

# Unit 1: Launching Reading and Writing Workshops

## READING

### Big Ideas from the Unit to Support Student Proficiency in Meeting Reading Standards

- View themselves as readers and members of a diverse community of readers.
- Know what good readers do.
- Develop fluency and reading strategies for both decoding and comprehension.
- Listen to, respond to, and discuss literature from a variety of cultures with partners and in small groups.
- Use classroom rituals and routines to work independently and with others.

#### Progress Report Indicators

**Standard 1:**

Read and understand a variety of materials at Level 3 (C).

Demonstrate phonological awareness with rhymes, beginning sounds, and syllables. ELA-S: Produce sounds for syllables *cha, che, chi, cho,* and *chu*.

Use a variety of strategies for reading words in target-level texts, including:

- Consistently match 1:1.
- Use beginning sounds.
- Blend CVC words (English only).
- Use known high-frequency words.
- Cross-check pictures and words.
- ELA-S: Decode words by syllables.

Demonstrate comprehension by:

- Previewing texts and predicting about books from pictures.
- Reading in short phrases most of the time.
- Retelling texts with beginnings, middles, and endings, generally in order.
- Making text-to-self connections.
- Self-monitoring and self-correcting some of the time.

Demonstrate some knowledge of story elements, including characters and events.

Sustain reading for at least 10-15 minutes with books in book bags.

**Standard 4:** During read aloud and shared reading, listen to texts and discuss predictions, connections, reactions, and questions.

**Standard 5:** Use concepts of print: titles, front and back covers, pictures, and print.

**Standard 6:**

Turn and talk appropriately with partners.

Talk about characters and make personal connections.

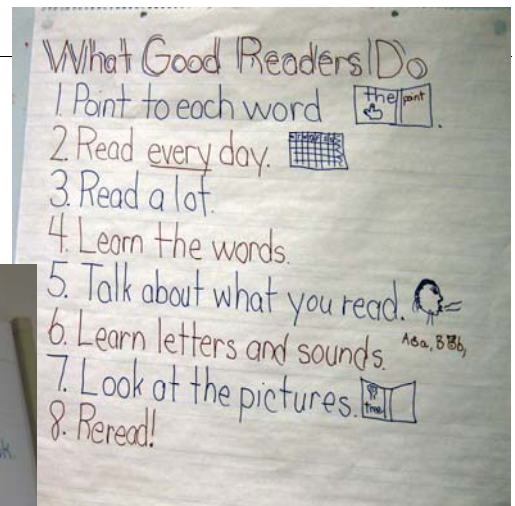
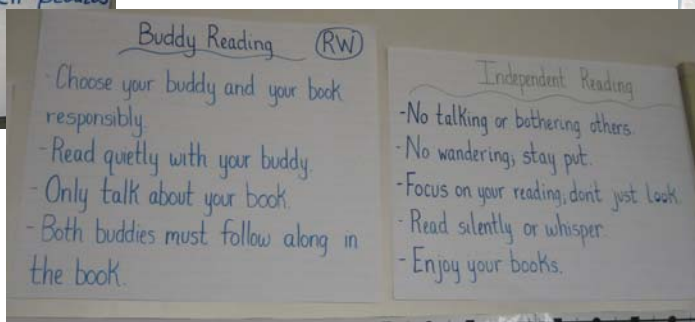
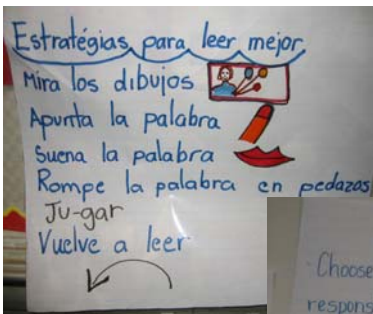
#### Bodies of Evidence and Records of Teaching

##### Bodies of Evidence

- DRA2 oral reading and word analysis information from previous spring or from current administration, if given
- Reading assessment notebooks with running records, retellings, student goals, and notes about students' use of strategies during conferences and guided reading
- Students' drawings and entries in reading response journals
- Students' book logs with records of some books read at independent levels (just-right books)
- Anecdotal notes about students' participation in discussions
- Other artifacts: \_\_\_\_\_

##### Records of Teaching

- Teacher and student co-created charts of "Reading Workshop Rituals and Routines," "What Good Readers Do," "Reading With Punctuation," "Partner Reading," "Shared Reading," "Getting Help," "Map of Classroom," and "Just-Right Books"
- Anecdotal notes from conferences and small group instruction
- Lesson plans from small group instruction
- Other artifacts: \_\_\_\_\_



## Unit 1: Launching Reading and Writing Workshops

### WRITING

#### Big Ideas from the Unit to Support Student Proficiency in Meeting Writing Standards

- View themselves as authors and members of a diverse community of writers.
- Tell, draw, and write, as best they can, stories from their lives and diverse cultural experiences.
- Use classroom rituals and routines to work independently and with others.
- Develop strategies for hearing and recording sounds, using known words, leaving spaces between words, and being risk-takers with spelling.
- Recognize and honor story structures of diverse cultures.

#### Progress Report Indicators

**Standard 2:**

Write personal stories with the following attributes.

- Content and Ideas—Real stories from their lives
- Organization—Beginnings, middles, and endings
- Style—Matching illustrations and words

Write for real-world purposes (e.g., reading journals, lists, labels).

Begin simple revising and editing of writing for publishing.

Write reading responses that include pictures, titles, and finishing sentence stems, such as "I liked the part where \_\_\_\_ because \_\_\_\_."

**Standard 3:**

Use strategies for stretching and writing sounds for words.

Know how to spell a few high-frequency words.

Use alphabet chart, word wall, and other resources.

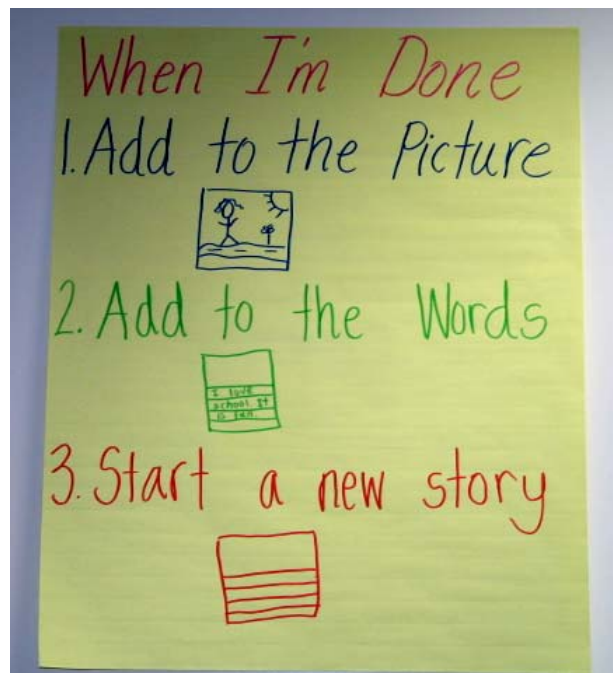
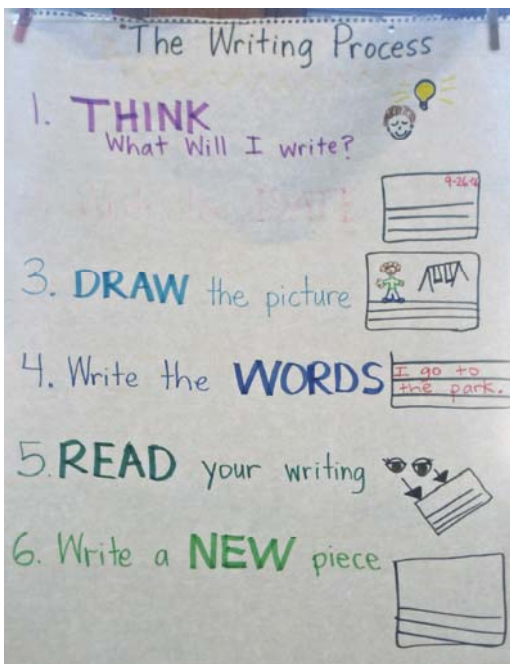
#### Bodies of Evidence and Records of Teaching

##### Bodies of Evidence

- Examples of writing and drawings
- Published personal stories and connected rubric
- Real-world writing (e.g., letters, lists)
- Reading response journal entries
- Other artifacts: \_\_\_\_\_

##### Records of Teaching

- Teacher and student co-created charts of "Writing Workshop Routines" and "What to Do When I'm Done"
- Teacher and student co-created rubric for assessing and revising texts
- Charts of modeled, shared, and interactive writing
- Other artifacts: \_\_\_\_\_



## Unit 2: Small Moments READING

### Big Ideas from the Unit to Support Student Proficiency in Meeting Reading Standards

- Develop reading strategies for decoding and comprehension.
- Solve reading problems and self-correct.
- Develop group skill of talking and listening to one another.
- Talk about characters' motives.
- Read personal narratives and identify attributes for personal narrative writing.
- Retell stories with simple narrative structures, getting stories in the correct sequence.
- Listen and respond to literature from a variety of cultures.

#### Progress Report Indicators

**Standard 1:**

Read and understand a variety of materials at Level 6 (D-E).

Demonstrate phonological awareness with rhymes, beginning sounds, and syllables. ELA-S: Produce sounds for syllables cha, che, chi, cho, and chu.

Use a variety of strategies for reading words in target-level texts, including:

- Consistently match 1:1.
- Use beginning sounds.
- Blend CVC words (English only).
- Use known high-frequency words.
- Cross-check pictures and words.
- ELA-S: Decode words by syllables.

Demonstrate comprehension by:

- Previewing texts and predicting about books from pictures.
- Reading in short phrases most of the time.
- Retelling texts with beginnings, middles, and endings, generally in order.
- Making text-to-self connections.
- Self-monitoring and self-correcting some of the time.

Demonstrate some knowledge of story elements, including characters and events.

Sustain reading for at least 10-15 minutes with books in book bags.

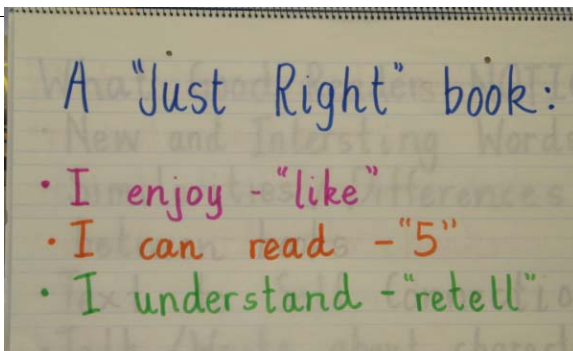
Standard 4: During read aloud and shared reading, listen to texts and discuss predictions, connections, reactions, and questions.

Standard 5: Use concepts of print: titles, front and back covers, pictures, and print.

Standard 6:

Turn and talk appropriately with partners.

Talk about characters and make personal connections.



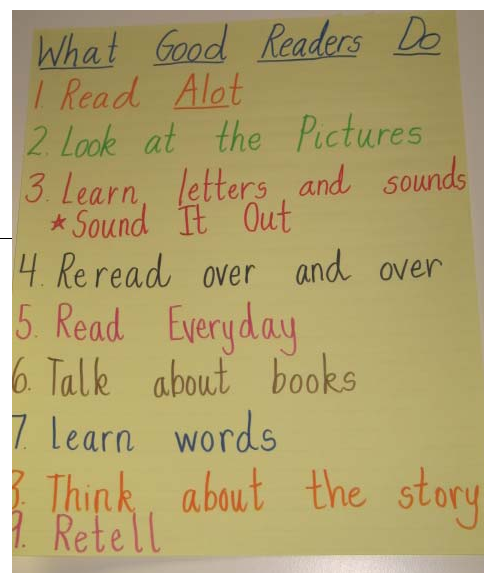
#### Bodies of Evidence and Records of Teaching

##### Bodies of Evidence

- Reading assessment notebooks with running records, retellings (including details, sequencing, and important ideas), student goals, and notes about students' use of strategies during conferences and guided reading
- Students' drawings and entries in reading response journals
- Students' book logs with records of some books read at independent levels (just-right books)
- Anecdotal notes about students' participation in discussions
- Other artifacts: \_\_\_\_\_

##### Records of Teaching

- Teacher and student co-created charts of "Reading Strategies," "Attributes of Small Moments," and "Just-Right Books"
- Students' self-assessments and goal-setting worksheets
- Lesson plans from small group instruction
- Other artifacts: \_\_\_\_\_



## Unit 2: Small Moments WRITING

### Big Ideas from the Unit to Support Student Proficiency in Meeting Writing Standards

- Tell, draw, and write personal stories and focused, small moment ideas.
- Tell stories with sequence of events, including beginnings, middles, and endings.
- Evidence plans in their writing.
- Demonstrate growing awareness of author’s craft by applying some writing strategies.
- Share and talk about writing daily.
- Continue to develop strategies for hearing and recording sounds, using known words, leaving spaces between words, and being risk-takers with spelling.
- Apply a sense of what constitutes good writing.

#### Progress Report Indicators

**Standard 2:**

Write personal stories with the following attributes.

- Content and Ideas—Real stories from their lives
- Organization—Beginnings, middles, and endings
- Style—Some writing techniques for narrative, such as:
  - Focus ideas on one small moment.
  - Have interesting endings.
  - Match illustrations and words.

Write for real-world purposes (e.g., letters, lists, labels).

Begin simple revising and editing of writing for publishing.

Write reading responses that include pictures, titles, and finishing sentence stems, such as "I liked the part where \_\_\_\_ because \_\_\_\_."

**Standard 3:**

Use strategies for stretching and writing sounds for words.

Spell some high-frequency words correctly and take spelling risks.

Leave spaces between words most of the time.

Use alphabet chart, word wall, and other resources.

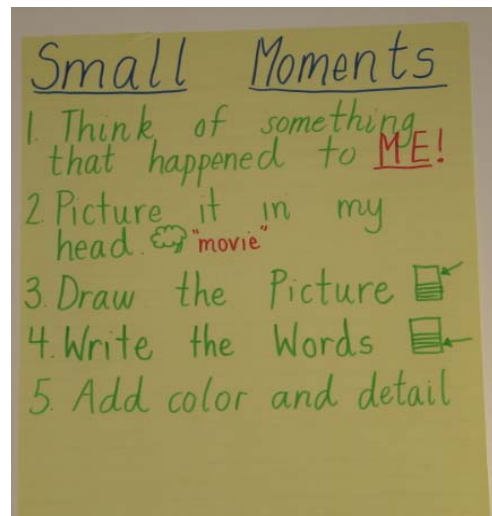
#### Bodies of Evidence and Records of Teaching

##### Bodies of Evidence

- Writing folders with “try-its” and small moment stories
- Published small moment stories and rubric
- Real-world writing (e.g., letters, lists)
- Reading response journal entries
- Other artifacts: \_\_\_\_\_

##### Records of Teaching

- Teacher examples of small moment stories, including topic ideas and beginnings, middles, and endings
- Teacher and student co-created charts demonstrating planning and text and including icons to support second language learners
- Teacher and student co-created rubric for assessing and revising texts
- Charts of modeled, shared, and interactive writing
- Interactive word wall
- Other artifacts: \_\_\_\_\_



## Unit 3: Nonfiction: How-To READING

### Big Ideas from the Unit to Support Student Proficiency in Meeting Reading Standards

- Read and follow directions.
- Use background knowledge to understand how-to texts.
- Understand and use how-to text structures and features to gain meaning.
- Understand that events are sequenced in both fiction and nonfiction.
- Visualize to follow directions and monitor for understanding.
- Use rereading to understand and follow directions.

#### Progress Report Indicators

**Standard 1:**

Read and understand a variety of materials at Level 12 (F-G).

Use a variety of strategies for reading words, such as beginning and ending sounds, onset and rime, and high-frequency words. ELA-S: Use beginning syllables and decode words that begin with vowels.

When reading target-level texts, demonstrate comprehension in a variety of ways, including:

- Activating background knowledge.
- Retelling texts using text language and vocabulary.
- Making text-to-self and text-to-world connections.
- Following sequences of steps in how-to texts.
- Self-monitoring and self-correcting some of the time.

Demonstrate specific knowledge of how-to text structures and features.

**Standard 4:**

During read aloud and shared reading, listen to texts and discuss predictions, connections, reactions, and questions.

Determine importance of details in nonfiction texts.

**Standard 5:** Use how-to features to read nonfiction texts.

**Standard 6:**

Read, listen to, and discuss texts related to different cultures (e.g., directions for crafts from different cultures).

Turn and talk appropriately with partners.

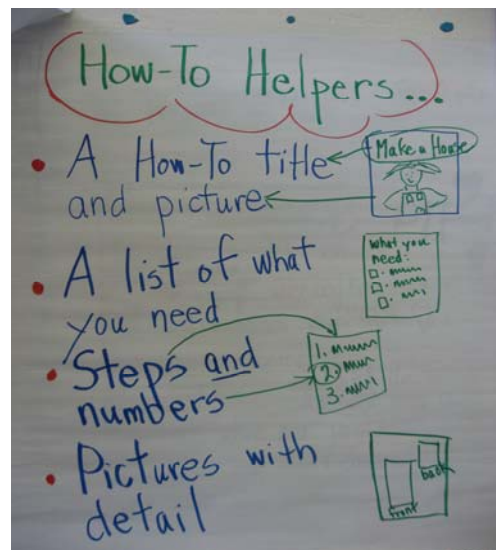
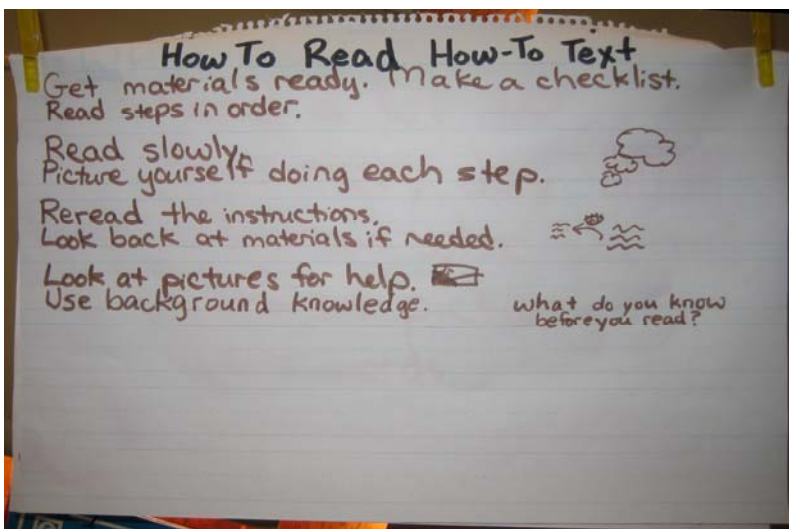
#### Bodies of Evidence and Records of Teaching

##### Bodies of Evidence

- Reading assessment notebooks with running records, retellings, student goals, and notes about students' use of strategies during conferences and guided reading
- Evidence of student use of reading strategies in how-to products created (e.g., How did students do creating projects from directions?)
- Students' entries in reading response journals
- Students' book logs with records of some books read at independent levels (just-right books)
- Anecdotal notes about students' participation in discussions
- Other artifacts: \_\_\_\_\_

##### Records of Teaching

- Teacher and student co-created charts of lists of reading strategies for how-to texts and "Characteristics of How-To Texts"
- Other artifacts: \_\_\_\_\_



## Unit 3: Nonfiction: How-To WRITING

### Big Ideas from the Unit to Support Student Proficiency in Meeting Writing Standards

- Write how-to texts from own experiences.
- Describe, in appropriate sequence and with a few details, steps of procedures.
- Use visualizing to plan steps of how-to texts.
- Use text features and illustrations when writing how-to texts.
- Revise and edit how-to texts.
- View themselves as authors and members of a community of writers.

#### Progress Report Indicators

**Standard 2:**

Write how-to texts with the following attributes.

- Content and Ideas—How to make or do something
- Organization—Complete list of materials (if applicable), sequence of steps with numbers or transition words; may have introduction and closure to engage readers
- Style—Steps clear enough to be followed; pictures to support steps

Edit and revise to clarify information and add information for publishing.

**Standard 3:**

Represent many sounds in words with correct letters.

Spell some high-frequency words correctly.

Use capital letters to begin sentences and periods to end sentences most of the time.

Use alphabet chart, word wall, and other resources.

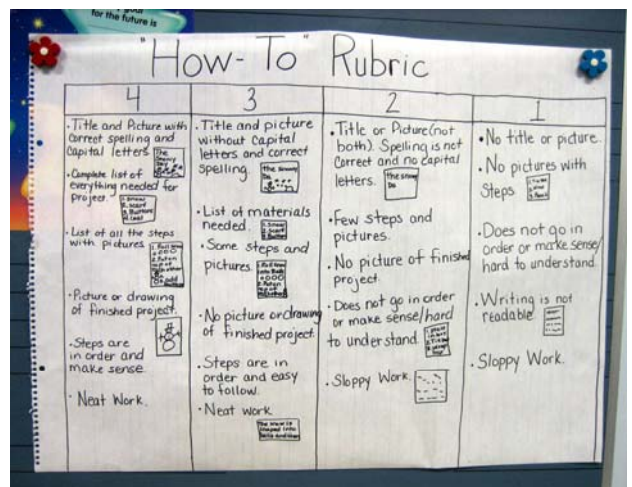
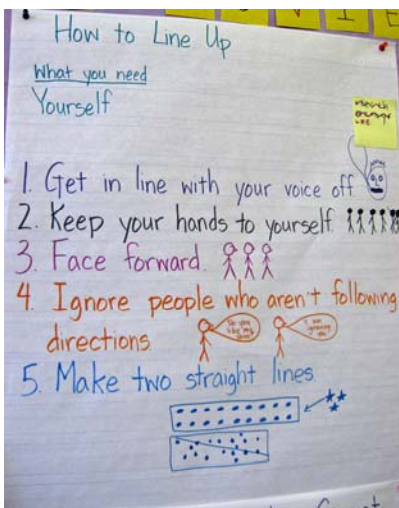
#### Bodies of Evidence and Records of Teaching

##### Bodies of Evidence

- Buddy-created poster for how-to's for school procedures or routines
- Individual student-created how-to's with self-selected topics and rubric to show how it was assessed
- Other artifacts: \_\_\_\_\_

##### Records of Teaching

- Teacher and student co-created posters for how-to's (e.g., attributes and characteristics of how-to texts) and classroom procedures developed through shared writing
- Teacher and student co-created rubric for assessing and revising how-to texts
- Other artifacts: \_\_\_\_\_



## Unit 4: Nonfiction: All-About READING

### Big Ideas from the Unit to Support Student Proficiency in Meeting Reading Standards

- Explore differences between fiction and nonfiction.
- Use organizational structures, text features, and genre language to understand nonfiction and access information.
- Use comprehension strategies for nonfiction: background knowledge, wondering, questioning, visualizing, and determining importance.
- Identify what they learn from reading nonfiction.
- Study nonfiction text features and purposes for which they are used.

#### Progress Report Indicators

**Standard 1:**

Read and understand a variety of materials at Level 12 (F-G).

Use a variety of strategies for reading words, such as beginning and ending sounds, onset and rime, and high-frequency words. ELA-S: Use beginning syllables and decode words that begin with vowels.

When reading target-level texts, demonstrate comprehension in a variety of ways, including:

- Activating background knowledge.
- Retelling text using language and vocabulary from texts.
- Identifying key facts and important details in all-about texts.
- Making text-to-self and text-to-world connections.
- Following sequences of steps in how-to texts.
- Self-monitoring and self-correcting some of the time.

Demonstrate specific knowledge of all-about text structures and features.

**Standard 4:**

During read aloud and shared reading, listen to texts and discuss predictions, connections, reactions, and questions.

Determine importance of details in nonfiction texts.

**Standard 5:** Use all-about features to read nonfiction texts, including tables of contents, headings, and diagrams.

**Standard 6:**

Read, listen to, and discuss texts related to different cultures (e.g., directions for crafts from different cultures).

Turn and talk appropriately with partners.

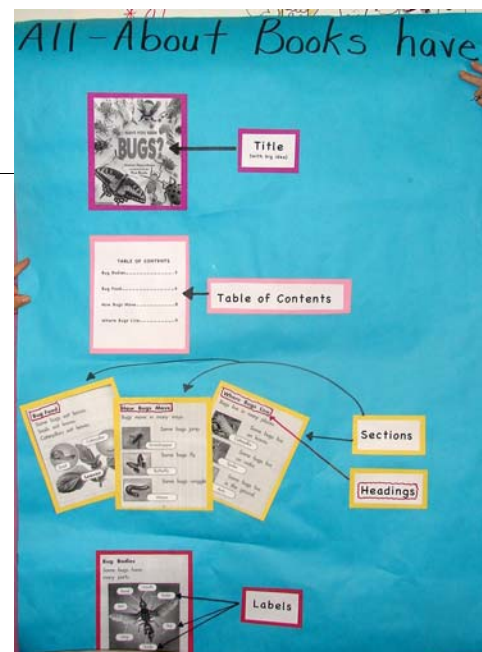
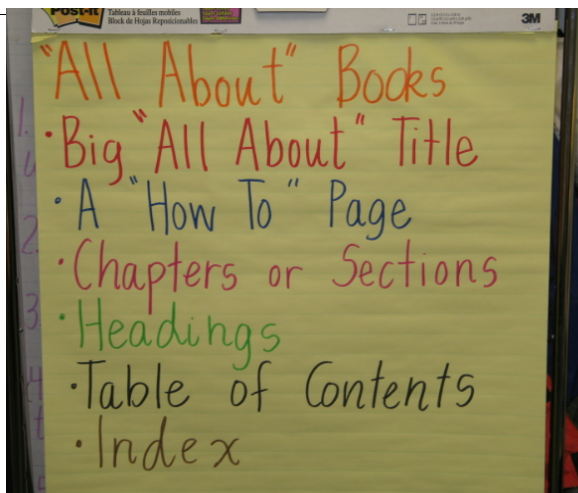
#### Bodies of Evidence and Records of Teaching

##### Bodies of Evidence

- Reading assessment notebooks with running records, retellings, student goals, and notes about students' use of strategies during conferences and guided reading
- Students' entries in reading response journals for nonfiction books
- Students' book logs with records of some nonfiction books read at independent levels (just-right books)
- Anecdotal notes about students' participation in discussions
- Other artifacts: \_\_\_\_\_

##### Records of Teaching

- Teacher and student co-created charts of lists of reading strategies for nonfiction texts, "Characteristics of All-About Texts," "Nonfiction Text Features," and "Retelling Nonfiction"
- Other artifacts: \_\_\_\_\_



## Unit 4: Nonfiction: All-About WRITING

### Big Ideas from the Unit to Support Student Proficiency in Meeting Writing Standards

- Write from own experiences.
- Gather information pertinent to familiar topics, sort into major categories, and write reports.
- Use details, photos, pictures, diagrams, and other graphics to enhance information.
- Revise, edit, publish, and share all-about books.

#### Progress Report Indicators

##### Standard 2:

Write all-about texts with the following attributes.

- Content and Ideas—Reports on things students know about; may relate to social studies or science
- Organization—Organized with nonfiction text features, such as tables of contents, “chapters,” labeled diagrams, pictures, and captions
- Style—Specific information and powerful words and descriptive details

Edit and revise to clarify information and add information for publishing.

Write reading responses that include authors and titles, pictures, one sentence or more about text (for nonfiction, what they learned).

Write for real reasons.

##### Standard 3:

Represent many sounds in words with correct letters.

Spell some high-frequency words correctly.

Use capital letters to begin sentences and periods to end sentences most of the time.

Use alphabet chart, word wall, and other resources.

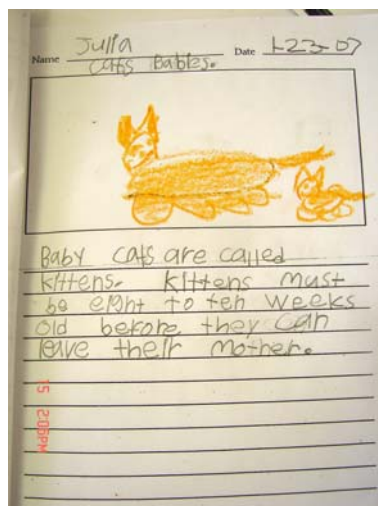
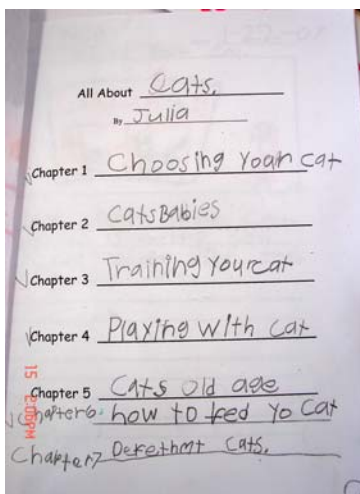
#### Bodies of Evidence and Records of Teaching

##### Bodies of Evidence

- Individual student-created all-about texts with self-selected topics and rubric to show how it was assessed
- Other artifacts: \_\_\_\_\_

##### Records of Teaching

- Teacher and student co-created posters for all-about texts (e.g., attributes and characteristics of all-about texts)
- Teacher and student co-created rubric for assessing and revising all-about texts
- Other artifacts: \_\_\_\_\_



## Unit 5: Author Studies READING

### Big Ideas from the Unit to Support Student Proficiency in Meeting Reading Standards

- Explore one author's work and life.
- Compare and contrast themes, characters, and language from multiple works by one author.
- Use connections and wonderings to understand texts' meanings.
- View themselves as readers and know good reading strategies for decoding and comprehension.
- Respond to stories in writing or using accountable talk and creative dramatics.

#### Progress Report Indicators

**Standard 1:**

Read and understand a variety of materials at Level 14 (H).

When reading target-level texts, demonstrate comprehension by:

- Reading with some expression, longer phrases, and appropriate rate (45-75 words per minute).
- Adjusting rate of reading to meet purposes for reading (e.g., dramatizing poetry).
- Activating background knowledge.
- Making text-to-self, text-to-text, and text-to-world connections.
- Self-monitoring and self-correcting when important.

Demonstrate specific knowledge of text structures, text features, and literary elements.

Read texts from a variety of genres and keep logs of books read.

Sustain reading for whole period of independent reading time.

**Standard 4:**

During read aloud, shared reading, guided reading, and independent reading, apply deeper thinking skills to:

- Predict and confirm or revise predictions while reading.
- Make inferences.
- Determine importance.
- Compare and contrast different works by the same author.

**Standard 5:**

Use a variety of resources to locate, sort, and select information.

Select appropriate books from a variety of genres, based on level and purpose for reading, for independent reading.

**Standard 6:**

Read, listen to, discuss, and compare literature representing different cultures.

Compare literary elements between and within texts.

Discuss authors' purposes.

Turn and talk and participate in small group discussions using accountable talk.

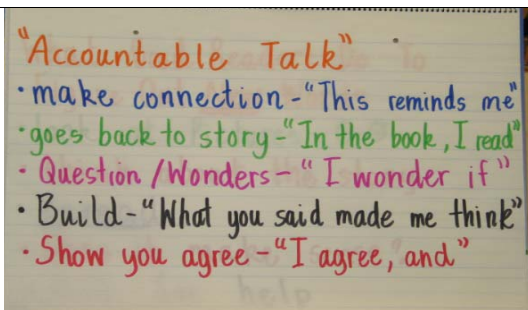
#### Bodies of Evidence and Records of Teaching

##### Bodies of Evidence

- Reading assessment notebooks with running records, retellings, and student goals (Standards 1 and 4)
- Students' drawings and entries in reading response journals (Standards 1, 4, and 6)
- Students' book logs (Standard 1)
- Other artifacts: \_\_\_\_\_

##### Records of Teaching

- Teacher and student co-created charts, such as "About the Author," "Key Features of Author's Writing," and "Accountable Talk"
- Anecdotal notes of conferences and/or small group instruction plans
- Other artifacts: \_\_\_\_\_



## Unit 5: Author Studies

### WRITING

#### Big Ideas from the Unit to Support Student Proficiency in Meeting Writing Standards

- Draw upon everyday life to create stories.
- Analyze author's work to identify and reproduce writing techniques.
- Respond to books, including introductions, retellings, connections, and reactions.
- Produce writing that tells stories that writers and others can read, using conventional and approximate spelling.

#### Progress Report Indicators

##### Standard 2:

Generate topics and develop ideas for a variety of writing purposes and audiences (e.g., personal stories, reading responses, poetry).

Use writing techniques, including:

- Interesting details and language.
- Beginnings, middles, and endings.
- Mentor authors' techniques

Use strategies and skills to draft, revise, edit, and publish written work to share with others.

Use other writers' works to improve and inspire writing.

Write reading responses that include pictures, authors' names and titles, short text summaries, and connections or reactions.

##### Standard 3:

Use phonics rules, word families, and word meanings to spell words, with most word sounds represented by the correct letters.

Spell many high-frequency words correctly.

Use capital letters to begin sentences and correct ending punctuation, including periods, question marks, and exclamation points.

Use a variety of resources for spelling and editing work, including word walls and charts.

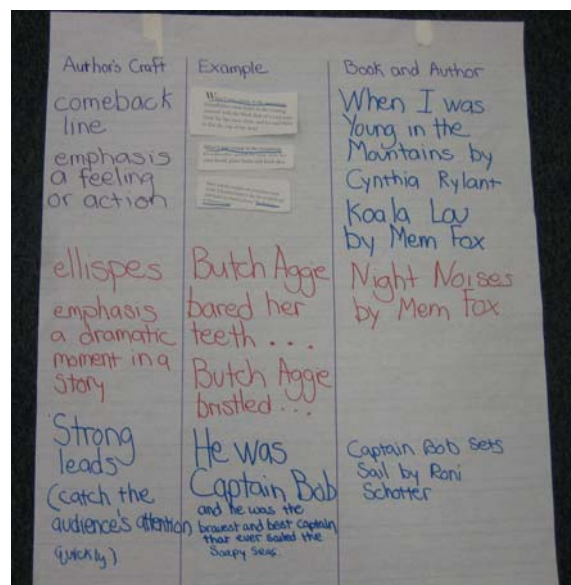
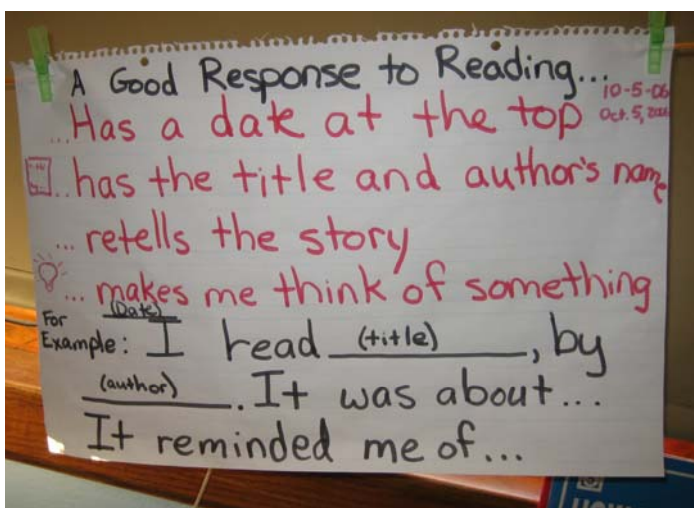
#### Bodies of Evidence and Records of Teaching

##### Bodies of Evidence

- Students' writing and connected rubric
- Students' writing notebooks with "try-its" in author's style
- Other artifacts: \_\_\_\_\_

##### Records of Teaching

- Teacher and student co-created posters, such as "Reading Responses" and "Author's Writing Craft"
- Teacher and student co-created rubric for assessing and revising narrative stories
- Other artifacts: \_\_\_\_\_



## Unit 6: Poetry READING

### Big Ideas from the Unit to Support Student Proficiency in Meeting Reading Standards

- Use visualization to read poetry.
- Identify literary techniques used in poetry, such as showing not telling, precise words, sensory details, comparison, and formatting.
- Use inference to dramatize poems.
- Create anthologies from favorite poems read in class.
- Read poetry with fluency and expression.

#### Progress Report Indicators

**Standard 1:**

Read and understand a variety of materials at Level 16 (H-I).

Use a variety of strategies for reading words, including using common vowel patterns and chunking words by onset and rime or syllables.

When reading target-level texts, demonstrate comprehension by:

- Reading with some expression, longer phrases, and appropriate rate.
- Adjusting reading rate to meet purposes for reading (e.g., dramatizing poetry).
- Activating background knowledge.
- Making text-to-self, text-to-text, and text-to-world connections.
- Self-monitoring and self-correcting when important.

Demonstrate specific knowledge of text structures, text features, and literary elements of poetry.

Sustain reading for whole period of independent reading time (20-30 minutes).

**Standard 4:**

During read aloud, shared reading, guided reading, and independent reading, apply deeper thinking skills to:

- Predict and confirm or revise predictions while reading.
- Make inferences.
- Determine importance.
- Compare and contrast poems by different authors, with similar themes, and about the same subject.

**Standard 5:**

Use a variety of resources to locate, sort, and select information.

Select appropriate books from a variety of genres, based on level and purpose for reading, for independent reading.

**Standard 6:**

Read, listen to, discuss, and compare literature representing different cultures.

Compare literary elements between and within texts.

Discuss author's purpose.

Turn and talk and participate in small group discussions using accountable talk.

#### Bodies of Evidence and Records of Teaching

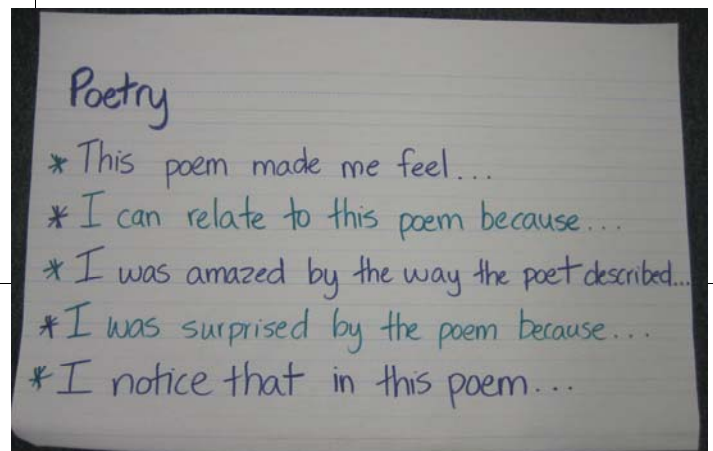
##### Bodies of Evidence

Students' reading folders include:

- Reading assessment notebooks with running records, retellings, and student goals (Standards 1 and 4)
- Students' drawings and entries in reading response journals (Standards 1, 4, and 6)
- Students' personalized poetry anthologies
- Students' poetry posters
- Students' completed "structured thinking guides"
- Notes and/or tapes of students' poetry performances
- Other artifacts: \_\_\_\_\_

##### Records of Teaching

- Teacher and student co-created charts, such as "What We Know About Poetry," "Marking Texts," "Reading to the Wall," "Creating Poetry Posters," "Poetry Poster Rubric," and "Poets Use Repetition"
- Teacher's poetry anthology (as a model)
- Anecdotal notes of conferences and/or small group instruction plans
- Other artifacts: \_\_\_\_\_



## Unit 6: Poetry WRITING

### Big Ideas from the Unit to Support Student Proficiency in Meeting Writing Standards

- Write poems about ordinary things from everyday lives using fresh eyes and carefully chosen words.
- Use poetry format, including line breaks, to convey poems' messages.
- Understand poetry elements.
- Use patterns and comparisons to create poetic language.

#### Progress Report Indicators

**Standard 2:**

Generate topics and develop ideas for a variety of writing purposes and audiences (e.g., personal stories, reading responses, poetry).

Publish writing that "Meets Standard," according to classroom-developed poetry rubric.

Use writing techniques, including:

- Interesting details and language.
- Sensory details, repetition, and patterning in poetry.

Use strategies and skills to draft, revise, edit, and publish written work to share with others.

Use other writers' works to improve and inspire writing.

**Standard 3:**

Use phonics rules, word families, and word meanings to spell words, with most word sounds represented by the correct letters.

Spell many high-frequency words correctly.

Use capital letters to begin sentences and correct ending punctuation, including periods, question marks, and exclamation points.

Use a variety of resources for spelling and editing work, including word walls and charts.

#### Bodies of Evidence and Records of Teaching

##### Bodies of Evidence

- Students' published poetry and connected rubric
- Students' note-taking guides (Lesson 7)
- Other artifacts: \_\_\_\_\_

##### Records of Teaching

- Teacher and student co-created posters, such as "Tools Poets Use," "Ways Poets End Their Poems," "Amazing Details," "Patterns Poets Use," "Poetic Language," and "Turning Stories Into Poems"
- Teacher and student co-created rubric for assessing and revising poetry
- Other artifacts: \_\_\_\_\_

