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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 	<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: Unit 2: The World of Make Believe – Analysis of (Fictional) Story Elements through rhyme, fantasy, fairytales and folktales

Big Ideas/Essential Questions	Concepts/Skills
<p>Big Ideas:</p> <ul style="list-style-type: none"> - Good readers ask questions while reading (why, who, where, what, when, and how). - Good readers reread when something does not make sense. - Imaginative texts can provide rich and timeless insights into universal themes, dilemmas and social realities of the world in which we live. - In the world of make-believe, situations seem impossible, but have a realistic quality <p>Essential Questions:</p> <ul style="list-style-type: none"> - Why do we like the world of make-believe? What do you like best about it? - What make-believe events can happen in real-life? - What is a Fairytale? Folktale? - Why do we ask questions when reading? - What makes words powerful? 	<p>Concepts:</p> <ul style="list-style-type: none"> - Asking questioning of and about the text - Retelling stories with support of story elements (key details) - Messages and lesson in stories - How to have conversations with reasons (using because) - Story elements (character, setting and major events) <p>Skills:</p> <ul style="list-style-type: none"> - Ask and answer questions of and about key details in the text - Use key details to retell a story - Determine central message or lesson in a story - Have conversations with peers using reasons (with conjunctions like because) - Identify the theme of a text - Recognize the defining characteristics and features of different types of literary forms and genres (fiction, fairy tales, folk tales) - Describe, characters, setting and major events

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Duration: November/Week 12 - January/Week 18

UNIT NAME: Unit 3: Readers Investigate Books – Analysis of Fiction and Nonfiction (explain major differences across genres)

Big Ideas/Essential Questions	Concepts/Skills
<p>Big Ideas:</p> <ul style="list-style-type: none"> - Fiction and nonfiction have their own style of writing <p>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> <p>Essential Questions:</p> <ul style="list-style-type: none"> - How is the text organized? (read aloud texts) - What are the features of fiction? - What are the features of nonfiction? 	<p>Concepts:</p> <ul style="list-style-type: none"> - Asking questioning of and about the text - How to search for and use all sources of information in the text - Notice and use labels for pictures - Use organizational features such as titles, headings, table of contents, glossaries, etc. - Search for, remember, and use information from text that is important to understanding - How to use context and pictures to understand text (What context means) - Ask themselves, “Does that make sense?” “Does that sound right?” <p>L.5a</p> <ul style="list-style-type: none"> - How to analyze similarities and differences of basic content vocabulary - How to sort words into categories <p>Skills:</p> <ul style="list-style-type: none"> - Use key ideas and details to ask and answer questions - Locate information from each text feature in informational text - Self monitor reading experiences by asking if it makes sense, does it sound right. - Analyze the similarities and differences of content vocabulary; use content vocabulary in speaking and writing - Sort words (open or closed). Analyze words to assign a category appropriate to the group

Duration: January/Week 18 - February/Week 24

UNIT NAME: Unit 4: People and Characters and What They Do Thinking Like a Historian consider with connection to SS

Big Ideas/Essential Questions	Concepts/Skills
<p>Big Ideas:</p> <ul style="list-style-type: none"> - People sometimes change their behavior to emulate (be like) the character or person they have read about and admire <p>Essential Questions:</p>	<p>Concepts:</p> <ul style="list-style-type: none"> - Narrator of the text – narrators/characters can be telling the story= - How to locate (realize) key details, characters, setting and events in a text - How to use text features to locate key facts and information - How to express ideas and feelings (relying on the text)

<p>- Can a character take you over? Do you change your behavior to be like the characters and people you read about?</p>	<ul style="list-style-type: none"> - How to conduct share research - How to write to a topic (How-to) <p>Skills:</p> <ul style="list-style-type: none"> - Determine who is telling the story (at various points in a text) - Locate and use key details in the text in order to describe characters, setting and events - Use text features to locate key facts and information (from headings, tables of contents, glossaries, electronic menus, icons) - Use relevant details to describe people, places, things and events - Conduct Shared research on a given topic and write informational piece of writing
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Duration: February/Week 25 - April/Week 31

UNIT NAME: Unit 5: The Changing World Around Us – An Exploration of the World as a Reader and Scientist

Big Ideas/Essential Questions	Concepts/Skills
<p>Big Ideas:</p> <ul style="list-style-type: none"> - Nonfiction text features provide the reader with information. - Readers notice details and use text features to understand and locate information in the text. - Readers use different strategies such as decoding, rereading and self-correcting in order to understand unknown words. <p>Essential Questions:</p> <ul style="list-style-type: none"> - How do nonfiction text features (table of contents, headings, glossaries) help the reader? - What do readers think about while reading nonfiction text? - How do readers help themselves when they come to an unknown word or do not understand what they have read? 	<p>Concepts:</p> <ul style="list-style-type: none"> - Asking questioning of and about the text - How to identify the main topic of a text - How to use illustrations and details to describe key details - Illustrations can support key ideas in a text - How to Use organizational features such as titles, headings, table of contents, glossaries, etc. - Words can be defined by the categories they are in - Know that books have differences that make then fiction and nonfiction - Roots of words and how to use them to solve unknown words - How to write informative/explanatory texts with factual information - How to come to conversations prepared – rules for conversations <p>Skills:</p> <ul style="list-style-type: none"> - Ask and answer questions of and about key details in the text - Identify the main topic of a text - Use illustrations and details to describe key details - Use organizational features such as titles, headings, table of contents, glossaries, etc. - Define words by categories - Distinguish between books by their differences and explain major differences between books that tell stories and books that give information, drawing on a wide

	<p>reading of a range of text types.</p> <ul style="list-style-type: none"> - Identify frequent roots of words. Use to solve unknown words - Retell a story by identifying the main topic and using key details - Describe how a text can group information into general categories. - Write an informative/explanatory text about a given topic (e.g., about an animal), supplying factual information and providing a sense of closure. - In a revision process, and under the guidance and support of an adult, add details to an informative text. - Confirming understanding of information, present the information orally by restating key elements and answering questions about key details. - Write an informative/explanatory text explaining how to do something (e.g., how Matisse created the large-scale cut-out, The Snail). - Use sentence context clues to help determine word meanings. - <p>Use common, proper, and possessive nouns in speech and writing.</p>
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Duration: April/Week 32 - May/Week 38

UNIT NAME: Unit 6: Around the World in a Glass Slipper – Readers Understand Themes Across Texts and Genres

Big Ideas/Essential Questions	Concepts/Skills
<p>Big Ideas:</p> <ul style="list-style-type: none"> - Good readers can synthesize information from a variety of sources - Writers share information , opinions and ideas through multiple ways and texts - Writing is something writers are always learning to do - Being able to read determines your future - Practice makes permanent <p>Essential Questions:</p> <ul style="list-style-type: none"> - What can versions of the same story teach us about different cultures 	<p>Concepts:</p> <ul style="list-style-type: none"> - How to locate similarities and differences in characters, adventures and stories - How to write informative/explanatory texts - How to engage in collaborative conversations - How to ask and answer questions - How to use text features to describe characters, setting and events - Retelling the text <p>Skills:</p> <ul style="list-style-type: none"> - Compare and contrast characters, adventures and stories - Compare and contrast multiple versions of a story (e.g., Cinderella) by different authors and from different cultures. - Identify the similarities and differences between two texts on the same topic. - Write opinions about a favorite version of a story. - Read nonfiction texts independently with a sense of purpose (e.g., to know about the continents and cultures discussed in a fairy tale version). - Illustrate an adaptation of a scene from a story and present it to the class in a slide. - Retell a story using key details, characters, setting and events

	- Use vivid words to describe an object
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Duration: May/Week 38 - June/Week 42

UNIT NAME: Unit 7: The Hidden Message in a Book – Readers Learn About Themselves and Their World CONSIDER ELIMINATING

Big Ideas/Essential Questions	Concepts/Skills
Big Ideas: - Language is an essential tool for understanding our world. Effective written and oral communications rely upon understanding and applying the rules of standard English Essential Questions:	Concepts: Skills: