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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) Building Readers Through Rhyme	
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 that 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? 9CCR.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 an 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 pr 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 12

UNIT NAME: Unit 2: Building Readers Through Color Rhyme

Big Ideas/Essential Questions	Concepts/Skills
<p>Big Ideas:</p> <ul style="list-style-type: none"> - The author tells the story in words and the illustrator tells the story in pictures. - Books have title, cover, back page and sequence. - Spoken words can be communicated through print. (letters – words – spaces in print) - Readers look at the cover illustration and think what the story might be about - Readers read from left to right and top to bottom - Readers point to the pictures and say what they see, and talk about the picture in a narrative was (“read the pictures”) - Words are composed (made up) of letters - Color activates, informs and represents us in countless way - Readers study books, we think between books, and we grow ideas about books and what is in them - Books can give a strong feeling - Books have characters - Illustrations connect between the pages 	<p>Concepts:</p> <ul style="list-style-type: none"> - Print Concepts: <ul style="list-style-type: none"> * Words follow left to rights * Words as a sequence of letters * Words are separated by spaces in print * Letters can be written as both upper and lower case - Phonics and Word Recognition: <ul style="list-style-type: none"> * Alphabetic Principles * Rhyming words * Common High Frequency Words – sight words (the, of, to, you, she, my, is, are, do, does) - Key Ideas and Details of the text; <ul style="list-style-type: none"> * Story characters, setting and major events - Craft and Structure: <ul style="list-style-type: none"> * Author and illustrator of a story and the role of each in telling the story * Formation of opinions using the text, drawings and writing

<p>Essential Questions:</p> <ul style="list-style-type: none"> - How are books created? - What are the parts of a book? - Who is telling the story? - Why do you read a book? - How does color influence the world? - What color describes you? - How are the beginning, the middle and end of a story different from each other? - What sounds do the letters represent? - How can letters and sounds help me learn to read? - How do I use letters and Sounds to write - What letters work together to make new sounds? 	<p>Skills:</p> <ul style="list-style-type: none"> - Read words from left to write - Place spaces between words/letters - Recognize and name upper and lower case letters of the alphabet - Identify and produce a sound associated with the individual letter - Read common high frequency words – blends the sounds of individual letters to reading one syllable words (e.g. “ - Name author and illustrators of a text and their roles in storytelling. Describe the (role/job) of the author and illustrator - Identify characters, settings and major events of a story (using illustrations as support) - Recognize pattern in rhyme and produce rhyming words - Clarify (the meaning of) unknown words by asking questions, or having conversations - State an opinion or preference about a topic or book - Discuss the parts of the book (story grammar/structure) - Determine sequence in Alphabet Books - Demonstrate how Wordless Books tell a story - Know that books can give a strong feeling - Analyze and discuss how illustrations connect between the pages
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Duration: December/Week 13 - January/Week 19

UNIT NAME: Unit 3: Observing the World of Books Around Us

Big Ideas/Essential Questions	Concepts/Skills
<p>Big Ideas:</p> <ul style="list-style-type: none"> - Readers go on adventures in books - We are a classroom of readers, we read everyday, learning from our books and sharing our reading with our friends - Readers take charge of our reading lives, we choose books and reading spots and we read with care and meaning - Readers use pictures and words to make our reading fun and interesting - When reading, characters and setting gives the reader a strong feeling <p>Essential Questions:</p> <ul style="list-style-type: none"> - What sounds do the letters represent? - How can letters and sounds help me learn to read? 	<p>Concepts:</p> <ul style="list-style-type: none"> - Know how to have a conversation on provided topics with classmates - Books have either an author and illustrators or just an author. - Parts of a book and purpose of each - How are books created? - What are the parts of a book? - Who is telling the story? - Why do you read a book? - How to sort objects and the categories they are in - Question words (Who, What, When, Why, How) <p>Skills:</p>

<ul style="list-style-type: none"> - How do I use letters and Sounds to write - What letters work together to make new sounds? 	<ul style="list-style-type: none"> - Have conversations with a partner or group on provided topics following agreed upon class rules - Name the author and/or illustrator of the text. - - -Discuss the role of each. - Recognize common types of text. Use knowledge to choose “books that matter” and just right books - Identify verbs and know why an author used the verb chosen - Sort objects by attributes. Assign a category to each group sorted - Name the author and illustrator - Identify parts of books in both fiction and non fiction - Answer Who, What, When, Why
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Duration: January/Week 19 - March/Week 26

UNIT NAME: Unit 4: Fun with Fiction – Investigation of Story Elements (Unit 3 CSDE)

Big Ideas/Essential Questions	Concepts/Skills
<p>Big Ideas:</p> <ul style="list-style-type: none"> - Pictures and words tell a story. - Stories have characters, setting, and events. - Readers use background knowledge and word meanings to understand characters, setting and events. - We can identify a character by its appearance and actions. Stories can change when we change the character and setting <p>Essential Questions:</p> <ul style="list-style-type: none"> - How do readers help themselves understand a story? - What are the parts of a story? - What do readers think about while reading? 	<p>Concepts:</p> <p>RL.3 Understand that stories have characters, setting and events recall the names of the characters recall the major events</p> <p>RL.7 Setting can be confirmed with illustrations</p> <p>L.1d Who, What, When, Where, questions about the story</p> <p>L.2b Concepts About Print (CAP) strategies, identify and name periods, exclamation marks, and question marks Familiar words may include (to support background knowledge)(L.4a) school seasons weather shopping animals families community friendship</p> <p>Understand similarities and differences (L.5a) school seasons</p>

	<p>weather shopping animals families community friendship</p> <p>Skills:</p> <p>Ask and answer Who, What, When, Where, questions about the story RL.3 IDENTIFY (characters, setting, major events) using illustrations as support RL.7 DESCRIBE (relationship between illustrations and the story) L.1d UNDERSTAND and USE (question words) L.2b RECOGNIZE and NAME (end punctuation)</p> <p>L.4a IDENTIFY and APPLY (meanings for familiar words) SORT (common objects into categories) (L.5a) Use beginning, middle and end to retell a story</p>
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Duration: March/Week 27 - April/Week 34

UNIT NAME: Unit 5: People, Places and Our Neighborhoods – Investigating Elements of nonfiction (Unit 4 – CSDE) and learning to read for information

Big Ideas/Essential Questions	Concepts/Skills
<p>Big Ideas:</p> <ul style="list-style-type: none"> - 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. - Writing is a tool for thinking and problem solving. In order to create new understandings, activating prior knowledge and engaging in the process of independent and shared inquiry are essential. <p>Essential Questions:</p>	<p>Concepts:</p> <ul style="list-style-type: none"> - Question words (Who, What, When, Why, How) - How to ask questions of peers and teachers - Objects can be sorted by attributes - How to speak clearly and express thoughts, feelings and ideas - Informative and explanatory texts are written with information for the reader to learn from - Categories that can describe a group of objects <p>Skills:</p>

	<ul style="list-style-type: none"> - Ask and answer questions about key details in the text - Sort objects by attributes and assign a category to each sort - Speak clearly and express thoughts, feelings and ideas - Write informative/explanatory texts that supply information - Explain geographical relationships in one’s community - Identify and explain important locations in a community - Describe and support basic functions of key community roles.
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Duration: May/Week 35 - June/Week 39

UNIT NAME: Unit 6: Ready to Retell – (unit 5 CSDE)

Big Ideas/Essential Questions	Concepts/Skills
<p>Big Ideas:</p> <p>Essential Questions:</p>	<p>Concepts:</p> <ul style="list-style-type: none"> - Retelling using details from the text - Solving unknown words and clarifying for understanding asking questions - Question words (Who, What, When, Why, How) - Opposites - How to use text evidence and clues to identify meaning of words <p>Skills:</p> <ul style="list-style-type: none"> - RETELL important details of a story - ASK and ANSWER questions about unknown words in a text. - Ask and Answer clarifying questions about information they have heard - Use appropriate volume when speaking and express ideas clearly - Relate words to their opposites - Identify the meaning of words by making connections to text evidence and background knowledge

Duration: June/Week 40 - June/Week 42

UNIT NAME: Unit 7: Wonders in Our World – Reading Information to Retell Interdisciplinary - Insects

Big Ideas/Essential Questions	Concepts/Skills
<p>Big Ideas:</p> <ul style="list-style-type: none"> - Readers clarify what they have read or heard by asking questions. <p>Essential Questions:</p>	<p>Concepts:</p> <ul style="list-style-type: none"> - Use of important details when they retell a story - Readers ask themselves questions to figure out unknown words in a text - Listeners clarify their understanding of a story they have heard by asking questions

- How do readers determine the important details to retell a story?
- How do readers use questions to clarify their understanding?

- People need to use appropriate volume in their voice and express their ideas clearly.
- Question words (Who, What, When, Why, How)
- Opposites
- Connections that can be made to words deepens understanding of their meaning.

Skills:

- RETELL important details of a story
- ASK and ANSWER questions about unknown words in a text.
- ASK clarifying questions about information they have heard.
- ANSWER questions about information they have heard
- SPEAK using appropriate volume.
- EXPRESS ideas clearly.
- RELATE words to their opposites
- IDENTIFY the meaning of words by making connections.
- Readers determine important details to retell and clarify understanding
- Describe the similarities and differences between insects, reptiles, fish and mammals
- Categorize and sort by attributes (make connections to and use known words to make categories)