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**LANGUAGE ARTS LITERACY CURRICULUM MAP  
GRADE 2**

**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.
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**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 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:** 3.1.2.A, 3.1.2.B, 3.1.2.C, 3.1.2.D, 3.1.2.E, 3.1.2.F, 3.1.2.G, 3.1.2.H, 3.3.2.A, 3.3.2.B, 3.3.2.C, 3.3.2.D, 3.4.2.A, 3.4.2.B, 3.5.2.A, 3.5.2.B

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<b>SUGGESTED UNITS OF STUDY &amp; MINI-LESSONS FOR SKILLS</b>	<p><b><u>On Our Way!</u></b></p> <ul style="list-style-type: none"> <li>• Launching</li> <li>• Book Choice</li> <li>• Setting Goals</li> </ul> <p><b><u>Literary Elements:</u></b></p> <ul style="list-style-type: none"> <li>• Story Elements</li> <li>• Parts of a Book: Table of contents, Glossary, Index</li> </ul> <p><b><u>Grammar:</u></b></p> <ul style="list-style-type: none"> <li>• Inflectional endings</li> </ul>	<p><b><u>Focus on Fiction:</u></b></p> <ul style="list-style-type: none"> <li>• Author &amp; Genre Studies</li> <li>• Elements of fiction</li> <li>• Fluency in fiction</li> </ul> <p><b><u>Literary Elements:</u></b></p> <ul style="list-style-type: none"> <li>• Problem &amp; Solution</li> <li>• Read a graph; read a diagram</li> </ul> <p><b><u>Grammar:</u></b></p> <ul style="list-style-type: none"> <li>• Prefixes</li> <li>• Compound Words</li> </ul>	<p><b><u>Poetry:</u></b></p> <ul style="list-style-type: none"> <li>• Poet Studies</li> <li>• Types of Poetry</li> <li>• Reading poems fluently</li> </ul> <p><b><u>Literary Elements:</u></b></p> <ul style="list-style-type: none"> <li>• Fantasy &amp; Reality</li> <li>• Cause &amp; Effect</li> <li>• Use a dictionary</li> </ul> <p><b><u>Grammar:</u></b></p> <ul style="list-style-type: none"> <li>• Synonyms</li> </ul>	<p><b><u>Focus on Non-Fiction:</u></b></p> <ul style="list-style-type: none"> <li>• Features of Non-fiction text</li> <li>• Fluency in non-fiction</li> </ul> <p><b><u>Literary Elements:</u></b></p> <ul style="list-style-type: none"> <li>• Drawing Conclusions</li> <li>• Compare &amp; Contrast</li> <li>• Read a map</li> <li>• Use a chart</li> </ul> <p><b><u>Grammar:</u></b></p> <ul style="list-style-type: none"> <li>• Antonyms</li> <li>• Inflectional endings</li> </ul>	<p><b><u>How Far We've Come:</u></b></p> <ul style="list-style-type: none"> <li>• Look at goals</li> <li>• Plan for summer</li> </ul> <p><b><u>Literary Elements:</u></b></p> <ul style="list-style-type: none"> <li>• Summarizing</li> <li>• Sequence of Events</li> <li>• Form</li> <li>• Generalizations</li> <li>• Main Idea</li> </ul> <p><b><u>Grammar:</u></b></p> <ul style="list-style-type: none"> <li>• Suffixes</li> <li>• Words with multiple Meanings</li> </ul>
	<p><b>FLUENCY</b></p> <ul style="list-style-type: none"> <li>• Pause at appropriate points</li> <li>• Use appropriate pace (not word-by-word)             <ul style="list-style-type: none"> <li>• Use appropriate inflection</li> </ul> </li> <li>• Read silently without finger pointing or lip movement             <ul style="list-style-type: none"> <li>• Self-monitor when text does not make sense</li> </ul> </li> <li>• Employ learned strategies to determine if text makes sense without prompting</li> </ul>				

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<b>READ ALOUDS FROM BASAL FOR SKILL MINI-LESSONS</b>		<p><i>Ann's First Day</i>  <i>Henry and Mudge</i>  <i>Luka's Quilt</i>  <i>The Roundup at Rio Ranch</i>  <i>Time for Kids: "Welcome to a New Museum"</i></p>	<p><i>Lemonade for Sale</i>  <i>A Letter to Amy</i>  <i>The Best Friends Club</i>  <i>Jamaica Tag-Along</i>  <i>Time for Kids: "Sharks"</i></p>	<p>Poems in Basal   <i>Arthur Writes a Story</i>  <i>Best Wishes, Ed</i>  <i>The Pony Express</i>  <i>Nine-in-One, Grr! Grr!</i>  <i>Time for Kids: "Change for the Quarter"</i></p>	<p><i>Charlie Anderson</i>  <i>Fernando's Gift</i>  <i>The Best Vacation Ever</i>  <i>Zippping, Zapping, Zooming Bats</i>  <i>Going Batty for Bats</i>  <i>Our Soccer League</i>  <i>Fossils Tell of Long Ago</i>  <i>Time for Kids: "Are You a Fossil Fan?"</i>  <i>Time for Kids: "The World's Plants are in Danger"</i>                      National Geographic Kids' World</p>	<p><i>The Bremen Town Musicians</i>  <i>The Wednesday Surprise</i>  <i>Officer Buckle and Gloria</i>  <i>Tomas and the Library lady</i>  <i>Princess Pooh</i>  <i>Swimmy</i></p>	
<b>SUGGESTED UNITS OF STUDY FOR STRATEGY FOCUS</b>	<p>Schema/ Making Connections:</p> <ul style="list-style-type: none"> <li>• T-S</li> <li>• T-T</li> <li>• T-W</li> </ul>	Predicting	Inferring	Questioning	Visualizing/ Mental mages	Determining Importance	Synthesizing: Using all strategies

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<b>SUGGESTED TEXTS/ BASAL SELECTIONS FOR STRATEGY FOCUS</b> <small>(also see APPENDIX)</small>	<p><b>TRADE:</b> <i>Wemberly Worried</i> <i>Ira Sleeps Over</i> <i>Peter’s Chair</i> <i>The Snowy Day</i> <i>I’m So Embarrassed</i></p> <p><b>BASAL:</b> <i>Ann’s first Day</i> <i>Luka’s Quilt</i></p>	<p><b>TRADE:</b> <i>Dr. DeSoto</i> <i>Wanted! Best Friend</i> <i>A Weekend With Wendell</i></p> <p><b>BASAL:</b> <i>Henry and Mudge</i> <i>A Letter to Amy</i> <i>The Best Friends Club</i></p>	<p><b>TRADE:</b> <i>Somebody Loves You, Mr. Hatch</i> <i>Koala Lou</i></p> <p><b>BASAL:</b> <i>Princess Pooh</i> <i>Jamaica Tag-Along</i></p>	<p><b>TRADE:</b> <i>One Smile</i> <i>Dr. DeSoto</i> <i>Fly Away Home</i></p> <p><b>BASAL:</b> <i>Best Wishes, Ed</i> <i>Charlie Anderson</i></p>	<p><b>TRADE:</b> <i>A Night in the Country</i> <i>The Lorax</i></p> <p><b>BASAL:</b> <i>Swimmy</i> <i>The Napping House</i></p>	<p><b>TRADE:</b> <i>Officer Buckle and Gloria</i> <i>Oliver Button is a Sissy</i> <i>Monarch Butterfly</i> <i>The Wednesday Surprise</i></p> <p><b>BASAL:</b> <i>Arthur Writes a Story</i></p> <p style="text-align: center;"><i>Any Time for Kids</i></p> <p style="text-align: center;">Newspapers</p>	<p><b>TRADE</b></p> <p><b>BASAL:</b> <i>The Bremen Town Musicians</i> <i>The Wednesday Surprise</i> <i>Officer Buckle and Gloria</i> <i>Tomas and the Library lady</i> <i>Princess Pooh</i> <i>Swimmy</i></p>			
<b>ACTIVITIES</b>	<ul style="list-style-type: none"> <li>Read Aloud: Once a day highlighting skill work and new vocabulary</li> <li>Big Books</li> <li>Overhead projections of excerpts/SmartBoard</li> <li>Graphic organizers</li> <li>Reader’s Theater</li> <li>View video version of the stories</li> <li>Shared Reading: Three times a week modeling strategy work</li> <li>Use passages from Science and Social Studies</li> <li>Projectable A-Z Books/ Display passages on overhead projector</li> <li>Choral reading</li> </ul>									

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<b>ACCOMODATIONS</b>	<ul style="list-style-type: none"> <li>• Use objects/props, video, pictures &amp; movement/pantomime</li> <li>• Offer summaries and paraphrases/frequent pauses for understanding, pacing and focus</li> <li>• Develop key vocabulary</li> <li>• Use of rhyme and rhythm</li> <li>• Use of background knowledge</li> <li>• “Test Tours”</li> <li>• Modeling</li> <li>• Engaging dialogue</li> <li>• Use of drawings, maps and graphs</li> </ul>
<b>ASSESSMENT</b>	<ul style="list-style-type: none"> <li>• Observe ways students are thinking about reading and use of strategies with deeper understanding</li> <li>• Read Aloud Notebooks</li> <li>• Class Share</li> <li>• Turn &amp; Talk</li> </ul>
<b>RESOURCES</b>	<p><i>Revisiting the Reading Workshop</i>, (Orehovec &amp; Alley, 2003)  <i>Reading With Meaning</i> (Miller, 2002)  <i>Mosaic of Thought</i> (Keene &amp; Zimmermann, 2007)  <i>Reading Aloud and Beyond</i> (Serafini &amp; Giorgis, 2003)  <i>Reading Aloud Across the Curriculum</i> (Laminck &amp; 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 &amp; Mercuri, 2006)                      Special Education:  <i>Preventing Academic Failure (PAF)</i> (Bertin &amp; 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:** 3.1.2.A, 3.1.2.B, 3.1.2.C, 3.1.2.D, 3.1.2.E, 3.1.2.F, 3.1.2.G, 3.1.2.H, 3.3.2.A, 3.3.2.B, 3.3.2.C, 3.3.2.D, 3.4.2.A, 3.4.2.B, 3.5.2.A, 3.5.2.B

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<b>SUGGESTED TEXTS &amp; BASAL SELECTIONS FOR GUIDED READING</b>	Reading A-Z Books Macmillan/McGraw-Hill Leveled Readers at <i>Instructional</i> Level (see <i>Leveled Reader</i> component of kit.) Leveled Books from Book Room:			
	<p style="text-align: center;"><b>LEVEL J</b></p> <p style="text-align: center;"><i>Aladdin and the Magic Lamp</i>  <i>And I Mean It, Stanley</i>  <i>Camouflage</i>  <i>Coral</i>  <i>Deer in the Wood</i>  <i>The Fishing contest</i>  <i>Going to the Bank</i>  <i>Henry and Mudge, The First Book</i>  <i>A Kiss for Little Bear</i>  <i>Lillian, the Librarian</i>  <i>Little Gorilla</i>  <i>Mouse Soup</i>  <i>Mr. Putter and Tabby Pour the Tea</i>  <i>Mr. Putter and Tabby Walk the Dog</i>  <i>There's Something in My Attic</i>  <i>Trouble for Jasper</i>  <i>When the King Rides By</i></p>	<p style="text-align: center;"><b>LEVEL K</b></p> <p style="text-align: center;"><i>Bath Day for Brutus</i>  <i>The Boy Who Cried Wolf</i>  <i>Buffalo Bill and the Pony Express</i>  <i>The Case of the Cat's Meow</i>  <i>First Flight</i>  <i>Flour</i>  <i>Frog and Toad Are Friends</i>  <i>Frog and Toad Together</i>  <i>Letter to Amy</i>  <i>Meet M and M</i>  <i>Nate the Great</i>  <i>A Pocket for Corduroy</i>  <i>Polar Bears</i>  <i>Sea Turtles</i>  <i>Selu and Kana 'Ti</i>  <i>Three Stories you Can Read to Your Cat</i>  <i>William's Wheelchair Race</i></p>	<p style="text-align: center;"><b>LEVEL L</b></p> <p style="text-align: center;"><i>Amanda Pig and Her Big Brother</i>  <i>Oliver</i>  <i>Amelia Bedelia</i>  <i>Amelia Bedelia Goes Camping</i>  <i>Candy Corn Contest</i>  <i>Cam Jansen: Dinosaur Bones</i>  <i>Cam Jansen: Mystery of the Stolen Diamonds</i>  <i>The Dog That Pitched a No-Hitter</i>  <i>The Dog That Stole Football Plays</i>  <i>The Greedy Goat</i>  <i>Horrible Harry Moves Up to Third Grade</i>  <i>The Josephina Story Quilt</i>  <i>The Long Way to a New Land</i>  <i>Miss Nelson is Missing</i>  <i>Pinky and Rex and the Bully</i>  <i>The Red Fox and the Canoe</i>  <i>Schoolyard Mystery</i>  <i>A Spider's Web</i>  <i>Ships</i>  <i>The Statue of Liberty</i>  <i>Young Cam Jansen: The New Girl</i>  <i>Mystery</i></p>	<p style="text-align: center;"><b>LEVEL M</b></p> <p style="text-align: center;"><i>Abe Lincoln's Hat</i>  <i>All- Star Fever</i>  <i>Arthur Makes the Team</i>  <i>Blueberries for Sal</i>  <i>The Case of the Hungry Stranger</i>  <i>A Chair for My Mother</i>  <i>Cloudy With a Chance of Meatballs</i>  <i>Crabs, Shrimp and Lobsters</i>  <i>The Day of Ahmed's Secret</i>  <i>Drinking Gourd, Underground Railroad</i>  <i>Green Kangaroo</i>  <i>Helen Keller</i>  <i>How Much Does This Hold?</i>  <i>Kate Shelly and the Midnight Express</i>  <i>The Littles</i>  <i>My Father's Dragon</i>  <i>One in the Middle is the Green Kangaroo</i>  <i>The Pied Piper</i>  <i>Sunny-Side Up</i>  <i>Touchdown for Tommy</i></p>

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<b>ACCOMMODATIONS</b>	<ul style="list-style-type: none"> <li>• Engaging discussion</li> <li>• Books with good visuals, predictable text and natural language</li> <li>• Tap into background knowledge</li> <li>• Support authentic text by multi-reading level resource material</li> </ul>
<b>ASSESSMENT</b>	<ul style="list-style-type: none"> <li>• Anecdotal Records</li> <li>• Running Records</li> <li>• Observations</li> <li>• DRA2: October &amp; May</li> </ul>
<b>RESOURCES</b>	<p><i>Matching Books to Readers</i> (Fountas &amp; Pinnell, 1999)  <i>Leveled Book List K-8</i> (Fountas &amp; Pinnell, 2006)  <i>Leveled Books, K-8</i> (Fountas &amp; Pinnell, 2006)  <i>Guided Reading</i> (Fountas &amp; 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 &amp; Perlman, 2003)  <i>Wilson Reading System</i> (2004)</p>
<p><b>INDEPENDENT READING:</b> Students read alone or with a partner using “just right books” from a variety of genre; investigate favorite authors and topics. Teacher conferences with students to check on comprehension, fluency and decoding.  <b>Standards:</b> 3.1.2.A, 3.1.2.B, 3.1.2.C, 3.1.2.D, 3.1.2.E, 3.1.2.F, 3.1.2.G, 3.1.2.H, 3.2.2.F, 3.3.2.A, 3.3.2.B, 3.3.2.C, 3.5.2.A</p>	

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<b>ACTIVITIES</b>	<ul style="list-style-type: none"> <li>• Read longer text and chapter books independently and silently</li> <li>• Conferring</li> <li>• Setting Goals for reading endurance</li> <li>• Keeping a Reader’s Notebook: Expanded thinking about books; focus is on learning to think and express thoughts on a book using a research-based strategy aligned to strategy modeled in mini-lesson; student may use sticky notes to help them remember what they were thinking while reading.</li> <li>• Keeping a Reading Log</li> <li>• Build fluency: record and listen to independent reading</li> </ul>
<b>ACCOMMODATIONS</b>	<ul style="list-style-type: none"> <li>• Books on tape</li> <li>• Book Buddies/Pair work</li> <li>• Graphic organizers with support drawings</li> <li>• Main Idea Sign-posts</li> <li>• Reread books from shared reading or read aloud</li> </ul>
<b>ASSESSMENT</b>	<ul style="list-style-type: none"> <li>• Reader’s Response Notebooks</li> <li>• Conferences</li> <li>• Reading Logs</li> <li>• DRA2: Reading Engagement</li> </ul>
<b>RESOURCES</b>	<p><i>Conferring With Readers</i> (Serravallo &amp; Goldberg, 2007)  <i>Matching Books to Readers</i> (Fountas &amp; Pinnell, 1999)  <i>Leveled Book List K-8</i> (Fountas &amp; Pinnell, 2006)  <i>Leveled Books, K-8</i> (Fountas &amp; 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**

*All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.*

**Big Idea: 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**

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*the proper writing conventions*

**Standards:** 3.1.2.A, 3.1.2.B, 3.1.2.C, 3.1.2.E, 3.2.2.A, 3.2.2.A, 3.3.B, 3.2.2.C, 3.2.2.D, 3.3.2.A, 3.3.2.B, 3.3.2.C, 3.4.2.A, 3.4.2.B, 3.4.2.B

**Essential Questions:**

- 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?
- Why does a writer choose a particular form of writing?

**Enduring Understandings:**

- 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.
- Rules, conventions of language, help readers understand what is being communicated.
- A writer selects a form based on audience and purpose.

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SUGGESTED UNITS OF STUDY AND MINI-LESSONS FOR WRITER'S WORKSHOP	<p><b><u>Launching:</u></b></p> <ul style="list-style-type: none"> <li>-Procedures</li> <li>-Setting up writer's notebooks</li> <li>-Writer's rules</li> <li>-Focusing on a slice of the pie</li> <li>-Set goals</li> </ul>	<p><b><u>Narrative: Personal</u></b></p> <ul style="list-style-type: none"> <li>- Small Moments</li> <li>-Engaging beginning/satisfying ending</li> <li>-Describe characters and setting</li> <li>-Reveal something important about self or life</li> <li>-Use transition words</li> <li>-Use details selectively</li> <li>-Use simple dialogue if appropriate</li> </ul> <p><b><u>Narrative: Short Fiction</u></b></p> <ul style="list-style-type: none"> <li>-Describe characters: how they look; actions</li> <li>-Describe setting with appropriate detail</li> <li>-Use dialogue, if appropriate</li> </ul> <p><b><u>Narrative: Biography</u></b></p> <ul style="list-style-type: none"> <li>-Select topic</li> <li>-Research facts</li> <li>-Select facts to be included</li> <li>-Tell story in sequence</li> <li>-Keep audience in mind</li> </ul>	<p><b><u>Poetry:</u></b></p> <ul style="list-style-type: none"> <li>-Examine works of poetry</li> <li>-Understand poetry as a way to communicate feeling</li> <li>-Describe feelings, events or ideas</li> <li>-Different kinds of poems: free verse, haiku, cinquain, etc.</li> <li>-Use similes, metaphors, repetition, rhythm</li> <li>-Create poems on nonfiction topics</li> <li>-Use line breaks relevant to poetry</li> </ul>	<p><b><u>Informational: Literary Nonfiction, Expository Nonfiction, Essay</u></b></p> <ul style="list-style-type: none"> <li>-Use features of nonfiction text: headings, labels, diagrams, drawings, table of contents, etc.</li> <li>-Select topic and research to gather facts</li> <li>-Identify and keep audience in mind during writing process</li> <li>-Select interesting details and facts</li> <li>-Categorize information</li> <li>-Provide details</li> <li>-Use specific vocabulary</li> <li>-Reviews</li> <li>-Persuasive</li> <li>-“All About”</li> </ul>	<p><b><u>Review:</u></b></p> <ul style="list-style-type: none"> <li>-Review goals</li> <li>-Select pieces of writing for portfolio</li> <li>-Set new goals for summer and grade 3</li> <li>-Teacher to review units as seen necessary or by interest</li> </ul>					
<p><b>ONGOING:</b></p>						<p><b><u>Writing Process</u></b></p> <p><b><u>Mechanics, Spelling Handwriting</u></b></p> <p><b><u>Functional : To perform a practical task</u></b></p> <ul style="list-style-type: none"> <li>• Labels (in classroom, words to pictures, for illustrations, etc.)</li> <li>• Friendly Letters (notes, cards, invitations, e-mails to certain person for specific purpose)                             <ul style="list-style-type: none"> <li>• Lists and Procedures</li> </ul> </li> </ul> <p><b><u>Responding to Reading:</u></b></p> <ul style="list-style-type: none"> <li>• Express opinions, notice text organization, make connections, change endings, make inferences, collect words &amp; phrases, record important information, explore characters, settings &amp; author's purpose</li> </ul>				

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<b>SAMPLE MENTOR TEXTS</b>	<i>Author: A True Story</i> (Lester) <i>If You Were a Writer</i> (Nixon) <i>Tulip Sees America</i> (Rylant) <i>How a Book is Made</i> (Aliko)	<i>The Keeping Quilt</i> (Pollaco) <i>When I Was Young in the Mountains</i> (Rylant) <i>Thunder Cake</i> (Pollaco) <i>A Chair for My Mother</i> (Williams)	Poems from Basal Shel Silverstein Jack Prelutsky <i>Joyful Noise: Poems for Two Voices</i> (Fleischman) <i>If Kids Ruled the School: More Kids' Favorite Funny Poems</i> (Lansky)	Excerpts from Science and Social Studies Texts <i>Exploring the Deep Dark Sea</i> (Gibbons) <i>Bat Loves the Night</i> (Davies) <i>Where the River Begins</i> (Locker)	*According to teacher recommendation					

**Components of Writer's Workshop**

<b>WRITING ALOUD/ MODELED WRITING</b>	<p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• Teacher, as scribe, provides full support; models and demonstrates the process of putting ideas into written language</li> <li>• Teacher “thinks aloud” to model how to write and exposes students to writing conventions.</li> <li>• Message is read many times</li> <li>• Mini-Lesson</li> </ul> <p><b>Opportunities for Assessment:</b></p> <ul style="list-style-type: none"> <li>• Observations</li> <li>• Student Interest/Participation</li> <li>• Students' Response to Questioning</li> </ul>
<b>SHARED/ INTERACTIVE WRITING</b>	<p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• Teacher and students “share the pen” as they work together to compose a message; student participation in strongly encourages</li> <li>• Teacher demonstrates and supports what good writers do; students shown what is possible in all aspects of writing</li> <li>• Teacher expands on student ideas, paraphrases their thinking and demonstrates what cohesive writing looks and sounds like</li> <li>• Great opportunity for students to create original stories and literary pieces</li> <li>• Mini-lesson</li> </ul>

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	<p><b>Opportunities for Assessment:</b></p> <ul style="list-style-type: none"> <li>• Observations</li> <li>• Interest/Participation</li> <li>• Response to Questioning</li> </ul>
GUIDED WRITING/ STRATEGY GROUPS	<p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• Support is given in a small group setting or individually to students during conferencing</li> <li>• Opportunity for students to see modeling close up</li> <li>• Student writes (“holds the pen”) and practices thinking and acting like a writer with teacher support and feedback</li> <li>• Flexible groups; teacher may provide instruction through mini-lessons on the craft and conventions of writing in a variety of genre</li> </ul> <p><b>Opportunities for Assessment:</b></p> <ul style="list-style-type: none"> <li>• Writer’s Notebook</li> <li>• Observations</li> </ul> <p>Anecdotal Records</p>
INDEPENDENT WRITING	<p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• Students compose their own literary message with minimal support from the teacher using writers’ notebooks and progressing through stages of the writing process.</li> <li>• Daily opportunities for children to write on their own.</li> <li>• Skills and strategies that were highlighted during Modeled/Shared Writing are applied and practiced.</li> </ul> <p><b>Opportunities for Assessment:</b></p> <ul style="list-style-type: none"> <li>• Writer’s Notebook</li> <li>• Conferences</li> <li>• Rubrics</li> </ul>
ACCOMMODATIONS	<ul style="list-style-type: none"> <li>• Reinforce writing for authentic purposes</li> <li>• Base writing on student experiences</li> <li>• Emphasize process over product</li> <li>• Use writing supports:             <ul style="list-style-type: none"> <li>○ Group composing</li> <li>○ Graphic organizers</li> <li>○ Drawing-based texts</li> <li>○ “Skeletons”</li> </ul> </li> </ul>

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<b>RESOURCES FOR WRITING</b>	<p><i>A Garden of Poets: Poetry Writing in the Elementary Classroom</i> (Kenner, 1999)  <i>Craft Lessons: Teaching Writing K-8</i> (Fletcher, 1998)  <i>Nonfiction Craft Lessons: Teaching Information Writing K-8</i> (Fletcher, 2001)  <i>Kids' Poems: Teaching Children to Love Writing Poetry</i> (Routman, 2000)  <i>Resourceful Writing Teacher</i> (Bender, 2007)  <i>Interactive Writing</i> (McCarter, Fountas &amp; Pinnell, 2000)  <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:**

*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.*

**Standards:** 3.1.2.B, 3.1.2.C, 3.1.2.F, 3.2.2.C

**Essential Questions:**

- 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?

**Enduring Understandings:**

- 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.

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<b>PHONOLOGICAL AWARENESS</b>	<ul style="list-style-type: none"> <li>• Short vowel sounds</li> <li>• Long vowel sounds</li> </ul>	<ul style="list-style-type: none"> <li>• /i/ oo, ue, ew</li> <li>• /ou/ ow, ou</li> <li>• /oi/ oi, oy</li> <li>• /ü/ ew</li> <li>• /ä/ ar, are</li> <li>• /ûr/ ir, ur, er</li> <li>• /ôr/or, ore</li> <li>• /îr/ ear</li> </ul>	<ul style="list-style-type: none"> <li>• Silent Letters</li> <li>• /ər/ er</li> <li>• /ən/</li> <li>• /əl/</li> <li>• /ě/ ea</li> <li>• /ē/ y, ey</li> </ul>	<ul style="list-style-type: none"> <li>• /û/ oo</li> <li>• Soft c</li> <li>• Soft g</li> <li>• /ô/ a, aw, au</li> <li>• Digraphs: ph, tch</li> </ul>	Review: <ul style="list-style-type: none"> <li>• /âr/ are</li> <li>• /ôr/ or, ore</li> <li>• /îr/ ear</li> <li>• /ü/ oo, ue ew</li> <li>• /ou/</li> <li>• /oi/</li> <li>• /ər/, /ən/, /əl/</li> <li>• Digraphs: ph, tch, ch</li> <li>• Soft c; soft g</li> <li>• Long vowels</li> </ul>
<b>SPELLING &amp; VOCABULARY</b>	Lists can include: <ul style="list-style-type: none"> <li>• Number words</li> <li>• Synonyms</li> <li>• Antonyms</li> <li>• Vocabulary from stories</li> <li>• High Frequency Words (Frye)</li> <li>• Content Area Vocabulary</li> <li>• Words from “Grammar Study”</li> </ul>				
<b>ACTIVITIES</b>	<ul style="list-style-type: none"> <li>• Magnetic Letters</li> <li>• Word Sorts for spelling patterns</li> <li>• Word Walls</li> <li>• Personal Word Walls/</li> <li>• <i>Words I Use</i> Books</li> <li>• Use grade appropriate dictionary and glossary</li> <li>• Infer meaning from roots, prefixes and suffixes</li> <li>• Elkonin boxes</li> <li>• Word Maps</li> </ul>				

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<b>ASSESSMENT</b>	DRA2 Word Analysis Observation Survey Writing Spree Spelling Tests
<b>RESOURCES FOR WORD WORK</b>	<i>Word Matters</i> (Fountas & Pinnell, 1998) <i>Making More BIG Words</i> (Cunningham & Hall, 1997) <i>Word Solver</i> (Dufresne, 2002) <i>Word Crafting</i> (Marten, 2003)
<p><b>CELEBRATION &amp; SHARING</b></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"> <li>• Students reflect on own writing and choose published works to share                             <ul style="list-style-type: none"> <li>• Listen and respond to others</li> </ul> </li> <li>• Presentations to be made in conjunction with technology highlighting writing accomplishments and originality in developing ideas                             <ul style="list-style-type: none"> <li>• Selecting pieces for Writer's Portfolio</li> </ul> </li> </ul>	
<p><b>Standards:</b> 3.1.2.D, 3.2.2.B, 3.2.2.D, 3.3.2.A, 3.3.2.B, 3.3.2.C, 3.3.2.D, 3.4.2.A, 3.4.2.B</p>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Why does a writer choose a particular form of writing?</li> <li>• How can discussion increase our knowledge and understanding of an idea?</li> <li>• When is it appropriate to ask questions?</li> <li>• How do speakers express their thoughts and feelings?</li> <li>• How does a speaker communicate so others will listen and understand the message?</li> </ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• A writer selects a form based on audience and purpose.</li> <li>• Oral discussion helps to build connections to others and create opportunities for learning.</li> <li>• Questioning and contributing help speakers convey their message, explore issues and clarify their thinking.</li> <li>• A speaker selects a form and organizational pattern based on the audience and purpose.</li> </ul>
<p><b>Additional Resources for Balanced Literacy:</b>  <i>Continuum of Literacy Learning</i> (Fountas &amp; Pinnell, 2007)  <i>Strategies That Work, 2<sup>nd</sup> ed.</i> (Harvey &amp; Goudvis, 2007)</p>	

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