Woodland Park School District

Reading Curriculum

English Language Arts

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English Language Arts Mapping Guide

	September	October	November	December	January	February	March	April	May	June
K	Launch	We are Readers	We are Readers	Readers Use Strategies	Readers Use Strategies	Stronger Readers	Stronger Readers	Informational Reading	Informational Reading	Poetry
1	Launch	Building Good Habits	Reading Non- Fiction	Reading Fluency	Reading Fluency/ Comprehension	Reading Fluency/ Comprehension	Reading Fluency/ Comprehension	Retelling	Story Elements	Story Elements
2	Launch	Building Good Habits	Building Good Habits	Elements of Non-Fiction	Elements of Non-Fiction	Building Stamina/ Complex Text	Building Stamina/ Complex Text	Book Clubs	Fairy Tales/ Fables/ Folktales	Fairy Tales/ Fables/ Folktales
3	Routines	Building a Reading Life	Reading to Learn Non- Fiction	Learn/ Nonfiction Character Studies	Character Studies Research Clubs	Research Clubs	Learning Through Reading	Poetry	Solving the Mystery	Solving the Mystery
4	Launch	Interpreting Characters	Interpreting Characters Reading the World	Reading the World	Reading History	Reading History Historical Fiction	Historical Fiction Mythology/ Folk Lore	Mythology/ Folk Lore	Poetry/Drama Prose	Poetry/Drama Prose
5	Launch	Reading Literature	Reading Literature/ Historical Fiction	Historical Fiction	Informational Reading	Informational Reading	Cross Genre Reading	Cross Genre Reading	Fantasy Book Clubs	Fantasy Book Clubs
6	Launch Character Study	Character Study/ Comparing Themes	Comparing Themes	Nonfiction Reading, Navigating Expository	Nonfiction Reading, Navigating Expository	Nonfiction Reading, Navigating Expository	Biography	Biography	Poetry Clubs	Poetry Clubs
7	Launch/ Award Winning Novels	Award Winning Novels	Studying History	Studying History	Define Our Position	Define Our Position	Poetry	Poetry	Social Issues Book Clubs	Social Issues Book Clubs
8	Launch into Literature and Media	Literary Interpretation	Literary Interpretation	Reading as Researchers to Take a Position	Reading as Researchers to Take a Position	Cross Genre Book Clubs	Classic Literature	Classic Literature	Poetry	Poetry

Kindergarten Reading Curriculum

Pacing Guide	
Content Area: English Language Arts	
Grade Level: Kindergarten	
Unit Title: Routines: Launching the Reading Workshop	September
Unit Title: We Are Readers	October-November
Unit Title: Readers Use Strategies to Read	December-January
Unit Title: We Become Stronger Readers	February-March
Unit Title: Informational Reading/Poetry	April-June

Unit Title: Routines: Lau	nching the Reading Workshop	Grade Level: Kindergarten	Time Frame: September
Standards: Reading S Reading St	randards for Literature: RL.I andards: Foundational Skills: RF.I and Listening Standards: SL.K	1, SL.K.2, SL.K.3, SL.K.4, SL.K.6,	
Essential Questions: • How do readers build a How does building rou		 Unit Goals/Enduring Understandings: Readers build good reading habits. Readers follow Reading Workshop rown. Readers engage in reading activities in 	* *
Preview text / formulListen for purposeSpeak clearly/develop	ing ook (front cover, title page, back cover) ate questions	 Demonstration of Learning: Informal assessment/notes-checklis Conference Notes Anecdotal Notes Teacher Created Assessments Small Group Observations 	st
Mentor Texts: Are You My Mother Corduroy The Gingerbread Man Kissing Hand		Structures:	 Reading Workshop Conferring Partner Talk/ Reading Mid Workshop Teaching Point/Teacher Share Small Group Work Guide Reading Strategy Lessons
Resources: **Refer to first 25 days Book Basket Books Read aloud Anchor charts Cross Curricular Connectio Social Studies- Communities, and Laws Health- Social Emotional Skill Science- Nocturnal Animals	ns: 21st Century Themes Rules Global Awareness 21st Century Skills	Modifications/Accommodations: Small group/One to one Large print textbooks Additional time Review of directions Student restates information Student provides oral responses Concrete examples Support auditory presentations with visuals Assistance in maintaining uncluttered space Space for movement or breaks Extra visual and verbal cues and prompts Books on tape	Quiet space to calm down/relax Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule Alternate quiet and active time Teach time management skills Rest breaks Verbal and visual cues regarding directions and staying on task Checklists Immediate feedback Work-in-progress check Personalized examples

Un	it Title: Routines: Launchir	ng the Reading Workshop	Grade Level: Kindergarten	Time Frame: September
Go	oals Suggested Mini lessons			Teacher's Notes/Ideas
•	Readers build good reading habits	Readers handle books with care and research to the book by the spine Hold the book by the spine Turn the pages carefully from Close the book when we finis Put the book away gently, ma Let the teacher know if a boo Readers use classroom library properly	Create Anchor Chart for Book Handling	
•	Readers follow Reading Workshop routines and procedures.	 Readers stay focused on one Readers read the whole time. Hold the book right side up Keep our eyes on the book Read the book from the front We do our best not to disturb Readers build stamina. We set reading goals for how How to choose a "Just Right" book to re The book is interesting to you You know some of most of th You can understand what you 	ons and Read- Aloud g (Lucy Calkins, We are Readers, Unit 1, pg. 2) location. to the back other readers long we want to read and we add to that time as time goes on ead to self u e words u are reading	*Picture read/retell/read words *Anchor charts
•	Readers engage in reading activities independently and with a partner.			*Anchor charts

Unit Title: We Are Readers (Jnit 1, Lucy Calkins) Grade Lev	el: Kindergarten Time Frame: October-N	November		
Reading Standards for Literature: Reading Standards for Informational Text: Reading Standards: RE.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.9, RL.K.10 RF.K.1, RF.K.2, RF.K.3, RF.K.4 Speaking and Listening Standards: SL.K.1, SL.K.2, SL.K.4, SL.K.6 Writing Standards: LESSential Questions: RE.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.9, RL.K.9, RL.K.10 RF.K.1, RL.K.2, RL.K.4, RL.K.5, RI.K.7, RL.K.9, RL.K.10 RE.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.9, RL.K.9, RL.K.10 READING STANDARD STAN					
How does reading books hell around us?	p us to learn about the world	 Readers learn about the world around books Readers read familiar books to learn t 			
Skills: Identify parts of a book Identify information parts of books provide Sound letter relationships Silent reading for increasing time Decode Environmental Print	 Structure, Meaning, Visual cues Preview Text Predict/Retell Activate and use prior knowledge Ask and answer questions Speak with purpose 	 Demonstration of Learning: Informal assessment/notes-checklist Conference Notes Anecdotal Notes Teacher Created Assessments Small Group Observations Running Records 			
Mentor Texts: The Carrot Seed Mrs. Wishy-Washy Caps for Sale Three Billy Goats Gruff Harry the Dirty Dog The Beetle Alphabet Book Nursery rhymes		Structures: Read Aloud Shared Reading	 Reading Workshop Conferring Partner Talk/ Reading Mid Workshop Teaching Point/Teacher Share Small Group Work Guide Reading Strategy Lessons 		
Resources: *Unit 1-We are Readers* Lucy Calking Book Basket/ Book Boxes-Bags Books Read aloud Anchor charts Cross Curricular Connections: Health- Hygiene (Harry the Dirty Dog) Math- Patterns (Caps for Sale) Social Studies- Community, Family Science- Plants (The Carrot Seed) Farm Animals (Mrs. Wishy Washy)	21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills	Modifications/Accommodations: Small group/One to one Large print textbooks Additional time Review of directions Student restates information Student provides oral responses Concrete examples Support auditory presentations with visuals Assistance in maintaining uncluttered space Space for movement or breaks Extra visual and verbal cues and prompts Quiet space to calm down/relax	 Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule Alternate quiet and active time Teach time management skills Rest breaks Verbal and visual cues regarding directions and staying on task Checklists Immediate feedback Work-in-progress check Personalized examples 		

Unit Title: We Are Readers		Grade Level: Kindergarten	Time Fram	e: October-November
Goals	Suggested Mini lessons		•	Teacher's Notes/Ideas
1. Readers learn about the world around them using environmental print and books	 We can look We can think We can read Readers use books to what it could be about We can look We can think We can read We can learn Readers read to self Intro See-Sate Review anch Readers read from stathen the next, working Readers reread emenders reread to we reread to we reread to Readers will understated Readers use letter the working 	k o help them learn about the world. We look through the book and t ut. We look at the details of the pictures to help us learn about the k n and with a partner	hink about topic. rst page and d ds.	*Environmental print *Anchor charts— pictures walk *Refer to "Guide to Reading Workshop" by Lucy Calkins Teachers-make note of the supporting management and concepts of print(pages 21-22
 Readers read familiar books to learn to read Readers make words and pictures match. Readers use favorite storybooks to read. Readers use favorite storybooks to retell. Readers use "words" to retell. (Lesson spans for 2 days) Readers sometimes remember more about the story, which means we can add to what we are reading Readers remember some of the exact words from the story and find those words. Readers point to those words and read some of them. Readers will share favorite storybooks with partners. Favorite part, funny part, confusing part or a word to share 		*Three Billy Goats Gruff *Anchor charts *Refer to pg. 94 "We Are Readers" Teachers-make note of the Read-Aloud and Shared reading sectionpgs. 114-130		

	2.6. 2	Conda Land Wadanastan	Time Francisco December 1
Unit Title: Reading Powers (Unit			Time Frame: December-January
Standards: Reading Standards for L Reading Standards for In Reading Standards: Four Speaking and Listening Standards: Writing Standards:	nformational Text RI.K.4, RI.K ndational Skills: RF.K.1, RF.F	X.2, RF.K.3, RF.K.4 2, SL.K.4, SL.K.6 3	
Language Standards: Essential Questions:	L.N.1,L.N.2 I	Unit Goals/Enduring Understandings:	
 How can the pictures help us learn t What are some things readers can tr we don't know? Why is it important to match our vo. 	y to do when we come across a wor	Readers learn how to look, point, and re	s to help read the words on a page.
 Skills: One-to-one correspondence between oral and written words Sound letter relationship One syllable sight words Predict Identify and isolate initial s 	common word partsVoiceRetell	 Demonstration of Learning: Informal assessment/notes-checklist Conference Notes Anecdotal Notes Teacher Created Assessments Small Group Observations Running Record 	
Mentor Texts: So Much by Trish Cooke Brown Bear Brown Bear The Family Book It's Ok To Be Different		Structures: Read Aloud Shared Reading	 Reading Workshop Conferring Partner Talk/ Reading Mid Workshop Teaching Point/Teacher Share Small Group Work Guide Reading Strategy Lessons
Health- Decision making/ Feelings- Its Ok to be Different Social Studies-Members of a Family (So much) Science- Animals (Brown Bear, Brown Bear)	21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills	Modifications/Accommodations: Small group/One to one Large print textbooks Additional time Review of directions Student restates information Student provides oral responses Concrete examples Support auditory presentations with visuals Assistance in maintaining uncluttered space Space for movement or breaks Extra visual and verbal cues and prompts	Quiet space to calm down/relax Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule Alternate quiet and active time Teach time management skills Rest breaks Verbal and visual cues regarding directions and staying on task Checklists Immediate feedback Work-in-progress check Personalized examples

Unit Title: Reading Powers			Grade Level: Kindergarten	Time Frame:	December-January
Goals Suggested Mini lessons					Teacher's Notes/Ideas
•	Readers learn how to look, point, and read.	*Anchor charts – We are Super Readers *Brown Bear, Brown Bear *Refer to Unit 2 pg. 24 by Lucy Calkins *Beanie Baby" Strategies			
•	Readers use different reading strategies to help read the words on a page.	 words. We try to use to Readers can remember help us remember. (R Readers get their lips sounds right? Readers recog Readers try many strain 	er words defeat them. We use pictures to help us figure that word in the sentence to see if it makes sense. Er sight words (snap words). We look, read, spell, write efer to list of "Snap Words" pg. 46 Figure7-2) ready to sound out unfamiliar words. We think to ours enize initial sound of words and think about what make stegies when they are stuck on a word. Readers referent tones until they figure out the word. (Refer to Super Rethat they know.	, look, read to elves, does that s sense. ce skills they	*Anchor Charts *Use Level A books for demonstration of picture to predict unknown word pg. 39-45 Unit 2 Lucy Calkins Teachers: When assessing students reading abilities during running records, analyze what they do most of: Meaning, Structure, Visual
•	 Readers practice reading smoothly with voice Readers bring books to life by using book talk with a partner. We introduce the book to our partner and talk about the books. (Spans 2-3days) Readers celebrate the books they know and love by giving the gift of reading to others. 			*Anchor Charts -PG 67 *Refer to Figure 11-1,11-2 *Class books/Chants *Book: "Carla's Big Splash" by Kimberly Beckley *Anchor charts pg88 fig15-2, fig 15-3	

Unit Title: Developing Strong F	Readers	Grade Level: Kin	dergarten	Time Frame: Feb	ruary-March	
Standards: Reading Standards for Reading Standards: For Speaking and Listenia Writing Standards: Language Standards:	r Literature: oundational Skills: ng Standards:	RF.K.1, RF.K	.K.4, L.K.6			
 Essential Questions: How do readers use text with pictures to read? How to use reading strategies to read? How do readers use fluency? 			 Unit Goals/Enduring Understandings: Readers use different strategies to read harder books Readers use letters and sounds to help solve tricky words Readers use different reading strategies when reading books that break away from patterns. 			
Skills: Letter-Sound relationship Decode/Blend Fluency Understand Text Vocabulary Ask/ Answer Questions Predict Retell	 Story Structu Beginning, M Setting Phrasing/Pit Participate in about books Visualize 	iddle, End	Informal assessme Conference Notes Anecdotal Notes Teacher Created Small Group Obse Running Record	ent/notes-checklist s Assessments		
Mentor Texts: Dragonflies Mouse Has Fun Can you see the eggs? Wake Up, Dad! My Bug Box Oh the Places You Will Go by Dr. Seuss	Mentor Texts: Ethan's Cat by Joan Various types of al Pete the Cat and H Buttons by Eric Lie	phabet book is Four Groovy	Structures:		 Reading Workshop Conferring Partner Talk/ Reading Mid Workshop Teaching Point/Teacher Share Small Group Work Guide Reading Strategy Lessons 	
Resources: *Unit 3-Bigger Books, Bigger Reading I Snap Words Book Basket Read aloud Pattern Books Anchor charts—Nursery Rhymes -Online Word Wall	e digital resources		Modifications/Accommod Small group/One to one Large print textbooks Additional time Review of directions Student restates informa Student provides oral re Concrete examples	ation sponses	 Quiet space to calm down/relax Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule Alternate quiet and active time Teach time management skills Rest breaks 	
Cross Curricular Connections: Math- Counting (Pete the CatButtons) Social Studies-Responsibility Science- Insects (My Bug Box) Animals (Dragonflies, Ethan's Cat, Can You See the Eggs?	21st Century Them Global Awareness 21st Century Skills Learning and Innovatic Critical Thinking and P Communication and Co Life and Career Skills Social and Cross-Cultu	on Skills roblem Solving ollaboration	 Support auditory presen Assistance in maintainin Space for movement or Extra visual and verbal or 	ng uncluttered space breaks	 Verbal and visual cues regarding directions and staying on task Checklists Immediate feedback Work-in-progress check Personalized examples 	

Unit Title: Developing Stroi	ng Readers	Grade Level: Kindergarten	Time Fran	ne: February-March
Goals	Soals Suggested Mini lessons			Teacher's Notes/Ideas
1. Readers use different strategies to read harder pattern books	the pages O An Readers r the patter Readers r we use ou Readers r Readers r	 Readers can identify easier books and harder books by looking closely at the pages. Anchor Chart- Challenging Books Have Readers read patterns to help read almost every page. Readers figure out the pattern to help read more words on the page Readers notice changing words in the pattern. When the pattern changes, we use our super reading powers to help us figure out the changing words. Readers monitor their reading and ask does it make sense/sound right? Readers predict ending of pattern book and have a better understanding of what the whole book is about, from start to finish. 		
2. Readers use letters and sound to help solve tricky words.	 Readers use letters sounds and match it with the picture. We think about what the word could be and match it to the beginning sound. If the first try doesn't work we think of another word that might make more sense. Readers use letters sounds to solve unknown words. Readers use letter chunks to read unknown words. Readers decode from beginning to end of a tricky word. Readers preview a reading page looking for words we know and can read in a "snap". Readers monitor reading for comprehension. 			*refer to "Lips the Fish" *ABC books *Chunky Monkey" *Blends/diagraphs pg. 62
3. Readers use different reading strategies when reading books that break away from patterns.	 Readers udays) Readers dendings). (example the senters udays) Readers udays Readers udays 	Readers use high frequency words to read less patterned books. (Span 2 ** ** ** ** ** ** ** ** **		*"Eagle Eye" *Snap words *Anchor charts

Unit 4: Informational Reading/Po	etry	Grade Level: Kind	ergarten	Time Frame: April-	June
Standards: Reading Standards for Lit Reading Standards for In Reading Standards: Foun Speaking and Listening S Writing Standards: Language Standards:	terature: formational Text dational Skills:		K.3, RF.K.4 3, SL.K.4, SL.K.6 7, W.K.8	L.K.7, RL.K.10 i.6, RI.K.7, RI.K.8, RI.K.9,	, RI.K.10
 Essential Questions: How can a love for reading help you How do readers read and think about How is a poem a lot like a song? 			Readers becomeReaders undReaders readers	l poetry, recognizing rh	text provides information about a topic symes and patterns, tone and feeling
 Skills: Fiction/nonfiction text Identify characteristics of poetry Support ideas with text evidence (teacher supported) Connections 	Recall/RVisualizeFluencyCharacte	2	ConferenceAnecdotal NTeacher Cre	ssment/notes-checklist Notes Notes eated Assessments O Observations	
Mentor Texts: Carrot Seed Billy Goats Gruff Dragonflies Honey Bees Not Norman(A Goldfish Fish) by Kelly Bo The Little Engine that Could *Poetry of choice	ennett		Structures: Read Aloud Shared Readin	g	 Reading Workshop Conferring Partner Talk/ Reading Mid Workshop Teaching Point/Teacher Share Small Group Work Guide Reading Strategy Lessons
Resources: *Unit 4-Becoming Avid Readers* Lucy Snap Words Book Basket Books Read aloud Informational test & Poetry Anchor charts-Online digital resources Word Wall	Calkins		Modifications/Acco Small group/One Large print textb Additional time Review of directi Student restates Student provides Concrete examp	e to one ooks ons information s oral responses	 Quiet space to calm down/relax Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule Alternate quiet and active time Teach time management skills Rest breaks Verbal and visual cues regarding
Cross Curricular Connections: Science- Insects- Honeybee, Plants Health-Self-Esteem-Little Engine That Could	21st Century Ther Global Awareness 21st Century Skill: Learning and Innovat Critical Thinking and Communication and the Life and Career Skills Social and Cross-Cult	S cion Skills Problem Solving Collaboration	visuals	aintaining uncluttered	 Verbal and visual cues regarding directions and staying on task Checklists Immediate feedback Work-in-progress check Personalized examples

Unit 4: Informational Reading/Poetry		Grade Level: Kindergarten	Time Fr	ame: April-June
Goals	Suggested Mini	essons		Teacher's Notes/Ideas
1. Readers become avid readers.	 Readers understand what "avid" means. Read a lot! Find places everywhere to read Keeps a stack of books-in-waiting Can't stop reading Really pay attention to the book Readers react to stories and pair share. Readers record their thoughts about books. We can use post-its and write or draw our thoughts about that part. Readers describe what a character might be feeling in detail. We use precise and just right words to describe what we mean. Readers set individual goals, focusing on strategies that are used least often over those that we use more often. Readers understand that reading is like pretending. We imagine what it might look like in our mind. We make a movie from what we read in a book. 			*Anchor charts *Reading Journal *Not Norman *Reading Playdates
2. Readers understand informational text provides information about a topic	 What kind of book is this? Can I learn something from this book? Readers use "descriptive" words to sound like an expert. We hold onto what we read so that we could tell others about it. 			*Video Clips (refer to pg54) *Refer to vowel word work
3. Readers read poetry, recognizing rhymes and patterns, tone and feeling.	Readers understand felling/meaning of a poem.			*Itsy Bitsy Spider *Anchor charts on poems pg. 91

First Grade Reading Curriculum

Pacing Guide				
Content Area: Language Arts				
Course Title: Reading	Grade Level: First			
Unit Title: Launching/Building Good Habits	September – October			
Unit Title: Reading Non-Fiction	November – December			
Unit Title: Reading Fluency/Comprehension	January - March			
Unit Title: Retelling / Story Elements	April- June			

Grade Level: First Time Frame: September- October **Unit Title:** Launching/Building Good Habits Standards: Reading Standards for Literature: RL.1.1. RL.1.2. RL.1.3. RL.1.4. RL.1.7. RL.1.10 **Reading Standards for Informational Text:** RI.1.1, RI.1.2, RI.1.3, RI.1.7 **Reading Standards: Foundational Skills:** RF.1.1, RF.1.2, RF.1.3, RF.1.4 **Speaking and Listening Standards:** SL.1.1, SL.1.2, SL.1.4, SL.1.6 **Language Standards:** L.1.1, L.1.2, L.1.4, L.1.5, L.1.6 **Writing Standards:** W.1.1, W.1.2, W.1.3 **Essential Questions: Unit Goals/Enduring Understandings:** Readers follow Reading Workshop routines and procedures How do we build good habits? How do we show what Reader's Workshop looks like and sounds like? Building good reading habits Why is choosing "just right" books important? Reading is a special activity that involves working both by independently and with partners How does partnerships help us to understand our reading? Book choices are very important to the process of becoming a better reader Why should we set individual goals when reading? Readers use strategies for tackling words Why is important to tackle tricky words instead of skipping right over them and not going Readers build stamina back? **Knowledge and Skills: Demonstration of Learning/Assessment:** Word/reading strategies **Book handling** Partner Reading DRA Reading sorts Participate in collaborative Conference Note **Book shopping** conversations Anecdotal Notes (Guided Reading) Independent reading Running Records Post-it notes Post workshop share of skills and strategies **Mentor Texts:** Partner Talk Suggested: Structures: Partner reading "Ollie the Stomper" - Olivier Dunrea "Goldie Locks" (5 finger rule) Reader's Workshop "Ish" - Peter H. Reynolds "It's Mine" -Leo Lionni Whole group minilesson Strategy Group Independent reading/conferencing "Knuffle Bunny" - Mo Williams **Guided Reading** 0 Mid-workshop Teaching "Owen" – Kevin Henkes **Shared Reading Teaching Share** Read aloud "Chrysanthemum" - Kevin Henkes Modifications/Accommodations: Resources: Quiet space to calm down/relax • Small group/One to one Lucy Calkins Units of Study for Teaching Reading: Unit 1 "Building Good Reading Preferential seating Habits" Large print textbooks Reduction of distractions Units of Study Anchor Chart Notes/ Read-Aloud Prompts Additional time Hands-on activities Read-Aloud and Shared Reading Section of Unit 1 for Mentor Text Usage (p 94-113) Review of directions Follow a routine/schedule The First 25days of Reading Workshop Student restates information Alternate quiet and active time Student provides oral responses Teach time management skills

Cross Curricular Connections:

Science-Plants (Mums) Social Studies- Rules, Laws, Community Health- Self Esteem, Decision Making 21st Century Themes
Global Awareness
21st Century Skills
Learning and Innovation Skills
Critical Thinking and Problem Solving
Communication and Collaboration
Life and Career Skills
Social and Cross-Cultural Skills

- Concrete examples
- Support auditory presentations with visuals
- Assistance in maintaining uncluttered space
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Rest breaks
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback
- Work-in-progress check

Unit 1 Title: Launching/B	uilding Good Habits	Grade Level: First		Time Frame: Septembe	r- October
Goals Suggested Minilessons				Teacher's Notes	
 Readers follow Reading Workshop routines and procedures Reading is a special activity that involves working both independently and with partners Book choices are very important to the process of becoming a better reader 	Reading Workshop routines and procedures Reading is a special activity that involves working both independently and with partners Book choices are very important to the process of becoming a Readers take care of the books that they read and share with others 3. Readers take care of the books that they read and share with others 3. Readers choose books that interest them 5. Readers can use the 5-finger rule to help select "just right" books 6. Shopping quickly and quietly for books allows readers more time to read. 7. In order to organize reading materials, readers keep their current books and supplies in their book bins. 8. Readers stay focused on their reading, even when distractions may arise 9. Conferences are an important part of reading workshop 10. Conferences are an important time for teacher and students to meet about reading progress and should be distraction-free to reading workshop to recognize others' points of view. 12. Readers take care of the books that they read and share with others 3. Readers take care of the books that they read and share with others 3. Readers choose books that interest them 5. Readers can use the 5-finger rule to help select "just right" books 6. Shopping quickly and quietly for books allows readers more time to read. 7. In order to organize reading materials, readers keep their current books and supplies in their book bins. 8. Readers stay focused on their reading, even when distractions may arise 9. Conferences are an important time for teacher and students to meet about reading progress and should be distraction-free to reading workshop 10. Readers set goals to help push themselves to read for longer periods of time			Refer to The First 25 Days	
 Building good reading habits Readers build stamina 	 Readers build good their favorite part 3 Readers build good 4. Readers build good check marks, tomo Readers build good 6. Readers build good 	d habits by taking a sneak peek and thinking about their books od habits by showing they do "something" when they are finished reading; 1). Look back and think it over 2). Go back to 3). Tell someone about it. d habits by pushing themselves to read more and more books each day. d habits by setting goals and making a check mark for each book they have read ("today I read two books and made two borrow I will read three books and make three checkmarks"). d habits by rereading to make their voices smoother. d habits by tracking with their eyes and scooping up more words. d habits by rereading to see more.			Refer to GETTING READY notes at beginning of each session
Readers use strategies for tackling words	AC: Good Habits for AC: Drop That Bad AC: Drop That Bad AC: Good Habits for AC: Good Habits for Readers tackle hard	 AC: Good Habits for Solving Words Readers tackle hard words by understanding your bad habits and picking up good ones. AC: Drop That Bad Habit Readers tackle hard words by looking at all parts of a word and getting a running start. AC: Good Habits for Solving Words Readers tackle hard words by use meaning to figure out words (What makes sense?) AC: Good Habits for Solving Words Readers tackle hard words by double checking their reading (Does it look right; does it sound right?) AC: Good Habits for Solving Words Readers tackle hard words by not giving up and using strategies for what makes sense. AC: Good Habits for Solving Words 			Refer to GETTING READY notes at beginning of each session
Reading is a special activity that involves working both by independently and with partners	1. Reading partners show good habits by introducing their books to each other. Refer to G			Refer to GETTING READY notes at beginning of each session	

Unit Title: Reading Nonfiction Grade Level: First		el: First	Time Frame: November-December
Standards: Reading Standards for Informational Text: Reading Standards: Foundational Skills: Speaking and Listening Standards Language Standards: Writing Standards:	RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI. RF.1.1, RF.1.2, RF.1.3, RF.1.4 SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.6 L.1.1, L.1.2, L.1.4, L.1.5, L.1.6 W.1.2,W.1.5, W.1.7, W.1.8	1.6, RI.1.7, RI.1.9, RI.1.10	
How do we learn about the world throug What can we do when we come across a What does it mean to read like and expe How can looking at text features help us	n word we don't know? ert?	 Unit Goals/Enduring Understanding Readers identify nonfiction book Readers use strategies to tack Readier use strategies to read Readers understand nonfiction 	ooks and get our minds ready to read de unknown words I aloud like experts
Knowledge and Skills: Reading strategies Reading fluently Understanding the difference between fiction and nonfiction *Learned information/facts about the world	 Text Features Table of Contents Glossary Photos Captions Index Italics Headings Icons and Electronic Menu 	Demonstration of Learning/Assessment:	
Mentor Texts: • "Super Storms"- Seymour Simon • "Owls"- Mary R. Dunn • "Hang on Monkey"- Susan B. Neuman		Structures: Reader's Workshop Whole group minilesson Independent reading/com Mid-workshop Teaching Teaching Share Partner Talk	nferencing • Shared Reading
Resources: Lucy Calkins Units of Study for Teaching Reading: Unit 2 "Learning About the World" Units of Study Anchor Chart Notes Read-Aloud and Shared Reading Section of Unit 2 for Mentor Text Usage (p 115-134)		Large print textbooksAdditional time	Preferential seatingReduction of distractionsHands-on activities
Math- Graphing Science- Weather, Animals	21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills	Review of directions Student restates information Student provides oral response Concrete examples Support auditory presentations Assistance in maintaining unclu Space for movement or breaks Extra visual and verbal cues ar	 Rest breaks Verbal and visual cues regarding directions and staying on task Checklists

Unit Title: Reading N	Vonfiction	Grade Level: First	Time Frame: No	vember-December
Goals	Goals Suggested Minilessons			Teacher's Notes
Readers identify nonfiction books and get our minds ready to read	preview the pictures an AC: How to Get Super S 2. Readers get smart about of it. We read the water AC: How to Get Super S Might Come Next 3. Readers get smart about topic AC: How to Get Super S 4. Readers show that they remember all that the leaders become fluent expression) AC: How to Get Super S	It their topic by taking a sneak peek to learn more "stuff" about think about what we might be learning. mart about Nonfiction Topics -Sneak Peak It their topic by reading each page closely, getting as much in thole book that way thinking that each page can make us smart about Nonfiction Topics -Stop and Study Each Page, Might their topic by using their own words and ideas to having limart about Nonfiction Topics -Chat about a page or book of "got smart" about their topic by looking back at their books book taught them by making their voice sound smoother and livelier as they remart about Nonfiction Topics clearning by sharing important ideas about their books.	Refer to GETTING READY notes at beginning of each session	
Readers use strategies to tackle unknown words	 (Refer to AC: Good Hab Readers tackle hard we what makes sense AC: Good Habits for Sol Readers tackle hard we AC: Good Habits for Sol Readers tackle hard we word mean AC: Good Habits for Sol Readers tackle hard we AC: How to Get Super S 	ords by checking that words look right and make sense (do a wing Hard Words ords by not allowing the words to stop them and thinking wh	d thinking about s-l-o-w check) nat does this new	Refer to GETTING READY notes at beginning of each session

Readier use strategies to read aloud like experts	 Readers become experts by marking interesting or important pages in their books <i>AC: How to Read Aloud Like an Expert</i> Readers become experts by reading with feeling <i>AC: How to Read Aloud Like an Expert</i> Readers become experts by reading like writers: visualizing pictures in their minds <i>AC: How to Read Aloud Like an Expert</i> Readers become experts by teaching others what key words mean <i>AC: How to Read Aloud Like an Expert</i> Readers become experts by bringing information books to life with drama <i>AC: How to Read Aloud Like an Expert</i> Readers celebrate by sharing the information with their audience or partner 	Refer to GETTING READY notes at beginning of each session
Readers understand nonfiction text features	 Readers understand nonfiction text features: Table of Contents <i>AC:</i> Nonfiction Story Elements Readers understand nonfiction text features: Glossary <i>AC:</i> Nonfiction Story Elements Readers understand nonfiction text features: Photos <i>AC:</i> Nonfiction Story Elements Readers understand nonfiction text features Captions <i>AC:</i> Nonfiction Story Elements Readers understand nonfiction text features: Index <i>AC:</i> Nonfiction Story Elements Readers understand nonfiction text features: Italics <i>AC:</i> Nonfiction Story Elements Readers understand nonfiction text features: Headings <i>AC:</i> Nonfiction Story Elements Readers understand nonfiction text features: Icons and Electronic Menu <i>AC:</i> Nonfiction Story Elements 	Refer to GETTING READY notes at beginning of each session *Anchor chart is not a Lucy resource

Grade Level: First Time Frame: January - March Unit Title: Reading Fluency/Comprehension Standards: **Reading Standards for Literature:** RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.6, RL.1.7, RL.1.10 **Reading Standards: Foundational Skills:** RF.1.2, RF.1.3, RF.1.4 **Speaking and Listening Standards:** SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.6 Language Standards: L.1.1, L.1.2, L.1.4, L.1.5, L.1.6 **Writing Standards** W.1.3 **Unit Goals/Enduring Understandings: Essential Questions:** Readers have important jobs to do by using various reading strategies to help us understand what we are reading As readers what tools help us to solve unknown words? As readers how do our tools help us understand what we are reading? Readers use tools to read fluently Readers use tools to understand their reading Readers use everything they know to get the job done **Knowledge and Skills: Demonstration of Learning/Assessment:** Reading strategies DRA Word strategies Conference Note Schema Anecdotal Notes (Guided Reading) Visualizing Running Records Reading fluency Post-it notes Reading Comprehension Post workshop share of skills and strategies **Mentor Texts:** Partner Talk Suggested: Structures: Partner reading "Frog and Toad Are Friends"- Arnold "My Friends" - Taro Gomi Reader's Workshop "The Relatives Came" Cynthia Rylant Whole group minilesson Strategy Group "Tumbleweed Stew" - Susan Stevens "Iulius"- Angela Johnson Independent reading/conferencing **Guided Reading** Mid-workshop Teaching Crummel "The Snowy Day"- Ezra Jack Keats 0 Shared Reading **Teaching Share** "Quick as a Cricket" - Audrey Wood Read aloud Modifications/Accommodations: Resources: Quiet space to calm down/relax • Small group/One to one Lucy Calkins Units of Study for Teaching Reading: Unit 3 "Readers Have Big Jobs to Do" Preferential seating Units of Study Anchor Chart Notes · Large print textbooks Reduction of distractions Read-Aloud and Shared Reading Section of Unit 3 for Mentor Text Usage (p 116-138) Additional time Hands-on activities Review of directions Follow a routine/schedule 21st Century Themes Student restates information **Cross Curricular Connections:** Alternate guiet and active time

Science- Animals, Weather Social Studies- Family, Heritage Health- Relationships 21st Century Themes Global Awareness 21st Century Skills

Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills

- Student provides oral responses
- · Concrete examples
- · Support auditory presentations with visuals
- Assistance in maintaining uncluttered space
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Teach time management skills
- Rest breaks
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback
- Work-in-progress check

Unit Title: Reading Fluently/Comprehension		Grade Level: First	Time Frame: January	- March
Goals	Suggested Minilessons			Teacher's Notes
*Readers have important jobs to do	AC: Be th 2. Readers b AC: Be th 3. Readers b AC: Be th 4. Readers b 5. Readers b	AC: Be the Boss of Your Reading 2. Readers build fluency by using everything they know to solve a word. AC: Be the Boss of Your Reading 3. Readers build fluency by checking and self-monitoring AC: Be the Boss of Your Reading 4. Readers build fluency by making a strategy plan		Refer to GETTING READY notes at beginning of each session
Readers use tools to read fluently	AC: Tools 2. Readers u AC: Tools 3. Readers u AC: Tools 4. Readers u AC: Tools 5. Readers u AC: Caugh 6. Readers u	ise tools to build fluency by thinking about the story to problem solver for Solving and Checking Hard Words are tools to build fluency by thinking: What would sound right? What for Solving and Checking Hard Words are tools to build fluency by breaking a word into parts for Solving and Checking Hard Words are tools to build fluency by using words they know to solve words to for Solving and Checking Hard Words are tools to build fluency by trying sounds many ways to figure out that You! Sneaky Sounds are tools to build fluency by reading sight words in a snap for Solving and Checking Hard Words	it word would fit here? hey don't know	Refer to GETTING READY notes at beginning of each session
Readers use tools to understand their reading	AC: Tools 2. Readers u happenin AC: Tools 3. Readers u AC: Tools 4. Readers u	AC: Tools for Understanding Our Books (check that you are getting it) Readers use tools to understand their books by visualizing a movie in their mind to picture what is happening AC: Tools for Understanding Our Books (make a movie to picture what's happening) Readers use tools to understand their books by noticing who's talking-dialogue. AC: Tools for Understanding Our Books (keep track of who's talking		Refer to GETTING READY notes at beginning of each session
Readers use everything they know to get the job done	Refer to A Be the Bo 2. Readers u AC: Ways 3. Readers u	use everything they know to get the job done by using all of their too AC: Tools for Understanding Our Books, Tools for Solving and Chec ss of Your Reading use everything they know to get the job done by reading with express to Read Like a Reading STAR! use everything they know to get the job done by providing feedback reading sounds	king Hard Words and	

Unit Title: Retelling / Story Elements		el: First	Time Frame: April-June
Standards: Reading Standards for Literature: Reading Standards: Foundational Skills: Speaking and Listening Standards: Language Standards: Writing Standards:	RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.6, F RF.1.2, RF.1.3, RF.1.4 SL.1.1, SL.1.2, SL.1.4, SL.1.6 L.1.1, L.1.2, L.1.4, L.1.6 W.1.3, W.1.8	L.1.7, RL.1.9, RL.1.10	
Essential Questions:		 Unit Goals/Enduring Understandings: Readers retell their book adventure Readers better understand character Readers learn important lessons for the seaders share opinions about book 	rom books
Knowledge and Skills: Retelling Story elements: characters, setting, plot Characters: traits, voice, relationships	 Interpretation Reflection Making connections Opinion 	Demonstration of Learning/Assessment	Post-it notesPost workshop share of skills and strategies
 Wentor Texts: "Upstairs Mouse, Downstairs Mole"-Wong Herbert Yee "George and Martha"- James Marshall "Iris and Walter and the Field Trip"-Elissa Haden Guest "Mr. Putter and Tabby Drop the Ball" - Cynthia Rylant Suggested: "Caps for Sale" - "Chrysanthemum"- "Strega Nona" - "Curious George Goes to the Ice Cream Shop"- "Going Places" - Peter and Paul Reynolds 		Structures: Reader's Workshop	 Strategy Group Guided Reading Shared Reading Read aloud
 Lucy Calkins Units of Study for Teaching Reading: Unit 4 "Meeting Characters and Learning Lessons" Units of Study Anchor Chart Notes 		Modifications/Accommodations: Small group/One to one Large print textbooks Additional time Review of directions	 Quiet space to calm down/relax Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule

Cross Curricular Connections:

Math-Money Science Social Studies-Presidents, Geography 21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills

- Review of directions
- Student restates information
- Student provides oral responses
- Concrete examples
- Support auditory presentations with visuals
- Assistance in maintaining uncluttered space
- Space for movement or breaks
- Extra visual and verbal cues and prompts

- Follow a routine/schedule
- Alternate quiet and active time
- Teach time management skills
- Rest breaks
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback
- Work-in-progress check

Jnit 4: Retelling / Story E	Elements	Grade Level: 1	Time Frame: April-June	
Goals	Suggested Minilessons			Teacher's Notes
Readers retell their book adventures	AC: Off We Go! Readers Go on Adventures! (Get ready! Take a sneak peek)			Refer to GETTING READY notes at beginning of each session
Readers better understand characters	AC: Readers Meet Characters 2. Readers better understand of AC: Readers Meet Characters 3. Readers better understand of AC: Readers Meet Characters 4. Readers better understand of AC: Readers Meet Characters 5. Readers Meet Characters 6. Readers better understand of AC: Readers better understand of Ife?" AC: Clues that Help Readers	haracters by noticing the relationship of other is Along the Way haracters by rereading to understand the details along the Way haracters by becoming the character is Along the Way haracters by changing their reading voice to should characters by haracters by haracters by haracters by asking themselves "what clues do Know How to Read haracters by rereading to smooth out their voi	charters in the story to the main character ils better now character's feelings authors leave that help me bring characters to	Refer to GETTING READY notes at beginning of each session
Readers learn important lessons from books	AC: Readers Learn Lessons 2. Readers learn lessons from b AC: Readers Learn Lessons 3. Readers learn lessons from b connections AC: Readers Learn Lessons	 AC: Readers Learn Lessons Readers learn lessons from books by predicting and wondering what the story will teach AC: Readers Learn Lessons Readers learn lessons from books by comparing and contrasting books (What is the same?, What is different?) text-to-text connections AC: Readers Learn Lessons 		Refer to GETTING READY notes at beginning of each session
 Readers share opinions about books they have read 	AC: Recommend Books You Love	oks they have read by recommending beloved loks they have read by celebrating their favorite		Refer to GETTING READY notes at beginning of each session

Second Grade Reading Curriculum

Pacing Guide				
Content Area: Language Arts				
Course Title: Reading	Grade Level: Second			
Unit Title: Launching	September – October			
Unit Title: Building Good Habits	October - November			
Unit Title: Elements of Nonfiction	December – January			
Unit Title: Building Stamina with Longer More Complex Text	February- March			
Unit Title: Book Clubs	March- April			
Unit Title: Fairy Tales, Fables, and Folktales	May-June			

Liet Titles Lavor de (4)	Grade Level: S	Second Tin	ne Frame: September- October (4-6)	
Unit Title: Launch (1)	diade bevel.	rin		
Standards: Reading Standards for Literature: Reading Standards for Informational Te: Reading Standards: Foundational Skills: Speaking and Listening Standards: Language Standards: Writing Standards: Essential Questions:	RF.2.1, RF.2.2, RF.2.3, RF.2.4 SL.2.1, SL.1.2, SL.2.4, SL.2.6 L.2.1, L.2.2, L.2.4, L.2.5, L.2.6 W.2.1, W.2.2, W.2.3	V, RL.2.10 Unit Goals/Enduring Understanding	ngs:	
 What does Readers Workshop look like and sound like? Why is important to choose "just right" books? How can meeting with the teacher one-to-one be special for you How can conferring with the teacher one-to-one help you become a stronger reader? Why do we set goals? 		 Readers incorporate routines to ensure success during Readers Workshop Readers view reading as a special activity that involves working both independently and with others Readers choose books by analyzing the text to be certain they are "just right" Readers confer with the teacher to evaluate and discuss their progress and goals. 		
Skills: • Gathering in the meeting area • Choosing a "just right" book • Qualities of "turn and talk"	 Independent reading Partner reading Independent work procedures Conferencing 	 Demonstration of Learning: DRA Conference notes Teacher created assessments Small Group Observations Running Records 	5	
Mentor Texts: Suggestions only: Teacher's may use books that are appropriate of their own selection. The OK Book The Crayon Box That Talked Poppleton		Structures: Reader's Workshop	 Strategy Group Guided Reading Shared Reading Read aloud 	
Resources: Units of Study-Lucy Calkins and Shanna Cross Curricular Connections: Social Studies-Communities, Rules Routine Health- Friendship, Decision Making	Schwartz 21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills	Modifications/Accommodations: Small group/One to one Large print textbooks Additional time Review of directions Student restates information Student provides oral responses Concrete examples Support auditory presentations with value of the control of the contr	d space directions and staying on task • Checklists	

Resources/Materials	Mini Lessons / Activities	Teacher Notes
Lesson 1 - Introduce the	Lesson 1 - Introduce the Readers' Workshop	
Reader's Workshop	TP: Readers within a reading community develop rules and routines for behavior and expectations	
Basket of books	during the reading workshop	
Chart paper	Create class chart: "Rules for Readers' Workshop"	
• Marker	 Discuss Examples: Choose books quietly, sit in our special reading spot, we read quietly the 	
	entire time, teacher conferences, etc.	
	 Teacher may choose to have a basket of books at each student table for students to "shop" 	
	from	
	 Students will choose books to read at their seats or in a special place around the room 	
	 Teacher confers informally with students. 	
	 Whole class shares what they noticed in how Readers' Workshop looks, comparing to the class 	
	anchor chart	
	 NOTE: Tell students to start bringing in favorite books from home to be used with Lesson 2 	
Lesson 2 - Building Our	Lesson 2 - Building Our Reading Community	
Reading Community	TP: Readers are part of a reading community with individual identities.	
 A variety of teacher's 	 Teacher brings in some of her favorite books and what makes them special to her/him 	
personal books	 Teacher explains that everyone has different interests when it comes to reading – some may 	
	like a newspaper, picture book, fantasy, non-fiction, etc.	
	 Teacher asks students to share favorite books from home and tell why they enjoy their books 	
	 Students discuss similarities and differences in book choice 	
	Students will display their favorite books for other students to explore	
	 Teacher will allow students to read independently – sharing books from home/class baskets 	
	Students will reflect on "new" books they previewed during independent reading time today –	
	may discuss new genre they explored, etc.	
Lesson 3 – Proper Book	Lesson 3 - Proper Book Handling	
Handling	TP: Readers take care of the books that they read and share with others	
Chart paper	Teacher asks students to share about proper ways to: handle books, keep books clean, return	
• Marker	books to classroom baskets, borrow books for reading at home, etc.	
	Teacher models proper book handling Males Cheen Analysis of Cheen Miles Was May Handle Beacher."	
	Make Class Anchor Chart "How We Handle Books" Tookhor may shoos to have a hostest of hostes at each student to ble for students to "abor".	
	 Teacher may choose to have a basket of books at each student table for students to "shop" from 	
	Students will choose books to read at their seats	
	 Students will choose books to read at their seats Students read independently – practicing proper book handling 	
	 Teacher confers informally with students. 	
	 Whole class shares and reflects about proper book handling 	
	NOTE: Students will need a notebook for Lesson 6	
	110 12. Stadents will freed a frotebook for Besson o	

Lesson 4 - Selecting	Lesson 4 - Selecting Appropriate Reading Material	
Appropriate Reading	TP: Readers select "just right" books by reading a small portion of the text to check for difficulty in decoding	
Material	and understanding	
Chart paper	Teacher can review how we choose shoes that are "just right" for running a race and pull from a	
• Marker	bag of shoes, ones that do not fit the purpose, ones that are too big and ones that are too small for	
 Bag of shoes (optional) 	her feet and eventually finding a "good fit"	
 Bag of book selections 	Teacher models how to select books that are right for him/her by demonstrating books that s/he	
that are just right, too	finds uninteresting, too hard to decode, too hard to understand, and "just right"	
hard, and too easy for	 Create anchor chart using "I PICK" acronym (I-choose a book that is P-purposeful for me I- 	
the teacher to read	interesting to me, C-can I comprehend it, K-do I know most of the words)	
him/herself	Students will begin choosing books and reading texts that fit the I-PICK anchor chart rules	
 Lesson taken from <u>The</u> 	Teacher confers informally with students	
<u>Daily Five</u>	Whole class shares and reflects on their selections for the day	
Lesson 5: Staying Organized	Lesson 5: Staying Organized as we Read	
As we Read	TP: Readers develop strategies for selecting independent reading material quickly and quietly, allowing	
 Chart paper 	readers more time to read	
 Marker 	Teacher will discuss how we can keep the books we choose organized in our own "mini library"	
 Student bins 	 Create anchor chart for routines and procedures of book shopping – how long it should take, 	
	how many books can be selected at a time, where book bins go when it is not reading time, etc.	
	 Model putting books in personal book bin and returning bin to its spot 	
	 <u>Note:</u> You may want to number student bins and place them in alphabetical order 	
	 <u>Note:</u> you might want to limit shopping to five minutes 	
	 Discuss and model how to return books to their proper library bins when students are finished 	
	reading them	
	Students shop for books and read in reading spots	
	 Students place books they've not yet finished or read in their personal book bins and put book 	
	bins in their place	
	Students share and reflect on procedures of book shopping and book bins	
Lesson 6 - Staying	Lesson 6: Staying Organized and Focused on Reading	
Organized and Focused on	TP: Readers keep a Reader's Notebook to log their thinking and understanding while reading	
Reading	Teachers will review how readers are constantly thinking while reading	
 Reader's Notebooks 	 Teachers will demonstrate how students will keep a notebook to record their thinking 	
 Independent Reading 	throughout the year	
Books	 Readers will begin routine practices of dating and recording their thinking during a reading 	
	workshop session	
	Students can decorate their Reader's Notebook either in class or at home to showcase their	
	interests in reading topics.	

Logger 7 Charles Francis	Lagram 7. Charring Forward Ac We Dood	
Lesson 7 - Staying Focused	Lesson 7: Staying Focused As We Read	•
As We Read	TP: Readers manage their time within the workshop to read and respond in their Reader's Notebook	
Reader's Notebooks	Teacher will demonstrate how to complete an entry/assignment in the Reader's Notebook in	
Independent Reading	order to be ready to share at the end of a session	
Books	Readers will practice reading for longer periods of time and recording their thoughts in their	
Class Anchor Charts	Reader's Notebook	
	Students will share their responses to the assignment during the share segment of the workshop	
	Students reflect upon the behaviors during the reading portion of the workshop while	
	referencing the class created anchor charts that were previously made	
Lesson 8- Understanding	Lesson 8 - Understanding the Structure of the Workshop	
the Structure of the	TP: Readers will understand their role during the workshop mini lesson	
Workshop	Teacher explains the daily structure of Reader's Workshop	
 Independent Reading 	 Teacher dictates expectations for students to sit properly, be attentive and focus on the 	
Books	demonstration portion of the lesson without interrupting	
 Reader's Notebooks 	 Teacher explains that students will get a chance to participate and "try out the skill/strategy" 	
	after the explicit teaching portion by turning and talking with a partner or sharing ideas with the	
	group on the carpet	
	Teacher explains that students will get a chance to practice the skill or strategy independently	
	once the group moves from the carpet area into independent reading time	
	Teachers discuss the importance of the share session for students to demonstrate their success	
	during independent reading time.	
	• Students will try out the process of listening/observing to trying it out with a partner to trying it	
	out independently	
Lesson 9- Partnerships		
Read Together		
Independent Reading	Lesson 9- Partnerships Read Together	
Books	TP: Readers can read together with partners by taking turns reading each page or by listening to each other	
Chart Paper	and discussing the text	
Markers	Teachers demonstrate the ways in which readers can read together in partnerships of two and	
- Tarriers	create an anchor chart with rules for reading in partnerships	
	• Students will sit hip to hip with the text between them	
	 Students will decide if they will alternate reading one page each while the other partner listens 	
	OR if one partner will read the entire text aloud to the other.	
	 Students will develop non-verbal cues for helping one another decode unknown words. 	
	 Students will develop hon-verbal cues for helping one another decode diknown words. Students will practice reading together at an appropriate volume. 	
	 Students will practice reading together at an appropriate volume. Students practice reading in teams 	
	Teacher confers with partnerships Ovick review of key precedures by baying students volunteer to demonstrate.	
	Quick review of key procedures by having students volunteer to demonstrate.	

Lesson 10- Partnerships	Lesson 10 - Partnerships Talk Together •	
Talk Together	TP: Talking with partnerships help readers deepen their own understanding and helps to recognize others'	
• Chart Paper	points of view.	
Markers	Discuss and model partner talk.	
Books	Teacher and students conduct mock workshop highlighting procedures for turn and talk.	
Reader's Notebook	Create anchor chart.	
Reader S Notebook		
	o look your partner in the eye	
	o show that you're listening by nodding or asking questions for understanding	
	o share favorite characters, story events, something interesting, funny part, picture	
	(Create additional anchor chart for partner talk.)	
	o stay focused on book talk	
	o speak in an inside voice	
	o take turns listening and reading (if sharing a book to read together)	
	Review partner talk & refer/add to anchor chart	
	Students read independently/ Teacher confers with children individually	
	Share and reflect on working with partnerships	
Lesson 11- Purpose of	Lesson 11 - Purpose of Reading Conferences	
Reading Conferences	TP: Conferences are an important part of reading workshop	
 Independent Reading 	 Teacher explains that during independent reading time, the teacher will work with students in 	
Books	what is called a reading conference	
 Reader's Notebooks 	Teacher will explain that a reading conference is a chance for the teacher to work with one or	
	just a few of the students at a time to help with reading	
	 Teacher will choose a student to model what a conference will look like, while the rest of the 	
	class watches. Teacher may ask questions such as "What are you working on today?" "What	
	are you doing as a reader?"	
	 Teacher should allow for students to ask questions about the conferencing process 	
	Students will choose books to read at their seats	
	Students read independently while teacher confers with students	
	 Whole class shares and reflects about what they noticed as the teacher was conferring 	
Lesson 12- Eliminating	Lesson 12 - Eliminating Interruptions During Reading Conferences	
Interruptions During	TP: Conferences are an important time for teacher and students to meet about reading progress and should	
Reading Conferences	be distraction-free	
 Independent Reading 	Teacher reviews with students the purpose of conferences	
Books	 Teacher asks students to share what might happen if the teacher/student who are conferring 	
 Reader's Notebooks 	get interrupted	
	 Discuss types of interruptions – going to the bathroom, tattling, etc. 	
	Teacher shares the importance of not interrupting during a conference unless it is an	
	emergency	
	Teacher explains what class emergencies might include	
	Teacher models a conference with a student while having another student interrupt the	
	conference.	
	Class discusses what happened when the teacher/student were interrupted	
	Students read independently while working hard not to interrupt conferences	
	Teacher confers with students	
	Whole class shares and reflects about conferences	

Lesson 13- Setting Goals for	Lesson 13 - Setting Goals for Reading Stamina	•
Reading Stamina	TP: Readers set goals to help push themselves to read for longer periods of time	
 Chart Paper 	 Teacher discusses setting a class goal for reading for a period of time (example 10, 15, 20 	
 Markers 	minutes)	
• Books	 Students share ideas for class goals – chart class reading goals 	
	 Teacher discusses and sets a realistic reading goal with class (this will only be about 8-10 	
	minutes to start – but the goal is to get the students to read independently for 45+ minutes by	
	the end of the school year)	
	 Make Class Anchor Chart - "We Can Read Independently for X Minutes" 	
	 Students read independently – working to reach reading goal 	
	Teacher confers with students individually	
	 Students meet with partners and discuss if their class goal was realistic and if it was achieved 	
	Class reflects and sets new goal	
	 Extension: Discuss ways students can build stamina outside the classroom. 	
	 Find more times during the day to read 	
	 Carry a book at all times 	
	 Set goals for reading / Record reading and monitor goal setting 	
	Lesson 14 - Setting Individual Goals for Reading	
Lesson 14- Setting Goals for	TP: Readers set goals to help push themselves to become better readers	
Reading Stamina	 Teacher reviews setting class goals for reading (stamina lesson 12) 	
 Chart Paper 	 Teacher introduces setting individual goals for reading 	
 Markers 	 Students share ideas for individual goals – chart possible individual reading goals 	
• Books	Teacher reviews setting realistic reading goals	
	Students meet with partners and discuss their individual goals	
	 Students read independently – working to reach individual reading goal(s) 	
	Teacher confers with students individually	
	 Partnerships meet up again to reflect and determine if goals were realistic/achieved 	
	If time permits, have whole class reflect and share on individual reading goals	

Unit Title: Unit Building Good H	abits (2) Grade Level: Se	cond Time Frame: (October - Novemb	oer) 4-6 weeks
Standards: Reading Standards for Literature: Reading Standards: Foundational Skills: Speaking and Listening Standards: Language Standards: Writing Standards:	RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RF.2.3, RF.2.4 SL.2.1, SL.2.3, SL.2.4, SL.2.6 L.2.1, L.2.2, L.2.4, L.2.5, L.2.6 W.2.3, W.2.5, W.2.7	RL.2.6, RL.2.7	
Essential Questions: • What do we have to do to "take cha	arge" of our reading? thinking about before, during and after	 Unit Goals/Enduring Understandings: Readers take charge of their own reading Readers understand how to build stamin Readers work hard to solve tricky words Readers extend their thinking in reading Readers retell important events in a story Readers pay close attention to authors. 	a. journals.
Skills: Reading with expression Retelling	 Reading with fluency Reading with comprehension Readers use multiple strategies to decode unfamiliar words 	Demonstration of Learning:	
Mentor Texts: There was an Old Lady who Swallowed a Fly Those Darn Squirrels by Adam Rubin Mercy Watson to the Rescue by Kate DiCamillo Katie Woo has the Flu by Fran Manushkin		Structures: Reader's Workshop Whole group minilesson Independent reading/conferencing Mid-workshop Teaching Teaching Share Partner Talk Partner reading	 Strategy Group Guided Reading Shared Reading Read aloud
Resources: Units of Study-Lucy Calkins and Shanna Growth Spurt- Unit 1 Cross Curricular Connections: Health-Keeping healthy	Schwartz 21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills	Modifications/Accommodations: Small group/One to one Large print textbooks Additional time Review of directions Student restates information Student provides oral responses Concrete examples Support auditory presentations with visuals Assistance in maintaining uncluttered space Space for movement or breaks Extra visual and verbal cues and prompts	 Quiet space to calm down/relax Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule Alternate quiet and active time Teach time management skills Rest breaks Verbal and visual cues regarding directions and staying on task Checklists Immediate feedback Work-in-progress check

Goals: Suggested Mini-lessons:	Frame: October - November (4-6 weeks)
Goals: Suggested Milli-lessons:	Notes:
(1-2)Readers take charge of their own reading. 1. Readers Choose How to Read • Readers can look at the title, cover and back of the book, to contents and some of the text to determine how the book read. • Students share with their partners how their book wants to be reading. • Students note if the mood changes in a book and therefore read differently. 3. Readers get stronger by reading a lot • Students set timing goals based on the difficulty of the book reading. • Students increase length of independent reading time and reading stamina 4. Readers read in longer phrases, scooping up snap words. • Students identify words they know in a snap. • Students share reading faster and smoother 5. Readers think about their reading and understand what they • Readers pause to check for understanding by retelling what hap far. 6. Readers can mark their thinking with Post-its. • Readers mark their books with post-its to hold onto thoug wish to share. • Readers know that reading is thinking and they check their retelling what happens in their story. • Readers know that reading is thinking and they check their retelling what happens in their story. • Readers stop and retell as they read (this happened, and thappened and then) • Readers make predictions based on what the chapters are then check to see if they were accurate. • Readers retell with the chapter titles in mind. • Readers retell with the chapter titles in mind.	is read. cad. cole of cants to be to be read. needs to be to they are could (3.)Prepare Stamina Chart (pg. 13 Units of Study-Unit one) Anchor Chart of There was an Old Lady who Swallowed a Fly. ead. pened so ts they to can retell thinking by en this

(7-10)Readers work hard to solve tricky words.	 7. Readers recall and practice strategies previously learned to solve tricky words. Readers need to know how to pronounce tricky words as well as, know what the word means. Readers read tricky words part by part. Readers share strategies with their reading partners. Readers work in small groups for guided reading practice. 	(7) Prepare book baggies for each student. (Units of Study-Pg. 36) Create Anchor Chart-"When Words are Tricky, Roll up Your Sleeves".
	 8. Readers use more than one strategy at a time. Readers always keep "meaning" as the first strategy. What makes sense in this sentence? Readers are flexible when solving a tricky word. They use more than one strategy. Students set goals for stamina and individual strategy goals. 9. Readers know that some beginnings (prefixes) and endings (suffixes) can be read in a SNAP. Readers recognize common beginnings- un, and pre. Readers recognize common endings-ing, ed, es, er, s, ly 	(8)Record individual student goals on "My Reading Goals" sheet (pg. 49-Units of Study)
	 10. Readers know that the same vowel pair (ea, ou, ow, oo, ee) can make more than one sound. Readers may need to try both vowel sounds to determine the correct pronunciation of the word. 	
	 11. Readers develop strategies to figure out new words. Readers learn to say the new word and determine what it means. Readers learn that some words have multiple meanings. Readers learn that they can use context clues to determine the meaning of a new word and/or they can substitute a synonym for the new word to help determine meaning. Readers monitor their own reading for mistakes. 	
(12-13) Readers pay attention to authors.	 12. Readers learn to read like writers. Readers learn that authors use words that are powerful and make us react. Readers learn to identify the author's intention when reading. Readers learn to identify and name the author's techniques. Readers learn to find "small moments" in their books. 	(12) Create Anchor Chart: Authors Have Intentions (pg. 77-Units of Study for Reading)
	 Readers have the opportunity to share the writing techniques they identify in their books with the class. 	(12) Create a chart during this discussion to illustrate the examples students share.

(14-15) Readers celebrate their reading growth.	 Readers try the author's craft they identify in their books in their own writing. 13. Readers learn how the author makes the whole book come together. Readers notice how the beginning, middle and end of a book come together. Readers learn how each chapter is linked to another and how new parts of the book build on earlier parts. Readers learn how all parts of the book fit with the ending. Readers practice their retelling skills by just telling main plot points. 14. Readers learn that authors want to teach the reader something. Readers learn to find lessons in the books they read. Readers look for the big ideas the author is communicating. Readers learn to take a sneak peek at their books before reading to predict what the lesson or big idea might be. 	(13)Create a chart of lessons and big ideas frequently found in the books the students are reading. (14) Refer to updated Reading Stamina Chart.
	 15. Readers celebrate their reading growth by noting how much longer they can read now. Readers review books read during unit. Readers review skills developed to tackle tricky words. Readers review author's craft and how it can be used in their own writing. Readers leave notes and tips in their books for future readers grow. 	

Unit Title: Elements of Nonfict	tion (3)	Grade Level: Second	Time Frame: Decembe	er - January 4-6 weeks
Standards: Reading Standards for Informational T Reading Standards: Foundational Skill Speaking and Listening Standards: Language Standards: Writing Standards:		.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, R 4, SL.2.6	I.2.9, RI.2.10	
 Essential Questions: How do we understand and increvarious resources? How can text features help us gained. How do we analyze unknown wo 	n a better understanding of the	y utilizing • Readers expected to the readers expecte		ledge nine the meaning of unknown words. ultiple sources to gather information.
Skills: • Use context clues • Use text features • Preview texts	 Ask questions Reread Connect information 	TeacheSmall (n of Learning: ence notes er created assessments Group Observations ag Records	
Mentor Texts: Tigers by Laura Marsh Amazing Animals: Tigers: by Valerie	Bodden	IndepeConferMid-wo	Group Mini Lesson ndent Reading ring orkshop teaching ng Share	 Partner Talk/Partner Reading Guided Reading Shared Reading Whole Class Read Aloud
Resources: Units of Study-Lucy Calkins and Shann Becoming Experts- Unit 2	na Schwartz	Modifications/A • Small group/0 • Large print te • Additional tim • Review of dire	ccommodations: One to one xtbooks le ections	 Quiet space to calm down/relax Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule
Cross Curricular Connections: Math Science Social Studies Health	21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Sc Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills	 Student provi Concrete exa Support audit Assistance in Space for mo 	tes information des oral responses mples ory presentations with visuals maintaining uncluttered space vement or breaks verbal cues and prompts	 Alternate quiet and active time Teach time management skills Rest breaks Verbal and visual cues regarding directions and staying on task Checklists Immediate feedback Work-in-progress check

Unit Title: Elements of Nonfiction Grade Level: Second Time Frame: December – January (4-6 weeks)				
Goals:	ction Grade Level: Second Suggested Mini-lessons:	Time Frame: December – January (4-6 weeks) Notes:		
(1-5) Readers examine texts to increase knowledge	1. Readers pay attention to details and think, "How can I put together what I am seeing to grow knowledge of this topic." Readers do this by paying extra attention to all the details of the pages and connecting that with what we already know.	 Prior to starting this unit: Prepare examples of nonfiction texts and environmental print (ex. science diagrams, cereal boxes, directions for a game, newspaper articles, maps, diagrams, photographs, etc.) Prepare book bins with nonfiction texts readily available on all reading levels. Create new anchor chart, "Readers Grow Knowledge." Choose a read aloud text that is above current benchmark that provides opportunities for comprehension. Assign new partners for this unit. NOTE: READ -ALOUD AND SHARED READING ARE IN THE 		
	2. Readers know that as they read and put all the information together, sometimes questions come up. We remember these questions while reading to see if we can learn even more about the topic. We put together what we see with what we know and then we may have questions. We look again, at all the details and see if we can come up with an answer.	 APPENDIX OF THE TEXT. Pennies for each child/group Book bins/bags "Nonfiction Readers Grown Knowledge" Anchor chart Collection of nonfiction texts (3) Knights in Shining Armor, by Gail Gibbons Readers "Grow like beanstalk" Anchor Chart		
	3. Nonfiction readers ask, "What is the text teaching me?" by paying attention to details and putting parts of the text together in their mind.	(4)Gift wrap a nonfiction book complete with bows and ribbons Nonfiction book with text features		
		(5)Gift wrap another nonfiction text complete with bows and ribbons.		

	4. Nonfiction readers anticipate the context of the book by previewing all the text feature and making predictions.
	5. Readers track new content by putting together information as they read and comparing it to the information that they previewed.
(6-11) Readers use context clues to determine the meaning of unknown words.	 MIDUNIT REVIEW Readers need to be engaged to reading. Readers are certain that the reading makes sense and sounds correct. Readers use partnerships to support their reading habits. Mentor Text: Tigers Highlighter tape New Anchor Chart "Talk the Talk Read to Learn the Lingo." Mask key words in Tigers
	6. Readers tackle key vocabulary by anticipating possible keywords that might be in the text. Mask key words in <u>Tigers</u> Add strategies to anchor chart.
	7. Readers find keywords and work to discover their meaning by reading the boldface words, the text boxes, the labels, the glossaries and any other text feature. Mask key words in <u>Tigers</u> Add strategies to anchor chart.
	8. Readers work to decode keywords by using the "whole page" and their prior knowledge of the topic. Tigers Add "Reread it like an expert" to the anchor chart.
	9. Readers work to decode keywords by using various phonemic strategies to determine the correct pronunciation. Gift wrap Amazing Animals: Tigers.
(12-18) Readers summarize information from multiple sources to gather	10. Readers read more smoothly when working with new vocabulary by rereading and scooping up the keywords. Tigers and Amazing Animal Tigers.
information.	11. Readers talk about topics by using the keywords and strategies they have acquired to become experts on the topic. 3 photograms that go together that isn't obvious. Amazing Animal Tigers Tigers

12. Readers get themselves ready to study a topic, not just by reading one book, but several books and thinking about how all of those books seem to go together. Make copies of the 'Ways to Say More" sheets for partnerships
13. Readers develop a deeper understanding of a topic by reading several books and combining their knowledge between books.
14. When confused, readers reevaluate texts across the same topic by looking again and trying different ways of summarizing the content.
15. Readers evaluate several books on the same topic by reading closely to determine how they are the same and how they are different.
16. Readers retell books by focusing on the topic and using all of the information they have added together.
17. Readers are prepared to teach other about what they have learned by marking important parts, thinking about what they want to say, and using their voice to help people listen and learn.
18. Readers present their topics and check their understanding of the listeners by asking questions and discussing the topic.

Unit Title: Building Stamina with	Longer and More Complex Texts (4	Grade Level: Second T	'ime Frame: January - February (4-6 weeks)
Standards: Reading Standards for Informational Tex Reading Standards: Foundational Skills: Speaking and Listening Standards: Language Standards: Writing Standards:	:: RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RF.2.3, RF.2.4 SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6 L.2.1, L.2.3, L.2.4, L.2.6 W.2.2, W.2.7	RI.2.7, RI.2.8, RI.2.9, RI.2.10	
Essential Questions:		Unit Goals/Enduring Understar	ndings:
	ts fluently and with good expression?	 Readers demonstrate strategi 	
How can we infer the writer's craft			s craft to determine the tone that the author is
What strategies can be used to tra	ck our reading to develop a better	trying to convey.	
understanding?			o monitor their understanding.
How can we work together to atta	in our reading goals?	Readers utilize strategies to s	elf-assess their level of understanding.
Skills: Word attack Expression Pace	 Inferring Self-assessing to monitor comprehension Retelling 	 Demonstration of Learning: DRA Conference notes Teacher created assessment Small Group Observations 	
Mentor Texts:		Structures:	Teaching Share
Minnie and Moo Go Dancing by Denys	Cazet	Whole Group Mini Lesson	S .
<u>Happy Like Soccer</u> Maribeth Boelts		 Independent Reading 	Guided Reading
		 Conferring 	 Shared Reading
		Mid-workshop teaching	 Whole Class Read Aloud
Resources: Units of Study-Lucy Calkins and Shann	a Schwartz	Modifications/Accommodations:	 Quiet space to calm down/relax Preferential seating Reduction of distractions
Cross Curricular Connections: Math Science Social Studies Health	21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills	 Additional time Review of directions Student restates information Student provides oral responses Concrete examples Support auditory presentations with Assistance in maintaining unclutter Space for movement or breaks Extra visual and verbal cues and p 	red spac directions and staying on task • Checklists

• Work-in-progress check

Un	it Title: Building Stamina	with Longer and More Complex Texts	Grade Level: Second	Time Frame: J	anuary - February (4-6 weeks)
	Goals:	Suggested	Mini-lessons:		Notes:
•	Readers demonstrate strategies for fluency	1. Readers reread text to change th	e voice inside their head by rea	ading aloud.	 Book baggies with fiction books at student's independent reading levels. Anchor chart "Making Your Reading More Fluent" Mentor text, Owl Moon, by Jane Yolen Post-it notes New Reading logs
		Readers read in longer phrases a noticing punctuation.	and scoop up more words at a t	ime by	 (2) Houndsley and Catina by James Howe page 2 Anchor chart Strategy post-it
		3. Readers can identify who is talki using dialogue.	ng and hear what a character s	ounds like by	 Sentence Strips with dialogue Houndsley and Catina by James Howe pages 2-5 Anchor chart Strategy post it
		4. Readers can change their voice a thinking about the meaning of th		ight by	 Houndsley and Catina by James Howe pages 22-24 Anchor chart Strategy post it
		5. Readers gain a better understand when reading.	ding of the story by adjusting t	neir speed	 Houndsley and Catina by James Howe pages 29-30 Anchor chart Strategy post it

 Readers examine the author's craft to determine the tone that the author is trying to convey. 	6. Readers recognize literary language by noticing it, rereading it, recalling story events and questioning special language.	 Owl Moon, by Jane Yolen Anchor Chart, "Understanding Literary Language" Post-it notes Baskets of Poetry Books
	7. Readers understand comparisons by thinking about the two things being compared and considering how they're alike.	 (7) Come On, Rain! by Karen Hesse Anchor Chart Strategy Post it (8)
	8. Readers make sense of creative language authors use by thinking about story events.	 Excerpts from Happy Like Soccer by Maribeth Boelts Amelia Bedelia Goes Camping by Peggy Parish The King Who Rained, by Fred Gwynne Collection of books using figurative language and poetry books Anchor chart
	9. Readers focus on special language authors use by connecting strategies they use in writing.	(9)Blank paperWriting foldersbooks

Readers track their reading to monitor their understanding.	10. Readers develop strategies to track story events by utilizing same book partnerships.	 Duplicate copies of leveled readers Anchor Chart "Same Book Partners" Questions Partners Ask Each Other bookmark Post it Notes
	11. Readers develop strategies to track story events by using post-it notes to identify the most important events across the story.	 Post it notes Minnie and Moo Go Dancing by Denys Cazet Anchor Chart "Keeping Track of Longer Books" Strategy Post it
	12. Readers develop strategies to track story events by slowing down, rereading and asking questions.	 Minnie and Moo Go Dancing by Denys Cazet Anchor Chart Strategy post it
	13. Readers develop strategies to track story events by using writing to help them tackle confusing parts in their reading.	 Minnie and Moo Go Dancing by Denys Cazet "Emergency Tool Kit" Anchor chart Strategy post it

Readers utilize strategies to self-assess their level of understanding.	14. Readers set reading goals and self-assess areas of need by talking with a partner.	 Anchor charts previously created Shared text for demonstration, suggested, <u>Happy Like Soccer</u> by Marybeth Boelts Strategy post its Highlighters Pens Club Tip Sheet page (enough for each group)
	15. Readers prepare to achieve reading goals by working with partnerships to share what they know and develop a plan.	 List of questions to consider when making a plan Blank Club Plan Sheet Anchor Chart "Working Together in Goal Clubs" Strategy post it
	16. Readers help one another reach goals by giving feedback to one another.	 Previously created anchor charts Set Celebration Date Anchor Chart "Working Together in Goal Clubs" Strategy post it
	17. Readers celebrate their reading by noticing what strategies and skills other readers are using.	Anchor chartGoal club paperMarkers

Time Frame: March - April (4-6 weeks) **Grade Level: Second** Unit Title: Book Clubs (5) Standards: Reading Standards for Informational Text: RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10 Reading Standards: Foundational Skills: RF.2.3. RF.2.4 **Speaking and Listening Standards:** SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6 Language Standards: L.2.1, L.2.3, L.2.4, L.2.6 **Writing Standards:** W.2.2, W.2.7 **Essential Questions: Unit Goals/Enduring Understandings:** How do we preview and pay close attention to the characters to become experts Readers analyze information gathered about a character in order to on a particular series books? make predictions about the actions of a character in books within the How do we study author's craft to generalize the character traits and storyline same series. across books within the same series? Readers analyze information gathered about a series in order to make predictions about other books within the same series. How do we share our love of books with others? Readers pay close attention to the words authors use to visualize and read the book the way the other intended it to be read. Readers support their opinions about books by using text evidence. Skills: **Demonstration of Learning:** Using schema Predicting Connecting DRA Conference notes Visualizing Retelling Teacher created assessments Inferring Analyzing characters **Small Group Observations** Analyzing story elements **Mentor Texts: Structures: Teaching Share** Whole Group Mini Lesson Partner Talk/Partner Reading **Independent Reading Guided Reading** Conferring **Shared Reading** Mid-workshop teaching Whole Class Read Aloud **Modifications/Accommodations: Resources:** Quiet space to calm down/relax • Small group/One to one Units of Study-Lucy Calkins and Shanna Schwartz Preferential seating Large print textbooks Cross Curricular Connections: 21st Century Themes Reduction of distractions Additional time Hands-on activities **Global Awareness** · Review of directions Follow a routine/schedule 21st Century Skills Math Student restates information Learning and Innovation Skills Alternate quiet and active time Science Critical Thinking and Problem Solving • Student provides oral responses Teach time management skills **Social Studies** Communication and Collaboration • Concrete examples Rest breaks Health Life and Career Skills Support auditory presentations with Verbal and visual cues Social and Cross-Cultural Skills visuals regarding directions and staying • Assistance in maintaining uncluttered on task Checklists • Space for movement or breaks Immediate feedback Extra visual and verbal cues and Work-in-progress check

prompts

Unit Title: Series Book Clubs	Grade Level: Second Time Frame	: March- April (4-6 weeks)
Goals:	Suggested Mini-lessons	Notes:
 Readers collect information about main characters in a series to become experts. 	1. Readers become experts on the main character in a series by previewing the first book, paying close attention to the details, and collecting lots of information about the main character.	Duplicate copies of an unfamiliar book from the series the partnership will be studyingSuggested Text: "The Kite: The
•	2. Readers evaluate a character by thinking about how the character responds to problems.	Days with Frog and Toad" -Anchor chart "Series Readers Become Experts on Characters."
	3. Readers look closely for things that are similar in their series books by thinking about what the character always does or how the character usually feels.	-Prepare partnerships for book club series.
	4. Readers become experts on characters by analyzing the information they have learned about them.	
	5. Readers use their knowledge of the character's behavior in a series to predict the character's next steps in future books.	Picture of a hot air balloon. "The Hat: The Days of Frog and Toad."
	6. Readers analyze relationships within the main character's life to make connections with themselves to better understand the story.	Pinky and Rex and the Bully" The Stories Julian Tells
As readers, we study author's craft to generalize the character	7. Readers visualize by evaluating how the author uses vivid words to paint pictures in the readers' mind.	Magic Tree House: Polar Bears Past Bedtime.
traits and storyline across books within the same series.	8. Readers know what is happening in the story by paying close attention to the words that authors choose to use.	
	9. Readers recognize that another author's craft. by taking notice of the author's literary language	"Alone" Days with Frog and Toad
	10. Readers evaluate the events within books of a series to determine the common patterns.	
	11. Readers critique the authors writing (bold words, italic font, or large type) to determine how the author wants the story to be read.	

	12. Readers pay careful attention to the ending of the book and ask themselves if there is an important lesson which can be learned	
Readers support their opinions about books by using text evidence.	13. Readers share their love of books by using creative methods (talking about the books, leaving notes to other readers, writing nominations, acting out parts, etc.)	
	14. Readers plan and prepare ways to share their books by working in partnerships and analyzing their reading notes.	
	15. Readers explain and support their love of their book by citing specific examples.	
	16. Readers debate the opinions they have about books by reading and rereading to collect evidence to support their position.	
	17. Readers make their debate stronger by citing even more reasons and using specific language as, "For example"	

Unit Title: Fairytales, Fables, and Folktales Grade Level			l: Second	Time Frame: May- Jun	ne (4-6weeks)
Standards: Reading Standards for Literature: RL.2.1, RL.2.2, RL.2.3, RL.2.4, R.L. 2.5, RL.2.6, R.L. 2.7, R.L. 2.9, R.I.2.10 Reading for Foundational Skills: R.F.2.3, R.F. 2.4					
 Essential Questions: As readers, how do we identify common elements threaded throughout fairy tales, folktale and fables? As readers, how can we make sense of the complex language common to the genres of fairy tales, fables and folktales? As readers how can we evaluate the character's development throughout the course of the story? As readers, how can we compare and contrast the lessons that the story conveys? Skills: Synthesizing Making Predictions 			 Unit Goals/Enduring Understandings: Readers identify the common elements threaded throughout fairy tales, folktales and fables based on its story elements. Readers identify and understand the complex language found across fairy tales, folktales and fables. Readers evaluate characters development throughout the story. Readers compare and contrast the lessons that the story convey. Demonstration of Learning: DRA 		
InferringRetelling	QuestioningDetermine Theme		TeachSmall	rence notes her created assessments Group Observations ing Records	
Mentor Texts: Cinderella by James Marshal Cinderella by Marsha Brown Prince Cinders by Babette Cole The Paper Bag Princess by Robert Munsch Imogene's Antlers by David Small	Uni the Unicorn by Amy Krou Fables by Arnold Lobel Aesops Fables by Aesop Stone Soup (multiple version: Various assorted fairytales ar IDR	s)	IndepConfeMid-v	e Group Mini Lesson endent Reading rring vorkshop teaching iing Share	 Partner Talk/Partner Reading Guided Reading Shared Reading Whole Class Read Aloud
Resources: Units of Study-Lucy Calkins and Shanna Schwartz IfThenCurriculum pages 118-146 See Possible Teaching Points pg. 143		Small groupLarge print tAdditional tillReview of d	extbooks me irections	 Quiet space to calm down/relax Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule 	
Cross Curricular Connections: Math Science Social Studies Health	Communication and Collaboration Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Sc Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills		 Student pro Concrete ex Support audivisuals Assistance i space Space for m 	tates information vides oral responses tamples ditory presentations with an maintaining uncluttered dovement or breaks and verbal cues and	 Alternate quiet and active time Teach time management skills Rest breaks Verbal and visual cues regarding directions and staying on task Checklists Immediate feedback Work-in-progress check

Unit Title: Fairy Tales, Folktales and	Fables Grade Level: Second	Time Frame: May - June (4-6 weeks)
Goals:	Suggested Mini-lessons:	Notes:
Readers classify the genres based on its story elements.	 Readers gain a deeper understanding of a story by reenacting parts of a story, putting themselves in the characters shoes and acting parts of the story out. Readers understand how the character is feeling by identifying and marking places in the story where a character has strong feelings. Readers infer characters feelings by thinking about the story events. Readers analyze characters feelings by rereading and using evidence from the text to support their opinions. Readers identify how the characters world is different from our own by visualizing, comparing and contrasting. Readers can narrate stories by paying close attention to the special language used to describe the setting. ("Once upon a Time, Long Ago, etc.) Readers understand how magic in the genre works by dramatizing it. Readers can track their thinking by jotting it on a post-it note. Readers understand a character's overall personality by looking for a pattern in the way a character acts and identifying character traits. Readers identify the types of characters that live in the world of the story by paying attention to characters' act across the story. 	To prepare for this unit: • Assemble a variety of fairy tales, folktales and fables. • Gather relevant anchor charts from previous charts. • Select read alouds. • Establish books clubs.
Readers identify and understand the complex language found across fairy tales, folktales and fables.	 Readers notice how a story is told by listening to authors telling stories. Readers understand what an author is trying to say or show by noticing the extra special words the author uses. Readers gain a deeper understanding of the plot by recognizing times when the author compares and contrasts two very different things. Readers identify the author's use of playful language and use strategies to understand what the author means. Readers infer meaning of new words by using context clues. Readers make sense of complex sentences by breaking the sentence into smaller clusters, thinking about word meanings, rereading, and using punctuation. Readers create groups of books by evaluating books that go together by considering different versions of the same story, books that teach the same lessons, or books that contain similar characters. 	

Readers evaluate characters development throughout the story.	 Readers identify how characters are put together (wants, struggles, personality traits, and feelings) and start to realize that those particular types of characters pop up in lots of different books. Readers predict what going to happen next by evaluating the role of the character (aka hero/villain). Readers apply their knowledge of "character types" to compare and contrast new characters to characters in previously read stories. Readers discriminate between the personalities of characters in a story versus people in real life by recognizing that real people have many sides to their personalities, strengths and weaknesses. Readers can imagine new versions of fairy tales, folktales, and fables where there are more groups of people represented in the story. Readers learn important life skills by evaluating the decisions made by characters to determine which choices lead to success and which choices lead to failure. Readers learn alongside of the characters in their books by imagining how they will live their own lives differently because of that characters have learned. Readers decide whether or not they agree with the moral or lesson of fairy tale, fable, or folk tale by thinking critically. Readers make sense of their stories by using fluency strategies. 	
Readers compare and contrast lessons that stories convey.	27. Readers compare and contrast books by thinking about how different authors conveys the same lesson, or how different authors have opposing views on things.	

Third Grade Reading Curriculum

Pacing Guide Content Area: English Language Arts Grade Level: Third **Establishing Rules and Building Routines** September **Unit 1: Building a Reading Life** October **Unit 2: Reading To Learn-Nonfiction** November- Mid December **Unit 3: Character Studies** Mid December- Mid January **Unit 4: Research Clubs** Mid-January- February **Unit 5: Learning through Reading** March **Unit 6: Poetry** April **Unit 7: Solving the Mystery** May-June

Unit Title: Routines: Launching the	Reading Workshop	Grade Level: Third	Time Frame: Sep	tember
Standards: Reading Standards for Literature: Reading Standards for Informational Reading Standards: Foundational Skill Speaking and Listening Standards: Language Standards: Writing Standards: Essential Questions: What role do readers have in but the Understand what we read? Why is it important to choose a jectory.	Text: RI.3.1, RI.3.2, RI.3.3, ls: RF.3.1, RF.3.2, RF.3.3 SL.3.1, SL.3.2, SL.3.4, L.3.1, L.3.2, L.3.4, L.3. W.3.1, W.3.2, W.3.3 lding a community of readers a partner help us better	, RF.3.4 SL.3.6 .5, L.3.6 Unit Goals/Enduring	Understandings: and routines of Read	ders Workshop
Skills: Book handling Listening Sitting/Reading Quietly Partner share Suggested Mentor Texts: Amelia's Notebook First Day Jitters How to Survive Third Grade		 Reader's Work Whole Independent Reading Mid-work 	tes ed Assessments oservations nse eary/meeting area shop Group Minilesson ndent g/Conferences orkshop Teaching	 Partner Talk Partner Reading Small Group Instruction Guided Reading Shared Reading
Math Science Social Studies Health Glob 21st Corriti	Century Themes al Awareness Century Skills ning and Innovation Skills cal Thinking and Problem Solving munication and Collaboration and Career Skills al and Cross-Cultural Skills	Modifications/Accommoder Small group/One to one Large print textbooks Additional time Review of directions Student restates inform Student provides oral re Concrete examples Support auditory prese Assistance in maintain Space for movement of Extra visual and verbal	nation responses rntations with visuals ing uncluttered space r breaks	 Whole Class Read Aloud Quiet space to calm down/relax Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule Alternate quiet and active time Teach time management skills Rest breaks Verbal and visual cues regarding directions and staying on task Checklists Immediate feedback Work-in-progress check

Unit Title: Routines: Launch	ning the Reading Workshop	Grade Level: Third	Time Fra	me: September
Goals	Suggested Mini lessons			Teacher's Notes/Ideas
Establish Rules and Routines of Readers Workshop	 *Teachers- use trug for Read Alo Readers read to self- Reconstruction of the self- Reconstruction of the self- Readers keep a log of where the self- response of the self- r	his goal to build routines for invhat was read uce reading logs to students- (ses to reading ng Notebook with a partner to discuss ideas nart for Turn and Talk procedust right books with a purpose nart for just right books-	for gathering on the independent reading (First 20) ares- ag turn and talk (Ition haviors for Partner retch the lesson over	
 Readers will collaborate with a partner to help enhance our reading through discussion (partnerships). 	 Reading partners share their books with one another. We listen to each other and think only about what our partner is saying. We hold what we want to share until after we are finished with our partner's book. We respond to what our partner has shared. We don't just move on, rather we respond to what 			

- Readers summarize what they've read so far to help them understand. They include the most important things that have happened and include our thinking and reactions.
- Readers synthesize retellings by adding in important details that were read earlier in the story. We might say, *This is important because... earlier in the story...*
- Partners prepare for partner talk by recording our thinking in our notebooks and marking important places in the text with post-it notes.
- Partners can use talking prompts to help them with their conversations. characteristics of good conversation such as:
 - o This important because...
 - o This makes me think...
 - o I used to think... but now I think...
 - o I agree with you because...
 - o I disagree because....
 - o What you said makes me think...
 - o This is similar to...

Readers show they are listening by being active listeners and asking questions and responding to their partners.

Unit Title: Unit 1 Building a Read	ding Life G	rade Level: Third Time Frame: C	October	
		3.7, RL.3.10, RL.4.2, RI.3.1, RI.3.2, RI.3.6, R	RI.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, and SL.3.6	
Essential Questions: How do readers monitor their own reading and use discussion to enhance comprehension on just-right texts? How do readers use contextual clues to understand the text? How are students able to enhance their own reading? Skills: Contextual clues Author's purpose Summarizing/retell Predictions Finding just-right books Figurative language Gathering information Finding just-right books Figurative language Gathering information • Setting goals and tracking progress		 Unit Goals/Enduring Understandings: Readers create a reading life by finding just right books and creating/reinforcing habits. Readers stop and check for understanding using various reading strategies Readers build stamina and read more complex text by setting goals and asking an answering questions. Demonstration of Learning: DRA Conference Notes Teacher Created Assessments Small Group Observations Reading Response Running Records 		
Mentor Texts: • Stone Fox by John Reynolds Ga Resources: • Units of Study for Teaching Rea • Independent Reading • Book Basket/Baggy/Box • Read aloud • Anchor charts		Structures:	 Small Group Instruction Guided Reading Shared Reading Whole Class Read Aloud 	
Cross Curricular Connections: Math Science Social Studies Health	21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills	Modifications/Accommodations: Small group/One to one Large print textbooks Additional time Review of directions Student restates information Student provides oral responses Concrete examples Support auditory presentations with violations and in maintaining uncluttered so space for movement or breaks Extra visual and verbal cues and promi	spac directions and staying on task • Checklists	

Unit Title: Unit 1 Building a Reading Life		Grade Level: Third		Time Frame: October
Goals	Goals Suggested Mini lessons			Teacher's Notes/Ideas
 Readers create a reading life by finding just right books and creating/reinforce habits. 	 Readers create and implement plans that will set ourselves up to lead successful reading lives. Readers learn to read and treat books as if they are gold. Readers select books that are just right and monitor our comprehension and accuracy while reading. Readers set clear reading goals and track our own progress as we work towards reaching our goals. Readers find and share books based on our interests. Readers develop partnerships to support our reading growth. 			Plan for assessment after lesson 3.
Readers stop and check for understanding using various reading strategies	 Readers give ourselves comprehension checks as we read. We do this by asking ourselves questions to make sure we understand what is happening in our books. Readers use different strategies to monitor our reading and comprehension. We use strategies such as playing a movie in our mind, collecting information, and asking questions. Readers make predictions by drawing on the various elements of the text. We learn to revisit predictions as we read. Readers make predictions that are supported with details from the text. Readers retell stories to others in order to start a discussion and help better understand the text. Readers retell stories through summary writing. Readers learn that through book talks our reading comprehension will improve. 			
Readers build stamina and read more complex text by setting goals and asking and answering questions.	1			

Unit Title: Unit 2 Reading to Le	arn/Nonfiction	Grade Level: Third Time Fran	ne: November to Mid-December	
		.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.	6, RI.3.7, RI.3.8, RI.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4,	
 Essential Questions: How are the different types of nonfiction texts and how do they differ? What reading strategies can be used for expository nonfiction and narrative nonfiction? How do readers determine importance in nonfiction texts? Skills: Main idea Synthesizing Summarizing Track progress and selfmonitor 		 Unit Goals/Enduring Understandings: Readers determine importance in expository texts by understanding how to read this type of text Readers use higher level thinking when discussing expository texts. Readers synthesize and grow ideas when reading narrative nonfiction. Demonstration of Learning: DRA Conference Notes Teacher Created Assessments 		
 Text structure Students will synthesize and grow ideas when reading narrative nonfiction. 		 Small Group Observations Reading Response Physical representation of the graphic organizer, etc) 	heir learning about reading nonfiction text (bookmark,	
Mentor Texts:		Structures:	o Partner Reading esson • Small Group Instruction • Guided Reading ess • Shared Reading	
 Units of Study for Teaching R Book Basket/Baggy/Box Read aloud Anchor charts 		o Mid-workshop Teac		
Cross Curricular Connections: Math Science Social Studies Health	21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills	Modifications/Accommodations: Small group/One to one Large print textbooks Additional time Review of directions Student restates information Student provides oral responses Concrete examples Support auditory presentations w Assistance in maintaining unclutte Space for movement or breaks Extra visual and verbal cues and proving the state of	ered space directions and staying on task • Checklists	

Unit Title: Unit 2 Reading to Learn/Nonfiction		Grade Level: Third	Time Frame: N	ovember to Mid-December
Goals Suggested Mini lessons				Teacher's Notes/Ideas
1. Students will determine importance in expository texts.	 Readers will preview, identify various parts, and make predictions to prepare them to read nonfiction texts. Readers will stop throughout the text to summarize the important information in order to help them remember what was read. Readers will identify main idea of nonfiction texts by organizing information as they read. Readers will use the knowledge gained to become an expert on a nonfiction topic and use their knowledge to teach others about this topic. Readers will identify the main idea and understand that as we better comprehend the text it may change. Readers will set goals, track progress, and reflect when reading nonfiction texts. 			Plan for assessment after lesson 3.
2. Students will use higher level thinking when discussing expository texts.	 Readers will learn that they read nonfiction to learn, identify importance, author's purpose, and collect interesting information. While reading, readers will prepare to discuss what they read Readers will identify their point of view on a nonfiction topic, the point of view, and compare their point of view to the author's. Readers will understand the difference between expository and narrative nonfiction. 			
3. Students will synthesize and grow ideas when reading narrative nonfiction.	 Readers will use text structure to help them understand what they read. Readers will summarize narrative nonfiction by identifying important details. Readers will use self-monitoring strategies to maintain balance between fluent reading and stopping to understand new words. Readers will read biographies for more than one purpose. Readers will identify underlying ideas in true stories. Readers will use knowledge on fictional characters to compare to people in narrative nonfiction texts. Readers will be able to identify hybrid nonfiction texts and the author's clues that show narrative or expository. Readers will self-assess and understand the importance of tracking one's progress. Readers will create a physical representation of what they have learned about nonfiction reading. 			

Unit Title: Unit 3 Character Stu	dies	Grade Level: Third	Time Frame: Mid-December to Mid-January	
	RL.5, 3RL.10, 3RF.4ab, 3SL.1, 3SL.3, 3	3.L.3		
Essential Questions:		 Unit Goals/Enduring Understandings: Readers study their characters to get to know them deeply. Readers build and support claims about characters. Readers notice when characters change and think about the lessons that the character has learned. Partners support each other in learning about their characters. 		
Skills: Inference Envisioning Empathizing Predicting Mentor Texts: *Please note that the mentor texts an suggestions if you need them.		Structures:	es d Assessments servations oks on character study from mentor text(s) o Partner ary/meeting area o Partner	Reading
 Because of Winn-Dixie by Kate Dyamonde Daniel by Nikki Gr Resources: Units of Study for Teaching Resources Book Basket/Baggy/Box Books Read aloud Anchor charts Mentor Text(s) 	eading	○ Indepei Reading ○ Mid-wo ○ Teachir	g/Conferences Whole Class Read orkshop Teaching ng Share	
Cross Curricular Connections: Math Science Social Studies Health	21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills	Modifications/Accomm	 Preferential seat Reduction of dist Hands-on activiti Follow a routine Alternate quiet a Teach time mana Rest breaks Verbal and visual directions and state Checklists 	ing cractions dies /schedule nd active time agement skills I cues regarding aying on task

Unit Title: Unit 3 Character Studies		Grade Level: Third	Time Frame: Mid-I	December to Mid-January
Goals	Suggested Mir	ni lessons		Teacher's Notes/Ideas
1. Readers study their characters to get to know them deeply.	the same challeng disappoid experient can under happene. Readers we image feel like like to be same bate. Readers might the experient we think. Readers think abte. We think characte. Readers make a rourselve happening included.	understand their character, another person) understand their characters by stepping into the ine what it would be like to be them. We can't just if we were faced with the same life, rather, we need them. When we get in our character's shoes, we ckstory as the character. understand characters by better seeing the world ink, What is unique to this character's view of the world ink, What is unique to this character's view of the world ink, What is unique to this character's view of the world ink, about how our characters journey through the to understand how characters think and feel by malout how we connect in important ways. We can the fext to self-connections: When have I faced somether andle this challenge or opportunity? Text to text connections: Have I read another character, which has had a similar experience? How did nandle it? Text to world connections: Is there someone in the similar experience? What can I learn from them to be text and character better? It is about how these connections enhance our understand character better?	ans often face similar stand loss, can bring these racters. We might think, I wase when ir shoes. This means that timagine what it would ed to consider what it is imagine we have the difference where the difference where world? How have their? We keep this in mind as ext. It is imaginered where world? How have their with about thing similar? How did I waster in a book, show or difference world that has had a shelp me understand this instanding of our eply by envisioning. We see means we have to give reminds if it is not the words the author has of our movie. We make	Plan for assessment after lesson 3.

	 Readers keep track of what characters are thinking and feeling by jotting our ideas in our notebooks. We include moments that we think are significant for the character. We think about their reactions to events in the text. We then ask, How is this event significant to the story? We jot our thinking and we are sure to include the part of the text that we are referring or that gave us the idea. Readers make strong predictions by using what they know about the characters. We think about how they have faced other challenges, big and small. We think about how they treat others. We consider how they are feeling. We use this knowledge to make predictions. We refer to the evidence in the text. It might sounds something like, I predict (character) will because here in the text Partners support each other in studying their characters: Partners prepare for partner talk by jotting ideas about their characters and marking places in the text that they want to discuss. We know our conversations are stronger when we are prepared to have them. Partners support each other in thinking about their characters. They push each other's thinking by asking questions and evaluating text evidence. We have conversations about our characters.
2. Readers build and support claims about characters.	 Readers make claims about characters. We think about what we have learned about a character from the text up to the point we have read. We consider their actions, decisions, and things they have said. We then think, What does this say about this character? If this was a real person that I knew, what would I say about them? We jot this claim in our notebooks and include the support from the text. Readers revise claims about characters. After we have made a claim, we may see evidence that contradicts our claim. Perhaps we misread our character, maybe the author has withheld information that would change how we think about our character, or perhaps our characters have changed. We need to revise our claims in our notebooks. We might say, I used to think, but now I think because in the text Readers pay close attention to relationships that characters have. We can consider, Is this relationship supporting or pressuring? Does this character treat and react to all characters the same? Is there something unique about this relationship? Why might the author have written this relationship into the text? We can then ask, What insight does this give me into the character I am studying? Readers can better understand characters in our books by considering their relationship with their environment. The author often front loads our texts with the setting. We can then ask, What is this character's relationship with the setting? How do they interact with it?

	 How does the setting fit into their journey? We jot this thinking in our notebooks and refer to the evidence in the text that support our thinking. Readers analyze characters by noticing objects and ideas that are important to them. We think about objects that repeat in a text or that seem important to a character. We know these were written into the text by the author with a purpose. It is our job as readers to consider what they significance is. We jot this thinking in our notebooks and include which parts of the text support our thinking.
	 Partners support each other with making claims about our characters: Partners prepare for partner talk by jotting ideas about their characters and marking places in the text that they want to discuss. We know our conversations are stronger when we are prepared to have them. Partners support each other in thinking about their characters. They push each other's thinking by asking questions and evaluating text evidence. We have conversations about our characters. Partners compare and contrast characters (events, their actions, their reactions, their relationships). We discuss what is similar and how they are different. Partners share with their partners the thinking they have done while they were reading. We can prepare for this by skimming our jots and choosing ones to share. We look for jots that seem significant.
3. Readers notice when characters change and think about the lessons that the character has learned.	 In order for readers to recognize change in a character, we need to identify what the author has set-up as the character's needs or wants. This is often what drives the character's journey. When we identify this, we can watch for what gets in the way (the problem). This is often where/when the change occurs. Readers recognize turning points in a character's life. We can do this by noticing when a character feels or acts differently. Often it is around the time (just before, just after or during a challenge). We think about how the character has changed. We might consider, <i>Did the character get what they have wanted? Did their needs or wants change?</i> Readers understand that choices made by one character have consequences (cause and effect). We think about character choices (main or secondary) and we consider why they were written into the story. We consider, <i>Does that choice affect anyone else? If so, what have others learned?</i> Readers revise claims about characters by using precise language to describe them and their actions. When we have claims, we can make them more accurate by being specific. Readers think how other characters affect and influence the main character. Often it is not an action by another character, rather it is their presence that moves

- something in the main character. We look for this and explore our thinking about this relationship in our notebooks.
- Readers reflect on the lessons the character has learned. We think about how this could be a lesson for us and others we know. We might think, *How does this lesson fit in with my life or my way of thinking? Who else could use this lesson?* We jot this thinking in our notebooks.
- Readers recognize that a dynamic character is one who changes from a conflict or lesson learned. We read several texts and consider how the lessons learned may go together or contradict. We think about which lessons connect to our lives.
- Partners prepare for partner talk by jotting ideas about their characters and marking places in the text that they want to discuss. We know our conversations are stronger when we are prepared to have them.

Partners support each other in thinking about lessons characters have learned:

- Partners support each other in thinking about their characters. They push each other's thinking by asking questions and evaluating text evidence. We have conversations about our characters.
- Partner share their thinking about the problem in the text. We share the evidence from the text that supports our thinking. We don't just share the problem, we also share the specifics about what our character brings to this problem... we share how they might tackle the problem. We can compare and contrast the problems and characters between our texts.
- Partners work together to discuss character change. We think about the how and
 why of their change. We reference evidence from the text. We don't just share, we
 also think about where else we have seen a similar change. Was it with someone
 we know? Was it in another text or video? We think about how those journeys are
 similar and different.

Unit Title: Unit 4 Research Clubs	Gra	de Level: Third	Time Frame: Mid	l-January to February
Standards: RL.3.4, RF.3.3, RF.3.4, RI.3.1, RI.3	.2, RI.3.3, RI.3.4, RI.3.5, RI.3.6, l	RI.3.7, RI.3.8, RI.3.9, RI.3.1	0, SL.3.1, SL.3.2, S	L.3.3, SL.3.4, SL.3.5, SL.3.6
Essential Questions: How do readers research a topic? How do readers apply critical thinking so the compared at the c	 Readers use prev requires applicat 	nonfiction topics. rious research to conion of critical thinking, and coning:		
 Cause and Effect Identify Problem and Solution Main idea 	to promote discussion and learning. Self-evaluation Generalize Create theories Teacher Created Assessments Small Group Observations Reading Notebooks			
Mentor Texts: *Please note that the mentor texts are teacher's choice. These are suggestions if you need them. • Penguins • The Life Cycle of Emperor Penguins • The Penguin • Frogs! by Elizabeth Carney • Frogs and Toads by Bobbie Kalman • The Life Cycle of a Frog by Bobbie Kalman	Resources: • Units of Study for Teaching Reading • Book Basket/Baggy/Box • Books • Read aloud • Anchor charts • Mentor Text(s)	Structures:	op roup on dent /Conferences kshop	 Partner Talk Partner Reading Small Group Instruction Guided Reading Shared Reading Whole Class Read Aloud
Cross Curricular Connections: Math Science Social Studies Health	21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills	Modifications/Accomme Small group/One to on Large print textbooks Additional time Review of directions Student restates inform Student provides oral in Concrete examples Support auditory preservisuals Assistance in maintain space Space for movement on Extra visual and verball prompts	nation responses entations with ing uncluttered	 Quiet space to calm down/relax Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule Alternate quiet and active time Teach time management skills Rest breaks Verbal and visual cues regarding directions and staying on task Checklists Immediate feedback Work-in-progress check

Unit Title: Unit 4 Research Club		Grade Level: Third Time Fr		rame: Mid-January to February	
Goals	Goals Suggested Mini lessons			Teacher's Notes/Ideas	
1. Students will research nonfiction topics.	res fea • Re • Re • Re pro • Re of	eaders participate in the research process by looking over and organizing esources, reading easy books as an overview of a topic, and skimming text eatures. eaders identify subtopics and synthesize the information. eaders learn and use content specific vocabulary. eaders collaborate to develop enthusiasm and commitment for the research rocess. eaders participate in a close read to identify the traits, motivations, and struggles f a nonfiction subject. eaders act as researchers and develop "Why?" questions related to the aformation we have gathered on a nonfiction topics.		Plan for assessment after lesson 3. Prepare a bin for each club with multiple texts on an animal.	
2. Students will use previous research to conduct a second cycle of research that requires application of critical thinking skills.	an Re Re Re Re Re str Re	eaders discuss and plan how we apply learned research strategies when entering and completing the second research cycle. Eaders alter expression and voice when reading nonfiction texts. Eaders identify text structure and use it to organize their notes and learning. Eaders recognize and understand why authors use a compare and contrast ructure within the text. Eaders recognize and understand why authors use a cause and effect structure eithin the text. Eaders read closely to understand an author's choices.		Clubs should receive a different bin.	
3. Students will synthesize, compare, and contrast research.	 Re ab Re kn Re Re Re the ma 	aders ask questions, identify similarities and differences, and out a topic. Readers read further to test their theories. aders pause while reading to ask questions and consider what ow to continue. aders consider all evidence in order to create a theory. aders add generalizations to their theories. aders apply their knowledge to solve real-world problems by any might solve the problem, thinking about the information the king a plan for the work ahead.	use while reading to ask questions and consider what they need to stinue. Is sider all evidence in order to create a theory. I generalizations to their theories. Oly their knowledge to solve real-world problems by considering ways solve the problem, thinking about the information they need, and		

Unit Title: Unit 5 Learning Thro	ugh Reading G	rade Level: Third Time I	Time Frame: March		
Standards: RL.3.4, RF.3.3, RF.3.4	, RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5				
		Unit Goals/Enduring Understandings: Students use multiple texts to learn about a country. Students use research strategies to learn about a different country. Students develop ideas by comparing and contrasting those countries. Students learn about countries and their cultures through literature. Demonstration of Learning: DRA Conference Notes Teacher Created Assessments Small Group Observations Reading Notebooks Summative research based project Structures: Classroom Library/meeting area Reader's Workshop Whole Group Minilesson Independent Shared Reading Whole Class Read Aloud			
 Book Basket/Baggy/Box Books Read aloud Anchor charts Mentor Text(s) Cross Curricular Connections: Math Science Social Studies Health 	21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills	Reading/Conferences	 Quiet space to calm down/relax Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule Alternate quiet and active time Teach time management skills Rest breaks Verbal and visual cues regarding directions and staying on task Checklists Immediate feedback Work-in-progress check 		

Unit Title: Unit 5 Learning Through Reading		Grade Level: Third	1	Time Frame: March
Goals	Suggested Mini l	essons		Teacher's Notes/Ideas
Students will use multiple texts to learn about a country.	 Readers remore diffic Readers ta Readers fo Readers removed Readers sy 	ake notes in different ways when researching a topic. ocus their research on a subtopic. eflect upon their learning. onthesize ideas by teaching others. ake notice of and understand the importance of frequent		
Students will use research strategies to learn about a different country.	 Readers m 	se helpful tools and resources to plan new projects. take decisions on how to organize their research and matake notes based off information from their peers.	ke a plan.	
Students will develop ideas by comparing and contrasting those countries.	differencesReaders ta research to Readers un	ike what they learn to develop theories and draw conclu	sions on a	
Students will learn about countries and their cultures through literature.	 their topic Readers released of a releas	ead fiction stories not only for narrative elements, but the esearcher to learn more about a culture. Impare and contrast stories about a culture to learn more. Earn what cultures value through studying the traits of ch	rough the re about naracters	

Unit Title: Unit 6 Poetry (option	nal unit) Grade	Level: Third Time Frame: Ap	oril	
	•	3.5, RI.3.6, RI.3.7, RI.3.8, RI.3.9, RI.3.10, SL	.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.5, SL.3.6	
Essential Questions: • What is a poem? • How do you read poems?		 Unit Goals/Enduring Understandings: Readers understand that poems can have strong feelings Readers recognize patterns within a poem 		
Skills: • Fluency • Purpose for Reading • Infer • Recognize Text Structure	Author's View PointVisualize	 Readers Demonstration of Learning: DRA Conference Notes Teacher Created Assessments Small Group Observations Reading Notebooks 		
 Mentor Texts: *Please note that the mentor texts are teacher's choice. These are suggestions if you need them. Teacher selection of poems Resources: Units of Study for Teaching Reading Book Basket/Baggy/Box Books Read aloud Anchor charts Mentor Text(s) 		 Classroom Library/meeting area Reader's Workshop Whole Group Minilesson Independent Reading/Conferences Mid-workshop Teaching Teaching Share 	Small Group InstructionGuided ReadingShared ReadingWhole Class Read Aloud	
Cross Curricular Connections: Math Science Social Studies Health	21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills	Modifications/Accommodations: Small group/One to one Large print textbooks Additional time Review of directions Student restates information Student provides oral responses Concrete examples Support auditory presentations with visuals Assistance in maintaining uncluttered space Space for movement or breaks Extra visual and verbal cues and prompts	 Quiet space to calm down/relax Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule Alternate quiet and active time Teach time management skills Rest breaks Verbal and visual cues regarding directions and staying on task Checklists Immediate feedback Work-in-progress check 	

Unit Title: Unit 6 Poetry		Grade Level: Third	,	Time Frame: Poetry
Goals	Suggested Mini l	Suggested Mini lessons		
	ballad, etc. Readers make message Readers note to Readers are average. Readers become reader. Readers streng making a shore Readers use down Readers Interpose Readers created Readers under personification.	ond to a variety of poetry forms such as free verse, haiku, lime inferences about poems' language and structure to understanthe rhyme scheme in poems. ware of the rhythm of a poem. ne conscious of the effect the mood, or tone of a poem may have githen their understanding of a poem by memorizing a poem at creative presentation to the class frect quotes from the text to defend interpretation poret theme in simple poems by making inferences a dramatic/comic presentation of plays/poetry falize what a poem is about (subject) restand figurative language and literary devices such a simile, may onomatopoeia, and alliteration the unique qualities of poems such as word choice, white space	d the ve on the nd	

Unit Title: Unit 7 Solving the Mystery Grade L		Grade Level: Third	Time Frame: May	y to June	
Standards: RL.3.1, RL.3.3, RL.3.5, RL.3.6, RL.3.9, RL.3.10, RF.3.3, RF.3.4, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.5, SL.3.6					
Essential Questions: How can I read mysteries, collect solve the mystery before the crire. How can I not only solve mysterical solve	ne solver does?	Demonstage using texts	informed predictions. Readers find similarities and and in the same series. Readers analyze characters p	tills to close read the clues and make well-differences among mysteries in different series ersonalities, motivation, choices, and reactions te larger message in addition to the plot.	
Mentor Texts: *Please note that the mentor texts are teacher's choice. These are suggestions if you need them. • Cross Curricular Connections: Math Science Social Studies Health	Resources: • Units of Study for Tear Reading • Book Basket/Baggy/ • Read aloud • Anchor charts • Mentor Text(s) 21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Sc Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills	Box Modifie Sma Larg Add Revi Stud Stud Cone Supp Assi Space	Classroom Library/meeting area Reader's Workshop	 Quiet space to calm down/relax Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule Alternate quiet and active time Teach time management skills Rest breaks Verbal and visual cues regarding 	

Unit Title: Unit 7 Solving the Mystery		Grade Level: Third	Ti	me Frame: May to June
Goals	Suggested Mini	essons		Teacher's Notes/Ideas
1. Students will use fiction reading skills to close read the clues and make well-informed predictions.	who will s Readers use them under Readers ac Readers ac Readers ac vocabular Readers ac vocabular Readers ac possible m Readers use mysteries. Readers grands ac Readers grand	ct as detectives to understand and use content specific y. ct as detectives to stop and notice details that are surpris they don't fit. They stop to ask themselves if this is a poss ct as detectives to consider all characters as suspects and notivations and options. se knowledge of fiction story elements to read and under	es to help and add sing or sible clue. I list any estand cters. to identify cive and will use	
2. Students will find similarities and differences among mysteries in different series and in the same series.	reading m • Readers uprediction	ollect clues, paying attention to setting and new characte ysteries across the same series. se prior knowledge of a certain mystery series to help the is and help them solve a new mystery. Inderstand the importance of details when reading a mys	em make	

	 Readers understand that when reading a mystery, they need to vary their pace, depending on what is happening in the book. They pay close attention and slow down reading when things such as a new character is introduced, they are at the scene of the crime, or when something doesn't fit. Readers take cues from the characters, specifically the detective, and stop to think when they do. They ask themselves what the detective learned from stopping to think and what they can learn. They should slow their pace and reread. Readers understand that they must not only search for clues, but infer and predict based off on information learned through reading. Readers use checklists and goal sheets to improve their thinking. They understand that using this will improve their reading and allow them to lift it to the next level. Readers compare and contrast books in a mystery series, paying close attention to setting, characters, actions and reactions, plots, and themes.
3. Students will analyze characters personalities, motivation, choices, and reactions to think more deeply about the larger message in addition to the plot.	 Readers learn life lessons through reading mysteries by asking about the choices characters make. Readers understand they should vary the pace of their reading, paying close attention to times when a character is having a strong emotional reaction. They think about what motivated the character to act this way and what lessons can be learned. Readers learn life lessons from the end of a mystery, after they have learned who did it and why. They learn from the culprit's motives.

Fourth Grade Reading Curriculum

Pacing Guide Content Area: English Language Arts Grade Level: Fourth September **Routines: Launching the Reading Workshop Unit 1: Interpreting Characters** October-November Unit 2: Reading the Weather, Reading the World **November-December Unit 3: Reading History** January-February **Unit 4: Historical Fiction Club February-March Unit 5: Mythology/Folk Lore** March-April Unit 6: Poetry, Drama, & Prose **April-June**

Unit Title: Routines: Launching	g the Reading Workshop	Grade Level: Fourth	Time Frame: Se	eptember		
Standards: SL.4.1, SL.4.2, SL	Standards: SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.5, SL.4.6					
 Essential Questions: What role does a reader have in the community of readers? How does what I am reading influence how I should read it? As a reader, how can I establish positive reading goals? 			0	res.		
Skills: Book handling Listening Sitting/Reading Quietly Partner share		Demonstration of L DRA Conference N Teacher Crea Small Group Reading Resp	otes ted Assessments Observations			
Mentor Texts: Beginning of the year texts (teach Resources: First 25 days of Reading Worksh First 20 Days of Independent Re	nop	Structures: • Reader's Wor • Whole Minile • Independent • Readir • Mid-v Teach	kshop e Group esson endent ng/Conferences vorkshop	 Partner Talk Partner Reading Small Group Instruction Guided Reading Shared Reading Whole Class Read Aloud 		
Cross Curricular Connections: Math Science Social Studies Health	21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills	Modifications/Accommo Small group/One to one Large print textbooks Additional time Review of directions Student restates inform Student provides oral r Concrete examples Support auditory prese Assistance in maintaini Space for movement or Extra visual and verbal	nation esponses ntations with visuals ng uncluttered space breaks	 Quiet space to calm down/relax Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule Alternate quiet and active time Teach time management skills Rest breaks Verbal and visual cues regarding directions and staying on task Checklists Immediate feedback Work-in-progress check 		

Unit Title: Routines: Launching the Reading Workshop		Grade Level: Fourth	Ti	me Frame: September
Goals	Suggested Mini lessons			Teacher's Notes/Ideas
Establish Rules and Routines of Readers Workshop	 a. Teachers- use this to Read A louds and Minister Readers read to self- Readers readers use this goton. Teachers use this goton. Teachers introduce responses done of the Readers write responses done of the Readers turn and talk with enders turn and talk with enders choose just for the Readers participate in acting. Create anchor chart for Readers with a partner-in how the Readers with a partner-in how the Readers can read with a days 	and to Self-Behaviors coal to build routines for independent reading coal to build routines for independent reading coal to students- (First 20) to reading cotebook th a partner to discuss ideas for Turn and Talk procedures- t right books with a purpose for just right books-	nding r two	
Readers establish a reading life by finding just right books and creating/reinforce habits	wasn't. We think about we we might ask, <i>How can</i> Readers make reading got term goals (this week) or or this year). We keep the intentions. We reflect on Readers choose books the interests, the genre and do the back blurb. We can readers notice when the	ves by reflecting on when reading was fun and when reading worked for us and when it felt too I make reading work for me? cals/resolutions for reading. We might consider longer term goals (this month, by the first of the ese goals in a place that will keep us focused or our goals and adjust our goals accordingly. Lat are just right. We look within a level and consifficulty. We read the title, review the cover an ead a middle page to make sure it is a good fit. It is stamina is building. When we follow the route reading at home, we will notice that we will read	hard. short he year, n our hsider our d read tines of	

- longer and longer periods of time before "coming up for air." We are not clock watchers, rather we read until we are in "the zone". The more we read, the better we get at it!
- Readers engage with the text by choosing to read with expression. We use the punctuation to help guide us. We can also use the clues the author gives us. We think about what information the author has given us and we make decisions on how to match our voice. If we read a sentence and realize we could/should have read it differently, we reread with expression. It is never too late to reread.
- Readers are actively engaged in whole group lessons and apply strategies to independent reading. Each mini-lesson will give us a tip or a teach for our reading. We won't always need that lesson on that day. During the mini-lesson we will have an opportunity to "try out" the teach. We also learn when we might need the strategy during our independent reading. It is our job as readers to use strategies that work for us and our reading. We will have time to talk about the strategy work we are doing with our partners and in conferences.
- Readers keep track of our reading.
 - o We can create reading logs to track our reading.
 - We can use bookmarks to mark our places
 - We can use post-its to mark places that we want to talk about or go back to and reread
 - $\circ\quad$ We can keep all our supplies together in our book bags
 - *Teachers, add what you like for your class. This is a nice place to create the log together with their students.
- Readers recognize when they have lost the story. Sometimes our minds wander or we read without thinking about what we are reading. When we notice this, we stop and make a plan to fix up our reading. One way we can fix it is by retelling what we have read so far. We can then go back to the last place in the story that is in our retell and reread that part and keep going. If we think we need a break first, we can stretch, take a few deep breaths and get back to reading.
- Readers create a buzz about the books they love. We talk about our books with our partners, we recommend them to others that might enjoy them. When we love a book, we can't wait to share it.
- Readers ensure they always have a backup just right book waiting for them to keep reading. We take care of getting a back-up book before our book is done.
- We know that book shopping should not take time out of our independent reading. We find another time to book shop.
- Readers notice when things get tricky. We try the strategies we know to fix-up the word or sentence. If we still have trouble, we do our best and move on.

•	Readers will collaborate
	with a partner to help
	enhance our reading
	through discussion
	(partnerships).

- Reading partners share their books with one another. We listen to each other and think only about what our partner is saying. We hold what we want to share until after we are finished with our partner's book. We respond to what our partner has shared. We don't just move on, rather we respond to what
- Readers summarize what they've read so far to help them understand. They
 include the most important things that have happened and include our thinking
 and reactions.
- Readers synthesize retellings by adding in important details that were read earlier in the story. We might say, "This is important because... earlier in the story..."
- Partners prepare for partner talk by recording our thinking in our notebooks and marking important places in the text with post-it notes.
- Partners can use talking prompts to help them with their conversations. characteristics of good conversation such as:
 - o This important because...
 - o This makes me think...
 - o I used to think... but now I think...
 - o I agree with you because...
 - o I disagree because....
 - What you said makes me think...
 - O This is similar to...
- Readers show they are listening by being active listeners and asking questions and responding to their partners.

Unit Title: Unit 1 Interpreting Cl	naracters: The Heart of the Story	Grade Level: Fourth	Time Frame: October-November
Standards: RL.4.1, RL.4.2, RL.4.3, F	RL.4.4, RL.4.5, RL.4.6, RL.4.7, RL.4.9, RL.4	4.10, RL.5.1, RF.4.3, RF.4.4, SL.4.1, SL.4.2, SL	4.3, SL.4.4, SL.4.5, SL.4.6
Essential Questions: What does it mean to think deeply about a character? What are the comprehension strategies (reading tools) that we can use to better understand the text? How can we help our partners to grow their ideas about characters? How do we create theories about characters? Skills: Literary Elements and Story Structure Plot and Plot Structure Setting Theme		Unit Goals/Enduring Understandings: Launching a Reading Life Deep thinking about Characters Creating Interpretations Demonstration of Learning: Reading Logs Performance Assessments Auxiliary Performance Assessments Conferring (Records of conferencing, small groups, and observations) Running Records	
		Pre-AssessmentPost-Assessment	
Mentor Texts: The Tiger Rising- By, Kate DiCamillo		Structures: • Reader's Workshop • Whole Group	Partner TalkPartner ReadingSmall Group Instruction
Resources: Units of Study for Teaching Reading- Lucy Calkins • Unit 1: Interpreting Characters: The Heart of the Story Book Basket/ Book Boxes-Bags Books Read aloud		Minilesson Independent Reading/Conferences Mid-workshop Teaching Teaching Share	 Guided Reading Shared Reading Whole Class Read Aloud
Anchor charts Cross Curricular Connections: Math Science Social Studies Health	21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills	Modifications/Accommodations: Small group/One to one Large print textbooks Additional time Review of directions Student restates information Student provides oral responses Concrete examples Support auditory presentations with visuals Assistance in maintaining uncluttered space Space for movement or breaks Extra visual and verbal cues and prompts	

Unit 1: Interpreting Characters	: The Heart of the Story	Grade Level: Fourth	Time Frame: October-Novembe	er
Goals	Suggested Mini lessons			Teacher's Notes/Ideas
Launching a Reading Life	 Readers choose books understanding. Readers create proced Readers retell chronol Readers put themselve 	nfusing parts in books, note importants sks of them. Is that are leveled appropriately according and systems to find books they logically, synthesize, and summarize into the world of their books as they a skill to set goals and assess their	rding to their level of want to read. e. ney read.	
Deep Thinking about Characters	 Readers pay special at encounter, and their step encounter, and their step encounter. Readers grow significant attention. Reader's ideas about the when readers reach for eaders recognize that or settings, and another eaders can debate diboth read. 	paracter's actions and motivations are tention to details that reveal character truggle to overcome them. It ideas about a character by notice characters can become more precise or exact, precise, and true language. It characters are complex and may see way in different context. If fering viewpoints on a provocative ritique ideas by quoting specific wordence.	ter's desires, the obstacles they ing what the author calls to their in insightful, and sophisticated eem one way in some relationships in question about a book they have	
Creating Interpretations	story is told. Readers piece parts of Readers push themselv making connections, fi Readers develop an int the characters within a Readers pay attention t	aracter can be looked at in many differ a story together and linking one part of res to have deeper thoughts and build anding patterns, and cumulative thinking erpretation of a book by considering to text. To recurring images and objects to deventheir learning throughout the unit that	of a text to another. interpretations about a story by ng. big life issues and relating them to relop interpretations about the story.	

Unit Title: Unit 2: Reading the	e Weather, Reading the World	Grade Level: Fourth Time	e Frame: November-December	
	1.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9, R	L	.45 SL46	
 Essential Questions: How can we read and learn with intensity? How can text structure help influence reading understanding? How can reading various types of texts help plan for a research project? What does it mean to evaluate sources and seek out patterns to compare and contrast within a research project? 		Unit Goals/Enduring Understandings: Texts influence Learning Launching a whole-class research project Using agency and power to create a second research project		
Skills: Word Learning Strategies Reading Comprehension Higher Order Thinking Skill Literary Analysis, Response Text Structure/Features		 Demonstration of Learning: Reading Logs Performance Assessments Auxiliary Performance Assessments Conferring (Records of content of Running Records Pre-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessment/Post-Assessme	sessments nferencing, small groups, and observations) essment	
Mentor Texts: Everything Weather- By, Kathy Furgang Hurricane & Tornado - By, Jack Challoner Resources: Units of Study for Teaching Reading- Lucy Calkins • Unit 2: Reading the Weather, Reading the World Book Basket/ Book Boxes-Bags Books Read aloud Anchor charts		Structures: Reader's Workshop Whole Group Min Independent Reading/Conferent Mid-workshop Te Teaching Share	Guided ReadingShared Reading	
Word Wall Cross Curricular Connections: Math Science Social Studies Health	21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills	Modifications/Accommodations Small group/One to one Large print textbooks Additional time Review of directions Student restates information Student provides oral responses Concrete examples Support auditory presentations Assistance in maintaining unclue Space for movement or breaks Extra visual and verbal cues and	 Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule Alternate quiet and active time Teach time management skills Rest breaks Verbal and visual cues regarding directions and staying on task Checklists 	

Unit 2: Reading History: The Ame	rican Revolution	Grade Level: Fourth	Time Fra	ıme: November-December
Goals	Suggested Mini lessons	3		Teacher's Notes/Ideas
Texts influence learning	knowledge Readers preview knowledge to match Readers use text important inform Readers use manual Readers deciphed Readers look in the Readers review.	ly strategies to tackle non-fiction texts. r hybrid non-fiction by using different structures. he text to learn new vocabulary words to find their mear ummaries of their reading including main ideas and key o	e iing.	
Launching a whole class research project	 Readers research Readers ask, "Do Readers draw on Students use wri Students tackle of about what each 	in in teams, get organized, and plan ahead for the research by using multiple texts on a subtopics all relating to the es this add to what I've already learned? Change what I lead wealth of tactics as they continue to research in teams ting to grow ideas about their research topics. Complex passages by reading, re-reading small parts, thin part is teaching them, and applying what they have learneriting to explain their ideas.	research. earned?"	
Using agency and power to create a second research project	comparing and c Readers become thinking about por thinking about por the Readers read across develop include how text agenda. Readers become Readers an author how they feel about the Readers and the Readers	om studying one example of research to a second example ontrasting how each example to another. expertise on a topic to move from studying specific topic atterns and relationships across the bigger field of knowledges topics igniting new inquiries and investigating their of their own agendas related to the topic while reading. Ages are organized or author's purpose to fit into each reade experts by evaluating their research by its credibility and or of non-fiction's choices (how the text is written, struction the topic) in the way it is written to write their own. published texts to consider different techniques to share	s to edge. questions. endas can rs' d sources. ure, or	

Unit Title: Unit 3: Reading History: 1	The American Revolution	Grade Level: Fourth Time Frame: Ja	anuary- February
Standards: RI.4.1, RI.4.2, RI.4.3, RI.4.4	, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9,	RI.4.10, SL4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.5, S	SL.4.6
 Essential Questions: How can I use everything I know about research to learn all I can about one aspect of the American Revolution? How can reading texts based on history influence life today? How can a debate cause/change someone's opinion? Skills: Author's and Illustrator's 		 Unit Goals/Enduring Understandings: Researching History Preparing for Debate Participating in a Research Cycle Demonstration of Learning:	
 Comprehension Skills Reading Comprehension Strategies Vocabulary and Concept Development Extend Concepts and Word Knowledge Word Structure Literary Criticism 	Craft Expository Critique Cross Text Synthesis Main Ideas/Supporting Details/Summary Analyzing Perspective Analyzing Parts of a Text in Relation to the Whole	Reading LogsPerformance AssessmentsAuxiliary Performance Assessmen	ng, small groups, and observations)
Mentor Texts: The Tiger Rising- By, Kate DiCamillo King George: What Was His Problem?- By, Steve Sheinkin Liberty! How the Revolutionary War Began- By, Lucille Recht Penner The American Revolutionaries- By, Milton Meltzer The Split History of the American Revolution- By, Michael Burgan The Revolutionary War- By, Josh Gregory	Resources: Units of Study for Teaching Reading- Lucy Calkins • Unit 3: Reading History: The American Revolution Book Basket/ Book Boxes-Bags Read aloud Anchor charts Word Wall	• Reader's Workshop	 Partner Talk Partner Reading Small Group Instruction Guided Reading Shared Reading Whole Class Read Aloud
Cross Curricular Connections: Math Science Social Studies Health	21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills	Modifications/Accommodations: Small group/One to one Large print textbooks Additional time Review of directions Student restates information Student provides oral responses Concrete examples Support auditory presentations with visuals Assistance in maintaining uncluttered space Space for movement or breaks Extra visual and verbal cues and prompts	 Quiet space to calm down/relax Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule Alternate quiet and active time Teach time management skills Rest breaks Verbal and visual cues regarding directions and staying on task Checklists Immediate feedback

Unit 3: Reading History: The American Revolution	Grade Level: Fourth	Time Frame: January-February
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Goals	Suggested Mini lessons	Teacher's Notes/Ideas
1.Researching History	 Readers will learn about a topic by finding resources that they will use to build their own overview on the topic by accessing prior background knowledge Readers will preview a text, identify the text structure, and organize important parts of a text while researching. Readers will pay attention to people (who), geography (where), and chronology (when) while reading history to organize knowledge. Readers will take notes while reading and talking to partners or within a group before they record important events. Readers will synthesize information about a key subtopic while reading many sources of texts. Readers pay close attention to details that expose tone and point of view within the text. Readers of history will look closely at strategies to read and comprehend primary source documents. Readers will bring their topics and scenes to life by relating to fiction text. Readers will celebrate their accomplishments of their understanding and learning about the American Revolution. 	
2.Preparing for Debate	 Readers will learn that historians pay close attention to many different points of view to analyze information while researching the past. Readers will study historical evidence to create their own point of view and support history. Readers will research both sides of an issue to support both sides with evidence and reasons to deny their opponent. Readers will celebrate their accomplishments of their understanding and learning by conducting a whole-class debate as they reenact the Second Continental Congress. 	
3.Participating in a Research Cycle	 Readers read easy texts to compile background knowledge on a topic before they read more complex texts. Readers use different strategies to make sense of a complex test by previewing, reading sections, paraphrasing, and linking together texts before introducing something new. Readers can identify important places (introductions, conclusions, and text features) in a text where an author revels important information related to the main idea. Readers use prior knowledge of text structure to read nonfiction. Readers will identify and learn how to understand new vocabulary words and how it is used at a deeper level of understanding within a text, Readers question and hypothesize to reach more deep and complex conclusions. Readers use their knowledge and interpret history by asking questions and explain their understanding from history. 	

Unit Title: Unit 4: Historical Fiction Clubs

Grade Level: Fourth

Time Frame: February- March

Standards: RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.6, RL.4.7, RL,4.9, RL.4.10, SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.6

 Essential Questions: How can we determine a theme of a story and apply it within everyday life? What can we compare and contrast history and historical fiction? How can we read a text in many different character perspectives? Skills: Decoding Strategies Word Structure Vocabulary and Concept Development Comprehension Skills Literary Analysis, Response, and Appreciation Reading Comprehension Theme Character Perspective 		 Unit Goals/Enduring Understandings: Tackling Complex Texts Interpreting Complex Texts The Separation and Understanding between Historical Fiction and History Demonstration of Learning: Reading Logs Performance Assessments Auxiliary Performance Assessments Conferring (Records of conferencing, small groups, and observations) Running Records Pre-Assessment Post-Assessment 		
Mentor Texts: Number the Stars- By, Lois Lowry Rose Blanche- By, Roberto Innocenti Tiger Rising- By, Kate DiCamillo	Resources: • Units of Study for Teaching Reading- Lucy Calkins Unit 4: Historical Fiction Clubs • Book Basket/ Book Boxes-Bags • Read aloud • Anchor charts • Word Wall	Structures: • Reader's Workshop • Whole Group Minilesson • Independent Reading/Conferences • Mid-workshop Teaching • Teaching Share	 Partner Talk Partner Reading Small Group Instruction Guided Reading Shared Reading Whole Class Read Aloud 	
Cross Curricular Connections: Math Science Social Studies Health	21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills	Modifications/Accommodations: Small group/One to one Large print textbooks Additional time Review of directions Student restates information Student provides oral responses Concrete examples Support auditory presentations with visuals Assistance in maintaining uncluttered space Space for movement or breaks Extra visual and verbal cues and prompts	 Quiet space to calm down/relax Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule Alternate quiet and active time Teach time management skills Rest breaks Verbal and visual cues regarding directions and staying on task Checklists Immediate feedback Work-in-progress check 	

Unit 4: Historical Fiction Clubs	Grade Level: Fourth	Time Frame: February- March
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Goals	Suggested Mini lessons	Teacher's Notes/Ideas
1.Tackling Complex Texts	 Readers analyze the beginning (setting- when, where, and what the place feels like) in the text. Readers keep track of story elements as they read and building understanding. Readers keep track of the timelines based on character events along with historical events. Readers put themselves in the shoes of the character and realize that their decisions and roles are based on the life they lived in history. 	
Interpreting Complex Texts	 Readers read complex texts by making significance and connecting to other parts. Readers think or write about big ideas from a book and support their ideas with small moments, details, and objects as evidence. As readers read they keep interpreting the theme(s) of the text and how they might change throughout the book. Readers are open to new ideas within conversations and therefore create new interpretations more powerful. Readers deepen their interpretations of a text through all the perspectives of minor characters. Readers draft and revise their ideas by comparing them to qualities of a strong interpretation. 	
3.The Separation and Understanding between Historical Fiction and History	 Readers depend on images, photographs, and illustrations from the time period in history to deepen their understanding of the unfamiliar era. Readers research as they read to deepen their understanding. Readers learn facts and information from historical fiction and while they are reading they organize their thinking and gather notes. Readers understand people's perspectives without making assumptions or to overgeneralize. Readers investigate power in many forms. Readers look for similar themes across books to deepen understanding. Readers will celebrate and continue to build reading lives and be inspired by texts. 	

Unit Title: Unit 5: Mythology/ Folk Lore	Grade Level: Fourth	Time Frame: March
Standards: RL.4.2, RL.4.3, RL.4.4, RL.4.9, SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.	.6	

 Essential Questions: How can we determine a theme of a myth and relate it to everyday life through allusions? How can we compare and contrast different myths and folk stories? How can we summarize fiction stories by finding all important parts of the story? 		 Unit Goals/Enduring Understandings: Identifying Patterns and Story Elements in Myths Recognizing Allusions and Story Structures in Famous Myths Comparing and Contrasting Myths and Folk Lore Stories 		
 Skills: Decoding Strategies Word Structure Vocabulary and Concept Development Comprehension Skills Theme 	 Character Perspective Allusions Comparing & Contrasting Summarizing Sequencing 	 Demonstration of Learning: Reading Logs Performance Assessments Auxiliary Performance Assessments Conferring (Records of conferencing Running Records Pre-Assessment Post-Assessment 		
Mentor Texts: The Lightning Thief- By, Rick Riordan Treasury of Greek Mythology- By, Donna Jo Napoli Child Introduction to Greek Mythology: The Stories of the Gods, Goddesses, Heroes, Monsters, and Other Mythical Creatures- By, Heather Alexander & Meredith Hamilton	Resources: Book Basket/ Book Boxes- Bags Books Read aloud Anchor charts Word Wall Story Works Magazine BrainPop.com	Structures: Reader's Workshop Whole Group Minilesson Independent Reading/Conferences Mid-workshop Teaching Teaching Share	 Partner Talk Partner Reading Small Group Instruction Guided Reading Shared Reading Whole Class Read Aloud 	
Cross Curricular Connections: Math Science Social Studies Health	Clobal Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills	Modifications/Accommodations: Small group/One to one Large print textbooks Additional time Review of directions Student restates information Student provides oral responses Concrete examples Support auditory presentations with visuals Assistance in maintaining uncluttered space Space for movement or breaks Extra visual and verbal cues and prompts	 Quiet space to calm down/relax Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule Alternate quiet and active time Teach time management skills Rest breaks Verbal and visual cues regarding directions and staying on task Checklists Immediate feedback Work-in-progress check 	

Unit 5: Mythology/ Folk Lore		Grade Level: Fourth	Time Fr	ame: March
Goals	Suggested Mini	lessons		Teacher's Notes/Ideas

Identifying Patterns and Story Elements in Myths	 Readers identify key elements within a myth. Readers find character traits within a mythological story. Readers infer specific character traits within behavior of heroes in fiction stories. Readers recognize that stories are told from different points of view/accounts with still understanding the thoughts and feelings of the characters. Readers understand the journey of the hero through plot and sequence. 	First 6 paragraphs in Lightning Thief- 2 nd person
2. Recognizing Allusions and Story Structures in Famous Myths	 Readers understand and identify allusions to mythological characters. Readers use allusions and relate them to real life events. Readers use their knowledge on characters and allusions to deepen their understanding of a character in a book. Readers learn that myths have patterns of events and story structure and retelling myths in summaries. Readers notice that a myth has an underlying theme or life lesson. Readers notice that within a myth there can be a cautionary lesson in which a character may be punished for their actions. Readers recognize that characters are rewarded for good traits and punish those who entail bad traits. Readers identify reoccurring themes, lessons, and morals through mythological stories. 	
3. Comparing and Contrasting Myths and Folk Lore Stories	 Readers compare and contrast different myths across genres (drama & prose). Readers identify common themes across mythological stories. Readers choose two texts with similar themes and therefore compare and contrast how different authors convey the same lesson or theme. Readers compare a folk lore story (fiction) of a different culture and compare to the theme of a myth. Readers compare two myths from two different cultures. Readers celebrate their success and continue to be inspired by mythological stories across cultures. 	

Unit Title: Unit 6: Poetry, Drama, & Prose	Grade Level: Fourth	Time Frame: April-June
Standards: RL.4.4, RL.4.5, RL.4.6, RL.4.7, RL.4.10, RI.4.9, RF.4.3, RF.4.4, L.4	4.5	
Essential Questions: Unit Goals/Enduring Understandings:		
	Discovering Po	etry in Poems and Prose

 and images? How can we identify different e compare and contrast across ge How can we read novels and ha figurative language, and image 	ve a new appreciation for word choice,	 Reading for Deeper Comprehens Looking at Literature through the 	
Skills: Decoding Strategies Word Structure Vocabulary and Concept Development Comprehension Skills Theme	 Character Perspective Imagery Drama/Poetry/Prose Figurative Language Idioms/Metaphors/Similes 	 Demonstration of Learning: Reading Logs Performance Assessments Auxiliary Performance Assessment Conferring (Records of conferent Running Records Pre-Assessment Post-Assessment 	ents ncing, small groups, and observations)
Mentor Texts: The Hippopotamus- By, Ogden Nash Dust of Snow- By, Robert Frost The Traveling Onion- By, Naomi Shihab Nye Valentine for Ernest Mann- By, Naomi Shihab Nye	Resources: Units of Study for Teaching Reading- Lucy Calkins "If Then Curriculum" Book- Unit- Little Things are Big: Making Meaning from Poems and Poetic Craft in Literature Book Basket/ Book Boxes-Bags Books Read aloud Anchor charts Word Wall Reader's Theatre	Structures: • Reader's Workshop • Whole Group Minilesson • Independent Reading/Conferences • Mid-workshop Teaching • Teaching Share	 Partner Talk Partner Reading Small Group Instruction Guided Reading Shared Reading Whole Class Read Aloud
Cross Curricular Connections: Math Science Social Studies Health	21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills	Modifications/Accommodations: Small group/One to one Large print textbooks Additional time Review of directions Student restates information Student provides oral responses Concrete examples Support auditory presentations with visuals Assistance in maintaining uncluttered space Space for movement or breaks Extra visual and verbal cues and prompts	 Quiet space to calm down/relax Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule Alternate quiet and active time Teach time management skills Rest breaks Verbal and visual cues regarding directions and staying on task Checklists Immediate feedback Work-in-progress check

Unit 6: Poetry, Drama, & Prose	Grade Level: Fourth	Time Frame: April-June
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Goals	Suggested Mini lessons	Teacher's Notes/Ideas
Discovering Poetry in Poems, Prose, and Drama	 Readers learn that poems come in many shapes and sizes Readers identify elements of prose. Readers identify elements of a drama. Readers identify elements of poetry. Readers compare and contrast elements between a poem, drama, and a prose. Readers look within a prose to find poetic passages and understand figurative language, imagery, or repetition to better understand the characters. Readers understand the poem's mood by paying attention to the setting, choice words, and feelings. Readers identify the "sound" of the poem. Readers realize that within poems, a poet can "break the rules" of grammar and that poetry can have rhyme or rhythm. Readers encounter unfamiliar words and can use different strategies to determine the meaning. 	
2. Reading for Deeper Comprehension	 Readers understand that all the parts of the poem are what create the meaning of the poem. Readers look back and think about what big idea or question they have based on rereading well-crafted parts. Readers have to create mental images and their imaginations to understand poetry. Readers understand that poems make readers stop and consider the unusual or to think in a different way. Readers pay attention to the last lines of a poem where they consider new insight into the rest of the text. Readers identify the theme within the poem. 	
3. Looking at Literature through the Eyes of the Poet	 Readers of poetry pay attention to the world around them and are reflective. Readers connect with specific lines of poetry and carry them throughout their lives. Readers carry the messages they have learned through poetry into reading other texts. Readers use lines in poetry to influence the way the live and contain valuable life messages. 	

Fifth Grade Reading Curriculum

Pacing Guide Content Area: English Language Arts Grade Level: Fifth **Routines: Launching the Reading Workshop** September **October-November Unit 1: Reading Literature Unit 2: Historical Fiction Book Clubs November-December** Unit 3: Informational Reading: Reading with a Critical Lens January-February **Unit 4: Cross Genre Reading** March - April **Unit 5: Fantasy Book Clubs May-June**

Unit Title: Launching	Fifth Gra	de Time Frame: September		e Frame: September	
Standards : RL.5.1, RL.5.2, RL.5.3, RL.5.10, RI.5.1, RI.5.2, R	Unit Goals/Enduring Understandings L.5.1, RL.5.2, RL.5.3, RL.5.10, RI.5.1, RI.5.2, RI.5.4, RI.5.5, RI.5.7, RI.5.10. • Readers build stamina in independent reading using the structuent of Readers infer, develop theories, and revise those theories about their books. • Partners work together to develop ideas about their books. • Readers use various structures to write about their thinking in		ose theories about their books. at their books.		
Essential Questions: ● How do readers continue to grow in their lives as readers, while reading with a sense of synthesis?		stami	Vocabulary and Key Concepts stamina, independent, structure, routine, theory, partner talk, reflection, jot, long write, thinking prompts, just right book, genre, background knowledge, goals, symbol		
Skills: Envisioning Analyzing Inferring Retelling Text connections Synthesizing		Demo	onstration of Learning/Assessment: DRA Conference Notes Teacher Created Assessments Small Group Observations		
Mentor Texts: *Please note that the mentor texts are teacher's choice. These are suggestions if you need them. Teacher favorites for the start of the year		Struc	Reader's Workshop Whole Group Minilesson Independent Reading/Conferences Mid-workshop Teaching Teaching Share Partner Talk Partner Reading Small Group Instruction Shared Reading Whole Class Read Aloud	Resour	ces/Materials Classroom library of leveled books Character book bins Student book bags Chart paper/Post-its Read-aloud texts (for modeling) Reading logs/bookmarks Reading notebooks
Cross Curricular Connections: Math Science Social Studies Health	21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Sk Critical Thinking and Proble Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Sk	em oration	Modifications/Accommodations: Small group/One to one Large print textbooks Additional time Review of directions Student restates information Student provides oral responses Concrete examples Support auditory presentations with Assistance in maintaining uncluttered		 Quiet space to calm down/relax Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule Alternate quiet and active time Teach time management skills Verbal and visual cues regarding directions and staying on task

Unit Title: Launching	Fifth Grade	Time Frame: September
Goals	Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	Teacher's Notes
Readers build stamina in independent reading using the structures of Readers Workshop	 Reading communities follow predictable procedures for whole class lessons, and independent/partner reading. Readers use strategies they have been taught up to and including that day's lesson when reading. We choose the strategy that fits our purpose. Readers are prepared for minilessons. We bring our supplies and are ready to learn. (Ex: pencil, post-its, reading notebook.) Readers establish and reflect on personal reading goals to build stamina. One way to do this to record number of minutes and note individual's number of pages read. Readers choose just right books by choosing books while considering interest difficulty background knowledge genre Readers independently shop for and return just right books from the class library. Have a back-up book selected when we are nearing the end of our current read. Readers carry their reading from school to home and back. 	
Readers infer, develop theories, and revise those theories about their books.	 Readers think about the characters in our stories. We think deeply about who they are and what motivates them to take actions. We keep these ideas in our heads (and notebooks) as we read and revise our thinking as we learn more. Readers use prediction as a way to engage more deeply with their stories. We can predict in the beginning of our story after we have read our author's set-up. We can do this by identifying what plot line the author has set-up and the motivations of our character(s). When we put these two together, we can make a broad prediction about our story. Readers can begin to grow theories about our characters. We might say, <i>This is a character who</i> and we support this thinking with evidence from the text. As we gather more evidence, we can revise or strengthen our theories. Readers can compare and contrast characters in our book to other characters we have read (or seen). We can also do this work with real people we know. By doing so, we can gain a deeper understanding of our characters, story and the world. Readers identify, think/write about character change. We notice when a character's needs or wants change and we think about the why. This is a time we can revise our theories about our characters. 	
Partners work together to develop ideas about their books.	 Reading communities set-up norms. We decide when and why we will engage in partner talk. We set this up in a way that is respectful of the learning community and our own growth. Partners ask questions of their partners. We dig deeper into each other's thinking. Partners share their ideas about their reading. We do more than give summaries, rather we share our own thinking. Partners refer to evidence in the text when sharing their thinking. They may say, here it says and 	

Readers use various
structures to write about
their thinking in stories.

- Readers can write about characters in a variety of ways.
 - We can put ourselves in different characters perspectives about the same event.
 - Paying attention to an object in a book, and sketching it, and coming to see that object as a symbol. How is that object symbolic in the text?
 - Read wide open, and think about what's my purpose, or what am I paying attention to?
 - When we recognize we have a similar experience to the character, we realize we can compare our experience to theirs
 - Sometimes we go into a book with a theme in mind, and then how does this evolve as we continue to read.
 - When we are reading, and notice a pattern in our reading, we can go back and reread and just write about that.
 - What's happening, what's really happening, and how did the author do that?
 - As writers, we choose to write because we have a purpose. (the WHY and the WHEN)
 - o Look at what each other did; look what I did; look what he did, etc. Look what wasn't done.
 - Change our thinking as we read and gather more information.
- Readers notice and write about symbols or objects that repeat in a story. We can ask, *Why is this significant? What is the author trying to say by including this?* We can write long on these ideas.
- Readers notice how setting influences our characters. We write long about this in our notebooks.
- Readers can record their own reaction to the text. We can reread our notebooks looking for patterns in our reactions. We can writing long and reflect on those findings.

Unit Title: Unit 1 Reading Literati	uro Eifth ar	adore study charactor	Fifth Grade	Time Frame: Octol	ber- November
Standards: R.5.2, R.5.3, R.5.4, R.5.5, R.5.6, R.5.9, R.5.3 RF.5.3, RF.5.4 L.5.3, L.5.4, L.5.5	aders study character	Unit Goals/Enduring Understandings Readers make inferences about the characters in their novels Readers use comprehension strategies to think deeply about characters and text. Readers notice and analyze characters motivations. Readers notice how a character changes throughout a text.			
 Essential Questions: How do characters' inner thou into who they are? What can the characters in text 	ngs give us insight	Vocabulary and Key Concept Inference (infer), character, tra motivation, wants and needs, o	aits, main character, se	econdary character, track, timeline,	
Skills:	predi • Use fi • Parap	, modify, confirm ctions ix up strategies ohrase terary elements	Demonstration of Learning/Assessment: TC Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations		
Mentor Texts: The Sweetest Fig *Please note that the mentor texts are choice. These are suggestions if you ne.		 Independent 	Group Minilesson Indent Reading/Conferences rkshop Teaching g Share	Character beStudent booChart paperRead-aloud	ibrary of leveled books ook bins ok bags ·/Post-its texts (for modeling) s/bookmarks
Cross Curricular Connections: Math Science Social Studies Health	Critical Thi Communica Life and Ca	reness ry Skills nd Innovation Skills nking and Problem Solving ntion and Collaboration	Modifications/Accommode Small group/One to one Large print textbooks Additional time Review of directions Student restates inform Student provides oral re Concrete examples Support auditory present	ation esponses ntations with visuals	 Quiet space to calm down/relax Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule Alternate quiet and active time Teach time management skills Verbal and visual cues regarding directions and staying on task

Unit Title: Unit 1 Reading Litera	ture - Fifth graders study characters		Fifth Grade	Time Frame: October- November
Goals	Possible Teaching Points: Can be Shared Reading, Interactive Read	Teacher's Notes		
Readers make inferences about the characters in the text				
	I think	In the text		
	Or In the text	I think		
	 their thinking about it. Readers infer about chara their thinking about it. Readers infer about chara How do secondary charact about the character? Readers notice how a name 	cters by conside cters by conside ers react and inte	ring what a character says, and recording ring what a character does, and recording ring character relationships. We might ask, eract with the character? What does this say formation. We reread the details and? We jot our thinking in our notebooks.	

Readers use comprehension strategies to think deeply about characters and text.	 Active readers make predictions based on text evidence and story structure. We use these predictions to focus our reading, often adjusting our predictions as the story progresses. Active readers ask questions as they read. We might say, <i>I wonder?</i> or <i>How come?</i> or <i>Why?</i> We use these questions as a focus for our reading, returning to them as we gather evidence from the text that may answer our questions. Active readers envision our characters and the setting. We slow down our reading when the author provides us with many details. We consider how our character moves within a setting. We make a movie in our minds based on the text. Readers think about how authors use characters to develop theme. We might say, <i>In this text the author approached the theme with this character by and in this text,, the author</i> We jot our thinking in our notebooks and share our thinking with our partner.
Readers notice and analyze characters motivations.	 Readers notice what motivates characters to move through the plot. We can do this by identifying what they want or need and then asking why? We know the author often sets up the main character's motivation early on in our novels. One way readers can identify character motivations is to think about their significant actions that move the plot and ask, Why is my character making this choice? What is motivating him? Readers understand that character motivations can change or shift. When we notice this happening, we can consider why this is happening. We might ask, What has changed for the character? Was this change forced from the outside or did something shift inside the character? Readers can consider character motivations by showing empathy. We consider how we connect with the character. We might reflect on what would motivate us in a similar situation? How would we react? What choices and decisions would we make? Readers compare and contrast the motivations in characters within and across novels. We might ask if there is a message for the reader in their similarities or contrasts? We reflect on what this says about each of the characters.

Readers notice how a character changes throughout a text.	•	from the story on One way readers r	can track characters is cone side and the characters in the characters in cooking for changes in co	cter's reaction on the is with a "Somebody	other.	•
		Somebody (Character)	Wanted (wants or needs - motivation)	But (What got in the way?)	So (Character change?)	
	•	character's journer reflect by asking, learn? How might notebooks. Readers notice sm different settings in our notebooks. Readers reread the changes). We can from the text. Readers reflect at lessons the author	eir jots looking for patt then make a claim abou the end of the text. We might be trying to tea does the author have to	ad a different decision ose this decision? Who r's journey? We jot this ers. We note if they acters. We jot about the terns in their characteut our character supper reflect on our character. We might ask, Wh	n been made. We may at might my character is thinking in our et differently in ese situational changes er behavior (situational corted with evidence eter's journey and what hat did the author want	

Unit Title: Historical Fiction Book	(Clubs	Fifth Grade			Time Fra	me: November- December
Standards: R.5.2, R.5.3, R.5.4, R.5.5, R.5.6, R.5.9, R.5.10 RF.5.3, RF.5.4 L.5.3, L.5.4, L.5.5				-	esson, histo	orical context, conversation, universal,
Essential Questions: How has the world been influenced by historical events, periods and people? What can I learn from the universal experiences?			 Unit Goals/Enduring Understandings Readers work in book clubs to grow ideas through conversations Readers use historical knowledge to create meaning in historical fiction Readers reflect and share how their thinking is moved or shaped by a historical person and event. Readers use conversation to deepen understanding of the large story that is told in historical fiction and compare themes that emerge across more than one text 			
Skills: Paraphrase Describe and connect essential ideas Recognize characteristics of a variety of Analyze Characters Ask and Answer questions	genres		TC Re Confe Teacl	onstration of Learning/Assessmeading Assessments erence Notes her Created Assessments I Group Observations	nent:	
Mentor Texts: Brown Girl Dreaming by Jacqueline Woodson Coming Home Soon by Jacqueline Woodson Inside Out and Back Again by Thanhha Lai The True Confessions of Charlotte Doyle by Avi Glory Be by Augusta Scattergood The Year of the Boar and Jackie Robinson by Bette Bao Lord Crispin by Avi *Please note that the mentor texts are teacher's choice. These are suggestions if you need them.			Struc	 Whole Group Miniless Independent Reading/Conferences Mid-workshop Teachi Teaching Share Small Group Instruction Guided Reading 	son	 Classroom library of leveled books Character book bins Student book bags Chart paper/Post-its Read-aloud texts (for modeling) Reading logs/bookmarks Reading notebooks
Cross Curricular Connections: Math Science Social Studies Health	Critical Thinkin Communication Life and Career	ess kills nnovation Skills ng and Problem Solvi n and Collaboration	ng	Modifications/Accommodations: Small group/One to one Large print textbooks Additional time Review of directions Student restates information Student provides oral responses Concrete examples Support auditory presentations of Assistance in maintaining uncluttered	with visual:	 Quiet space to calm down/relax Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule Alternate quiet and active time Teach time management skills Verbal and visual cues regarding directions and staying on task

Unit Title: Historica	l Fiction Book Clubs	Fifth Grade	Time Frame: Noveml	ber – December
Goals		Can be taught in Minilessons, Conferences, Strategy Groups, Shared Word Study, and/or Vocabulary	d Reading, Interactive	Teacher Notes
Readers work in book clubs to grow ideas through conversations	Book clubs create not how will with how how will with how how will with how will with how will with how how will will will will will will will wi	n a text that is a good fit for all members. orms for their club. They might consider e structure our time together? e facilitate conversations? e assess how it is going? ye do if a member is not prepared for club? a club name or identity? a about books between book club meetings? In to invent ideas about reading clubs, it's important, in any club, to a that club. We do that by making sure that we're creating work who in gimportant, and each member will always feel supported by the ins are a lot like "talking essays." We talk by starting with a big idea test.) Members of the club listen to and consider other's ideas. They are by giving examples that don't fit the big idea. not only listen with their eyes and ears, but their whole bodies. We sure that we are present and listening. We put our idea on hold and are saying. We notice when our mind drifts from the conversation at take a pause before responding. stick with and grow an idea. We might use phrases like e text makes you say that?" hat too because" cample of that is" comething different because" cample of that is" comething different because" cause" confused. Are you saying?" condend a don't fit the big idea. The condend and the conversation at the convers	ere each member will e group. (our box) and give agree by giving further e show we are I think just about what and we bring post its and find a then on another) aformation we'd need action flying past us as	

Readers use historical knowledge to create meaning in historical fiction	 Readers identify where and when a historical account begins. We ask, What do I already know about this time, place and event? Readers of historical fiction pay close attention to the setting is in a story. It's the place where the story, or scene, happens. In historical fiction, because the setting will inevitably be unfamiliar to us, we have to really pay attention not just to what the place looks like but also to what it feels like—not just to its physical details but to its emotional atmosphere. Readers are aware that time is one of the elements in historical fiction that is often complex. Specifically, we are aware that the spotlight of the story is not continually on the here and now. Sometimes the story harkens back to events that have already occurred, earlier in the story or even before the story began. Readers consider what the author assumes they already know. If the author is assuming we know more than we do, we make a plan for filling in that gap. Is there a video or article I could read? Is there resource I could read that gives a more macro (or micro) view of this event and time? What questions do I have already? Readers consider the effects that a time period has on plot. We think how the plot of the story connects to the time period. We might consider, What is it about this time period that has pushed this plot in a specific way? Could this happen in the same way today? Would this make sense in a modern text? 	•
Readers reflect and share how their thinking is moved or shaped by a historical person and event.	 Readers consider how historical fiction authors create characters that represent a group of people. We might ask, Who does this character represent? What is the author teaching through this character? Readers consider if the struggle of the main character is universal in that it could happen in any time or place or if it is a story of struggle that is tied to this time and place. Readers reflect on what is special about the time period or event. We think about how the events or time period has shaped our modern society. What lessons have we learned as a group? What lessons do we still need to learn? Readers review their thinking from a text or across texts. We look for patterns in our thinking. We think about how our thinking transcends time. Readers notice customs and cultures presented in text. We consider who they play a role in the story. 	•
Readers use conversation to deepen understanding of the large story that is told in historical fiction and compare themes that emerge across more than one text	 Clubs consider the universal message or idea that authors presents in a historical fiction text. We discuss Does this theme matter today? Who could learn a lesson from studying this theme? What modern texts (novels, movies, shows) show this same theme? How do the theme(s) in other historical novels about the same time or event compare to the theme in current texts? How does the theme relate to me? 	

Unit Title: Informational Readin	g: Reading with a Criti	cal Lens Fiftl	h Grade	ime Frame: January- February	
Standards: RI.5.1, RI5.2, RI.5.3 RI.5.4, RI.5.5, RI5.6, RI.5.7, RI.5.8, RI.5.9 RF.5.3, RF.5.4 SL.5.1, SL5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6 L.5.1, L5.2, L.5.3, L5.4, L5.5, L5.6		Vocabulary and Key Concepts expository, hybrid, narrative, nonfiction, informational, text feature, text structure, synthesize			
Essential Questions: How do readers synthesize information read from a variety of sources on the same subject?		 Unit Goals/Enduring Understandings Readers use what they know about expository text structures to identify key ideas and details. Readers use what they know about narrative nonfiction text structures to identify key ideas and details. Readers use what they know about hybrid nonfiction text structures to identify key ideas and details. Readers synthesize ideas and information across multiple texts and media and become teachers of others. Readers use strategies to figure out unfamiliar vocabulary. 			
Skills: Analyze Text Identify new information Identify and retell information Generalize Summarize		Demonstration of TC Reading Asses Conference Notes Teacher Created A Small Group Obse	: Assessments		
Mentor Texts: Any informational text appropriate for fifth grade *Please note that the mentor texts are teacher's choice. These are suggestions if you need them.		o o Small G o Guided	's Workshop Whole Group Minilesson Independent Reading/Conferences Mid-workshop Teaching Teaching Share Group Instruction Reading Class Read Aloud	Resources/Materials Classroom library of leveled book Character book bins Student book bags Chart paper/Post-its Read-aloud texts (for modeling) Reading logs/bookmarks Reading notebooks	ks
Cross Curricular Connections: Math Science Social Studies Health	21st Century Themes Global Awareness 21st Century Skills Learning and Innovatio Critical Thinking and P Communication and Co Life and Career Skills Social and Cross-Cultur	roblem Solving ollaboration	Modifications/Accommodatio Small group/One to one Large print textbooks Additional time Review of directions Student restates information Student provides oral respone Concrete examples Support auditory presentation Assistance in maintaining unclude	Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule Alternate quiet and active Teach time management s Verbal and visual cues regularity on swith visual	e time kills

Unit Title: Inforn Critical Lens	national Reading: Reading with a	Fifth Grade	Time Frame: Janua	ry- February
Goals	_	ught in Minilessons, Conferences, Strateged Writing, Word Study, and/or Vocabula	-	Teacher Notes
Readers use what they know about expository text structures to identify key ideas and details.	 this been written in? When read What will I likely learn a What headings/subhead What content vocabulary We know that the answering th Readers make a plan for their retext, knowing we may not have Readers also make a plan for the headings and name what we see me and make a plan for how we Readers are always confirming, We might make a mental note, notebook. Partners get together to talk abo This heading saysso I looked at this (picture/(picture/caption/graph) If I put them together, I to Readers know that many expost the main idea (box) and support and bullets, writing the main idenformation to remember, to sy for discussion. Readers identify and plan for other contents. 	lings should I expect to see? y will I likely encounter? ese questions get our minds ready to real eading. We might make a plan for how to to read it in its entirety or in the order it eir reading of a section or page. We may e in the text features. We can then say, I to we will read the page. revising, or adding to what we know aborder the page out the page of a post-it or add our thin out the books they are reading. We might I think this page is mostly about (caption/graph) and saw and this	ad. In navigate a whole is presented. It want to read the think this will teach out the topic. Inking to our It discuss Tructure, with using boxes e collect this in preparation True encounter	

- Compare/contrast
- How-to
- When reading to find the main idea of a section, readers sometimes find that a paragraph has a sentence that summarizes the entire paragraph or passage, found often at the beginning or end. This gives the main idea of that paragraph. We reread to confirm our thinking by asking, *What are the key details that support this idea?*
- One way that readers identify the main is by asking themselves, *What is the one big thing that this text is teaching and how do all the other details connect with this?* We reread to confirm our thinking by asking, *What are the key details that support this idea?*
- Readers can retell or summarize with our partners. We are sure to share the main idea, and the key details with our partners.
- Readers of nonfiction constantly ask ourselves, *How does all of this fit together?* We pause, reflect, jot, and later talk about those connections.
- Sometimes readers find there are no section headings telling you that the topic has changed. We make sure that we notice when the topic has changed, even jotting our own heading for that section.
- Readers have questions as we read. We also try and answer them the best we can, knowing if we read on, they may be answered. We may have questions that remain unanswered, and may lead to reading of another text. The bigger questions lead us from text to text.
- Readers deeply respond to text. We don't just jot our learning, but we also respond with our new thinking. We can push out thinking with prompts like...
 - But I wonder ...
 - I used to think that . . .
 - o but now I am realizing ...

We can push our thinking in the same way in partner discussions.

Readers use
what they know
about narrative
nonfiction text
structures to
identify key
ideas and details.

- Readers notice when they are reading narrative nonfiction and plan their reading accordingly. Often narrative nonfiction focuses on the goals and struggles of a central character that teach a lesson, usually ending in a great achievement or disaster. Readers keep this in mind as they read, jotting as they go.
- Readers think about what we know about the person/animal/topic and keep that with us as we read. We notice places where we learn new information, our knowledge is confirmed or our ideas are contradicted.
- Readers of narrative nonfiction expect to gather information and ideas, as well as follow a story structure with characters, setting, plot, etc. Our jotting often includes both.
- Readers of biography (narrative nonfiction) often think, *What does this person want/wish/hope for? What are the obstacles that stand in their way?* When we notice these, we learn the biggest lessons from the character. We linger with that lesson just as we do in fiction.
- Just as readers in fiction study characters, readers of narrative nonfiction pay attention to the subject's traits and motivations, how they interact with others and their environment, and how they overcome obstacles in their lives. Their traits are usually what allow them to overcome their struggles and teach us how to tackle our own struggles.
- Readers pay attention to the choices the person makes in their life, revealing who they really are deep inside. These traits often help the character overcome the challenges and achieve something meaningful.
- Partners discuss the book we are reading. We might say, *This text (or this part of a text)* is mostly about . . . and then add our ideas by saying, *And the big new thing it teaches me is.* . . OR you might say, ...and the big way this adds to what I already knew about this subject is. . .

Readers use what they know about hybrid nonfiction text structures to identify key ideas and details.	 Readers choose a note taking tool. While readers may know a few ways of taking notes, be sure whatever note-taking tool you choose fits you best and reflects the big ideas of the text by matching the notes to the text. Readers are aware that hybrid books—those with both narrative and expository structure in it—have an unpredictable set up. We can still use all we know about these two structures to read them with power. Hybrid books can be structured in a few different ways. Keeping this structure in mind helps us understand the text more deeply. They are usually built around an idea supported by facts and then may tell a story that relates to or illustrates the idea. Some texts like this begin with a story, a letter, a diary entry, or a mini-biography and then move into expository text structures. Readers read hybrid texts with power, taking in all the features and thinking, What is this letter or story (or any other shift in structure) teaching me? and How does it fit with what I have been learning? We often jot this thinking in our notebook to remember and discuss with our partner. Readers take in all the information on a page or in a section and determine how all the parts of the text fit together. This means we pause, think about all of the parts (even rereading a few), and jot a post it what the section is all about. Readers reflect on their learning at the end of a text, section or collection of texts. We might think, What do I know now that I didn't know before reading this book/text/video? or How is my thinking different from reading this text? We then write long and strong about what we learned. 	
Readers use strategies to figure out unfamiliar vocabulary.	 Readers use context clues to read around the unfamiliar word and consider what would make sense. We reread the section with our new understanding Readers use visuals like diagrams, word boxes, charts, maps, headings, etc to look for clues for unfamiliar words. We reread the section of text with our new understanding Readers break up unfamiliar words and look at each part. See if the parts (prefix, root, suffix) can help you figure out the word. Readers keep track domain specific words that go with the topics you are learning about. We use this precise language when in conversations and in writing. 	•

Readers
synthesize ideas
and information
across multiple
texts and media
and become
teachers of
others.

- When partners meet, instead of just saying what they have learned, they:
 - Point out the details in the pictures or diagrams that highlight what they're saying.
 - Link previous learning to the new information that they just encountered by flipping back and forth to show pictures that build off of one another and by explaining how those pictures go together.
 - Use their voices to emphasize what's important.
- Readers of expository text use many of the same strategies when we are reading print as when we are watching expository video. We must listen carefully for the big ideas and jot notes as boxes and bullets (or another structure) in order to capture the important learning within that video clip.
- Sometimes when viewing a video clip the main idea is written right on the screen. However sometimes, the main idea does not pop out to us right away. In this case readers jot the important details we hear, and then we choose a heading for those details. That heading becomes the main idea. We can rewatch parts or sections of a video in the same way we would reread text.
- Readers often compare their notes from one text or media to the next on the same topic. They will say things like, *In this text it was teaching...while in this video it taught...And I think...*
- Readers lay texts next to each other browsing both and looking for similarities and differences between the main ideas and details. We might ask, *Why might this have been presented differently. What did each author think was most important?*

Unit Title: Cross Genre Reading Reading Like a Researcher - Career and Innovation Study		Fifth Gra	ade 7	Time Frame	e: March - April
Standards: RI.5.1, RI5.2, RI.5.3 RI.5.4, RI.5.5, RI5.6, RI.5.7, RI.5.8, RI.5.9 RF.5.3, RF.5.4 SL.5.1, SL5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6 L.5.1, L5.2, L.5.3, L5.4, L5.5, L5			Vocabulary and Key Concepts: examine, elaborate, evidence, informational text, research, source, expert		
Essential Questions: • How can research affect my career goal? • How can research affect my interests? • Unit (
Skills: Author's Purpose Author's Bias Locate and Analyze Information Evaluate and critique ideas in a text Organize and synthesize ideas and information		Demonstration of Learning/Assessment: TC Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations			
Mentor Texts: *Please note that the mentor texts are teacher's choice. These are suggestions if you need them. Extreme Science Careers- Ann Squire Careers that Count- Series			Structures: Reader's Workshop Whole Group Minil Independent Reading/Conference Mid-workshop Teaching Share Small Group Instruction Guided Reading Whole Class Read Aloud	ilesson nces aching	 Classroom library of leveled books Character book bins Student book bags Chart paper/Post-its Read-aloud texts (for modeling) Reading logs/bookmarks Reading notebooks Elementary School Career link http://www.dasd.k12.pa.us/Page/7322)
Cross Curricular Connections: Math Science Social Studies Health	21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Sol Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills		Modifications/Accommodations: Small group/One to one Large print textbooks Additional time Review of directions Student restates information Student provides oral responses Concrete examples Support auditory presentations with		 Quiet space to calm down/relax Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule Alternate quiet and active time Teach time management skills Verbal and visual cues regarding directions and staying on task

Unit Title: Cross Genre R Reading Like a Researcher	Reading r - Career and Innovation Study Fifth Grade	Time Frame: March - April
Goals	Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	Teacher Notes
Readers self-selecting topics and gather relevant information.	 Researchers choose subjects that interest them. We know that we will be with our topic over a significant amount of time. We can generate ideas for study by Think of how you like to spend your free time. Ask, is there a career or innovation that matches what I enjoy to do? Think of your talents. What are you good at? Are there careers or innovations that match this talent. Think about times you have felt a sense of flow - a time where you got lost in what you were doing. Are there careers or innovations that match this experience? Take an online interest survey. Researchers get right to work once they have settled on a topic. They know that researching may change the direction they want to go in, but they always start with a plan. We plan which materials we will use and where we will start. We might write up a dream table of contents and use that as a plan for our research. 	•
Readers gather and use domain specific vocabulary	 Researchers of a topic gather the domain specific vocabulary. We learn the words just like experts. We use the words in conversations when discussing our subject with partners and when writing about our subject. Researchers understand domain specific vocabulary by collecting the adjectives and descriptors that are used around it between different resources. Part of becoming experts of a subject, is becoming experts of the vocabulary. Researchers don't just look out for words that are specific to a topic, they also look out for phrases or concepts that might be new or unfamiliar to them. Sometimes we may have a general sense of what it means, but within the context of this specific research, it's new. We find other places that we read/hear this phrase or concept. We use the strategies we have to figure it out within context. We also confirm our new understanding with a resource. We often need to reread the section with our new understanding in mind. Researchers visualize new concepts. Sometimes that means acting them out or using our hands to model an idea. Researchers visualize new concepts. Sometimes that means sketching out an idea or model in our notebooks to aid in our understanding of how something works or fits together. We read the words, make an image our minds and sketch it out in our notebooks. 	•
Readers use a variety of sources to become experts in the topic.	 Researchers know that the latest and greatest information on a topic might not be available in an expository text. We can make a plan for other resources. Internet articles Internet data bases Documentaries Narrative text or biography 	•

	 Interviews Diagrams Researchers have a system for note taking. Using a boxes and bullets organizer is most common for taking notes while researching. We can also consider other ways we know that match the resource that we are using. Researchers make sure that their sources are reliable. We look at the domain (.com, .gov, .edu, .net, .uk) We don't discount all domains, however as we research, we look for more and more reliable sources. Researchers review their notes and decide what goes together. We see where we need more research and where we have enough. We make a new plan for becoming more of an expert. 	
Speak knowledgeably and passionately about the topic researched.	 To be considered an expert, we need an audience for our knowledge. We can share our research journey with a partner all along the way. We use a teaching voice when explaining ideas. We can often use our hands or sketching to help convey concepts or ideas. When sharing with a partner or audience, we are sure to start with big ideas and follow those ideas up with the key details that go with it. Researchers know they cannot share all they know. Rather, we make a plan for what we will share, choosing just the most important and interesting ideas. Researchers listen to each other's ideas and information. We often have questions for one another after hearing about their topic. We ask these questions and discuss the ideas that go with them with our partner or audience. 	•

Unit Title: Literature: Fantasy Book Clubs Fifth Grade			Time Frame: May-June	
Standards: RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL5.7, RL5.8, RL.5.9, RL.5.10 RF.5.3, SL.5.1, SL.5.2, SL5.2, SL5.4, SL5.5, SL.5.6, L.5.1, l.5.2, L5.3, L5.4, L5.5, L5.6 W.5.3, W.5.5, W.5.6, W5.9a		Vocabulary and Key Concepts Fantasy, theme, quest, evidence, internal, external, compare, metaphor, master narrative, counter narrative		
 Essential Questions: How will I tackle the demanding and complex genre of fantasy? What will my strategies and goals be that help me make sense of multiple plot lines, layered characters, and complex themes? How are the themes in fantasy text connected? How is the story influenced by the point of view it is written in? 		 Unit Goals/Enduring Understandings Clubs work together to grow ideas about literature Readers read fantasy with deep comprehension and synthesis Work in partnerships to compare and contrast common elements in their independent reading of fantasy texts. Readers use strategies to navigate and understand fantasy within and across texts. Readers understand literary traditions through literary analysis 		
Skills: Theme of a story, including how characters respond to challenges within text Two or more characters, settings or events in a story or drama Character Analysis Compare /Contrast		Demonstration of Learning/Assessment: TC Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations		
Mentor Texts: *Please note that the mentor texts are teacher's choice. These are suggestions if you need them. Narnia (Video trailer) The Lord of the Rings (Video trailer) The Paperbag Princess The Thief of Always	Harry Potter Series Percy Jackson Series Narnia Series Lord of the Rings Seri The Dragon Slayer Se		Structures: Reader's Workshop Whole Group Mi Independent Reading/Conferce Mid-workshop T Teaching Share Small Group Instruction Guided Reading Whole Class Read Aloud	Student book bagsencesChart paper/Post-its
Cross Curricular Connections: Math Science Social Studies Health	21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Critical Thinking and Pr Communication and Col Life and Career Skills Social and Cross-Cultura	oblem Solving laboration	Modifications/Accommodations: Small group/One to one Large print textbooks Additional time Review of directions Student restates information Student provides oral responses Concrete examples Support auditory presentations we Assistance in maintaining uncluted	

Unit Title: Literature: Fantasy Book Clubs	Fifth Grade	Time Frame: May-June
Goals	Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	Teacher Notes
Clubs work together to grow ideas about literature	Clubs will be called to work in much the same way they worked in the Historical Fiction Book Club unit. Begin this unit with a quick review of how book clubs operate. Below are the teaching points you may want to quickly review. Book clubs decide on a text that is a good fit for all members. Book clubs create norms for their club. They might consider How will we structure our time together? How will we structure our time together? How will we sasess how it is going? What will we do if a member is not prepared for club? On we have a club name or identity? Can we talk about books between book club meetings? Readers, as we begin to invent ideas about reading clubs, it's important, in any club, to take care of relationships within that club. We do that by making sure that we're creating work where each member will feel a part of something important, and each member will always feel supported by the group. Book club discussions are a lot like "talking essays." We talk by starting with a big idea (our box) and give text evidence (bullets). Members of the club listen to and consider other's ideas. They agree by giving further examples or disagree by giving examples that don't fit the big idea. Book club members not only listen with their eyes and ears, but their whole bodies. We show we are listening. We make sure that we are present and listening. We put our idea on hold and think just about what the other members are saying. We notice when our mind drifts from the conversation and we bring ourselves back. We take a pause before responding. Book club members stick with and grow an idea. We might use phrases like ""Hat it members disch with and grow an idea. We might use phrases like ""Thought that too because" ""Thought something different because" ""Thought something different because" ""Thought something different because" ""Thought something of that is	

Readers read fantasy with deep comprehension and synthesis

- Readers of fantasy start by figuring out not just where the story happens, but what kind of place it is. One way to do this is to investigate clues about the time periods and important magical elements, using the covers, blurbs and details from the beginning of the story. Common settings include:
 - Medieval World full of swords, horses, dragons...
 - Futuristic World full of reminders of this world, only different and troubled
 - o Ordinary World blending of the world we know with magical elements
 - Historical World set in the past
- Readers of fantasy find out who has the power in the fantasy world. We might simply ask, *Who has the power? How do I know?* We jot down our thinking and share this thinking with our clubs.
- Readers of fantasy know that the main characters often begin without a lot of knowledge. We look
 out for places where the main character is told important information or has dramatic new
 experiences. These are often marked with
 - Direct questions and answers
 - Explanations or stories
 - o Unfamiliar experiences

We learn right along sign side the main character.

- Readers of fantasy may infer from the clues the author gives before the main character does. We are alert for when the character finally catches up with what we already know.
- Readers of fantasy write in their notebooks to engage deeply. One way we might use our notebooks is to keep track of multiple characters and their characteristics.
- Another reason we might use our notebooks is to make sense of the place and how the geography
 might matter to the story. If the author hasn't provided a map, we might sketch one out.
- Readers tackle more complicated books with multiple plotlines. We may use timelines, charts or other organizers to track multiple problems and plotlines. For example:

Character	Problem	Solution/Change	By the End
Wiglaf	Needs gold	Kills a dragon	Mordred takes the gold
	Poor	Can't keep gold	Still poor
	Wants to kill dragon	Kills dragon	Hates killing dragons Dragons want revenge

Readers might share the ways they have used their notebooks.

Readers of fantasy suspend judgments about characters and places. We can jot our ideas, but we
also keep an open mind as we read. We look for places where the character contradicts our

	thinking with our clubs. • Readers begin to notice the	notebooks to work out these ideas ab neme(s) that begin to arise in our texts from the text. We share and discuss o	s. We jot these ideas in our	
Work in clubs to compare and contrast common elements in their independent reading of fantasy texts.	face. One way we can do this is by looking back through our notebooks looking for ideas we have			and Ve or
	It's important to help your family.	Themes in Dragon Slayer's Academy Real friends help each other out.	Not all our wishes turn out to be good.	
	 Wiglaf has a lot of brothers and sisters and they need money. Wiglaf goes to DSA to get gold. He wants to kill a dragon to get gold for his family. 	 Erica and Wiglaf help each other tackle the dragon. Angus and Wiglaf keep Erica's secret. Wiglaf and Erica help Agnus deal with his uncle Mordred. 	 Wiglaf has a lot of brothers and sisters and they need money. Wiglaf goes to DSA to get gold. He wants to kill a dragon to get gold for his family. 	

•	Readers compare themes across stories in a series. We notice when an author address the same
	theme in multiple books in a series. We can use a theme chart to help organize and collect our
	thinking. For Example

Theme: People find hidden strength in times of trouble		
The Lion, The Witch and the Wardrobe	Prince Caspian	
Evidence	Evidence	

- Just like in our realistic fiction books, our characters are on a journey. In fantasy we call this a quest. It is helpful to consider the internal and the external quest of the main character or hero.
 - For an external quest we think about the big problem or goal and/or a series of smaller obstacles
 - For internal quests, readers think, What's inside the character that gets in the way? Are there internal flaw to fix or get around? Are there conflicts to overcome? We jot our thinking in our notebooks and share/discuss with our clubs.
- Another way to think about the quest is by using The Hero's Journey structure by Joseph Campbell to guide and organize our thinking. One way to do this to think about
 - o Part 1 Call to adventure
 - o Part 2 Supreme Ordeal
 - Part 3 Transformation
 - o Part 4 The Hero's Return

	Reward 9 Sloryboard That Blanch Adventure Reward 9 Sloryboard That Blanch Approach Allowed Blanch Approach Allowed Blanch Blanc	
	 We can jot in this structure. Readers notice that some themes are so big and universal that appear in multiple books, as well as throughout history. When we notice these themes, we can use our knowledge of how these played out in history and other books. We can compare how these themes play out across books and history. She can jot this thinking to prepare to discuss with our clubs. 	
Readers use strategies to navigate and understand fantasy within and across texts.	 Fantasy readers use elements from the real world to understand fantasy. One way that readers do this is by referring to nonfiction texts and online sources to build a full image of characters, settings, and events that you are reading about. We can share our findings with our club. Fantasy readers use elements from the real world to understand fantasy. One way that readers do this is by using our vocabulary strategies to figure out unfamiliar words. Use what you know about root words. Look for a word or part of a word that's familiar. Envision what's happening in the scene. Tap into what you know about how the genre tends to work. Read forward to get a bigger sense of what's happening, then circle back when things start to click. Try a substitute word that might fit. Use a reference (dictionary, internet search, ask book club or partner) Get the gist of the meaning, then look for more precision later. We use this precise language when discussing with our club. Fantasy readers know that character are complicated. They might be one way in some contexts or relationships and another way in other contexts or relationships, or one way on the outside and one way on the inside. We can read out notebooks looking for patterns about our character. We begin to think about why the character is different in these ways. We discuss this with our clubs referring to the textual evidence from our stories. Fantasy readers try to figure out if repeated or highlighted images, objects, characters, or settings are a symbol of something else. We consider, How does this symbol connect to the theme of the story? How does it connect to the quest? What does this symbol represent? 	•

	 Fantasy readers use what they learn from metaphors to gain better insight to the real world. We assume that everything in fantasy has a deeper meaning. We live awake to see this deeper meaning both in our texts and in our lives.
Readers understand literary traditions through literary analysis	 Fantasy readers pay close attention to how cultures are portrayed in stories - the culture in which the story takes place, as well as other cultures. Culture is one thing that we can learn about and think about in fantasy books. We might compare and contrast the culture to our own or ones we know. Fantasy readers use what they know about archetypes to make predictions, inferences and interpretations. We might start our thinking by charting the archetypes we notice and what that makes us think. We keep in mind common archetypes: The Hero - A good character who is often lonely and would rather not have to be a hero. The hero has to complete his or her quest alone. Usually wins. The Villain - A bad character who is often surrounded by other characters he or she is mean to. Wants to be in charge of everything. Usually loses. The Wise Person - A very smart character who usually helps the hero by teaching him or her. Companions or friends - These are the people who are friends with the hero or villain. They mostly stick to the hero or villain, however some of them can be false friends. Fantasy readers read on the lookout for stereotypes and gender norms. We look out for and track how characters are represented throughout a series. This is called reading with a lens. We collect these ideas in our notebooks and share/discuss these ideas with our clubs. Readers are on the lookout for characters break the norms that are in the story. They are the characters that break the mold. We ask, Why has the author represented the characters in this way? Is this part of the master narrative (expected) or a counter narrative (disruptive, unexpected). Readers can use their fantasy reading skills to other genres.

Sixth Grade Reading Curriculum

Pacing Guide		
Content Area: English Language Arts		
Grade Level: Sixth		
Launching: Agency and Independence	September	
Unit 1: Character Study-Clubs	September- October	
Unit 2: Comparing Themes in Literature	October- November	
Unit 3: Nonfiction Reading, Navigating Expository, Narrative and Hybrid Nonfiction	December- February	
Unit 4: Mixed Genres- Biography	March- April	
Unit 5: Poetry Clubs	May- June	

Unit Title: Agency and Independence- Launching Grade Lo		Level: Sixth	Γime Fran	ne: September	
Standards: RL.6.4, RL.6.5, SL.6.1, SL.6.6, L.6.1, L6.3, L6.4, L.6.5		 Unit Goals/Enduring Understandings Readers read with agency and engagement Reading infer text meaning Partners grow ideas through conversation 			
What characteristics does a person need in order to be considered a			Vocabulary and Key Concepts stamina, independent, structure, routine, theory, partner talk, reflection, jot, long write, thinking prompts, just right book, genre, background knowledge, goals, symbol		
Skills: Ask and Answer Questions Independent Reading for longer periods of time Self-monitor comprehension Determine purpose of listening Speak for a purpose			Demonstration of Learning/Assessment: DRA Conference Notes Teacher Created Assessments Small Group Observations Reading Response		
Mentor Texts: *Please note that the mentor texts are teacher's choice. These are suggestions if you need them.		Structures: Reader's Workshop Whole Group Miniless Independent Reading/Conferences Mid-workshop Teachi Teaching Share Small Group Instruction Guided Reading Whole Class Read Alon	son ing	Resources/Materials Classroom library of leveled books Character book bins Student book bags Chart paper/Post-its Read-aloud texts (for modeling) Reading logs/bookmarks Reading notebooks	
Cross Curricular Connections: Math Science Social Studies Health	21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem S Communication and Collaborati Life and Career Skills Social and Cross-Cultural Skills		Modifications/Accommodations: Small group/One to one Large print textbooks Additional time Review of directions Student restates information Student provides oral responses Concrete examples Support auditory presentations with		 Quiet space to calm down/relax Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule Alternate quiet and active time Teach time management skills Verbal and visual cues regarding directions and staying on task

Unit Title: Agency and Independence- Launching		Grade Level: Sixth	Time Frame: September		
Goals		ble Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared ng, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary			
Readers read with agency and engagement	that we are goin reading. We can help me learn the something in or Reading with as knowledge of helook for problem resolved and how the choosing reading life. One read. Readers use read what we have readers to story, decide who work harder by	to become better at anything it is we want to do, we need to consciously decide ag to commit to work hard at getting better at the task. The same applies for a say to ourselves, <i>Starting now, I am going to make deliberate decisions that will his skill."</i> People with agency work independently and incredibly hard at order to achieve. Igency. One way we can read actively and with agency is by relying on our own stories go. We know that it is important to get to know our character and must that they face. We also have to remain aware of how the problems are own characters change. In a book, readers need to make smart choices about what we read to build a new away we work at making smart choices is to research the book we plan to be ding logs as a tool of reflection. The reading log gives us information about lead and lets us know how reading is going for us. It is important so far, and then make decisions about what to share. We can making conscious decisions about HOW to retell a story. It is part of having der, matching our method for retelling to the reading work we want to do.			
Reading infer text meaning	subtext as well a the details sugg lots of details al Imaginative rea in their heard. (read, paying att and atmosphere Readers imagin place that migh setting has char continue to mal References and parts of the store	readers, lift our reading to the next level is to concentrate on reading for as for text. A way to do this is to read between the lines. Readers imagine what est, or imply, about the characters or the place. Stories tend to start by giving bout the characters or the place. Iders are readers who pause and create vivid images of what they are reading one way we can do this is by working hard at releasing our imaginations as we rention to details in the story and filling in with more imagined sights, sounds, a until we can envision the moment as a scene in a film. The moments in between the scenes. Readers are aware of shifts in time and to occur in a story. We turn to setting clues to see if time has passed or the need. Then we have to use imaginative work to do if we want the story to see sense. Connecting Parts of the story. Sometimes authors make references to other ry or other books with in a series. As readers, we need to work hard to see connections or references.			
Partners grow ideas through conversation	One way we do Sometimes ther	nore than one book at a time- Readers talk about more than one book at a time. this is to recall stories we have read so that we can make comparisons. The are deep comparisons, and we offer a fair amount of retell and analyzing. It make quick references or comparisons to familiar texts.			

Unit Title: Character Study - C	ubs Grade Level: 6	Time Fra	ame: September- October	,
Standards: RL.6.1, RL.6.2, RL6.3, RL6.4, RL6.5, RL.6.6 SL.6.1, SL6.3, SL6.4 L.6.1, L.6.3, L.6.4, L.6.5,	Unit Goals/Enduring Understandings Readers notice and reflect on character traits and personality Readers identify character motivations by making inferences about their decisions Readers analyze how characters change and/or learn lessons Readers use specific language when discussing or writing about their characters. Readers use strategies to determine meaning of unfamiliar vocabulary or phrases			
Essential Questions: How does a character evolve ov How does character change imp	Vocabulary and Key Concepts analyze, point of view, character traits, personality, perception, perspective, flashback, character motivation			
Skills: Demonstrate the ability to use word solving Monitor accuracy and understanding Summarize Identify important ideas and information Connect Characters within and across text actions Express changes in ideas or perspective a Follow complex plots, including texts with stories)	Demonstration of Learning/Assessment: TC Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations			
Mentor Texts: *Please note that the mentor texts are teacher's choice. These are suggestions if you need them.		○ Indep Readi ○ Mid-v	shop e Group Minilesson bendent ng/Conferences vorkshop Teaching ning Share struction g	 Classroom library of leveled books Character book bins Student book bags Chart paper/Post-its Read-aloud texts (for modeling) Reading logs/bookmarks Reading notebooks
Cross Curricular Connections: Math Science Social Studies Health Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills		 Modifications/Accommodations: Small group/One to one Large print textbooks Additional time Review of directions Student restates information Student provides oral responses Concrete examples Support auditory presentations with visuals Assistance in maintaining uncluttered space Quiet space to calm down/relax Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule Alternate quiet and active time Teach time management skills Verbal and visual cues regarding directions and staying on task 		 Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule Alternate quiet and active time Teach time management skills Verbal and visual cues regarding

Unit Title: Character St	tudy - Clubs	Grade Level: 6	Time Fran	ne: September- October
Goals	Possible Teaching Points:	Can be taught in Minilessons, Conferences, Strateg	y Groups,	Teacher Notes
	Shared Reading, Interactive			
Readers notice and reflect on character traits and personality	One way that readers how the author introdimpression" and take reflect, What does the One way that readers We think about significharacter. We can offe our thinking to share One way that readers say and think. We contrait. We might use a club. One way that readers characters treat, intersical contracters.	Read Aloud, Shared Writing, Word Study, and/or Ven character traits and personality of fiction think about character traits is by paying close a ducing the characters. We know that authors have one character traits in their word choice. We study these places. We author want me to know about the character? of fiction think about character traits is by closely reading icant actions (big and small) and consider what this says en name it as a trait. We might use a t-chart in our notebowith a partner or club. of fiction think about character traits is by closely reading is ider what this says about our character. We can often note that the character in our notebowith a partner or club. of fiction think about character traits is by closely reading is ider what this says about our character. We can often note that the character in our notebook to record our thinking to share we will share the character? What judgments have they made about the character? What judgments have they made about the	ttention to ance at a "first" we might g their actions. about our ok to record g what they ame it as a ith a partner or g how other eat them this	
	 What might they need our notebook to share Readers notice the ch changes based on the Readers think about the 	w the character? What judgments have they made about the to know about the character that we know? We record out with a partner or club. aracter's relationship with the setting. We notice how the changes in setting. We look for patterns. the setting as another character in the story. We consider, and what way does the setting move the plot?	r thinking in	
Readers identify character motivations by making inferences about their decisions	 Readers make connect me? What has motivated. Readers pay attention characters externally the same. Readers pay attention beginning of the text of the What is getting in the example. Readers notice when when they put their was motivated the character change or realization. Readers notice when has also changed. When the connection of the text of the character change or realization. 	titions and empathize with characters by asking, What worked others in other texts? In to internal and external motivators. We notice what hap that prompts them to act (or not act) and what happens in to how the author sets up the character's journey. We reasking, What is motivating this character? What do they we way? In a character acts in ways that are against his self-interest. It wants/needs aside and make a decision that surprises us. It was their needs/wants changed? Has this content is the content of the character acts in ways that are against his self-interest.	pens to nternally to do ead the ant or need? We notice We ask, What entributed to a motivation	

Readers analyze how characters change and/or learn lessons	 Readers notice how a character is different from the beginning of the text to the end. We might say, he was but now he is? We might ask ourselves, <i>Is there a lesson in there for the reader? What did the character learn? What did I learn?</i> Readers notice and closely read text where the character has to make an important decision. We think about what they would choose based on their wants and needs. We can evaluate if this is a good or poor decision. We might think about who is affected by the decision. We also consider, <i>Will this decision contribute to a change in the character?</i> Readers notice places in the text where characters are given advice from others. We can put ourselves in the shoes of the advice giver and the character receiving the advice. We think about motivation and relationships. We consider, <i>How might the characters journey be effected by taking or not taking this advice?</i> Readers reflect at the end of a text about the character change and write/or discuss about the possible lessons learned. We think about it in terms of the character in the text and other texts. We might ask, <i>Who could else could use this lesson? Why is it important to the author to get this lesson out into the world?</i>
Readers use specific language when discussing or writing about their characters.	 Readers notice and use the same language as the author when discussing their characters. We are careful to use descriptive words that the author uses. Readers use the exact names for people and places in the text. We use these not just when we are writing, but also when we are discussing the text with our partners or clubs. Readers use precise language when discussing ideas. If we find ourselves saying, You know what I am saying We take a pause and rethink our idea. We may need to write in our notebooks before sharing again.
Readers use strategies to determine meaning of unfamiliar vocabulary or phrases	 Readers know that they can sometimes figure out unfamiliar vocabulary by reading around the word for context clues. We read the sentence before and after looking for clues. We substitute in our new understanding to make sure it makes sense. We reread the section with our new understanding. We often write these new words or ideas in our notebook to confirm their meaning with a resource. Readers use resources available to them to check the meaning of unfamiliar vocabulary. Readers know that we can't always solve words with context clues or that the context clues can be misleading. We can use club members to confirm meaning or use resources in the room. Readers know that many high level vocabulary words have suffixes and roots. We look for these inside of words and use what we know about the words parts to contribute to our understanding of the word.

Unit Title: Comparing Then	Unit Title: Comparing Themes in Literature Grade Le		Level: 6 Time Frame: October- November		
Standards: RL.6.1, RL.6.2, RL6.3, RL6.4, RL6.5, RL.6.6, RL.6.7 SL.6.1, SL6.3, SL6.4 L.6.1, L.6.3, L.6.4, L.6.5,		Unit G	 Unit Goals/Enduring Understandings Readers Independently manage their book clubs Readers determine the theme(s) or central ideas of a text and support them with evidence from the text. Readers notice and consider the author's use of figurative language in text to make meaning Readers compare and contrast written work to other media types Readers use precise language when discussing and writing about themes 		
Essential Questions: Why is it important to come to be	ook clubs prepared?		ulary and Key Concepts , book clubs, accountabili		media, themes,
Skills: Bring knowledge from personal experience Make and modify predictions Understand theme Identify important ideas Understanding word connotation Work cooperatively with others Derive author's purpose Use specific vocabulary to talk about text			Demonstration of Learning/Assessment: TC Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations		
Mentor Texts: *Please note that the mentor texts are teacher's choice. These are suggestions if you need them.		Struct	ures: Reader's Workshop Whole Group Notes Independent Reading/Confees Mid-workshop Teaching Share Small Group Instruction Guided Reading Whole Class Read Alou	Minilesson erences o Teaching e n	 Classroom library of leveled books Character book bins Student book bags Chart paper/Post-its Read-aloud texts (for modeling) Reading logs/bookmarks Reading notebooks
Cross Curricular Connections: Math Science Social Studies Health	21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solvin Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills	• Sma • Larg • Add • Rev • Stud • Stud • Con • Sup	cations/Accommodations all group/One to one ge print textbooks itional time iew of directions dent restates information dent provides oral response crete examples port auditory presentations nce in maintaining unclutter	s s with visuals	 Quiet space to calm down/relax Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule Alternate quiet and active time Teach time management skills Verbal and visual cues regarding directions and staying on task

Unit Title: Comparing Th	nemes in Literature	Grade Level: 6	Time Frame: C	October- November			
Goals	Possible Teaching Points: Can b	oe taught in Minilessons, Conferer	ıces, Strategy Groups,	Teacher Notes			
	Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary						
Readers Independently	Book clubs decide on a text that is a good fit for all members.						
manage their book clubs		for their club. They might conside	r				
		ture our time together?					
		tate conversations?					
	O How will we asses		1-2				
		a member is not prepared for clu	ID?				
	Do we have a clubCan we talk about	books between book club meeting	gg?				
		or their reading between each me					
	_	nave conversations about their re	_				
	focus and amount for read		ading, diabs accide on a				
		vent ideas about reading clubs, it	's important, in any club, to				
	S S	within that club. We do that by m	-				
	_	member will feel a part of somet	9				
	member will always feel s	upported by the group.					
		a lot like "talking essays." We tall	• •				
	, , ,	xt evidence (bullets). Members of					
		ey agree by giving further example	les or disagree by giving				
	examples that don't fit the	•					
		nly listen with their eyes and ears					
		. We make sure that we are prese					
		k just about what the other memb					
	pause before responding.	n the conversation and we bring o	our serves back. We take a				
		with and grow an idea. We might	use nhrases like				
		nakes you say that?"	use pirruses like				
	o "I thought that too						
	 "Another example 						
	=	ing different because"					
	o "I agree because	, , , , , , , , , , , , , , , , , , ,					
		d. Are you saying ?"					
		the part in the story where you g					
		club conversations. One thing we					
		n idea or thread among them. (pe	rhaps look at all the post				
	its on one character, then	,					
		ading our book, we identify and c					
		ulletin boards. At the start of our					
	information flying past us	as we read that we felt as if a lot	oi our mina work was				

	spent catching the important stuff and almost sorting it so that we began to grasp the who, what, where, when, and why of the book.
Readers determine the	One way readers determine the life lessons in a text is to pause at the end of a story or
theme(s) or central	book and ask," What life lessons could I learn from having read this book/story?" We
ideas of a text and	might use a t-chart in our notebooks to brainstorm our thinking to share with a
support them with	partner or club.
evidence from the text.	 Readers synthesize-they look across their past notes and think, "What is a big idea about this character that seems true across most of the story? What parts especially
	show this idea?" Readers record their findings to share with a partner or book club.
	 Readers push themselves to think about lessons that other characters may have
	learned as a way to think about different possible messages that the same story offers.
	Readers set thinking goals with their partners-they decide on questions they have
	about the theme or message and read and write to answer those questions, so that
	their next conversation is full of new thoughts and evidence
	Readers read with a critical eye and ask: "Do the characters learn believable lessons,
	and/or does the text set up false hopes for the readers?
	Readers explain with evidence how the whole story teaches a life lesson that is
	universally true, not just true for the characters.
Readers notice and	
consider the author's	Readers notice the use of figurative language in text and how it adds to the tone and
use of figurative	mood of the story/book. Readers read and reread the texts and record their findings
language in text to	in their notebooks. We share our findings with a partner or book group.
make meaning	
Readers compare and	Readers compare and contrast different authors' treatment of similar themes. They
contrast written work	notice themes in poems, as well as stories. Partners or groups discuss these themes
to other media types	and gather evidence to back up their thinking.
	Readers know to use proper grammar notations when writing about different media
	types.
	One way readers can compare and contrast themes in texts to videos is to learn to be
	good note-takers, keeping an organized chart in their notebooks of evidence
	Readers continue to strive to raise the level of their work, using all the tools on hand
Readers use precise	Readers use language that supports universal themes, rather than specific character
language when	specific sentences
discussing and writing	 Readers know when discussing to say things like, "According to the poemthe
about themes	character learnedand "Just like in the poemthe character also learnedand use
	specific details or setting, names, events, to explain the theme. We also use this in
	writing about themes also.
	writing about themes also.

Unit Title: Nonfiction Reading	g: Navigating Expository, Narrative an	d Hybrid Nonfiction	Grade Level: Sixth	Time Frame: December - February
Standards: RL.6.1, RL.6.2, RL6.3, RL6.4, RL6.5, RL.6.6, RL.6.7 RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI6.6, RI6.7 SL.6.1, SL6.3, SL6.4 L.6.1, L.6.3, L.6.4, L.6.5,		Unit Goals/Enduring Understandings Readers determine importance and synthesize in expository text Readers navigate narrative and hybrids informational texts to learn about a topic Informational text partners are teachers		
Essential Questions: How can I become an expert or texts?	a topic through reading nonfiction	Vocabulary and Key Coexpository, narrative, h		omparison, main idea, essential message
Skills: Distinguish between fact and opin Search and use a wide range of grands from print Use full range of readers tools Identify important parts Make connections Mentally form categories of relate Acquire new content and perspection fiction texts	Demonstration of Learning/Assessment: DRA Conference Notes Teacher Created Assessments Small Group Observations Reading Response			
Mentor Texts: *Please note that the mentor texts are teacher's choice. These are suggestions if you need them.		IndepeReadinMid-wo	shop Group Minilesson Indent Indent Indent Ing/Conferences Ingreshop Teaching Ing Share Ingstruction Ingstruction	Resources/Materials Classroom library of leveled books Character book bins Student book bags Chart paper/Post-its Read-aloud texts (for modeling) Reading logs/bookmarks Reading notebooks
Cross Curricular Connections: Math Science Social Studies Health Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills		Modifications/Accommo Small group/One to on Large print textbooks Additional time Review of directions Student restates inform Student provides oral r Concrete examples Support auditory preserved.	nation responses entations with visuals	 Quiet space to calm down/relax Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule Alternate quiet and active time Teach time management skills Verbal and visual cues regarding directions and staying on task

Unit Title: Unit Title: Narrative and Hybrid	Nonfiction Reading: Navigating Expository,	Grade Level: 6	Time Frame: Decemb	er - February			
Goals	Possible Teaching Points: Can be taught in	Minilessons, Conferences, Strategy G	roups, Shared Reading,	Teacher Notes			
	Interactive Read Aloud, Shared Writing, Word	d Study, and/or Vocabulary					
Readers determine	 Readers get ready to read nonfiction tex 	xt. We preview the books to get our mi	nds ready to read. We				
importance and	read the title						
synthesize in	 look at the front and back cover 	•					
expository text	o skim the table of contents						
	o flip through the pages	olu anima to longe about?					
	 and we ask, What am I most like Readers make a plan for their reading. V 		maka a plan for what wa				
	will read first. Sometimes books are set	9	-				
	read in parts. You can dip into sections						
	sections, we need to decide if the first fe						
	one or two sections to give us the backg						
	this in mind as we are making our plan.						
	Readers make a plan for how they will r		the page, scan the				
	features, and think about what we will r		1 , 1				
	Readers hold onto their learning as they What did Livet read? We then gymmaria						
	What did I just read? We then summariz summarize again. In this way, we collect	-					
	_	•					
	understood what we just read. We notice if this matches what we expected to learn. We adjust what we think we will learn get curious about it.						
		 Readers become experts by thinking of themselves as teachers. We think about what we would need to 					
	learn to teach someone else about this topic or idea. To teach someone, we need to know the main						
	ideas and the supporting details, and it helps to use an explaining voice and sometimes even to use						
	your face, hands, and whole body to illustrate what you mean. We can teach our partners in this way.						
	Readers of informational text identify the main idea. One way that we can organize information is						
	through the use of boxes and bullets. Th		formation under bigger				
	ideas. We can add to this format as we r	reau.					
	Main Idea:						
	• Support	ting Detail					
	• Cunnon	ting Dotail					
	• Suppor	ting Detail					
	 Suppor 	ting Detail					

	Readers talk to let texts get through to us, to let texts change our minds. We talk to grow ideas. We	
	push our thinking. We might use phrases or starters like,	
	o On the other hand	
	○ I partly agree, but I also think because	
	Could it also be that	
	 Might the reason for this be 	
	This is different from because	
	 I think that this is important to notice because 	
	 The thing that doesn't fit for me is 	
	Many people think but I think	
	 I used to thinkbut now I notice so I've changed my mind about 	
	Whether you are reading nonfiction or fiction texts, it is equally important to talk about those	
	texts with one another, saying, 'Isn't it weird how' and 'I wonder why' and did you notice	
	that' But I want to add one more thing. Readers read differently because we're going to be in	
	conversations later. We read holding conversations in our minds. We don't wait until we are with	
	our partners to have these conversations. We can have them in our minds as we are reading.	
	 Informational text readers notice when information they are reading contradicts another source. 	
	We don't just gloss over this. We dig deeper into this contradiction. Often it is based in an author's	
	point of view. We think about other places where this point of view may cloud information that	
	was presented.	
Informational text	Informational text partners teach each other. In preparation of this teaching we may rehearse	
partners are	what we will say as we refer to picture or chart, using an explaining voice and hand gestures.	
teachers	Informational text partners don't just say what they have learned, they also	
	Refer to details in the pictures or diagrams that highlight what they're saying.	
	Link previous learning to the new information that they just encountered by flipping back and forth to show pictures that by ild off one another and by combining how these pictures.	
	and forth to show pictures that build off one another and by explaining how those pictures go together.	
	o Add gestures to their explanations and use their voices to emphasize what's important.	
	 Add gestures to their explanations and use their voices to emphasize what's important. Act out what they learned and invite their partner to join in. 	
Readers navigate	Readers identify nonfiction text structures and adjust their reading. If you divide nonfiction texts	
narrative and	into piles based on how those texts are put together, you'll end up with one pile of true stories	
hybrids	(narrative nonfiction) and one pile of all-about texts (little courses on a topic). Readers read these	
informational	kinds of nonfiction texts in very different ways. When readers know what kind of nonfiction book	
texts to learn	we have, that helps us decide how to read it. When we know we have narrative nonfiction in our	
about a topic	hands, we know we can read it like narrative fiction. There is a story.	
	Readers read nonfiction narratives as stories with characters. You can use what you know about	
	getting to know characters in fiction books to get to know main ideas in narrative nonfiction	
	books. You can often get to some big ideas by stretching the definition of main character to apply	
	to a different sort of main presence in the text. Soon you'll be able to try it—to see if you can	
	regard a meerkat colony or a Venus flytrap or a whole group of people, like the Pilgrims, say, as	

the 'main character' of your nonfiction narrative.

- Readers look for underlying ideas in narrative nonfiction text. Narrative nonfiction readers keep
 in mind that narrative nonfiction texts are written to convey not just facts, but ideas. The idea is
 what allows the storyteller to shape information, experience, into something that fits together so
 the story is not just a hodgepodge of junky details strung along a line of time. While that is a
 writer's goal, it is also a reader's goal. Readers have to find the unifying idea behind the texts they
 read, to make coherence and find meaning out of what would otherwise be strings of events and
 facts.
- Narrative nonfiction readers determine what matters most in the story. Readers can feel flooded with facts as you read, it can help to see that beneath the details, many true stories are either tales of achievement or of disaster, and each of those kinds of story follows a predictable path. That path can help readers determine what matters most in the story—which details to pay most attention to and which to pay less.
- Narrative nonfiction readers don't already know what every single word in a text means. We don't
 just gloss over technical words or concepts we don't understand. We can envision each part of
 how that part of the story or description. This picture can then help form our understanding of the
 concept.

Unit Title: Mixed Genre - Biography Grade Level:		el: 6 Time Frame: March- April			
Standards: RL.6.1, RL.6.2, RL6.3, RL6.4, RL6.5, RL.6.6, RL.6.7 Rl.6.1, Rl.6.2, Rl.6.3, Rl.6.4, Rl.6.5, Rl6.6, Rl6.7 SL.6.1, SL6.3, SL6.4 L.6.1, L.6.3, L.6.4, L.6.5,			 Unit Goals/Enduring Understandings: Biography readers use all they know about reading narrative text Biography readers use all they know about informational texts Biography readers not only follow a life story, they also grow ideas 		
Essential Questions: Why is it important to learn about other people?			Vocabulary and Key Concepts: biography, comparison, contrast, reference materials, dialogue, culture		
Skills: Brink knowledge of personal experiences to the interpretation of events Use full range of readers' tools Gain important information from texts with complex plots Identify important ideas and information			Demonstration of Learning/Assessment: TC Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations		
Mentor Texts: *Please note that the mentor texts are teacher's choice. These are suggestions if you need them.		Structures: Reader's Workshop Whole Group Minilesson Independent Reading/Conferences Mid-workshop Teaching Teaching Share Small Group Instruction Guided Reading Whole Class Read Aloud	Student book bagsChart paper/Post-its		
Cross Curricular Connections: Math Science Social Studies Health	21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Ski Critical Thinking and Proble Communication and Collabo Life and Career Skills Social and Cross-Cultural Ski	m Solving ration	Modifications/Accommodations: Small group/One to one Large print textbooks Additional time Review of directions Student restates information Student provides oral responses Concrete examples Support auditory presentations with visuals Assistance in maintaining uncluttered space	 Quiet space to calm down/relax Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule Alternate quiet and active time Teach time management skills Verbal and visual cues regarding directions and staying on task 	

Unit Title: Unit Title: Mix	xed Genre - Biography	Grade Level: 6	Time Frame: March	-April	
Goals	Possible Teaching Points: Can	be taught in Minilessons, Conference	es, Strategy Groups, Shared	Teacher Notes	
	Reading, Interactive Read Aloud,	Shared Writing, Word Study, and/or	r Vocabulary		
Biography readers use	Readers read biographies to find out who famous people were before they became famous				
all they know about	and what made them so g	great			
reading narrative text	As you read a biography,	ask,			
	 "Who is this person 	on?"			
	o "What is s/he like	?"			
	 Readers ask the same que 	estions at the start of a biography tha	at they do with any other story		
	o "Who is the main	character/subject?"			
	 "What kind of pla 	ce does this character/subject live?"			
	 Readers see beyond the h 	iero image of a famous person to und	derstand that underneath the		
	fame, s/he was a person j	ust like you and me			
	Try to				
	 See the world three 	ough the main character's eyes			
	 Identify with the s 	struggles the character faced			
		ting of the story by looking carefully	at the details and gathering		
	information about their d				
		ng about this person's life?"			
	,	er day-to-day existence?"			
	 Readers pay attention to 	•			
	<u> </u>	y in the world does the story take pla	ace?		
	What is the time p				
	 How do people ta 				
		or architecture is featured?			
	-	standing of setting by comparing the	e setting in the subject's time to		
	today				
		k is similar to or different from conte	emporary society, or my life in		
	particular?"				
		rld different than it is today?"			
		ca like at the time that lived here			
	1	ctions and speech of the subjects of			
		ell me about my subject as a person?			
	 	part of the text that helped them de	cide what their subject is like		
	so they can cite evidence				
		I think this because on page it says			
	1	challenge their subject struggles to de			
		e easy and simple? If not, what stan			
		ct fighting for? What is the subject fi			
		want to change something about his			
	 Readers note the role that 	t secondary characters play in their	subject's life		

	 Who influenced this subject? What role did this person play in the subject's struggle? Readers use the predictable "achievement story" structure to help them follow their subject's path toward achievement Somebody (Who is the main character?) Wanted (What does s/he want?) But (What gets in the way?) So (How does the main character respond?) 	
Biography Readers Use All They Know about Informational Texts	 Readers note and discuss information about the subject's world, including the culture, the time period, and the setting where the subject lived or grew up Readers are alert for information about the subject's world at the same time they are reading and learning the story of the subject Readers pay attention to details such as historical and political references or the descriptions of places and events Make a list to keep track of key events, names, and terms that come up in your book Readers read a chunk of the text and ask, "What is this part mainly about?" or "What is this portion of the text trying to teach?" Readers organize biographies into predictable sections The Structure of Biographies into predictable sections Birth and early life Youth, life as a student and young adult Struggle Resolution/achievement Contribution to history Readers look to other sources of information to find out information about the subject's world (Ex: speeches, articles about that time period, art, documentaries, songs, poems) Readers reflect as they gather additional sources of information about their subject's world or "What might have I misunderstood?" "What more do I understand about this person's experiences and actions now?" Readers use a timeline to keep track of dates and the age of their subject Use to record flashback information Add on as you gather more information Readers connect history to the life of the subject Ask, "How does what I have just learned connect to the life of this person?"	

	 This led to One effect of that was Following thatthen Readers push their conversations, thinking about a text for longer periods of time and exploring ideas with more depth Would this have happened in today's world? If this person had lived in today's times, how might life have turned out differently for him/her? What would be your point of view on this issue? Would it be more like's (one 	
	person from biography) or's (another person from biography)? • Readers pay attention to factors and events that trigger a subject's decisions, taking into consideration information learned from additional sources • How does whatever is happening now in this story connect with what came before? • How does this event follow from a previous event or factor in this character's life? • Readers talk off their timelines, pointing to events and explaining how one thing has led to another	
Biography Readers Not Only Follow a Life Story, They Also Grow Ideas	 Readers remember to ask themselves questions about their subjects to help them make interpretations "How does the subject respond to trouble?" "What difficult choice does the subject make during a crucial time?" Readers recognize that the subject of the biography they are reading is more than a person, he or she is an <i>icon</i> representing something much bigger Does this person represent a group of people? If so, what are you learning about this particular group? What is the life lesson you are learning from this particular text? Readers make comparisons across texts and subjects, growing ideas about how the subjects of their biographies have changed the world Readers use prompts to help them think about the life lessons learned from their subjects I learned from (person) that sometimes peoplebut instead, people should I learned from (person) that in life, it is important to (Person) changes from x to y Even if you, you should Don't forget that even if you, you should (Person) teaches us not only about, but also about When I first read about (persons), I thought but now I realize 	

Unit Title: Poetry - Clubs	Grade Level: 6		Time Frame: May - June	
Standards: RL.6.1, RL.6.2, RL6.3, RL6.4, RL6.5, RL.6.6, RL.6.7 SL.6.1, SL6.3, SL.6.4 L.6.1, L.6.3, L.6.4, L.6.5,		 Unit Goals/Enduring Understandings Readers paraphrase main idea or theme of a poem Readers identify the speaker and the speakers point of view or attitude Readers understand the difference between literal and figurative language 		
Essential Questions: How do poems reflect emotion? How does figurative language help a reader understand the meaning of a poem?		Vocabulary and Key Concepts tone, ballad, lyric, couplet, epic, sonnet, ode, analogies, metaphor, symbolism, simile, imagery, text structure		
Skills: Analyze figurative language Determine meaning of literary devices Analyze how a particular line or stanza is central to the meaning of the text Differentiate between literal and figurative language		Demonstration of Learning/Assessment: TC Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations		
Mentor Texts: *Please note that the mentor texts are teacher's choice. These are suggestions if you need them.		 Whole Group Minilesson Independent Reading/Conferences Character book bins Student book bags Chart paper/Post-its 		 Classroom library of leveled books Character book bins Student book bags Chart paper/Post-its Read-aloud texts (for modeling) Reading logs/bookmarks
Cross Curricular Connections: Math Science Social Studies Health Cross Curricular Connections: 21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills		 Small group/One to one Large print textbooks Additional time Review of directions Student restates information Student provides oral responses Concrete examples Preferential seating Reduction of distract Hands-on activities Follow a routine/sch Alternate quiet and a Teach time managem Verbal and visual cue 		 Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule Alternate quiet and active time Teach time management skills

Unit Title: Unit Title: Poe	try-Clubs	Grade Level: 6	Time Frame: May-	June
Goals	Possible Teaching Points: Can be taught Reading, Interactive Read Aloud, Shared V			Teacher Notes
Readers paraphrase main idea or theme of a poem	 Readers of poetry, on a first read of reading through, we might ask: What feeling does What is the author Is there a rhythm to choice? Readers share what they know about they know about they know about they are and then discussing key partner and the partner an	this poem give me? telling me? o the poem? Why might the out a familiar poem by read think author intended by reints of the poem	e author have made that ling with a partner reading aloud with a	
Readers identify the speaker and the speaker's point of view or attitude	 Readers interpret what is being sachooses Readers interpret to the meaning poem Readers learn about poets motivated Readers identify the style of an autonic endomination Readers understand a poem is often it with a partner or a group 	of a poem by attending to the tion and influences by readith thor by reading several poe	he author's voice in the ing short biographies ems by the same author	
Readers understand the difference between literal and figurative language	 Readers identify the author's interest Readers identify the author's interest Readers identify the characteristic Readers examine the style of a post Readers understand a poets interest words the poet uses. Readers examine the use of "poeti punctuation Readers can develop a deeper und the poems they read 	nt by looking at the use of mess they know about various em by looking at how authout by creating a picture in the colicense" by looking at an a	netaphors styles of poetry rs use punctuation eir mind from the nuthor's use of, or lack of	

Seventh Grade Reading Curriculum

Pacing Guide			
Content Area: English Language Arts			
Grade Level: Seventh			
Launching: Agency and Independence	September		
Unit 1: Reading Literature: Exploring Themes in Award Winning Novels	September- October		
Unit 2: Research Reading- Studying History	November- December		
Unit 3: Reading Informational Text to Define Our Position	January- February		
Unit 4: Poetry	March- April		
Unit 5: Social Issues Book Clubs	May- June		

Unit Title: Literature: Launching the Reading Workshop		Grade Level: 7th Grade	Time Frame: September	
Standards: RL.7.2, RL.7.4, SL.7.1, SL.7.3, SL.7.4, SL.7.6 L.7.1, l.7.3, L.7.4, L.7.5, L.7.6		Unit Goals/Enduring Understandings Readers increase stamina and independence while reading deeply. Readers comprehend and develop ideas about text and the world. Readers make sense of their reading through writing to improve comprehension of text. Readers work with partners to develop ideas and understandings of text.		
Essential Questions: • How do readers restore a • How do reader increase t	and strengthen reading habits? heir comprehension?	Vocabulary and Key Concepts stamina, independent, structure, routine, the prompts, just right book, genre, background	eory, partner talk, reflection, jot, long write, thinking knowledge, goals, symbol	
Skills: Stamina Envisioning Predictions Identifying	Schema Self-Monitoring Connecting Inference	Demonstration of Learning/Assessment: DRA Conference Notes Teacher Created Assessments Small Group Observations		
Mentor Texts: *Please note that the mentor texts are teacher's choice. These are suggestions if you need them.		Structures: Reader's Workshop Whole Group Minilesson Independent Reading/Conferences Mid-workshop Teaching Teaching Share Small Group Instruction Guided Reading Whole Class Read Aloud	Student book bagsChart paper/Post-its	
Cross Curricular Connections: Math Science Social Studies Health	21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills	Modifications/Accommodations: Small group/One to one Large print textbooks Additional time Review of directions Student restates information Student provides oral responses Concrete examples Support auditory presentations with visu Assistance in maintaining uncluttered spa		

Unit Title: Literature: L	aunching the Reading Workshop	Grade Level: 7th Grade	Time Frame: Septemb	per
Goals	Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary			Teacher Notes
Readers increase stamina and independence while reading deeply.	 Readers make good book choices by knowing our ability and interests. We consider our reading identity. We think about when we read in our "sweet spot", when reading really worked for us. We consider books that we loved. Books that we hugged when we finished. We ask, What was it about that book that made it work so well for me? What was it about how I read that book that made it work so well for me? We consider the level that we are currently reading at. We choose books that are within a range of that level. We test out a page to make sure we can read the words and that we understand what we have read. Readers know that when we really want to enjoy a book, we have to fully engage with the book. We make a commitment to the characters and the author to savor the words and think deeply about its meaning. We know that reading is work and that when we are into our books, it doesn't feel like work at all. Readers plan ahead by having books "waiting in the wings." Readers notice when a book is not working for us. We might notice that we are not holding onto meaning because of the text's difficulty or our interest. When this happens, we can try a new book and be conscious of choosing a book in which we will not have the same difficulty. Readers build stamina for their reading over time, just like runners build stamina. We know that we need to set goals for ourselves and push our reading a little bit more each day. 			
Readers comprehend and develop ideas about text and the world.	One way that readers increase their comprehension is by visualizing (envisioning, picturing) the			

	character and how they have handled past situations, and we keep in mind how stories tend to go. Readers know that to predict well, we are specific in the evidence we choose to inform our prediction and we keep our predictions broad and realistic. Readers link content to their own happenings: school issues, social issues, world issues, news, personal instances or experiences to help further expand their comprehension of text. Readers make inferences about their characters and events by considering the information in the text and drawing a conclusion or coming up with a new idea. One way we can work through this in our notebooks is with a T-chart. (In the text is says/I think) Readers react to or question the text. Sometimes this means asking questions of the text. We jot these questions down in our notebooks and keep them in mind as we read. Sometimes our reactions are not questions, we can jot these ideas down too. We can share this thinking with a partner. Readers pause at what feels like crucial moments in the text to see how it all fits together. We recall earlier portions of the story and consider how it fits with what is happening now. We may not have realized the importance of events/situations at the time, but they seem to matter now. We work through these ideas in our notebooks. This is called synthesizing. Readers pause when meeting an unfamiliar word using context clues to determine meaning.
Readers make sense of their reading through writing to improve comprehension of text.	 Readers use a reading notebook to collect ideas, reflect on text, and support writing. Readers revisit their notebooks to identify patterns of thinking we have within a text and/or across several texts. We can write long on these patterns to discover more about ourselves as readers and/or more about the text we are reading. Readers write in their notebooks when they feel they have a deep connection to the text. We work out our ideas and insights. We include what we wish the character would realize or choices they would make based on our own insights.
Readers work with partners to develop ideas and understandings of text.	 Readers establish a common language for discussing literary elements and text structure. Readers share their positive and negative reading experiences as they develop into community of readers. Readers share their challenges and successes in their own personal literary histories. Readers who flag text are more prepared to discuss with partner or teacher: connections, questions, inferences or conclusions, interesting or confusing parts, and literary elements or evidence that supports ideas in the reading. Readers have good discussions through: listening, asking questions, building on one another's ideas, and providing evidence from the text and/or personal experience to help deepen comprehension.

Unit Title: Reading Literature - Exploring themes in Award Winning Novels			Grade Level- 7th		Time Frame: September- October
Standards: RL.7.1, RL.7.2, RL7.3, RL7.4, RL7.6, RL.7.7, RL.7.9, RL.7.10 SL.7.1, SL7.2, SL.7.4, SL.7.6 L.7.1, L.7.3, L.7.4, L.7.5, L7.6		Unit Goals/Enduring Understandings Readers use strategies to understand complex and award winning texts. Readers interpret the impact of the time period a text was written. Readers identify themes in award winning texts. Readers share and develop ideas with others.		e time period a text was written. winning texts.	
What qualities do you think a novel needs to make it an award winning book?		Vocabulary and Key Concepts: word choice, descriptive passages, hyperbole, imagery, metaphor, personification, complex, portray, Greek and Latin affixes, motif,			
Skills: Process very long sentences Follow complex plots, including text with literary devices Connect characters within and across texts and genres Notice words used in a connotative way Recognize the use of figurative and descriptive language and how it adds quality Infer traits, motivations, and changes through examining how the writer describes them Infer the big ideas or themes of a text and discuss how they are applicable to people's lives today			Demonstration of Learning/Assessment: TC Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations		
Mentor Texts: *Please note that the mentor texts a them.	re teacher's choice. These are suggestions if you need	• Sm • Gui	ader's Workshop O Whole Group Minilesson O Independent Reading/Conferences O Mid-workshop Teaching O Teaching Share all Group Instruction ded Reading oole Class Read Aloud	Resour	cces/Materials Classroom library of leveled books Character book bins Student book bags Chart paper/Post-its Read-aloud texts (for modeling) Reading logs/bookmarks Reading notebooks
Global Awareness 21st Century Skills Ecience Learning and Innovation Skills Critical Thinking and Problem Solving Health Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills • Small gro Large pri Addition Review of Student in Student in Concrete		directions estates information rovides oral responses	•	Quiet space to calm down/relax Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule Alternate quiet and active time Teach time management skills Verbal and visual cues regarding directions and staying on task	

Unit Title: Reading Literature - Exploring themes in Award Winning Novels		Grade Level- 7th	Time Frame: September- October	
Goals	Possible Teaching Points: Can be taught Interactive Read Aloud, Shared Writing, W	s, Shared Reading,		
Readers use strategies to understand complex and award winning texts.	memorable? How are they complex about characters and to share in complex about characters and they see, to share about character as we go. We consider ask, What is the author showing memorable with a share about character as we go. We consider ask, What is the author showing memorable with character as we go. We consider ask, What is the author showing memorable with character as we go. We consider ask, What is the author showing memorable with character as we go. We consider ask, What is the author showing memorable with character as we go. We consider ask, What is the author showing memorable with character as we go. We consider ask, What is the author showing memorable with character as we go. We consider ask, What is the author showing memorable with character as we go. We consider ask, What is the author showing memorable with character as we go.	oks. purposeful choices. We consider the affect the loices we consider are is portrayed from one location to the next cated to the readers their characters well, is to consider their emotion of this during rising action or when characteris when the author shows a mood change. We can do this during rising action or when characteris when the author shows a mood change. We can go back and the causes. It is like to be them. We to us, we imagine what it would be like to be believe what they believe. We do this without any with difficult text. We notice when things go reading. We can go back and reread, pausing events in the text and note of what that make he? of words and phrases as they are used in a text including	etch our thinking n author uses. We e of ey have on the ptions. We ask, cters are faced We can track don't just imagine themto feel what judgment. et hard. We give g to make s us think. We can	
Readers interpret the impact of the time period a text was written.	 Readers consider the time period and in which a text was written as well as the time period and place that a text is written about. We gather big ideas from that time period. We might ask, What major events happened at this time? 			

	 Readers consider how social norms of a time period are revealed in literature. We might ask, What is the author saying about these norms? Is this author commenting on this time period? Readers consider how the time period affect characters. We might consider In what way are the norms of this time period fair or unfair to the character(s) In what way do the norms of this time effect characters' approaches to an issue or problem? We write about this thinking in our notebook.
Readers identify themes in award winning texts.	 Readers consider the idea of power and voice. We ask, Who has the power? Whose voice is heard? Whose voice is missing? When we consider power and voice we can often uncover theme. Readers consider the theme(s) of award winning texts. We may ask, What is the author's message to the readers? What do you think the author believes in order to write this way? Who do these characters represent in the real world? Readers consider word choice and its impact on themes. We may ask, Why is the author using this word or phrase? In what way are these words nuanced? Readers of award worthy texts ask, What big idea is hiding in this text that we need to keep thinking about today and into the future? Awarded texts often examine themes or ideas that retain their relevancy. We examine common themes and ask, Is this theme represented in this text? We note this in our notebooks. Readers return to their notebooks and reread their thinking, looking for patterns of thought or patterns of themes that weave throughout the books we are reading. We ask, What does this say about these texts? What theme(s) are emerging? Readers consider the author's choice of whose perspective is being told. We ask, Whose story is this? How has this choice by the author uniquely developed the plot? How does this perspective contribute to the themes held in the story? We write our thinking in our notebooks. Readers notice any recurring element (such as an idea, phrase, image, or group of images) that has symbolic significance in a text, or across multiple texts. This is a motif and we track them in our notebooks. Readers know that theme can often be found by paying attention to motif. We ask, What does this motif say about the human condition? Does this idea appear in other texts, movies, life? What is the author saying or teaching me about this motif? We know that motif can be just one word, theme is a full statement.
Readers share and develop ideas with others.	 One way readers can put their learning about the themes held in award winning books it to make book trailers (http://www.booktrailersforreaders.com/How+to+make+a+book+trailer). When creating a book trailer, readers consider

Unit Title: Multimedia - Research Reading - Studying History		Grad	e Level- 7 th	Time Frame: November - December
Standards: RI.7.1, RI.7.2, RI7.3, RI.7.4, RI.7.5, RI.7.6, RI.7.7, RI.7.8, RI.7.9, RI.7.10 SL.7.1, SL7.2, SL.7.4, SL.7.6 L.7.1, L.7.3, L.7.4, L.7.5, L7.6			 Unit Goals/Enduring Understandings Readers formulate ideas about history by studying a topic across genres. Readers make connections about the human experience between historical accounts and modern literature. Readers look at language choices authors make. Readers share the lessons that history has taught by taking action. 	
Essential Questions: Why is it so important to reflect on In what ways does learning about p	our history? eople or events of the past help us today	?	Vocabulary and Key Concepts multimedia, historical accounts, historians, relevant, influence,	
 Skills: Assess the author's qualification to write informational text Search for and use information in a wide range of graphics and integrate with information from print Use a full range of reader's tools Gain important information from much longer texts Identify the important ideas and information and organize them in summary form in order to remember and use them as background knowledge in readin for discussion and writing Integrate existing content knowledge with new information from a text to consciously create new understandings Interact and respond to a variety of print and non-print media for a range of purposes Compare contrast print, visual, and electronic media 			Demonstration of Learning/Assessment: TC Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations	
Mentor Texts: *Please note that the mentor texts are teacher's choice. These are suggestions if you need them.		• Small • Guide	Independent Reading/Conference Mid-workshop Teach	 Student book bags Chart paper/Post-its
Cross Curricular Connections: Math Science Social Studies Health	21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills	 Small group Large print t Additional ti Review of di Student rest Student prov Concrete exa 	extbooks me rections ates information vides oral responses	 Quiet space to calm down/relax Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule Alternate quiet and active time Teach time management skills Verbal and visual cues regarding directions and staying on task

Unit Title: Multimedia - R	Unit Title: Multimedia - Research Reading - Studying History Grade Level- 7 th Time Frame: November - Decen			
Goals	Possible Teaching Points: Can be to Reading, Interactive Read Aloud, Sha		Teacher Notes	
Readers formulate ideas about history by studying a topic across genres.	their accountability to facts. and historical) to make a sta When using a fictional accou author's message about this t the actual account? Readers of plays envision de necessarily just read. We set flow and voices. We put set t Readers of plays and historic understand their characters. characters social status and/ Readers read all genres close	fictional texts are different in e characters (both modern storical event or situation. by asking, What is this how can I reconcile that with tten to be performed and not on. We give our characters ninds. dialect when reading to help luency, understanding of the on to pause our reading and ks and grow our thinking. We		
Readers make connections about the human experience between historical accounts and modern literature.	 Readers consider common li other units. We look for conrand note places where theme Readers chart themes that a about them, stretching our o Readers pay attention to our motivations. We compare ch patterns and write about the 	thes and historical accounts thistory. It history. It history themes and write It history themes and write		

	 Readers compare and contrast characters in our fiction to those in historical accounts. We ask, How is this fictional character like this historical character? How are these historical characters alike? We write about these in our notebooks. Historians consider who has the power as they study history. We might ask, Who has the power and where does that power come from? Historians consider whose voice is missing from a narrative. Often history is written by the victor (or those in power). We ask, Whose voice is missing in this narrative and what might their perspective of events be? Historians ask questions and seek answers. We look at small and big events and ask, What else was happening during this time? What was happening around this country, region or world? We then seek answer and allow our research and reading to take us in new directions. Historians consider not just events, but also what led up to those events. We consider the perfect assembly of events that took place for this to have happened? Readers compare and contrast a fictional portrayal of a time and place or character and a historical accounts. We ask, How has this author used or altered history? What can I learn from this? 	
Readers look at language choices authors make.	 Readers solve unfamiliar words by using context as a clue to determine the meaning of words or phrases using Greek or Latin affixes and roots as clues to determine word meaning using reference materials such as dictionaries, glossaries and thesauruses both in print and digitally We reread to verify the precise meaning. Readers interpret figures of speech in the context of a text. We reread to verify the precise meaning. We can also consult reference materials for meaning. 	
Readers share the lessons that history has taught by taking action.	 Readers look back on their thinking about a historical event or theme. We ask, Are there any patterns? How has my thinking grown or changed over time? Readers consider historical behavior as a predictor (or warning) for behavior in current times. We look at current events in light of how humans have behaved in the past, often inspiring us to speak up on current events. We see underlying themes in current issues. Readers often write about their experience in studying history and human behavior. We don't just keep this to ourselves, we share it with a community. (TedTalks?) Readers prepare for dialogue when sharing their thinking with their community. 	

Unit Title: Reading Informational Text to Define our Position			Grade Level- 7th Time Frame: January- February		
Standards: RI.7.1, RI.7.2, RI7.3, RI.7.4, RI.7.5, RI.7.6, RI.7.7, RI.7.8, RI.7.9, RI.7.10 SL.7.1, SL7.2, SL.7.4, SL.7.6 L.7.1, L.7.3, L.7.4, L.7.5, L.7.6			Unit Goals/Enduring Understandings Researchers plan, create goals, and focus their reading Researchers read several texts across the same topic recognizing different authors' perspectives Researchers use text features to deepen understanding Researchers gather information as they read that supports both sides of their position		
Essential Questions: How can we organize information so that we can access it easily? Why is important to look at multiple resources when researching a specific topic? How can text features help us better understand what we are reading? 			Vocabulary and Key cite, debate, alternate, research,	-	evaluate, paraphrase, point of view, perspective,
Skills: Support spoken ideas with details and examples Stay on topic Create and use graphic and semantic organizers including outlines, notes and summaries Describe and connect the essential ideas, arguments and perspectives of a text Listen critically to distinguish fact from opinion and to analyze and evaluate ideas Interpret a speakers purpose, perspective, persuasive techniques, verbal and nonverbal messages and use of rhetorical devises; draw conclusions			Demonstration of Learning/Assessment: TC Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations		
Mentor Texts: *Please note that the mentor texts are teacher's choice. These are suggestions if you need them.		 Whole Group Minilesson Independent Reading/Conferences Character book bins Student book bags Chart paper/Post-its 		 Classroom library of leveled books Character book bins Student book bags Chart paper/Post-its Read-aloud texts (for modeling) Reading logs/bookmarks 	
Cross Curricular Connections: Math Science Social Studies Health	Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills		Modifications/Accommodations: • Small group/One to one • Large print textbooks • Additional time • Review of directions • Student restates information • Student provides oral responses • Concrete examples • Support auditory presentations with visuals		 Quiet space to calm down/relax Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule Alternate quiet and active time Teach time management skills Verbal and visual cues regarding directions and staying on task

Unit Title: Reading Informational Text to Define our Position		Grade Level- 7 th	Time Frame: January- February			
Goals	Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary					
Researchers plan, create goals, and focus their reading	■ Researchers plan, create g ○ Readers choose a t ■ What do w ■ Is there end ■ Will we fin ■ Can these to curious? Is ■ Readers nat ○ Readers identify plants ■ Readers co ■ Is t ■ Is t ■ Is t ■ Ha ■ Dose ○ Readers consider of our goals. ■ Readers pr Readers use information from the a certain order, or if we can dip into ■ Readers the content of the content of the content of the can dip into ■ Readers use information from the content order, or if we can dip into ■ Readers use information from the content of the content or the can dip into ■ Readers use information from the can dip into ■ Readers use information from the can dip into ■ Readers use information from the can dip into ■ Readers use information from the can dip into ■ Readers use information from the can dip into ■ Readers use information from the can dip into ■ Readers use information from the can dip into ■ Readers use information from the can dip into ■ Readers use information from the can dip into ■ Readers use information from the can dip into ■ Readers use information from the can dip into ■ Readers use information from the can dip into ■ Readers use information from the can dip into ■ Readers use information from the can dip into ■ Readers use information from the can dip into ■ Readers use information from the can dip into ■ Readers use information from the can dip into ■ Readers use information from the can dip into ■ Readers use information from the can dip into ■ Readers use information from the can dip into ■ Readers use information from the can dip into ■ Readers use information from the can dip into ■ Readers use information from the can dip into the ca	opic? re unit? Are we in order to meet				
Researchers read several texts across the same topic recognizing different authors' perspectives	perspectives. Readers recognize Boxes and Readers notice how how does this affect bias? Readers evaluate to offering an opinion Is the authorsources has	w authors use text features differently. Re t the author's message? Does this choice re their sources as they read. They notice wh	eaders can ask effect the author's en an author is with facts?			

	Readers analyze an author's word choice for meaning and tone.
Researchers use text features to deepen understanding	 Researchers use all the features of a text when researching. Readers use text features. Readers observe if a text is broken into sections. Readers can consider how chunking the text can help our understanding. Readers closely read captions of photos. Readers examine charts and graphs. What am I learning from this? Does this add to what the text says?
Researchers gather information as they read that supports both sides of their position	 Readers gather information as they read that supports both sides of their position. Readers have a plan to gather notes. Readers use mark pages in books with sticky notes and jot our thinking. Boxes and bullets- One way that readers can record their thinking is by bulleting out key details of a section, we reread these key details and ask, What is this mostly about? We can then put that main idea in the box at the top. We know that many authors plan their writing using boxes and bullets. Readers record more than just facts, we also record our reactions and thinking. Readers of video expository text must listen carefully for big ideas and jot your note that matches the author's presentation of their information. We pause to reflect, we replay parts to clarify. We look at our notes across the text and ask, What is this mostly about? Readers adjust their jotting and recording when they encounter different structures. Cause/effect Pro/con Problem/solution Compare/contrast How-to Readers make note of their sources so they can give credit in our publications. Readers re-read their notes and formulate their own opinions.

Unit Title: Poetry		Grade Level: 7th	Time Frame: March- April		
Standards: RL.7.1, RL.7.2, RL7.3, RL.7.4, RL7.5, RL.7. SL.7.1, SL7.2, SL.7.4, SL.7.6 L.7.1, L.7.3, L.7.4, L.7.5, L.7.6	.6, RL.7.7, RL.7.9, RL.7.10	Readers determine the inReaders explore repetit	 Unit Goals/Enduring Understandings Readers determine the impact of word choice and phrases on meaning and effect Readers explore repetitions of sound on a specific verse or stanza or section of a story Evaluate changes in word meaning 		
Essential Questions: Why is important to pay attention to wo Are lyrics different from poems? If so, ho		Vocabulary and Key Concept: tone, ballad, lyric, couplet, epidimagery, text structure	tone, ballad, lyric, couplet, epic, sonnet, ode, analogies, metaphor, symbolism, simile,		
 changes the surface meaning Analyze how language, illustrative whole to set mood and convey 	s words in a satirical or symbolic way tha tions, and layout work together as a unifi meaning rary devises such as exaggeration, image	t TC Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations	Conference Notes Teacher Created Assessments		
Mentor Texts: *Please note that the mentor texts are teacher's choice. These are suggestions if you need them.		Structures: Reader's Workshop Whole Group M Independent Reading/Confe Mid-workshop Teaching Share Small Group Instruction Guided Reading Whole Class Read Aloud	 Character book bins Student book bags Chart paper/Post-its Read-aloud texts (for modeling) Reading logs/bookmarks Reading notebooks 		
Cross Curricular Connections: Math Science Social Studies Health	21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills	Modifications/Accommodation Small group/One to one Large print textbooks Additional time Review of directions Student restates information Student provides oral respons Concrete examples Support auditory presentation	 Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule Alternate quiet and active time Teach time management skills Verbal and visual cues regarding 		

Unit Title: Poetry	Grade Level: 7th	Time Frame: March- April
Goals	Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	Teacher Notes
Readers determine the impact of word choice and phrases on meaning and effect	See http://schools.nyc.gov/documents/d75/literacy/uos/middle/Poetry CURRICULUM MAP .pdf To add to this unit and the writing unit Consider rhyme and rhyme scheme. How does the rhythm of the poem impact the tone? Identify how author's use imagery to bring poetry to life. Readers can recognize comparisons authors use to express ideas. Metaphors and similes 	
Readers explore repetitions of sound on a specific verse or stanza or section of a story	 Readers explore repetitions of sound on a specific verse or stanza or section of a story Readers consider an author's use of figurative language and how it impacts the meaning of the poem Assonance, consonance, alliteration 	
Evaluate why changes in word meaning	 Readers consider how word meaning changes as character interactions change. We note this change and consider the author's intent. Readers consider how word meaning changes when the setting changes. We note this change and consider the author's intent. Readers consider how word meaning with different character interactions and in the context of setting. We not tis change and consider the author's intent. 	

Unit Title: Social Issues Book Cl	ub Grade Level: 7th	Т	Time Frame: May- June	
Standards : RL.7.1, RL.7.2, RL7.3, RL.7.4, RL7.5, RL.7.6, RL.7.7, RL.7.9, RL.7.10 SL.7.1, SL7.2, SL.7.4, SL.7.6 L.7.1, L.7.3, L.7.4, L.7.5, L.7.6		 Unit Goals/Enduring Understandings Students independently manage their book clubs. Readers work in clubs, having conversations about their reading while growing big ideas. Book clubs understand middle school social issues Readers take action after reading integrating their learning from varied text t types 		
Essential Questions: What are social issues that middle school How can I critically view the world? In what ways can I take action to make	social issues, book cl	Vocabulary and Key Concepts social issues, book clubs, affect, effect, fitting in, peer pressure, poverty, bullying, racism, bias, homelessness, joblessness, gender, power		
Skills: Bring knowledge from personal experiences to the interpretation of characters and events, particularly of interest to adolescents Make connections between social and moral issues of today and those presented in realistic and historical fiction, in biography, and in the imaginary worlds of high fantasy		Demonstration of Learning/Assessment: TC Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations		
Mentor Texts: *Please note that the mentor texts are teacher's choice. These are suggestions if you need them.		Structures: Reader's Workshop Whole Group Minilesson Independent Reading/Conferences Mid-workshop Teaching Teaching Share Small Group Instruction Guided Reading Whole Class Read Aloud Resources/Materials Resources/Materials Classroom library of leveled books Character book bins Student book bags Chart paper/Post-its Read-aloud texts (for modeling) Reading logs/bookmarks Reading notebooks		
Cross Curricular Connections: Math Science Social Studies Health	21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills	Modifications/Accom • Small group/One to • Large print textbook • Additional time • Review of directions • Student restates inf • Student provides or • Concrete examples Support auditory prese	one ks s formation ral responses	 Quiet space to calm down/relax Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule Alternate quiet and active time Teach time management skills Verbal and visual cues regarding directions and staying on task

Unit Title: Social Issues Book Club	al Issues Book Grade Level: 7th				
Unit Goals	Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	Teacher Notes			
Goal: Students independently manage their book clubs.	Book clubs make a plan for their reading. They decide on pages to be read a focus for their reading how they will structure their time together what members will bring to each book club meeting how they will reflect on how their book club is going				
Goal: Readers work in clubs, having conversations about their reading while growing big ideas.	Book club members help grow members' thinking. We choose a topic and stay on it for a while. I want to add to I want to build on to I have a connection to I agree/disagree because We ask for clarification. Can you explain that a little further? Could you be more specific? Could you make a connection? Let's see if I understand what you're saying. So you are saying I don't understand We support what we say with evidence. Here's an example right from the text: I'm thinking this way because Look, here's the proof right here on page where it says I'm using this strategy to help understand. Readers can plan for clubs by summarizing the text they have read. One way we can do this, is by marking key words or sections with sticky notes to help us remember each part. Book club members mark the places in the text where they have reactions to what they have read. They write their thinking on a sticky note or in their notebooks with the page number. They include the details from the text that sparked our reaction. Readers ask themselves questions that they have about the text. We consider questions about the social issues that are appearing in the text. Often these can come from noticing what is fair and unfair. We take time to write long in our notebooks about our thinking. We include the details from the text that sparked our thinking.				

	• 0	maadana san wa	mana fambaal-	duba is by shorting our thinking in our		
	• One way Pg. #	What I noticed	Is this fair or unfair? Social Issue?	This matters because/This scene tells me what this book is really about		
	question o \	ing to identify t s such as, Which issues seo What are the cha How do the char	em important i aracters' reacti racters deal wit	ons to these issues? h these issues?		
	 Readers and then fuel discu Book clu 	 Readers mark the places where our characters first begin to struggle, choices they make, and then how they overcome (or not overcome) the issue. We bring this our clubs to fuel discussion. Book clubs talk about these social issues by identifying crucial scenes (chapters, 				
	at them. Clubs Clubs not mapping Clubs supused in a particula and tone	Consider what the Consider what we with these scendice who has the that throughout port each other text, including for words and phing for the constant of the	he character is we might learn as in mind, con power and what the story. We in determining figures of speed rases; analyze to places in the t	e the issue is glaringly obvious, and look closts that bother us, feel unfair, or impossible. going through, how he or she is reacting about the issue from this scene sider what the book is really about to doesn't. We consider if/how it changes, talk long about the major points along the wighten the meaning of words and phrases as they the meaning of words and phrases as they the impact of a specific word choice on mean ext and write our thinking. We bring this	ay.	
Goal: Book clubs understand middle school social issues	the socia places th • Readers	issues we have ey have appeare notice struggles	encountered i ed. the characters	ne pages of books they know well. We can chan previous text. (Anchor Chart of issues and face, and that those struggles can be named as chart and discuss in our clubs.		

	 Readers not only identify issues as we read, we also ask ourselves, 'What does this book teach us about this issue?' and then to follow that up by asking, Do we agree or disagree with what this book is teaching us about this issue? Readers consider whose side of the story we are hearing, and whose voice has been left out. We ask, Whose voice is missing? What insight might they add to the issue? We jot these ideas in our notebooks and bring these ideas to our clubs. Readers identify social issues and consider how they build the theme(s) of the text. They ask, What is this book really about? How does this apply to mankind?
Goal: Readers take action after reading, integrating their learning from varied text types.	 Readers notice that the social issues we are reading about in clubs exist in other texts and the world. This can lead us to other reading and research. We think, where can I read more about this from the real world? We list some of this thinking and make a plan for that future reading. Readers compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. We ask, <i>How does this text deal with this topic?</i> Readers can consider social issues that appear in print ads, commercials, movies and television shows. We can analyze them in the same way we analyze our written text. We look at fairness and issues of power. Book clubs don't just read and talk about social issues, we take action. We ask, <i>What can we do to help make this issue more right or more fair?</i> We then take action.

Eighth Grade Reading Curriculum

Pacing Guide	Pacing Guide			
Content Area: English Language Arts				
Grade Level: Eighth				
Launching: Launch into Literature and Media	September			
Unit 1: Literary Interpretation	October-November			
Unit 2: Reading as Researchers to Take a Position	December-January			
Unit 3: Cross Genre Book Clubs	January- February			
Unit 4: Study of Classic Literature	March- April			
Unit 5: Poetry: The Art of Lyrics	May- June			

Unit Title: Literature: Launch into Literature and Media Grade		Grade Level: 8th Grade	de Level: 8th Grade Time Frame: September		
Standards: RL.8.1, RL.8.4, RL8.7, RL.8.9, RL.8.9 SL.8.1, SL.8.2, SL8.4, SL8.6 L.8.1, L.8.3, L.8.4, L.8.5, L.8.6			Vocabulary and Key Concepts: Global knowledge, stamina, engaged, compare, contrast, alternate, evaluate,		
Essential Questions: How do sophisticated readers increase their reading strength with independence? How do readers take a wider view of the content of their reading and media?		 Readers increase Readers choose at develop ideas about Partners develop 			
Skills: Conversation Listening Independence Envisioning Connections Compare/Contrast		DRA Conference Notes	Conference Notes Teacher Created Assessments		
Mentor Texts: *Please note that the mentor texts are teacher's choice. These are suggestions if you need them.		IndependentReading/O	 Character book bins Student book bags Chart paper/Post-its Read-aloud texts (for modeling) Reading logs/bookmarks Reading notebooks 		
Cross Curricular Connections: Math Science Social Studies Health Cross Curricular Connections: 21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills		Modifications/Accommodat Small group/One to one Large print textbooks Additional time Review of directions Student restates information Student provides oral response Concrete examples Support auditory presentation	 Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule Alternate quiet and active time Teach time management skills Verbal and visual cues regarding 		

Unit Title: <u>Literature: La</u> <u>Media</u>	aunch into Literature and	Grade Level: 8th Grade	Time Frame: September
Goals	Suggested Minilesson	s	Teachers Notes
Readers increase stamina and independence while reading deeply.	 Readers build staminal interest. Readers notice when the drifted away from the tourselves back to readinand get back to the text. Readers understand the actively engaged. One wideas. Readers set goals for the with ourselves to see he Readers pay particular of the text. We know the character(s), setting and 		
Readers choose and acquire appropriate strategies to comprehend and develop ideas about text and the world.	 Readers make sense of notebooks. Readers consider the the author saying about this support them with evid When considering them then get more specific was Greed can take over one this in our notebooks at Readers gain a greater written story to its med choices that were made Readers consider alternate choices made by the made and what effect the 	ng	

Partners develop higher level ideas and understandings of text.	 One way partners grow their thinking is by discussing their ideas. We stay with one idea and build on or challenge each other's thinking (Pushing our Thinking Anchor Chart) Partners actively listen when their partner is presenting an idea. We don't think about our response when our partner is talking as that prevents us from listening. We take a pause to digest what they have said and to plan our response or new idea. Partners share their thinking about theme(s), character motivations, perspective and predictions. We support our thinking with evidence from the text. One way partners can grow their thinking together is by preparing for partner conversations. We may mark parts of the text we want to discuss and/or write our ideas out in our notebooks. Partners refer to specific evidence from the text when sharing ideas. 	
Readers take their worldview into consideration when analyzing text.	 Readers think about experiences that give them insight to the experiences of their characters. Our experiences do not have to be the same, rather the feeling or result may be similar. Readers think about experiences that characters in other texts or media have had and consider how the character's reactions and feelings might be the same or different. We consider what motivates each of these characters. Readers think about their global knowledge on a macro level and relate on a micro level to the text. 	

Unit Title: Literary Interpretation		Grade Level: 8	Time Frame: October-November	
Standards: RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6, RL.8.7, RL.8.9, RL.8.10 SL.8.1, SL.8.2, SL8.4, SL8.6 L.8.1, L.8.3, L.8.4, L.8.5, L.8.6		Vocabulary and Key Concepts: Literary elements, internal conflict, external forces, suspense, foreshadowing, external pressures,		
Essential Questions: Why is it important to support ideas with evidence? How can literary elements help us to better comprehend the text at hand? What strategies can be used to determine unknown words?		 Unit Goals/Enduring Understandings Readers study literary elements and use them to make meaning. Readers use close reading strategies to make meaning. (Note and Notice by Kayleen Beers) Readers determine theme(s) and cite evidence as support. Readers use multiple strategies to determine the meaning of unfamiliar words and concepts. Readers use precise language when discussing and writing about text. 		
Skills: Notice new and useful words and intentionally record and remember them to expand oral and written vocabulary Use word word-solving strategies, background knowledge, graphics, text context, and readers' tools to solve words, including content specific and technical words Engage in critical thinking across a writer's body of works on the same content and discuss findings or produce literary elements		Demonstration of Learning/Assessment: TC Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations		
Mentor Texts: The Skin I'm In Broken Chain *Please note that the mentor texts are teacher's choice. These are suggestions if you need them.		Structures: Reader's Workshop Whole Group Miniles Independent Reading/Conferences Mid-workshop Teach Teaching Share Small Group Instruction Guided Reading Whole Class Read Aloud	Student book bagsChart paper/Post-its	
Cross Curricular Connections: Math Science Social Studies Health	21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills	Modifications/Accommodations: Small group/One to one Large print textbooks Additional time Review of directions Student restates information Student provides oral responses Concrete examples Support auditory presentations with visuals Quiet space to calm of Preferential seating Reduction of distract Hands-on activities Follow a routine/sch Alternate quiet and a Teach time managen Verbal and visual curd directions and staying or		

Unit Title: Literary Interpretation		Grade Level: 8	Time Frame: October-November	
Goals	Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary			
Readers study literary elements and use them to make meaning.	about the Readers details the second of the	notice how the setting impacts the mood of a story by note e setting. We might ask, why did the author make this cho notice how specific passages in a text reveal a character' hat the author includes when introducing the character. We consider the setting We consider how the character dresses We consider how the character talks We consider what the character holds dear We consider what the character want or need We consider who the character want or need We consider who the character has relationships with We consider how the character is treated by others. These ideas in our notebook. The think about what the character is struggling with. When we consider internal conflict. We think about what they want or need. We can think about what has set them on their journey are details about those conflicts in order to determine how the mpact the choices a character makes. The see ideas in our notebook and share these ideas with pa pay attention to conflict. We may ask, what external force. Is this an internal conflict? We use evidence from the text of the story by noticing turning the conflict of they have to make a decision, if the setting or realizes something or the external pressures change. The notice when the author creates suspense. We may notice and the story by noticing turning the consecution of the story by noticing turning the consecution of the setting of the story by noticing turning the consecution of the setting of the story by noticing turning the consecution of the setting of the story by noticing turning the consecution of the setting of the story by noticing turning the consecution of the setting of the story by noticing turning the consecution of the setting of the story by noticing turning the consecution of the	what is getting and by noting the anose conflicts rtners. es caused this at to support our ang points for the ag changes, if the e places where allown and make hay be that the e may notice that ansider why the	

Readers use close reading strategies to make meaning. (Note and Notice by Kayleen Beers)	 Readers determine the general meaning of a text by asking themselves, What is going on and how do I know? We do this on order to determine the general meaning of text. Readers notice details about the author's use of language by asking themselves, How do the author's choices help me understand or appreciate something I didn't notice the first time? Readers notice a sharp contrast between what we would expect and the character does. We notice when behavior doesn't match previous behavior or patterns. We reflect, Why would the character cat or feel this way? Readers notice when a character realizes something that shifts his actions or understanding of herself, others, or the world. They may say "Suddenly I understood" "It came to me that" "The realization that" "In an instant I knew" We ask, How might this realization affect the plot/character's journey? Readers notice when characters raise a question that may reveal their inner struggles. They may say "What could I possibly do" "I couldn't imagine how I could" "How could I ever understand why" We reflect, What does this question make me wonder about? What does this reveal about the character's journey? Readers of literature notice when a character is given advice or insight from a wiser, perhaps older, character. This is usually written in where the characters are alone or off by themselves. The wiser character's advice/insight generally helps with a problem or decision. We reflect, What's the life lesson and how might it affect the character? Readers of literature notice when a character has a memory or recollection that interrupts the forward progress of the story. We reflect, Why might this memory be important?
Readers determine theme(s) and cite evidence as support.	 Readers notice the passages in the text that allow the reader to make connections between the text and others like it. We consider theme(s) in both text and how it is a comment on the human condition. Readers judge what characters do to be right or wrong and think about what that can teach us. We note the details from the text that supports their thinking. Readers notice the lesson(s) that the author is teaching with the text. They distinguish between the small world of the story and the big world lesson. The big world lesson may hold the theme. We support our theme claim with evidence from the text and "big world".

Readers use multiple strategies to determine the meaning of unfamiliar words and concepts.	Readers notice and use directive context clues by reading the words around a word or phrase to determine meaning. We reread with our new understanding in mind. Readers notice and use general context clues by reading on in a selection to get the "gist" of unfamiliar words or concepts. We reread with our new understanding in mind. Readers make decisions when context is non-directive that is when nothing around the word or concept helps with understanding. We then make decisions on going outside the text for meaning. We reread with our new understanding in mind. Readers know that context for unfamiliar words or vocabulary might be misdirected, that is the context may lead to a misunderstanding of an unfamiliar word or phrase. As we reread and read on, we notice if the understanding that we formed is erroneous. We then make decisions about going outside of the text for meaning. We reread with our new understanding in mind.	
Readers use precise language when discussing and writing about text.	 Readers use academic vocabulary when discussing and writing about literature. We are sure to use the language that others discussing literature know. Readers use precise, domain specific, language when discussing or writing about text. We use the same vocabulary and wording for concepts that the author used. We are sure that we are using the same language as other readers of the text. 	

Unit Title: Informational Reading as Researchers to take a Positi			Grade Level: 8	Time Frame: December-January	
Standards: RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.7, RI.8.8, RI8.9, RI.8.10 SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL8.6 L.8.1, L.8.2, L.8.3, L.8.4, L.8.5		Vocabulary and Key Concepts Stance, argument,			
 Essential Questions: How do you know what makes a source a valid source? Why is important to understand the author's point of view? In what ways can you defend a stance you take on a stance? 			 Unit Goals/Enduring Understandings Researchers narrow their topic and find relevant sources for information. Readers independently research big ideas and gather relevant key details from varying sources. Readers identify author bias or point of view. Readers develop a position on controversial topics and use it to focus the research. 		
 Skills: Monitor understanding closely, searching for information within and outside the text when needed. Analyze how the writer has combined language, illustrations, and layout as a unified whole to set the mood and convey meaning Draw conclusions from information Find evidence to support an argument Compare and contrast multiple points of view Analyze how two or more authors writing about the same topic shape the presentations of key information by emphasizing different evidence or advancing different interpretations of facts 		Demonstration of Learning/Assessment: TC Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations			
Mentor Texts: *Please note that the mentor texts are teacher's choice. These are suggestions if you need them.			ctures: Reader's Workshop Whole Group Miniles Independent Reading/Conference Mid-workshop Teach Teaching Share Small Group Instruction Guided Reading Whole Class Read Aloud	 Student book bags Chart paper/Post-its 	
Cross Curricular Connections: Math Science Social Studies Health	21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills	 S: L A R S: S: C 	ifications/Accommodations: mall group/One to one arge print textbooks dditional time eview of directions tudent restates information tudent provides oral responses oncrete examples oort auditory presentations with vis	Quiet space to calm down/relax Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule Alternate quiet and active time Teach time management skills Verbal and visual cues regarding directions and staying on task	

Unit Title: Informational Reading as Researchers to take a position		Grade Level: 8	Time Frame: I	December- January	
Goals		Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary			
Researchers narrow their topic and find relevant sources for information.	materials and develop think Researchers a takes us to oth to note where Researchers a thoughts and thoughts and thoughts and the Researchers to own point of with the Researchers in the Researchers in the Researchers are the Researchers are compared them comparing the Researchers to the Researchers are the Researchers to the Researchers are the Researchers to the Researchers to the Researchers are the Researchers to the Researchers are the Researchers to the Researchers to the Researchers are the Researchers to the Researchers are the Researchers to the Researchers to the Researchers are the Researchers to the Researchers are the Researchers to the Researchers to the Researchers are the Researchers to the Researchers are the Researchers to	ot to think. That is, we don't just jot information, rather we think deeply the information implies. We might: teresting, surprising, contradicting, and/or important information the information into our own words our thinking with thinking prompts (This makes me think This could makes me realize) Then can compare to how our thinking matches up with that of the authority about the comparison there encounter conflicting information, we need to evaluate which sout tworthy. We may use this as a starting point for further research. We can ethat we trust. The sure that their research contains both primary and secondary source. We think about what each source is teaching us. We can gain new institutions.	deas. Often this ch. We are sure ng. nt information, develop our y about the I be because or. We can jot rce is most an look for es and we ights by		

Readers independently research big ideas and gather relevant key details from varying sources while identifying author's point of view or bias.	 Researchers use various sources by using the library and the internet in order to research big ideas. Researchers analyze in details specific paragraphs by identifying key passages in order to gather relevant details. One way that researchers consider sources is to notice when the author evokes emotions. We might ask, What is the author trying to make me feel about this topic? We might consider the use of images, stories, connotation of word choice. We then can think about the facts behind these emotions to be sure the information is valid and to understand the ideas more deeply. Researchers consider the big ideas that we are learning about a subject. We are sure to note the supporting details. We look across our sources for support of the big ideas. Researchers continue to compare information gathered from multiple sources on the same subject, constantly questioning when we see inconsistencies and when we see the same information presented in different ways. We can then question, Why did this author present the information in this way? What did they leave out? How do they want me to feel about this idea or subject? Writing out our thinking can help with this work. Researchers take note of the structures that authors choose to present information. We consider why these choices were made. This can include the way documentaries present information.
Researchers deepen their understanding of their research by discussing and sharing it with others.	 Researchers that become experts share their information. We can give our listener(s) a quick background on our researching journey (why we are interested, our initial thinking, where we started). When sharing our research with others, we often start with big ideas and then add the supporting details. We can use boxes and bullets format to prepare for this talk. Listeners may take notes and ask questions. Researcher quote directly and give credit to our sources. We might also use illustrations or video clips to aid in our listener's understanding of the information presented. Readers can develop their thinking by sharing mini-speeches. One reader takes a stand on the issue and uses a variety of resources to support their thinking. Others listen, jot, and afterward respond with their own thinking and resources. Readers can develop their thinking on a topic by following a debate protocol including developing a claim, defending that claim, listening to the other side to develop a counterclaim. Researchers allow this process to develop and change their stance on the topic, not just defend to be "right".

Unit Title: Cross Genre Book Clubs - Historical Readings Grade		e Level: 8	ne Frame: February-March		
Standards: RL8.1, RL8.2, RL8.3, RL8.4, RL8.5, RL8.6, RL8.7, RL8.9, RL8.10 Rl.8.1, Rl.8.2, Rl.8.3, Rl.8.4, Rl.8.5, Rl.8.6, Rl.8.7, Rl.8.8, Rl8.9, Rl.8.10 SL8.1, SL8.2, SL8.3, SL8.4, SL8.5, SL8.6 L8.1, L8.2, L8.3, L8.4, L8.5		Vocabulary and Key Concepts: Collaborate, theory, justice, tolerance, evaluate, textual evidence			
Essential Questions: How can working with someone else increase our level of understanding? What does reading closely mean?		 Unit Goals/Enduring Understandings Readers collaboratively manage their book clubs. Readers build background information about the period of study. Reader study patterns of tolerance and justice through their reading and club discussions. Readers and clubs grow theories through reading closely, asking and researching questions, and club discussions. Readers understand how author's choices develop the reader's overall understanding of text. Readers use precise domain specific vocabulary when discussing and writing about text. 			
Skills: Use other sources of information to check the authenticity of a text when questions arise Notice and discuss the meaning of symbolism when used by a writer to create texts Build meaning and develop abstract concepts across a large number of varied texts Identify significant events and tell how they are related to the problem of the story or solution		texts texts	Demonstration of Learning/Assessment: TC Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations		
Mentor Texts: *Please note that the mentor texts are teacher's choice. These are suggestions if you need them.		ons if	Structures: Reader's Workshop Whole Group Minilesso Independent Reading/Conferences Mid-workshop Teaching Teaching Share Small Group Instruction Guided Reading Whole Class Read Aloud	Student book bagsChart paper/Post-its	
Cross Curricular Connections: Math Science Social Studies Health	21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Solvin Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills	ng	Modifications/Accommodations: Small group/One to one Large print textbooks Additional time Review of directions Student restates information Student provides oral responses Concrete examples Support auditory presentations with visuals	 Quiet space to calm down/relax Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule Alternate quiet and active time Teach time management skills Verbal and visual cues regarding directions and staying on task 	

Unit Title: Cross Genre Bo Historical Readings	ok Clubs	Grade Level: 8	Time	e Frame: February - March
Goals		aching Points: Can be taught in Minilessons, Conferences, Strategy eractive Read Aloud, Shared Writing, Word Study, and/or Vocabula		Teacher Notes
Readers collaboratively manage their book clubs.	• Read	ders establish book club norms by creating rules in order to manag ders establish a reading schedule by creating a calendar of pages to age their book clubs.		
Readers build background information about the period of study.	 Reader acquire new information by maintaining a KWL chart in order to track the information learned about the period of study. 			
Reader study patterns of tolerance and justice through their reading and club discussions.	• Reac theo	ders notice passages that support tolerance/justice by creating a t- ries.	chart in order to build	1
Readers and clubs grow theories through reading closely, asking and researching questions, and club discussions.		ders ask questions before and as they read by considering what the it in order to recognize patterns.	ey want to know more	
Readers understand how author's choices develop the reader's overall understanding of text.	anal deep • Reac	ders recognize that when characters face struggles their solutions a yzing they are complicated so by analyzing their internal conflicts to ber understanding of the text. ders notice that the struggle of an individual often connects with th oting key passages in order to gain a deeper understanding of the t	they are able to gain a e struggle of a group	
Readers use precise domain specific vocabulary when discussing and writing about text.	 Readers study the domain specific vocabulary by recording this vocabulary in their readers notebooks in order to gain a deeper understanding of the vocabulary and concepts. Readers notice how domain specific vocabulary is used in a mentor text and across texts. Readers use domain specific vocabulary in conversation. 			

Unit Title: Literature - Stud	y of Classic Literature Grade Le		evel: 8	Time Frame: April-May	
Standards: RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6, RL.8.7, RL.8.9, RL.8.10 SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL8.6 L.8.1, L.8.2, L.8.3, L.8.4, L.8.5		Vocabulary and Key Concepts: Classic, historical context, allusion, author study, literary elements, emotional response, stereotypes, historical trends, internal/external conflict			
Essential Questions: How does reading classic literature help readers become more well-rounded individuals in today society? How does classic literature differ from modern literature in terms of themes?		 Unit Goals/Enduring Understandings Readers study literary elements in the classics. Readers use close reading strategies to comprehend complex text. (Note and Notice,) Readers study the character's journey in classic literature. (Joseph Campbell's Hero's Journey) Readers understand and explore how classic literature connects to the human experience. 			
Skills: Notice the way writers use regional dialect and analyze how it adds to the authenticity of the text or characters Analyze and evaluate author's use of characters, events, and settings within or across selections Make connections between the social and moral issues of today and those presented in classic literature		Demonstration of Learning/Assessment: TC Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations			
Mentor Texts: *Please note that the mentor texts are teacher's choice. These are suggestions if you need them.		○ Inde Read ○ Mid-	le Group Minilesson pendent ling/Conferences workshop Teaching thing Share Instruction	Resources/Materials Classroom library of leveled books Character book bins Student book bags Chart paper/Post-its Read-aloud texts (for modeling) Reading logs/bookmarks Reading notebooks Joseph Campbell's Hero's Journey Note and Notice by Kayleen Beers	
Cross Curricular Connections: Math Science Social Studies Health	21st Century Themes Global Awareness 21st Century Skills Learning and Innovation Skills Critical Thinking and Problem Communication and Collaborat Life and Career Skills Social and Cross-Cultural Skills	Solving tion	Modifications/Accommo Small group/One to on Large print textbooks Additional time Review of directions Student restates inform Student provides oral r Concrete examples Support auditory presenta	e nation esponses	 Quiet space to calm down/relax Preferential seating Reduction of distractions Hands-on activities Follow a routine/schedule Alternate quiet and active time Teach time management skills Verbal and visual cues regarding directions and staying on task

Unit Title: Literature - Study	of Classic Literature	Grade Level: 8	Time Frame: April - M	M ay
Goals	Possible Teachin Reading, Interacti			
Readers study literary elements in the classics.	Readers gain a de Readers We read read the about the share wi Readers basic em notebood ask, "Wh themes. Readers the chara Readers time per Readers time per Readers author was the chara Readers resource Readers resource Readers the author was Readers the author was Readers resource Readers res	use all they know about literary elements (use per understanding of the classics) understand that the classics have stood the tenthem doing the literary work that we would be maked it a classic? We might write our that a partner or club. Understand that themes found in classic literated otional responses and readers record their erects. Readers notice patterns in themes and cate at is the author's message about life?" by look notice and jot about setting by asking, "What exters or conflict?" will better understand the character's confliction. will gain a deeper understanding of the time paint such questions as: Is this time period not be different races and classes treated? What we the different classes live? What were the cust return to their text with their new understand ritten within or broken the norms of the time acters, conflict, and theme? will solve for unfamiliar words or phrases by	e anchor chart from Unit 1) to est of time and literary critics. Oring to any novel. We also and chapter thinking, What I thinking in our notebooks to enture tend to call upon our motional responses in their egorize these themes. Readers sing for clues to figure out does the setting reveal about It by quickly researching the enter of the entered for certain stereotypes? For traditional gender roles? Forms of this time? I dings and ask, How has this I what does this say about I wing context clues or other I wagage by pausing to consider I ks some of the language The character's behavior and The plot. The gures, sounds, or colors and The plot of the plot. The gures, sounds, or colors and The plot of the plot. The gures, sounds, or colors and The plot of the plot. The gures, sounds, or colors and The plot of the plot. The provided here are the plot. The provided here are the plot of the plot. The provided here are the plot of the plot. The provided here are the plot of the plot. The provided here are the plot of the plot. The provided here are the plot of the plot of the plot. The provided here are the provided here are the plot of the plot. The provided here are the provided here are the plot of the p	

	 Readers are aware of such effects as suspense or humor by noting the differences in the points of view of the characters and the audience or reader. Readers evaluate the choices made by the director or actors by viewing and analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text to script. 	
Readers use close reading strategies to comprehend complex text. (Note and Notice,)	 Readers notice a sharp contrast between what we would expect and what the character does. We notice when behavior doesn't match previous behaviors or patterns. Readers notice when a character realizes something that shifts in his actions or understanding of herself, other, or the world. They may say: Suddenly I understood, It came to me that, The realization that, and In an instant I knew. Readers notice when characters raise a questions that may reveal their inner struggles. What does this reveal about the character's journey? Readers notice when a character is given advice or insight from a wiser, perhaps older character. This helps with a problem or decision. Readers notice how events, images, words or phrases that recur over a portion of the novel. 	
Readers study the character's journey in classic literature. (Joseph Campbell's Hero's Journey)	 Readers notice and consider if a character is static or dynamic, noting places in the text where characters have faced a challenge and examine what effect this has on them. Readers pay attention to the author's details by noting details about the character's traits, actions, and thoughts. Readers will ask, What is the author telling me about this character? What can I learn from the author's choices in details? Readers know that characters want or need something and consider the obstacles the character faces and struggles they have. Readers realize the character's motivation by considering that characters say and do things for a reason. Readers understand the important relationships a character has by noting how much time a character spends with other characters. Readers understand that a character's surrounding environment impacts a character throughout their journey. Readers consider that as a character faces changes or turning points arise different emotions will come up. Readers will note these emotions and changes in their notebooks. 	

Readers understand and
explore how classic literature
connects to the human
experience.

- Readers of classical literature know that the theme is often why the classics have stood the test of time. They are universal across time and place. Readers track patterns of themes that we uncover. We might track ideas about
 - o love
 - o hate
 - death
 - o life
 - o faith
 - iustice
 - o tolerance

and our response to those ideas.

- Readers look for clues to figure out themes. We ask, *What is the author's message about life?* We consider common theme categories.
 - Struggle with the inner self
 - The innocence of childhood
 - The strength and beauty of nature
 - Evils of money and greed
 - Good vs evil
 - Evils of racism
- Readers pay close attention to internal and external conflict. We might ask, *What is the author saying through this conflict about life?* We are sure to jot these ideas in our notebooks to share with our partner or club.
- Readers consider how they can share their new learning and understandings with the world. We might start by asking, *Who could also benefit from what I have learned? What is the best way to share?*