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Duration: September/Week 1 - September/Week 4

UNIT NAME: Unit 1: Building the Reading Life – The First 20 Days of the Workshop (PK-8 Reader/9-12 Literacy)

Big Ideas/Essential Questions	Concepts/Skills
<p>Big Ideas:</p> <ul style="list-style-type: none"> - Being able to read determines your future - Practice makes permanent - Readers show respect for other readers by not interrupting the teacher and using whisper voices (inside voice, 6-inch voice) - Readers read from left to right and from top to bottom - Readers share with partners in a variety of ways - Readers share books with partners to grow their reading lives; sitting hip to hip with a book in the middle - Readers are thinkers - Reader's notebook is a powerful tool that can help organize your thinking - Determining central ideas and themes of a text deepens our understanding of the text - Readers can reread a book to find something they didn't notice or think about - Readers focus on words at first, but when they reread that can focus on pictures - Readers, like writers, make movies as we read - Readers respond to reading with writing (coding/annotation with stickies) 	<p>Concepts:</p> <ul style="list-style-type: none"> - Questioning the text before, during and after reading - Relationships between illustrations and the story/text - Text types and structures - Character have traits/attributes - Relationship or interaction of text elements - Central message, theme, lesson and moral in the text - Comparing and contrast text and specific aspects of text - Point of view of author, narrator and characters <p>Skills:</p> <ul style="list-style-type: none"> - Asking and answering text-based question, with or without prompting explicitly - Analyze the relationships between illustrations and story/text to describe (K-1), Explain (2), Use information (3), Interpret information (4) synthesize to solve a problem (5) - Analyze similarities and differences of text types and structures to recognize (K),

<ul style="list-style-type: none"> - Readers are curious about words and try to always understand what words and phrases mean - Following agreed-upon rules support a collaborative and respectful workshop <p>Essential Questions:</p> <ul style="list-style-type: none"> - What do I do when I do not understand what I read? (CCR.R.1) - What strategies do we use to understand what I read? - What does reading this text have to do with me? (CCR.R.2) - How do we determine central idea or theme of a text? - How do characters in a story respond to major events and challenges? (CCR.R.3) - What makes words powerful? (CCR.R.4) - What makes one book different from another? (CCR.R.5) - How does text structure shape meaning? Is it effective? Was the author effective? - How do efficient readers find and utilize text features? How would you evaluate or analyze its effectiveness? - How do you gain the floor in respectful ways? 	<p>Explain (1), describe (2), refer to text parts (3), explain major differences (4-5)</p> <ul style="list-style-type: none"> - Analyze characters to identify (K), describe elements (1), describe character interaction (2) describe motivation and contributions to text (3), describe depth of with explicit detail (4), compare and contrast two or more with explicit detail (5) - Evaluate text(s) for relationships or interactions between events, ideas, concepts, and individuals to describe (K-3), explain (4-5) using information from the text - Determine point of view in order to identify (K-1), acknowledge differences of (2), distinguish personal - POV from characters (3), compare and contrast, describe narrators POV
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Duration: October/Week 5 - November/Week 11

UNIT NAME: Unit 2: Reading for Information (To inform how we can take care of ourselves) Science: Nutrition for Humans

Big Ideas/Essential Questions	Concepts/Skills
<p>Big Ideas:</p> <ul style="list-style-type: none"> - Practice makes permanent - Being able to read determines your future - Readers can read about science topics and become experts - When you read nonfiction, you read the world <p>In order to meet the rigorous demands of college and/or the workforce, students must be able to read and comprehend increasingly complex informational text. They must read widely and deeply from among a broad range of high-quality, challenging text and develop the “skill, concentration and stamina” to read these texts independently and proficiently.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> - Why do people read? - How does reading influence us? - What are the benefits of reading? 	<p>Concepts:</p> <ul style="list-style-type: none"> - Questioning the speaker and text to gather additional information or clarify meaning - Text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) - Recount information from the text - Researching a topic (to produce a report that is focused and includes facts and definitions) - Observations can be made by asking and answering questions - We can compare and contrast cultures (to realize how they meet their needs for basic needs for nutrition) <p>Skills:</p> <ul style="list-style-type: none"> - Ask and answer questions (who, what, where, when, why and how) - Locate key details and information from the text using text features efficiently - Locate key details and ideas to recount or describe (verbally or written)

<ul style="list-style-type: none"> - What do good readers do to understand? - How do I know if I understand what I'm reading? - - What do I do with that information? (Develop EQ related to Science and nutrition) 	<ul style="list-style-type: none"> - Use descriptive words (adjectives) to describe food they taste. - Write an opinion piece about a given topic (e.g., an important thing to do to stay healthy). - Produce a report based on research of a topic including facts and definitions - Consult a dictionary on the spelling of descriptive words. - Read to understand more on a specific topic (e.g., nutritional needs for survival) - Read texts independently and fluently in both literary and informative genres, on grade level and into the stretch 2 through 3 level of text. - Read books with a common theme (e.g., food) to explore the treatment of themes in literature. - Use reference books to research a scientific topic (e.g., Food Pyramid, nutritional needs of differing cultures). - Write a paragraph with an introductory sentence, at least one supporting sentence, and a conclusion. - Use reflexive pronouns (e.g., myself, yourself, and ourselves) correctly.
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Duration: November/Week 12 - January/Week 18

UNIT NAME: Unit 3: Understanding the stories of people and characters (How characters/people respond to major events and challenges, growing theories about characters and people in and across texts)

Big Ideas/Essential Questions

Big Ideas:

- We tell stories in order to live.
- We use stories to construct meaning and communicate ourselves to another. Stories help us organize and make sense of the experiences of a life.
- We read stories like a professor to develop ideas or theories about the characters and people
- Readers put themselves in the shoes of the characters to understand what they are going through, to connect, to influence their thinking (empathy)
- Literature, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.

Essential Question:

- Why do we read?

Concepts/Skills

Concepts:

- Characters have traits/attributes
- Point of view (characters have differing points of view)
- How to discuss a stories message, moral or lesson (across texts and genres)
- Questioning the speaker and text to gather additional information or clarify meaning
- Points presented on a topic across texts can be compared (to analyze similarities and differences)

Skills:

- Analyze characters to realize how they react to events/challenges
- Determine point of view of characters
- Discuss stories by recounting the message, moral and lesson
- Asking questions of the speaker and the text to gather information or clarify terms and key details
- Compare and contrast points presented across texts on the same topic (similar story presented by different authors)

Duration: January/Week 19 - March/Week 26	
UNIT NAME: Unit 4: Elements of fiction and nonfiction	
Big Ideas/Essential Questions	Concepts/Skills
<p>Big Ideas:</p> <ul style="list-style-type: none"> - Literature, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author’s intentional choice of tools such as word choice, point of view and structure. - Imaginative texts can provide rich and timeless insights into universal themes, dilemmas and social realities of the world in which we live. Literary text represents complex stories in which the reflective and apparent thoughts and actions of human beings are revealed. Life therefore shapes literature and literature shapes life. <p>Essential Questions:</p> <ul style="list-style-type: none"> - What makes one book different from another? - Why did the author write this style of book? - How do readers find and utilize text features? - -What information can you gather from each? - How do illustrations help tell a story? Depict a moment in the text? 	<p>Concepts:</p> <ul style="list-style-type: none"> - Questioning the speaker and text can help gather additional information or clarify meaning - Point of view (characters have differing points of view) - Overall structure of a text (fiction and nonfiction), and purpose (job) of each <p>Skills:</p> <ul style="list-style-type: none"> - Ask and answer questions to gather information or clarify (who, what, where, when, why and how) - Determine point of view of characters, speaker, author - Analyze text structure to determine text type (genre) - Use text features to locate key details and ideas in order to recount or describe each

Duration: March/Week 27 - April/Week 33	
UNIT NAME: Unit 5: Building Bridges with Unlikely Friends (Messages and Meaning in texts)	
Big Ideas/Essential Questions	Concepts/Skills
<p>Big Ideas:</p> <ul style="list-style-type: none"> - Writers share information, opinions and ideas through multiple ways and texts. Knowledge of different genres supports students’ understanding and writing of text and structures, which allows them to communicate in appropriate and meaningful ways to their audience and achieve their intended purpose. <p>Essential Question:</p> <ul style="list-style-type: none"> - Do be developed/realized as unit unfolds 	<p>Concepts:</p> <ul style="list-style-type: none"> - How to determine similarities and differences - That information can be gathered from illustrations and text about characters, setting and plot - That characters respond (react) to the events in the story (e.g. challenges) - Authors have a purpose for writing (to answer questions, explain or describe a topic in the text) - How to write to explain a topic using facts and definitions - Capitalization, punctuation and spelling rules as - - Conventions of standard English - Strategies to clarify unknown words

	<ul style="list-style-type: none"> - Compound words <p>Skills:</p> <ul style="list-style-type: none"> - Gather and use information from illustrations and text to discuss characters, setting and plot - Analyze the actions of characters as their response to challenges in the text - Identify and Explain the author’s purpose for writing a text - Write to explain a topic using facts and definitions - Use capitals, punctuation and spelling rules (conventions) when writing - Clarify unknown words (using grade 2 specific strategies) - Predict the meaning of compound words by knowing the meaning of individual words (e.g. cup – cake, a small cake in the shape of a cup that can be held in your hand). - Read a how-to book. - Write an explanatory piece on how to do something. - Discern the difference between the use of literal and figurative language. - Discern authors’ techniques for describing characters. - Write friendly letters to one of the characters in a book. - Use commas correctly in the greeting and closing of a friendly letter. - Write responses to a letter from a character’s point of view. - Use knowledge of a root word, such as bridge, to predict the meaning of compound words and idioms.
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Duration: April/Week 34 - June/Week 42

UNIT NAME: Unit 6: Long Ago and Still to Come – History of the town and state (Reading for Information)

Big Ideas/Essential Questions

Big Ideas:

- If you do not know your past, you do not have a future

Essential Questions:

- How do we learn from the past? What do past events teach us about the future?
- Which historical figures do you admire? Why?
- How can we gather information about a historical event? Town? City?

Concepts/Skills

Concepts:

- How to ask and answer text-based questions
- How to connect a series of historical events
- Text features of informational text (how to use features)
- How to determine the connection between a series of events or ideas
- How to retell or recount an experience
- How to write informative/explanatory texts
- How to use text features

Skills:

- Ask and answer such questions as who, what, where, when, why

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| | <ul style="list-style-type: none">- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.- Retell or recount an experience using facts, descriptive details- Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.- Know and use various text features to locate key facts or information in a text efficiently. |
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