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**LANGUAGE ARTS LITERACY CURRICULUM MAP
GRADE 1**

READER’S WORKSHOP

All children will understand and apply the knowledge of sounds, letters and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.

Big Idea: *The ability to read a variety of texts requires independence, comprehension and fluency.*

Essential Questions:

- How does understanding a text’s structure help me better understand its meaning?
- How does fluency affect comprehension?
- What do good readers do when they do not understand everything in a text?
- How do readers construct meaning from text?

Enduring Understandings:

- Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text.
- Fluent readers group words quickly to help them gain meaning from what they read.
- Good readers employ strategies to help them understand text. Strategic readers can develop, select and apply strategies to enhance their comprehension.
- Good readers compare, infer, synthesize and make connections (text-text, text-world, text-self) to make text personally relevant and useful.

Components of Reader’s Workshop

READ ALOUD/SHARED READING: Opportunity for the teacher to model fluency and help students develop an enjoyment for a variety of genre and authors. Multiple “readings” may enhance students’ understanding. Mini-lessons target specific skills and strategies. The teacher may “think out loud.” During shared reading, an enlarged or projected text is used for all to see and participate in reading. At this point modeling and student participation occur simultaneously. (*This is the component of Reader’s Workshop where basal stories, which are often not at a student’s level, may be used.)

Standards: 3.1.1.A, 3.1.1.B, 3.1.1.C, 3.1.1.D, 3.1.1.E, 3.1.1.F, 3.1.1.G, 3.1.1.H, 3.3.1.A, 3.3.1.B, 3.3.1.C, 3.3.1.D, 3.4.1.A, 3.4.1.B, 3.5.1.A, 3.5.1.B

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SUGGESTED UNITS OF STUDY & MINI-LESSONS FOR SKILLS	<p><u>On Our Way!</u></p> <ul style="list-style-type: none"> • Launching • Procedures • Book Choice • Setting Goals <p><u>Literary Elements:</u></p> <ul style="list-style-type: none"> • Identifying Text Structure: Beginning, middle & end • Sequence of Events • Retell & Summary <p><u>Grammar:</u></p> <ul style="list-style-type: none"> • Sentences: punctuation (.?!), capitals, word order, types, combining 	<p><u>Focus on Fiction:</u></p> <ul style="list-style-type: none"> • Genre Studies: fairy tales, fables, etc. • Author studies <p><u>Literary Elements:</u></p> <ul style="list-style-type: none"> • Character Analysis • Compare & Contrast • Identifying Story Elements: Plot, Character, Setting • Recognizing Main Idea & Details <p><u>Grammar:</u></p> <ul style="list-style-type: none"> • Verbs: present tense, past tense • contractions with “not”, is/are 	<p><u>Poetry:</u></p> <ul style="list-style-type: none"> • Response to poetry • Poet studies <p><u>Literary Elements:</u></p> <ul style="list-style-type: none"> • Structure of poems • Different types of poems <p><u>Grammar:</u></p> <ul style="list-style-type: none"> • Nouns: common, proper, plural, irregular plural • Synonyms/Antonyms • Rhyming words 	<p><u>Focus on Non-fiction:</u></p> <ul style="list-style-type: none"> • Features of non-fiction text • Reading maps, charts, etc. <p><u>Literary Elements:</u></p> <ul style="list-style-type: none"> • Cause & Effect • Author’s Purpose <p><u>Grammar:</u></p> <ul style="list-style-type: none"> • Verb usage: was/were, has/have, see/say • Adjectives: common types, adjectives that compare 	<p><u>How Far We’ve Come:</u></p> <ul style="list-style-type: none"> • Review poetry, fiction, non-fiction • Teacher’s/Students’ Choice • Revisit goals • Plan for summer <p><u>Literary Elements:</u></p> <ul style="list-style-type: none"> • Review as needed <p><u>Grammar:</u></p> <ul style="list-style-type: none"> • Subjects & Predicates • Pronouns • I & Me
	<p>F L U E N C Y</p> <ul style="list-style-type: none"> • Answer questions correctly that are posed about stories read <ul style="list-style-type: none"> • Begin to read simple text with fluency • Read with fluency both fiction and nonfiction that is grade-level appropriate 				

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READ ALOUDS FROM BASAL FOR SKILL MINI- LESSONS	<p><i>Max, the Cat</i> <i>Quack</i> <i>What Does a Pig Do?</i> <i>The Path on the Map</i> <i>Ships</i> <i>One Good Pup</i> <i>The Bug Bath</i> <i>Splash!</i></p>	<p><i>The Shopping List</i> <i>The Knee-High Man</i> <i>Stan's Stunt</i> <i>Greg's Mask</i> <i>Sam's Song</i></p>		<p>Poems from Basal series</p> <p>Seasonal Poems</p>	<p><i>What Bug is it?</i> <i>A Vet</i> <i>Yasmin's Ducks</i> <i>Johnny Appleseed</i> <i>Ring! Ring! Ring! Put Out the Fire!</i> <i>Snakes</i> <i>Let's Camp Out</i> National Geographic Kids' World</p>		<p><i>Seven Sillies</i> <i>Shrinking Mouse</i> <i>You Can't Smell a Flower With Your Ear!</i> <i>Owl and the Moon</i> <i>The Night Animals</i></p>	
SUGGESTED UNITS OF STUDY FOR STRATEGY FOCUS	<p>Schema/ Making Connections:</p> <ul style="list-style-type: none"> • T-S • T-T • T-W 	Predicting	Visualizing/ Mental mages	Questioning	Inferring	Determining importance in non-Fiction	Synthesizing: Using all strategies	

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">SUGGESTED TEXTS/ BASAL SELECTIONS FOR STRATEGY FOCUS (also see APPENDIX)</p>	<p>TRADE: <i>The Kissing Hand</i> <i>A Pocketful of Kisses</i> <i>A Very Special Friend</i> <i>Chrysanthemum</i> <i>Leo the Late Bloomer</i> <i>Peter's Chair</i> <i>I Just Forgot</i> <i>Koala Lou</i> <i>Julius Baby of the World</i></p> <p>BASAL:</p>	<p>TRADE: <i>The Relatives Came</i> <i>Ira Sleeps Over</i> <i>Oliver Button is a sissy</i> <i>Amazing Grace</i> <i>A Very Special Friend</i> <i>Wilfred Gordon McDonald Partridge</i> <i>How Many Days to America?</i> <i>Frog and Toad</i></p> <p>BASAL: <i>Seven Sillies</i> <i>Shrinking Mouse</i> <i>Owl & Moon</i> <i>New Shoes for Silvia</i> <i>Greg's Mask</i></p>	<p>TRADE: <i>Blueberries for Sal</i> <i>Hattie and the Fox</i></p> <p>BASAL: <i>Stan's Stunt</i> <i>Greg's Mask</i> <i>Bug Bath</i> <i>Shopping List</i></p>	<p>TRADE: <i>The Scarecrow</i> <i>Ducks on a Winter Night</i> <i>Greyling</i> <i>Night Sounds</i> <i>When I'm Sleepy</i> <i>Why sun and Moon Live in the Sky</i> <i>Baby Whale's Journey</i> <i>Polar Express</i></p> <p>BASAL: Read Alouds in TE <i>Greg's Mask</i> <i>Shopping List</i> <i>If You Listen</i> <i>The Napping House</i></p>	<p>TRADE: <i>An Angel for Solomon Singer</i> <i>Julius</i> <i>Fly Away home</i> <i>Why is the Sky Blue?</i></p> <p>BASAL: <i>Blue Bird</i> <i>New Shoes for Sylvia</i></p>	<p>TRADE: <i>Humpty Dumpty</i> <i>Oliver Button in a Sissy</i></p> <p>BASAL: <i>A Friend for Little Bear</i> <i>Splash</i> <i>One Good Pup</i></p>	<p>TRADE: <i>Red Leaf, Yellow Leaf</i> <i>Plant Books Under the Sea</i> <i>Any Time for Kids</i> <i>Scholastic News</i> Excerpts from: Science Text Social Studies Text</p> <p>Newspapers</p> <p>BASAL: <i>Time for Kids: Snakes</i> <i>What Bug is It?</i> <i>Yasmin's Ducks</i> <i>Johnny Appleseed</i></p>	<p>TRADE: <i>Sheila Rae the Brave</i> <i>The Alphabet Tree</i> <i>Oliver Button is a Sissy</i></p> <p>BASAL: <i>A Friend for Little Bear</i> <i>Koala Lou</i></p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ACTIVITIES</p>	<ul style="list-style-type: none"> Projectable A-Z Books Choral reading Big books Overhead projections of excerpts/ SmartBoard Graphic organizers Reader's Theater View video version of stories 									

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ACCOMODATIONS	<ul style="list-style-type: none"> • Use objects/props, video, pictures & movement/pantomime • Offer summaries and paraphrases/frequent pauses for understanding, pacing and focus • Develop key vocabulary • Use of rhyme and rhythm • Use of background knowledge • “Test Tours” • Modeling • Engaging dialogue • Use of drawings, maps and graphs
ASSESSMENT	<ul style="list-style-type: none"> • Observe ways students are thinking about reading and use of strategies with deeper understanding • Read Aloud Notebooks • Class Share • Turn & Talk • Teacher-made tests • Book Tests • DRA2 (October & May)
RESOURCES	<p><i>Revisiting the Reading Workshop</i>, (Orehovec & Alley, 2003) <i>Reading With Meaning</i> (Miller, 2002) <i>Mosaic of Thought</i> (Keene & Zimmermann, 2007) <i>Reading Aloud and Beyond</i> (Serafini & Giorgis, 2003) <i>Reading Aloud Across the Curriculum</i> (Laminck & Wadsworth, 2006) Macmillan/McGraw-Hill Reading, 2003 Literature as named ELL: <i>Balancing Reading and Language Learning</i> (Cappellini, 2005) <i>Working With English Language Learners</i> (Cary, 2007) <i>English Language Learners: How to Reach Goals and Meet Standards, K-8</i> (Rea & Mercuri, 2006) Special Education: <i>Preventing Academic Failure (PAF)</i> (Bertin & Perlman, 2003) <i>Wilson Reading System</i> (2004)</p>

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GUIDED READING/ STRATEGY LESSONS: Teacher works with small groups who have similar needs at a particular level (instructional) of text; needs are determined by and instruction is driven by assessment. Teacher scaffolds and guides readers with strategies that will help them become independent readers.

- **GUIDED READING:** Text is at instructional level. Teacher introduces text, observes and coaches readers as they read side-by-side, follow with a teaching point.
- **STRATEGY LESSON:** Using a shared text, a strategy is taught by demonstration then readers are scaffolded as they try that strategy (can be thought of as “small group mini-lessons”)

Standards: 3.1.1.A, 3.1.1.B, 3.1.1.C, 3.1.1.D, 3.1.1.E, 3.1.1.F, 3.1.1.G, 3.1.1.H, 3.3.1.A, 3.3.1.B, 3.3.1.C, 3.3.1.D, 3.5.1.A, 3.5.1.B

SUGGESTED TEXTS & BASAL SELECTIONS FOR GUIDED READING	<ul style="list-style-type: none"> • Reading A-Z Books • Macmillan/McGraw-Hill (2003) Leveled Readers at <i>Instructional</i> Level (see <i>Leveled Reader</i> component of kit.) • Leveled Books from Book Room: 						
	<p>LEVEL C <i>Butterfly</i> <i>Chicks Are Hatching</i> <i>Sammy at the Farm</i> <i>Scaredy Cat</i> <i>Snack for Roberto</i></p>	<p>LEVEL D <i>Fishing</i> <i>I Can't Find My Roller Skates</i> <i>Lyla and the New Piano</i> <i>Mom Can Fix Anything</i> <i>Mouse's Baby</i> <i>Blanket</i></p>	<p>LEVEL E <i>Five Little monkeys</i> <i>Jumping on the Bed</i> <i>Mrs. Wishy-Washy</i> <i>No Cookies Before Dinner</i> <i>Stuck in the Muck</i> <i>What's for Dinner</i></p>	<p>LEVEL F <i>The Cooking Pot</i> <i>Fox and the Crow</i> <i>New Gym Shoes</i> <i>Staying With Grandma Norma</i> <i>Zack's Moving Day</i> <i>Surprise</i></p>	<p>LEVEL G <i>Alligator Shoes</i> <i>The Big Hole</i> <i>Carla's Breakfast</i> <i>Carla's Ribbons</i> <i>Red Socks and Yellow Socks</i> <i>Shopping at the Mall</i> <i>Stamps</i> <i>Tarantula</i> <i>The Three Bears</i> <i>Zoo-Looking</i></p>	<p>LEVEL H <i>The Giant's Job</i> <i>Gifts for Dad</i> <i>Going to the Hospital</i> <i>Goodnight Moon</i> <i>Just This Once</i> <i>Little Red Riding Hood</i> <i>Nick Goes Fishing</i> <i>The Tree Fort</i> <i>What People Do</i> <i>Zack and Nate</i></p>	<p>LEVEL I <i>Bella is a Bad Dog</i> <i>Bird Beaks</i> <i>Boring Old Bed</i> <i>The Flood</i> <i>Hattie and the Fox</i> <i>Henny Penny</i> <i>I Can Do It</i> <i>Mrs. Grindy's Shoes</i> <i>Petting Gilbert</i> <i>Toad or Frog?</i> <i>The Twins</i></p>

ACCOMODATIONS	<ul style="list-style-type: none"> • Engaging discussion • Books with good visuals, predictable text and natural language • Tap into background knowledge • Support authentic text by multi-reading level resource material
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ASSESSMENT	<ul style="list-style-type: none"> • Anecdotal Records • Running Records • Observations • DRA2 (October & May)
RESOURCES	<p><i>Matching Books to Readers</i> (Fountas & Pinnell, 1999) <i>Leveled Book List K-8</i> (Fountas & Pinnell, 2006) <i>Leveled Books, K-8</i> (Fountas & Pinnell, 2006) <i>Guided Reading</i> (Fountas & Pinnell, 1996) <i>Leveled Reader</i> (TE), MacMillan/McGraw-Hill, 2003 <i>The Art of Teaching Reading</i> (Calkins, 2001) ELL: <i>Balancing Reading and Language Learning</i> (Cappellini, 2005) <i>Working With English Language Learners</i> (Cary, 2007) Special Education: <i>Preventing Academic Failure (PAF)</i> (Bertin & Perlman, 2003) <i>Wilson Reading System</i> (2004)</p>
<p>INDEPENDENT READING: Students read alone or with a partner using “just right books” from a variety of genre; investigate favorite author or topic. Skills and strategies that were highlighted during Modeled/Shared Reading are applied and practiced. Teacher conferences with students to check on comprehension, fluency and decoding.</p> <p>Standards: 3.1.1.A, 3.1.1.B, 3.1.1.C, 3.1.1.D, 3.1.1.E, 3.1.1.F, 3.1.1.G, 3.1.1.H, 3.3.1.A, 3.3.1.B, 3.3.1.C, 3.3.1.D</p>	
ACTIVITIES	<ul style="list-style-type: none"> • Conferring • Setting Goals • Building stamina • Reader’s response

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ACCOMODATIONS	<ul style="list-style-type: none"> • Books on tape • Book Buddies/Pair work • Graphic organizers with support drawings • Main Idea Sign-posts • Reread books from shared reading or read aloud
ASSESSMENT	<ul style="list-style-type: none"> • Reader’s Response Notebooks: guided by overall theme of unit of study. May begin as a picture and then progress into a retelling, story element analysis, character analysis, description of mental images, connections, predictions (and confirmations), questions, etc. • Conferences • Reading Logs • DRA2 (Reading Engagement)
RESOURCES	<p><i>Assessing Comprehension Thinking Strategies</i> (Keene, 2006) <i>Matching Books to Readers</i> (Fountas & Pinnell, 1999) <i>Leveled Book List K-8</i> (Fountas & Pinnell, 2006) <i>Leveled Books, K-8</i> (Fountas & Pinnell, 2006) <i>Literature Circles</i> (Daniels, 2002) ELL: <i>Balancing Reading and Language Learning</i> (Cappellini, 2005) <i>Working With English Language Learners</i> (Cary, 2007)</p>
WRITER’S WORKSHOP	
<p><i>All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.</i></p> <p>Big Idea: <i>Writing is the process of communicating in print for a variety of audiences and purposes through the writing process while striving to improve their craft and utilizing the proper writing conventions</i></p> <p>Standards: 3.1.1.A, 3.1.1.B, 3.1.1.C, 3.2.1.A, 3.2.1.B, 3.2.1.C, 3.2.1.D, 3.4.1A, 3.4.1.B</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do good writers express themselves? How does process shape the writer’s product? • How do writers develop a well written product? • How do rules of language affect communication? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression. • Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.

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<ul style="list-style-type: none"> • Why does a writer choose a particular form of writing? 	<ul style="list-style-type: none"> • Rules, conventions of language, help readers understand what is being communicated. • A writer selects a form based on audience and purpose. 				
SUGGESTED UNITS OF STUDY AND MINI-LESSONS FOR WRITER'S WORKSHOP	<p><u>Launching :</u></p> <ul style="list-style-type: none"> • Procedures • Hear Maps • Setting up writer's notebooks • Writer's rules 	<p><u>Narrative: To tell a story:</u> Memoir, Personal Narrative, Small Moments, Short Fiction</p> <ul style="list-style-type: none"> • Write engaging beginnings and satisfying endings • Description and details • Character development • Dialogue • Use transitive words to tell story in order and across several pages 	<p><u>Poetic: To express feelings, sensory images, ideas, or stories:</u></p> <ul style="list-style-type: none"> • Get ideas for original poems from animals, objects, people, personal experiences • Use lay-out and format of poems • Convey images and feelings using descriptive language 	<p><u>Informational: To explain or give facts about a topic:</u> All About, How To</p> <ul style="list-style-type: none"> • Write enjoyable stories while giving information • Select information to be included • Use non-fiction text features (table of contents, labels, pictures, visual aids, etc.) 	<p><u>Review:</u></p> <ul style="list-style-type: none"> • Review according to student interest or teacher recommendation • Setting goals
<p><u>Functional : To perform a practical task</u></p> <ul style="list-style-type: none"> • Labels (in classroom, words to pictures, for illustrations, etc.) • Friendly Letters (notes, cards, invitations, e-mails to certain person for specific purpose) <ul style="list-style-type: none"> • Lists and Procedures <p><u>Responding to Reading:</u></p> <ul style="list-style-type: none"> • Express opinions, notice text organization, make connections, change endings, make inferences, collect words & phrases, record important information, explore characters, settings & author's purpose 					
SAMPLE MENTOR TEXTS	<p><i>Arthur Writes a Story</i> (Brown) <i>The Relatives Came</i> (Rylant) <i>What Do Authors Do?</i> (Christelow) <i>Amazing Grace</i> (Hoffman) <i>Ira Sleeps Over</i> (Waber)</p>	<p><i>The Song and Dance Man</i> (Ackerman) <i>When Sophie Gets Really Angry</i> (Bang) <i>Chrysanthemum</i> (Henkes) <i>Fireflies</i> (Brinkloe)</p>	<p>Poems from Basal <i>Hailstones and Halibut Bones</i> (O'Neil) <i>When the Teacher Isn't</i> <i>Looking and Other Funny</i> <i>School Poems</i> (Nesbitt)</p>	<p>Excerpts from Science and Social Studies Texts <i>Gentle Giant Octopus</i> (Wallace) <i>One Tiny Turtle</i> (Davies)</p>	<p>*According to teacher recommendation</p>

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Components of Writer’s Workshop

WRITING ALOUD/ MODELED WRITING	<p>Description:</p> <ul style="list-style-type: none"> • Teacher, as scribe, provides full support; models and demonstrates the process of putting ideas into written language • Teacher “thinks aloud” to model how to write and exposes students to writing conventions. • Message is read many times • Mini-Lesson
	<p>Opportunities for Assessment:</p> <ul style="list-style-type: none"> • Observations • Student Interest/Participation • Students’ Response to Questioning
SHARED/ INTERACTIVE WRITING	<p>Description:</p> <ul style="list-style-type: none"> • Teacher and students “share the pen” as they work together to compose a message; student participation in strongly encourages • Teacher demonstrates and supports what good writers do; students shown what is possible in all aspects of writing • Teacher expands on student ideas, paraphrases their thinking and demonstrates what cohesive writing looks and sounds like • Great opportunity for students to create original stories and literary pieces • Mini-lesson
	<p>Opportunities for Assessment:</p> <ul style="list-style-type: none"> • Observations • Interest/Participation • Response to Questioning
GUIDED/ WRITING/ STRATEGY	<p>Description:</p> <ul style="list-style-type: none"> • Support is given in a small group setting or individually to students during conferencing • Opportunity for students to see modeling close up • Student writes (“holds the pen”) and practices thinking and acting like a writer with teacher support and feedback • Flexible groups; teacher may provide instruction through mini-lessons on the craft and conventions of writing in a variety of genre

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	<p>Opportunities for Assessment:</p> <ul style="list-style-type: none"> • Writer’s Notebook • Observations • Anecdotal Records
INDEPENDENT WRITING	<p>Description:</p> <ul style="list-style-type: none"> • Students compose their own literary message with minimal support from the teacher using writers’ notebooks and progressing through stages of the writing process. • Daily opportunities for children to write on their own. • Skills and strategies that were highlighted during Modeled/Shared Writing are applied and practiced.
	<p>Opportunities for Assessment:</p> <ul style="list-style-type: none"> • Writer’s Notebook • Conferences • Rubrics
ACCOMMODATIONS	<ul style="list-style-type: none"> • Reinforce writing for authentic purposes • Base writing on student experiences • Emphasize process over product • Use writing supports: <ul style="list-style-type: none"> ○ Group composing ○ Graphic organizers ○ Drawing-based texts ○ “Skeletons”
RESOURCES	<p><i>Interactive Writing</i> (McCarter, Fountas & Pinnell, 2000) <i>Craft Lessons: Teaching Writing K-8</i> (Fletcher, 1998) <i>Nonfiction Craft Lessons: Teaching Information Writing K-8</i> (Fletcher, 2001) <i>Writing Essential</i> (Routman, 2005) <i>The Art of teaching Writing</i> (Calkins, 1994) <i>Units of Study</i> (Calkins, 2003) ELL: <i>Balancing Reading and Language Learning</i> (Cappellini, 2005) <i>Working With English Language Learners</i> (Cary, 2007)</p>

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WORD WORK					
<p><i>To explore the intricacies of language and to investigate the meaning and structure of words, as well as the conventions and forms of the written language. Word work is woven into Reader’s and Writer’s Workshops.</i></p> <p>Standards: 3.1.1.A, 3.1.1.B, 3.1.1.C, 3.1.1.F, 3.2.1.C, 3.3.1.C, 3.4.1.A</p>					
<p>Essential Questions:</p> <ul style="list-style-type: none"> How are sounds represented by letters? How do I figure out a word I do not know? Why do readers need to pay attention to a writer’s choice of words? 			<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Letters and letter combinations represent sounds. Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text. Words powerfully affect meaning. 		
PHONOLOGICAL AWARENESS	Short /a/ Short /i/ Digraphs /ck/, /sh/, /th/ Rhyming Words	Short /u/ Short /o/ Short /e/ R- controlled vowels:/ar/,/ir/,/ur/,/er/ Blends: /ch/ /wh/ /nk/	Long a-e: a-e, ai, ay Blends: /ch/ /wh/ /nk/	Long /i/: i-e, I, y, igh Long /o/: o-e, o, oa, oe, ow Long /u/: u-e /oo /ou/ /ow/ /oi/	/oy/ Review short and long vowels
SPELLING & VOCABULARY	Lists can include: <ul style="list-style-type: none"> Number words Synonyms Antonyms Vocabulary from stories High Frequency Words (Frye) Content Area Vocabulary Words from “Grammar Study” 				

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ACTIVITIES	<ul style="list-style-type: none"> • Magnetic Letters • <i>Word Matters</i> • <i>Making Words Grades 1-3</i> • <i>Word Solver</i> • Word Walls • Personal Word Walls/ <i>Words I Use</i> • Books • Elkonin boxes • Word Maps
ASSESSMENT	<ul style="list-style-type: none"> • DRA2 Word Analysis • Observation Survey • Writing Spree • Spelling test
RESOURCES	<p><i>Word Matters</i> (Fountas & Pinnell, 1998) <i>Making Words</i> (Cunningham & Hall, 1997) <i>Word Solver</i> (Dufresne, 2002) <i>Word Crafting</i> (Marten, 2003)</p>
<p>CELEBRATION & SHARING</p> <p><i>Students' efforts are affirmed and they see the reason for the reading and writing processes and how words work. Students learn from their peers and are encouraged to do their best reading and writing in publishing pieces for real readers and audiences allowing them to take pride and enjoyment in literacy.</i></p> <ul style="list-style-type: none"> • Students reflect on own writing and choose published works to share; respond and listen to others • Presentations to be made in conjunction with technology highlighting writing accomplishments and originality in developing ideas <ul style="list-style-type: none"> • Selecting pieces for Writer's Portfolio <p>Standards: 3.2.2.D, 3.2.1.D, 3.3.1.A, 3.3.1.B, 3.3.1.C, 3.3.1.D, 3.4.1.A, 3.4.1.B</p>	

Cliffside Park Public Schools

	September	October	November	December	January	February	March	April	May	June
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<p>Essential Questions:</p> <ul style="list-style-type: none">• Why does a writer choose a particular form of writing?• How can discussion increase our knowledge and understanding of an idea?• When is it appropriate to ask questions?• How do speakers express their thoughts and feelings?• How does a speaker communicate so others will listen and understand the message?	<p>Enduring Understandings:</p> <ul style="list-style-type: none">• A writer selects a form based on audience and purpose.• Oral discussion helps to build connections to others and create opportunities for learning.• Questioning and contributing help speakers convey their message, explore issues and clarify their thinking.• A speaker selects a form and organizational pattern based on the audience and purpose.
<p>Additional Resources for Balanced Literacy: <i>Continuum of Literacy Learning</i> (Fountas & Pnnell, 2007) <i>Strategies That Work, 2nd ed.</i> (Harvey & Goudvis, 2007)</p>	