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**LANGUAGE ARTS LITERACY CURRICULUM MAP
GRADE 6**

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: 3.1.6.A, 3.1.6.B, 3.1.6.C, 3.1.6.D, 3.1.6.E, 3.1.6.F, 3.1.6.G, 3.1.6.H, 3.3.6.A, 3.3.6.B, 3.3.6.C, 3.4.6.A, 3.5.6.A, 3.5.6.B,

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SUGGESTED UNITS OF STUDY AND MINI-LESSONS FOR SKILLS	<p><i>On Our Way!</i> Launching Book Choice Setting Goals</p> <p><u>Literary Elements:</u> Character Analysis summarizing <u>Grammar:</u> Pronouns Pronouns & Antecedents Dictionary and reference skills</p>	<p><i>Focus on Fiction</i></p> <ul style="list-style-type: none"> • Author & Genre Studies <p><u>Literary Elements:</u></p> <ul style="list-style-type: none"> • Elements of fiction: characterization, setting, plot, point of view, theme • Problem & Solution • Compare & Contrast • Idiomatic expressions <p><u>Grammar:</u></p> <ul style="list-style-type: none"> • Pronoun-antecedent Agreement • Coordinating Conjunctions • Adjectives, nouns, verbs 	<p><i>Focus on Non-Fiction</i></p> <ul style="list-style-type: none"> • Features of non-fiction text • Uses of persuasive text <p><u>Literary Elements:</u></p> <ul style="list-style-type: none"> • Sequencing • Drawing Conclusions • Elements of Nonfiction Text; interpret graphic sources • Cause & Effect • Fact vs. Opinion • Main Idea & Details • Persuasive and propaganda techniques • Point of view <p><u>Grammar:</u></p> <ul style="list-style-type: none"> • Subordinate Clauses • Compound & Complex Sentences • Using Commas in Compound Sentences 	<p><i>Poetry</i></p> <ul style="list-style-type: none"> • Poet studies • Types of poems <p><u>Literary Elements:</u></p> <ul style="list-style-type: none"> • Elements of sound • Structure of poetry • Figurative language • Personification <p><u>Grammar:</u></p> <ul style="list-style-type: none"> • Punctuation in poetry 	<p><i>How Far We've Come</i></p> <ul style="list-style-type: none"> • Look at goals • Plan for summer <p><u>Literary Elements:</u></p> <ul style="list-style-type: none"> • Review all skills as needed <p><u>Grammar:</u></p> <ul style="list-style-type: none"> • Review all skills as needed
	<p>F L U E N C Y</p> <ul style="list-style-type: none"> • Adjust reading speed appropriately for different purposes and audiences • Read aloud in ways that reflect understanding of proper phrasing and intonation • Read silently for the purpose of increasing speed, accuracy, and reading fluency <ul style="list-style-type: none"> • Apply self-correcting strategies to decode and gain meaning from print, both orally and silently 				

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READ ALOUDS FROM BASAL FOR SKILL MINI-LESSONS	<p style="text-align: center;"><i>Jeremiah's Song</i></p> <p style="text-align: center;"><i>King of Mazy May</i></p>	<p style="text-align: center;"><i>The Circuit</i></p> <p style="text-align: center;"><i>Greyling</i></p> <p style="text-align: center;"><i>The Pigman and Me</i></p> <p style="text-align: center;"><i>Overdoing It</i></p> <p style="text-align: center;"><i>The Stone</i></p> <p style="text-align: center;"><i>Eleven</i></p>	<p style="text-align: center;"><i>Jackie Robinson: Justice at Last</i></p> <p style="text-align: center;"><i>Abe Lincoln: A Backwoods Boy</i></p> <p style="text-align: center;"><i>The All-American Slurp</i></p> <p style="text-align: center;"><i>How to Write a Letter</i></p>	<p>Lyric:</p> <p style="text-align: center;"><i>Door Number Four</i> <i>Count That Day Last</i> <i>The World is Not a Pleasant Place to Be</i> <i>I'll Stay</i> <i>Life Doesn't Frighten Me</i> <i>who knows if the moon's</i> <i>The Open Road</i> <i>The Spring and the Fall</i> <i>The Geese</i> <i>Wind and Water and Stone</i> <i>February Twilight</i></p> <p>Sound devices:</p> <p style="text-align: center;"><i>Saying Yes</i> <i>Ankylosaurus</i> <i>The Fairies' Lullaby</i> <i>Cynthia in the Snow</i> <i>Parade</i></p> <p>Narrative Poetry:</p> <p style="text-align: center;"><i>Alone in the Nets</i> <i>Adventures of Isabel</i> <i>Wilbur Wright and Orville Wright</i> <i>Jimmy Jet and His TV Set</i> <i>The Walrus and the Carpenter</i></p> <p>Sensory:</p> <p style="text-align: center;"><i>Dust of Snow</i> <i>How to Write a Poem About the Sky</i> <i>Abuelito Who</i> <i>The Sidewalk Racer</i> <i>Haiku</i> <i>Limerick</i></p> <p>Figurative:</p> <p style="text-align: center;"><i>My Picture Gallery</i> <i>Dream Dust</i> <i>A Dream Within a Dream</i> <i>Willow and Ginkgo</i> <i>Fame is a Bee</i> <i>April Rain Song</i></p>	Review and teacher-selected study
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SUGGESTED UNITS OF STUDY FOR STRATEGY FOCUS	Questioning & Predicting	Connecting & Visualizing	Questioning Determining Importance	Inferring, Connecting & Visualizing	Synthesizing
SUGGESTED TEXTS/BASAL SELECTIONS FOR STRATEGY FOCUS <small>(also see APPENDIX)</small>	<p>TRADE:</p> <p><i>The Keeping Quilt</i> <i>Just Plain Fancy</i> <i>Fly Away Home</i></p> <p>BASAL:</p> <p><i>Jeremiah's Song</i> <i>King of Mazy May</i></p>	<p>TRADE:</p> <p><i>My Red-Headed Older Brother</i> <i>Thank You, Mr. Faulker</i> <i>The Relatives Came</i> <i>Owl moon</i> <i>I'm in Charge of Celebrations</i> <i>Tar Beach</i> <i>Overdoing It</i> <i>Eleven</i></p> <p>BASAL:</p> <p><i>The Circuit</i> <i>Greyling</i> <i>The Pigman and Me</i></p>	<p>TRADE:</p> <p><i>Tight Times</i> <i>The Stranger</i> <i>Slower Than the Rest</i> <i>Pink and Say</i> <i>The Lotus Seed</i> <i>Aunt Harriet's Underground Railroad</i> Science, Social Studies & Math excerpts Newspaper & Magazine Articles <i>The Table Where Rich People Sit</i> <i>Missing May</i></p> <p>BASAL:</p> <p><i>The All-American</i> <i>Slurp</i> <i>The Stone</i> <i>Jackie Robinson: Justice at Last</i> <i>Abe Lincoln: A Backwoods Boy</i></p>	<p>TRADE:</p> <p><i>Brown Angels</i> <i>The Soda Jerk</i> Poetry Anthologies</p> <p>BASAL:</p> <p>Same as above</p>	Teacher-selected study

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ACTIVITIES	-Chart student questions after shared reading -Independent questioning by students in their Reader's Response notebooks	-Charting -Code after shared reading -Independent practice during independent reading	-Illustrations	- Model reading "between the lines" - Use graphic organizers to make sure students can link their inferences to text or background knowledge	- note taking - outlines -highlighting notes, articles -awareness of text features
	<ul style="list-style-type: none"> Read Aloud: Once a day highlighting skill work and new vocabulary Shared Reading: Three times a week modeling strategy work Use passages from Science and Social Studies Projectable A-Z Books/ Display passages on overhead projector/SmartBoard Choral reading Graphic organizers Reader's Theater View video version of stories Explore different media forms (newspaper, magazines, internet) 				
ACCOMMODATIONS	<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 				

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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
RESOURCES	<p><i>Timeless Voices, Timeless Themes</i> (Prentice-Hall Literature Copper Level) <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 Across the Curriculum</i> (Laminack & 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>Timeless Voices, Timeless Themes</i> (Prentice-Hall Literature Copper Level) – English Learner’s Reader’s Companion <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) <i>Timeless Voices, Timeless Themes</i> (Prentice-Hall Literature Copper Level) – Adapted Version Reader’s Companion</p>
<p>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.</p> <ul style="list-style-type: none"> • 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”) <p>Standards: 3.1.6.A, 3.1.6.B, 3.1.6.C, 3.1.6.D, 3.1.6.E, 3.1.6.F, 3.1.6.G, 3.1.6.H, 3.3.6.A, 3.3.6.B, 3.3.6.C, 3.4.6.A, 3.5.6.A, 3.5.6.B</p>	

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SUGGESTED TEXTS & BASAL SELECTIONS FOR GUIDED READING	<ul style="list-style-type: none"> • Reading A-Z Books • Science and social studies books • Newspaper, magazine, internet articles • Articles in Basal • Leveled Books from Book Room: <div style="border: 1px solid black; padding: 10px; margin-top: 10px; text-align: center;"> <p><i>The Breadwinner</i> (GRL: V) <i>Parvana’s Journey</i> (GRL: W) <i>The Van Gogh Café</i> (GRL: S) <i>Freak the Mighty</i> (GRL: W) <i>Loser</i> (GRL: U) <i>The Egypt Game</i> (GRL: X) <i>Jackie and Me</i> (GRL R) <i>Flush</i> (GRL W) <i>The Devil’s Arithmetic</i> (GRL: X) <i>Bull Run</i> (GRL: Y) <i>The BFG</i> (GRL: U)</p> </div>
ACCOMMODATIONS	<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
ASSESSMENT	<ul style="list-style-type: none"> • Anecdotal Records • Running Records • Observations

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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) <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>
<p>INDEPENDENT READING: Students read alone or with a partner using “just right books” from a variety of genre. Teacher conferences with students to check on comprehension, fluency and decoding. Standards: 3.1.6.A, 3.1.6.B, 3.1.6.C, 3.1.6.D, 3.1.6.E, 3.1.6.F, 3.1.6.G, 3.1.6.H, 3.2.6.B, 3.2.6.C, 3.2.6.D, 3.5.6.A</p>	
ACTIVITIES	<ul style="list-style-type: none"> • Read longer text and chapter books independently and silently • Conferring • Setting Goals for reading endurance • Keeping a Reader’s Notebook • Keeping a Reading Log • Build fluency: record and listen to independent reading • Literature Circles • Summarizing and organizing information • Compare themes

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ACCOMMODATIONS	<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 • Conferences • Reading Logs • DRA2: Reading Engagement
RESOURCES	<p><i>Conferring With Readers</i> (Serravallo & Goldberg, 2007) <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 the proper writing conventions*

Standards: 3.1.6.H, 3.2.6.A, 3.2.6.B, 3.2.6.C, 3.2.6.D

<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? • Why does a writer choose a particular form of writing? 	<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? • Why does a writer choose a particular form of writing?
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SUGGESTED UNITS OF STUDY AND MINI-LESSONS FOR WRITER'S WORKSHOP	<p><u>Launching:</u></p> <ul style="list-style-type: none"> -Procedures -Setting up writer's notebooks -Writer's rules -Personalize notebooks -Begin to collect entries -Heart map -Watermelon/Seed -Review sentence structure 	<p><u>Narrative: Memoir</u></p> <ul style="list-style-type: none"> -Small moments -Engaging beginning -Satisfying ends -Words to show transition of time -write with voice -Use dialogue -Develop characters; show how main character changes -Eliminate unnecessary information -Try out different time structures (flashback, one-day, etc.) -Describe setting -Create series of vignettes that together communicate a message -Write with imagery 	<p><u>Narrative: Short Fiction</u></p> <ul style="list-style-type: none"> -Characters: describe and develop believable characters;show , not tell, feelings -Describe setting with sensory details -circular ending -Take a point of view: 1st or 3rd person -Develop a plot (either realistic or fantasy) containing tension and one or more scenes -In fantasy, create imaginative characters, setting, plot -Historical fiction: assure that events and setting are accurate 	<p><u>Informational: Biography, Book Reviews, Essay, Persuasive Essay, Expository Nonfiction</u></p> <ul style="list-style-type: none"> -Gather notes about a topic and use narrative structure to write to inform -Use features of informational text: headings, labels, diagrams, drawings, table of contents, etc. -Use vocabulary specific to topic -Use selected facts and provide details -Write while keeping audience and purpose in mind -Communicate significance of events and decisions made by the subject of the biography -Include other's perceptions of the subject -Use interviews and documents -Engaging/effective leads and conclusion -Present arguments and persuasion where appropriate; reveal writer's convictions -Write multiple paragraphs -Write in chronological order -Have a clear focus of topic -Use quotes -Include facts, statistics, examples and anecdotes -Cause/effect -Compare/contrast -Fact/opinion -Judgments/decisions -Document with references, footnotes and citations 	<p><u>Poetry:</u></p> <ul style="list-style-type: none"> -Understand poetry as a way to communicate feeling -Describe feelings, events or ideas -Different kinds of poems: free verse, haiku, cinquain, etc. -Use repetition, refrain and rhythm -Create poems on nonfiction topics; use poetry for persuasion -Use line breaks relevant to poetry -Use words to convey images and strong feelings-Write poetry in response to reading poems using the same style, topic, mood and voice -Choose words, and eliminate if necessary, to clarify meaning and make writing more powerful -Figurative language: similes, metaphors, repetition, alliteration, personification, onomatopoeia -Use symbolism -Write a strong ending -Choose a title that communicates the meaning of the poem 	<p><u>Hybrid:</u></p> <ul style="list-style-type: none"> -Select different genres with purpose in mind -Write pieces of the text in different genres according to purpose -Change tense with smooth transition -Alternate between writing in 1st and 3rd person
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<p>ONGOING:</p> <p style="text-align: center;"><u>Writing Process</u> <u>Mechanics, Spelling Handwriting</u> <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 style="text-align: center;"><u>Responding to Reading:</u></p> <ul style="list-style-type: none">• Express opinions, notice text organization, make connections, change endings, make inferences, speculate, collect words & phrases, record important information, explore characters, settings & author's purpose <p style="text-align: center;"><u>Test Writing:</u></p> <ul style="list-style-type: none">• Analyze prompts; write focused, concise answers<ul style="list-style-type: none">• State a point of view and provide evidence• Take a position, develop clear argument, provide evidence<ul style="list-style-type: none">• Experiment with perspective• Express thinking within, beyond and about text<ul style="list-style-type: none">• Proof for spelling and proper conventions
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SAMPLE MENTOR TEXTS	<p>Focus: <i>Bigmama’s</i> (Crews) <i>Arthur for the Very First Time</i> (MacLachlan) Sentences: <i>The Iron Giant</i> (Hughs)</p>	<p>Character: <i>A Christmas Memory</i> (Capote) <i>What Jamie Saw</i> (Coman) Setting: <i>Fathers Playing Catch with Sons</i> (Hall) <i>Out of the Dust</i> (Hesse) Flashback: <i>Wringer</i> (Spinelli) Symbolism: <i>My Great-Aunt Arizona</i> (Houston) Circular Ending: <i>On Call Back Mountain</i> (Bunting) <i>Tuck Everlasting</i> (Babbitt) Short Fiction: <i>The Sound of Summer Running</i> <i>Stray</i> <i>The Circuit</i></p>	<p>Excerpts from science and social studies texts</p> <p>Articles: newspaper, magazine, periodical, internet</p> <p><i>Sarah Morton’s Day</i> (Waters)</p> <p><i>Earth</i> (Taylor-Butler)</p> <p><i>The Egyptians</i> (Odijk)</p> <p>Persuasive Essay: “Restoring the Circle” “How the Internet Works”</p> <p>How-to: “Twist and Shout”</p>	<p>Poems from Basal</p> <p><i>Joyful Noise: Poems for Two Voices</i> (Fleischman)</p> <p><i>Twilight comes Twice</i> (R. Fletcher)</p> <p><i>Brown Angels</i> (Myers)</p> <p><i>Relatively Speaking: Poems About Family</i> (Fletcher)</p>	<p>Depending upon genre (see Appendix)</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 <p>Students’ Response to Questioning</p>
SHARED	<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

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	<ul style="list-style-type: none"> • 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 <p>Response to Questioning</p>
GUIDED WRITING/ STRATEGY GROUPS	<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
	<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:

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	<ul style="list-style-type: none"> ○ Group composing ○ Graphic organizers ○ Drawing-based texts ○ “Skeletons”
RESOURCES FOR WRITING	<p><i>A Garden of Poets: Poetry Writing in the Elementary Classroom</i> (Kenner, 1999) <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) <i>Craft Lessons: Teaching Writing K-8</i> (Fletcher, 1998) <i>Nonfiction Craft Lessons: Teaching Information Writing K-8</i> (Fletcher, 2001) ELL: <i>Balancing Reading and Language Learning</i> (Cappellini, 2005) <i>Working With English Language Learners</i> (Cary, 2007)</p>
<p>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. Standards: 3.1.6.F, 3.2.6.C, 3.3.6.C</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 y powerfully affect meaning.

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SPELLING & VOCABULARY	<p>Lists can include:</p> <ul style="list-style-type: none"> • Math Vocabulary • Synonyms • Antonyms • Vocabulary from stories • High Frequency Words (Frye) • Content Area Vocabulary • Words from “Grammar Study” • Prefix and Suffix studies • Compounds • Etymology studies
ACTIVITIES	<ul style="list-style-type: none"> • Word Sorts for spelling patterns and word origins • Word Walls • Personal Word Walls/ <i>Words I Use</i> • Books • Use grade appropriate dictionary and glossary • Infer meaning from roots, prefixes and suffixes • Word Maps
ASSESSMENT	<ul style="list-style-type: none"> • Writing Spree • Spelling Tests • Reader’s & Writer’s Notebooks • Observations during independent writing • Published pieces
RESOURCES	<p style="background-color: yellow;">(Vocab book?)</p> <p><i>Word Crafting</i> (Marten, 2003)</p>

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CELEBRATION & SHARING

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.

- Students reflect on own writing and choose published works to share; listen and respond to others
- Presentations to be made in conjunction with technology highlighting writing accomplishments and originality in developing ideas
 - Selecting pieces for Writer's Portfolio

Standards: 3.2.6.B, 3.2.6.D, 3.3.6.A, 3.3.6.B, 3.3.6.C, 3.3.6.D, 3.4.6.A

Essential Questions:

- 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?

Enduring Understandings:

- 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.

Additional Resources for Balanced Literacy:

Continuum of Literacy Learning (Fountas & Pinnell, 2007)
Strategies That Work, 2nd ed. (Harvey & Goudvis, 2007)