into your story.”</p>	<ul style="list-style-type: none"> • Writing center with tools such as writing paper, booklets, pens • Writing booklets, plus additional paper • Revision toolkit(s) - stapler, tape, sticky notes, purple pens • Whiteboards and dry erase markers • Charts/tools from phonics • Pocket folder for each student • Anchor Chart: “How to Write a Story”
<p>Session 3: Writers Use All They Learned from Revision to Write Even Better Stories “Today I want to teach you that writers don’t write stories like they did at the start of the year either. Writers don’t only add new learning as they revise. No way! Writers use everything they’ve learned, right from the start, as they write.”</p>	<ul style="list-style-type: none"> • Writing center with tools such as writing paper, booklets, pens • Writing booklets, plus additional paper • Revision toolkit(s) - stapler, tape, sticky notes, purple pens • Whiteboards and dry erase markers • Charts/tools from phonics • Pocket folder for each student • Anchor Chart: “How to Write a Story”
<p>Session 4: Adding End Punctuation While Drafting “Today I want to remind you that writers reread their writing to check for punctuation. And they also punctuate as they write. To write, they say a sentence to themselves, write it, then end it with a punctuation mark. Say it, write it, end it.”</p>	<ul style="list-style-type: none"> • Writing center with tools such as writing paper, booklets, pens • Writing booklets, plus additional paper • Revision toolkit(s) - stapler, tape, sticky notes, purple pens

	<ul style="list-style-type: none"> • Whiteboards and dry erase markers • Charts/tools from phonics • Pocket folder for each student • Anchor Chart: “How to Write a Story”
<p>Session 5: Using All You Know about Words, Letters, and Sounds to Spell “Today I want to remind you that you can be a Professor of Phonics whenever you write, using all you know about words and letters and sounds. Some words you can write quickly, in a snap. For others, you can listen for each sound to help you spell.”</p>	<ul style="list-style-type: none"> • Writing center with tools such as writing paper, booklets, pens • Writing booklets, plus additional paper • Revision toolkit(s) - stapler, tape, sticky notes, purple pens • Whiteboards and dry erase markers • Charts/tools from phonics • Pocket folder for each student • Anchor Chart: “How to Write a Story”
<p>Session 6: Revising by Showing How Characters Feel “I’m telling you this because you can bring the people in your stories to life too. You can not only make them move and talk, you can also show what they feel.”</p>	<ul style="list-style-type: none"> • Writing center with tools such as writing paper, booklets, pens • Writing booklets, plus additional paper • Revision toolkit(s) - stapler, tape, sticky notes, purple pens • Whiteboards and dry erase markers • Charts/tools from phonics • Pocket folder for each student • Anchor Chart: “How to Write a Story”
<p>Session 7: Writers Revise by Asking and Answering Questions “Today I want to teach you one more way that writers revise. Writers sometimes pretend to be a reader of their own story, seeing the story for the first time. The writer can think of questions the reader might have and then the writer can add to or revise the story to answer them.”</p>	<ul style="list-style-type: none"> • Writing center with tools such as writing paper, booklets, pens • Writing booklets, plus additional paper • Revision toolkit(s) - stapler, tape, sticky notes, purple pens • Whiteboards and dry erase markers • Charts/tools from phonics • Pocket folder for each student • Anchor Chart: “How to Write a Story”
<p>Session 8: Studying the Writing of Others to Set Goals for Powerful Revisions “Today I want to teach you that after writers write, write, write, they stop. They stop, and look backwards at the writing they have done—and forwards to the work they’ll do next.”</p>	<ul style="list-style-type: none"> • Writing center with tools such as writing paper, booklets, pens • Writing booklets, plus additional paper • Revision toolkit(s) - stapler, tape, sticky notes, purple pens • Whiteboards and dry erase markers • Charts/tools from phonics • Pocket folder for each student • Anchor Chart: “How to Write a Story”
Bend III: Letting a Mentor Author Inspire New Stories and New Craft	
Mini Lesson Teaching Points:	Materials:
<p>Session 1: A Mentor Story Sparks New Stories “Today I want to teach you that you can let your favorite books teach you. Books can even teach you to come up with ideas for stories you can write. When you read books that other authors have written, you can think, ‘Wait! That reminds me of a story in my life!’ And you can rush to get a pen and start writing.”</p>	<ul style="list-style-type: none"> • Writing center with tools such as writing paper, booklets, pens • Writing booklets, plus additional paper • Revision toolkit(s) - stapler, tape, sticky notes, purple pens • Whiteboards and dry erase markers • Charts/tools from phonics • Pocket folder for each student • Anchor Chart: “How to Write a Story”

<p>Session 2: Reading Like a Writer, and Then Writing Like a Copy-Cat!</p> <p>“Today, I want to teach you that writers can read a book, find a part they love, then figure out how the author did it and then . . . copy-cat! Writers try it in their own writing!”</p>	<ul style="list-style-type: none"> • Writing center with tools such as writing paper, booklets, pens • Writing booklets, plus additional paper • Revision toolkit(s) - stapler, tape, sticky notes, purple pens • Whiteboards and dry erase markers • Charts/tools from phonics • Pocket folder for each student • Anchor Chart: “How to Write a Story”
<p>Session 3: Words Matter! Choosing Precise Words to Bring Writing to Life</p> <p>“Today I want to teach you that great writers don’t just throw any old words into their stories. Great writers take their time to think, ‘What is the exactly right, the precisely true word for what I want to say?’ Very often writers think of a lot of words before they choose the exactly right one.”</p>	<ul style="list-style-type: none"> • Writing center with tools such as writing paper, booklets, pens • Writing booklets, plus additional paper • Revision toolkit(s) - stapler, tape, sticky notes, purple pens • Whiteboards and dry erase markers • Charts/tools from phonics • Pocket folder for each student • Anchor Chart: “How to Write a Story”
<p>Session 4: Rhyme Time! Using Words You Know to Spell Wonderful New Words “Writers, today I want to teach you that your talent for rhyme can help you spell the wonderful words you want to put into your stories! You can take a tricky word, listen to its parts, and think, ‘Does this rhyme with a word I know?’ If it does . . . Presto! Your talent for rhyme will help you spell, and then you can keep on writing your story!”</p>	<ul style="list-style-type: none"> • Writing center with tools such as writing paper, booklets, pens • Writing booklets, plus additional paper • Revision toolkit(s) - stapler, tape, sticky notes, purple pens • Whiteboards and dry erase markers • Charts/tools from phonics • Pocket folder for each student • Anchor Chart: “How to Write a Story”
<p>Session 5: Using Punctuation to Direct Readers</p> <p>“Today I want to teach you that writers use punctuation to signal to readers, letting them know exactly how they should read what you have written.”</p>	<ul style="list-style-type: none"> • Writing center with tools such as writing paper, booklets, pens • Writing booklets, plus additional paper • Revision toolkit(s) - stapler, tape, sticky notes, purple pens • Whiteboards and dry erase markers • Charts/tools from phonics • Pocket folder for each student • Anchor Chart: “How to Write a Story”
<p>Session 6: Fancying Up Books So They’re Ready to Be Celebrated: Learning from Mentors</p> <p>“Today I want to teach you that writers put finishing touches on their books so that they are ready to go out into the world for others to read. They are especially careful to make a cover that says to readers, ‘Pick me! Pick me!’”</p>	<ul style="list-style-type: none"> • Writing center with tools such as writing paper, booklets, pens • Writing booklets, plus additional paper • Revision toolkit(s) - stapler, tape, sticky notes, purple pens • Whiteboards and dry erase markers • Charts/tools from phonics • Pocket folder for each student • Anchor Chart: “How to Write a Story”
<p>Celebration</p> <p>Students will read their published illustrated books to each other, give each other feedback, and add their books to the classroom library.</p>	<ul style="list-style-type: none"> • Writing center with tools such as writing paper, booklets, pens • Writing booklets, plus additional paper • Revision toolkit(s) - stapler, tape, sticky notes, purple pens • Whiteboards and dry erase markers • Charts/tools from phonics • Pocket folder for each student

	<ul style="list-style-type: none"> Anchor Chart: "How to Write a Story"
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Writing Supplemental Unit: How to Books	Time Frame: November & December 35 days
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Overview of Unit: Students will procedural texts, teaching others about things they know to do well. The procedural structure of how-to books is a natural scaffold for writing across pages, making it a supportive starting point.

- Essential Questions:**
- What kind of plan can I make to help me write a How To Book?
 - What things do I already know that I can write a procedural text about?
 - Can I follow the "How To" instructions I wrote? Will others be able to follow them?

- Standards Addressed:**
- W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing. W.WP.1.4.A With prompts and support, identify audience and purpose before writing. W.WP.1.4.B With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.
 - L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1). L.WF.1.1.A Write the upper and lowercase alphabets from memory. L.WF.1.1.B Write a common grapheme (letter or letter group) for each phoneme. L.WF.1.1.C Orally segment the phonemes in any single syllable, spoken word. L.WF.1.1.D Recognize that each syllable is organized around a vowel sound.
 - L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with: L.WF.1.2.A Short vowels and single consonants. L.WF.1.2.B Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess). L.WF.1.2.C Initial and final consonant blends (must, slab, plump).
 - L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3): L.WF.1.3.A Write sentences with increasing complexity. L.WF.1.3.B Supply the "who," "is doing," "what," in a subject-verb-object sentence frame. L.WF.1.3.C Capitalize the first word of a sentence, days of the week, months, names of people, and proper names. L.WF.1.3.D Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations. L.WF.1.3.E Use commas in dates and to separate single words in a series. L.WF.1.3.F Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause. L.WF.1.3.G Write statements in response to questions, and questions transformed from statements, using conventional word order. L.WF.1.3.H Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why. L.WF.1.3.I Use conjunctions appropriately in sentences (e.g., and, but, so, and because).
 - W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.
 - L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
 - L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. L.RF.1.2.A Distinguish long from short vowel sounds in spoken single-syllable words. L.RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. L.RF.1.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. L.RF.1.2.D Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
 - L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. L.RF.1.3.A Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). L.RF.1.3.B Decode regularly spelled one-syllable words. L.RF.1.3.C Know final -e and common vowel team conventions for representing long vowel sounds. L.RF.1.3.D Distinguish long and short vowels when reading regularly spelled one-syllable words. L.RF.1.3.E Decode 2-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound. L.RF.1.3.F Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old). L.RF.1.3.G Recognize the parts of high-frequency words that are regular and the parts that are irregular.
 - SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - SL.PE.1.1.A Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). SL.PE.1.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges. SL.PE.1.1.C Ask questions to clear up any confusion about the topics and texts under discussion.
 - SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
 - SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
 - SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

Century Skill: Critical Thinking and Problem Solving

21st Century Career Ready Practices:

- CRP 1: Act as a responsible and contributing citizen and employee.
- CRP 2: Apply appropriate academic and technical skills.
- CRP 4: Communicate clearly and effectively with reason.
- CRP 6: Demonstrate creativity and innovation.
- CRP 7: Employ valid and reliable research strategies.
- CRP 8: Utilize critical thinking to make sense of problems and persevere in solving them. CRP 9: Model integrity, ethical leadership and effective management.
- CRP 11: Use technology to enhance productivity.
- CRP 12: Work productively in teams while using cultural global competence.

Interdisciplinary Connections: The English Language Arts Literacy curriculum has many possibilities for interdisciplinary connections. Reading and writing can be connected across disciplines. Project and research reports that involves writing can also be connected to all disciplines. These connections include, but are not limited to the following:

Media

- Science
- Arts
- Music
- Social Studies
- Math

Integration of 21st Century Themes and Skills and 21st Century Career Ready Practices: These practices are infused throughout all activities. Some of these activities include, but are not limited to:

- Integrating Technology
- Communication
- Problem Solving
- Critical Thinking
- Life and Career Skills

Technology Standards:

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue
- 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
- 8.1.2.A.2 Create a document using a word processing application.
- 8.1.2.D.1 Develop an understanding of ownership of print and nonprint information.
- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Teacher Resources:

- Units of Study in Reading Grade 1 Supplemental Materials: Writing How To Books

Assessments: Student progress and achievements are assessed through a variety of formal and informal methods of assessment that include, but are not limited to, the following:

Summative Assessment

- Writing Assessment administered 3 times per year.

Formative Assessments

- Ongoing conferring and small group notes

Bend I

<p>Session 1</p> <p>“Today I want to teach you that you can get ready to write all of your how-to books by making covers. You can think of an idea by thinking of something you know how to do, make or play.”</p>	<ul style="list-style-type: none"> • Writing center with tools such as writing paper, booklets, pens • Writing booklets, plus additional paper • Revision toolkit(s) - stapler, tape, sticky notes, purple pens • Whiteboards and dry erase markers • Charts/tools from phonics • Pocket folder for each student
<p>Session 2:</p> <p>“Today I want to teach you that writers always plan. And you’ve done this before. Writers can plan how-tos, too. You can tell and draw your steps across the pages. This way, you’ll remember the steps and all the pages will connect.”</p>	<ul style="list-style-type: none"> • See Bend I Session 1
<p>Session 3:</p> <p>“Today I want to teach you that when writers are writing steps for their how-tos, they say the directions out loud using words like “First you... Then you... Next you...” and then they write it down.”</p>	<ul style="list-style-type: none"> • See Bend I Session 1
<p>Session 4:</p> <p>“Today I want to teach you that writers don’t just reread the words in their how-to books, they reread to check that the steps make sense! To do that kind of rereading, writers reread to a partner or to themselves and make sure it is easy to follow the steps.”</p>	<ul style="list-style-type: none"> • See Bend I Session 1
<p>Session 5:</p> <p>“Today I want to teach you that how-to writers can do a special kind of rereading. They can reread, and act out the steps in their book to make sure that they make sense and that someone else could follow them. Then they add in anything they missed or fix up parts that are confusing.”</p>	<ul style="list-style-type: none"> • See Bend I Session 1
<p>Session 6:</p> <p>“Today I want to remind you that you can use the same tools you used in Small Moments to help you say more in your How-To books. Take out your purple revision pens and flaps to help say more!”</p>	<ul style="list-style-type: none"> • See Bend I Session 1
<p>Session 7:</p> <p>“Today I want to remind you that when writers are writing a word they know in a snap, they don’t waste their energy saying each sound, they just write the word!”</p>	<ul style="list-style-type: none"> • See Bend I Session 1
<p>Bend II:</p>	
<p>Mini Lesson Teaching Points</p>	<p>Materials</p>

<p>Session 1:</p> <p>“Today I want to teach you that writers label their picture to teach even more information in each step.”</p>	<ul style="list-style-type: none"> • See Bend I Session 1
<p>Session 2:</p> <p>“Today I want to teach you that writers can add warnings, suggestions, and tips. You can reread the step and think, “What could go wrong here?” Then, add in more advice for your reader.”</p>	<p>See Bend I Session 1</p>
<p>Session 3:</p> <p>“Today I want to teach you that writers are brave when they picture the step, choose the exact words, and try to write them—even if they are hard! They don’t just use the words they know by heart. They try new ones!”</p>	<ul style="list-style-type: none"> • See Bend I Session 1
<p>Session 4:</p> <p>“Today I want to teach you that writers learn from other writers! They study what an author has tried in their writing and then try it in their own writing.”</p>	<ul style="list-style-type: none"> • See Bend I Session 1
<p>Session 5:</p> <p>“Today I want to teach you that if there is a really important word or part of your writing you really want to tell your reader about, you can make that word or part bold by writing it in all capital letters!”</p>	<ul style="list-style-type: none"> • See Bend I Session 1
<p>Session 6:</p> <p>“Today I want to teach you that your writing partner can also be a mentor. You can read your partner’s writing thinking, “What did my partner try that I could try in my own writing?”</p>	<ul style="list-style-type: none"> • See Bend I Session 1
<p>Session 7:</p> <p>“Today I want to teach you that writers don’t just list steps on their pages, they can use fun language that really talks to their readers!”</p>	<ul style="list-style-type: none"> • See Bend I Session 1
<p>Session 8</p> <p>“Today I want to teach you that another way to show readers exactly what you mean for them to do when they read your book is to include comparisons!”</p>	<ul style="list-style-type: none"> • See Bend I Session 1
<p>Session 9</p> <p>“Today I want to remind you that you can use the blends and digraphs chart to help you capture more sounds in words as you write.”</p>	<ul style="list-style-type: none"> • See Bend I Session 1

<p>Session 10</p> <p>“Today I want to remind you that you can also go back through the “finished” side of your folder and find some of your favorite how-to books that you wrote when we started the unit and revise them with the new strategies we’ve learned.”</p>	<ul style="list-style-type: none"> • See Bend I Session 1
<p>Bend III:</p>	
<p>Mini Lesson Teaching Points</p>	<p>Materials</p>
<p>Session 1:</p> <p>“Today I want to teach you that writers look back on their writing. You can use the chart to think, “What have I already done in my writing that I’m proud of? What else could I add to my writing to make it even better?”</p>	<ul style="list-style-type: none"> • See Bend I Session 1
<p>Session 2:</p> <p>“Today I want to teach you that writers pay special attention to vowels as they’re spelling. You can use the vowel chart to make sure you have the short vowel sound, and add a silent e (or the vowel teams EE and EA) if you hear a long vowel sound in the word you’re spelling.”</p>	<ul style="list-style-type: none"> • See Bend I Session 1
<p>Session 3:</p> <p>“Today I want to teach you that writers make their writing easy to read. You can use the editing checklist to hunt for capital letters, spaces, and punctuation, and fix up any parts that are hard to read.”</p>	<ul style="list-style-type: none"> • Editing Checklist
<p>Session 4:</p> <p>“Today I want to teach you that you can use punctuation marks to help your reader read your book in a particular way. You can use periods, exclamation marks or question marks to help them read your book!”</p>	<ul style="list-style-type: none"> • See Bend I Session 1
<p>Session 5:</p> <p>“Today I want to teach you that writers get ready for a celebration by practicing how they’ll read their book. They find a partner and read their book aloud to them, like a performance.”</p>	<ul style="list-style-type: none"> • See Bend I Session 1
<p>Reading Unit 2: Topic Books</p>	<p>Time Frame: January & February 42 days</p>
<p>Overview of Unit: Students create not one, but several different writing pieces about different research topics that they care about.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can writers write a book about an object that teaches somebody about something from their classroom or home? • How can writers write a topic book that teaches somebody about something they know a lot about, and how can they make sure that the book teaches as much as possible through the words and the pictures? 	
<p>Standards Addressed:</p>	

- W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. W.IW.1.2.A Introduce a topic.W.IW.1.2.B Develop the topic with facts or other information and examples related to the topic. W.IW.1.2.C Provide a conclusion.
- W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing. W.WP.1.4.A With prompts and support, identify audience and purpose before writing. W.WP.1.4.B With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.
- L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1). L.WF.1.1.A Write the upper and lowercase alphabets from memory. L.WF.1.1.B Write a common grapheme (letter or letter group) for each phoneme. L.WF.1.1.C Orally segment the phonemes in any single syllable, spoken word. L.WF.1.1.D Recognize that each syllable is organized around a vowel sound.
- L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with: L.WF.1.2.A Short vowels and single consonants. L.WF.1.2.B Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess). L.WF.1.2.C Initial and final consonant blends (must, slab, plump).
- L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3): L.WF.1.3.A Write sentences with increasing complexity. L.WF.1.3.B Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame. L.WF.1.3.C Capitalize the first word of a sentence, days of the week, months, names of people, and proper names. L.WF.1.3.D Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations. L.WF.1.3.E Use commas in dates and to separate single words in a series. L.WF.1.3.F Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause. L.WF.1.3.G Write statements in response to questions, and questions transformed from statements, using conventional word order. L.WF.1.3.H Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why. L.WF.1.3.I Use conjunctions appropriately in sentences (e.g., and, but, so, and because).
- W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.
- L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. L.RF.1.2.A Distinguish long from short vowel sounds in spoken single-syllable words. L.RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. L.RF.1.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. L.RF.1.2.D Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. L.RF.1.3.A Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). L.RF.1.3.B Decode regularly spelled one-syllable words. L.RF.1.3.C Know final -e and common vowel team conventions for representing long vowel sounds. L.RF.1.3.D Distinguish long and short vowels when reading regularly spelled one-syllable words. L.RF.1.3.E Decode 2-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.L.RF.1.3.F Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old). L.RF.1.3.G Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.PE.1.1.A Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). SL.PE.1.1.B Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. SL.PE.1.1.C Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

21st Century Skill: Critical Thinking and Problem Solving

21st Century Career Ready Practices:

- CRP 1: Act as a responsible and contributing citizen and employee.
- CRP 2: Apply appropriate academic and technical skills.
- CRP 4: Communicate clearly and effectively with reason.
- CRP 6: Demonstrate creativity and innovation.
- CRP 7: Employ valid and reliable research strategies.
- CRP 8: Utilize critical thinking to make sense of problems and persevere in solving them
- CRP 9: Model integrity, ethical leadership and effective management.
- CRP 11: Use technology to enhance productivity.
- CRP 12: Work productively in teams while using cultural global competence.

Interdisciplinary Connections: The English Language Arts Literacy curriculum has many possibilities for interdisciplinary connections. Reading and writing can be connected across disciplines. Project and research reports that involves writing can also be connected to

all disciplines. These connections include, but are not limited to the following:

Media

- Science
- Arts
- Music
- Social Studies
- Math

Integration of 21st Century Themes and Skills and 21st Century Career Ready Practices: These practices are infused throughout all activities. Some of these activities include, but are not limited to:

- Integrating Technology
- Communication
- Problem Solving
- Critical Thinking
- Life and Career Skills
-

Technology Standards:

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue
- 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
- 8.1.2.A.2 Create a document using a word processing application.
- 8.1.2.D.1 Develop an understanding of ownership of print and nonprint information.
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- 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Teacher Resources:

- Units of Study in Writing Grade 1 Unit 2: Topic Books

Assessments: Student progress and achievements are assessed through a variety of formal and informal methods of assessment that include, but are not limited to, the following:

Summative Assessment

- Writing Assessment administered 3 times per year.

Formative Assessments

- Ongoing conferring and small group notes

Mentor Texts:

- Now You Know How It Works by Valorie Fisher (870L) Guided Reading Level D
- Cake by Hareem Atif Khan

Bend I: Writing Teaching Books with Independence

Mini Lesson Teaching Points:

Session 1: Finding Topics in the World at Your Feet

“Today I want to teach you that getting ready to write information books is a lot like getting ready to write Small Moment stories. You think of lots of possible books you could write. To get ideas, you look around and think, ‘This reminds me that I could write about . . .’”

Materials:

- Writing center with tools such as writing paper, pens, etc.
- Paper choice
- Topic wands
- Interesting objects from throughout the classroom, such as a stapler, the clock, pens
- Students will need to bring in an object from home to write about
- Charts: “How to Write a Teaching Book,”

	<p>“Writers Teach in Words and Pictures!” and phonics charts such as a vowel chart or blend chart</p> <ul style="list-style-type: none"> • Teacher demonstration texts • Word wall
<p>Session 2: Touching and Teaching before You Sketch, Then Write</p> <p>“Today I want to teach you that when you write an expert book, you need to remember that you are the expert. You become Professor of Trash Cans, or Captain of the Block Area, or Leader of the Water Fountain. You touch and teach, touch and teach, touch and teach, across your whole booklet. Then you are ready to sketch and write.”</p>	<ul style="list-style-type: none"> • Writing center with tools such as writing paper, pens, etc. • Paper choice • Topic wands • Interesting objects from throughout the classroom, such as a stapler, the clock, pens • Students will need to bring in an object from home to write about • Charts: “How to Write a Teaching Book,” “Writers Teach in Words and Pictures!” and phonics charts such as a vowel chart or blend chart • Teacher demonstration texts • Word wall
<p>Session 3: Predicting What Your Reader Will Want to Learn</p> <p>“Today I want to teach you that writers of information books don’t want their books to be bummers. To make sure their books aren’t bummers, writers teach a lot on every page. To think of more to say and write, writers might get people to ask them questions. They might also imagine what readers would want to learn.”</p>	<ul style="list-style-type: none"> • Writing center with tools such as writing paper, pens, etc. • Paper choice • Topic wands • Interesting objects from throughout the classroom, such as a stapler, the clock, pens • Students will need to bring in an object from home to write about • Charts: “How to Write a Teaching Book,” “Writers Teach in Words and Pictures!” and phonics charts such as a vowel chart or blend chart • Teacher demonstration texts • Word wall
<p>Session 4: Researchers Look Closely to Discover and Add Details</p> <p>“Today I want to teach you that to write books that teach people things, you need to become someone who investigates, who explores, who researches. You need to look really closely at your topic, seeing little things that others might not even notice. By looking closely, you can discover all sorts of interesting things to teach.”</p>	<ul style="list-style-type: none"> • Writing center with tools such as writing paper, pens, etc. • Paper choice • Topic wands • Interesting objects from throughout the classroom, such as a stapler, the clock, pens • Students will need to bring in an object from home to write about • Charts: “How to Write a Teaching Book,” “Writers Teach in Words and Pictures!” and phonics charts such as a vowel chart or blend chart • Teacher demonstration texts • Word wall
<p>Session 5: Researchers Study (and Write about) How Things Look</p> <p>“Today I want to teach you that researchers ask themselves, ‘How does this thing look?’ To answer that question, they turn things over, look carefully, and peer into the cracks of things. Then, they teach their reader how the thing looks.”</p>	<ul style="list-style-type: none"> • Writing center with tools such as writing paper, pens, etc. • Paper choice • Topic wands • Interesting objects from throughout the

	<ul style="list-style-type: none"> • classroom, such as a stapler, the clock, pens • Students will need to bring in an object from home to write about • Charts: “How to Write a Teaching Book,” “Writers Teach in Words and Pictures!” and phonics charts such as a vowel chart or blend chart • Teacher demonstration texts • Word wall
<p>Session 6: Researchers Study (and Write about) How to Use Things</p> <p>“Today I want to teach you that when you study an object, it helps to ask not only, ‘How does it look?’ but also, ‘How do you use it?’ To answer that question, use your object, slowing the steps down. Then write the steps like you might write a recipe, saying a lot about each step.”</p>	<ul style="list-style-type: none"> • Writing center with tools such as writing paper, pens, etc. • Paper choice • Topic wands • Interesting objects from throughout the classroom, such as a stapler, the clock, pens • Students will need to bring in an object from home to write about • Charts: “How to Write a Teaching Book,” “Writers Teach in Words and Pictures!” and phonics charts such as a vowel chart or blend chart • Teacher demonstration texts • Word wall
<p>Session 7: Using Sensory Details to Add Describing Words</p> <p>“Today I want to teach you that when a researcher tries to describe something carefully, the researcher describes what the thing looks like, feels like, sounds like, and maybe even what it smells like. Researchers use lots of descriptive words to teach readers all about the object.”</p>	<ul style="list-style-type: none"> • Writing center with tools such as writing paper, pens, etc. • Paper choice • Topic wands • Interesting objects from throughout the classroom, such as a stapler, the clock, pens • Students will need to bring in an object from home to write about • Charts: “How to Write a Teaching Book,” “Writers Teach in Words and Pictures!” and phonics charts such as a vowel chart or blend chart • Teacher demonstration texts • Word wall
<p>Session 8: Writing More Quickly, Using Words You Know in a Snap</p> <p>“So today I want to teach you that writers write a whole sentence or even a few sentences before taking a break. One way they can do this is by writing words they know how to spell quickly in a snap. If it’s not a snap word, they quickly stretch it out.”</p>	<ul style="list-style-type: none"> • Writing center with tools such as writing paper, pens, etc. • Paper choice • Topic wands • Interesting objects from throughout the classroom, such as a stapler, the clock, pens • Students will need to bring in an object from home to write about • Charts: “How to Write a Teaching Book,” “Writers Teach in Words and Pictures!” and phonics charts such as a vowel chart or blend chart • Teacher demonstration texts • Word wall
<p>Session 9: Getting Our Books Ready for Readers</p>	<ul style="list-style-type: none"> • Writing center with tools such as writing paper, pens, etc.

<p>“Today I want to teach you that before you share your writing, you need to reread it, checking that your readers will be able to read it easily. You can check your writing by pretending to be the reader and finding places you need to fix up.”</p>	<ul style="list-style-type: none"> • Paper choice • Topic wands • Interesting objects from throughout the classroom, such as a stapler, the clock, pens • Students will need to bring in an object from home to write about • Charts: “How to Write a Teaching Book,” “Writers Teach in Words and Pictures!” and phonics charts such as a vowel chart or blend chart • Teacher demonstration texts • Word wall
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Bend II: Writing about the Whole Wide World

<p>Mini Lesson Teaching Points:</p>	<p>Materials:</p>
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<p>Session 1: Nonfiction Writers Get Inspired by Reading Other Authors’ Work “That’s right! Today I want to teach you that writers are also inspired by books. You can get ideas for your next book by looking at the topics that other authors write about. You can also get ideas for books by noticing topics that no one yet seems to have written about— those are topics that are calling out your name!”</p>	<ul style="list-style-type: none"> • Writing center with tools such as writing paper, pens, etc. • Paper choice • Topic wands • Interesting objects from throughout the classroom, such as a stapler, the clock, pens • Students will need to bring in an object from home to write about • Charts: “How to Write a Teaching Book,” “Writers Teach in Words and Pictures!” and phonics charts such as a vowel chart or blend chart • Teacher demonstration texts • Word wall
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<p>Session 2: Spelling by Analogy as You Write</p> <p>“Today I want to remind you that every word on the word wall can help you spell tons of other words. When you want to spell a tricky word, you can look at the word wall and think, ‘Do I see parts that could help me?’ Then, you can use those parts, along with everything else you already know about spelling, to write that word.”</p>	<ul style="list-style-type: none"> • Writing center with tools such as writing paper, pens, etc. • Paper choice • Topic wands • Interesting objects from throughout the classroom, such as a stapler, the clock, pens • Students will need to bring in an object from home to write about • Charts: “How to Write a Teaching Book,” “Writers Teach in Words and Pictures!” and phonics charts such as a vowel chart or blend chart • Teacher demonstration texts • Word wall
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<p>Session 3: Helping Readers Learn More by Giving Examples</p> <p>“Today I want to teach you a major way writers teach more about their topic. They give examples that help readers understand exactly what they’re talking about.”</p>	<ul style="list-style-type: none"> • Writing center with tools such as writing paper, pens, etc. • Paper choice • Topic wands • Interesting objects from throughout the classroom, such as a stapler, the clock, pens • Students will need to bring in an object from home to write about • Charts: “How to Write a Teaching Book,”
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	<p>“Writers Teach in Words and Pictures!” and phonics charts such as a vowel chart or blend chart</p> <ul style="list-style-type: none"> • Teacher demonstration texts • Word wall
<p>Session 4: Studying Photos or Pictures Can Help You Say More</p> <p>“Today I want to teach you that writers find photographs or pictures that are connected to their topics. Writers then research by looking closely at these, mining them for specific details that will teach people even more about their topics. Then they put into words what they’ve learned and add this to their writing.”</p>	<ul style="list-style-type: none"> • Writing center with tools such as writing paper, pens, etc. • Paper choice • Topic wands • Interesting objects from throughout the classroom, such as a stapler, the clock, pens • Students will need to bring in an object from home to write about • Charts: “How to Write a Teaching Book,” “Writers Teach in Words and Pictures!” and phonics charts such as a vowel chart or blend chart • Teacher demonstration texts • Word wall
<p>Session 5: Learning from Mentor Illustrations</p> <p>“Writers, today we are going to do an inquiry. Let’s explore the question, ‘How do the illustrations help writers teach more?’ We might notice some special techniques or tricks that authors of teaching books use, to give their books teaching power. Then, we can try those same techniques in our own books.”</p>	<ul style="list-style-type: none"> • Writing center with tools such as writing paper, pens, etc. • Paper choice • Topic wands • Interesting objects from throughout the classroom, such as a stapler, the clock, pens • Students will need to bring in an object from home to write about • Charts: “How to Write a Teaching Book,” “Writers Teach in Words and Pictures!” and phonics charts such as a vowel chart or blend chart • Teacher demonstration texts • Word wall
<p>Session 6: Revising by Using Comparisons to Help Readers Picture Things</p> <p>“Today I want to teach you one more way to make sure that your book teaches a lot. You can help your reader picture whatever it is you are writing about by comparing that thing to something that readers know well.”</p>	<ul style="list-style-type: none"> • Writing center with tools such as writing paper, pens, etc. • Paper choice • Topic wands • Interesting objects from throughout the classroom, such as a stapler, the clock, pens • Students will need to bring in an object from home to write about • Charts: “How to Write a Teaching Book,” “Writers Teach in Words and Pictures!” and phonics charts such as a vowel chart or blend chart • Teacher demonstration texts • Word wall
<p>Session 7: Using Familiar Charts to Help Teach as Much as Possible</p> <p>“Today I want to teach you that writers make choices about what will make their books the best they can be. Charts can remind writers of possible choices. Writers read the chart, choose what their book might</p>	<ul style="list-style-type: none"> • Writing center with tools such as writing paper, pens, etc. • Paper choice • Topic wands • Interesting objects from throughout the

<p>need, and then add that into the book.”</p>	<ul style="list-style-type: none"> • classroom, such as a stapler, the clock, pens • Students will need to bring in an object from home to write about • Charts: “How to Write a Teaching Book,” “Writers Teach in Words and Pictures!” and phonics charts such as a vowel chart or blend chart • Teacher demonstration texts • Word wall
<p>Session 8: The First Page Begins the Whole Book</p> <p>“Today I want to teach you that information writers include a special kind of ‘morning meeting’ inside of their books, called an introduction. The introduction says ‘Hello’ to the reader and explains a little bit about what they are going to learn.”</p>	<ul style="list-style-type: none"> • Writing center with tools such as writing paper, pens, etc. • Paper choice • Topic wands • Interesting objects from throughout the classroom, such as a stapler, the clock, pens • Students will need to bring in an object from home to write about • Charts: “How to Write a Teaching Book,” “Writers Teach in Words and Pictures!” and phonics charts such as a vowel chart or blend chart • Teacher demonstration texts • Word wall
<p>Session 9: Paying Careful Attention to Vowel Sounds as You Write</p> <p>“Today I want to remind you that writers pay attention to the vowel sounds they hear inside words they want to write. They use everything they’ve learned about vowels to help them spell those words. When you hear a long vowel, you can add a silent e to the end of the word. Then you can ask, ‘Does that look right?’”</p>	<ul style="list-style-type: none"> • Writing center with tools such as writing paper, pens, etc. • Paper choice • Topic wands • Interesting objects from throughout the classroom, such as a stapler, the clock, pens • Students will need to bring in an object from home to write about • Charts: “How to Write a Teaching Book,” “Writers Teach in Words and Pictures!” and phonics charts such as a vowel chart or blend chart • Teacher demonstration texts • Word wall
<p>Celebration</p> <p>Students will celebrate and share their writing with others by having a special teaching spot where visitors circulate amongst the ‘experts,’ reading their writing, asking questions, and leaving compliments.</p>	<ul style="list-style-type: none"> • Writing center with tools such as writing paper, pens, etc. • Paper choice • Topic wands • Interesting objects from throughout the classroom, such as a stapler, the clock, pens • Students will need to bring in an object from home to write about • Charts: “How to Write a Teaching Book,” “Writers Teach in Words and Pictures!” and phonics charts such as a vowel chart or blend chart • Teacher demonstration texts • Word wall
<p>Writing Unit 3: Writing Reviews</p>	<p>Time Frame: March & April 35 days</p>

Overview of Unit: Students will form, write, and support their opinions. Students will use introductions, conclusions and persuasive precise language to write across pages and will edit their writing.

Essential Questions:

- How can writers state and support an opinion in convincing ways to their audience?
- How can writers write and revise so that they use introductions and conclusions, persuasive precise language, and opinion writing strategies to be convincing to their readers?
- How can writers share their opinions about books using all that they've learned about review writing?

Standards Addressed:

- W.IW.1.2.B Develop the topic with facts or other information and examples related to the topic. W.IW.1.2.C Provide a conclusion.
- W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing. W.WP.1.4.A With prompts and support, identify audience and purpose before writing. W.WP.1.4.B With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.
- L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1). L.WF.1.1.A Write the upper and lowercase alphabets from memory. L.WF.1.1.B Write a common grapheme (letter or letter group) for each phoneme. L.WF.1.1.C Orally segment the phonemes in any single syllable, spoken word. L.WF.1.1.D Recognize that each syllable is organized around a vowel sound.
- L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with: L.WF.1.2.A Short vowels and single consonants. L.WF.1.2.B Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess). L.WF.1.2.C Initial and final consonant blends (must, slab, plump).
- L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3): L.WF.1.3.A Write sentences with increasing complexity. L.WF.1.3.B Supply the "who," "is doing," "what," in a subject-verb-object sentence frame. L.WF.1.3.C Capitalize the first word of a sentence, days of the week, months, names of people, and proper names. L.WF.1.3.D Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations. L.WF.1.3.E Use commas in dates and to separate single words in a series. L.WF.1.3.F Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause. L.WF.1.3.G Write statements in response to questions, and questions transformed from statements, using conventional word order. L.WF.1.3.H Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why. L.WF.1.3.I Use conjunctions appropriately in sentences (e.g., and, but, so, and because).
- W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.
- L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. L.RF.1.2.A Distinguish long from short vowel sounds in spoken single-syllable words. L.RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. L.RF.1.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. L.RF.1.2.D Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
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- SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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21st Century Skill: Critical Thinking and Problem Solving

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- CRP 2: Apply appropriate academic and technical skills.
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- CRP 7: Employ valid and reliable research strategies.
- CRP 8: Utilize critical thinking to make sense of problems and persevere in solving them.
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- CRP 11: Use technology to enhance productivity.
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- Arts
- Music
- Social Studies
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- Integrating Technology
- Communication
- Problem Solving
- Critical Thinking
- Life and Career Skills

Technology Standards:

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- 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue
- 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
- 8.1.2.A.2 Create a document using a word processing application.
- 8.1.2.D.1 Develop an understanding of ownership of print and non-print information.
- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
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Teacher Resources:

- Units of Study in Writing Grade 1 Unit 3: Writing Reviews

Assessments: Student progress and achievements are assessed through a variety of formal and informal methods of assessment that include, but are not limited to, the following:

Summative Assessment

- Writing Assessment administered 3 times per year.

Formative Assessments

- Ongoing conferring and small group notes

Mentor Texts:

- Hair Love by Matthew A Cherry (480L) Guided Reading Level J
- Exemplar reviews (provided in the online resources)

Bend I: Best in Show: Judging Collections

Mini Lesson Teaching Points:

Materials:

<p>Session 1: Writing Opinions about Collections “Today I want to teach you that people who know a lot about something, like collectors, usually have strong opinions about which is best. They write and talk to tell others about their opinion, and sometimes even try to convince others to agree.”</p>	<ul style="list-style-type: none"> • Personal collections from home • Classroom collections for students to use as needed • Writing booklets, plus additional paper • Anchor charts: “To Judge Fairly...” and “Convince Your Reader!” • Revision tools from earlier units, including purple pens, staplers, sticky notes, and revision strips • Teacher demonstration pieces
<p>Session 2: Convincing Your Readers with Lots of Reasons “Today I want to teach you that when opinion writers want to convince their readers to agree with them, they don’t just say what they think, they also say why. They give lots of reasons to support their opinions.”</p>	<ul style="list-style-type: none"> • Personal collections from home • Classroom collections for students to use as needed • Writing booklets, plus additional paper • Anchor charts: “To Judge Fairly...” and “Convince Your Reader!” • Revision tools from earlier units, including purple pens, staplers, sticky notes, and revision strips • Teacher demonstration pieces
<p>Session 3: Opinion Writers Give a Variety of Reasons “Today I want to teach you that opinion writers don’t just give more and more of the same reason. They give a variety of reasons—lots of different reasons— why they think the way they do.”</p>	<ul style="list-style-type: none"> • Personal collections from home • Classroom collections for students to use as needed • Writing booklets, plus additional paper • Anchor charts: “To Judge Fairly...” and “Convince Your Reader!” • Revision tools from earlier units, including purple pens, staplers, sticky notes, and revision strips • Teacher demonstration pieces
<p>Session 4: Opinion Writers Expect Disagreement “Today I want to teach you that sometimes you’ll disagree with someone’s opinions—even with your teacher’s opinion. If you disagree by saying your alternate opinion and your reasons, sometimes you can be convincing enough to change someone’s mind.”</p>	<ul style="list-style-type: none"> • Personal collections from home • Classroom collections for students to use as needed • Writing booklets, plus additional paper • Anchor charts: “To Judge Fairly...” and “Convince Your Reader!” • Revision tools from earlier units, including purple pens, staplers, sticky notes, and revision strips • Teacher demonstration pieces
<p>Session 5: Spelling Hard Words Syllable by Syllable “Today I want to teach you that writers can figure out how to spell a word by writing it part by part. Break the word into syllables, and then write the sounds you hear in each syllable, using everything you know about letters.”</p>	<ul style="list-style-type: none"> • Personal collections from home • Classroom collections for students to use as needed • Writing booklets, plus additional paper • Anchor charts: “To Judge Fairly...” and “Convince Your Reader!” • Revision tools from earlier units, including purple pens, staplers, sticky notes, and revision strips • Teacher demonstration pieces
<p>Session 6: Rereading and Revising for Clarity “Today I want to teach you that if you want to convince people to agree</p>	<ul style="list-style-type: none"> • Personal collections from home • Classroom collections for students to use as needed

<p>with you, then your writing needs to be easy to understand. You can reread to make sure your opinion and your reasons are clear.”</p>	<ul style="list-style-type: none"> • Writing booklets, plus additional paper • Anchor charts: “To Judge Fairly...” and “Convince Your Reader!” • Revision tools from earlier units, including purple pens, staplers, sticky notes, and revision strips • Teacher demonstration pieces
<p>Bend II: Writing Persuasive Reviews</p>	
<p>Mini Lesson Teaching Points:</p>	<p>Materials:</p>
<p>Session 1: Writing Reviews to Persuade Others “Today, we’ll investigate like detectives to find answers to this big question: What do reviewers do to make their reviews really convincing?”</p>	<ul style="list-style-type: none"> • Personal collections from home • Classroom collections for students to use as needed • Writing booklets, plus additional paper • Anchor charts: “To Judge Fairly...” and “Convince Your Reader!” • Revision tools from earlier units, including purple pens, staplers, sticky notes, and revision strips • Teacher demonstration pieces
<p>Session 2: Talking Right to Readers “Today I want to teach you that reviewers use a voice that talks right to their readers. You can think, ‘Who is this review for?’ and then pretend your audience is in front of you as you write. Use words like you and give information they’ll need to know: what it is, where to find it, or when to go.”</p>	<ul style="list-style-type: none"> • Personal collections from home • Classroom collections for students to use as needed • Writing booklets, plus additional paper • Anchor charts: “To Judge Fairly...” and “Convince Your Reader!” • Revision tools from earlier units, including purple pens, staplers, sticky notes, and revision strips • Teacher demonstration pieces
<p>Session 3: Including Small Moment Stories to Persuade Readers “Today I want to teach you that you can make your review even more persuasive by including a tiny Small Moment story. The Small Moment story can be another way to show that what you are reviewing is very good, or very bad.”</p>	<ul style="list-style-type: none"> • Personal collections from home • Classroom collections for students to use as needed • Writing booklets, plus additional paper • Anchor charts: “To Judge Fairly...” and “Convince Your Reader!” • Revision tools from earlier units, including purple pens, staplers, sticky notes, and revision strips • Teacher demonstration pieces.
<p>Session 4: Drawing on a Repertoire of Tools to Spell Efficiently “Today I want to teach you that writers pick the best tool—the best spelling strategy—to help them with the particular word they need to write.”</p>	<ul style="list-style-type: none"> • Personal collections from home • Classroom collections for students to use as needed • Writing booklets, plus additional paper • Anchor charts: “To Judge Fairly...” and “Convince Your Reader!” • Revision tools from earlier units, including purple pens, staplers, sticky notes, and revision strips • Teacher demonstration pieces

<p>Session 5: Writing Catchy Introductions and Conclusions “Today I want to teach you that beginnings and endings matter. Review writers grab readers’ attention right from the start. Then, they end in ways that make their opinion stick.”</p>	<ul style="list-style-type: none"> • Personal collections from home • Classroom collections for students to use as needed • Writing booklets, plus additional paper • Anchor charts: “To Judge Fairly...” and “Convince Your Reader!” • Revision tools from earlier units, including purple pens, staplers, sticky notes, and revision strips • Teacher demonstration pieces
<p>Session 6: Writers Capitalize “Today I want to teach you that writers make sure most of their letters are lowercase and use capital letters only where they belong—at the start of a sentence, a name or title, or the word I.”</p>	<ul style="list-style-type: none"> • Personal collections from home • Classroom collections for students to use as needed • Writing booklets, plus additional paper • Anchor charts: “To Judge Fairly...” and “Convince Your Reader!” • Revision tools from earlier units, including purple pens, staplers, sticky notes, and revision strips • Teacher demonstration pieces
<p>Session 7: Publishing Anthologies “Today I want to remind you that opinion writers use everything they know to make their reviews really convincing. You can use the charts to check which things you’ve already done and which things you might try next. Then you can make a plan to do more.”</p>	<ul style="list-style-type: none"> • Personal collections from home • Classroom collections for students to use as needed • Writing booklets, plus additional paper • Anchor charts: “To Judge Fairly...” and “Convince Your Reader!” • Revision tools from earlier units, including purple pens, staplers, sticky notes, and revision strips • Teacher demonstration pieces
<p>Bend III: Writing Persuasive Book Reviews</p>	
<p>Mini Lesson Teaching Points:</p>	<p>Materials:</p>
<p>Session 1: Using All You Know to Write Book Reviews “Today I want to teach you that when you want to recommend a book (or an author), you use everything you know about writing reviews in general to write reviews of books.”</p>	<ul style="list-style-type: none"> • Personal collections from home • Classroom collections for students to use as needed • Writing booklets, plus additional paper • Anchor charts: “To Judge Fairly...” and “Convince Your Reader!” • Revision tools from earlier units, including purple pens, staplers, sticky notes, and revision strips • Teacher demonstration pieces
<p>Session 2: Giving Sneak Peek Summaries “Today I want to teach you that book reviewers give a sneak peek without giving everything away. One way to do this is to tell just a little bit about the book, but not the ending. Then make the reader wonder about the rest!”</p>	<ul style="list-style-type: none"> • Personal collections from home • Classroom collections for students to use as needed • Writing booklets, plus additional paper • Anchor charts: “To Judge Fairly...” and “Convince Your Reader!” • Revision tools from earlier units, including purple pens, staplers, sticky notes, and revision strips

	<ul style="list-style-type: none"> strips Teacher demonstration pieces
<p>Session 3: Making Comparisons in Book Reviews</p> <p>“Today I want to teach you that review writers can make a comparison to explain their opinions. You might think about books with the same author or a similar topic or kinds of characters. Then, you can say why one book is better than another, or you can explain that if a reader likes a certain book, they might like the book you are reviewing.”</p>	<ul style="list-style-type: none"> Personal collections from home Classroom collections for students to use as needed Writing booklets, plus additional paper Anchor charts: “To Judge Fairly...” and “Convince Your Reader!” Revision tools from earlier units, including purple pens, staplers, sticky notes, and revision strips Teacher demonstration pieces
<p>Session 4: Editing for Word-Wall Words</p> <p>“Today I want to remind you that writers are responsible for spelling the words they know correctly. When you learn how to read a word in a snap, it’s also important that you learn how to spell it in a snap. You can go back and check that your word-wall words look right.”</p>	<ul style="list-style-type: none"> Personal collections from home Classroom collections for students to use as needed Writing booklets, plus additional paper Anchor charts: “To Judge Fairly...” and “Convince Your Reader!” Revision tools from earlier units, including purple pens, staplers, sticky notes, and revision strips Teacher demonstration pieces
<p>Session 5: Studying Mentor Reviews to Make Our Own Book Commercials</p> <p>“Today I want to remind you that writers use everything they know to make their writing the best (and most convincing) it can be. They can study what other book reviewers do and make plans to revise their own reviews.”</p>	<ul style="list-style-type: none"> Personal collections from home Classroom collections for students to use as needed Writing booklets, plus additional paper Anchor charts: “To Judge Fairly...” and “Convince Your Reader!” Revision tools from earlier units, including purple pens, staplers, sticky notes, and revision strips Teacher demonstration pieces
<p>Celebration</p> <p>Students will celebrate and share their writing with others by having a Reading Rainbow-style celebration, delivering their book reviews aloud to one another and to any visitors. You might celebrate with a combination of live and filmed book talks.</p>	<ul style="list-style-type: none"> Personal collections from home Classroom collections for students to use as needed Writing booklets, plus additional paper Anchor charts: “To Judge Fairly...” and “Convince Your Reader!” Revision tools from earlier units, including purple pens, staplers, sticky notes, and revision strips Teacher demonstration pieces
<p>Reading Unit 4: From Scenes to Series</p>	<p>Time Frame: May & June</p> <p>30 days</p>
<p>Overview of Unit: Students will develop characters and write realistic fiction stories.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> How can writers use what they know about small moments to create a fictional story? How can writers use all they know about spelling to develop characters’ feelings using higher-level vocabulary? How can writers study mentors of series books to help them create their own series books? 	

Standards Addressed:

- W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events. W.NW.1.3.A Using words and pictures, establish a situation and/or introduce characters; organize an event sequence. W.NW.1.3.B Provide dialogue and/or description and details of experiences, events, or characters. W.NW.1.3.C Use transitional words to manage the sequence of events. W.NW.1.3.D Provide a reaction to the experiences or events.
- W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing. W.WP.1.4.A With prompts and support, identify audience and purpose before writing. W.WP.1.4.B With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.
- L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1). L.WF.1.1.A Write the upper and lowercase alphabets from memory. L.WF.1.1.B Write a common grapheme (letter or letter group) for each phoneme. L.WF.1.1.C Orally segment the phonemes in any single syllable, spoken word. L.WF.1.1.D Recognize that each syllable is organized around a vowel sound.
- L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with: L.WF.1.2.A Short vowels and single consonants. L.WF.1.2.B Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess). L.WF.1.2.C Initial and final consonant blends (must, slab, plump).
- L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3): L.WF.1.3.A Write sentences with increasing complexity. L.WF.1.3.B Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame. L.WF.1.3.C Capitalize the first word of a sentence, days of the week, months, names of people, and proper names. L.WF.1.3.D Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations. L.WF.1.3.E Use commas in dates and to separate single words in a series. L.WF.1.3.F Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause. L.WF.1.3.G Write statements in response to questions, and questions transformed from statements, using conventional word order. L.WF.1.3.H Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why. L.WF.1.3.I Use conjunctions appropriately in sentences (e.g., and, but, so, and because).
- W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.
- L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. L.RF.1.2.A Distinguish long from short vowel sounds in spoken single-syllable words. L.RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. L.RF.1.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. L.RF.1.2.D Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. L.RF.1.3.A Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). L.RF.1.3.B Decode regularly spelled one-syllable words. L.RF.1.3.C Know final -e and common vowel team conventions for representing long vowel sounds. L.RF.1.3.D Distinguish long and short vowels when reading regularly spelled one-syllable words. L.RF.1.3.E Decode 2-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound. L.RF.1.3.F Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old). L.RF.1.3.G Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.PE.1.1.A Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.PE.1.1.B Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. SL.PE.1.1.C Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

21st Century Skill: Critical Thinking and Problem Solving**21st Century Career Ready Practices:**

- CRP 1: Act as a responsible and contributing citizen and employee.
- CRP 2: Apply appropriate academic and technical skills.
- CRP 4: Communicate clearly and effectively with reason.
- CRP 6: Demonstrate creativity and innovation.
- CRP 7: Employ valid and reliable research strategies.
- CRP 8: Utilize critical thinking to make sense of problems and persevere in solving them. CRP 9: Model integrity, ethical leadership and effective management.
- CRP 11: Use technology to enhance productivity.
- CRP 12: Work productively in teams while using cultural global competence.

Interdisciplinary Connections: The English Language Arts Literacy curriculum has many possibilities for interdisciplinary

connections. Reading and writing can be connected across disciplines. Project and research reports that involves writing can also be connected to all disciplines. These connections include, but are not limited to the following:

- Media
- Science
- Arts
- Music
- Social Studies
- Math

Integration of 21st Century Themes and Skills and 21st Century Career Ready Practices: These practices are infused throughout all activities. Some of these activities include, but are not limited to:

- Integrating Technology
- Communication
- Problem Solving
- Critical Thinking
- Life and Career Skills

Technology Standards:

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue
- 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
- 8.1.2.A.2 Create a document using a word processing application.
- 8.1.2.D.1 Develop an understanding of ownership of print and nonprint information.
- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Teacher Resources:

- Units of Study in Reading Grade 1 Unit 4: From Scenes to Series

Assessments: Student progress and achievements are assessed through a variety of formal and informal methods of assessment that include, but are not limited to, the following:

Summative Assessment

- Writing Assessment administered 3 times per year.

Formative Assessments

- Ongoing conferring and small group notes

Mentor Texts:

- Yasmin the Chef by Saadia Faruqi (510L) Guided Reading Level K
- Yasmin the Superhero by Saadia Faruqi (480L) Guided Reading Level K
- Yasmin the Teacher by Saadia Faruqi (490L) Guided Reading Level K

Bend I: Writing Realistic Fiction

Mini Lesson Teaching Points:

Session 1: Making a Pretend Character and Bringing It to Life in a Real Place “Today I want to teach you that writers can make up stories by first making up pretend characters . . . and then choosing for them a real-life place you know well, and deciding what real-life thing they do.”

Materials:

- Teacher demonstration pieces
- Writing booklets, plus additional paper
- Playful supplies: popsicle sticks, craft supplies, paper to make rolled-up “telescopes”
- Cereal boxes
- Anchor charts: “How to Write a Fiction Story” and “Series Writers...”

	<ul style="list-style-type: none"> • Revision tools from earlier units including purple pens, staplers, sticky notes, and revision strips
<p>Session 2: Pretending and Writing with Detail</p> <p>“Today I want to teach you that when you are writing realistic fiction stories, it helps to act them out and pretend again and again, even after you start to draw and write, because that helps you think of great little things to have your people say and do.”</p>	<ul style="list-style-type: none"> • Teacher demonstration pieces • Writing booklets, plus additional paper • Playful supplies: popsicle sticks, craft supplies, paper to make rolled-up “telescopes” • Cereal boxes • Anchor charts: “How to Write a Fiction Story” and “Series Writers...” • Revision tools from earlier units including purple pens, staplers, sticky notes, and revision strips
<p>Session 3: Imagining and Writing a Whole New Story and Some New Characters “Today I want to teach you that fiction writers often create more than one character. Often the main character is with someone else—a grandfather, or a sister, or a pet—anyone else that you want to put into your story.”</p>	<ul style="list-style-type: none"> • Teacher demonstration pieces • Writing booklets, plus additional paper • Playful supplies: popsicle sticks, craft supplies, paper to make rolled-up “telescopes” • Cereal boxes • Anchor charts: “How to Write a Fiction Story” and “Series Writers...” • Revision tools from earlier units including purple pens, staplers, sticky notes, and revision strips
<p>Session 4: Finding Inspiration from Real Life</p> <p>“Today I want to teach you that realistic-fiction writers use their own lives and the things that are important in their lives to make pretend characters and stories.”</p>	<ul style="list-style-type: none"> • Teacher demonstration pieces • Writing booklets, plus additional paper • Playful supplies: popsicle sticks, craft supplies, paper to make rolled-up “telescopes” • Cereal boxes • Anchor charts: “How to Write a Fiction Story” and “Series Writers...” • Revision tools from earlier units including purple pens, staplers, sticky notes, and revision strips
<p>Session 5: Zooming In to Add More Tiny Details</p> <p>“Writers, today I want to teach you that realistic-fiction writers work hard to really picture their stories. It’s almost as if they hold up a pretend telescope to see all the little details. Then, they add those details to their pictures and words!”</p>	<ul style="list-style-type: none"> • Teacher demonstration pieces • Writing booklets, plus additional paper • Playful supplies: popsicle sticks, craft supplies, paper to make rolled-up “telescopes” • Cereal boxes • Anchor charts: “How to Write a Fiction Story” and “Series Writers...” • Revision tools from earlier units including purple pens, staplers, sticky notes, and revision strips
<p>Session 6: Spelling Sparkly Words</p> <p>“Today I want to teach you that writers often choose special and fancy words to bring sparkle to their stories. These daring writers remember and use all they know about spelling as they write—it’s part of using all you know to keep yourself going as a writer.”</p>	<ul style="list-style-type: none"> • Teacher demonstration pieces • Writing booklets, plus additional paper • Playful supplies: popsicle sticks, craft supplies, paper to make rolled-up “telescopes” • Cereal boxes • Anchor charts: “How to Write a Fiction Story” and “Series Writers...” • Revision tools from earlier units including purple pens, staplers, sticky notes, and revision strips

<p>Session 7: Ending a Story Instead of Just Stopping It “Today I want to teach you that writers know stories don’t just stop, they end. One way writers create satisfying endings for their readers is by telling what happens to their characters at the end of their story.”</p>	<ul style="list-style-type: none"> • Teacher demonstration pieces • Writing booklets, plus additional paper • Playful supplies: popsicle sticks, craft supplies, paper to make rolled-up “telescopes” • Cereal boxes • Anchor charts: “How to Write a Fiction Story” and “Series Writers...” • Revision tools from earlier units including purple pens, staplers, sticky notes, and revision strips
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Bend II: Writing Series Fiction

<p>Mini Lesson Teaching Points:</p>	<p>Materials:</p>
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<p>Session 1: Studying a Favorite Series to Figure Out What Makes a Series and Getting Started! “Today I want to teach you that to be a series writer, you need to first figure out what series writers do. You can study a series you love and think, ‘What makes a series a series?’ Then, use what you learn to write your own!”</p>	<ul style="list-style-type: none"> • Teacher demonstration pieces • Writing booklets, plus additional paper • Playful supplies: popsicle sticks, craft supplies, paper to make rolled-up “telescopes” • Cereal boxes • Anchor charts: “How to Write a Fiction Story” and “Series Writers...” • Revision tools from earlier units including purple pens, staplers, sticky notes, and revision strips
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<p>Session 2: Details Tie Series Stories Together “Today I want to teach you that to make the stories in your series go together, it helps to put some details into Book One of the series, and then to put the same details into Book Two and Book Three. Like maybe your character always wears a hat, or always carries a book, or always has her goldfish with her.”</p>	<ul style="list-style-type: none"> • Teacher demonstration pieces • Writing booklets, plus additional paper • Playful supplies: popsicle sticks, craft supplies, paper to make rolled-up “telescopes” • Cereal boxes • Anchor charts: “How to Write a Fiction Story” and “Series Writers...” • Revision tools from earlier units including purple pens, staplers, sticky notes, and revision strips
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<p>Session 3: Getting Ideas by Thinking about What Your Character Likes to Do “Writers, today I want to teach you that series writers can also come up with ideas for stories by thinking about what their character likes to do. For example, if a character loves to play in the snow, then you might write a story in which she builds a snow fort or gets in a snowball fight.”</p>	<ul style="list-style-type: none"> • Teacher demonstration pieces • Writing booklets, plus additional paper • Playful supplies: popsicle sticks, craft supplies, paper to make rolled-up “telescopes” • Cereal boxes • Anchor charts: “How to Write a Fiction Story” and “Series Writers...” • Revision tools from earlier units including purple pens, staplers, sticky notes, and revision strips
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<p>Session 4: Shining a Spotlight on Spelling Long Vowels “Today I want to teach you that series writers take charge of their spelling. To spell, writers ask, ‘Does it look right?’ and they recall times they’ve seen the word before. If they’re not sure, they try writing the word more than once, especially checking the long vowels.”</p>	<ul style="list-style-type: none"> • Teacher demonstration pieces • Writing booklets, plus additional paper • Playful supplies: popsicle sticks, craft supplies, paper to make rolled-up “telescopes” • Cereal boxes • Anchor charts: “How to Write a Fiction Story” and “Series Writers...” • Revision tools from earlier units including purple pens, staplers, sticky notes, and revision strips
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<p>Session 5: Making Characters Talk to Each Other</p> <p>“Today I want to teach you that series writers bring all of their characters to life, and one way they do that is by making them talk back and forth. You can do this, too, by pretending you are the characters in your book and acting out the conversations they might have.”</p>	<ul style="list-style-type: none"> • Teacher demonstration pieces • Writing booklets, plus additional paper • Playful supplies: popsicle sticks, craft supplies, paper to make rolled-up “telescopes” • Cereal boxes • Anchor charts: “How to Write a Fiction Story” and “Series Writers...” • Revision tools from earlier units including purple pens, staplers, sticky notes, and revision strips
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<p>Session 6: Adding Quotation Marks</p> <p>“Today I want to teach you that writers surround the words that characters say with a special type of punctuation—in most stories written in English, that will be quotation marks. They put one set of quotation marks at the start of the talking and one at the end.”</p>	<ul style="list-style-type: none"> • Teacher demonstration pieces • Writing booklets, plus additional paper • Playful supplies: popsicle sticks, craft supplies, paper to make rolled-up “telescopes” • Cereal boxes • Anchor charts: “How to Write a Fiction Story” and “Series Writers...” • Revision tools from earlier units including purple pens, staplers, sticky notes, and revision strips
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<p>Session 7: Using Illustrations to Tell Important Details</p> <p>“Today I want to teach you that you can study how authors use pictures to give their readers extra information. Then you can add special details to your own illustrations to give your readers more information too.”</p>	<ul style="list-style-type: none"> • Teacher demonstration pieces • Writing booklets, plus additional paper • Playful supplies: popsicle sticks, craft supplies, paper to make rolled-up “telescopes” • Cereal boxes • Anchor charts: “How to Write a Fiction Story” and “Series Writers...” • Revision tools from earlier units including purple pens, staplers, sticky notes, and revision strips
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Bend III: Preparing to Publish Series

<p>Mini Lesson Teaching Points:</p>	<p>Materials:</p>
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<p>Session 1: Using Everything You Know (Including All Your Tools) to Revise</p> <p>“Today I want to remind you that you can revise your stories to add more flavor, more details. And you know lots of ways to do that. You can revise with all the storytelling and writing tools around you—the telescope to see more details, your craft-stick characters to act out scenes, our charts to remind you, and as many flaps as you need to squeeze in just a bit more.”</p>	<ul style="list-style-type: none"> • Teacher demonstration pieces • Writing booklets, plus additional paper • Playful supplies: popsicle sticks, craft supplies, paper to make rolled-up “telescopes” • Cereal boxes • Anchor charts: “How to Write a Fiction Story” and “Series Writers...” • Revision tools from earlier units including purple pens, staplers, sticky notes, and revision strips
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<p>Session 2: Patterns Help Writers Elaborate</p> <p>“Today I want to teach you that writers put patterns in their stories to add more, as a finishing touch. One famous pattern that you can put in your story is called the rule of three. You can list three examples to describe feelings or actions or places in the story.”</p>	<ul style="list-style-type: none"> • Teacher demonstration pieces • Writing booklets, plus additional paper • Playful supplies: popsicle sticks, craft supplies, paper to make rolled-up “telescopes” • Cereal boxes • Anchor charts: “How to Write a Fiction Story” and “Series Writers...” • Revision tools from earlier units including purple pens, staplers, sticky notes, and revision strips
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<p>Session 3: Adding Special Features to Complete Your Series “Today I want to teach you that as a series writer, you can study a series you love, asking, ‘What finishing touches did the author add that I could add too?’ You can look at books in that series, including the covers, and see if there are special features you want to try.”</p>	<ul style="list-style-type: none"> • Teacher demonstration pieces • Writing booklets, plus additional paper • Playful supplies: popsicle sticks, craft supplies, paper to make rolled-up “telescopes” • Cereal boxes • Anchor charts: “How to Write a Fiction Story” and “Series Writers...” • Revision tools from earlier units including purple pens, staplers, sticky notes, and revision strips
<p>Session 4: Writers Spell in a Snap! “Today I want to remind you that writers write some words quickly. They do this by writing words they know how to spell in a snap fast, instead of pausing to stretch them out. Writers use this skill whenever they are writing new parts of their books.”</p>	<ul style="list-style-type: none"> • Teacher demonstration pieces • Writing booklets, plus additional paper • Playful supplies: popsicle sticks, craft supplies, paper to make rolled-up “telescopes” • Cereal boxes • Anchor charts: “How to Write a Fiction Story” and “Series Writers...” • Revision tools from earlier units including purple pens, staplers, sticky notes, and revision strips
<p>Session 5: Punctuation Parties “Writers, today I want to teach you that writers use punctuation to give orders to their readers. One way writers make sure their punctuation is giving the right orders is to reread part of their story out loud, and when they want a part to sound exciting, they add an exclamation mark. When they want a part to sound like the character is questioning or wondering, they add a question mark.”</p>	<ul style="list-style-type: none"> • Teacher demonstration pieces • Writing booklets, plus additional paper • Playful supplies: popsicle sticks, craft supplies, paper to make rolled-up “telescopes” • Cereal boxes • Anchor charts: “How to Write a Fiction Story” and “Series Writers...” • Revision tools from earlier units including purple pens, staplers, sticky notes, and revision strips
<p>Celebration Students will celebrate and share their writing with others by having an “about the author” mingle-style event, displaying their books in the school library, and sharing them with others. You may also create a “Big Things We’re Proud of” chart to hang in the library, as well as “Coming Soon” posters to notify the community that new series books will arrive soon.</p>	<ul style="list-style-type: none"> • several familiar read-alouds to refer to, Teacher demonstration pieces • Writing booklets, plus additional paper • Playful supplies: popsicle sticks, craft supplies, paper to make rolled-up “telescopes” • Cereal boxes • Anchor charts: “How to Write a Fiction Story” and “Series Writers...” • Revision tools from earlier units including purple pens, staplers, sticky notes, and revision strips



Grade 2 ELA CURRICULUM

**Middle Township Public Schools
216 S. Main Street
Cape May Court House, NJ 08210**

Born: June 2024

Middle Township Public Schools - Writing - Second Grade

Middle Township Elementary #1

View ELL, Special Education, and Gifted & Talented Accommodations Addendums
at the end of this document

Writing Unit 1: Making Small Moments Big	Time Frame: 40 days September & October
Overview of Unit: Students are introduced to the structure and components of the writer’s workshop model.	
In the first part of the unit, you’ll remind students how to easily write lots of focused, simple, small moment narratives.	
Standards Addressed: L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension. L.WF.2.1. Demonstrate command of the conventions of writing. Write legibly and with sufficient fluency to support composition. Write the most common graphemes (letters or letter groups) for each phoneme, for example: Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh. L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. Compare formal and informal uses of English. L.WF.2.2. Demonstrate command of the conventions of encoding and spelling. L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills. L.VL.2.2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs). RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text. W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements. W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing. W.WR.2.5. Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research. W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic. W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.	
21st Century Skill: Critical Thinking and Problem Solving	
21st Century Career Ready Practices: CRP 1: Act as a responsible and contributing citizen and employee. CRP 2: Apply appropriate academic and technical skills. CRP 4: Communicate clearly and effectively with reason. CRP 6: Demonstrate creativity and innovation. CRP 7: Employ valid and reliable research strategies. CRP 8: Utilize critical thinking to make sense of problems and persevere in solving them. CRP 9: Model integrity, ethical leadership and effective management. CRP 11: Use technology to enhance productivity. CRP 12: Work productively in teams while using cultural global competence.	

Interdisciplinary Connections: The English Language Arts Literacy curriculum has many possibilities for interdisciplinary connections. Reading and writing can be connected across disciplines. Project and research reports that involves writing can also be connected to all disciplines. These connections include, but are not limited to the following:

Media

- Science
- Arts
- Music
- Social Studies
- Math

Integration of 21st Century Themes and Skills and 21st Century Career Ready Practices: These practices are infused throughout all activities. Some of these activities include, but are not limited to:

- Integrating Technology
- Communication
- Problem Solving
- Critical Thinking
- Life and Career Skills

Technology Standards:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

Teacher Resources:

- Units of Study for Teaching Writing– Third Grade Unit 1: Launching the Writing Workshop
- The Fountas & Pinnell Literacy Continuum, Expanded Edition–A Tool for Assessment, Planning, and Teaching, PreK-8 By Irene Fountas & Gay Su Pinnell

Assessments : Student progress and achievements are assessed through a variety of formal and informal methods of assessment that include, but are not limited to, the following:

Summative Assessment

- Narrative Writing Benchmark administered three times a year-Benchmark #1

Formative Assessments

- Teacher observations
- Writing Portfolios/folders
- Teacher/student feedback/conferencing notes
- Published writing pieces in the areas of narrative, informational, and opinion

Mentor Texts: (*specific to lessons)

Bend I: Writing Small Moments that Matter

Mini Lesson Teaching Points:	Materials:
<p>1. Finding Moments that Matter</p> <ul style="list-style-type: none"> • “Today I want to teach you that when writers write about their lives, they search for the moments that stand out from the rest. To tell your story, it can help to start with a moment that matters to you. You can think about important times in your life and the feelings you had and write the story of those moments.” 	<ul style="list-style-type: none"> • four blank booklets with blank cover sheets. You’ll draw covers during the minilesson. • the “Looking for a Story Idea?” chart (see Mid-Workshop Teaching).

<p>2. Planning and Writing Small Moment Stories</p> <ul style="list-style-type: none"> • “Today I want to remind you that writers rehearse by planning how their books will go. They can turn the pages and tell the whole story before they write.” 	<ul style="list-style-type: none"> • an enlarged copy of the lyrics to “We’re a Classroom of Writer’s.” • the “Writing Small Moments that Matter” chart displayed with the first sticky note added. You’ll add a second sticky note during the mini-lesson.
<p>3. Hugging the Moment</p> <ul style="list-style-type: none"> • “Today I want to teach you that when writers find a moment that really matters to them, they hug it tightly. They start and end the story close to the most important part. That means that when the moment ends, the story ends.” 	<ul style="list-style-type: none"> • The Ring Bearer by Floyd Cooper, the familiar read-aloud book. • as an option, read aloud Roller Coaster by Martha Frazee before this session.
<p>4. Including Feelings in Your Stories</p> <ul style="list-style-type: none"> • “Today I want to teach you that when you write the story of a moment that matters to you a lot—and you think of the feelings you had—you can actually tell those feelings in the story. And as you write across the pages, the feelings often change from the beginning to the end of the story.” 	<ul style="list-style-type: none"> • to add a new sticky note to the “Writing Small Moments that Matter” chart. • the blank booklet with the title “The Time My Brother Fell.” You’ll have made this in Session 1. You’ll orally rehearse this story during this session.
<p>5. Reaching for Just-Right Words</p> <ul style="list-style-type: none"> • “Today I want to teach you that writers aren’t satisfied unless they find words that are just right for their stories. When they want to describe a feeling, writers reach for the word that exactly matches the feeling.” 	<ul style="list-style-type: none"> • to add a new sticky note to the “Writing Small Moments that Matter” chart. • the blank booklet with the title “The Time My Cat Got Lost,” which you made a cover for in Session 1.
<p>6. Spelling Bravely</p> <ul style="list-style-type: none"> • “Today I want to remind you that writing the just-right words matters. To do that, writers have to spell tough words bravely. They can say the word, listen closely to the parts in the word, and then write what they hear, part by part.” 	<ul style="list-style-type: none"> • paper and pen for when you’re pretending to be Grace. • a whiteboard and dry erase marker. • the “Our Tools for Spelling” chart.
<p>7. Reflecting on the Big Work of the Bend</p> <ul style="list-style-type: none"> • “Today I want to teach you that writers take time to study and appreciate other people’s writing. When writers study writing, they notice things that they want to do too. They also notice next steps the writer could take.” 	<ul style="list-style-type: none"> • the “Writing Small Moments that Matter” chart. • Grace’s story, “The Time I Got Stung by a Bee,” and a document camera.
<p>Bend II: Making Stories the Best They Can Be</p>	
<p>1. Revision as a Compliment to Good Writing</p> <ul style="list-style-type: none"> • “Today I want to remind you that writers look back at the stories they’ve written and find ones that deserve the honor of revision. Then they think, ‘How can I make this the best it can be?’ and they add the talking, actions, and feelings that make their story even better.” 	<ul style="list-style-type: none"> • the new chart, “Revise by Asking, ‘How Can I Make This the Best It Can Be?’” with a sticky note ready to be added. • display all of the stories you’ve written so far in this unit. • a purple revision pen and revision strips.

<p>2. Revising by Telling and Showing Feelings</p> <ul style="list-style-type: none"> • “Today I want to teach you that writers can do more than tell people’s feelings in their stories—they can also show them! Writers can revise by adding the actions people do that show their feelings.” 	<ul style="list-style-type: none"> • add a new sticky note to the “Revise by Asking, ‘How Can I Make This the Best It Can Be?’” chart. • revise the demonstration text, “The Time My Brother Fell.” An example of the revised demonstration text for this session can be found in the online resources.
<p>3. Revising to Bring Out What’s Deep Inside</p> <ul style="list-style-type: none"> • “Today I want to teach you that writers bring out the feelings in their stories by showing what’s happening on the inside. Writers can tell their character’s thoughts, hopes, memories, and secrets.” 	<ul style="list-style-type: none"> • display a picture of an X-ray. • add a new sticky note to the “Revise by Asking, ‘How Can I Make This the Best It Can Be?’” chart. • the “Prompts to Show What’s Happening on the Inside” chart.
<p>4. Starting a New Story Using Everything You Know</p> <ul style="list-style-type: none"> • “Today I want to teach you that once you know something as a writer, you don’t go back to writing stories the way you used to. Instead, right from the start, you write using everything you have learned.” 	<ul style="list-style-type: none"> • a sheet of paper and marker. • the “Writing Small Moments that Matter” chart from Bend I. • the “Revise by Asking, ‘How Can I Make This the Best It Can Be?’” chart.
<p>5. Writers are Responsible for Words They Know in a Snap</p> <ul style="list-style-type: none"> • “Today I want to teach you that writers are responsible for spelling the words they’ve learned. They check for trouble words to make sure their books are easy to read.” 	<ul style="list-style-type: none"> • the “Our Tools for Spelling” chart. • a list of recently learned snap words. • your booklet “The Time My Dad Picked Me Up from School.”
<p>6. Revising to Tell the Most Important Part Bit by Bit</p> <ul style="list-style-type: none"> • “Today I want to teach you that writers slow down the most important part of their story by writing in tiny actions that show exactly what happened, bit by bit.” 	<ul style="list-style-type: none"> • add a new sticky note to the “Revise by Asking, ‘How Can I Make This the Best It Can Be?’” chart. • prewritten revision flaps on the fourth and fifth pages of your booklet, “The Time My Dad Picked Me Up from School.” An example of the revised demonstration text for this session can be found in the online resources.
<p>7. Revising Beginnings and Endings</p> <ul style="list-style-type: none"> • “Today I want to teach you that the beginnings and endings of stories are almost always worthy of revision. Writers want their readers to imagine their stories right from the start. It helps to begin a story by telling exactly what the character is doing or saying, or by describing the setting—where the character is. And the ending needs to be special too.” 	<ul style="list-style-type: none"> • display a picture of a metal detector. • a revision pen and your writing folder. • add three new sticky notes to the “Revise by Asking, ‘How Can I Make This the Best It Can Be?’” chart, one in the minilesson, one in the mid-workshop teaching, and one in the share.
<p>8. Introducing the Narrative Checklist</p> <ul style="list-style-type: none"> • “Together, let’s learn: What did this writer do at the beginning, middle, and end to make this such a powerful story? How can you do the same?” 	<ul style="list-style-type: none"> • the Grade 2 Narrative Checklist (English and Spanish available). • assemble the revised version of Grace’s “The Time I Got Stung by a Bee,” from Bend I, now titled “The Bee Sting,” and a document camera

<p>1. Favorite Books Spark Ideas for New Stories</p> <ul style="list-style-type: none"> • “Today I want to teach you that books you love can be your best writing teachers. For example, writers can read a book and think, ‘What stories from my life does this story make me want to tell?’” 	<ul style="list-style-type: none"> • Ocean Clean-Up Crew by Elizabeth Franco. • create the “Story Ideas!” chart. • a stack of blank booklets and a pen.
<p>2. Adding Comparisons to Show What is Happening</p> <ul style="list-style-type: none"> • “Today I want to teach you that writers help readers understand the action in their stories. They can make a comparison to show how something in their stories is like something else that the reader may know.” 	<ul style="list-style-type: none"> • Ocean Clean-Up Crew and a document camera. • add a new sticky note to the “We Can Write Stories Just Like Ocean Clean-Up Crew” chart.
<p>3. Using Repetition Purposefully</p> <ul style="list-style-type: none"> • “Today I want to teach you that writers can use repeating words, or repetition, to make important words stand out. Writers can repeat words to catch readers’ attention or to show something is happening a lot.” 	<ul style="list-style-type: none"> • Ocean Clean-Up Crew and a document camera. • add a new sticky note to the “We Can Write Stories Just Like Ocean Clean-Up Crew” chart.
<p>4. Elaborating with Precise Description</p> <ul style="list-style-type: none"> • “Today I want to teach you that writers choose their words carefully to paint a picture for readers. They use words that describe exactly how things look, how people move, or how things sound.” 	<ul style="list-style-type: none"> • Ocean Clean-Up Crew by Elizabeth Franco and a document camera. • add a new sticky note to the “We Can Write Stories Just Like Ocean Clean-Up Crew” chart.
<p>5. Using Powerful Patterns to Spell</p> <ul style="list-style-type: none"> • “Today I want to teach you that writers can use the powerful patterns they know to help them spell. You can say a word you want to write and think, ‘Have I heard a part of this word before?’ Instead of spelling new words letter sound by letter sound, you can listen for bigger word parts to help you spell by pattern.” 	<ul style="list-style-type: none"> • sticky notes with the common phonograms ock, ill, ight, and ump. Or select other phonograms from the thirty-seven most common phonograms list.
<p>6. Using a Checklist to Get Ready to Publish</p> <ul style="list-style-type: none"> • “Today I want to teach you that when authors get ready to publish their writing, they ask, ‘Do I have everything?’ Writers can keep a checklist close by, and use it to remember how to make their writing as strong as possible.” 	<ul style="list-style-type: none"> • the Grade 2 Narrative Checklist. • Ocean Clean-Up Crew and a document camera.
<p>7. Editing to Make Writing Easier to Read</p> <ul style="list-style-type: none"> • “Today I want to teach you that when writers get ready to publish a book, they work extra hard to make it easy to read. They spend a lot of time editing! You can reread your writing over and over, looking for ways to make it clearer, and finding things to fix up.” 	<ul style="list-style-type: none"> • play the video of Elizabeth Franco discussing her writing process, or the transcript of it. • the “Edit Your Writing!” chart. • the Grade 2 Editing Checklist.
<p>Celebration</p>	

Writing Unit 2: Chapter Books, Writing Nonfiction from the Heart

Time Frame: 30 days

November- December

Overview of Unit: Students are introduced to the structure and components of the writer's workshop model.

This unit provides opportunities for independence like never before. Students will have the opportunity to write nonfiction chapter books.

Standards Addressed:

L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

L.WF.2.1. Demonstrate command of the conventions of writing.

A) Write legibly and with sufficient fluency to support composition.

B) Write the most common graphemes (letters or letter groups) for each phoneme, for example:

i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck

ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

B. Compare formal and informal uses of English.

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

A) With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.

B) Capitalize holidays, product names and geographic names.

C) Supply adjectives in noun phrases to make them more precise or engaging.

D) Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.

E) Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.

F) Use an apostrophe to form contractions and frequently occurring possessives.

G) With assistance, link sentences into a simple, cohesive paragraph with a main idea.

L.VL.2.2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).

RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.

W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

W.WR.2.5. Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.

W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

21st Century Skill: Critical Thinking and Problem Solving

21st Century Career Ready Practices:

CRP 1: Act as a responsible and contributing citizen and employee.

CRP 2: Apply appropriate academic and technical skills.

CRP 4: Communicate clearly and effectively with reason.

CRP 6: Demonstrate creativity and innovation.

CRP 7: Employ valid and reliable research strategies.

CRP 8: Utilize critical thinking to make sense of problems and persevere in solving them. CRP 9: Model integrity, ethical leadership and effective management.

CRP 11: Use technology to enhance productivity.

CRP 12: Work productively in teams while using cultural global competence.

Interdisciplinary Connections: The English Language Arts Literacy curriculum has many possibilities for interdisciplinary connections. Reading and writing can be connected across disciplines. Project and research reports that involves writing can also be connected to all disciplines. These connections include, but are not limited to the following:

Media

- Science
- Arts
- Music
- Social Studies
- Math

Integration of 21st Century Themes and Skills and 21st Century Career Ready Practices: These practices are infused throughout all activities. Some of these activities include, but are not limited to:

- Integrating Technology
- Communication
- Problem Solving
- Critical Thinking
- Life and Career Skills

Technology Standards:

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.

8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

Teacher Resources:

- Units of Study for Teaching Writing– Third Grade Unit 1: Launching the Writing Workshop
- The Fountas & Pinnell Literacy Continuum, Expanded Edition-A Tool for Assessment, Planning, and Teaching, PreK-8 By Irene Fountas & Gay Su Pinnell

Assessments: Student progress and achievements are assessed through a variety of formal and informal methods of assessment that include, but are not limited to, the following:

Summative Assessment

- Narrative Writing Benchmark administered three times a year-Benchmark #1

Formative Assessments

- Teacher observations
- Writing Portfolios/folders
- Teacher/student feedback/conferencing notes
- Published writing pieces in the areas of narrative, informational, and opinion

Mentor Texts: (*specific to lessons)

Bend I: Becoming Nonfiction Authors: Writing Chapter Books from the Heart

Mini Lesson Teaching Points:	Materials:
<p>1. Becoming Nonfiction Authors: Choosing Topics from the Heart</p> <ul style="list-style-type: none">• “Writers, today I want to teach you that the best nonfiction books are on topics that the author not only knows about, but also cares about too. When nonfiction writers choose topics, they know and care about, they can write a ton right from the start.”	<ul style="list-style-type: none">• an empty basket for your library, in which you will place the nonfiction books your students create today.• the “Nonfiction Writers Choose Topics They Know About and Care About
<p>2. Making Plans to Write: Subtopics as Chapters</p> <ul style="list-style-type: none">• “Today I want to teach you that nonfiction chapter book writers are special because they have a bunch of different things to teach about their topic. They make a plan before writing by thinking of one thing they can teach, then another, then another.”	<ul style="list-style-type: none">• make sure the bin of new nonfiction books is within view.• your topic sticky note.• add the first two sticky notes to the chart “How to Write a Nonfiction Chapter Book.”
<p>3. Rereading to Write-and Teach! - Even More</p> <ul style="list-style-type: none">• “Today I want to teach you that nonfiction chapter book writers teach a ton in each chapter. After they write a chapter, they reread, squeezing more information out of their topics. To do that, they think, ‘What else can I teach about this topic?’ and then they write more and more and more about it.”	<ul style="list-style-type: none">• Chapter 1 of your demonstration book, “Markets.” Have a purple revision pen handy. The revised demonstration text for this session can be found in the online resources.• add a new sticky note to the “How to Write a Nonfiction Chapter Book” chart.
<p>4. Remembering to Include Ending Punctuation</p> <ul style="list-style-type: none">• “Today I want to remind you that there’s something super important that information writers remember to do when they’re starting a brand-new chapter or squeezing a topic to add more. They remember to punctuate! Writers say a sentence, write the whole sentence without stopping, and then they add the end punctuation.” I used a downward stroke of my finger to signal the word punctuation.	<ul style="list-style-type: none">• an updated version of the “Nonfiction Writers Choose Topics They Know About and Care About” chart, with the fourth strategy added.• model planning and writing a page about things to do at a market with correct punctuation. Our demonstration text, “Markets,” is available in the online resources.
<p>5. Including Text Features to Add Information in the Way that Teaches Best</p> <ul style="list-style-type: none">• “Today I want to teach you that when nonfiction writers want to add more to their writing, they don’t only reread and add more writing at the bottoms of their pages. Instead, they think, ‘What’s the best way for me to teach this information?’ Then they add that information in the way it’ll teach best.”	<ul style="list-style-type: none">• a picture of the human brain to display.• share pages from Splash! Discover Sea Turtles by Virginia Loh-Hagan and Not So Different by Shane Burcaw.• sticky notes to label text features in Splash! Discover Sea Turtles and Not So Different.
<p>6. Expert Words Tell Even More about Your Topic</p> <ul style="list-style-type: none">• “Today I want to teach you that nonfiction writers don’t use just any words. Instead, they use and teach the expert words that go with their topic. And nonfiction writers let readers know what those	<ul style="list-style-type: none">• the “Nonfiction Writers Choose Topics They Know About and Care About” chart.• the book Splash! Discover Sea

<p>expert words mean.”</p>	<p>Turtles by Virginia Loh Hagan.</p>
<p>7. Writers Edit to Fix Up Spelling</p> <ul style="list-style-type: none"> • “Writers, today I want to remind you that the bank of words you already know how to spell can help you edit the spelling of new words. Writers reread and find words that don’t look right, and then they use what they know about how other words are spelled to fix them up.” 	<ul style="list-style-type: none"> • display the Second-Grade Editing Checklist. • the “Use Words You Know to Help You Spell Words You’re Learning” chart. • a page written by your neighbor Gerty that shows fixable spelling errors.
<p>8. Writers Set Goals and Make Plans</p> <ul style="list-style-type: none"> • “Whenever someone wants to get good at something, wants to improve, they set a goal. Today, I want to teach you that writers are no different. They work hard to improve their writing by setting goals and then making plans to work toward those goals.” 	<ul style="list-style-type: none"> • display the “Information Writing Checklist” chart. • an exemplar of student work, “All About Guinea Pigs.
<p>Bend II: Writing for an Audience</p>	
<p>1. Authors Imagine What Their Readers Will Want to Know</p> <ul style="list-style-type: none"> • “Today I want to teach you that when writers write for an audience—a specific person or group of people—they often reread their writing, pretending to be that audience. They notice the places where their reader will have questions and then they revise to make sure the writing will be clear to that audience.” 	<ul style="list-style-type: none"> • note to your class from the kindergarten class. • your demonstration book that you created in Bend I. We use one called “Markets.” An example of the revised demonstration text for this session can be found in the online resources. • revision strips.
<p>2. Writing with Readers in Mind</p> <ul style="list-style-type: none"> • “Today I want to teach you that the most important thing that nonfiction writers do is share their knowledge. They decide who their audience will be—with whom will they share— and they keep that audience in mind the whole time they are writing, even before they begin drafting, when they are still planning how the book will go.” 	<ul style="list-style-type: none"> • choose a new topic for the bend demonstration book and create a table of contents that reflects the interests of its audience. We picked the topic “Comic Books” and fellow teachers as our audience. The demonstration text we used for this session can be found in the online resources. • an updated version of the “Nonfiction Writers Choose Topics They Know About and Care About” chart, with the fifth strategy added. • a pen and sticky note
<p>3. Including Description to Help Readers Picture the Topic</p> <ul style="list-style-type: none"> • “Today I want to teach you that writers work hard to hold their readers’ interest. One way that writers hold their readers’ attention is they think, ‘How can I help my readers picture this?’ Then, they study their topic—sometimes making a picture in their minds—and write about it with lots of descriptive details so the reader can imagine it too.” 	<ul style="list-style-type: none"> • enlist a student to share a chapter as a demonstration text for adding descriptive details. • display the first-grade chart “To Describe, Writers Tell About.” • display the “To Teach an Audience . . .” chart and be ready to add a sticky note during the minilesson and another during the mid-workshop teaching.

<p>4. Using Strong Verbs to Make Writing Lively</p> <ul style="list-style-type: none"> • “Today I want to teach you that another way nonfiction writers hold their audiences’ interest is by using specific action words. They think about exactly how something moves or what something does and then they use the best words they can think of to describe those actions.” 	<ul style="list-style-type: none"> • video showing action; we use one of a gorilla eating. • an example of specific action verbs from a mentor text. We use a page from <i>If You Love Robots, You Could Be . . .</i> by May Nakamura. • at least three demonstration sentences with simple verbs. • add a sticky note to the “To Teach an Audience . . .” chart.
<p>5. Teach and Spell Expert Words</p> <ul style="list-style-type: none"> • “Today, I want to remind you that when you go to write fancy expert words in your non- fiction writing, you can use spelling tools to help you spell these words as best you can.” 	<ul style="list-style-type: none"> • display the spelling charts used in your classroom. Choose charts based on your students’ needs and your phonics curriculum. We chose “Our Tools for Spelling,” “Consonant End Blends,” “Vowels with R,” and “Vowel Teams.” • be ready to write some of your demonstration text. We chose the topic “Comic Books.” An example of the revised demonstration text for this session can be found in the online resources.
<p>6. Writing to Make Readers Care</p> <ul style="list-style-type: none"> • “Today I want to remind you that when writers have important goals, it can help to find other writers who work toward those same goals. So, if we want to learn how to make readers care, we can study other writers who succeed in doing that, and can learn from what they do.” 	<ul style="list-style-type: none"> • display pages 6 and 26 from the book <i>If You Love Robots, You Could Be . . .</i> by May Nakamura.
<p>7. Conclusions Give Readers an Idea to Keep</p> <ul style="list-style-type: none"> • “Today I want to teach you that when writers reach the end of their book, they don’t just toss it aside. They write a conclusion to their book that wraps up with a big idea about the topic, letting readers know why it’s so important.” 	<ul style="list-style-type: none"> • display pages 30 and 31 from the book <i>If You Love Robots, You Could Be . . .</i> by May Nakamura. • draft and write a conclusion for your demonstration text on comic books.
<p>8. Setting Goals to Make Nonfiction Books Better</p> <ul style="list-style-type: none"> • “Today I want to teach you that checklists and other tools for ways to write well can be way more powerful than you think. Checklists and other reminders don’t just give a tip for one thing you can do, one day, in one part. Instead, they remind you of work you can do over and over, page after page, chapter after chapter, day after day.” 	<ul style="list-style-type: none"> • display the new Information Writing Checklist. • create a “bulletin board” checklist by cutting each goal into tearable flaps. • display pages from your demonstration text on comic books.
<p>9. A Trip to the Editor</p> <ul style="list-style-type: none"> • “Writers, today I want to remind you that when nonfiction writers are getting ready for publication, they reread it as an editor—and, often, their partner does too! —to check for spelling, grammar, and punctuation to make their piece easier for readers to understand.” 	<ul style="list-style-type: none"> • the “Writers Can Edit For . . .” chart. • the Second-Grade Editing Checklist. • student work with errors to fix; we used a chapter from Gerty’s book on bakeries.

<p>10. Final Touches</p> <ul style="list-style-type: none"> • “Today I want to teach you that writers look at published books in the genre they are writing in for great examples of how to fancy up their books. They think about their audience and fancy up their books using the same moves that professional writers use.” 	<ul style="list-style-type: none"> • model adding a cover and title to your demonstration chapter book. • display chapter books that have good models of titles, covers, illustrations, back-cover blurbs, tables of contents, and glossaries. • create with students or display the “Books Get Fancy! Preparing for Publication” chart.
<p>Bend III: Writing Nonfiction for Viewers and Listeners</p>	
<p>1. Introducing New Kinds of Nonfiction: Podcasts and Videos</p> <ul style="list-style-type: none"> • “Today I want to teach you that just like people can say ‘I love you’ in a variety of ways, so too can writers shape information about a topic into a variety of kinds of texts.” 	<ul style="list-style-type: none"> • create the new “Nonfiction Writers Can Make . . .” chart and be ready to add three options written on sticky notes. • share the symbol for “I love you” in American Sign Language. • blank paper, index cards, and booklets for each table.
<p>2. Leaning on Authors as Mentors</p> <ul style="list-style-type: none"> • “Today I want to teach you that when writers want to write a kind of text they have never written before, they don’t do that work alone. A writer can always find a mentor. You just need to find texts that are like those you want to write, and let the authors of those texts mentor you.” 	<ul style="list-style-type: none"> • have grouped students in advance, according to the format they plan to work in today.
<p>3. Writers Use Reminders to Craft New Texts</p> <ul style="list-style-type: none"> • “Today I want to teach you that learning to write well involves trying new things, but it also involves remembering to do everything you learned earlier. Sometimes it helps to have ways to remind yourself of the things you already know to do.” 	<ul style="list-style-type: none"> • display the “Nonfiction Writers Choose Topics They Know About and Care About” chart. • display the “To Teach an Audience . . .” chart. • blank paper and index cards for planning. • display the partner work chart (see Share)
<p>4. Partners Offer Feedback</p> <ul style="list-style-type: none"> • “Today I want to teach you that writing partners can give each other feedback to help them set and meet goals. One way you can do this is by using the checklist to guide you. You can look to see what your partner is doing well and what he or she may need to practice.” 	<ul style="list-style-type: none"> • have selected (and, ideally, coached) a partnership to demonstrate productive partner feedback. • display the “Partners Give Useful Feedback” chart.
<p>Celebration</p>	

<p>Writing Unit 3: Finding Awesome Everywhere- Celebrating through Opinion Writing</p>	<p>Time Frame: 40 days January-February</p>
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Overview of Unit: Students are introduced to the structure and components of the writer’s workshop model.

In this unit, you’ll teach writers to become the kinds of people who pay particular attention to the awesome parts of life.

Standards Addressed:

L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

L.WF.2.1. Demonstrate command of the conventions of writing.

A) Write legibly and with sufficient fluency to support composition.

B) Write the most common graphemes (letters or letter groups) for each phoneme, for example:

iii. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck

iv. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A) Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

B) Compare formal and informal uses of English.

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

A) With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.

B) Capitalize holidays, product names and geographic names.

C) Supply adjectives in noun phrases to make them more precise or engaging.

D) Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.

E) Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.

F) Use an apostrophe to form contractions and frequently occurring possessives.

G) With assistance, link sentences into a simple, cohesive paragraph with a main idea.

L.VL.2.2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).

RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.

W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

W.WR.2.5. Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.

W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

21st Century Skill: Critical Thinking and Problem Solving

21st Century Career Ready Practices:

CRP 1: Act as a responsible and contributing citizen and employee. CRP 2: Apply appropriate academic and technical skills.

CRP 4: Communicate clearly and effectively with reason.

CRP 6: Demonstrate creativity and innovation.

CRP 7: Employ valid and reliable research strategies.

CRP 8: Utilize critical thinking to make sense of problems and persevere in solving them. CRP 9: Model integrity, ethical leadership and effective management.

CRP 11: Use technology to enhance productivity.

CRP 12: Work productively in teams while using cultural global competence.

Interdisciplinary Connections: The English Language Arts Literacy curriculum has many possibilities for interdisciplinary connections. Reading and writing can be connected across disciplines. Project and research reports that involves writing can also be connected to all disciplines. These connections include, but are not limited to the following:

Media

- Science
- Arts
- Music
- Social Studies
- Math

Integration of 21st Century Themes and Skills and 21st Century Career Ready Practices: These practices are infused throughout all activities. Some of these activities include, but are not limited to:

- Integrating Technology
- Communication
- Problem Solving
- Critical Thinking
- Life and Career Skills

Technology Standards:

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.

8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

Teacher Resources:

- Units of Study for Teaching Writing– Third Grade Unit 1: Launching the Writing Workshop
- The Fountas & Pinnell Literacy Continuum, Expanded Edition-A Tool for Assessment, Planning, and Teaching, PreK-8 By Irene Fountas & Gay Su Pinnell

Assessments: Student progress and achievements are assessed through a variety of formal and informal methods of assessment that include, but are not limited to, the following:

Summative Assessment

- Narrative Writing Benchmark administered three times a year-Benchmark #1

Formative Assessments

- Teacher observations
- Writing Portfolios/folders
- Teacher/student feedback/conferencing notes
- Published writing pieces in the areas of narrative, informational, and opinion

Mentor Texts: (*specific to lessons)

Bend I: Books of Awesome

Mini Lesson Teaching Points:	Materials:
<p>1. Launching Books of Awesome</p> <ul style="list-style-type: none"> • “Today I want to teach you that before getting started, it helps to think of everything you know about the kind of writing you are about to try. In this case, you’d think of everything you know about opinion writing—then you can write, write, write your opinion telling why such-and-such thing is so awesome.” 	<ul style="list-style-type: none"> • the “Convince Your Reader!” chart from the Grade 1 unit Writing Reviews. • the “Start with a Sentence Like . . .” chart
<p>2. Studying the Checklist to Set a Vision for Next Steps</p> <ul style="list-style-type: none"> • “Today I want to remind you that you can study other people’s writing alongside a checklist to get ideas for things you can try in your own work. You can keep what you learn in mind as you revise and as you draft new writing.” 	<ul style="list-style-type: none"> • a copy of the exemplar text “Pancakes Are Awesome” and the Grade 2 opinion checklist. • small sticky notes to annotate the exemplar.
<p>3. Specific Topics are Powerful Topics</p> <ul style="list-style-type: none"> • “Today I want to teach you that one way to make writing especially interesting is to write about focused topics. Writers can ask, ‘What small part of this big topic is surprising or interesting?’ and then they can zoom in and write about just that part.” 	<ul style="list-style-type: none"> • to have made space in the classroom library for students’ finished books.

<p>4. Saying More About Opinions</p> <ul style="list-style-type: none"> • “Today I want to teach you that opinion writers say more by writing a lot of exact, true-to- life details about why they have that opinion.” 	<ul style="list-style-type: none"> • reveal the “How to Write an Opinion” chart with two sticky notes already on it, and be ready to add a third.
<p>5. Using Everything You Know to Write Quickly and Spell Well</p> <ul style="list-style-type: none"> • “Today I want to teach you that you can write quickly and spell well. It helps to think about all the spelling strategies you know, like spelling syllable by syllable, checking for trouble words, and listening for parts you know.” 	<ul style="list-style-type: none"> • the “Our Tools for Spelling” chart, the version from Unit 2 with three strategies.

<p>6. Giving Personal Examples to Support Thinking</p> <ul style="list-style-type: none"> • “Today I want to teach you that when you give your opinion and you say why, you can support your idea even more by giving a personal example. Often personal examples come in the form of stories.” 	<ul style="list-style-type: none"> • the “How to Write an Opinion” chart, with a replacement sticky note ready to be added.
<p>7. Editing for Voice: Words, Spacing, and Punctuation</p> <ul style="list-style-type: none"> • “Today I want to teach you that whenever you write, you can pay extra attention to your words, your line breaks, and your punctuation, choosing it all very carefully so readers will know exactly how to read it.” 	<ul style="list-style-type: none"> • a book showing different formatting techniques. We use <i>The Book with No Pictures</i> by B.J. Novak. • the “Ways to Help Readers Know How to Read Your Writing” chart. • prepare the demonstration sentence on chart paper.
<p>Bend II: Writing Opinion Letters about Awesome Books</p>	
<p>1. Writing Opinion Letters to Authors</p> <ul style="list-style-type: none"> • “Today I want to teach you that when you are writing your opinion about a book you love, you remember to write your opinion and to say your reasons. Often, your reasons tell about your favorite parts of the book. You can also add examples to go with your reasons.” 	<ul style="list-style-type: none"> • a few familiar class books to display during the minilesson. • Here we use <i>The Ring Bearer</i>; <i>Those Darn Squirrels</i>; <i>If You Love Robots, You Could Be . . .</i>; and <i>Octopus Stew</i>. • photos of the authors of the familiar books above, to display during the minilesson. • the “Writing to Share Opinions about Books” chart with the first three sticky notes ready to add.
<p>2. Including Personal Responses</p> <ul style="list-style-type: none"> • “Today I want to teach you that when you write letters (or really, when you write anything), you want to be sure that you aren’t missing from what you write. When you’re writing your opinion about a book, one way you might add to your writing is to talk about what the book made you think about or feel.” 	<ul style="list-style-type: none"> • add a new sticky note to the “Writing to Share Opinions about Books” chart. • the book you wrote about in your demonstration letter. Again, we use <i>Octopus Stew</i> by Eric Velasquez.
<p>3. Writing to Convince Readers</p> <ul style="list-style-type: none"> • “Today I want to teach you that opinion writers are like advertisers. They think, ‘How can I show off this thing that I love?’ If you’re writing to show off a book, you’ll want to say the best things about it—the reasons that will convince others to read it.” 	<ul style="list-style-type: none"> • display a blank letter booklet and several familiar class books. • display an image of a bookstore’s book reviews. • add a new sticky note to the “Writing to Share Opinions about Books” chart.
<p>4. Spelling Synonyms Syllable by Syllable</p> <ul style="list-style-type: none"> • “Today I want to remind you that when you are spelling new and longer words, you can build them syllable by syllable.” 	<ul style="list-style-type: none"> • a whiteboard and marker. • the “Our Tools for Spelling” chart, the version from Unit 2 with three strategies.
<p>5. Summarizing to Include Important Information</p> <ul style="list-style-type: none"> • “Today I want to teach you that when you’re writing a letter to tell your opinion about a book—as when you are writing anything—your audience matters. You need to think, ‘What does my reader need to know?’ One thing they’ll definitely need to know is what the book is about.” 	<ul style="list-style-type: none"> • add a new sticky note to the “Writing to Share Opinions about Books” chart. • show how you revised your letter booklet about <i>Those Squirrels</i> by adding a brief summary with a revision flap if needed.

<p>6. Using Apostrophes for Contractions</p> <ul style="list-style-type: none"> • “Today I want to teach you that when you write contractions like don’t, can’t, and it’s, it’s important to use apostrophes.” 	<ul style="list-style-type: none"> • display Gerty’s letter about If You Love Robots, You Could Be . . . • the “Common Contractions” chart. • a purple revision pen
<p>7. Showing Off Opinions with Evidence from the Book</p> <ul style="list-style-type: none"> • “Today I want to teach you that one way to be even more convincing is to show off your book. To do this, you can add evidence from the book to your writing, pointing out specific parts of the book that are worth reading.” 	<ul style="list-style-type: none"> • add a new sticky note to the “Writing to Share Opinions about Books” chart. • Gerty’s letter about If You Love Robots, You Could Be . . . from the previous session.
<p>8. Checklists and Benchmarks: Setting Goals and Celebrating Growth</p>	
<p>Bend III: Writing Book Awards</p>	
<p>1. Launching Book Awards</p> <ul style="list-style-type: none"> • “Today I want to teach you that it’s important to take some time at the very beginning of any writing project to think over the big plan for what you are going to do. Sometimes the most important revision comes as you think, ‘What am I really doing and why am I doing it? Might I come up with a different plan, a better plan, for the whole project?’” 	<ul style="list-style-type: none"> • the letter from the Second-Grade Readers’ Choice Awards Committee. • a familiar book to come up with award nomination ideas for.
<p>2. Drawing in Readers with Thoughtful Introductions</p> <ul style="list-style-type: none"> • “Today I want to teach you that just as the beginning of a book really matters—it draws us in—the beginning of your opinion writing also matters. It helps to have a few beginnings, a few introductions, and to then choose the best.” 	<ul style="list-style-type: none"> • draft two possible introductions for your award nomination about Octopus Stew from the previous session. • add a new sticky note to the “Writing to Share Opinions about Books” chart.
<p>3. Giving Awards for How an Author Wrote a Book</p> <ul style="list-style-type: none"> • “Today I want to teach you that often you’ll find you especially love a book because of the way it is written. You’ll want to know how to celebrate an author’s craft in your award letters.” 	<ul style="list-style-type: none"> • the “Some Moves that Make Writing Beautiful” chart
<p>4. Partners Help Each Other Before, During, and After Writing</p> <ul style="list-style-type: none"> • “Today I want to teach you that partners can work together across a writing workshop. There are lots of ways partners can be a team before, during, and after writing.” 	<ul style="list-style-type: none"> • the “Partners Work as a Team!” chart. • have a partnership model how to work together in front of the class.
<p>5. Spelling Long Vowels Different Ways</p> <ul style="list-style-type: none"> • “Writers, today I want to teach you that there is power in knowing many ways to spell long vowels. When you edit your writing and find a long-vowel word that doesn’t look right, you can try out a few different spellings to find the right one.” 	<ul style="list-style-type: none"> • a whiteboard and marker. • the new version of the “Our Tools for Spelling” chart. You’ll refer to this again in the Share. • display Gerty’s misspelled awards to edit with students.
<p>Celebration</p>	

Writing Unit 4: Writing Research-Based Nonfiction

Time Frame:
50 days (March- June)

Overview of Unit: Students are introduced to the structure and components of the writer’s workshop model.

In this unit, you invite your children to live as research writers, learning as much as they can about a new topic and transforming that knowledge into information chapter books.

Standards Addressed:

- L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
- L.WF.2.1. Demonstrate command of the conventions of writing.
 - A) Write legibly and with sufficient fluency to support composition.
 - B) Write the most common graphemes (letters or letter groups) for each phoneme, for example:
 - v. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck
 - vi. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.
- L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A) Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
 - B) Compare formal and informal uses of English.
- L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.
- L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
- L.VL.2.2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).
- RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.
- W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.
- W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- W.WR.2.5. Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
- W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.
- W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

21st Century Skill: Critical Thinking and Problem Solving

21st Century Career Ready Practices:

CRP 1: Act as a responsible and contributing citizen and employee.

CRP 2: Apply appropriate academic and technical skills.

CRP 4: Communicate clearly and effectively with reason.

CRP 6: Demonstrate creativity and innovation.

CRP 7: Employ valid and reliable research strategies.

CRP 8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP 9: Model integrity, ethical leadership and effective management.

CRP 11: Use technology to enhance productivity.

CRP 12: Work productively in teams while using cultural global competence.

Interdisciplinary Connections: The English Language Arts Literacy curriculum has many possibilities for interdisciplinary connections. Reading and writing can be connected across disciplines. Project and research reports that involves writing can also be connected to all disciplines. These connections include, but are not limited to the following:

Media

- Science
- Arts
- Music
- Social Studies
- Math

Integration of 21st Century Themes and Skills and 21st Century Career Ready Practices: These practices are infused throughout all activities. Some of these activities include, but are not limited to:

- Integrating Technology
- Communication
- Problem Solving
- Critical Thinking
- Life and Career Skills

Technology Standards:

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.

8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

Teacher Resources:

- Units of Study for Teaching Writing– Third Grade Unit 1: Launching the Writing Workshop
- The Fountas & Pinnell Literacy Continuum, Expanded Edition-A Tool for Assessment, Planning, and Teaching, PreK-8 By Irene Fountas & Gay Su Pinnell

Assessments: Student progress and achievements are assessed through a variety of formal and informal methods of assessment that include, but are not limited to, the following:

Summative Assessment

- Narrative Writing Benchmark administered three times a year-Benchmark #1

Formative Assessments

- Teacher observations
- Writing Portfolios/folders
- Teacher/student feedback/conferencing notes
- Published writing pieces in the areas of narrative, informational, and opinion

Mentor Texts: (*specific to lessons)

Bend I: Launching Research Based Nonfiction Writing

Mini Lesson Teaching Points:	Materials:
<p>1. Launching a Unit on Research-Based Writing</p> <ul style="list-style-type: none"> • “Today I want to teach you that if you are researching a new topic so you can write about it, you’ll need to find a way to collect and hold onto what you learn. It can help to keep a research notebook, filled with sketches and notes.” 	<ul style="list-style-type: none"> • read aloud <i>Insects Are Awesome</i> by Michael Rae-Grant prior to the mini lesson. • display pages 4–5 from <i>A Dragonfly’s Life</i> by Ellen Lawrence.
<p>2. Using Arrows to Capture More Information</p> <ul style="list-style-type: none"> • “Today I want to teach you that when you are learning about what your topic—your subject, actually—does, it can help to collect information in sequential or chronological order, collecting what the topic does first, then next, then next.” 	<ul style="list-style-type: none"> • add a sticky note to the “Researchers Take Notes” chart. • display pages 18–19 from <i>A Dragonfly’s Life</i> by Ellen Lawrence.
<p>3. Using Precise Language to Take Stronger Notes</p> <ul style="list-style-type: none"> • “Today I want to teach you that when you research a topic, you want to push yourself to use the specific vocabulary words that are important to that topic in your notes. It helps to jot definitions for the terms so you can remember to use the terms and teach the reader about them in your writing.” 	<ul style="list-style-type: none"> • display pages from your research notebook. An example of the demonstration research notes for this session can be found in the online resources. • add two sticky notes to the “Researchers Take Notes” chart, one during the mini lesson and the other during the mid-workshop teaching.
<p>4. Using Research Notes to Plan a Chapter Book</p> <ul style="list-style-type: none"> • “Writers, today I want to remind you that when you go to write a nonfiction chapter book, whether it’s about a topic you’ve been researching or a topic you already knew a ton about, it’s important to make a plan before you begin writing. Once you have a plan, you can jump right into writing, using all you already know as a writer of information books.” 	<ul style="list-style-type: none"> • your research notes about dragonflies. You’ll want to have updated them to include key details and vocabulary words, such as ocelli and antennae, that you discussed in the share of Session 3. • display the “How to Write a Nonfiction Chapter Book” chart from Unit 2 for reference.

<p>5. Drawing on All You Know to Spell Tricky Words as You Write</p> <ul style="list-style-type: none"> • “Today I want to remind you that when you’re trying to write a lot, it’s important to be a flexible speller by using everything you know to tackle challenging words as you write. When one strategy doesn’t work, don’t give up—try a different one.” 	<ul style="list-style-type: none"> • display the “Our Tools for Spelling” chart from Unit 3.
<p>6. Remembering All You Know to Help Readers Picture Information</p> <ul style="list-style-type: none"> • “Today I want to remind you that nonfiction writers aim to paint a picture of their topic in their readers’ minds. They can do this by including detailed descriptions and comparisons for how something looks, acts, or sounds.” 	<ul style="list-style-type: none"> • display several pages from <i>Insects Are Awesome</i> by Michael Rae-Grant. • the “To Teach an Audience . . .” chart from Unit 2.
<p>7. Making Sure Sentences are Clear</p> <ul style="list-style-type: none"> • “Today I want to teach you that information writers think about the way they want their pieces to be read. They use capital letters and ending punctuation to give their readers clear signals on where to pause when they are reading. That helps readers think about one idea and be ready for another.” 	<ul style="list-style-type: none"> • display Gerty’s chapter, “Termite Mounds,” which you will use to model correct punctuation. • copy of the editing checklist.
<p>Bend II: Lifting the Level of Research-Based Nonfiction Writing</p>	
<p>1. Drawing on Prior Learning to Launch a New Cycle of Research</p> <ul style="list-style-type: none"> • “Today I want to teach you that when you start a new research project, you bring with you and use all your knowledge about the topic of your research and about the process of research.” 	<ul style="list-style-type: none"> • have organized your students into new research clubs based on their insect selections, prior to the start of the mini lesson. • select a new insect for each club to research.
<p>2. Layering Information from Multiple Sources</p> <ul style="list-style-type: none"> • “Today I want to remind you that as researchers study more and more sources, they discover more and more information that they then try to layer into their notes. When you discover new information, it helps to think, ‘Where in my notes should this go?’” 	<ul style="list-style-type: none"> • the “Researchers Take Notes” chart. • your research notes on dragonflies to use in your new insect research. • <i>Insects Are Awesome</i> by Michael Rae-Grant
<p>3. Setting Goals for Your Next Insect Book</p> <ul style="list-style-type: none"> • “Today I want to remind you that, if you want to make your writing the best it can be, it helps to study materials that help you imagine what your writing could be. Lists of qualities of good writing help, as do examples of good writing.” 	<ul style="list-style-type: none"> • display a piece of student writing, “All About Guinea Pigs.” • several sticky notes for marking up the exemplar. • display sections of the <i>Information Writing Checklist</i>.
<p>4. Drafting and Paying Attention to Beginnings and Endings of Chapters</p> <ul style="list-style-type: none"> • “Today I want to teach that you can introduce readers to each chapter, just like you introduce them to your whole book. You can use all the strategies you know for writing introductions to books to write introductions to each of your chapters.” 	<ul style="list-style-type: none"> • a blank booklet in which you plan a chapter for your nonfiction topic. We use the “Body Parts” chapter of the dung beetle book. • display sections of the <i>Information Writing Checklist</i>.

<p>5. Returning to Research to Support Revision</p> <ul style="list-style-type: none"> • “Today I want to teach you that if you observe something closely—whether in life or in a video—you will discover all kinds of new information about your topic. For example, you can discover more about how the topic moves and what it does.” 	<ul style="list-style-type: none"> • create a small digital text set for each club with a few brief video clips about their insect. • a copy of the “To Teach an Audience . . .” chart from Unit 2 for reference.
<p>6. Comparing Things Using Suffixes -er and -est</p> <ul style="list-style-type: none"> • “Today I want to teach you that one way writers teach about their topics is by telling about how things compare to each other. To do this they often use the suffixes -er and -est.” 	<ul style="list-style-type: none"> • display several sentences that feature -er and -est words. • a list of words, jotted on the board, that students will add suffixes to.
<p>7. Getting Books Ready for Readers so They Teach as Much as Possible</p> <ul style="list-style-type: none"> • “Today I want to teach you that writers work to make sure that each page and each sentence has as much teaching power as possible. When they want to add new information, writers can add new sentences but they can also add more to the sentences they already have.” 	<ul style="list-style-type: none"> • have arranged for a visit by some first-graders to listen to students’ research. • stock the writing center with all materials students might need to finish and fancy up their writing. • display the familiar “To Teach an Audience . . .” chart from Unit 2.
<p>Bend III: Crafting Insect Books of All Kinds</p>	
<p>1. Writing Nonfiction Books of All Kinds</p> <ul style="list-style-type: none"> • “Today I want to remind you that nonfiction comes in lots of shapes and sizes. When a non-fiction writer has important information to teach, the writer takes a little time at the start of writing to think, ‘How do I want my text to go?’ Writers might even use other nonfiction texts as models to imagine possibilities for their own writing.” 	<ul style="list-style-type: none"> • the mentor narrative nonfiction text used in this unit. We use <i>A Dragonfly’s Life</i> by Ellen Lawrence. • a few other nonfiction books to flip through
<p>2. Spelling Important Vocabulary Words with Accuracy and Efficiency</p> <ul style="list-style-type: none"> • “Today I want to teach you that one way nonfiction writers set themselves up to write a ton is by figuring out the spelling of complicated words that are central to their topic, before-hand. You can build yourself a sort of personal word wall, so then when you are writing, those words almost become your own snap words.” 	<ul style="list-style-type: none"> • nonfiction books to show examples of a glossary and a vocabulary box. • display the “Build It! Spell It!” chart.
<p>3. Bringing All You Know to New Types of Nonfiction</p> <ul style="list-style-type: none"> • “Today I want to teach you that learning to write well involves trying new things, learning new things; yes, absolutely. But learning to write well also involves remembering to do everything you learned earlier. And it can be helpful to take time to remind yourself of the things you already know to do.” 	<ul style="list-style-type: none"> • display the “To Teach an Audience . . .” chart from Unit 2.
<p>4. Learning from Mentor Texts and Checklists</p> <ul style="list-style-type: none"> • “Today I want to teach you that one way to write a new type of book is to study examples of that kind of writing and say, ‘I think I could write like that.’ To write a really good book, you want to keep in mind everything you know about strong nonfiction writing.” 	<ul style="list-style-type: none"> • a copy of the Information Writing Checklist to display. • a mentor text to display, based on the type of writing your students are doing. We use a page from <i>Eruption: The Story of Volcanoes</i> by Anita Ganeri.

<p>5. Pictures Can Give You More Teaching Power</p> <ul style="list-style-type: none"> • “Today I want to remind you that nonfiction writers use pictures to help their readers envision important parts of what they are teaching. And then they use those details to teach more in the words too.” 	<ul style="list-style-type: none"> • display a page of a question-and-answer demonstration book about dragonflies. • sticky notes and a pen.
<p>Celebration: Insect Museum!</p>	

Middle Township Public Schools - Reading - Second Grade Middle Township Elementary #1

View ELL, Special Education, and Gifted & Talented Accommodations Addendums at the end of this document

<p>Reading Unit 1: Becoming a Big Kid Reader</p>	<p>Time Frame: 40 days (September-October)</p>
<p>Overview of Unit: Students are introduced to the structure and components of the writer’s workshop model.</p>	
<p>This unit moves students from their first-grade books and charts and shifts them toward teaching the Big Kid work of being a second-grader.</p>	
<p>Standards Addressed:</p> <p>L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.</p> <p>RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).</p> <p>RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.</p> <p>RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.</p> <p>RL.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.</p> <p>RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.</p> <p>RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	

SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

21st Century Skill: Critical Thinking and Problem Solving

21st Century Career Ready Practices:

CRP 1: Act as a responsible and contributing citizen and employee.

CRP 2: Apply appropriate academic and technical skills.

CRP 4: Communicate clearly and effectively with reason.

CRP 6: Demonstrate creativity and innovation.

CRP 7: Employ valid and reliable research strategies.

CRP 8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP 9: Model integrity, ethical leadership and effective management.

CRP 11: Use technology to enhance productivity.

CRP 12: Work productively in teams while using cultural global competence.

Interdisciplinary Connections: The English Language Arts Literacy curriculum has many possibilities for interdisciplinary connections. Reading and writing can be connected across disciplines. Project and research reports that involves writing can also be connected to all disciplines. These connections include, but are not limited to the following:

Media

- Science
- Arts
- Music
- Social Studies
- Math

Integration of 21st Century Themes and Skills and 21st Century Career Ready Practices: These practices are infused throughout all activities. Some of these activities include, but are not limited to:

- Integrating Technology
- Communication
- Problem Solving
- Critical Thinking
- Life and Career Skills

Technology Standards:

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.

8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

Teacher Resources:

- Units of Study for Teaching Writing– Third Grade Unit 1: Launching the Writing Workshop
- The Fountas & Pinnell Literacy Continuum, Expanded Edition–A Tool for Assessment, Planning, and Teaching, PreK-8 By Irene Fountas & Gay Su Pinnell

Assessments: Student progress and achievements are assessed through a variety of formal and informal methods of assessment that include, but are not limited to, the following:

Summative Assessment

- Narrative Writing Benchmark administered three times a year-Benchmark #1

Formative Assessments

- Teacher observations
- Writing Portfolios/folders
- Teacher/student feedback/conferencing notes
- Published writing pieces in the areas of narrative, informational, and opinion

Mentor Texts: (*specific to lessons)

Bend I: Reading with Fluency

Mini Lesson Teaching Points:	Materials:
<p>1. Bid Kid Readers Remember to Do All They’ve Learned</p> <ul style="list-style-type: none"> • “Today I want to remind you that it’s super important to remember to do all the things you already learned to do. It can help to give yourself a little checkup sometimes, asking, ‘Am I doing the things I already learned to do?’” 	<ul style="list-style-type: none"> • prepare several baskets with copies of the charts from your duffle bag, as well as books from first grade. • a clipboard and pen.
<p>2. Big Kid Readers Read More and More</p> <ul style="list-style-type: none"> • “Today I want to teach you that second-grade readers get stronger and stronger as readers by reading more and more, and for longer and longer.” 	<ul style="list-style-type: none"> • have things around the room for kids to read, so that you can mention them as options during the link (i.e., maps, directions, charts). • have other reading material, besides books in baggies, accessible for your students to engage with (i.e., audiobooks, digital platforms, high-interest nonfiction books).
<p>3. Reading Smoothly in Phrases from the Start</p> <ul style="list-style-type: none"> • “Today I want to teach you that in second grade, you can pick up a text and try to read it smoothly, right from the start. Big Kid Readers don’t need to read it first, word. by. word. Instead, you can scoop words up into phrases, reading them smoothly, right from the start.” I added another sticky note to the “Big Kid Readers” anchor chart. 	<ul style="list-style-type: none"> • the duffle bag with the charts and books from first grade from Session 1. • the “Big Kid Readers” anchor chart. You’ll add the first three sticky notes during the minilesson.
<p>4. Reading Words, Part by Part</p> <ul style="list-style-type: none"> • “Today I want to remind you that Big Kid Readers solve words by breaking them into parts, and then putting the parts back together to make a word, and then checking that the word makes sense. You use everything you know from phonics to do this work.” I displayed the grade 1 process chart. 	<ul style="list-style-type: none"> • the “We Can Read Any Word!” chart from grade 1. • the “Big Kid Readers Can Read Any Word” one-day chart.

<p>5. Video Session: Readers Check to Be Sure the Solved Word Makes Sense</p>	<ul style="list-style-type: none"> ● the “Big Kid Readers Can Read Any Word” chart. ● display pages 18 and 19 of Jellyfish: Mysterious Creatures from the Sea by Michèle Dufresne. ● select a few words from your demonstration text to mispronounce. We use many, afraid, and careful.
<p>6. Punctuation and Font Help you Read Aloud Well</p> <ul style="list-style-type: none"> ● “Today I want to teach you that Big Kid Readers notice the directions authors leave for them. They know that when authors insert punctuation and use a special font, those authors are giving them directions for how to read the text.” 	<ul style="list-style-type: none"> ● the word no written with different punctuation marks and fonts on whiteboards. ● display Dahlia’s student writing that contains different punctuation marks and font variations.
<p>7. Reading Aloud Well</p> <ul style="list-style-type: none"> ● “Today I want to teach you that to get skilled at reading aloud, it can help to notice how other people read aloud and to think, ‘I could try that too.’” 	<ul style="list-style-type: none"> ● play a video of a professional read-aloud. ● chart paper and a marker to create the “How to Be Great at Reading Aloud” chart.
<p>Bend II: Reading Series Books</p>	
<p>1. Story Elements Can Help Readers Understand a Story</p> <ul style="list-style-type: none"> ● “Today I want to teach you that almost all stories are made up of the same elements. If you know what these elements are, you can look out for them when you take a sneak peek and while you’re reading. This helps you to better understand any story you read.” 	<ul style="list-style-type: none"> ● samples of series books ● the “Story Elements” chart. ● the demonstration text, Emma Every Day: Crazy for Apples by C. L. Reid.
<p>2. Video Session: Story Elements Help Readers Retell</p>	<ul style="list-style-type: none"> ● the demonstration text, Emma Every Day: Crazy for Apples by C. L. Reid. with your story elements bookmark sticking out. ● refer to your story elements bookmark.
<p>3. Learning About the Character</p> <ul style="list-style-type: none"> ● “Today I want to teach you that when you read a whole series of books, you get to know the main character as well as you know your best friend. You can use the pictures and the words to learn what the character looks like, what he or she does, and cares about, and feels strongly about, and likes (or doesn’t like) to do.” 	<ul style="list-style-type: none"> ● the demonstration text, Emma Every Day: Crazy for Apples by C. L. Reid. ● the “Let’s Talk about Books!” chart with two sticky notes ready to add (see Share).
<p>4. Video Session: Seeing Pattern across Series Books</p>	<ul style="list-style-type: none"> ● be prepared to provision students with a new, accessible book series to read as needed. ● a demonstration text. We use Days with Frog and Toad by Arnold Lobel.

	<ul style="list-style-type: none"> ● add a new sticky note to the “Let’s Talk about Books!” chart.
<p>5. Growing Ideas about the Characters</p> <ul style="list-style-type: none"> ● “Today I want to teach you that to really understand a character in your book, you want to do more than just notice what they say and what they do. It helps to also think about how they are feeling and why they might feel this way.” 	<ul style="list-style-type: none"> ● provision students with a new, accessible book series to read as needed. ● the demonstration text, Emma Every Day: Crazy about Apples by C. L. Reid. ● add a new sticky note to the “Let’s Talk about Books!” chart (see Share).
<p>6. Envisioning</p> <ul style="list-style-type: none"> ● “Today I want to teach you that readers use the picture and the words to bring the story to life. You can envision/picture/imagine the characters, the setting, and how things are happening from page to page.” 	<ul style="list-style-type: none"> ● assign individual partners (with children assigned to be Partner 1 or Partner 2) prior to the start of this session. ● have bins filled with series books and nonfiction books for children to choose from.
Bend III: Flexible Word Solvers	
<p>1. Being Flexible Word Solvers</p> <ul style="list-style-type: none"> ● “Today I want to remind you that the vowels are usually the trickiest part of a word. If you’re having trouble figuring out a word, you may need to try another vowel sound, especially if that word has a vowel team.” 	<ul style="list-style-type: none"> ● have read aloud the picture book Evelyn Del Rey Is Moving Away by Meg Medina. ● assign rug spots so that partners sit together. ● display a series of demonstration sentences.
<p>2. Some Vowel Teams Make a Whole New Sound</p> <ul style="list-style-type: none"> ● “Today I want to remind you that some vowel teams work in special ways. Some vowel teams work together to make a whole new sound. Big Kid Readers like you need to just learn their special sounds and remember them. For now, you can use a chart to help you, but after a bit you just learn these like you learn some snap words.” 	<ul style="list-style-type: none"> ● display the vowel team’s chart. ● a highlighter or highlighting tape. ● a text to demonstrate solving words with vowel teams.
<p>3. Video Session: Readers Watch Out for Vowels with R</p>	<ul style="list-style-type: none"> ● continue discussing Evelyn Del Rey Is Moving Away outside of your reading workshop. ● blank easel and a marker. ● the “Vowels with R” chart.
<p>4. Learning from Words We’ve Solved</p> <ul style="list-style-type: none"> ● “Today I want to teach you that after you have figured out a word in your book, you can go back and learn from that word. You can study it carefully to understand how each sound is spelled. That way if you see that word again, or another word like it, you’ll be able to read them in a snap.” 	<ul style="list-style-type: none"> ● display several pages from the demonstration text, Evelyn Del Rey Is Moving Away by Meg Medina. ● the “Big Kid Readers Can Read Any Word” one-day chart with item #4 added. ● the “Let’s Talk about Books!” chart

Reading Unit 2: Becoming Experts	Time Frame: 30 days November- December
Overview of Unit: Students are introduced to the structure and components of the writer’s workshop model.	
In this unit, you invite kids into the fascinating world of nonfiction reading. You’ll usher readers into the unit by suggesting that good readers of nonfiction are interested in everything.	
<p>Standards Addressed:</p> <p>L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.</p> <p>RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).</p> <p>RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.</p> <p>RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.</p> <p>RL.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.</p> <p>RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.</p> <p>RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.</p> <p>SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	

SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

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- Science
- Arts
- Music
- Social Studies
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8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.

8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

<p>Teacher Resources:</p> <ul style="list-style-type: none"> • Units of Study for Teaching Writing– Third Grade Unit 1: Launching the Writing Workshop • The Fountas & Pinnell Literacy Continuum, Expanded Edition-A Tool for Assessment, Planning, and Teaching, PreK-8 By Irene Fountas & Gay Su Pinnell 	
<p>Assessments: Student progress and achievements are assessed through a variety of formal and informal methods of assessment that include, but are not limited to, the following:</p> <p><u>Summative Assessment</u></p> <ul style="list-style-type: none"> • Narrative Writing Benchmark administered three times a year-Benchmark #1 <p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> • Teacher observations • Writing Portfolios/folders • Teacher/student feedback/conferencing notes • Published writing pieces in the areas of narrative, informational, and opinion 	
<p>Mentor Texts: (*specific to lessons)</p>	
<p>Bend I: Learning from Nonfiction Books</p>	
<p>Mini Lesson Teaching Points:</p>	<p>Materials:</p>
<p>1. Reading Nonfiction to be Fascinated</p> <ul style="list-style-type: none"> • “Today I want to teach you that nonfiction readers are people who are fascinated by the world. They are experts in observation and curiosity. They pay close attention, they wonder, and they learn from the details they see and notice as they read.” 	<ul style="list-style-type: none"> • tell an anecdote about someone fascinated by a particular and peculiar niche. • a bag filled with several mildly interesting objects, one with which you will demonstrate studying details (we used a piece of ginger root), and one for each group of readers to try the same work. • add a new sticky note to the “Learning from Nonfiction Texts” chart.
<p>2. Orienting and Recalling Relevant Background Knowledge</p> <ul style="list-style-type: none"> • “Today I want to remind you that it’s important to take a sneak peek, to get ready to learn. To do this, you look over the book. You don’t only think, ‘What will this book probably teach me?,’ you also think, ‘What do I already know about that?’” 	<ul style="list-style-type: none"> • display a copy of the demonstration text Eruption! The Story of Volcanoes by Anita Ganeri. • add a sticky note to the “Learning from Nonfiction Texts” chart. • sticky notes to capture background knowledge, enough for you and your students. You’ll revisit these sticky notes in future sessions.

<p>3. Learning from All the Parts of the Page</p> <ul style="list-style-type: none"> • “Today I want to teach you that readers of nonfiction texts know that the pictures, or graphics, in their books can be just as important as the words. It pays off to study everything the author included on the page and to think about the ways the graphics work with the words to teach even more.” 	<ul style="list-style-type: none"> • display pages 6–8 from Eruption! The Story of Volcanoes. • add another sticky note to the “Learning from Nonfiction Texts” chart.
<p>4. Using Background Knowledge to Help You Think More as You Read</p> <ul style="list-style-type: none"> • “Today I want to teach you that when you bring background knowledge to your reading, you need to use that background knowledge as you read. You use it to help you think more about what you are learning and to make connections and to raise new questions.” 	<ul style="list-style-type: none"> • add a new sticky note to the “Learning from Nonfiction Texts” chart. • display your copy of Eruption! The Story of Volcanoes. • sticky notes that you will use to write and draw jots about volcanoes, ready to be added to the cover.
<p>5. Learning from Reading</p> <ul style="list-style-type: none"> • “Readers, today I want to emphasize that readers read nonfiction to learn more. So, after you read a part, it’s really important to think, ‘What do I know now? What new things did this teach me?’ Sometimes you retell bits of what you know in your mind.” Add a new sticky note to our “Learning from Nonfiction Texts” anchor chart. 	<ul style="list-style-type: none"> • add a new sticky note to the “Learning from Nonfiction Texts” chart. • display your copy of Eruption! The Story of Volcanoes with its growing collection of sticky notes on the cover. • sticky notes, both for recording background knowledge and to serve as “pause signs.” • a copy of Giant Squid by Candace Flemming
<p>6. Determining Importance in Nonfiction</p> <ul style="list-style-type: none"> • “Today the all-important thing I want you to learn is this: when reading nonfiction, you need to ask, ‘What do I most need to remember? What’s really important here?’ To do that, it helps to pay attention to what seem to be the big parts, the subtopics in the text.” 	<ul style="list-style-type: none"> • show a nonfiction video clip. • be prepared to jot a web of the topic and subtopics for students to see as the class watches the video.
<p>7. Collecting Expert Vocabulary</p> <ul style="list-style-type: none"> • “Today I want to teach you that when you read nonfiction, you are given the chance to learn some of the language of the topic. To really learn that language, you want to notice it, to collect it, and above all, to use it.” 	<ul style="list-style-type: none"> • add a new sticky note to the “Learning from Nonfiction Texts” chart. • a place to brainstorm the expert lingo the class has learned about volcanoes. • your copy of Eruption! The Story of Volcanoes. • hart paper with a word pulled from the book you are reading. We use the word vent (see Mid-Workshop Teaching).
<p>Bend II: Learning from Nonfiction Text Sets</p>	
<p>1. Building Knowledge on a Topic</p> <ul style="list-style-type: none"> • “Today I want to teach you that nonfiction readers go through life with a pocket full of rubber bands. When we find a book that fascinates us, we often decide to search for another book on the same topic—two books with a rubber band wrapped around them makes 	<ul style="list-style-type: none"> • rubber-band the other text set books to the pink star books from Bend I and add them to partner baggies. • a text set of at least two books,

<p>for a text set. And the important thing is that you read the second book differently because you carry over what you have already learned.”</p>	<p>rubber-banded together, to use for demonstration.</p> <ul style="list-style-type: none"> display pages from <i>Volcanoes and Bend I</i> sticky notes on the cover of <i>Eruption! The Story of Volcanoes</i>.
<p>2. Learning More</p> <ul style="list-style-type: none"> “Today I want to teach you that when we read nonfiction and learn about a topic, we make snowballs in our minds. As we read more and learn more, some of what we learn will stick to one of those original snowballs. It’s as if we roll those snowballs around in the new information, and they get bigger.” 	<ul style="list-style-type: none"> add a new sticky note to the “Growing Knowledge across Texts” chart. display pages from <i>Volcanoes</i> by Martha E. H. Rustard.
<p>3. Noticing Kinds of Connections in Nonfiction: Sequence, Cause/Effect</p> <ul style="list-style-type: none"> “Today I want to teach you that there are a few predictable ways that information is connected within a nonfiction text. Noticing those predictable connections can help you hold on to what is most important.” 	<ul style="list-style-type: none"> display sets of images of things that are connected. display a chart of phrases to use that support sequence and cause/effect thinking and talking. show pages from <i>Volcanoes</i>. the “snowballs” (index cards) on which you’ve been growing information about volcanoes.
<p>4. Solving Words Takes Strategic and Flexible Thinking</p> <ul style="list-style-type: none"> “Today I want to remind you that when you are reading and you come across a long, tricky word, you can tackle the word part by part. You can think, which one of my strategies will help me read this word? And if that strategy doesn’t work, then you can try another strategy.” 	<ul style="list-style-type: none"> display your copy of <i>Volcanoes</i>, with select words for study pre-marked.
<p>5. Categorizing Vocabulary to Review Knowledge and Get Ready to Learn</p> <ul style="list-style-type: none"> “Today I want to teach you that when you build knowledge about a topic, you learn the words that are important to that topic. To get yourself ready to learn even more, you can sort your words into categories. Then, when you learn new words, you can think about how those words fit with what you already know.” 	<ul style="list-style-type: none"> words on sticky notes related to your topic. We use mantle, crater, magma, and a few others. different-colored sticky notes to create titles for organizing the sticky notes with vocabulary words. add a sticky note to the “Growing Knowledge across Texts” chart.
<p>6. Video Session: Studying Vocabulary to Learn More about How Words Work</p>	<ul style="list-style-type: none"> display some pages from <i>Eruption! The Story of Volcanoes</i>. a whiteboard and marker (see Mid-Workshop Teaching). make a connection between collecting objects and connecting important words in books. display the glossary and index from <i>Eruption! The Story of Volcanoes</i>
<p>7. Nonfiction Readers Celebrate by Sharing Their Knowledge</p> <ul style="list-style-type: none"> “Today I want to teach you that readers of nonfiction do more than just collect information about a topic. When they’ve learned a bunch about a topic, they find ways to share their thinking and learning with others and to get those people to care about those topics too.” 	<ul style="list-style-type: none"> prepare a note from a first-grade class about learning from nonfiction topics. arrange for first-graders to visit at the end of reading workshop. prepare a brief talk about volcanoes (or whatever your class

	<p>topic is).</p> <ul style="list-style-type: none"> display some pages from Volcanoes
Bend III: Reading Nonfiction Texts of All Kinds	
<p>1. Learning How to Read Browsable Books</p> <ul style="list-style-type: none"> “Today I want to teach you that when reading browsable nonfiction, you often start by browsing through a book, like you browse through a store. But just as you often end up settling on a thing or two to buy, you often settle on a part or two to read closely.” 	<ul style="list-style-type: none"> copy of a browsable nonfiction text. display the “Browsable Nonfiction Thinking Prompts” chart. display the “Ways to Talk about Your Thinking” chart (see Mid-Workshop Teaching).
<p>2. Using White Space in Books to Do Brainy Work</p> <ul style="list-style-type: none"> “Today I want to teach you that reading browsable nonfiction asks for the reader to do more brainy work—more thinking—than the average reader does when reading a chapter book. All the white spaces on the page in browsable nonfiction are places where the reader is supposed to almost fill in the words. This kind of reading is more, not less, brainy.” 	<ul style="list-style-type: none"> your demonstration browsable nonfiction text, which needs to have a notable amount of white space on a page. We use <i>Insects: By the Numbers</i> by Steve Jenkins. display the “More Ways to Talk and Think about Browsable Nonfiction” chart (see Share).
<p>3. Learning From How-To Texts</p> <ul style="list-style-type: none"> “Today I want to teach you that to be a great reader of how-to or procedural texts, you need to let those texts teach you how to cook or make or fix or build the thing. It’s almost like the text becomes your teacher and you need to listen keenly to everything the teacher says and to do as you are told. You try to be a methodical, careful reader and learner.” 	<ul style="list-style-type: none"> display pages 12–13 of <i>Eruption! The Story of Volcanoes</i>. the Mo Willems video on how to draw a pigeon. a whiteboard and marker. display the “Learning from a How-To Text” chart.
<p>4. Using All the Parts of How-To Texts to Learn More</p> <ul style="list-style-type: none"> “Today I want to teach you that readers of any kind of nonfiction text try to learn as much as they can as they read. And to do that, they approach the text thinking, ‘I need all the help I can get.’ They use all the help that authors give by drawing on all the parts of the page.” 	<ul style="list-style-type: none"> display some pages from <i>Eruption! The Story of Volcanoes</i>. distribute a how-to text to each group of partnerships. bring back the centers from the previous session. display the “Ways Nonfiction Authors Help Readers Learn” chart (see Mid-Workshop Teaching).
Celebration	

Reading Unit 3: Tackling Longer Words and Longer Books	Time Frame: 40 days January- February
Overview of Unit: Students are introduced to the structure and components of the writer’s workshop model.	
This unit opens with you announcing the start of a new unit and explaining how much work you do to get a new unit started.	

Standards Addressed:

- L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
- RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- RL.CI.2.2. Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) .
- RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.
- RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
- RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.
- RL.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.
- RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
- SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

21st Century Skill: Critical Thinking and Problem Solving

21st Century Career Ready Practices:

CRP 1: Act as a responsible and contributing citizen and employee.

CRP 2: Apply appropriate academic and technical skills.

CRP 4: Communicate clearly and effectively with reason.

CRP 6: Demonstrate creativity and innovation.

CRP 7: Employ valid and reliable research strategies.

CRP 8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP 9: Model integrity, ethical leadership and effective management.

CRP 11: Use technology to enhance productivity.

CRP 12: Work productively in teams while using cultural global competence.

Interdisciplinary Connections: The English Language Arts Literacy curriculum has many possibilities for interdisciplinary connections. Reading and writing can be connected across disciplines. Project and research reports that involves writing can also be connected to all disciplines. These connections include, but are not limited to the following:

Media

- Science
- Arts
- Music
- Social Studies
- Math

Integration of 21st Century Themes and Skills and 21st Century Career Ready Practices: These practices are infused throughout all activities. Some of these activities include, but are not limited to:

- Integrating Technology
- Communication
- Problem Solving
- Critical Thinking
- Life and Career Skills

Technology Standards:

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.

8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

Teacher Resources:

- Units of Study for Teaching Writing– Third Grade Unit 1: Launching the Writing Workshop
- The Fountas & Pinnell Literacy Continuum, Expanded Edition-A Tool for Assessment, Planning, and Teaching, PreK-8 By Irene Fountas & Gay Su Pinnell

Assessments: Student progress and achievements are assessed through a variety of formal and informal methods of assessment that include, but are not limited to, the following:

Summative Assessment

- Narrative Writing Benchmark administered three times a year-Benchmark #1

Formative Assessments

- Teacher observations
- Writing Portfolios/folders
- Teacher/student feedback/conferencing notes
- Published writing pieces in the areas of narrative, informational, and opinion

Mentor Texts: (*specific to lessons)

Bend I: Tackling Longer Words

Mini Lesson Teaching Points:	Materials:
<p>1. Readers Spiff Up the Library with Wish Bins</p> <ul style="list-style-type: none"> ● “Today I want to teach you that readers love nothing more than to arrange books in new ways. When you do that, you get tons of ideas for what you want to read next. The best is if you can arrange books with friends, because then you can find new books you didn’t know about, and you can fill your own bins with books you really want to read!” 	<ul style="list-style-type: none"> ● an empty book bin that you convert into your “wish bin” along with an index card, marker, and tape to label your bin. ● provide a letter to families explaining students’ “wish bins.”
<p>2. Building Supportive Partnerships</p> <ul style="list-style-type: none"> ● “The book says this,” and I read: “When you want to be brave and do some- thing extra challenging . . .” Here I added “like tackling longer words!” I then resumed reading the book, “It helps to first do it with a friend. Not just any friend, but a helpful friend.” 	<ul style="list-style-type: none"> ● Gus the Dragon (the class mascot, from Units of Study in Phonics). You can make an alternate mascot. ● display your new demonstration text, “How to Be Brave: A Book for Dragons,” specifically the cover and pages 2–3. ● select a student in the class to play the role of your partner, and to coach her in advance about tips a supportive partner might give. ● a stack of books to choose from. You’ll select one book to read from to encounter a tricky word.
<p>3. Using Self-Talk to Tackle the Schwa</p> <ul style="list-style-type: none"> ● “Today I want to teach you that word solvers use self-talk to remind themselves to try everything they know when they get to a tricky word, especially ones with tricky vowels! When words have tricky vowels, they try the sound one way, then another . . . then another!” 	<ul style="list-style-type: none"> ● display pages 4–5 of your demonstration text, “How to Be Brave: A Book for Dragons.” ● display the one-day chart, “You Can Do It!” ● chart paper
<p>4. Brainstorming Tips that Partners Can Give to Readers and to Themselves</p> <ul style="list-style-type: none"> ● “Today I want to teach you that readers don’t just read, they set up their lives so reading works. Sometimes that means asking a brother or sister or grandma or friend to be your reading partner, and then showing that person how to help.” 	<ul style="list-style-type: none"> ● build a chart, “Coaching Tips for Readers,” with the help of your students. Note that four of the sticky notes in this chart will become the beginning of the anchor chart “Tackle Longer

	<p>Words,” which will be introduced in Session 5.</p> <ul style="list-style-type: none"> ● chart paper and markers. ● record multisyllabic words. Here, we’ve used snowstorm, swimming, and breakfast.
<p>5. Turn to an Expert</p> <ul style="list-style-type: none"> ● “Today I want to teach you a new way that vowels can help you read words. When you are trying to read words and nothing else has worked, you can count the vowels and use that count to figure out how many syllables there are. Then you can tackle that longer word, syllable by syllable, part by part.” 	<ul style="list-style-type: none"> ● Gus, or your class mascot. ● a whiteboard and marker. ● display pages 6–7 of your demonstration text, “How to Be Brave: A Book for Dragons.”
<p>6. Tackling Longer Words: Where’s That Vowel?</p> <ul style="list-style-type: none"> ● “Today I want to teach you that when you want to read a syllable in a two-syllable word—say, robot—and you aren’t sure if the vowel is long or short, it can help to notice if the vowel is at the end of the syllable or if it is tucked between two consonants. If it is at the end of the syllable like in ro, it is usually long. If it is tucked between two consonants, it is usually short, like in bot.” 	<ul style="list-style-type: none"> ● display page 1 of the demonstration text, “How to Be Brave: A Book for Dragons.” ● add a new strategy sticky note to the “Tackle Longer Words” chart. ● word cards that you can snip into syllables. We use pretend, music, napkin. You will also need a pair of scissors.
<p>7. Tackling Longer Words Celebration</p> <ul style="list-style-type: none"> ● “Readers, today I want to teach you that the most important part of being a brave reader is learning about yourself. You can look across all of the strategies for solving longer words and figure out which strategies are the ones that work best for you.” 	<ul style="list-style-type: none"> ● an envelope containing a letter from Gus. ● Gus or your class mascot. ● display pages 8–9 of your demonstration text, “How to Be Brave: A Book for Dragons.” ● the “Tackle Longer Words” chart.
Bend II: Tackling Longer Books	
<p>1. Previewing and Reading with Story Structure in Mind</p> <ul style="list-style-type: none"> ● “Today I want to teach you that as books get longer, it can be hard to hold onto the whole story. It helps to focus on the most important parts: the main character and the main problem. You can jot on sticky notes to keep track of the problem and what the character does to solve it.” 	<ul style="list-style-type: none"> ● prepare a new wish bin of books that match your readers and present a variety of challenges. ● start the new chart for the bend, “Readers Hold On to Longer Stories.”
<p>2. Readers Ask and Answer Why Questions</p> <ul style="list-style-type: none"> ● “Today I want to teach you that the author often tells readers what is happening, but readers need to ask why as they read, and to use what they already know to understand why things happen. It helps to use what you know about a character and to think back to earlier parts of the story to answer your why questions.” 	<ul style="list-style-type: none"> ● have read aloud Chapters 1 and 2 of Sadiq and the Perfect Play prior to this lesson. ● the new wish bin of books that you introduced to the classroom library in Session 1 of this bend.
<p>3. Monitoring Comprehension When Reading Longer Books</p> <ul style="list-style-type: none"> ● “Today I want to teach you that readers notice and stop when they don’t understand the story. Then, they reread to fix it up, thinking about how this part connects to the whole story, making sure to keep track of how the problem and characters are changing.” 	<ul style="list-style-type: none"> ● add a new sticky note to the “Readers Hold On to Longer Stories” chart. ● the book Sadiq and the Perfect Play

<p>4. Determining Importance to Retell Longer Stories</p> <ul style="list-style-type: none"> • “Today I want to teach you that when you tell someone about a story you’ve read, it helps to retell only the most important parts, not every little detail. Readers can highlight the problem and solution to anchor their retellings.” 	<ul style="list-style-type: none"> • have completed reading aloud Sadiq and the Perfect Play prior to the start of this session. • add a new sticky note to the “Readers Hold On to Longer Stories” chart. • the one-day “Let’s Talk about Books” chart
<p>5. Characters Learn Lessons</p> <ul style="list-style-type: none"> • “Today I want to teach you that in longer books, the main character usually learns an important lesson near the end of a story. When you finish a book, you can stop and retell what happened, and then think, ‘What lesson did the character learn?’” 	<ul style="list-style-type: none"> • add a new sticky note to the “Readers Hold On to Longer Stories” chart. • Sadiq and the Perfect Play.
<p>Bend III: Tackling Longer Words and Longer Books with Greater Fluency</p>	
<p>1. Rehearsing Reading Voices</p> <ul style="list-style-type: none"> • “Today I want to teach you that, while readers of longer books spend most of their time reading in their heads, they also know that sometimes it’s helpful to read out loud. It can be particularly helpful to reread certain parts out loud to make sure that your ‘reading voice’— the one in your head—is smooth and fluent.” 	<ul style="list-style-type: none"> • have read My Footprints prior to beginning this bend. • add a new sticky note to a new chart, “Making Your Reading More Fluent.”
<p>2. Scooping Words into Phrases</p> <ul style="list-style-type: none"> • “Today I want to remind you that you can make your reading voice just as smooth as your singing voice by reading in longer phrases. You can scoop up more words at a time by noticing the punctuation. Then, you can check that your reading sounds right.” 	<ul style="list-style-type: none"> • display lyrics to “The Scooping Words Song.” • a pointing device to help students read smoothly. • the book My Footprints by Bao Phi. • add a new sticky note to the “Making Your Reading More Fluent” chart.
<p>3. Noticing Dialogue Tags</p> <ul style="list-style-type: none"> • “Today I want to teach you that when you are reading dialogue, make your voice, or the voice in your head, match how the character would talk. Sometimes there are dialogue tags to tell you who is talking and sometimes there aren’t, but you always know. If it’s an old man, the voice has a little bit of an old man feel. And if the character is whining, the voice whines.” 	<ul style="list-style-type: none"> • add two sticky notes to the “Making Your Reading More Fluent” chart. a sentence strip with a line of dialogue on it. • sentence strips with some dialogue tags.
<p>4. Video Session: Understanding Dialogue</p>	<ul style="list-style-type: none"> • any book from the Elephant and Piggie series by Mo Willems, that shows dialogue in speech bubbles. • a book from your classroom library that has untagged dialogue. We use a page from Jada Jones: Rock Star by Kelly Starling Lyons. • the “Making Your Reading More Fluent” chart. • add a new sticky note to the “Partners Reread Together To . . .” chart

<p>5. Reading at a Just-Right Pace</p> <ul style="list-style-type: none"> • “Today I want to teach you that reading a story fluently so it can be understood requires that you adjust your speed. If you go too fast, your words/all/blur/together, and . . . if . . . you . . . go . . . too . . . slow, it’s hard to make sense of the text. Readers learn to adjust their speed so it’s just right.” 	<ul style="list-style-type: none"> • the book My Footprints. You’ll use pages 9–13 in the minilesson. • display the one-day “Partner Coaching Tips for Pace” chart. • add a sticky note to the “Making Your Reading More Fluent” chart.
<p>Celebration</p>	

<p>Reading Unit 4: Stepping into the World of the Story</p>	<p>Time Frame: 30 days March-April</p>
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Overview of Unit: Students are introduced to the structure and components of the writer’s workshop model.

In this unit, you’ll invite your second-graders to step into the worlds of their stories, thinking about the incredible power that reading has to take us on adventures, on field trips, to faraway places, and to familiar neighborhoods.

Standards Addressed:

- L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
- RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- RL.CI.2.2. Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) .
- RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.
- RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
- RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
- RL.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
- SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

21st Century Skill: Critical Thinking and Problem Solving

21st Century Career Ready Practices:

CRP 1: Act as a responsible and contributing citizen and employee

CRP 2: Apply appropriate academic and technical skills.

CRP 4: Communicate clearly and effectively with reason.

CRP 6: Demonstrate creativity and innovation.

CRP 7: Employ valid and reliable research strategies.

CRP 8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP 9: Model integrity, ethical leadership and effective management.

CRP 11: Use technology to enhance productivity.

CRP 12: Work productively in teams while using cultural global competence.

Interdisciplinary Connections: The English Language Arts Literacy curriculum has many possibilities for interdisciplinary connections. Reading and writing can be connected across disciplines. Project and research reports that involves writing can also be connected to all disciplines. These connections include, but are not limited to the following:

Media

- Science
- Arts
- Music
- Social Studies
- Math

Integration of 21st Century Themes and Skills and 21st Century Career Ready Practices: These practices are infused throughout all activities. Some of these activities include, but are not limited to:

- Integrating Technology
- Communication
- Problem Solving
- Critical Thinking
- Life and Career Skills

Technology Standards:

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.

8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

Teacher Resources:

- Units of Study for Teaching Writing– Third Grade Unit 1: Launching the Writing Workshop
- The Fountas & Pinnell Literacy Continuum, Expanded Edition–A Tool for Assessment, Planning, and Teaching, PreK-8 By Irene Fountas & Gay Su Pinnell

Assessments: Student progress and achievements are assessed through a variety of formal and informal methods of assessment that include, but are not limited to, the following:

Summative Assessment

- Narrative Writing Benchmark administered three times a year-Benchmark #1

Formative Assessments

- Teacher observations
- Writing Portfolios/folders
- Teacher/student feedback/conferencing notes
- Published writing pieces in the areas of narrative, informational, and opinion

Mentor Texts: (*specific to lessons)

Bend I: Stepping into the World of a Story

Mini Lesson Teaching Points:	Materials:
1. Reading Can Take You Places <ul style="list-style-type: none"> ● “Today I want to teach you that the best way to let reading take you to the world of the story is to find books you love.” 	<ul style="list-style-type: none"> ● display a one-day “We Can Go on Reading Adventures” chart.
2. Readers Enter the World of a Story <ul style="list-style-type: none"> ● “Today I want to remind you when you start a story, answering questions like who the characters are, where the story takes place, what the problem is, matters. But at the start of a story, it also matters that you feel like you are actually stepping into the world of that story, imagining that you are part of that other world.” 	<ul style="list-style-type: none"> ● assign students to same-genre partners. Place partners’ names on sticky notes next to one another on carpet spots prior to the minilesson. ● display the poem “Reading Time” by Amy Ludwig VanDerwater.
3. Bringing Characters to Life <ul style="list-style-type: none"> ● “Today I want to teach you that when you step into the world of your story and picture what’s happening, you don’t just see characters standing in one spot, frozen. Instead, you make your characters move. You add their expressions—what their faces look like—and their exact movements to what you’re picturing.” 	<ul style="list-style-type: none"> ● Dragons in a Bag by Zetta Elliott. You’ll need to have finished reading aloud Chapters 1 and 2 prior to today’s minilesson. ● add a new sticky note to the “Step into the World of the Story” chart. ● chart paper to create the “Different Fiction Genres” one-day chart
4. Making Predictions <ul style="list-style-type: none"> ● “Today I want to teach you that when readers are in the world of their story, they’re constantly thinking about what will happen next. Readers predict how the story will go, based on what has already happened and on what they know about how stories usually go.” 	<ul style="list-style-type: none"> ● Dragons in a Bag. You’ll need to have finished reading aloud Chapter 3 prior to today’s minilesson. ● a copy of Neil Pasricha’s 1000 Awesome Things. ● add a new sticky note to the “Step into the World of the Story” anchor chart.

<p>5. Picturing the Place</p> <ul style="list-style-type: none"> • “Today I want to teach you that when you’re stepping into the world of the story, it helps to see the whole story in your mind—and that means thinking about where the characters are and noticing when they move from one place to another.” 	<ul style="list-style-type: none"> • Dragons in a Bag. You’ll need to have finished reading aloud Chapter 4 prior to today’s mini lesson. • add a new sticky note to the “Step into the World of the Story” chart.
<p>6. Readers React to Stories</p> <ul style="list-style-type: none"> • “Today I want to teach you that part of stepping into a story is not just seeing the movie in your mind and stepping through, but also, having and noticing your own reactions too.” 	<ul style="list-style-type: none"> • Dragons in a Bag by Zetta Elliott. You’ll need to have finished reading up to page 52 prior to today’s minilesson. • add a new sticky note to the “Step into the World of the Story” chart.
<p>7. Video Session: Creating a Reading Scrapbook</p>	<ul style="list-style-type: none"> • Dragons in a Bag. You’ll need to have finished reading Chapter 6 prior to today’s minilesson. • an example of your own reading scrapbook
<p>Bend II: Studying Characters Closely</p>	
<p>1. Noticing Clues about Character Feelings</p> <ul style="list-style-type: none"> • “Today I want to remind you that one way to get to know the characters in stories better is to know more about their feelings. You can pay attention to tiny clues, like what characters say, or what happens to their bodies, that are hints about the characters’ feelings.” 	<ul style="list-style-type: none"> • a copy of Dragons in a Bag. You’ll need to have finished reading Chapter 7 prior to today’s mini lesson. • display a photograph and share words of Jason Reynolds, an author who has spoken about the importance of reading.
<p>2. Characters Feel More Than One Thing</p> <ul style="list-style-type: none"> • “Today I want to teach you that when trying to understand a character’s feelings, it is helpful to keep in mind that characters—just like people in the world—often feel more than one thing at the same time. This means that when you think about character feelings, you might ask yourself, ‘What are all the feelings the character might be having right now?’” 	<ul style="list-style-type: none"> • a copy of Dragons in a Bag. You’ll need to have finished reading Chapter 9 prior to today’s minilesson. • add a new sticky note to the “Study Characters Closely” anchor chart.
<p>3. Finding Precise Words for Feelings</p> <ul style="list-style-type: none"> • “Readers, when you’re thinking and talking about characters’ feelings, you can choose words from a collection of possibilities—like a bunch of words that mean mad or that mean happy, but each has a different intensity. And then you can think, “What’s the exactly right word to describe my character’s feeling? Is my character really mad, as in furious, or just a little mad, as in annoyed?” 	<ul style="list-style-type: none"> • a copy of Dragons in a Bag. You’ll need to have finished reading Chapter 9 prior to today’s minilesson. • feeling word cards including annoyed, mad, and furious. • a copy of the “Precise Words for Feelings” chart.
<p>4. Examining What Causes</p> <ul style="list-style-type: none"> • “Today I want to teach you that when you find yourself noticing that your character has strong feelings, it’s worth asking, ‘What’s causing those feelings?’ Characters, just like people in the world, feel things for a reason.” 	<ul style="list-style-type: none"> • a copy of Dragons in a Bag. You’ll need to have finished reading Chapter 10 prior to today’s minilesson. • a copy of the “Precise Words for Feelings” chart. • add a new sticky note to the “Study Characters Closely” chart.

<p>5. Thinking about How Characters Are Acting</p> <ul style="list-style-type: none"> • “Today I want to teach you that you can think about the way a character is acting, paying attention to what the character says and does, how the character acts, reaching for the right word to describe the character.” 	<ul style="list-style-type: none"> • share three excerpts from Dragons in a Bag. • a copy of the “Ways People Act” chart. • add a new sticky note to the “Study Characters Closely” anchor chart.
<p>6. Characters’ Feelings Change</p> <ul style="list-style-type: none"> • “Today I want to teach you that characters in stories are like people in real life—their feelings change. It’s always interesting to not only notice when a character’s feelings change, but to investigate and figure out what causes that feeling to change.” 	<ul style="list-style-type: none"> • a copy of Dragons in a Bag. You’ll need to have finished reading Chapter 12 prior to today’s minilesson. • a personal story about a time your feelings changed. • several sticky notes.
<p>Celebration: Readers Share Books and Characters with One Another</p>	
<p>Bend III: Fiction Book Clubs- Reading Together, Imagining Together</p>	
<p>1. Reading in the Company of Others</p> <ul style="list-style-type: none"> • “Today I want to teach you that in a book club, you can take a sneak peek together and then read the all-important start of the text together. Then, you can chat about what you’re understanding, wondering, and picturing.” 	<ul style="list-style-type: none"> • have organized students into new genre-based book clubs based on their feedback from the end of Bend II. • have book club materials labeled with students’ names, wrapped and in bins for students to open. • the “Story Elements” chart from Unit 1, Becoming a Big Kid Reader.
<p>2. Video Session: Talking about Our Books</p>	<ul style="list-style-type: none"> • Anita and the Dragons by Hannah Carmona. • create the one-day chart, “Predictable Book Club Topics” during the mid-workshop teaching.
<p>3. Readers Think and Talk as They Compare Themselves to Characters</p> <ul style="list-style-type: none"> • “Today I want to teach you that you can think about the ways you are the same and different from the character in your book. Is your life similar? Are your feelings and traits similar?” 	<ul style="list-style-type: none"> • display a picture of Rudine Simms Bishop. • Anita and the Dragons by Hannah Carmona.
<p>4. Books Can Teach About Life Topics</p> <ul style="list-style-type: none"> • “Today I want to teach you that books can stay with you for a long time. One way to think about this is to wonder, ‘What big life topic is this book about—family, new things, moving, friendship, mistakes, bravery—and what might this book make me think about that topic?’” 	<ul style="list-style-type: none"> • refer to a read-aloud from a previous unit, Evelyn Del Rey Is Moving Away by Meg Medina. • share a poem about holding on to stories. We use “Forever” by Amy Ludwig VanDerwater. • Anita and the Dragons by Hannah Carmona.
<p>Celebration</p>	

Reading Unit 5: Growing Knowledge Together	Time Frame: 20-30 days May-June
Overview of Unit: Students are introduced to the structure and components of the writer’s workshop model.	
This unit has three big, beautiful goals: for children to become more skilled and avid nonfiction readers; for them to become more independent with research and inquiry; and for them to learn an enormous amount about insects as they study collaboratively with others.	
<p>Standards Addressed:</p> <p>L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.</p> <p>RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.</p> <p>RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).</p> <p>RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.</p> <p>RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.</p> <p>RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.</p> <p>RL.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.</p> <p>RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.</p> <p>SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	

SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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Mentor Texts: (*specific to lessons)

Bend I: Reading Nonfiction to Learn About Insects

Mini Lesson Teaching Points:	Materials:
<p>1. Learning by Observing</p> <ul style="list-style-type: none"> • “Today I want to teach you that when scientists want to learn about a new topic, they observe closely to notice tiny details. All that noticing gets them curious, and they often say, ‘I wonder . . .’ or ‘How does . . .?’” 	<ul style="list-style-type: none"> • read aloud an introductory book on insects to students, prior to this session. • insect photos to display for students
<p>2. Drawing on All You Know about Nonfiction Reading</p> <ul style="list-style-type: none"> • “Today I want to remind you that when you are curious and want to learn about a new topic, you get an easy-to-read, start-here book and preview it, thinking, ‘What will this book probably teach me?’” 	<ul style="list-style-type: none"> • assign students to the insect they’ll study across the bend. • curate bins of accessible books, sorted by insect topic.
<p>3. Retelling Chunks of Nonfiction Texts</p> <ul style="list-style-type: none"> • “Readers, today I want to remind you that it’s important to pause after you read a chunk of your text—perhaps a chapter, or a section—and ask, ‘What did this part teach me? What do I know now?’ To answer that question, you can retell the important things you’ve learned. Then you can read on.” 	<ul style="list-style-type: none"> • add an insect sticker to the “Read a chunk then ask, ‘What did this part teach me? What do I know now?’” sticky note on the “Learning from Nonfiction Texts” chart from Unit 2. • your demonstration text. • sticky notes to mark pages as a reminder to pause
<p>4. Synthesizing Learning from Graphics and Words</p> <ul style="list-style-type: none"> • “Today I want to remind you that readers of nonfiction texts know that the illustrations, or graphics, in their books can be just as important as the words. It’s important to study every- thing the author includes on the page and to think about the ways the graphics work with the words to teach even more.” 	<ul style="list-style-type: none"> • display the cover of <i>You Can Be an Entomologist!</i> by Dr. Dino Martins. • add an insect sticker to the “Learn from the graphics as well as the words” sticky note on the “Learning from Nonfiction Texts” chart from Unit 2.
<p>5. Using Strategies to Solve Tricky Words</p> <ul style="list-style-type: none"> • “Today I want to teach you that when you come to a tricky long word, or you read a word and it doesn’t sound right, you want to do something to figure out how to pronounce it. It can help to think, ‘Which parts sound right? Which parts don’t?’ Then, you can use 	<ul style="list-style-type: none"> • display a copy of the Unit Reader from Unit 3, <i>How to Be Brave: A Book for Dragons</i>. • the “Tackle Longer Words” chart from Unit 3.

strategies to figure out those tricky parts.”	<ul style="list-style-type: none"> • your demonstration text. We use <i>A Dragonfly’s Life</i> by Ellen Lawrence.
<p>6. Rereading to Learn More about Important Subtopics</p> <ul style="list-style-type: none"> • “Today I want to teach you that when you’re researching and writing about a topic, you can use rereading to help you learn more about subtopics of your topic that you don’t know enough about yet. That focused rereading can help you learn more so you can write and teach more!” 	<ul style="list-style-type: none"> • your research notebook, with a few pages of notes. • your demonstration text. We use <i>A Dragonfly’s Life</i> by Ellen Lawrence.
<p>7. Scientists Use Graphics to Teach Others- and Create Their Own</p> <ul style="list-style-type: none"> • “Today I want to teach you that when you pause your research, it’s helpful to think over everything you’ve learned and prioritize what’s most important to share. Then, you can choose important graphics and talk long about them, sharing what you know.” 	<ul style="list-style-type: none"> • display a photo of a scientist presenting research. • your demonstration text. We use <i>A Dragonfly’s Life</i> by Ellen Lawrence.
Bend II: Researchers Learn More by Learning Together	
<p>1. Bringing Everything You Know about Nonfiction Reading to Your New Topic</p> <ul style="list-style-type: none"> • “Today I want to remind you that whenever you research a new topic, you bring all you know about being a researcher to that work. It’s almost like you keep your anchor charts, with their reminders of your strategies, right at your elbow as you do new research.” 	<ul style="list-style-type: none"> • assign clubs of four students to a new insect to research prior to the start of this session. • the “Learning from Nonfiction Texts” chart from Bend I. • display a photo of your new insect.
<p>2. Bringing Forward Prior Knowledge to New Research</p> <ul style="list-style-type: none"> • “Today I want to remind you that whenever you’re learning about a new topic, it helps to ask, ‘What do I already know about this topic in general?’ That can help you realize that you actually know a lot from research you’ve already done.” 	<ul style="list-style-type: none"> • chart paper. • your demonstration text.
<p>3. Researchers Ask Questions and Read to Find Answers</p> <ul style="list-style-type: none"> • “Today I want to teach you that as you notice fascinating characteristics of your insect, you’ll also find yourself wondering and asking questions. When that happens, you can read to investigate those questions, and find answers to why insects are the way they are.” 	<ul style="list-style-type: none"> • your demonstration text. We use <i>Behold the Beautiful Dung Beetle</i> by Cheryl Bardoe. • the “Learning from Nonfiction Texts” chart from Bend I (see Mid-Workshop Teaching).
<p>4. Researching Big Questions Collaboratively</p> <ul style="list-style-type: none"> • “Today I want to teach you that one of the lucky things about researching with a club is that when you have an especially big and important question, your club can help investigate that question. By working together, you and your club can learn more than you would alone.” 	<ul style="list-style-type: none"> • <i>You Can Be an Entomologist!</i> by Dr. Dino Martins. • display the “Ask Big Questions” chart.
<p>5. Collecting and Studying Topic Vocabulary</p> <ul style="list-style-type: none"> • “Today I want to teach you that researchers are constantly collecting words related to their topics. Looking across those words and discussing how they connect can help you learn even more about your topic.” 	<ul style="list-style-type: none"> • display an image of a beetle collection. • add a new sticky note to the “Expert Researchers . . .” chart.
<p>6. Using Clues Authors Have Left to Figure Out Meanings of Words</p> <ul style="list-style-type: none"> • “Today I want to teach you when you come to an unfamiliar word in your reading, it helps to think, ‘Is this word a thing, a noun? Or is it an action, a verb? Or is it something else?’ Once you figure out what kind of word it is, you 	<ul style="list-style-type: none"> • point to the “Expert Researchers . . .” chart. • your demonstration text. We use <i>Behold the Beautiful Dung Beetle</i> by Cheryl Bardoe.

can ask, ‘What might the word mean?’ and come up with words that could fit.”	
<p>7. Researchers Consider the Author’s Point of View</p> <ul style="list-style-type: none"> • “Today I want to teach you about an important question researcher often ask. As they read a nonfiction book, they’ll ask, ‘Why did the author write this book?’ Usually, the author has their own point of view about their topic that they want to share.” 	<ul style="list-style-type: none"> • display two photos of the same insect for students to study. We use photos of a praying mantis. • your demonstration text. We use Behold the Beautiful Dung Beetle by Cheryl Bardoe.
Bend III: Sharing the Love	
<p>1. Researching to Support Big Ideas</p> <ul style="list-style-type: none"> • “Today I want to teach you that sometimes your research is so important that you need to teach others. When you have an important idea, one you want to convince others of, it helps to make sure you have reasons and evidence to back up your ideas. Rereading can help you find those reasons and evidence.” 	<ul style="list-style-type: none"> • your demonstration text. We use Behold the Beautiful Dung Beetle by Cheryl Bardoe. • display the “My Insect Is . . .” chart.
<p>2. Using All Your Resources to Locate Information</p> <ul style="list-style-type: none"> • “Today I want to teach you that there are a bunch of special text features that can help you find the information you need in most nonfiction. Depending on the book, you might use captions or bold print or subheadings or the table of contents or even indexes to help you find information.” 	<ul style="list-style-type: none"> • display the “My Insect Is . . .” chart from Session 1. • display large sticky notes with a big idea about an insect and a reason to support it. • A Dragonfly’s Life by Ellen Lawrence
<p>3. Considering Ways Other Insects Are the Same- and Different</p> <ul style="list-style-type: none"> • “Today I want to teach you that it’s really powerful to read about other topics that are simi- lar to your topic. This kind of reading helps you see important ways that your topic is similar to or different from that other topic, which can teach you a lot.” 	<ul style="list-style-type: none"> • several signs, each containing a big idea about the insects your students have studied. • add a new sticky note to the “Researchers Teach to Make a Difference” chart.
<p>4. Planning “Learn from an Entomologist” Video</p> <ul style="list-style-type: none"> • “Today I want to teach you that when researchers teach others, they jot down what they want to say so they can make sure the information is organized and so they can remember all of the information they want to share.” 	<ul style="list-style-type: none"> • You Can Be an Entomologist! by Dr. Dino Martins. • your comic book podcast plan from Units of Study in Writing, Unit 2, Chapter Books: Writing Nonfiction from the Heart. • display a student’s “Learn from an Entomologist” video plan.
<p>5. Speaking with Passion and Expertise</p> <ul style="list-style-type: none"> • “Today I want to teach you that whenever you are preparing to teach others, it’s important to think about what you’ll say, and also how you’ll make your talk interesting. It helps to study a mentor, asking, ‘What does this presenter do that I can do too?’” 	<ul style="list-style-type: none"> • share a student video. We use a video of a second- grader, Yuuki, speaking about cells. • add several sticky notes to the “Wow Your Audience” chart.
Celebration	

Middle Township School District - ELL Accommodations - Addendum

Definitions:

English as a Second Language (ESL)

- A student whose mother tongue is not English. The student is learning English to live in an English environment.

English Language Learners (ELL)

- Students who are unable to communicate fluently or learn effectively in English, who often come from non- English- speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.

<https://www.edglossary.org/english-language-learner/>

Purpose of Offering Accommodations

- To increase comprehension of the content.
- To assist in completing assignments.
- To improve student's English in all four domains: Listening, Reading, Writing, and Speaking
- To encourage them to feel included and comfortable in the class.

Accommodations for ESL/ ELLs:

Use teaching strategies and learning resources that make content comprehensible. Tools that are key to helping the student understand the content and to learn the acquired language. These strategies are key to improving student engagement.

List accommodations:

- Seat the student near the teacher.
- Print clearly; do not use cursive writing.
- Print instructions clearly on the board, as well as, giving instructions orally.
- Print key words, page numbers, homework and deadlines, etc. on the board.
- Incorporate multiple and various visuals- gestures, props, graphic organizers, word walls and charts.
- Use audio and visual supports.
- Provide multiple learning opportunities to reinforce key concepts and vocabulary.
- Ensure students understand the instructions.
- Ensure students have all necessary materials (e.g. binders, notebooks, textbooks, handouts, etc.). Be aware that not all cultures understand the at-home responsibilities and routines of our school's expectations.
- Provide background knowledge sometimes with native language support to allow ELLs to tie new information with something familiar. (Could use peers to help translate.)
- To recognize and use multicultural subjects in lessons to help diverse students make connections and feel accepted in the classroom.
- Recycle new and key words through Cross-Content Curriculum.
- Check for comprehension by asking questions that require one word answers, props, and gestures. (Avoid using "Do you understand?")
- Allow for discovery learning, be ready to model how to complete the task (e.g. how to write a paragraph or how to use a calculator).

- Get to know the student’s reading and writing ability. Avoid assuming a literacy level of low or high because of their oral abilities.
- Find out background knowledge of the student’s academic and personal experience.
- When possible, modify assignments so the ESL or ELL students write less, have simpler questions to answer, fewer spelling words, etc.
- Utilize available technology, i.e. Smart Boards, Mimios, iPads, Chromebooks, Computers, as these programs allow these students to work at the pace/level their abilities allow.

We understand that not every accommodation will be used in each grade level or with every student. Individualize accommodations with every child as needed. In order to ensure student success, make sure to have an open line of communication with all teachers, especially teachers of ESL/ ELLs with questions, concerns, or in making modifications to best fit every student.

Middle Township School District - *Special Education - Addendum*

Accommodations are provided for all students who have been identified by the child study team and have an Individualized Education Plan (IEP).

Purpose of Accommodations

To allow students to be successful in a mainstream setting.

Accommodations

- Use visual presentations of verbal material, such as word webs and visual organizers
- Written list of instructions
- Dictate answers to a scribe
- Capture response on audio recorder
- Use a spelling dictionary
- Sit where the learner learns best
- Small group instruction/ providing personal assistance
- Test in small group
- Partner/ Peer reading
- Break assignments into smaller chunks
- Create individual vocabulary cards with definition and picture
- Visual aids/ anchor charts
- Leveled book bins
- Extended time for tasks, assessments, etc.
- Distraction free workspace
- Listen to Audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Work with few items per page or line and/ or materials in a larger print size
- Have a designated reader
- Hear instructions orally

- Reduce the response effort
- Modify the rigor
- When responding to reading, bulleted lists instead of paragraphs
- Create personal word bank to complete narrative writing
- Take frequent breaks
- Mark text for highlighters for important information
- Few homework problems
- Write shorter papers
- Answer fewer or different homework problems
- Color code materials
- Use behavioral plans
- Record student's thoughts before beginning to write
- Provide sentence starters

We understand that these accommodations will not be used for each student. These are suggestions for teachers to use. For suggestions, make sure to talk to the Special Education teacher and look in the child's IEP. Also, talking to previous teachers about effective strategies worked best for the individual child. Individualize accommodations as needed.

Middle Township School District - Gifted and Talented - Addendum

Advanced/Gifted Students:

- Open-ended responses
- Advanced problems/tasks to extend the critical thinking skills of advanced learner
- Supplemental reading material for independent study
- Flexible grouping
- Tiered assignments
- Supply reading materials on a wide variety of subjects and levels.
- Allow a variety of acceptable products (using Multiple Intelligences, for example)

Middle Township School District - Students with 504 Plans- Addendum

Students with 504 Plans

- Flexible grouping
- Controlled choice
- Multi-sensory learning-auditory, visual, kinesthetic, tactile
- Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials
- Use of technology
- Tiered Assignments
- Leveled questions- written responses, think-pair-share, multiple choice, open ended...

- Centers/Stations
- Scaffolding Extended time
- Differentiated instructional outcomes
- Preferential Seating
- Small group/one-to-one instruction
- Teach information processing strategies
- Chunking Frequent checks for understanding
- Access to teacher created notes

Middle Township School District – Students at Risk for School Failure Addendum

Students at Risk for School Failure

- Tiered Assignments
- Leveled questions- written responses, think-pair-share, multiple choice, open ended...
- Centers/Stations
- Scaffolding
- Chunking
- Extended time
- Differentiated instructional outcomes
- Use of technology
- Partner work Frequent checks for understanding