



LESTER C. NOECKER SCHOOL
ROSELAND SCHOOL DISTRICT

Literacy Curriculum

Reading & Writing

Kindergarten - Sixth Grade

Updated and aligned NJ SLS

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Deanne Somers, Superintendent

With special appreciation to Literacy Curriculum Writing Staff

“Reading, writing, and personal introspection will not protect us from hardship and suffering, but they might introduce us to critical thinking and expose us to what is good in humankind and beautiful in the world that we share with all of nature. Contemplative thought, especially that supplemented with reading literature and attempting to write our own replies to the echoing voices of writers whom preceded us provide us with the potentiality for change, the possibility of personal illumination that enables us to experience a heightened quality of life.”

— Kilroy J. Oldster, Dead Toad Scrolls

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New Jersey Student Learning Standards Overview

The New Jersey Student Learning Standards for English Language Arts (ELA) build on the best of existing standards and reflect the skills and knowledge students need to succeed in college, career, and life.

The ELA Standards were revised in 2016, with the recommendations of teams of teachers, parents, administrators, supervisors and other stakeholders and reflect the strong beliefs that

- Literature and informational (nonfiction) text are important for our students and should maintain their rightful place in our classrooms;
- Background knowledge and motivation are critical to the success of students when learning to read and when accessing complex text;
- Research by students provides the opportunity to learn more about a subject, but equally as important, provides students the opportunity to look beyond their research to questions left unanswered (new avenues for student research);
- Using evidence remains a critical skill, interspersed throughout the standards, allowing students to ground their thinking in the work of authors and experts in literature and in the content areas;
- Literacy must be recognized and guided in content areas so that students recognize the academic vocabulary, media representations, and power of language inherent in the work of scholars and experts, and
- The importance of foundational skills in the early grades, as students learn to read, cannot be overstated and calls for targeted, sustained intervention at any point of struggle for a student.

Balanced Literacy

A “balanced literacy” approach to reading and writing designates distinct times during the day for shared reading, where primary students participate in a shared reading of a common text, word study, which is the study of phonics, spelling, and vocabulary, interactive read aloud where teachers read aloud and think aloud to their students and participate in conversations about the text and application of their reading strategies, as well as writers workshop.

Balanced Literacy incorporates all reading approaches realizing students need to use multiple strategies to become proficient readers. Balanced literacy combines phonemic awareness, phonics, word study, vocabulary, and reading comprehension strategies. It provides and cultivates the skills of reading, writing, thinking, speaking and listening for all students.

A Balanced Literacy Reading Program includes:

- Modeled Reading (Reading Aloud)
- Shared Reading
- Guided Reading
- Independent Reading

Modeled Reading

In Interactive, Modeled Read Aloud teachers verbally interact with students before, during and after reading to help them understand and make a variety of connections with the read-aloud selection. The selection can be a non-fiction or fiction narrative, a poem or picture book.

During an interactive read-aloud the teacher engages in a series of activities, including: previewing the book; asking students to make predictions and connections to prior knowledge; stopping at purposeful moments to emphasize story elements, ask guiding questions or focus questions; and using oral or written responses to bring closure to the selection.

Shared Reading

Shared Reading is a link in helping students become independent readers. It allows the teacher to model and support students using prediction and confirming skills. It allows less confident students the chance to share stories/articles/poetry in a non-threatening situation. It focuses on the meaning, fun, enjoyment, characters and sequence of a story and allows them to relate it back to their own experiences. It promotes discussion, problem-solving and critical thinking by students.

Shared Reading is an interactive reading experience. An integral component of Shared Reading is an enlarged text that all children can see. Children join in the reading of a big book or other enlarged text such as songs, poems, charts, and lists created by the teacher or developed with the class through Shared and Interactive Writing. During the reading the teacher involves the children in reading together by pointing to or sliding below each word in the text. The teacher deliberately draws attention to the print and models early reading behaviors such as moving from left to right and word-by-word matching. Shared reading models the reading process and strategies used by readers.

In the shared reading model there are multiple readings of the books over several days. Throughout, children are actively involved in the reading. During the initial reading, the teacher:

- Introduces the book (shares theme, examines title, cover, illustrations, and makes predictions)
- Relates prior experience to text
- Concentrates on enjoying the text as a whole
- Encourages students to use background knowledge to make predictions
- Encourages spontaneous participation in the reading of the story
- Discusses personal responses to the book

Texts are usually read multiple times over a period of days or weeks. The first reading emphasizes reading for enjoyment. Subsequent readings aim to increase participation, teach about book characteristics and print conventions, teach reading strategies, help develop a sight vocabulary of high frequency words, and teach phonics.

During subsequent readings, the teacher:

- Directs children's attention to various aspects of the text, and reading strategies, and skills.
- Identifies vocabulary, ideas and facts,
- Discusses author's style
- Experiments with intonation and expression
- Discusses colorful phrases or words.
- Students participate by:
 - choral reading
 - dramatization
 - masking activities
 - word work such as "Be the Words" or sorting the words

Through repeated readings and the predictable text, children become familiar with word forms and begin to recognize words and phrases.

During Shared Reading:

- Rich, authentic, interesting literature can be used, even in the earliest phases of a reading program, with children whose word-identification skills would not otherwise allow them access to this quality literature.
- Each reading of a selection provides opportunities for the teacher to model reading for the children.
- Opportunities for concept and language expansion exist that would not be possible if instruction relied only on selections that students could read independently.
- Awareness of the functions of print, familiarity with language patterns, and word-recognition skills grow as children interact several times with the same selection.
- Individual needs of students can be more adequately met. Accelerated readers are challenged by the interesting, natural language of selections. Because of the support offered by the teacher, students who are more slowly acquiring reading skills experience success.

Guided Reading

Guided reading is an instructional reading strategy during which a teacher works with small groups of children who have similar reading processes and needs. The teacher selects and introduces new books carefully chosen to match the instructional levels of students and supports whole text reading. Readers are carefully prepared when being introduced to a new text and various teaching points are made during and after reading. Guided reading fosters comprehension skills and strategies, develops background knowledge and oral language skills, and provides as much instructional-level reading as possible.

During guided reading, students are given exposure to a wide variety of texts and are challenged to select from a growing repertoire of strategies that allow them to tackle new texts more independently. Ongoing observation and assessment help to inform instruction and grouping of students is flexible and may be changed often.

Independent Reading

Independent Reading is a time when students self-select and independently read appropriate books.

Independent Reading provides an opportunity to apply strategies that are introduced and taught during teacher read aloud, shared reading, and guided reading. When materials are appropriate and students can read independently, they become confident, motivated and enthusiastic about their ability to read.

Children make great contributions to their own learning when they are given some control and ownership of the reading process. The self-selection process of Independent Reading places the responsibility for choosing books in the hands of the student. This teaches them that they have the ability to choose their own reading materials and that reading is a valuable and important activity.

While students are free to choose what they like, they must be encouraged to select a variety of literature and to select materials at their independent reading level. Independent means 95% to 100% accuracy as defined by running records. These materials should be able to be read without teacher support. It is at the independent level that comprehension, vocabulary extension, and fluency are improved.

Balanced Literacy Classrooms (Excellence in Education, 2017)

Classroom Environment

Community Environment

- ❑ Students are comfortable and feel supported as they reflect and share their thoughts and ideas.
- ❑ Students and teachers are respectful of each other's opinions, regardless of agreement.
- ❑ Transitions between workshop activities (guided reading, mini-lesson, independent work, etc) is seamless.
- ❑ Students are active listeners and are enthusiastic to build on each other's ideas.
- ❑ Partnerships are present as a tool for sharing.

Physical Environment

- ❑ Teacher displays and refers to visual aids (anchor charts, projections, word walls, etc.) in the room which include specific steps and/or questions that students can use to apply reading and writing strategies to their independent practice.
- ❑ Students are using references such as word walls, readers and writers' notebooks, mentor texts, dictionaries, thesauruses and anchor charts to help them with understanding a skill/strategy prior to asking the teacher for assistance.
- ❑ Classroom has a general meeting or focus area (such as a carpet) for mini lessons.
- ❑ Classroom library is accessible with a variety of books at different genres and levels.
- ❑ Students are provided with a comfortable place to read.
- ❑ A physical area is designated for small group instruction.

Mini-Lesson

- ❑ At the beginning of the mini-lesson, teacher states how the mini-lesson connects to ongoing learning (teaching point).
- ❑ Teacher posts learning target in a prominent place in the classroom.
- ❑ The skill is rigorous for the grade-level, per the standards, and the lesson provides students with one way "how" to use that particular skill when reading.
- ❑ Prior to asking students to practice a strategy, teacher explicitly models the strategy for the class with an appropriate text; teacher uses same strategy that he/she expects students to use independently. (this modeling/demonstration can be done again towards the middle of the mini lesson)
- ❑ Teacher provides students with opportunities to "turn and talk" to engage them in thinking about the skill/strategy being taught.
- ❑ Students share their ideas from their "turn and talk" conversations.
- ❑ Students contributions are connected to the teaching point for the lesson.
- ❑ Teacher listens, observes, and coaches during "turn and talk" and sharing time
 - Students are engaged in discussion to construct meaning from the text.
 - Students reflect upon and discuss text during "turn and talk", using appropriate and/or content-specific vocabulary
- ❑ Teacher shares, with the group, an example of something he/she has heard or observed students saying/doing during "turn and talk."
- ❑ When asking students to look at evidence in the text, teacher gives the text to the students or displays text on SMART Board/projector for students to see while he/she models.
- ❑ Teacher helps students to focus on the learning by repeatedly utilizing academic language to reinforce the skill being practiced. (ex. Readers often make predictions when they read. When readers predict... I just predicted...)
- ❑ Teacher provides students with an opportunity to try the strategy out during the mini lesson (gradual release/guided practice/active engagement) prior to sending students off to read independently.
- ❑ The teacher's goal for length of mini lesson is approximately 15-20 minutes from start to finish.

Independent Practice

Reading

- ❑ Students choose their own texts.
- ❑ Students have flexible choice in where they choose to work.
- ❑ Students are reading their “just right” books and are practicing learned skills and strategies based upon their individual needs and skill set and/or the mini-lesson of the day.
- ❑ Students are actively engaged and on-task during independent reading, possibly stopping and jotting or using post-it notes to track their thinking and apply learned skill/strategy.
- ❑ Teacher confers one-on-one with students about their reading; formatively assessing and logging his/her observations about a student’s skills and/or progress.

Writing

- ❑ Students write about specific genre based topic or student selected topic.
- ❑ Students work independently or receive feedback from partnerships.
- ❑ Students are looking back at their existing entries and using the mini lesson learning to revise these entries with intention.
- ❑ Teacher confers one-on-one with students about their writing; formatively assessing and logging his/her observations about a student’s skills and/or progress.

Small Group Instruction

- ❑ Teacher uses student assessment data (F&P, conferences or other formative assessments) to determine the teaching point.
- ❑ Teacher establishes teaching point at the beginning and reinforces teaching point through the lesson.
- ❑ Teacher models and students practice right there.

Guided Reading

- ❑ Teachers briefly introduces the story, or part of the story, keeping in mind the demands of the text and the knowledge, experience, and skills of the readers.
- ❑ Students understand the purpose for reading the text.
- ❑ Teacher breaks the text into parts/chunks and stops the readers to check for understanding and check in for the reading objective.
- ❑ Students read independently (whispering or reading silently); there is NO round robin or choral reading.
- ❑ Teacher “listens in” one-on-one as students whisper read while observing and making notes about strategies used by individual readers.
- ❑ Teacher coaches “in process” use of reading strategies as appropriate, providing wait time. Teacher interacts with individuals to reinforce ongoing construction of meaning.
- ❑ Teacher teaches the reader, not the reading.
- ❑ Students engage in a conversation about the text by raising questions, noticing information, formulating ideas, etc.
- ❑ It is recommended that students do not complete graphic organizers or answer questions during the guided reading lesson, but rather do these activities as a take away (students should be reading during guided reading).

Guided Writing

- ❑ Teacher briefly introduces the writing teaching point.
- ❑ Students understand the writing objective.
- ❑ Students apply the strategy or skill within their writing piece.

- ❑ The teacher coaches each individual writer through their writing.
- ❑ The teacher records observations about each individual writer.

Share

- ❑ During share, the class reflects upon the day's learning and why it is important/helpful to the reader.
- ❑ All students have an opportunity to reflect and/or share (turn and talk).
- ❑ Teacher provides students with appropriate feedback about learning that has taken place.
- ❑ Sharing takes no longer than 5-10 and engages all learners in the reflection.
- ❑ If there are partnerships set up, these students can get together to share and discuss the independent practice work.

Materials

- ❑ Students have an individual book bag/bin/box with: just right book, on deck book, old favorite, magazine, nonfiction book (when students leave the mini lesson and go to independent practice, they use the book that is in the genre you are working)
- ❑ Students use post-its to mark a thinking place or write on while reading.
- ❑ Students use readers' and writers' notebooks.
- ❑ Classroom library provides students with leveled books, often organized by genre or topic.

Interactive Read Aloud

- ❑ Students sitting in a common area or at their desk.
- ❑ Teacher is reading aloud from a text while students listen. (often this text is above the grade level of the class).
- ❑ Teacher occasional stops and thinks aloud to spark thinking and move readers.
- ❑ Students turn and talk and share what they are thinking while listening.
- ❑ Teacher engages students in vocabulary work throughout read aloud.

New Jersey Student Learning Expectations & Anchor Standards - Reading

The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

Anchor Standards: Reading

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential.

Reader's Workshop

What is Reader's Workshop? (Excellence in Education, 2017)

Reader's workshop is an instructional approach to literacy development that emphasizes the following themes:

- Matching each student with high-interest, **appropriately-challenging texts** that will help him/her move to the next level of literacy development
- Providing opportunities for students to make meaningful text-to-self, text-to-text, and text-to-world **connections**
- Pushing reading instruction beyond decoding to a **serious focus on comprehension**
- Organizing instruction around a "**gradual release of responsibility**" from teacher to student: "I do, we do, you do"
- Empowering students to **monitor their own growth as readers** through reflection and goal-setting

Reader's workshop lessons typically include several of the following six components:

- A **mini-lesson** where the teacher introduces and models a discrete reading-related skill to the class
- **Independent reading time** where students read appropriately-challenging books of their choosing, applying the skill they learned in the mini-lesson.
- **Guided reading instruction**, in which the teacher works with a small group of students to assess their reading and provide targeted support based on their individual needs and goals (frequently happens during independent reading time)
- **Conferring**, where the teacher checks-in one-on-one with individual students to monitor their progress and offer support (also frequently happens during independent reading)
- **Readers Notebooks/Folders**, where students respond using sketches and writing about their reading
- Time to **share**, where students talk to the rest of the class community about the reading and work they have been doing.

Five Basic Principles for Readers' Workshop (Atwell, 1987)

1. Time:

Students need time to both look through books and also read independently. As the year goes on you can gradually increase the amount of independent reading time.

2. Choice:

Students must have the opportunity to choose the books they want to read. As the year progresses the students will begin to choose books that appeal to them and also challenge them.

3. Response:

It is important that we give our students the opportunity to respond to the literature they are reading. This can be done through response journals, class discussions, book talks, or projects.

4. Community:

It is also important for the students to realize that they are part of a classroom community. Each student is both a learner and a teacher.

5. Structure:

During Readers' Workshop it is necessary that a great deal of structure exists. Students need to understand the value of silent reading and the importance of sharing and listening during discussions.

Reading Comprehension

Reading comprehension is understanding a text that is read, or the process of "constructing meaning" from a text. Comprehension is a "construction process" because it involves all of the elements of the reading process working together as a text is read to create a representation of the text in the reader's mind. It can be defined as the "intentional thinking during which meaning is constructed through interactions between text and reader" (Harris and Hodges 1995, 207).

Reading comprehension skills are explicitly taught in our literacy instructional blocks. Specific skills include:

- Asking questions
- Author's Purpose
- Creating images
- Decoding
- Determining importance
- Differentiating between Fact and Opinion
- Drawing Conclusions
- Expressive Language
- Fluency
- Generalizing Questions
- Inference
- Main Idea
- Making connections
- Monitoring understanding
- Point of View
- Reading with Fluency
- Summarizing
- Synthesis
- Theme
- Using Compare and Contrast
- Using Context Clues
- Using fix-up strategies
- Using Prediction
- Visualization

Students' reading development is monitored in grades kindergarten through five through the use of numerous assessments such as regular benchmarks, retelling, running records, and guided reading levels and progress. The implementation of leveling and monitoring student reading fluency and comprehension is being developed in the middle school years as student data allows and teacher training is designed.

New Jersey Student Learning Expectations & Anchor Standards- Writing

The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

Anchor Standards: Writing

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Note on range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Writers' Workshop

The basic philosophy behind Writers' Workshop is that students write every day for real purposes about things that interest them. Students learn the craft of writing through practice, conferring and studying mentor texts with the ultimate goal is of developing life-long writers. The Writers' Workshop has a structured order of events that occur daily within a block of time. The structure of Writers' Workshop follows a predictable pattern and set format which builds structure, expectation, and opportunity for students to write. The model always starts with a mini-lesson with the whole class in which the teacher explicitly teaches one skill, strategy, or quality of writing. Once introduced, the teaching point becomes an option for students to use in their writing.

As students move from whole class to independent writing, the teacher confers with students individually or in small groups about their writing. Through additional mini-lessons and conferences, the teacher is able to attend to individual needs, set goals for students, and reinforces previous lessons. At some point during independent writing, the teacher may choose to address an observation or remind students of prior lessons with a mid-workshop interruption which provides a mental break and refocus on writing objectives. The workshop often concludes with the whole class reconvening for a brief share. The teacher may identify a student whose work has effectively utilized a strategy or teaching point.

The philosophy and principles of Writers' Workshop create a learning environment that:

- Encourages independence
- Gives the young writer a high degree of choice within a framework
- Has procedures that are consistent for both materials and movement
- Structures the environment to encourage writers to take risks and learn their craft
- Provides a scaffolding support system to all writers
- Gives students frequent response to their writing
- Has a regular and predictable time to write and amount of time
- Gives students direct instruction in writing by different methods; whole class, small group, individual
- Uses literature to teach students the craft of writing

Management of the Writers' Workshop is an important component for a successful workshop. Addressing the organization and management of time, materials, and expectations early in the year is crucial. Plan for ongoing structure, be consistent and predictable day-to-day, be cognizant of wasting time, design the classroom for collaboration and independent work, keep supplies accessible, have expectations in place and consequences if needed, consistently monitor for student investment, let students know that they have no option but to write during the workshop, model and teach respect for writers, students should know what is expected and valued, research your students and provide individualized instruction through conferences regularly, and manage your records of conferences and small group lessons to insure all students are supported regularly (TCRWP, 2009).

The Writers' Workshop includes:

- Mini-lessons (5-15 minutes)
- Independent Writing (30+ minutes)
- Conferencing (during independent writing; 3 minutes each)
- Mid-Workshop Interruption (2-5 minutes)

- Sharing (5-10 minutes)
- Total Writer's Workshop Time: 45-60 minutes

Mini-lessons are conducted with the whole group. Ideally you have created an area of your room where the whole class can be seated on the floor. A mini-lesson is explicit instruction in a specific writing technique taught in a short 5-10 minute period at the start of the workshop. Mini-lessons provide students instruction to utilize in future writing. Teachers can use a variety of means to explicitly teach in the mini-lesson, such as showing drafts and modeling, share a student's work, read what writers say about the strategy or skill, or refer to published literature and explore author technique.

Each mini-lesson consists of:

- A connection to prior learning
- Stating the Teaching Point (objective)
- Teaching, often with a demonstration
- Active engagement in which students practice what has been taught
- A link to the conditions in which the teaching may be utilized

Mini-lessons support independence. Sometimes the mini-lesson addresses the fact that writers draw from a repertoire of strategies and make choices. While other times, the mini-lesson asks all writers to try a particular thing. However, that activity is only a small part of the writer's job and the mini-lesson reminds writers that they are to determine the main direction for their work. Finally, mini-lessons sometimes send writers in different directions in which some may be editing, some publishing, and others researching through mentor texts (TCRWP, 2009).

Independent Writing occurs back at student tables/desks following the mini-lesson.

- Students write daily.
- Students determine the topics they will write about.
- Students use a writer's notebook and/or folder for organizing writing.
- Students are at different stages of writing.
- Teacher's role is facilitator...circulating the room, monitoring, encouraging, conferencing, and providing help as needed.
- During workshop time, students are writing the entire time. They are all at different levels and stages of writing. Some may be publishing, others are working on drafts and still others are conferencing with the teacher. Children are taught early on that they are never done. Teachers will repeatedly say to them, "When you're done, you've just begun". They are directed to go back to their writing and either add to the pictures, add more detail, or perhaps start another piece. The main issue is they must get busy doing something with writing and only writing.

Conferencing occurs during the independent writing time. Conferencing can take different forms, but it is primarily the opportunity for students to receive or provide specific feedback about their work. Students often seek out their partners or another student to conference with for opinions or suggestions. Teachers actively confer with either individual students or small groups during this time also.

Planning for conference teaching points requires teachers to research individual student's needs, strengths, and weaknesses, but most importantly, to teach to the writing not the piece. Conference teaching points are not specific edits or improvements on individual writing pieces, but feedback to improve writing practice.

Researching the writer is enables conferences to be planned, but also student directed. Support and compliment the writer, ask questions, decide what the teaching point will be and how you will teach it. Be explicit in the teaching of one skill or strategy and clearly articulate what you've taught and what you encourage the student to try or expect next conference. Taking notes of conference teaching point and expectation enable the teacher to check in with appropriate feedback.

Conference Structure:

- Research
- Compliment
- Teach
- Link

Conference questions to help a teacher "lead in" to a conference:

- How is your writing developing?
- Tell me what you are writing about.
- What can I help you with?
- Read what you've written so far
- (Note: student may read aloud until the teacher identifies a teaching point. Students should not read an entire piece, nor should teachers take the student's writing and read it silently).

Questions asked to focus instruction during a conference:

- Why are you writing this?
- What are you working on?
- I do not understand...
- What can you do to help your reader see, (hear, feel, etc.)...?
- How can we slow this down?
- What are you planning to happen next?

Sharing is often done with the whole class to end the Writer's Workshop, but partner or small group sharing may also be utilized.

- Sharing is an integral part to the writer's workshop.
- Students are given opportunities to share their writing piece, expose strategies they found helpful, share literature that inspired a piece of writing, and/or share a seed idea from their writer's notebook.
- This time allows writers to learn from each other and to see/hear good examples of writing.
- This time also allows for students to practice speaking orally.

The Writing Process

Writers write through stages which are known by a variety of names, but all equate to a multi-stepped development called the writing process. Our curricular model utilizes and validates that writing is a process in which all students write, but within individual levels and abilities. Although there is no simple formula for good writing, most successful writers view writing as both a means of communication and a process involving these several stages of development.

Pre-writing or Rehearsal is to develop ideas. The beginning phase of the writing process takes place in students' writers' notebooks. Students develop strategies to generate ideas within the genres of writing. "They learn that when they live their lives as writers, the details of their lives are worth thinking about" (Calkins, 2006, p. 15). Students collect entries in their notebooks, explore potential stories and essays, select seed ideas, and begin to plan, in writing or through mental rehearsal, their first draft.

Drafting is writing with little regard to strategy; it's the opportunity to pour ideas onto the page, try a variety of techniques, and "being full of one's subject and keeping one's eye on that subject" (p. 17). As students develop in their drafting skills they increase fluency and expression.

A key point about first drafts is that they should be completed in one sitting. "Fast and furious," is the term Lucy Calkins uses. It's the one day dream of the story and all of the feelings from beginning to end.

Revision is literally to "re-see" the draft for honesty, storytelling, meaning, and through the lens of the writer's purpose. It is "a process of making changes throughout the writing of a draft, changes that work to make the draft congruent with a writer's changing intentions." The revising stage of the writing process may also be utilized for sharing to get feedback, conferencing, and exploring new strategies.

Revision requires specific teaching, strategies, and skills which may be developed through whole class mini-lessons, small group lessons, or conferences. Merely requiring students to revise or just to spend more time revising will not necessarily produce improved writing. Calkins (*The Art of Writing*, 1986) recommends that students discuss positive rather than negative aspects of their writings. "Why not," she asks, "ask them to find bits of their writing—words, lines, passages—which seem essential, and then ask them to explore why these sections are so very significant?"

Editing occurs after numerous revisions and on pieces that are meant for publishing. Editing involves much more than correcting spelling, and students learn that they are to also check for punctuation and a variety of it, verb tense agreement, sentence structure, and precise language and word choice. Teachers teach editing in mini-lessons which are aligned to what the majority of the class needs; small group or individual instruction may also be utilized. Students may become more independent through the use of editing checklists.

During editing a student is also encouraged to use available resources, including those skills and strategies previously taught in mini-lessons. Once a skill or strategy has been explicitly taught, it should become a part of the *drafting* phase for students.

Once a child has edited, a teacher or peer will likely confer offering one or two strategies for an additional edit with the goal towards a published piece that reflects what the student is capable of producing in that unit at that time.

Editing checklists should be explicitly taught and developed. An excellent resource for Skills to Include on an Editing Checklist can be found in *Writing Workshop: Essential Guide*; Fletcher & Portalupi (2001).

Publishing student writing can be a powerful means of motivating revision and editing. Publication instills pride and provides an incentive to produce good work. Authentic audiences, purposeful communication, teacher modeling all provide opportunities to improve student writing outcomes. Celebrating writer’s efforts through a unit changes future writing and values the work of the writer (Calkins, 2009).

When writing, stages often overlap, most writers engage in some aspects of rehearsal, drafting, revising, and editing simultaneously--finding ideas, considering possible methods of organization, and looking for the right words. And even as writers draft or revise their pieces, they may discover ideas that had not occurred to them before. In fact, no two writers approach the writing process in exactly the same way, but all successful writers work in some orderly way.

We note, through our unit development, that it takes time to fully utilize each step of the writing process. We note that each step of the process must be taught explicitly and often for different purposes. We note that each step of the process is authentic, necessary, and valued, but not applicable for every piece of writing; not all pieces deserve to be published.

New Jersey Student Learning Expectations & Anchor Standards - Speaking and Listening

The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

Anchor Standards for Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

New Jersey Student Learning Expectations & Anchor Standards - Language

The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

Anchor Standards for Language

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to

use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Grammar and Conventions

In the article, “Supporting Convention Work in the Units of Study: Punctuation and Spelling,” author Anna Gratz Cockerille (2016) explains,

One of the bottom-line essentials of writing instruction, detailed in Chapter 3 of *A Guide to the Common Core Writing Workshop*, part of the *Units of Study for Opinion, Information, and Narrative Writing* by Lucy Calkins and colleagues, is this:

‘Children deserve to be taught explicitly how to write. Instruction matters—and this includes instruction in spelling and conventions as well as in the qualities and strategies of good writing.’ Further, Lucy explains, ‘Writing improves in a palpable, dramatic fashion when students are given explicit instruction, lots of time to write, clear goals, and powerful feedback (p.21).’

Certainly, students need clear, explicit instruction in convention rules such as proper spelling, punctuation, and grammar. Often, in classrooms using a writing process approach, more emphasis is placed on convention instruction while most students are in the editing phase of the writing process. After all, as Lucy writes in *The Guide*, ‘A writer will always write with the conventions that are easily under his control, but once a text is almost ready for readers, the writer will want to edit it, taking extra care to make the text clearer and more correct. Often the writer will use outside assistance—from a partner or a teacher—to edit (p.22).

Some examples of instruction that might take place as students are editing are:

- A lesson on punctuating dialogue in a narrative unit.
- A lesson on proper spelling and punctuation of definitions for domain specific vocabulary in an information unit.
- A lesson on punctuation to offset transition words and phrases in an opinion unit.

In addition to instruction to support their editing, students need ongoing instruction in conventions throughout the writing process.

For example:

- A lesson on paragraphing to support students while they draft in any writing genre.
- A lesson on verb tense to support students to try multiple approaches as they revise in a narrative unit.
- A lesson on proper punctuation of source material to support students as they research in an information or opinion unit.

And when does convention instruction happen in writing workshop? That all depends on the needs of the writers in the classroom. Some conventions lessons are big and important enough to warrant a whole-class mini-lesson. Others work better as small-group instruction, particularly when only a handful of students show a need for them. Many work well tucked into a mid-workshop teaching point or a share session at the end of a minilesson. *The Units of Study for Opinion, Information, and Narrative Writing* have examples of all of these kinds of

lessons in each unit (“Supporting Convention Work in the Units of Study: Punctuation and Spelling,” Cokerille, 2016).

Word Study

Our goal is authentic, effective and meaningful word study, spelling, and application in reading and writing across content areas. In order to support individual student's strengths and weaknesses, word study (WOrds Their Way) offers opportunity for differentiation as determined by spelling and high frequency word inventories.

Our goal is for students to be aware spellers as they read and write. Working closely with and studying words is the best way to achieve that goal.

What is word study?

Word study provides students with opportunities to investigate and understand the patterns in words.

Knowledge of these patterns means that students needn't learn to spell one word at a time. (For example, the difference between "hard c" (as in cat) and "soft c" (as in cell). After collecting many words containing the letter "c," students discover that "c" is usually hard when followed by consonants (as in clue and crayon) and the vowels "a," "o," and "u" (as in cat, cot, and cut). In contrast, "c" is usually soft when followed by "i," "e," and "y" (as in circus, celery, and cycle).

Students learn, though, that spelling patterns exist and that these patterns help to explain how to spell, read, and write words.

Word study is also designed to build word knowledge that can be applied to both reading and spelling (Henderson, 1992; Zutell, 1998). Because it is closely tied to reading instruction, it also develops students' abilities in phonics, word recognition, and vocabulary (Baker, 2000).

A cycle of instruction for word study might include the following:

- introduce the spelling pattern by choosing words for students to sort
- encourage students to discover the pattern in their reading and writing
- use reinforcement activities to help students relate this pattern to previously acquired word knowledge

Assessment

In both reading and writing, it is important to understand that student assessment and evaluation is ongoing and completed using many different techniques. Whatever technique the teacher decides to use must be clear so students understand what is expected of them.

For readers, a combination of theme tests, vocabulary assignments, rubrics, and responses are utilized across the kindergarten through eighth grade levels. Specific assessments including comprehensive benchmarks and running records are also utilized in the elementary grades; these results are maintained in individual Literacy Portfolios to assist year-to-year articulation of student development.

For writers, a variety of assessments are utilized for both unit-by-unit development and progress throughout the year. Rubrics, portfolios, Writer's Notebooks, and conference notes enable teachers to document student learning, strengths, and weaknesses regularly. Specific to the Writer's Workshop are performance-based, on-demand pieces in which students write in the genre they have most recently studied, published pieces for each unit of writing, self-assessments, and individual instructional assessments as an outcome of conferences.

"Good writing teachers assess student writers every day. One of the most important things, if not the most important thing, that defines good writing teachers is that they are constantly learning about their students as writers. For good writing teachers, writing assessment is a habit of mind" (Anderson, 2005).

Writing Pathways and Reading Pathways

Multiple resources are available in both the Units of Study *Writing Pathways* and the *Reading Pathways* which both contain Performance Assessments and Learning Progressions to support assessment and individual student achievement.

"These assessment tools make progress in writing as transparent, concrete, and attainable as possible and put ownership for this progress into the hands of learners, allowing students and teachers to work toward a very clear image of what good writing entails."

—Lucy Calkins, *Writing Pathways*

Pathways includes:

- **Learning progressions** which map the specific benchmarks students will master for every grade level
- **On-demand writing prompts** that support school-wide performance assessment
- **Student checklists** to help students set goals and integrate crucial self-assessment into their work
- **Rubrics** to support individual teachers and professional learning communities as they evaluate mastery and plan instruction within and across grade levels
- **Student samples** that illustrate different ways students have exemplified standards and highlight essential features of each genre
- **Annotated exemplar pieces** on the same topic for every grade level that highlight the traits you can expect to see at each level of the learning progressions.

Observation and Conference Notes

Anecdotal notes are an excellent evaluation technique in almost all curricular areas with no exception in writers' workshop. The purpose of anecdotal notes is to observe students while they work and record the observations for later study. The records are very useful in establishing patterns in student's work ethic and behaviors during class time. For example, a teacher may realize that a student seems to be off task during the

prewriting stage of the workshop. This may be the result of a student having trouble with ideas and getting a story started. The teacher can then work one on one with the student to rectify this problem.

Specific observations of student struggle will also lead to individual conferences. Anecdotal records of conference topics aid in assessing students' progress and application of skills and strategies.

Rubrics

A rubric is a scoring tool that describes what the characteristics of a piece of work looks like at a variety of levels from excellent to poor. A rubric is useful because:

It clarifies the examiners expectations

Allows the examinee to self-assess

Allows the examinee to determine what he/she must do next

Lets the examinee know the criteria for assessment

Allows the evaluation to become more objective rather than subjective

A variety of rubric examples and resources are available in Appendix D. It is additionally recommended that teachers create their own rubrics as determined by class expectations for conventions and grammar, individual conferences, and teacher identified mini-lessons.

Portfolios

A student's writing portfolio is a place where students can store their writing. Some of this writing may be pre-writes from the writer's notebook, first drafts, and published pieces. Throughout the year the students have the chance to select pieces of writing from their portfolios that best represents their writing abilities and prove their progress. Perhaps one of the most important characteristics of the writing portfolio is that it offers the students the ability to assess their own writing growth. Students can compare earlier samples of writing to show what they have learned. Portfolios may follow students from one grade level to the next.

Portfolios also offer teachers, and even parents, the opportunity to reflect upon students' development as writers over time. Assessing growth in primary writers requires a number of pieces of writing. Asking questions about patterns, risk-taking, knowledge of language, strengths, and future instructional needs enable teachers to support students development through the writing process (*Writing Workshop: The Essential Guide*, 2001). Reflective questions for intermediate writers begin to focus upon self-assessment, use of time, and specific strengths.

2017 - 2018 Literacy Calendars

Kindergarten 2017-18

Reading Unit + key standards	Writing Unit + key standards	Approx. Begin	Approx. Ends
We are Readers, Unit 1 RF.K.1 RF. K.2	Writing Unit: Launching the Writing Workshop, Unit 1 RL.K.6 W.K.5	September	mid-November
Superpowers: Reading with Print Strategies and Sight Word Power, Unit 2 RF.K.1 RF.K.4 RL.K.1 RL.K.2	Writing for Readers, Unit 2 W.K.2 W.K.7	mid November-	January
Bigger Books, Bigger Reading Muscles Unit 3 RF.K.1 RF.K.2 RF.K.4	How-To Books: Writing to Teach Others Unit 3 All About Writing, If Then Curriculum W.K.2 W.K.3 W.K.5 W.K.7	mid January	March
Avid Readers, Unit 4 RF.K.2 RF.K.4 RL.K.1 RL.K.10. RL.K.2 RL.K.3	Persuasive Writing of All Kinds, Unit 4 W.K.5 W.K.6 W.K.7	April	June

Kindergarten 2017-18

Unit 1

Reading Unit: We are Readers, Unit 1

Writing Unit: Launching the Writing Workshop, Unit 1

Time of Year: September - mid November

Approximate Number of Days: 43

Overview of Unit (Reading): Students will be introduced to reading. They are given instruction in the foundation of reading and given opportunities to become readers. They will be introduced to different types of texts. They will begin learning sound/symbol relationships and high frequency words.

Overview of Unit (Writing): This unit helps students to think of a topic, draw, and do their best approximation of writing. Students will draw from their experiences and use pictures, letters and/or phonetically spell words to write a story. It is an overview of the Writing Workshop, teaching students to add more detail and how to begin a new piece.

Word Study: Phonological Awareness and Words their Way

Overview of Phonological awareness: This unit is designed to help young children become aware of the speech sounds in words and how the alphabet represents these sounds. They will be given opportunities to reflect on the sounds in words with the main focus on speech sound awareness, rhyme, and beginning/ending sounds.

Assessments: Concepts of print, ESGI, on-demand writing prompts, conferencing, checklists, (pre/post, use of learning progressions, minimum after each bend - reading and writing, rubrics)

Unit 2

Reading Unit: Superpowers: Reading with Print Strategies and Sight Word Power, Unit 2

Writing Unit: Writing for Readers, Unit 2

Time of Year: mid November- January

Approximate Number of Days: 43 days

Overview of Unit (Reading): This unit will focus on becoming better at reading by using everything students know about looking at both the pictures and words. Students will focus on strategies they may use for reading familiar texts using the pictures and the patterns. Students will use a combination of strategies, not just one in isolation. At the end of the unit, students will engage ways to read books with automaticity, phrasing and expression.

Overview of Unit (Writing): This unit teaches students to write so it is easy for others to read. Students will learn to write in sentences and reread their work as they write. Students will be introduced to other tools to help them with their writing such as a vowel chart, word wall, and checklists. Students will also work in partnerships. Students will revise their stories by adding details. At the end of this unit, students will choose one piece to publish.

Word Study: Phonological Awareness and Words their Way

Overview of Phonological awareness: This unit is designed to help students gain a conscious awareness of the phonemes in words to learn the alphabetic language. Students will learn beginning, ending and medial sounds.

Assessments: Concepts of print, ESGI, on-demand writing prompts, conferencing, checklists, running records

Unit 3

Reading Unit: Bigger Books, Bigger Reading Muscles Unit 3

Writing Unit: How-To Books: Writing to Teach Others Unit 3; All About Writing, If Then Curriculum

Time of Year: mid January - March

Approximate Number of Days: 43 days

Overview of Unit (Reading): This unit will orient students as bigger readers, tackling harder and harder books. Students will be introduced to books that contain more challenges, including an increase in complex patterns. They will integrate information from the picture and the initial consonant sound to determine what the tricky word is to extend their knowledge of letters and sounds. At the end of the unit, students will recognize that how they think and read stories will grow and change.

Overview of Unit (Writing): This unit will teach students that they can teach each other how to do things. They will determine the difference between narrative and informational texts. Students will choose activities they know how to do to write many how-to books. They will collaborate with partners in revising their work. At the end of the unit, students will learn how to share their books with a specific audience.

Additionally, students will write multiple information books about different topics. They will use a combination of drawing, dictating, and writing to compose informative texts.

Word Study: Phonological Awareness and Words their Way

Overview of Phonological awareness: This unit will continue help students gain a conscious awareness of the phonemes in words to learn the alphabetic language. Students will learn beginning, ending, medial, blends, and digraphs sounds.

Assessments: ESGI, on-demand writing prompts, conferencing, checklists, running records, anecdotal notes (pre/post, use of learning progressions, minimum after each bend - reading and writing, rubrics)

Unit 4

Reading Unit: Avid Readers, Unit 4

Writing Unit: Persuasive Writing of All Kinds, Unit 4

Time of Year: April to June

Approximate Number of Days: 52

Overview of Unit (Reading): The purpose of this unit is to celebrate the work students have done all year. This unit will build students' reading stamina, comprehension, and the ways in which they talk about their books with their reading partners. Students will become nonfiction readers who can explain what they have learned to others, and they talk like experts using fancy words that go with the topic. As the unit concludes, students will celebrate how much they have grown and accomplished in kindergarten.

Overview of Unit (Writing): This unit will help students look at the world in a new way: how could they make things better? Students will make lists, signs, and petitions, using words and pictures. Students will try to convince an audience of their opinion.

Word Study: Word Study

Overview: This unit is designed to solidify medial sounds and patterns using word families. During this unit students will also compare long and short vowels.

Assessments: Concepts of print, ESGI, on-demand writing prompts, conferencing, checklists, running records

Grade 1 2017-18

Reading Unit + key standards	Writing Unit + key standards	Approx. Begin	Approx. Ends
Building Good Reading Habits RL.1.1. RL.1.2. RL.1.3. RL.1.7. RF.1.1.	Narrative Small Moments W1.3, W1.8. W1.5. L.1.1 L.1.2 SL.1.1 SL.1.2 SL.1.3 SL.1.5	Sept.	Oct.
Word Detectives If/Then Curriculum RL.1.5. RI.1.9. RF.1.2	How To Books (Unit 3 Kindergarten, Explorations in Nonfiction) W.1.7 L.1.4	Nov.	Dec.
Learning About the World RI.1.1. RI.1.2. RI.1.10. RI.1.5. RI.1.6.R.F.1.3.	Information Chapter Books W.1.2 W.1.8 L.1.1. L.1.2.SL.1.1.SL.1.2.SL.1.3. SL.1.5.	Jan.	March
Readers Have Big Jobs to Do RI.1.1. RI.1.2. RI.1.10. RI.1.5.RI.1.6. R.F.1.3. R.F.1.4	Writing Reviews Opinion W.1.1 W.1.2. W.1.8. L.1.1. L.1.2. SL.1.1. SL.1.2. SL.1.3. SL.1.4 SL.1.5. SL.1.6	April	May
Meeting Characters and Learning Lessons RL.1.9.RI.1.8.	From Scenes to Series Fiction - Narrative SL.1.4 SL.1.5. L.1.5. L.1.6.	May	June

Grade 1 2017-18

Unit 1: Launch

Reading: Building Good Reading Habits

Writing: Narrative – Small Moments (writing with focus, detail, and dialogue)

Time of year: September-October

Duration: approx. 6 weeks

Overview: Children are introduced into the structure and expectations of both reading and writing workshop.

Goals:

TLWBAT develop good reading habits for before, during, and after reading by learning to preview, predict, and retell books.

TLWBAT tackle harder words by drawing from learned reading/monitoring strategies

TLWBAT strengthen their own repertoire of reading strategies by applying them as a team

TLWBAT write like an author by writing small moment stories with independence

TLWBAT bring the people in their stories to life by learning to make them move and talk

TLWBAT plan, revise, edit, rewrite, and publish narrative writing pieces

Assessments: Conferencing, Checklists, Running-Records, On-Demands, Published Writing Pieces

Unit 2: If/Then Curriculum

Reading: Word Detectives Use All They Know to Solve Words

Writing: How-To Books (Unit- 3 Kindergarten/Explorations in NF writing)

Time of year: November-December

Duration: approx. 5 weeks

Overview:

Reading: Children learning to become word detectives, being alert for difficult words, using what they know to solve words, able to draw on prior knowledge, and increase their bank of high frequency words.

Writing: Students will learn how to write procedural texts

Goals:

TLWBAT monitor their reading by drawing on prior knowledge to solve tricky words

TLWBAT increase their bank of high frequency words by practicing new strategies

TLWBAT decode contractions and compound words by breaking words apart and studying their endings

TLWBAT write a procedural text by writing nonfiction how-to books

Assessments: Conferencing, Checklists, Running-Records, On-Demands, Published Writing Pieces, Information Writing Checklist (student centered)

Unit 3: Nonfiction

Reading: Learning About the World

Writing: Information – Non Fiction Chapter Books

Time of year: January- early March

Duration: approx. 6 weeks

Overview: Children will be introduced to the world of nonfiction through reading writing.

Goals:

TLWBAT integrate knowledge from multiple sources by learning about different print, syntax, and meaning.

TLWBAT know and use various text features by locating key facts or information in a text.

TLWBAT check that the words they read look right and make sense by decoding and monitoring

TLWBAT write various teaching books by learning about the structure and procedure of informational text

Assessments: Conferencing, Checklists, Running-Records, On-Demands, Published Writing Pieces

Unit 4: Books 3

Reading: Readers Have Big Jobs to Do (Fluency, Phonics, and Comprehension)

Writing: Writing Reviews (Opinion)

Time of year: April-May

Duration: approx. 5.5 weeks

Overview: Children will be introduced to Opinion Writing. Children will learn to monitor reading using fluency, phonics and comprehension strategies.

Goals:

TLWBAT demonstrate that they are ready to take on important jobs as a reader.

TLWBAT utilize a variety of tools to read harder words.

TLWBAT practice comprehension strategies to understand more challenging texts.

TLWBAT demonstrate improved fluency through read-alouds and partner reading.

TLWBAT make judgements about collections and identify ways to begin writing about their opinion.

TLWBAT identify convincing words to use when writing to persuade by listening to mentor text.

TLWBAT understand why people write book reviews and ways we can make them better.

Assessments: Conferencing, Checklists, Running-Records, On-Demands, Published Writing Pieces

Unit 5 - Books 4

Reading - Meeting Characters and Learning Lessons - A Study of Story Elements

Writing - From Scenes to Series - Fiction - Narrative

Time of year: May-June

Duration: approx. 4.5 weeks

Overview: The learners will be studying different types of story elements such as characters and their learned lessons.

The learners will become pretenders. They will invent their own characters and small moment adventures to write realistic fiction series

Goals:

TLWBAT envision what's happening and where a story is taking place by using the pictures and details in a text

TLWBAT learn all they can about characters by paying attention to detail in their books

TLWBAT identify life lessons inside of a book by thinking about the problems characters face and consider how problems were solved inside of a text

TLWBAT share opinions about their books by thinking about the stories they love the most and making recommendations to share the reasons why

TLWBAT write realistic fiction stories by using pretending skills and what they already know about small moment writing

TLWBAT write realistic fiction series by studying series mentor texts (e.g. Henry and Mudge)

Assessments: Conferencing, Checklists, Running-Records, On-Demands, Published Writing Pieces, on-going post-it notes

Grade 2 2017-18

Science	Reading Unit + key standards	Writing Unit + key standards	Approx. Begin	Approx Ends
Launching Science - structures/routines 2-PS1-1,2-PS1-2,K-2-ETS1-1	Launching Reading Workshop - structures/routines/runni ng records SL.2.1,SL2.2,SL2.3	Launching Writing Workshop - structures/routines SL2.1,SL2.2,SL2.3	Sept.	Sept.
Earth’s Systems: Processes that Shape the Earth 2-Ess1-1,2-ESS2-1,2-ESS2-2, 2-ESS2-3	Reading Growth Spurt RF2.3, RF2.4,SL2.1,SL2.2,SL2.3	Narrative Writing W2.3,W2.5,W2.8,SL2.1, SL2.2,SL2.3	Oct.	Nov..
Structure & Properties of Matter 2-PS1-1,2-PS1-2,2-PS1-3, 2-PS1-4	Composers Mini- Unit RI2.1,RI2.9,RI2.10,SL2.1,S L2.2,SL2.3	Opinion W2.1,W2.5,W2.7,SL2.1, SL2.2,SL2.3	Dec.	Dec.
Structure & Properties of Matter 2-PS1-1,2-PS1-2,2-PS1-3, 2-PS1-4	Bigger Books/Amping up Reading Power RL2.1,RL2.9,SL2.1,SL2.2,S L2.3	Revisiting Narrative Writing/Story Elements W2.3,W2.5,W2.8,SL2.1 ,SL2.2,SL2.3	Jan.	Feb.
Interdependent Relationships in Ecosystems 2-LS2-1,2-LS2-2,2-LS4-1	Series Book Clubs RL2.1,RL2.3,RL2.6,RL2.7, SL2.1,SL2.2,SL2.3	Revisiting Opinion Writing W2.1,W2.5,W2.8,SL2.1, WL2.2,SL2.3	Mid Feb.	March
Interdependent Relationships in Ecosystems 2-LS2-1,2-LS2-2,2-LS4-1	Reading Poetry RL2.4,SL2.1,SL2.2,SL2.3	Writing Poetry W2.5,SL2.1,SL2.2,SL2.3, SL2.5	April	April
Interdependent Relationships in Ecosystems 2-LS2-1,2-LS2-2,2-LS4-1	Non-Fiction RI2.1,RI2.2,RI2.4,RI2.5,RI 2.7,2.9,RI2.10,SL2.1,SL2.2 ,SL2.3	Lab Reports & Science Books W2.2,W2.5,W2.7,SL2.1,SL 2.2,SL2.3,SL2.6	Mid April	June
Engineering Design K-2-ETS1-1,K-2-ETS1-2, K-2-ETS1-3			June	June

Grade 2

Launch Unit

Launching the Reading & Writing Workshop

Time of Year: September

Duration: September 6 – September 29

Overview of Unit – Children are introduced and taught the structures and expectations of reading and writing workshop.

Goals:

- Students will understand the expectations and routines of reading and writing workshop.
- Students will become a community of readers and writers.
- Students will choose just right books.
- Students will learn the importance of reading and writing with meaning.

Assessments: Beginning of Year Reading Assessments – Second Grade Dolch/Red Word Lists, Beginning of Year Words Their Way Spelling Assessments, Beginning of Year Running Records – Level Set , Beginning of Year Kidbiz - Level Set (Online), Writing Assessments Begin with Unit 1

Unit 1

Second Grade Reading Growth Spurt & Improving Narrative Writing

Time of Year: October/November

Duration: October 2 – November 30

Overview of Unit – Taking Charge of Reading, Working Hard to Solve Tricky Words & Paying Close Attention to Authors & Studying the Masters for Inspiration & Ideas, Noticing Author’s Craft, Studying Imagery, Tension & Literary Language In Owl Moon & Study Your Own Authors

Goals:

- Students will choose books that support their reading level.
- Students will use a variety of strategies to support fluid reading
- Students will monitor for understanding as they read
- Students will learn importance of reading with meaning.
- Students will generate ideas to write about small moments
- Students will practice phonics, word recognition, and phonics skills through guided reading.

Reading Assessments

Unit 1 Second Grade Common Comprehension & Strategy Assessment (Summative Assessment)

Teacher/Student Conferences using Hierarchy Provided by Jen Serravallo (Formative Assessment)

Reading Reflection Comprehension/Connection Responses (Guided Reading)
(Formative Assessment)

Continued Running Records

Continued Kidbiz

Continued Dolch/Red Word Lists

Continued Words Their Way Formative Assessments

Pre-On Demand – Close Read Assessment

Post-On Demand – Close Read Assessment

Writing Assessments

Resources - Writing Pathways – Performance Assessments & Learning Progressions Book (Lucy Calkins)

Pre – On Demand – Small Moment Writing p. 182

Post – On Demand – Small Moment Writing p. 182

Learning Progression Chart for Narrative Writing – p. 178-181

Student Narrative Checklist – p. 188

Unit 2

Composer (Mini-Reading Unit) & Opinion Writing

Time of Year: December

Duration: December 4 – December 22

Overview of Unit – Expose Learners to the Culture of Classical Composers, Write an Opinion Piece Based on Their Favorite Composer

Goals:

- Students will Actively Listen to Biographies On Beethoven, Mozart, Tchaikovsky & Handel
- Students will Participate in Book Talk
- Students will Writing Opinion Piece About their Favorite Composer
- Students will Watch & Listen to Informational Videos & Compositions on Composers

Reading Assessments

- Unit 2 Second Grade Comprehension & Strategy Assessment (Summative Assessment)
- Teacher/Student Conferences using Hierarchy Provided by Jen Serravallo (Formative Assessment)
- Reading Reflection Comprehension/Connection Responses (Guided Reading)
(Formative Assessment)
- Continued Running Records
- Continued Kidbiz Level Sets
- Continued Dolch/Red Word Lists
- Continued Words Their Way Formative Assessments

Writing Assessments

- Resources - Writing Pathways – Performance Assessments & Learning Progressions Book (Lucy Calkins)
- Pre – On Demand –Opinion Writing p. 86
- Post – On Demand –Opinion Writing p. 86
- Learning Progression Chart for Opinion Writing – p. 82 – 85
- Student Opinion Checklist – p. 92

Unit 3

Bigger Books Mean Amping Up Reading Power

Revisiting Narrative Writing – Writing A Story Incorporating Story Elements

Time of Year: January/February

Duration: January 2 – February 16

Overview of Unit – Reading with Fluency, Understanding Literary Language, Meeting the Challenges of Longer Books, Tackling Goals in the Company of Others, Becoming Experts on Author’s Craft, Sharing Opinions with the World, Revisiting Narrative Writing – How Do Writers Write Well-Elaborated Stories Including Story Elements

Goals:

- Students will use strategies to build fluency
- Students will understand author’s craft
- Students will read with stamina
- Students will re-evaluate reading goals
- Students will read like writers & notice the story elements (Character, Setting, Events, Problem, Solution)
- Students will plan & write sequenced realistic fiction stories including revising & editing
- Students will write with elaboration

Reading Assessments

- Unit 3 Second Grade Common Comprehension & Strategy Assessment (Summative Assessment)
- Teacher/Student Conferences using Hierarchy Provided by Jen Serravallo (Formative Assessment)
- Reading Reflection Comprehension/Connection Responses (Guided Reading)
(Formative Assessment)
- Mid-Year Running Records
- Mid-Year Kidbiz Level Sets
- Continued Dolch/Red Word Lists

Mid-Year Words Their Way Assessments
Pre-On Demand – Close Read Assessment
Post-On Demand – Close Read Assessment

Writing Assessments

Resources - Writing Pathways – Performance Assessments & Learning Progressions Book (Lucy Calkins)
Pre – On Demand – Story Element Writing
Post – On Demand – Story Element Writing
Learning Progression Chart for Narrative Writing – p. 178-179
Student Narrative Checklist – p. 188

Unit 4

Series Book Clubs & Revisiting Opinion Writing

Time of Year: February/March

Duration: February 19 – March 30

Overview of Unit – Becoming Experts on Characters, Becoming Experts on Author’s Craft, Sharing Opinions with the World, Revisiting Opinion Writing

Goals:

- Students will become experts on characters (main characters, responding to problems & other characters, characters similarities throughout series)
- Students will become experts on Author’s Craft through pictures, literary language
- Students will share opinions about book
- Students will write opinion letters with greater detail

Reading Assessments

Unit 4 Second Grade Common Comprehension & Strategy Assessment (Summative Assessment)
Teacher/Student Conferences using Hierarchy Provided by Jen Serravallo (Formative Assessment)
Reading Reflection Comprehension/Connection Responses (Guided Reading)
(Formative Assessment)

Continued Running Records

Continued Kidbiz Level Sets

Continued Dolch/Red Word Lists

Continued Words Their Way Formative Assessments

Pre-On Demand – Close Read Assessment

Post-On Demand – Close Read Assessment

Writing Assessments

Resources - Writing Pathways – Performance Assessments & Learning Progressions Book (Lucy Calkins)
Pre – On Demand – Opinion Writing 86
Post – On Demand –Opinion Writing 86
Learning Progression Chart for Opinion Writing – p. 82 – 85
Student Opinion Writing Checklist – p. 92

Unit 5

Reading Poetry (Mini Unit)

Time of Year: April

Duration: April 9-April 20

Overview of Unit – Poetry: Big Thoughts in Small Packages

Goals:

Students will see with Poet's Eyes
Students will Delve Deeper: Experimenting with Language and Sound to Create Meaning
Students will Try Structures on for Size
Students will Create their Own Poems (ie: shape poems, rhyme poems, sense poems, acrostic poems, color poems)

Reading Assessments

Unit 5 Second Grade Common Comprehension & Strategy Assessment (Summative Assessment)
Teacher/Student Conferences using Hierarchy Provided by Jen Serravallo (Formative Assessment)
Reading Reflection Comprehension/Connection Responses (Guided Reading)
(Formative Assessment)
Continued Running Records
Continued Kidbiz Level Sets
Continued Dolch/Red Word Lists
Continued Words Their Way Formative Assessments

Writing Assessments

Student Generated Poems
Student Poetry Checklist

Unit 6

Reading Nonfiction & Lab Reports and Science Books

Time of Year: April/May/June

Duration: April 23 – June 1

Overview of Unit – Becoming Experts: Reading Nonfiction, Lab Reports & Science Books

Goals:

- Students will Think Hard & Growing Knowledge While Reading Nonfiction
- Students will Learn the Lingo of a Topic
- Students will Read Across a Topic
- Students will Writing as Scientists Do
- Students will Writing to Teach Others About Our Discoveries
- Students will Writing about Forces and Motion in Information Books

Reading Assessments

Unit 6 Second Grade Common Comprehension & Strategy Assessment (Summative Assessment)
Teacher/Student Conferences using Hierarchy Provided by Jen Serravallo (Formative Assessment)
Student Science Journals (Formative Assessment)
End of Year Running Records
End of Year Kidbiz Level Sets
End of Year Dolch/Red Word Lists
End of Year Words Their Way Formative Assessments
Pre-On Demand – Close Read Assessment
Post-On Demand – Close Read Assessment
Weekly Reader Task Sheets

Writing Assessments

Resources - Writing Pathways – Performance Assessments & Learning Progressions Book (Lucy Calkins)
Pre – On Demand –Informational Writing p. 128
Post – On Demand –Informational Writing p. 128
Learning Progression Chart for Informational Writing – p. 124-127
Student Informative Checklist – p. 134

Grade 3 2017-18

Reading Unit + key standards	Writing Unit + key standards	Approx. Begin	Approx. Ends
Unit 1 Building a Reading Life NJSLSA.R2.NJSLSA.R4.RL.3.4. RI.3.2	Unit 1 Crafting True Stories NJSLSA.W3. NJSLSA.W4. NJSLSA.W5.NJSLSA.W6.NJSLSA.W 10. W.3.3	September 8th	October 24th
Unit 2 Mystery RL.3.1. RL.3.5. RI.3.3.	Unit 2 Changing the World NJSLSA.W1.NJSLSA.W4.NJSLSA.W 8. NJSLSA.W9.	October 25th	December 12th
Unit 3 Reading to Learn NJSLSA.R5. NJSLSA.R6. NJSLSA.R10. RL.3.1. RI.3.4. RI.3.6. RI.3.7. RI.3.8.	Unit 3 Art of Informational Writing NJSLSA.W1. NJSLSA.W2. NJSLSA.W7. NJSLSA.W8. NJSLSA.W9. W.3.2. W.3.7. W.3.8.	December 13	February 5th
Unit 4 Character Studies RI.3.1. RL.3.2. RI.3.3. RI.3.6. RI.3.7. RI.3.9.	Unit 4 Once Upon a Time NJSLSA.W3. NJSLSA.W4. NJSLSA.W5. NJSLSA.W6. NJSLSA.W9. W.3.2. W.3.3	February 6th	April 6th
Unit 5 Research Club NJSLSA.R1. NJSLSA.R5. NJSLSA.R6. RL.3.1. RL.3.4. RL.3.7. RI.3.8	Unit 5 Writing About Research (If...Then) W.3.1. W.3.2. W.3.5. NJSLSA.W1. NJSLSA.W2. NJSLSA.W3.	April 9th	May 18th
Unit 6 Book Clubs/Book Tasting	Unit 6 Poetry: Writing, Thinking, and Seeing More	May 19th	June 20th

Unit 1

Reading Unit: Building a Reading Life

Writing Unit: Crafting True Stories

Overview of Unit (Reading): The big work of this unit is to instill in your children the lifelong habits of strong readers. Students will learn to choose books wisely and get a lot of reading done, keeping track of how reading is going and addressing problems along the way. Students will also learn to talk about books with others, and apply on-the-run comprehension strategies to synthesize all the parts of the text.

Overview of Unit (Writing): Young writers will be recruited to become invested in the writing workshop. They will build upon what they could do in second grade, learn how to keep a notebook versus a writing folder, and build independence and initiative.

Time of Year: September 8 - October 24

Approximate Number of Days: 30 days

Assessments: Pre-test, Post-test, close reads, assessment after each bend (see full unit plan)

Unit 2

Reading Unit: Mystery

Writing Unit: Changing the World

Time of Year: October 25 - December 12

Approximate Number of Days: 30

Overview of Unit (Reading): Students will engage with partners and ask thoughtful questions. Students will read their mysteries, keeping track of clues, wondering about suspects, noting points of confusion, and discussing their thinking with partners. You will raise the level of their work by helping them to think about the genre as a whole.

Overview of Unit (Writing): Teacher will rally students to write with lots of volume. Writers are encouraged to transfer and apply what they learn in the first portion of the unit to their later work, each time at higher levels of cognitive challenge and with more independence.

Assessments: Pre-test, Post-test, close reads, assessment after each bend (see full unit plan)

Unit 3

Reading Unit: Reading to Learn

Writing Unit: The Art of Informational Writing

Time of Year: December 13- February 5

Approximate Number of Days: 30 days

Overview of Unit (Reading): Students will read expository text to figure out the main idea and supporting details. They will learn to think and talk back to the text they are reading. Students will learn that they can also benefit from reading narrative nonfiction text with attentiveness to structure.

Overview of Unit (Writing): Students will be able to elaborate on a topic while learning facts, definitions and other important details as they write their informational writing piece. Students will also focus on using transition words to add information, compare and contrast different ideas in their writing.

Assessments: Pre-test, Post-test, close reads, assessment after each bend (see full unit plan)

Unit 4

Reading Unit: Character Studies

Writing Unit: Once Upon a Time

Time of Year: February 6-April 6

Approximate Number of Days: 30 days

Overview of Unit (Reading): Children will practice making observations about the characters in their books. Students will be introduced to book clubs and learn the habits and work of clubs. Students will learn that readers often compare books that go together in some way.

Overview of Unit (Writing): During this unit, students will be able to study story lines as well as qualities of fairy tales. Students will then have the opportunity to adapt a fairy tale. Students will continue to self-assess throughout the writing process using checklists and rubrics to guide them.

Assessments: Pre-test, Post-test, close reads, assessment after each bend (see full unit plan)

Unit 5 - Under development

Reading Unit: Research Clubs

Writing Unit: Writing About Research (If.. Then)

Time of Year: April 9th- May 18th

Approximate Number of Days: 30 days

Assessments: Pre-test, Post-test, close reads, assessment after each bend (see full unit plan)

Unit 6 - Under development

Reading Unit: Book Clubs/Book Tasting

Writing Unit: Poetry: Writing, Thinking, and Seeing More

Time of Year: May 19th - June 20

Approximate Number of Days: 30 days

Assessments: Pre-test, Post-test, close reads, assessment after each bend (see full unit plan)

Grade 4 2017-18

Reading Unit + key standards	Writing Unit + key standards	Approx. Begin	Approx. Ends
Unit 1 Interpreting Characters: The Heart of the Story RL.4.1, RL.4.2, RL.4.3, RL.4.10	Unit 1 The Arc of Story: Writing Realistic Fiction W.4.3 A-E, W.4.4, W.4.5, W.4.8	09/07	11/03
<p>On Demand Assessment & Application Days</p> <ol style="list-style-type: none"> 1. Watch video and analyze characters/ traits 2. Nonfiction article- impact of time period on people (thoughts/ actions) 			
Unit 2 Reading the Weather, Reading the World: Purposeful Reading of Nonfiction Text RI.4.1, RI.4.2, RI.4.3, RI.4.5, RI.4.9	Unit 2 Boxes and Bullets: Personal and Persuasive Essays W.4.1 A-D, W.4.4, W.4.5, W.4.8	11/06	01/12
<p>On Demand Assessment & Application Days</p> <ol style="list-style-type: none"> 1. Main Idea and Key Details in Math Word Problem 2. Debate using student relatable topic (Dress code) using silent poster responses 3. Ball toss debate 			
Unit 4 Historical Fiction Clubs RL.4.1, RL.4.2, RL.4.3, SL.4.1 A-D	Unit 4 The Literacy Essay: Writing About Fiction W. 4.1 A-D, W.4.4, W.4.5, W.4.8	01//16	03/02
<p>On Demand Assessment & Application Days</p> <ol style="list-style-type: none"> 1. STEAM Challenge: Traveling Through the Time (Importance of listening to the ideas of others)- 2 Days 			
Unit 3 Reading History: The American Revolution RI.4.3, RI.4.6, RI.4.7, RI.4.8	Writing About Unit 3 Reading W.4.1 A-D, W.4.4, W.4.5	03/05	03/29
<p>On Demand Assessment & Application Days</p> <ol style="list-style-type: none"> 1. Boston Massacre Crime Scene 			
Poetry RL.4.1, RL.4.2, RL.4.4, RL.4.5	Poetry and Writing About Poetry W.4.4	04/09	04/27
<p>On Demand Assessment & Application Days</p>			
Research for Unit 3 Writing RI.4.3, RI.4.7, RI.4.9	Unit 3* (Titled Unit 6 (3W)) Bringing History to Life W.4.2 A-E, W.4.7, W.4.9 B	04/30	06/01
<p>On Demand Assessment & Application Days</p> <ol style="list-style-type: none"> 1. Synthesis of text and video 			
Book Clubs RL.4.1, RL.4.3, SL.4.1 A-D	Revision Unit W.4.3 A-E, W.4.5	06/04	06/20

Grade 4 2017-18

Unit 1

Reading Unit: Unit 1- Interpreting Characters: The Heart of the Story

Writing Unit: Unit 1- The Arc of Story: Writing Realistic Fiction

Time of Year: September 7- November 3

Approximate Number of Days: 40 Days

Overview of Unit (Reading): In this unit readers will learn to choose books they can read with comprehension and fluency. Students will be introduced to the structures, routines, and habits of a richly literate reading workshop. Additionally, students will learn to grow significant, text-based ideas about characters. Readers will shift their focus from studying characters to building interpretations.

Overview of Unit Writing): In this unit writers learn ways to live like writers. They collect ideas by paying attention to small moments in life and stories. Students will develop a story idea through a main character. Students will list and understand the external/internal traits as well as the character's wants and needs. The story arc will be used to develop and create a story through planning stages.

Assessments:

Reading

Pre-Assessment Student Rubric

Post-Assessment Student Rubric

Learning Progression (3-4) Learning Progression (4-5)

Bend 1 Assessment: Read and Respond- Students will read their independent text intensely by envisioning. Students will identify a character trait based on text evidence.

Bend 2 Assessment: Fiction Close Read

Writing

Pre-Assessment

Post- Assessment: Flash Draft of Fiction Story

Narrative Writing Rubric

Narrative Writing Learning Progression

Bend 1 Assessment: Completed Story Arc

Bend 2 Assessment: Use Learning Progression to Assess Ending

Bend 3 Assessment: Use Learning Progression to Assess Fiction Stories

Bend 4 Assessment: Use Learning Progression to Assess Independent Fiction Projects

Unit 2

Reading Unit: Unit 2- Reading the Weather, Reading the World: Purposeful Reading of Nonfiction Text

Writing Unit: Unit 2- Boxes and Bullets: Personal and Persuasive Essays

Time of Year: November 6 to January 12

Approximate Number of Days: 40 Days

Overview of Unit (Reading): Throughout this unit readers will become equipped with the strategies needed to tackle increasingly difficult nonfiction texts. The class will engage in a shared research project. Additionally, students will be organized into research teams to investigate an assigned extreme weather event or natural disaster. Finally, readers will close read to compare and contrast sources, thus allowing students to evaluate the credibility of sources.

Overview of Unit (Writing): Students will develop a sense of "whole essay". They will begin by writing personal essays then turning into persuasive essays by using parts of their experiences. Students will use an anecdotal paragraph as evidence to support their opinion. Students will write out their evidence and organize using transition words and phrases.

Assessments:

Reading

Pre-Assessment Student Rubric

Post Assessment Student Rubric

Learning Progression (3-4) Learning Progression (4-5)

Bend 1 Assessment: Nonfiction Close Read

Bend 2 Assessment: Research Presentation (Assessment of Content and Speaking and Listening)

Writing

Pre-Assessment

Post- Assessment: Flash Draft of Persuasive Essay

Informational Writing Rubric

Informational Writing Learning Progression

Unit 3 (4)

Reading Unit: Unit 4- Historical Fiction Clubs

Writing Unit: Unit 4- The Literacy Essay: Writing About Fiction

Time of Year: January 16 to March 2

Approximate Number of Days: 31 Days

Overview of Unit (Reading): In this unit readers will learn to read in ways that allow them to make deep, rich interpretations and to engage in strong analytical reading. Students will read shared historical fiction from a particular era with support from a book club. Students will learn to synthesize the evolving settings with the plotlines and subplots of the text they are reading. Finally, students will synthesize fiction and nonfiction texts to more deeply understand the content.

Overview of Unit (Writing): Students will utilize close reading to write structured compelling essays that make and support claims and analyze, unpack and incorporate evidence. Children will compare and contrast themes and topics in literature, analyze similarities and differences in the approaches two text take.

Students will also learn ways to structure a compare and contrast essay and cite evidence from two texts in a seamless purposely way.

Assessment:

Reading:

Pre-Assessment Student Rubric

Post-Assessment Student Rubric

Learning Progression (3-4) Learning Progression (4-5)

Bend 1 Assessment: Journal Entry stating the historical events that are shaping the character's perspective.

Bend 2 Assessment: Fiction Close Read

Writing:

Pre-Assessment

Post- Assessment: Flash Draft of Literary Essay

Opinion Writing Rubric

Opinion: Writing Learning Progression

Bend 1 Assessment: Self Assess Progress Towards Goals (p. 85)

Bend 2 Assessment: Use Learning Progression to Assess Writing First Edited Literary Essay

Bend 3 Assessment: Final Literary Essay

Unit 4 (3R)

Reading Unit: Unit 3- Reading History: The American Revolution

Time of Year: Reading: March 5 to March 29

Approximate Number of Days: 18 Days

Overview of Unit (Reading): In this unit readers will learn to read like historians. Students will embark on a research project about the events leading up to the American Revolution. Students will learn to build their knowledge about a historical era by reading accessible texts from multiple points of view. Lastly, students will engage in a debate. In preparation for the debate students will gather evidence and angle it to support their side.

Reading Assessment:

Pre-Assessment Student Rubric

Post-Assessment Student Rubric

Learning Progression (3-4) Learning Progression (4-5)

Bend 1 Assessment: Research Presentation (Assessment of Content and Speaking and Listening)

Unit 5

Poetry - Under development

Reading Unit: Poetry

Writing Unit: Poetry: Writing, Thinking, and Seeing More

Time of Year: April

Approximate Number of Days: 12 days

Assessments: Pre-test, Post-test, close reads, assessment after each bend (see full unit plan)

Unit 6 (3W)

Writing Unit: Unit 3- Bringing History to Life

Time of Year: April 30 to June 1

Approximate Number of Days: 24 Days

Overview of Unit (Writing): In this unit writers will utilize their knowledge of writing informational pieces to write two informational chapters about the American Revolution. Students will learn to organize their writing by including formatting such as headings and subheadings as well as increasingly sophisticated transition words and phrases. The unit will conclude with students moving from organizing information to developing their own historical interpretations.

Writing Assessments:

Pre-Assessment

Post- Assessment: Flash Draft of Informational Essay

Informational Writing Rubric

Informational Learning Progression

Bend 1 Assessment: Use Learning Progression to Assess Informational Writing

Bend 2 Assessment: Self-Assessment of Informational Writing Using Informational Writing Checklist

Bend 3 Assessment: Use Learning Progression to Assess Informational Essay

Unit 7 - Under development

Reading Unit: Book Clubs

Writing Unit: Revision Unit

Time of Year: June

Approximate Number of Days: 12 days

Assessments: Pre-test, Post-test, close reads, assessment after each bend (see full unit plan)

Grade 5 2017-18

Reading Unit + key standards	Writing Unit + key standards	Approx. Begin	Approx. Ends
On Demand Narrative	On Demand Narrative	9/7 and 9/8	9/7 and 9/8
Launch: Building a Reading Life RF 5.3, 5.4	Launch: Living Like a Writer W 5.3, 5.4, 5.10	9/11	9/15
Pre Assessment for Unit 1	Pre Assessment for Narrative Craft	9/18	9/19
Interpretation of Book Clubs: Analyzing Themes (Book 1) RL: 5.2, 5.3, 5.4, 5.5 L 5.4 SL: 5.1	Narrative Craft Book 1: W 5.3, 5.4, 5.5 L 5.3	9/20	10/24
Post Assessment	Post Assessment	10/25	10/25
Pre Assessment for Book 2: Nonfiction	Pre Assessment for Information Writing Up the Ladder	10/26	10/27
Tackling Complexity: Moving Up Levels of Nonfiction (19 Sessions) RI: 5.1, 5.4, 5.5, 5.7, 5.9	Information Writing Up the Ladder (20 Sessions) W 5.2, 5.5 L 5.2 SL 5.2	10/30	12/1
Post Assessment	Post Assessment	12/4	12/4
Pre Assessment for Book 3: Argument and Advocacy	Pre Assessment for Book 3: The Research-Based Argument Essay	12/5	12/5
Argument and Advocacy: Researching Debatable Issues (Book 3) RI: 5.1, 5.3, 5.6, 5.8, 5.10 L 5.2	The Research Based Argument Essay (Book 3) W 5.1, 5.9 L 5.1 SL 5.3, 5.4	12/6	1/15
Post Assessment	Post Assessment	1/16	1/16

Pre Assessment for Reading Differently	Pre Assessment Literary Essay	1/17	1/17
Reading Differently to Get Ready to Write About Your Reading (Curricular Calendar)	Literary Essay: Opening Texts and Seeing More	1/18	2/15
Post Assessment	Post Assessment	2/16	2/16
Pre Assessment Fantasy Book 4	Pre Assessment for Fantasy Writing	2/19	2/19
Fantasy Book Clubs: The Magic of Themes and Symbols RL: 5.5, 5.7, 5.10 L 5.5	Fantasy Writing (If...Then) W 5.6, 5.8, 5.9 SL 5.5	2/21	3/21

Post Assessment	Post Assessment	3/22	3/22
TEST PREP	TEST PREP	3/23	4/13
Pre Assessment	Pre Assessment	4./16	4/16
Learning through Reading:Westward Expansion (If...then) RI: 5.2, 5.3	The Lens of History:Research Reports W 5.7, 5.9, 5.10	4/17	5/18
Post Assessment	Post Assessment	5/21	5/21

Grade 5 2017-18

Unit 1

Reading Unit 1: Interpretation of Book Clubs- Analyzing Themes

Writing Unit: Personal Narrative Writing

Time of Year: Mid Sept. - End of October

Approximate Number of Days: 23 days

Overview of Unit (Reading): Readers will lift the level of their writing about reading. They will draw on many ways for reading closely, alert of how story elements interact and details that seem to represent big ideas. Students read through the lens of tentative ideas and questions to help them develop evidence-based theories. Reading Clubs will work with a novel that has nuanced characters and multiple subplots. They consider what the text teaches as well as an overarching theme and weighing which detail best supports each theme. They will read analytically and notice how authors develop the same theme and to compare and contrast texts that develop a similar theme.

Overview of Unit (Writing): In this unit, students will crystallize their images of strong narratives, self-assess using student facing rubrics, and set goals that accelerate their achievement.

Assessments for Reading

1. PRE- Interpretation of Book Clubs: Analyzing Themes Grade 5: Fiction , Unit 1
2. POST- Interpretation of Book Clubs: Analyzing Themes. Grade 5:Fiction, Unit 1

(pre/post, use of learning progressions, minimum after each bend - reading and writing, rubrics)

Assessments for Writing: (Found in Narrative Craft Teacher Resource Book)

1. PRE- On Demand Personal Narrative. Beginning of Year. 1 Day
2. POST- Subsequent On Demand. End of Narrative Unit. 1 Day.

Unit 2

Reading Unit: Tackling Complexity: Moving Up Levels of Nonfiction

Writing Unit: Up The Ladder Information Units of Study

Time of Year: End of October - Beginning of December

Approximate Number of Days: 20 days

Overview of Unit (Reading): Across this unit, students will study ways in which their texts are becoming more complex, and they will realize that the reading strategies they used to rely on are insufficient for these new challenges. Readers will see that a text is complex and , rather than becoming discouraged, turn independently to the strategies they need for support.

Overview of Unit (Writing): This unit provides the students with with lots of opportunities to write information texts on topics of personal expertise. The unit helps them envision the larger topic of an

information text as being comprised of smaller subtopics separately, bucketing them. They learn to write with concrete, specific information and to elaborate, saying more about kernels of information. The goal of this unit is to accelerate the students' growth in this genre while also helping them to build their identities as writers, their volume of writing.

Assessments:

Reading PRE- Tackling Complexity: Moving Up Levels of Nonfiction Grade 5: Nonfiction, Unit 2

Reading POST- Tackling Complexity: Moving Up Levels of Nonfiction Grade 5: Nonfiction, Unit 2

Unit 3

Reading Unit: Argument and Advocacy- Researching Debatable Issues

Writing Unit: The Research-Based Argument Essay

Time of Year: Dec- Mid January

Approximate Number of Days: 21 days

Overview of Unit (Reading): This unit helps to aim to help students tackle more difficult and dense informational texts with greater agency and intellectual independence. The students will draw on all they have learned on how to read complex nonfiction in order to research and make arguments about provocative, debatable issues. This will entail reading arguments and also reading informational texts in a more critical and analytic way.

Overview of Unit (Writing): In this unit, students are expected to plan and rehearse their writing; collect, sort, and select from an abundance of specific information; assess their writing using checklists; study and emulate the work of mentor writers; draw upon a host of revision and editing strategies as well as knowledge of good writing to improve their drafts; meet publishing deadlines; and help each other within a community of writers.

Assessments:

PRE-Argument and Advocacy: Researching Debatable Issues Grade 5: Nonfiction, Unit 3.

POST- Argument and Advocacy: Researching Debatable Issues Grade 5: Nonfiction, Unit 3

Unit 4 - Under development

Reading Unit: Reading Differently

Writing Unit: Literary Essay

Time of Year:

Approximate Number of Days:

Assessments: Pre-test, Post-test, close reads, assessment after each bend (see full unit plan)

Unit 5 Under Development

Reading Unit: Fantasy Book Clubs

Writing Unit: Narrative Fantasy

Time of Year:

Approximate Number of Days:

Assessments: Pre-test, Post-test, close reads, assessment after each bend (see full unit plan)

Unit 6

Reading: If...Then Curriculum. Learning Through Reading: Westward Expansion

Writing: The Lens of History- Research Reports

Time of Year: May-June

Approximate Number of Days: 20

Overview of Unit (Reading): This unit offers students the opportunity to use their nonfiction reading skills to

research a historical time period. The students will be devoted to reading about Westward Expansion Time period in general ways and building background knowledge and practicing the nonfiction reading skills they have learned. Then, they focus attention on a particular aspect of that time period in order to give them a chance to become true experts on a subtopic that they will also teach others about through report writing. After, students read to build theories and think more critically. The goal is for students to be seamlessly transferring and applying their learning from one subject to another.

Overview of Unit (Writing): This unit teaches with vigor and clarity, a handful of rather than a vast array of qualities of strong informational writing, and students' progress toward producing this sort of informational writing is tracked, supported, and expected.

Assessments:

(pre/post, use of learning progressions, minimum after each bend - reading and writing, rubrics)

Grade 6 2017-18

Reading Unit + key standards	Writing Unit + key standards	Approx. Begin	Approx. Ends
Launching Reading Workshop	Launching Writing Workshop	Early Sept	Mid Sept
Interpretation of Book Club-Analyzing Themes RL.6.2. RL.6.3. RL.6.5. RL.6.6. RI.6.2. RI.6.3	Personal Narrative- Crafting Powerful Life Stories W.6.3. W.6.4. W.6.5.	Mid Sept	End of October
A Deep Study of Character NJLSA.R3. SL.6.1. RL.6.4. RL.6.7. RL.6.9.	The Literary Essay From Character to Compare and Contrast	Nov	Dec
Reading Unit: Power of Non-fiction RL.6.1, R.I.6.7 R.I.6.2	Writing Unit: Research-Based Information Writing Books, Websites and Presentations NJLSA.W7. NJLSA.W8. NJLSA.W9.	Jan	Mid February
Additional Units to be Developed (Reading Materials Not Yet Available)			

Grade 6 2017-18

Unit 1

Reading Unit: Interpretation of Book Club-Analyzing Themes (gr 5)

Writing Unit: Personal Narrative- Crafting Powerful Life Stories (gr 5)

Time of Year: Mid September- End of October

Approximate Number of Days:23 days

Overview of Unit (Reading): Readers will lift the level of their writing about reading. They will draw on many ways for reading closely, alert of how story elements interact and details that seem to represent big ideas. Students read through the lens of tentative ideas and questions to help them develop evidence-based theories. Reading Clubs will work with a novel that has nuanced characters and multiple subplots. They consider what the text teaches as well as an overarching theme and weighing which detail best supports each theme. They will read analytically and notice how authors develop the same theme and to compare and contrast texts that develop a similar theme.

Overview of Unit (Writing):Writers will feel that their lives are worth writing about, that they can learn to write with honesty and precision. They need to know that they can tap into all the knowledge they have learned and carry that with them as they draw from a repertoire of strategies.

Assessments for Reading:

1. PRE- Interpretation of Book Clubs: Analyzing Themes Grade 5: Fiction , Unit 1
 2. POST- Interpretation of Book Clubs: Analyzing Themes. Grade 5:Fiction, Unit 1
- (pre/post, use of learning progressions, minimum after each bend - reading and writing, rubrics)

Assessments for Writing: (Found in Narrative Craft Teacher Resource Book)

1. PRE- On Demand Personal Narrative. Beginning of Year. 1 Day
2. POST- Subsequent On Demand. End of Narrative Unit. 1 Day

Unit 2

Reading Unit: A Deep Study of Character

Writing Unit: The Literary Essay From Character to Compare and Contrast

Time of Year: End of October to December

Approximate Number of Days: 20

Overview of Unit (Reading): Readers will analyze complex character traits, investigate how setting shapes characters and to analyze how characters are vehicles for themes. As the children move through this unit, the readers will take more charge of their reading lives. This unit introduces students to a variety of instructional methods and coaches students to be more independent readers.

Overview of Unit (Writing): Writers will move onto a series of lessons to develop a foundation for writer's claims as well as improve their writing skills. They will take their writing further by angling their essays to consider theme of the text they are analyzing. They will be learning new essay writing skills from crafting powerful introductions and conclusions to incorporating quotes deftly and accurately.

Assessments:

(pre/post, use of learning progressions, minimum after each bend - reading and writing, rubrics)

Unit 3

Grade Level: 6

Reading Unit: Power of Non-fiction

Writing Unit: Research-Based Information Writing Books, Websites and Presentations

Time of Year: December-Mid Jan

Approximate Number of Days: 24

Overview of Unit (Reading): Nonfiction reading skills are essential to students' achievement in virtually every academic discipline. To do science, students need to read science books and articles. To study history, they need to be skilled at reading all kinds of primary and secondary sources. When we help students become powerful readers of nonfiction, we help them become powerful learners. Students develop flexibility as they read across text types and transfer what they know from one type of text to the next. Throughout the unit, students learn to grow their ideas and to work collaboratively around high-interest texts and topics. This unit assumes you have a reading workshop up and running in your classroom and that your students have done some work in reading partnerships.

Overview of Unit (Writing): Students learn to write to write research-based informational essays explaining the important ideas related to the whole class topic of teen activism. They will be able read and analyze a wide variety of sources to develop a big- picture view of a topic. They will end this unit by flash-drafting informational essay. They will then join other authors who write informational books. They will choose compelling issues by following a trail of research. Students will then set up children to share their research on a digital platform.

Assessments:

(pre/post, use of learning progressions, minimum after each bend - reading and writing, rubrics)

Glossary of Literacy Terms

Anecdotal Records The recording of observed behavioral incidents of learning.

Book Talk The discussion of books by a teacher, librarian, or students to encourage others to read them; a discussion after a book is read; a group discussion to enhance comprehension.

Collaboration A process where teacher teams come together to analyze student data, identify students needs, create curriculum maps based on Core standards and objects and students needs, plan common lessons with common assessments to meet needs, monitor student progress, plan enrichment and reteaching.

Comprehension Comprehension is the ability to create meaning from text.

Conferences/conferring During the independent work time in a workshop, teachers move around the room and have individual conversations with students. They begin by researching the child, deciding what to teach, pick one small teaching point and demonstrate the skill or strategy to the child. The child then tries out the teaching point and the teacher links the conference to the child's ongoing work. The teacher then records the conference and uses the information to guide further instruction. The teacher also can use this information to decide what to share at the end of the workshop. This should take no longer than 3-7 minutes.

Decoding Decoding is the ability to figure out how to read unknown words by using knowledge of letters, sounds, and word patterns.

Diagnostic Assessments Specific assessments used to identify concepts, skills, and understandings students are lacking that are preventing student from making adequate progress at grade level

Differentiation Differentiation ensures that all students have access to a quality education. It suggests that students are provided with materials, instruction, and tasks to meet their educational needs.

Emergent Storybooks The teacher chooses books to read and reread aloud which support the pre-reading skills of acquiring story language and retelling a story in sequential order. Children are not expected to read the text but should be able to retell the story using pictures as a prompt, remembering the story language. Characteristics of emergent storybooks include a strong storyline, strong characters, rich story language, some repetitive text and pictures to support the text. Examples of emergent books are "The Three Billy Goats Gruff", "Caps for Sale" and "Goldilocks and the Three Bears".

Explicit Teaching according to precise directions; not leaving the student to infer or guess about meaning or concept.

Fix-up Strategies Strategies readers use to monitor understanding of text (re-read, clarify, change predictions, make new predictions, raise questions, identify unknown words, etc.).

Fluency Fluency is the ability to read text quickly, accurately and with proper expression. (National Reading Panel)

Formal Assessment Assessment procedures that contain specific rules for administration, scoring, and interpretation; generally norm-referenced and/or standardized or criterion referenced.

Formative Assessment Assessments that allow teachers to determine the degree to which students know specific concepts or can perform certain tasks. Outcomes inform future instruction for learning.

Genre A term used to categorize literary works (e.g., fairy tales, mysteries, historical fiction).

Gradual Release Of Responsibility Also called scaffolding or To/ With/ By. Teacher models, provides “think aloud”, guided practice, independent practice, and independent application and transfer.

Grand Conversations Students are involved in whole class discussions. The dialogue is student directed. In reading, these conversations give readers an opportunity to respond to text while they critique, debate, and extend each other’s ideas. The teacher facilitates students’ decisions regarding what the discussion should look and sound like. During this conversation the teacher may coach some individuals (from outside the circle) to help them join the discussion.

Graphic Organizer A visual representation of facts and concepts from text showing relationships (KWL charts, Venn Diagrams, etc.)

Guided Reading To support and encourage students to move to the next reading level, the teacher provides small group (2-6 students) reading instruction. The students in the group read at about the same level and share similar instructional needs. These groups are flexible and temporary and, change as the teacher assesses student growth. Teachers chose the same book for all students that is one level above the independent level of the students. The teacher introduces the book, anticipates tricky parts and teaches individuals as the other children in the group read independently. There may be a brief discussion of the book, reminds the students of the teaching point and then links the lesson to their everyday reading.

High-frequency Words A list of word most frequently encountered in reading, that students should recognize instantly and read with fluency. Also called Sight Words.

Independent Reading During the Reading Workshop and following the minilesson, students have time each day to read self selected, “just- right” books on their own. During this time, the teacher holds conferences, works with strategy groups, conducts guided reading groups, or records anecdotal observations of student behaviors. This gives students time to independently practice reading skills and strategies.

Independent Writing Students have an extended period of time each day to write, revise and publish stories and other text. Students become authors with purpose. Students self select topics within the unit of study. While the students are writing, the teacher holds conferences, guided writing groups, strategy groups or records anecdotal observations. This gives students an opportunity to explore written language, practice their writing skills and develop independence.

Informal Assessment Assessment procedures without rigid guidelines, used for obtaining information through task analysis, inventories, projects, portfolios, teacher made assessments, etc.

Informational Text Text based on factual information as opposed to story-based narrative text.

- **Instructional:** Text that is challenging but can be successful with explicit instruction and support (90-95% word identification & 75-90% comprehension)
- **Independent:** Text that is easy for student to read with few word-identification problems, with high comprehension (95-100% word identification & 90-100% comprehension)
- **Frustrational:** Text that is too challenging for student to read and comprehend (less than 90% word identification & less than 75% comprehension).

Interactive Read Aloud The teacher reads texts aloud that are usually reflective of the average range of instructional reading level of the students in the classroom. The teacher models what good readers do and introduce or reinforce word study skills, reading behaviors, or conversational behaviors. During the interactive read aloud, students have the opportunity to share and grow their thinking through, small group, and/or grand conversations.

Interactive Writing The teacher and students co-author a very brief text by a process in which the teacher invites individual students to approach the chart paper and contribute a particular letter or word to the co-constructed message sharing the pen. As one student makes his or her way through the group to the chart paper, the teacher engages all the others by saying something like, “Pretend to write ‘stop’ only do it with your finger-pencil on the rug-paper” or by giving students opportunities to practice using white boards or writing in the air.

Just Right books These are books that the student can decode independently with 95-98% accuracy during the first read, can retell easily and accurately, and can read with some fluency. (See also leveled or independent books.)

Leveled or Independent Books The teacher organizes books in the classroom library. These books are sorted according to “lettered” levels based on Gay Su Pinnell & Irene Fountas' Guided Reading work.

Literacy Centers Centers within the classroom, where students are able to access appropriate materials that enable them to explore and work (independently, in pairs, or in small groups) in meaningful, literacy-based activities that reinforce previous literacy instruction. A valuable tool for enhancing student independent learning while the teacher is facilitating guided reading groups.

Metacognition Reflection on one’s own thinking and learning processes; monitoring reading behavior and adjusting successfully to changing reading conditions.

Mastered This term indicates knowledge mastered or learned at the grade level. Learning should be maintained.

Mini-lessons Whole group instruction designed to teach a skill/strategy that targets the average level of the class. A mini-lesson has a specific and predictable structure, including a connection (acknowledging the work previously done), a single and clear teaching point, a demonstration of the teaching point, active involvement (during which the students can try the skill/strategy being taught), and a link (connecting the teaching point to the students’ ongoing independent work). This structure can be used in any of the curricular areas.

Modeling A scaffolded technique teachers use to explicitly teach students how to perform a particular task, strategy, or skill. It includes “think alouds” and clear examples for students to replicate.

Narrative Text A story of actual or fictional events expressed orally or in writing.

Oral Language The reception and expression of the pragmatic, syntactic, morphological, and phonological aspects of language. It involves listening and speaking.

Paired Reading who provides a model of fluent reading, helps with word recognition, and provides feedback.

Partner Reading Following Independent Reading time, partners read together to share a favorite page, ask for help with a “tricky part”, or have conversations which will help grow their thinking. Students may read alternate pages, one may read aloud while the other follows along, or the partners may read softly together.. Reading partners are assigned by the teacher, are at approximately the same reading level, and are long term.

Partner Reading/ Students reading aloud with a more fluent partner (or with a partner of equal ability

Partner Talk Students are paired off with a partner for a specific purpose during Read Aloud and workshops. Students practice talking with one another to grow ideas and become more comfortable functioning as members of a learning community. Teachers are able to assess student thinking during this time.

Phonemic Awareness This is the ability to identify, isolate, and manipulate individual sounds (phonemes) in words. It is an awareness that words are made up of sounds, which are like interchangeable parts.

Phonics Phonics is the knowledge of the symbol-sound relationship (connecting sounds to letters) and the application in decoding words. A system used especially in beginning reading instruction.

Phonological awareness This is the ability to hear and identify individual sounds, words and structure of language. The ability to blend and segment phonemes is critical to the development of decoding and spelling skills. Phonological awareness is an important and reliable predictor of later reading ability and has, therefore, been the focus of much research. Phonological awareness is often confused with "phonics" but it is really a precursor to phonics. Children develop phonological awareness through verbal communication. Songs and nursery rhymes are particularly good tools for developing this auditory skill.

Picture Walk The students look at the pictures before reading a book to predict storyline, words and to activate prior knowledge.

Read Aloud The teacher chooses books to read and reread aloud over a series of days with a different teaching point each day which supports the pre-reading skills of acquiring story language and retelling a story in sequential order.

Reading Levels Levels based on students’ abilities to read and comprehend text with fluency.

Running Records A tool for coding scoring, and analyzing a student’s precise reading behaviors to determine independent and instructional reading levels. Teacher monitors word attack skills, comprehension, and fluency. Data received is used to drive instruction.

Schema Building A process of comprehension which integrates new information with a network of prior knowledge (**Background Knowledge**).

Self-monitoring Recognizing errors and dissonance while reading text and applying appropriate fix-up strategies to effectively decode and comprehend.

Semantics Semantics is the meaning of language (See also syntax and visual strategies)

Shared Reading All students follow along simultaneously as the teacher reads and rereads for several days a single enlarged text. Students will read along with the teacher and each other during subsequent readings. Over the course of the week, teachers may introduce print conventions, introduce a reading skill, encourage

predictions, rewrite parts (endings, tense, or change words), act out or add gestures, brainstorm words to replace a simple word, notice word or sentence structures, find letters and/or words they recognize, notice patterns, use picture support, or practice fluency through echo or choral reading. The text is at or slightly above the average instructional level of the class. The text should be a big book, song, poem or chant on chart paper or an overhead and should be at the average instructional reading level of the class. The text must be big enough for everyone to read together. These texts need to have rhythm, rhyme and repetition.

Shared Writing The teacher models good writing for students. The students discuss a topic and share their ideas while the teacher records them on chart paper in story or paragraph form. The teacher writes and thinks aloud in order to demonstrate the skills and/or strategies being taught and/or reinforced.

Stamina Stamina is the ability to stick with a task, such as reading and writing, for longer periods of time.

Strategy Lessons A “mini” mini lesson with a small group of students who need similar coaching and support in any area of balanced literacy, They may not necessarily be at the same level, but demonstrate similar needs (e.g., finding a topic, inferring, fluency).

Summative Assessment Evaluations given at the conclusion of specific a unit, activity, class, or school year; Outcomes are the culmination of a teaching/learning process.

Synthesis The combining of separate ideas to form a coherent encompassing idea.

Text Reading material, including narrative and informational.

Word Wall A systematically organized collection of words displayed in large letters on a wall or large display place in the classroom. Words should come from grade level high frequency words, grade level content specific words, and other words of importance. It is a tool to use, not just a display!

Writer’s Workshop A block of time devoted to teaching the writing process which includes student planning, drafting, and editing compositions for publication.