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**LANGUAGE ARTS LITERACY CURRICULUM MAP  
GRADE K**

**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.K.A, 3.1.K.B, 3.1.K.C, 3.1.K.D, 3.1.K.E, 3.1.K.F, 3.1.K.G, 3.3.K.A, 3.3.K.B, 3.3.K.C, 3.3.K.D, 3.4.K.A, 3.4.K.A, 3.4.K.B, 3.5.K.A, 3.5.K.B

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<b>SUGGESTED UNITS OF STUDY AND MINI-LESSONS FOR SKILLS</b>	<p style="text-align: center;"><b><i>On Our Way!</i></b></p> <ul style="list-style-type: none"> <li>• Launching</li> <li>• Book Choice</li> <li>• Setting Goals</li> <li>• Concepts about print: directionality, 1-1 matching, return sweep</li> </ul> <p><b><i>Concepts of Print</i></b> <b><i>Phonics</i></b></p> <ul style="list-style-type: none"> <li>• <i>Identify rhyming words.</i></li> <li>• Blending (onset/rime, syllables, sounds)</li> <li>• <i>Applying letter-sound correspondences to begin to read</i></li> </ul> <p><b><i>Comprehension</i></b></p> <ul style="list-style-type: none"> <li>• <i>Use Illustrations</i></li> <li>• <i>Sequence of Events</i></li> <li>• .</li> </ul> <p><b><i>Beginning reading concepts</i></b></p> <ul style="list-style-type: none"> <li>• <i>Left to right</i></li> <li>• <i>First, next, last</i></li> <li>• <i>Colors</i></li> </ul>	<p style="text-align: center;"><b><i>Focus on Fiction</i></b></p> <ul style="list-style-type: none"> <li>• Story Elements</li> <li>• Text Features</li> <li>• Concepts about print</li> </ul> <p><b><i>Concepts of Print</i></b> <b><i>Phonics</i></b></p> <ul style="list-style-type: none"> <li>• <i>Identify rhyming words.</i></li> <li>• <i>Segmenting (syllables, sounds)</i></li> <li>• Blending (onset/rime, syllables, sounds)</li> <li>• <i>Applying letter-sound correspondences to begin to read</i></li> </ul> <p><b><i>Comprehension</i></b></p> <ul style="list-style-type: none"> <li>• <i>Story Details – character and setting</i></li> <li>• <i>Classify and categorize</i></li> </ul>	<p style="text-align: center;"><b><i>Poetry</i></b></p> <ul style="list-style-type: none"> <li>• Rhyming words</li> <li>• Mental imagery</li> </ul> <p><b><i>Concepts of Print</i></b> <b><i>Phonics</i></b></p> <ul style="list-style-type: none"> <li>• <i>Identify rhyming words.</i></li> <li>• <i>Segmenting (syllables, sounds)</i></li> <li>• Blending (onset/rime, syllables, sounds)</li> <li>• <i>Deleting syllables</i></li> <li>• <i>Applying letter-sound correspondences to begin to read</i></li> </ul> <p><b><i>Comprehension</i></b></p> <ul style="list-style-type: none"> <li>• <i>Fantasy and reality</i></li> <li>• <i>Making Predictions</i></li> </ul> <p><b><i>Beginning reading concepts</i></b></p> <ul style="list-style-type: none"> <li>• Opposites</li> <li>• Above, On, Below</li> <li>• Top, middle, bottom</li> </ul>	<p style="text-align: center;"><b><i>Focus on Non-Fiction</i></b></p> <ul style="list-style-type: none"> <li>• Features of non-fiction text</li> </ul> <p><b><i>Concepts of Print</i></b> <b><i>Phonics</i></b></p> <ul style="list-style-type: none"> <li>• <i>Identify rhyming words.</i></li> <li>• <i>Segmenting (syllables, sounds)</i></li> <li>• Blending (onset/rime, syllables, sounds)</li> <li>• <i>Deleting syllables</i></li> <li>• <i>Applying letter-sound correspondences to begin to read</i></li> <li>•</li> </ul> <p><b><i>Comprehension</i></b></p> <ul style="list-style-type: none"> <li>• <i>Main Idea</i></li> <li>• <i>Compare and Contrast</i></li> <li>• <i>Story Structure</i></li> </ul> <p><b><i>Beginning reading concepts</i></b></p> <ul style="list-style-type: none"> <li>• <i>On, off</i></li> <li>• <i>Inside, outside</i></li> <li>• <i>Over, under</i></li> <li>• <i>Up, down</i></li> <li>• <i>Naming Words</i></li> </ul>	<p style="text-align: center;"><b><i>How Far We’ve Come</i></b></p> <ul style="list-style-type: none"> <li>• Look at goals</li> <li>• Plan for summer</li> </ul> <p><b><i>Concepts of Print</i></b> <b><i>Phonics</i></b></p> <ul style="list-style-type: none"> <li>• <i>Identify rhyming words.</i></li> <li>• <i>Segmenting (syllables, sounds)</i></li> <li>• Blending (onset/rime, syllables, sounds)</li> <li>• <i>Deleting syllables</i></li> <li>• <i>Applying letter-sound correspondences to begin to read</i></li> </ul> <p><b><i>Comprehension</i></b></p> <ul style="list-style-type: none"> <li>• <i>Story structure</i></li> <li>• <i>Summarize</i></li> </ul> <p><b><i>Beginning reading concepts</i></b></p> <ul style="list-style-type: none"> <li>• <i>Naming words</i></li> <li>• <i>Action words</i></li> <li>• <i>Categories</i></li> <li>• <i>Shapes</i></li> </ul>
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	<p><b>F L U E N C Y</b></p> <ul style="list-style-type: none"> <li>• Practice reading behaviors such as retelling, reenacting, or dramatizing stories</li> <li>• Recognize when a simple text fails to make sense when listening to a story read aloud                             <ul style="list-style-type: none"> <li>• Attempt to follow along in while listening to a story read aloud</li> <li>• Listen and respond attentively to literary and functional texts</li> </ul> </li> </ul>									
<p><b>READ ALOUDS FROM BASAL FOR SKILL MINI-LESSONS</b></p>	<ul style="list-style-type: none"> <li>• <i>The Kissing Hand</i></li> <li>• <i>Chrysanthemum</i></li> <li>• <i>Leo the Late Bloomer</i></li> <li>• <i>No David</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The ABC Street Fair</i></li> <li>• <i>Warthogs in the Kitchen</i></li> <li>• <i>The Chick and the Duckling</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Flower Garden</i></li> <li>• <i>Animal alphabet</i></li> <li>• <i>Pretend You're a Cat</i></li> <li>• <i>Any Kind of Dog</i></li> <li>• <i>Mice Mischief</i></li> <li>• <i>The Enormous Carrot</i></li> </ul>				<ul style="list-style-type: none"> <li>• <i>The Earth and I</i></li> <li>• <i>The Big Box</i></li> <li>• <i>White Rabbits Color Book</i></li> </ul>			
<p><b>SUGGESTED UNITS OF STUDY FOR STRATEGY FOCUS</b></p>	<p>Launching Readers Workshop</p> <p>Book Selection</p> <p>Making Connections</p>	<p>Continue making connections and introduce predicting</p>	<p>Continue predicting and introduce questioning</p>	<p>Introduce fantasy and reality (fiction and non-fiction). Continue and develop making connections, predicting and questioning.</p>				<p>Continue and develop making connections, predicting, questioning, fiction and nonfiction.</p>		

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<b>SUGGESTED TEXTS/ BASAL SELECTIONS FOR STRATEGY FOCUS (also see APPENDIX)</b>	<ul style="list-style-type: none"> <li>• <i>The Kissing Hand</i></li> <li>• <i>Chrysanthemum</i></li> <li>• <i>Leo the Late Bloomer</i></li> <li>• <i>No David</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The ABC Street Fair</i></li> <li>• <i>Warthogs in the Kitchen</i></li> <li>• <i>The Chick and the Duckling</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Flower Garden</i></li> <li>• <i>Animal alphabet</i></li> <li>• <i>Pretend You're a Cat</i></li> <li>• <i>Any Kind of Dog</i></li> <li>• <i>Mice Mischief</i></li> <li>• <i>The Enormous Carrot</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Earth and I</i></li> <li>• <i>The Big Box</i></li> <li>• <i>White Rabbits Color Book</i></li> </ul>
<b>ACTIVITIES</b>	<ul style="list-style-type: none"> <li>• Projectable A-Z Books</li> <li>• Choral reading</li> <li>• Big Books</li> <li>• Overhead projections of excerpts</li> <li>• SmartBoard</li> </ul>			
<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>			

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<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>• DRA2 (January &amp; 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 and Beyond</i> (Serafini &amp; Giorgis, 2003)  <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>
<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.K.A, 3.1.K.B, 3.1.K.C, 3.1.K.D, 3.1.K.E, 3.1.K.F, 3.1.K.G, 3.3.K.A, 3.3.K.B, 3.3.K.C, 3.3.K.D, 3.4.K.A, 3.4.K.B, 3.5.K.A, , 3.5.K.B</p>	

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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.):					
	<ul style="list-style-type: none"> <li>• <i>The House</i></li> <li>• <i>A Present</i></li> <li>• <i>My School</i></li> <li>• <i>Nan</i></li> <li>• <i>That Nan!</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Dad and Dan</i></li> <li>• <i>Dad, Dan and I</i></li> <li>• <i>I Am Sam</i></li> <li>• <i>Sid Said</i></li> <li>• <i>Is Sam Mad?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>That Tam!</i></li> <li>• <i>Nat Is My cat</i></li> <li>• <i>On a Dot</i></li> <li>• <i>We Fit!</i></li> <li>• <i>A Tin Can</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>You Are It!</i></li> <li>• <i>Is It You?</i></li> <li>• <i>Go, Lad, Go!</i></li> <li>• <i>Mud Fun</i></li> <li>• <i>Ron and Me</i></li> <li>• <i>Tom Is Sick</i></li> <li>• <i>He Is Pug</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>A Pet For Ken</i></li> <li>• <i>A Big Bug</i></li> <li>• <i>Pup and Cat</i></li> <li>• <i>Hop With a Hog</i></li> <li>• <i>We Win</i></li> <li>• <i>The Vet Van</i></li> <li>• <i>Jen and Yip</i></li> <li>• <i>Zack and Jan</i></li> </ul>	
	Titles From Leveled Book Room:					
<p style="text-align: center;"><b>LEVEL A</b></p> <p style="text-align: center;"><i>Dogs</i> <i>Have You Seen My Duckling?</i> <i>I Am</i> <i>I Can See</i> <i>I Like</i> <i>Legs</i> <i>Lunch</i> <i>My Cats</i> <i>We Like Fruit</i> <i>What Do Insects Do?</i></p>	<p style="text-align: center;"><b>LEVEL B</b></p> <p style="text-align: center;"><i>Hats Around the World</i> <i>How Many Fish?</i> <i>I Like Shapes</i> <i>In the Forest</i> <i>Lunch at the Zoo</i> <i>Making Mountains</i> <i>Monkeys</i> <i>My Cat Muffin</i> <i>Who Lives in a Tree?</i> <i>Who Lives in the Arctic?</i></p>	<p style="text-align: center;"><b>LEVEL C</b></p> <p style="text-align: center;"><i>Bo and Peter</i> <i>Boots</i> <i>In the City</i> <i>Is it Time?</i> <i>Little Sister</i> <i>One for You and One for Me</i> <i>Raindrops</i> <i>Swing, Swing, Swing</i> <i>Weather</i> <i>What Has Stripes?</i></p>	<p style="text-align: center;"><b>LEVEL D</b></p> <p style="text-align: center;"><i>The Ball Game</i> <i>Don't Be Late</i> <i>The Haircut</i> <i>Hide and Seek</i> <i>I Love Mud and Mud Loves Me</i> <i>I'm Hungry</i> <i>Making a Memory</i> <i>Not Enough Water</i> <i>What is Big?</i> <i>Winter is Here!</i></p>	<p style="text-align: center;"><b>LEVEL E</b></p> <p style="text-align: center;"><i>Collections</i> <i>A Funny Man</i> <i>Is Tomorrow My Birthday?</i> <i>Just a Seed</i> <i>My Dad's Truck</i> <i>Paper Bag Trail</i> <i>Tortillas</i> <i>A Tree Can Be</i> <i>Wake Me in Spring</i> <i>Which Hat Today?</i></p>		
<p style="text-align: center;"><b>LEVEL F</b></p> <p style="text-align: center;"><i>Beautiful Bugs</i> <i>Bread, Bread, Bread</i> <i>How Far Will I Fly?</i> <i>Itchy, Itchy Chicken Pox</i> <i>Messages</i> <i>Monkey See, monkey Do</i> <i>Monster Math Picnic</i> <i>My Dog's the Best!</i> <i>Shoveling Snow</i> <i>What is That?" Said the Cat</i></p>	<p style="text-align: center;"><b>LEVEL G</b></p> <p style="text-align: center;"><i>All About You</i> <i>Buzz Said the Bee</i> <i>City Sounds</i> <i>How Have I Grown</i> <i>I Shop With My Daddy</i> <i>I'm a Caterpillar</i> <i>Monster Math School Time</i> <i>My Friends</i> <i>Say It, Sign It</i> <i>Who Stole the Cookies?</i></p>	<p style="text-align: center;"><b>LEVEL H</b></p> <p style="text-align: center;"><i>A Clean House for Mole and Mouse</i> <i>The Dinosaur Who Lived in My Backyard</i> <i>George Stinks</i> <i>I Was Walking Down the Road</i> <i>Mom's Secret</i> <i>More Spaghetti, I Say!</i> <i>Mr. McCready's Cleaning Day</i> <i>The New Baby Calf</i> <i>Robert and the Rocket</i> <i>Whose Mouse Are You?</i></p>	<p style="text-align: center;"><b>LEVEL I</b></p> <p style="text-align: center;"><i>Amalia and the Grasshopper</i> <i>Apples and Penguins</i> <i>The Gingerbread Man</i> <i>Henny Penny</i> <i>The Little Mouse...Hungry Bear</i> <i>Look Alike Animals</i> <i>My Father</i> <i>Noisy Nora</i> <i>This is the Place for Me</i> <i>Too Many Puppies</i></p>	<p style="text-align: center;"><b>LEVEL J</b></p> <p style="text-align: center;"><i>Bear's Bargain</i> <i>Big Mama and Grandma</i> <i>Chana</i> <i>City Mouse – Country Mouse</i> <i>Fox and His Friends</i> <i>Insects</i> <i>The Magic Fish</i> <i>Mouse Soup</i> <i>Mr. Putter and Tabby Walk the Dog</i> <i>Pack 109</i> <i>Stone Soup</i></p>	<p style="text-align: center;"><b>LEVEL K</b></p> <p style="text-align: center;"><i>Bedtime for Frances</i> <i>The Blind Men and the Elephant</i> <i>The Bremen-Town Musicians</i> <i>Clifford the Big Red Dog</i> <i>Frog and Toad Are Friends</i> <i>Jamaica's Find</i> <i>Keep the Lights Burning, Abbie</i> <i>Little Polar Bear and the Brave Little Hare</i> <i>Martin and the Tooth Fairy</i> <i>Nathan and Nicholas</i> <i>Alexander</i></p>	
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<b>ACCOMODATIONS</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 (January &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 a favorite author or topic. Teacher conferences with students to check on comprehension, fluency and decoding.</p> <p><b>Standards:</b> 3.1.K.A, 3.1.K.B, 3.1.K.C, 3.1.K.D, 3.1.K.E, 3.1.K.F, 3.1.K.G, 3.1.K.H, 3.3.K.A, 3.3.K.B, 3.3.K.C, 3.3.K.D, 3.5.K.A, 3.5.K.B</p>	

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<b>ACTIVITIES</b>	<ul style="list-style-type: none"> <li>• Browsing boxes/bags</li> <li>• Timed Reading Sessions (to build stamina)</li> <li>• Partner reading</li> <li>• Literature Circles</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: guided by overall theme of unit of study. May begin as a picture and then progress into a retelling, story element analysis, character analysis, description of mental images, connections, predictions (and confirmations), questions, ect.</li> <li>• Conferences</li> <li>• Reading Logs</li> <li>• DRA2 (Reading Engagement)</li> </ul>
<b>RESOURCES</b>	<p><i>Assessing Comprehension Thinking Strategies</i> (Keene, 2006)  <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 the proper writing conventions*

**Standards:** 3.1.K.A, 3.1.K.B, 3.1.K.C, 3.2.K.A, 3.2.K.B, 3.2.K.C, 3.2.K.D, 3.3.K.A, 3.3.K.C

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<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> <li>• Why does a writer choose a particular form of writing?</li> </ul>		<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.</li> <li>• 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.</li> <li>• Rules, conventions of language, help readers understand what is being communicated.</li> <li>• A writer selects a form based on audience and purpose.</li> </ul>			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">SUGGESTED UNITS OF STUDY AND MINI-LESSONS FOR WRITER’S WORKSHOP</p>	<p style="text-align: center;"><b><u>Launching</u></b></p> <ul style="list-style-type: none"> <li>• Procedures</li> <li>• Hear Maps</li> <li>• Setting up writer’s notebooks</li> <li>• Writer’s rules</li> </ul>	<p><b><u>Narrative: To tell a story:</u></b> Memoir, Personal Narrative, Small Moments, Short Fiction</p> <ul style="list-style-type: none"> <li>• Write engaging beginnings and satisfying endings</li> <li>• Description and details</li> <li>• Character development</li> <li>• Dialogue</li> <li>• Use transitive words to tell story in order and across several pages</li> </ul>	<p><b><u>Poetic: To express feelings, sensory images, ideas, or stories:</u></b></p> <ul style="list-style-type: none"> <li>• Get ideas for original poems from animals, objects, people, personal experiences</li> <li>• Use lay-out and format of poems</li> <li>• Convey images and feelings using descriptive language</li> </ul>	<p><b><u>Informational: To explain or give facts about a topic:</u></b> All About, How To</p> <ul style="list-style-type: none"> <li>• Write enjoyable stories while giving information</li> <li>• Select information to be included</li> <li>• Use non-fiction text features (table of contents, labels, pictures, visual aids, etc.)</li> </ul>	<p><b><u>Review:</u></b></p> <ul style="list-style-type: none"> <li>• Review according to student interest or teacher recommendation</li> <li>• Setting goals</li> </ul>

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	<p><b>ONGOING:</b></p> <p style="text-align: center;"><u>Writing Process</u>  <u>Mechanics, Spelling Handwriting</u>  <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> <li>• Drawings, words or short sentences describing some information about the text             <p style="text-align: center;"><u>Responding to Reading:</u></p> <ul style="list-style-type: none"> <li>• Write/draw interesting facts                 <ul style="list-style-type: none"> <li>• Write new words</li> <li>• Write/draw to predict</li> <li>• Infer character feelings</li> </ul> </li> <li>• Compose similar patterns of text</li> </ul> </li> <li>• Draw/write connections to text or express opinions</li> </ul>									
<b>SAMPLE MENTOR TEXTS</b>	<i>What do Authors Do?</i> (Christelow) <i>The Relatives Came</i> (Rylant) <i>Ahmed's Secret</i> (Heide) <i>When I Was Little: A Four-Year-Old's Memoir of Her Youth</i> (Curtis)	<i>A Chair for My Mother</i> (Williams) <i>The Kissing Hand</i> <i>No David!</i>	Poems from Basal <i>R Is for Rhyme: A Poetry Alphabet</i> (Young) <i>Fireflies</i> (Brinkloe)	Excerpts from Science and Social Studies <i>Red-Eyed Tree Frog</i> (Cowley) <i>Big and Little</i> (Jenkins) <i>Water</i> (Asch)	*According to teacher recommendation					
<b>Components of Writer's Workshop</b>										
<b>WRITING ALOUD/ MODELE</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> </ul>									

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		<ul style="list-style-type: none"> <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>
SHARED/ INTERACTIVE WRITING		<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> <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> <li>• Anecdotal Records</li> </ul>
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>

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	<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>ACCOMMODATIONS</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</b>	<p><i>Interactive Writing</i> (McCarter, Fountas &amp; Pinnell, 2000)  <i>Craft Lessons: Teaching Writing K-8</i> (Fletcher, 1998)  <i>Nonfiction Craft Lessons: Teaching Information Writing K-8</i> (Fletcher, 2001)  <i>Writing Essential</i> (Routman, 2005)  <i>The Art of teaching Writing</i> (Calkins, 1994)  <i>Units of Study</i> (Calkins, 2003)            ELL:  <i>Balancing Reading and Language Learning</i> (Cappellini, 2005)  <i>Working With English Language Learners</i> (Cary, 2007)</p>
<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.K.A, 3.1.K.B, 3.1.K.C, 3.1.K.F, 3.2.K.A, 3.2.K.C, 3.3.K.C</p>	
<p><b>Essential Questions:</b></p> <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>	<p><b>Enduring Understandings:</b></p> <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>

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<b>PHONOLOGICAL AWARENESS</b>	<ul style="list-style-type: none"> <li>• Phonics and decoding: initial, final /n/N,n and initial, final /d/D,d</li> <li>• Phonics and decoding: initial, medial /a/A,a</li> <li>• Blending with a</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics and decoding: initial ,final /d/D,d and initial,final /m /M,m</li> <li>• Phonics and decoding: initial /s/S,s,</li> <li>• Phonics and decoding: initial, medial /i/I,i,</li> <li>• Blending with a,i</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics and decoding: initial ,final /t/Tt</li> <li>• Phonics and decoding: initial /f/Ff and /k/Cc</li> <li>• Phonics and decoding: initial, medial /o/O,o,</li> <li>• Blending with a,i,o</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics and decoding: initial, final /p/Pp, /k/K ,/k/ck, /g/Gg</li> <li>• Phonics and decoding: initial /r/Rr, /l/Ll</li> <li>• Phonics and decoding: initial, medial /u/Uu</li> <li>• Blending with a,i,o,u</li> </ul>	<ul style="list-style-type: none"> <li>• begin to read</li> <li>• Phonics and decoding: initial, final /b/Bb,</li> <li>• Phonics and decoding: initial /h/H,h; /w/Ww; /v/Vv; /kw/qu; /j/,j; /y/Y,y; /z/Zz.</li> <li>• Phonics and decoding: initial, medial /e/Ee</li> <li>• Blending with a,i,o,u,e</li> </ul>
<b>SPELLING &amp; VOCABULARY</b>	<p>Lists can include:</p> <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>				

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	<ul style="list-style-type: none"> <li>• <i>Phonics and decoding: initial, final /n/N,n and initial, final /d/D,d</i></li> <li>• <i>Phonics and decoding: initial, medial /a/A,a</i></li> <li>• <i>Blending with a</i></li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• High frequency words: the, a, my, that</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Phonics and decoding: initial,final /d/D,d and initial,final /m /M,m</i></li> <li>• <i>Phonics and decoding: initial /s/S,s,</i></li> <li>• <i>Phonics and decoding: initial, medial /i/I,i,</i></li> <li>• <i>Blending with a,i</i></li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• High frequency words: and, I, is, said</li> <li>• Numbers and shapes</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Phonics and decoding: initial ,final /t/Tt</i></li> <li>• <i>Phonics and decoding: initial /f/Ff and /k/Cc</i></li> <li>• <i>Phonics and decoding: initial, medial /o/O,o,</i></li> <li>• <i>Blending with a,i,o</i></li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• High frequency words: we, are, you, have</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Phonics and decoding: initial, final /p/Pp, /k/K ,/k/ck, /g/Gg</i></li> <li>• <i>Phonics and decoding: initial /r/Rr, /l/Ll</i></li> <li>• <i>Phonics and decoding: initial, medial /u/Uu</i></li> <li>• <i>Blending with a,i,o,u</i></li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• High frequency words: to, me, go, do, ,for, he</li> </ul>	<ul style="list-style-type: none"> <li>• <i>begin to read</i></li> <li>• <i>Phonics and decoding: initial, final /b/Bb,</i></li> <li>• <i>Phonics and decoding: initial /h/H,h; /w/Ww; /v/Vv; /kw/qu; /j/,j; /y/Y,y; /z/Zz.</i></li> <li>• <i>Phonics and decoding: initial, medial /e/Ee</i></li> <li>• <i>Blending with a,i,o,u,e</i></li> <li>• <i>Cause and effect</i></li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• High frequency words: she, has with, was, see, of</li> </ul>
<b>ACTIVITIES</b>	<ul style="list-style-type: none"> <li>• Magnetic Letters</li> <li>• <i>Word Matters</i></li> <li>• <i>Word Solver</i></li> <li>• Word Walls</li> <li>• Personal Word Walls/</li> <li>• <i>My Words</i> book</li> <li>• Elkonin Boxes</li> <li>• Word Maps</li> </ul>				

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<b>ASSESSMENT</b>	<ul style="list-style-type: none"> <li>• DRA2 Word Analysis</li> <li>• Observation Survey</li> <li>• Writing Spree</li> <li>• Spelling test</li> </ul>
<b>RESOURCES</b>	<p><i>Word Matters</i> (Fountas &amp; Pinnell, 1998)  <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; 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> 3.1.K.D, 3.3.K.G, 3.2.K.D, 3.3.K.D</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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