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Duration: September/Week 1 - September/Week 4	
UNIT NAME: Building the Reading Life – The First 20 Days of the Workshop	
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 	<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 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),

<ul style="list-style-type: none"> - Readers focus on words at first, but when they reread, they can focus on pictures - Readers, like writers, make movies as we read - Readers respond to reading with writing (coding/annotation with stickies) - Readers are curious about words and try to always understand what words and phrases mean <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? 	<p>Explain (2), Use information (3), Interpret information (4) synthesize to solve a problem (5)</p> <ul style="list-style-type: none"> - Analyze similarities and differences of text types and structures to recognize (K), Explain (1), describe (2), refer to text parts (3), explain major differences (4-5) - 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: How Characters Change: The moral transformation, or an increase in wisdom, operating in your chief character or characters

Big Ideas/Essential Questions	Concepts/Skills
<p>Big Ideas:</p> <ul style="list-style-type: none"> - Characters can learn and grown from the lessons learned in their stories - Good readers get to know and understand the characters in their books - Characters change upon making a decision, learning to make particular kinds of decisions differently, learning something important about life, or by getting to the bottom of a mystery <p>Story events will make your character react and learn.</p> <ul style="list-style-type: none"> - When writing about characters, some actions by the character will require them to learn things or change before they (the actions) can happen. - Readers examine character traits, feelings, and actions to understand how they behave. - Point of view is the perspective from which the story is told. It helps readers to understand the characters' actions and story outcome. - Readers compare and contrast themes, setting, and plots of stories to understand the authors' message. - Readers ask questions and speak clearly to share story details and their reactions to what they have read. 	<p>Concepts:</p> <ul style="list-style-type: none"> * Character analysis <ul style="list-style-type: none"> - Character arcs (the changes the character goes through over the course of the story) * Character Description <ul style="list-style-type: none"> - Traits, motivation, feeling, etc. - Actions that contribute to the sequence of events * Point of View of; <ul style="list-style-type: none"> - Student - Narrator - Characters * Story Elements in Books by the Same Author <ul style="list-style-type: none"> - Themes, settings, and plots of stories - Similarities in characters (e.g., in books from a series)

<p>- Readers use different strategies such as decoding, self-correcting, and rereading in order to understand difficult words.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> - How do readers know why characters behave the way they do? - What is point of view and how does it help readers? - What elements do readers use to compare similarities and differences in stories? - How do readers effectively share ideas about what they have learned? - What do readers do when reading difficult words? 	<ul style="list-style-type: none"> * Reporting on; <ul style="list-style-type: none"> - Topic - Text or story - Personal experience - Relevant facts, details - Clear, understandable speech * Language Concepts <ul style="list-style-type: none"> - Multi-syllable words - Context Clues - Word recognition <p>Skills:</p> <ul style="list-style-type: none"> - Infer character traits and recognize a character's growth across a text; supporting inferences with evidence from the text - Explain why that character may have changed - Describe characters in a story. Explain how actions contribute to the sequence of events - Distinguish point of view – Who is telling the story? - Compare and Contrast themes, settings, and plots of stories - Ask and Answer questions about information from a speaker - Report and elaborate on a topic - Recount an experience - Organize relevant details - Speak clearly and understandably - Decode multi-syllable words - Use context and self correct (to confirm word recognition and understanding) - Reread for understanding - Identify and apply vowel pronunciation rules to read multisyllabic words. - Blend sounds and segmented syllables to read words. - Confirm decoding efforts through word meanings and word order.
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Duration: November/Week 12 - January/Week 18

UNIT NAME: Unit 3: Book Study: Similarities and Differences Across Texts and Genres (theme, settings, plots in stories – fiction and nonfiction – two texts on the same topic) (CSDE Unit 2)

Big Ideas/Essential Questions	Concepts/Skills
<p>Big Ideas:</p> <ul style="list-style-type: none"> - Literary text, like all creative products, demonstrates style and 	<p>Concepts:</p> <ul style="list-style-type: none"> - Theme, plot and setting of stories and how they are difference across texts

<p>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.</p> <ul style="list-style-type: none"> - We gain literary and cultural knowledge by reading extensively. Meaning evolves from the experience. - The theme and moral of a story are not the same <p>Essential Questions:</p> <ul style="list-style-type: none"> - What does reading this text have to do with me? - What is theme? How do we determine the central idea or theme? - How can the study of themes and values in texts prepare one for responsible participation in society? - What questioning techniques are most effective to gain information? - How are the theme and moral of a story different? 	<ul style="list-style-type: none"> - Which parts of the stories, drama, and poems to use when writing or speaking about a text (chapter, scene, and stanza) - Multiple texts can have similarities - Purpose and/or use of parts of stories and their development over the course of the text - How to research effectively and efficiently on a topic - Words can have “shades of meaning” (from knew, believed, suspected (gradually to) heard and wondered) <p>Skills:</p> <ul style="list-style-type: none"> - Describe how each successive part (of chapters, scenes or stanzas) builds on earlier sections - Compare and contrast key points and details of two texts - Distinguish between literal and non-literal meanings of words in order to understand the message of the author - Conduct research on a topic - Analyze the meaning of words in order to appropriate choose words for writing and analyze depth of meaning in text
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Duration: January/Week 19 - February/Week 25

UNIT NAME: Unit 4: Linking Ideas with Information in Nonfiction Text (Author’s meaning and message) - Reading Informational Text, Research and Writing in order to Convey Complex Ideas

Big Ideas/Essential Questions	Concepts/Skills
<p>Big Ideas:</p> <ul style="list-style-type: none"> - Knowledge-based information is an ever-changing expanding genre, which encompasses daily communication. The ability to comprehend and analyze informational texts develops critical thinking, promotes logical reasoning and expands one’s sense of the world and self. - Comprehension (understanding) of informational text is the vehicle for constructing knowledge, acquiring skills, and developing habits of mind - Informational text, 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. <p>Essential Questions:</p> <ul style="list-style-type: none"> - What strategies are necessary for acquiring academic knowledge, achieving 	<p>Concepts:</p> <ul style="list-style-type: none"> - How key details support the main idea - How to conduct research using features of online reading (web page hyperlinks, side bars, - Information can be gained from maps, illustrations, and photographs - How to have conversations/discussion using required reading materials and textual evidence to enhance conversations - Meaning of unknown words can be found using context clues - How to gather information from offline and online (print and digital) sources - How to take notes when researching <p>Skills:</p> <ul style="list-style-type: none"> - Determine relevant online details (information) that can be used for discussion, research or recounting key details.

<p>common academic standards, and learning independently?</p> <ul style="list-style-type: none"> - How does comprehension of informational text contribute to lifelong learning? - Know that sentences can provide clues to unknown words - Know that words can have more than one meaning - Know that we can use the sentence context to help me figure out the meaning of a word or phrase 	<ul style="list-style-type: none"> - Use information gained from maps, illustrations and photographs to determine (show) understanding of the text - Gather relevant information from print and digital sources. - Sort information gathers or notes in to categories provided by the teacher - Use sentence level context as a clue to the meaning of a word or phrase
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Duration: March/Week 26 - April/Week 32

UNIT NAME: Unit 5: Events of Our Lives Shape Who We Are (Author’s meaning and messages across texts and genres) (Biographies and other text types and genres)

Big Ideas/Essential Questions

Big Ideas:

- Events we experience shape who we are and who we become (Major/minor; easy/challenging)
- We can learn from other people and their life experiences.
- We form ideas and make judgments about their lives for future learning.
- Our personal traits influence our success in life
- Understanding what helped people achieve greatness can help shape who we are or what we want to be

Essential Questions:

- Can you describe what kind of person you are?
- When have your actions helped you achieve success?
- Why do we read biographies? Why do people write biographies?
- What or which event in your life taught you a lesson?
- How do events in our lives shape who we are?
- Why do we study about other people’s lives?

Concepts/Skills

Concepts:

- Theories about characters
- Point of view of character and narrator
- Difference between major and minor events.
- Internal character traits (feelings, motivations)
- Story elements (problem, solution, resolution) (G.1)
- Common text types and features (Nonfiction/informational)
- Text structures (compare/contrast) (cause/effect) (main idea/detail) (sequence of events *)

Skills:

- Select, synthesize and use relevant information from a text to include in an extension or response to the text. E.g. journal response, questions to ask the author, points to include in a speech. (draw conclusions) based on implicit or explicit evidence from the text.
- Ask and answer questions using explicit text evidence
- Articulate text topic based on the title, author, pictures, illustrations and prior knowledge.
- Identify and explain text structures, e.g. sequence, main idea/details, and explain how they contribute to the message conveyed by the author - compare/contract and cause/effect.
- Make judgments about texts and develop a critical stance using evidence.
- Analyze character actions, motivation and their development in the story (Sequence)
- Use text features to locate information in a given topic
- Determine point of view
- Explain how character actions contribute to the sequence of events

Duration: April/Week 33 - June/Week 40	
UNIT NAME: Unit 6: Examining Powerful Words and Language – Analysis of Author’s Craft across text and genre	
Big Ideas/Essential Questions	Concepts/Skills
<p>Big Ideas:</p> <ul style="list-style-type: none"> - A writer (poet) uses experiences from his or her own life as inspiration for (poems) their writing, creative and expressive thinking. - Writers use the five sense to create mental images (Poets use imagery to create word pictures by choosing words or phrases that appeal to the five senses). - Poets use different forms of poetry to convey the ideas, feelings, mood and images they want to express of themselves and others. - By examining language of a poem we can interpret/determine the poem’s purpose. - Poetry helps readers see the extraordinary in the ordinary (use of concrete sensory language to describe everyday objects). - Words are powerful. Interacting with words actively engages students in investigating and celebrating language. <p>Essential Questions:</p> <ul style="list-style-type: none"> - How would you define poetry? (G.K) - How would you literally “take steps” ? How would you non-literally “take steps”? (craft-word meaning) - How would you describe your mood today with words? - How do writer’s convey mood? - How do authors create poems? - Why does it matter if we interpret a poem? (How do we interpret a poem?) - How would you describe a garbage can? What powerful (adjectives) words would you use? - How can we utilize life experiences as a foundation for creative/expressive thinking? Writing? - How do authors use powerful words? 	<p>Concepts:</p> <ul style="list-style-type: none"> - Conceptual understanding (definition) of <ul style="list-style-type: none"> *Inference *Imply *Justify *Point of view *Empathy - Elements of author’s craft - Author’s purpose - Literary devices - Literal and non-literal language - Word meaning and shades of meaning (knew, believed, suspected) <p>Skills:</p> <ul style="list-style-type: none"> - Describe the mental imagery that occurs while reading. - Make and justify inferences based on explicit information in the text. Interpret information that is implied in a text. - Draw conclusions based on implicit or explicit evidence from text. Identify, find examples, and discuss elements of author’s craft. - Develop a critical stance and cite evidence to support the stance. - Determine author’s purpose for including particular information in the text. - Identify the following literary devices: simile, personification and onomatopoeia. - Examine language to determine figurative language and word meaning - Distinguish shades of meaning among related words (knew, believed, suspected) - Distinguish own point of view from that of others

Duration: June/Week 40 - June/Week 42	
UNIT NAME: Unit 7: Where Fantasy Meets Reality - Determining the Central Message and meaning, lesson, moral (in Fairytales, Folktales and Myths)	
Big Ideas/Essential Questions	Concepts/Skills
Big Ideas:	Concepts:

- Fairy tales can teach us what happens when we do not follow the advice of others.
- Each culture has a traditional story to tell that is passed on to each generation.
- By reading folk tales and fairy tales we understand what is important to other people and to our lives. (moral, message, lesson)
- The text structure of cause and effect helps us to understand what the lesson is.
- Many stories contain similar messages because different cultures want to teach similar lessons.
- Authors tell stories that help the reader learn a lesson, moral or understand a meaningful message about life.
- Folktales teach us about life

Essential Questions:

- Do you always follow the advice of your elders? What happens when you do not? Why do we read folktales? Fairy tales?
- What folktales exist in your family (stories that are told from one generation to another- handed down)?
- How do folk tales and fairy tales help us understand other people and our own lives?
- Why does understanding cause and effect help you understand the story better?
- Why do many stories contain similar messages?
- How are cultures represented through literature (folktales)?
- What are the story elements that make a piece of literature a folktale? Fairytale?

- Main idea presented in the text and how the details support it
- Connections (to message, moral or lesson) in order to how it is conveyed through key details in the text
- Elements of a genre (Fairytale, folktales and myths)
- Exaggerated character traits and motivations
- Text structure (cause/effect) (compare/contrast)
- Story Structure (sequence)
- Definitions and conceptual understanding of;
 - * Moral
 - * Lesson
 - * Central Message
 - * Cultural Diversity
- How to use facts and relevant details to report on a topic, tell a story (G.K-1) or recount an experience (G.2)

Skills:

- Identify and analyze the elements of (fairytale, folktales and myths) to
- Identify when an author uses an exaggerated character trait in order to describe a character in a story
- Use compare and contrast (structures/strategies) to identify cultural messages.
- Use cause and effect text structure to explain how exaggerated character traits and actions impact the message (contribute to the sequence of the events).
 - * Make connections to text based facts in order to make and support judgments about characters' actions to determine how the message of the story impacts stories you make in your own life
 - * Describe characters in a story and explain how their actions contribute to the Story Structure (sequence of events)
 - * Determine central message, lesson or moral using text based details to support an opinion
 - * Locate, organize and use facts and relevant details when reporting on a topic, telling a story or recounting an experience
 - * Give a detailed oral presentation using appropriate tone, diction and pace.