

	September	October	November	December	January	February	March	April	May	June
--	-----------	---------	----------	----------	---------	----------	-------	-------	-----	------

**LANGUAGE ARTS LITERACY CURRICULUM MAP  
GRADE 4**

**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 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:** 3.1.4.A, 3.1.4.B, 3.1.4.C, 3.1.4.D, 3.1.4.E, 3.1.4.F, 3.1.4.G, 3.1.4.H, 3.3.4.A, 3.3.4.B, 3.3.4.C, 3.4.4.A, 3.4.4.B, 3.5.4.A, 3.5.4.B

*Cliffside Park Public Schools*

	September	October	November	December	January	February	March	April	May	June
--	-----------	---------	----------	----------	---------	----------	-------	-------	-----	------

<b>SUGGESTED UNITS OF STUDY AND MINI-LESSONS FOR SKILLS</b>	<b><i>On Our Way!</i></b>	<b><i>Focus on fiction</i></b>	<b><i>Poetry</i></b>	<b><i>Focus on non-fiction</i></b>	<b><i>How Far We've Come</i></b>
	<ul style="list-style-type: none"> <li>• Launching</li> <li>• Book Choice</li> <li>• Setting Goals</li> </ul> <u>Literary Elements:</u> <ul style="list-style-type: none"> <li>• Story Elements</li> <li>• Problem &amp; Solution</li> <li>• Parts of a book</li> </ul> <u>Grammar:</u> <ul style="list-style-type: none"> <li>• Antonyms &amp; Synonyms</li> </ul>	<ul style="list-style-type: none"> <li>• Author &amp; Genre studies</li> <li>• Elements of fiction</li> <li>• Fluency in fiction</li> </ul> <u>Literary Elements:</u> <ul style="list-style-type: none"> <li>• Sequence of Events</li> <li>• Forming Generalizations</li> <li>• Cause &amp; Effect</li> <li>• Underlying themes</li> </ul> <u>Grammar:</u> <ul style="list-style-type: none"> <li>• Using a Dictionary</li> <li>• Using a Thesaurus</li> <li>• Syllabication</li> </ul>	<ul style="list-style-type: none"> <li>• Poet studies</li> <li>• Types of poems and structures</li> <li>• Reading poems fluently</li> </ul> <u>Literary Elements:</u> <ul style="list-style-type: none"> <li>• Judgments and Decisions</li> <li>• Summarizing</li> <li>• Fact &amp; Opinion</li> <li>• Author's Purpose &amp; Point of View</li> </ul> <u>Grammar:</u> <ul style="list-style-type: none"> <li>• Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>• Features of non-fiction text</li> <li>• Fluency in non-fiction</li> </ul> <u>Literary Elements:</u> <ul style="list-style-type: none"> <li>• Compare &amp; Contrast</li> <li>• Drawing Conclusions</li> <li>• Central theme</li> <li>• Fact &amp; Nonfact (opinion)</li> <li>• Steps in a Process</li> <li>• Main idea and details</li> </ul> <u>Grammar:</u> <ul style="list-style-type: none"> <li>• Root Words</li> <li>• Antonyms &amp; Synonyms</li> </ul>	<ul style="list-style-type: none"> <li>• Look at goals</li> <li>• Plan for summer</li> </ul> <u>Literary Elements:</u> <ul style="list-style-type: none"> <li>• Sequencing</li> <li>• Important &amp; Unimportant Information</li> </ul> <u>Grammar:</u> <ul style="list-style-type: none"> <li>• Figurative Language</li> </ul>
<p><b>F L U E N C Y</b></p> <ul style="list-style-type: none"> <li>• Use appropriate rhythm, flow, meter, and pronunciation in demonstrating understanding of punctuation marks                             <ul style="list-style-type: none"> <li>• Read at different speeds using scanning, skimming, or careful reading as appropriate</li> </ul> </li> </ul>					

*Cliffside Park Public Schools*

	September	October	November	December	January	February	March	April	May	June
--	-----------	---------	----------	----------	---------	----------	-------	-------	-----	------

<b>READ ALOUDS FROM BASAL FOR SKILL MINI-LESSONS</b>	<p><i>The Lost Lake</i>  <i>Amelia's Road</i>  <i>Sarah, Plain &amp; Tall</i>  <i>Seal Journey</i>  <i>Open Wide, Don't Bite! (Time for Kids)</i></p>	<p><i>Justin and the Best Biscuits in the World</i></p> <p><i>Just a Dream</i>  <i>Leah's Pony</i>  <i>Baseball Saved Us</i>  <i>Will Her Native Language Disappear?</i>  <i>Teammates</i></p>	<p><i>The Hatmaker's Sign</i>  <i>Pat Cummings: My Story</i>  <i>Grass Sandals</i>  <i>A Place Called Freedom</i>  <i>Twisted Trails (Time for Kids)</i>  <i>The Malachite Palace</i>  <i>The Toothpaste Millionaire</i>  <i>Whales</i></p>	<p>Various print formats:</p> <ul style="list-style-type: none"> <li>• Advertisements</li> <li>• Newspapers</li> <li>• Magazines</li> <li>• Recipes</li> <li>• e-mail</li> <li>• Telephone Directory</li> </ul> <p>Science and social studies texts</p> <p><i>Scruffy: A Wolf Finds His Place in the Pack</i>  <i>Gluskabe and the Snow Bird</i>  <i>On The Bus With Joanna Cole</i>  <i>Earth's First Creatures</i>  <i>The Fox and the Guinea Pig</i></p>	<p><i>Mom's Best Friend</i>  <i>The Rajah's Rice</i>  <i>Yeh-Shen</i>  <i>Can We Rescue the Reefs?</i>  <i>Saving the Everglades (Time for Kids)</i></p>
<b>SUGGESTED UNITS OF STUDY FOR STRATEGY FOCUS</b>	Inferring	Predicting	Connecting, Questioning & Visualizing	Determining Importance	Synthesizing

*Cliffside Park Public Schools*

	September	October	November	December	January	February	March	April	May	June
--	-----------	---------	----------	----------	---------	----------	-------	-------	-----	------

<b>SUGGESTED TEXTS/ BASAL SELECTIONS FOR STRATEGY FOCUS</b> <small>(also see APPENDIX)</small>	<p style="text-align: center;"><b>TRADE:</b>  <i>Granny Tirelli Makes Soup</i>  <i>Fig Pudding</i>  <i>Frindle</i>  <i>The Homework Machine</i>  <i>Tuck Everlasting</i>  <i>Flying Solo</i>  <b>BASAL:</b>  <i>Teammates</i>  <i>Baseball Saved Us</i>  <i>Leah's Pony</i>  <i>Fox and the Guinea Pig</i>  <i>The Malachite Palace</i></p>	<p style="text-align: center;"><b>TRADE:</b>  <i>Chicken soup for the Soul:</i>  <i>Christmas Treasury fir the Kids'</i>  <i>Soul I &amp; II</i>  <b>BASAL:</b>  <i>Justin and the Best Biscuits in the World</i>  <i>The Royal's Rice</i>  <i>Yeh Shen</i>  <i>A Place Called Freedom</i>  <i>The Lost Lake</i></p>	<p style="text-align: center;"><b>TRADE:</b>  <i>Spider Boy</i>  <i>Bernie McGruder and the Bats in the Belfry</i>  <i>Great Turkey Ball</i>  <i>A Cricket in Time Square</i>  <i>Amelia's Road</i>  <b>BASAL:</b>  <i>Scuffy: A Wolf Finds a Place In the Rock</i>  <i>The Toothpaste Millionaire</i>  <i>Just a Dream</i>  <i>Gluskabe and the Snow Bird</i>  <i>Pat Cummings: My Story</i></p>	<p style="text-align: center;"><b>TRADE:</b></p> <p style="text-align: center;"><b>BASAL:</b>  <i>All Time for Kids stories</i>  <i>Whales</i>  <i>Meet an Underwater Explorer</i>  <i>On the Bus With Joanna Cole</i>  <i>Seal Journey</i>  <i>Scuffy</i></p>	<p style="text-align: center;"><b>TRADE:</b>  <i>Sarah Plain and Tall</i></p> <p style="text-align: center;"><b>BASAL:</b></p>					
<b>ACTIVITIES</b>	<ul style="list-style-type: none"> <li>• Read Aloud: Once a day highlighting skill work and new vocabulary</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/SmartBoard</li> <li>• Choral reading</li> <li>• Graphic organizers</li> <li>• Reader's Theater</li> <li>• View video version of stories</li> </ul>									

*Cliffside Park Public Schools*

	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>
--	------------------	----------------	-----------------	-----------------	----------------	-----------------	--------------	--------------	------------	-------------

<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> <li>• Teacher-made tests</li> <li>• Book tests</li> <li>• DRA2 (October and May)</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 Across the Curriculum</i> (Laminack &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>

*Cliffside Park Public Schools*

	September	October	November	December	January	February	March	April	May	June
--	-----------	---------	----------	----------	---------	----------	-------	-------	-----	------

<p><b>GUIDED READING/ STRATEGY LESSONS:</b> 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.</p> <ul style="list-style-type: none"> <li>• <b>GUIDED READING:</b> Text is at instructional level. Teacher introduces text, observes and coaches readers as they read side-by-side, follow with a teaching point.</li> <li>• <b>STRATEGY LESSON:</b> 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”)</li> </ul> <p><b>Standards:</b> 3.1.4.A, 3.1.4.B, 3.1.4.C, 3.1.4.D, 3.1.4.E, 3.1.4.F, 3.1.4.G, 3.1.4.H, 3.3.4.A, 3.3.4.B, 3.3.4.C, 3.4.5.A, 3.4.5.B</p>				
SUGGESTED TEXTS & BASAL SELECTIONS FOR GUIDED READING	<ul style="list-style-type: none"> <li>• Reading A-Z Books</li> <li>• Various print formats: (Advertisements, Newspapers, Magazines, Recipes, e-mail, internet, Telephone Directory)</li> <li>• Macmillan/McGraw-Hill Leveled Readers at <i>Instructional</i> Level (see <i>Leveled Reader</i> component of kit.)</li> <li>• Leveled Books from Book Room:</li> </ul> <table border="1" style="width: 100%; text-align: center; margin-top: 10px;"> <tr> <td style="width: 33%; padding: 5px;"> <p><b>LEVEL Q</b>  <i>Fudge-A-Mania</i>  <i>If You Lived With the Iroquois</i>  <i>Little House on the Prairie</i>  <i>There is a Boy in the Girl’s Bathroom</i>  <i>The True Story of the Three Little Pigs</i>  <i>The Velveteen Rabbit</i>  <i>Sideways Arithmetic From Wayside School</i></p> </td> <td style="width: 33%; padding: 5px;"> <p><b>LEVEL R</b>  <i>Betsy Ross: Designer of Our Flag</i>  <i>Dangerous Animals</i>  <i>Freedom Crossing</i>  <i>Misty of Chincoteague</i>  <i>Sarah Plain and Tall</i></p> </td> <td style="width: 33%; padding: 5px;"> <p><b>LEVEL S</b>  <i>A Boy Called Slow</i>  <i>Case of the Missing Cutthroats</i>  <i>The Cookcamp</i>  <i>Should There Be Zoos: A Persuasive Text</i>  <i>From the Mixed-Up Files of Mrs. Basil E. Frankweiler</i>  <i>Freedom Train</i>  <i>My Teacher is an Alien</i></p> </td> </tr> </table>	<p><b>LEVEL Q</b>  <i>Fudge-A-Mania</i>  <i>If You Lived With the Iroquois</i>  <i>Little House on the Prairie</i>  <i>There is a Boy in the Girl’s Bathroom</i>  <i>The True Story of the Three Little Pigs</i>  <i>The Velveteen Rabbit</i>  <i>Sideways Arithmetic From Wayside School</i></p>	<p><b>LEVEL R</b>  <i>Betsy Ross: Designer of Our Flag</i>  <i>Dangerous Animals</i>  <i>Freedom Crossing</i>  <i>Misty of Chincoteague</i>  <i>Sarah Plain and Tall</i></p>	<p><b>LEVEL S</b>  <i>A Boy Called Slow</i>  <i>Case of the Missing Cutthroats</i>  <i>The Cookcamp</i>  <i>Should There Be Zoos: A Persuasive Text</i>  <i>From the Mixed-Up Files of Mrs. Basil E. Frankweiler</i>  <i>Freedom Train</i>  <i>My Teacher is an Alien</i></p>
<p><b>LEVEL Q</b>  <i>Fudge-A-Mania</i>  <i>If You Lived With the Iroquois</i>  <i>Little House on the Prairie</i>  <i>There is a Boy in the Girl’s Bathroom</i>  <i>The True Story of the Three Little Pigs</i>  <i>The Velveteen Rabbit</i>  <i>Sideways Arithmetic From Wayside School</i></p>	<p><b>LEVEL R</b>  <i>Betsy Ross: Designer of Our Flag</i>  <i>Dangerous Animals</i>  <i>Freedom Crossing</i>  <i>Misty of Chincoteague</i>  <i>Sarah Plain and Tall</i></p>	<p><b>LEVEL S</b>  <i>A Boy Called Slow</i>  <i>Case of the Missing Cutthroats</i>  <i>The Cookcamp</i>  <i>Should There Be Zoos: A Persuasive Text</i>  <i>From the Mixed-Up Files of Mrs. Basil E. Frankweiler</i>  <i>Freedom Train</i>  <i>My Teacher is an Alien</i></p>		
ACCOMMODATIONS	<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>			

*Cliffside Park Public Schools*

	September	October	November	December	January	February	March	April	May	June
--	-----------	---------	----------	----------	---------	----------	-------	-------	-----	------

<b>ASSESSMENT</b>	<ul style="list-style-type: none"> <li>• Anecdotal Records</li> <li>• Running Records</li> <li>• Observations</li> <li>• Conferences</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)  <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>
<p><b>INDEPENDENT READING: Students read alone or with a partner using “just right books” from a variety of genre; investigate favorite authors or topics. Teacher conferences with students to check on comprehension, fluency and decoding.</b></p> <p><b>Standards:</b> 3.1.4.A, 3.1.4.B, 3.1.4.C, 3.1.4.D, 3.1.4.E, 3.1.4.F, 3.1.4.G, 3.1.4.H, 3.2.4.D, 3.3.4.A, 3.3.4.B, 3.3.4.C</p>	
<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</li> <li>• Keeping a Reading Log</li> <li>• Build fluency: record and listen to independent reading</li> </ul>

*Cliffside Park Public Schools*

	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>
--	------------------	----------------	-----------------	-----------------	----------------	-----------------	--------------	--------------	------------	-------------

<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>
<b>WRITER'S WORKSHOP</b>	
<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><b>Big Idea:</b> <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><b>Standards:</b> 3.1.4.A, 3.1.4.B, 3.1.4.C, 3.1.4.D, 3.1.4.F, 3.1.4.G, 3.1.4.H, 3.2.4.A, 3.2.4.B, 3.2.4.C, 3.2.4.D, 3.3.4.A, 3.3.4.B, 3.3.4.C, 3.4.4.A, 3.4.4.B, 3.5.4.A, 3.5.4.B</p>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How do good writers express themselves? How does process shape the writer's product?</li> <li>How do writers develop a well written product?</li> <li>How do rules of language affect communication?</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How do good writers express themselves? How does process shape the writer's product?</li> <li>How do writers develop a well written product?</li> <li>How do rules of language affect communication?</li> </ul>

*Cliffside Park Public Schools*

	September	October	November	December	January	February	March	April	May	June
--	-----------	---------	----------	----------	---------	----------	-------	-------	-----	------

<ul style="list-style-type: none"> <li>Why does a writer choose a particular form of writing?</li> </ul>					<ul style="list-style-type: none"> <li>Why does a writer choose a particular form of writing?</li> </ul>					
<b>SUGGESTED UNITS OF STUDY AND MINI-LESSONS FOR WRITER'S WORKSHOP</b>	<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> </ul>	<p><b><u>Narrative: Memoir/Personal Narrative</u></b></p> <ul style="list-style-type: none"> <li>-Small moments</li> <li>-Engaging beginning/opening</li> <li>-Satisfying ends</li> <li>-Words to show transition of time</li> <li>-write with voice</li> <li>-Use dialogue</li> <li>-Develop characters</li> <li>-Eliminate unnecessary information</li> <li>-Try out different time structures (flashback, one-day, etc.)</li> <li>-Describe setting</li> </ul>	<p><b><u>Narrative: Short Fiction</u></b></p> <ul style="list-style-type: none"> <li>-Characters: description, show, not tell, feelings</li> <li>-Describe setting with sensory details</li> <li>-circular ending</li> <li>-Take a point of view: 1<sup>st</sup> or 3<sup>rd</sup> person</li> <li>-Develop a plot containing tension and one or more scenes</li> <li>-dialogue</li> </ul>	<p><b><u>Informational: Biography, Book Reviews, Essay, Expository Nonfiction</u></b></p> <ul style="list-style-type: none"> <li>-Gather notes about a topic and use narrative structure to write to inform</li> <li>-Use features of informational text: headings, labels, diagrams, drawings, table of contents, etc.</li> <li>-Use vocabulary specific to topic and grade</li> <li>-Use selected facts and provide details</li> <li>-Write while keeping audience and purpose in mind</li> </ul>	<p><b><u>Essays: Speculative &amp; Persuasive:</u></b></p> <ul style="list-style-type: none"> <li>-Speculate what may happen based on information given in a story, passage, quote...</li> <li>-Use details and evidence to back up opinion</li> <li>-Gather notes and use to back up position</li> <li>-Use concise paragraphs</li> </ul>	<p><b><u>Poetry:</u></b></p> <ul style="list-style-type: none"> <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>ONGOING:</b></p>							<p><b><u>Writing Process</u></b> <b><u>Mechanics, Spelling Handwriting</u></b></p>		

*Cliffside Park Public Schools*

	September	October	November	December	January	February	March	April	May	June
--	-----------	---------	----------	----------	---------	----------	-------	-------	-----	------

	<p><b>Functional : To perform a practical task</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>Responding to Reading:</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> <p><b>Test Writing:</b></p> <ul style="list-style-type: none"> <li>• Analyze prompts; write focused, concise answers</li> <li>• State a point of view and provide evidence</li> <li>• Proof for spelling and proper conventions</li> </ul>									
SAMPLE MENTOR TEXTS	<i>Harriet the Spy</i> (Fitzhugh) <i>Day of Ahmed’s Secret</i> (Heide) <i>Gooney Bird Greene</i> (Lowry) Getting Started: <i>The Mysteries of Harris Burdick</i> (Van Allsburg)	Develop Characters: <i>The Pain and the Great One</i> (Blume) <i>Diary of a Worm</i> (Cronin) <i>Tuck Everlasting</i> (Babbitt) Beginnings: <i>James and the Giant Peach</i> (Dahl)	Characters:/Description: <i>Charlotte’s Web</i> (White) <i>Stone Fox</i> (Reynolds) Sensory Details: <i>Up North at the Cabin</i> (Chall) <i>Fireflies</i> (Brinkloe) Sensory Details: <i>Twilight Comes Twice</i> (Fletcher) POV: <i>Voices in the Park</i> (DK)	Excerpts from science and social studies texts  <i>New Jersey</i> (Fredeen) <i>New Jersey</i> (Kummer) <i>Earth</i> (Taylor-Butler)	<i>I Wanna Iguana</i> (Orloff) <i>The Polar Express</i> (Van Allsburg) <i>Earrings</i> (Voirst) <i>Shiloh</i> (Naylor) <i>Click, Clack, Moo: Cows That Type</i> (Cronin)	Poems from Basal  Haiku: <i>Cricket Never Does: A collection of Haiku and Tanka</i> (Livingston)  <i>One Leaf Rides the Wind</i> (Mannis)				

*Cliffside Park Public Schools*

	September	October	November	December	January	February	March	April	May	June
--	-----------	---------	----------	----------	---------	----------	-------	-------	-----	------

<b>Components of Writer’s Workshop</b>	
<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> <hr/> <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> <hr/> <p><b>Opportunities for Assessment:</b></p> <ul style="list-style-type: none"> <li>• Observations</li> <li>• Interest/Participation</li> </ul> <p>Response to Questioning</p>
<b>GUIDED WRITING/ STRATEGY GROUPS</b>	<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> <hr/> <p><b>Opportunities for Assessment:</b></p> <ul style="list-style-type: none"> <li>• Writer’s Notebook</li> <li>• Observations</li> <li>• Anecdotal Records</li> </ul>

*Cliffside Park Public Schools*

	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>
--	------------------	----------------	-----------------	-----------------	----------------	-----------------	--------------	--------------	------------	-------------

<b>INDEPENDENT WRITING</b>	<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> <hr/> <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>
<b>ACCOMODATIONS</b>	<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>
<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>The Art of Teaching Writing</i> (Calkins, 1994)  <i>Writing Essentials</i> (Routman, 2005)  <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>
<p><b>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.</b>  <b>Standards:</b> 3.1.4.C, 3.1.4.F, 3.2.4.C, 3.3.4.C</p>	

*Cliffside Park Public Schools*

	September	October	November	December	January	February	March	April	May	June
--	-----------	---------	----------	----------	---------	----------	-------	-------	-----	------

<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How are sounds represented by letters?</li> <li>• How do I figure out a word I do not know?</li> <li>• Why do readers need to pay attention to a writer’s choice of words?</li> </ul>		<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Letters and letter combinations represent sounds.</li> <li>• Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.</li> <li>• Words powerfully affect meaning.</li> </ul>			
<b>PHONOLOGICAL AWARENESS</b>	<ul style="list-style-type: none"> <li>• Review short vowels &amp; long vowels</li> <li>• /ü/</li> </ul>	<ul style="list-style-type: none"> <li>• Syllable Patterns</li> <li>• Consonant Clusters</li> </ul>	<ul style="list-style-type: none"> <li>• /ou/</li> <li>• /oi/</li> <li>• /û/</li> <li>• /yû/</li> <li>• Digraphs</li> <li>• Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>• Prefixes</li> <li>• Root Words</li> <li>• /är/ /âr/</li> <li>• /ô/, /ôr/</li> <li>• /îr/, /îr/</li> <li>• /f/</li> <li>• /s/</li> </ul>	<b>Review:</b> <ul style="list-style-type: none"> <li>• Silent Letters</li> <li>• /æ/, /chæ/</li> <li>• /ə/, /ə</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>				

*Cliffside Park Public Schools*

	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>
--	------------------	----------------	-----------------	-----------------	----------------	-----------------	--------------	--------------	------------	-------------

<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/ <i>Words I Use</i></li> <li>• Books</li> <li>• Use grade appropriate dictionary and glossary</li> <li>• Infer meaning from roots, prefixes and suffixes</li> <li>• Word Maps</li> </ul>
<b>ASSESSMENT</b>	<ul style="list-style-type: none"> <li>• DRA2 Word Analysis</li> <li>• Observation Survey</li> <li>• Writing Spree</li> <li>• Spelling Tests</li> </ul>
<b>RESOURCES</b>	<p><i>Word Matters</i> (Fountas &amp; Pinnell, 1998)  <i>Making More BIG Words</i> (Cunningham &amp; Hall, 1997)  <i>Word Solver</i> (Dufresne, 2002)  <i>Word Crafting</i> (Marten, 2003)</p>
<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; to listen and respond to others</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> 3.2.4.B, 3.2.4.D, 3.3.4.A, 3.3.4.B, 3.3.4.C, 3.3.4.D, 3.4.4.A, 3.4.4.B</p>	

*Cliffside Park Public Schools*

	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>
--	------------------	----------------	-----------------	-----------------	----------------	-----------------	--------------	--------------	------------	-------------

<b>Essential Questions:</b> <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>	<b>Enduring Understandings:</b> <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>
<b>Additional Resources for Balanced Literacy:</b> <i>Continuum of Literacy Learning</i> (Fountas & Pinnell, 2007) <i>Strategies That Work, 2<sup>nd</sup> ed.</i> (Harvey & Goudvis, 2007)	