

Focus Areas	Power GLCE	Strategy Focus	Reader's Workshop	Writer's Workshop	Word Study	Resources	Assessments		Big Ideas / Essential Questions (Goals)'s
<p>2</p> <p>Becoming a strategic reader and writer</p> <p>(Approximately 10 weeks)</p>	<p>R.MT.03.01 self-monitor comprehension when reading or listening to texts by automatically applying strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring and summarizing</p> <p>R.WS.03.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words</p> <p>W.PR.03.03 draft focused ideas in written compositions using multiple sentences and paragraphs to slow down or sped up reading, including varying patterns and/or organizational text structures (e.g., compare/contrast, cause/effect, or problem/solution)</p> <p>W.PR.03.04 revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions)</p> <p>S.DS.03.03 respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding</p> <p>W.GN.03.03 write an informational piece including a report that demonstrates the understanding of central ideas and supporting details using an effective organizational pattern (e.g., compare/contrast, cause/effect, problem/solution) with a title, heading, subheading, and a table of contents)</p> <p>L.RP.03.03 respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and/or show understanding</p> <p>R.WS.03.07 apply the following aspects of fluency: pauses and emphasis, punctuation cues, intonation, and automatic recognition of identified grade-level specific words and sight words while reading aloud familiar grade level text</p>	<ul style="list-style-type: none"> Create partnerships in reading and writing Introduce various comprehension strategies (Making connections, visualizing, inferring, schema) <p>WHAT IS OUR WRITING FOCUS IN THIS UNIT? DO WE WANT TO BEGIN COMPARISON WRITING, AND THEN REVISE FALL PROMPTS, RATHER THAN STARTING A NEW PIECE?</p>	<p>Teaching Points:</p> <ul style="list-style-type: none"> Identify strategies used to make meaning while reading (making connections (T to S, T to T, T to W), inferring, synthesizing, etc..) Apply comprehension strategies during Read Aloud and mini-lessons (Think, pair, share or partner talk) Model Think-Aloud Apply strategies during independent reading to show students how they can make their strategy use visible as they read (sticky notes, journal responses, graphic organizers, etc...) Respond to reading in various modalities 	<p>Teaching Points:</p> <ul style="list-style-type: none"> Model Writing Process Developing our small moments Revisit and introduce the stages/ 6 traits Drafting: Ideas and Content, Organization Use Kid Friendly rubrics to analyze peers' writing Making intentional decisions to improve writing <p>Suggested Writing:</p> <ul style="list-style-type: none"> Small Moments / Personal Narrative Comparison Writing: Revisit Fall Prompt to make revisions ? 	<p>Teaching Points:</p> <ul style="list-style-type: none"> Word sorts, make and breaks, DOL, word pattern study Word choice-synonyms, homonyms, homophones, multiple meaning words, multi-syllabic, r-controlled, consonant blends, contractions, compounds, and content vocabular 	<p>Essential Professional Resources provided by the district:</p> <p><i>The 6+1 Traits of Good Writing</i> by Ruth Culham</p> <p><i>Units of Study for Teaching Writing, Grades 3-5</i> by Lucy Calkins (Raising the Quality of Narrative Writing Unit)</p> <p><i>The Write Traits Kit</i> By Great Source</p> <p>Earth Materials- ELA kit (Life Skill Theme: Cooperation)</p> <p>Suggested Professional Resources:</p> <p><u>Making Meaning</u></p>	<p>FOR Learning</p> <p>Conferences (anecdotal notes)</p> <p>Reader's / Writer's Notebooks</p> <p>Six Traits Rubrics- Grade Level Rubrics/ Anchor Papers</p>	<p>OF Learning</p> <p>Application of learned spelling strategies in daily writing.</p> <p>Reader's / Writer's Notebooks</p> <p>Six Traits Rubrics</p> <p>Running Records- as needed</p> <p>Conferences (anecdotal notes)</p> <p>Common Assessment Ideas:</p>	<p>What strategies do proficient readers use?</p> <p>What strategies do proficient writers use?</p>

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<p>3</p> <p>Reading and Writing to Learn</p> <p>Narrative Text/ Narrative Writing</p> <p>(approximately 8 weeks)</p>	<p>W.GN.03.01 write a cohesive narrative piece such as a fable, folktale, or realistic fiction using personification, setting, actions, and thoughts that reveal important character traits</p> <p>R.NT.03.02 identify and describe the basic elements and purpose of a variety of narrative genre including folktales, fables, and realistic fiction</p> <p>R.NT.03.03 identify and describe characters' thoughts and motivations, story level themes (good vs. evil), main idea, and lesson/moral (fable)</p> <p>R.NT.03.04 explain how authors use literary devices including prediction, personification, and point of view to develop a story level theme, depict the setting, and reveal how thoughts and actions convey important character traits</p> <p>W.GR.03.01 In the context of writing, correctly use subjects and verbs that are in agreement; verb tenses; nouns and possessives; commas in a series; and begin use of quotation marks and capitalization in dialogue</p> <p>R.WS.03.08 in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary</p> <p>L.RP.03.03 respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and/or show understanding</p> <p>L.RP.03.05 Respond to and retell what a speaker said, paraphrasing and explaining the main idea, and then extend their response by connecting and relating it to personal experiences</p>	<p>Story Elements</p> <p>Retell ing</p> <p>Ask Questions(before, during, after)</p> <p>Genre Study- Fables, Folktales and realistic fiction,</p> <p>Differentiate between forms of fiction</p> <p>Character Traits</p>	<p>Teaching Points:</p> <ul style="list-style-type: none"> Read and understand purpose and components folktales and fables Read and understand the purpose and components realistic fiction Elements of Plot Retelling Compare / Contrast different genre or examples of similar genre Continue to weave strategies into our reading 	<p>Teaching Points:</p> <p>(WHAT STRATEGIES DO STUDENTS NEED TO BE ABLE TO DO THE SUGGESTED WRITINGS?)</p> <ul style="list-style-type: none"> Essential Moments Making intentional decisions to Revise their piece (ideas, organization, sentence fluency) <p>Suggested Writing:</p> <ul style="list-style-type: none"> Narrative piece (realistic fiction, fairy tale or folk tale) Cross Text comparison 	<p>Teaching Points:</p> <ul style="list-style-type: none"> Word sorts, make and breaks, DOL, word pattern study Word choice- synonyms, homonyms, homophones, multiple meaning words, multi-syllabic, r-controlled, consonant blends, contractions, compounds, and content vocabulary 	<p>Essential Professional Resources:</p> <p><i>The 6+1 Traits of Good Writing</i> by Ruth Culham</p> <p><i>Units of Study for Teaching Writing, Grades 3-5</i> by Lucy Calkins (Writing Fiction Unit and Literary Essays Unit)</p> <p><i>The Write Traits Kit</i> By Great Source</p> <p>Touchtone Text:</p> <p>Fables Arnold Loebel (SHOULD EVERYONE HAVE THIS OR IS IT READILY AVAILABLE IN EACH BUILDING?)</p>	<p>FOR Learning</p> <p>Conferences (anecdotal notes)</p> <p>Reader's / Writer's Notebooks</p> <p>Student observations</p> <p>Six Traits Rubrics</p>	<p>OF Learning</p> <p>Application of learned spelling strategies in daily writing.</p> <p>Six Traits Rubrics</p> <p><i>Common Assessments:</i></p> <p><i>Writing:</i></p> <p><i>District Comparison Writing Prompt</i></p> <p><i>Reading/ Writing: Provide selections for cross text comparison. (We could have a graphic organizer to have students fill in, and then take it to the written comparison. That way a student can get credit for ability to do the reading aspect of the comparison, but isn't marked down in reading for their inability to put it in the correct written format. What are your thoughts?)</i></p>	<p>What are the elements of a narrative text?</p> <p>What elements do I incorporate within my narrative writing?</p>

<p>4</p> <p>Reading and Writing to Learn</p> <p>(Informational Text / Expository Writing)</p> <p>(approximately 8 weeks)</p>	<p>R.MT.03.01 self-monitor comprehension when reading or listening to texts by automatically applying strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring and summarizing</p> <p>R.IT.03.02 identify informational text patterns including descriptive, sequential, enumerative, compare/contrast, and problem/solution</p> <p>R.IT.03.03 explain how authors use text features including titles, headings and subheadings, timelines, prefaces, indices, and table of contents to enhance the understanding of key and supporting ideas</p> <p>S.DS.03.04 plan and deliver presentations using an effective informational organizational pattern (e.g., descriptive, problem/solution, cause/effect); supportive facts and details reflecting a variety of resources; and varying the pace for effect</p> <p>W.GN.03.04 use the writing process to produce and present a research project; initiate research questions from content area text from a teacher-selected topic; and use a variety of resources together and organize information</p> <p>W.SP.03.01 in the context of writing, correctly spell frequently encountered words (e.g., multisyllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).</p> <p>R.WS.03.08 in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary</p> <p>L.RP.03.03 respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and/or show understanding</p> <p>L.RP.03.05 respond to and retell what a speaker said, paraphrasing and explaining the main idea, and then extend their response by connecting and relating it to personal experiences</p> <p>W.PR.03.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups.</p>	<p>Ask Questions</p> <p>Identifying Central Idea</p> <p>Identify Details</p> <p>Summarizing/Synthesizing</p> <p>Genre study- Analyze the structure of non-fiction (Text Features)</p> <p>Textbooks, encyclopedias, magazines.</p>	<p>Teaching Points:</p> <ul style="list-style-type: none"> Analyze Graphic Features (photos, captions, diagrams, charts, illustrations, etc.) Identify Heading, subheading, title, table of contents, glossary, index, bold faced and italics, etc. Determining important ideas and supporting details in informational text How is informational text structured? How can I use graphic organizers to help me organize my thinking as I read different types of informational text structures? Asking researchable questions How do I locate the answers to my research questions? How do I organize my research notes? 	<p>Teaching Points:</p> <p>WHAT STRATEGIES DO THEY NEED TO BE EFFECTIVE INFORMATIONAL WRITERS?</p> <p>Writing Suggestions:</p> <ul style="list-style-type: none"> Write a cross-textual comparison with a expository selection (is this too difficult? Could they do a compare / contrast piece tied to science and social studies getting information from their science readers or other informational books?) Write a Research Report/ Project (ie... local business report, topic connected to science or social studies) 	<p>Teaching Points:</p> <ul style="list-style-type: none"> Word sorts, make and breaks, DOL, word pattern study Word choice- synonyms, homonyms, homophones, multiple meaning words, multi-syllabic, r-controlled, consonant blends, contractions, compounds, and content vocabulary 	<p>Essential Professional Resources:</p> <p>Essential Professional Resources:</p> <p><i>The 6+1 Traits of Good Writing</i> by Ruth Culham</p> <p><i>Units of Study for Teaching Writing, Grades 3-5</i> by Lucy Calkins (Reathing Life into essay writing unit)</p> <p>Touchtone Texts:</p> <p>IS THERE AN ESSENTIAL BOOK THAT WE ALL NEED TO TEACH THE STRATEGIES IN THIS UNIT OR CAN WE USE THE STUFF WITHIN OUR ELA/SCIENCE KIT?</p> <p>Suggested Picture book:</p> <p><i>The Important Book</i>— Teaching Main Idea</p>	<p>FOR Learning</p> <p>Conferences (anecdotal notes)</p> <p>Reader's / Writer's Notebooks</p> <p>Classroom observations</p> <p>Six Traits Rubrics</p>	<p>OF Learning</p> <p>Application of learned spelling strategies in daily writing.</p> <p>Reader's / Writer's Notebooks</p> <p>Six Traits Rubrics</p> <p><i>Common Assessment Writing:</i></p> <ul style="list-style-type: none"> Create a common research rubric that assesses the research process and product <p><i>Reading:</i></p> <ul style="list-style-type: none"> Give students an informational article, and have them either fill determine important ideas and supporting details on a graphic organizer OR create MEAP-like questions that goes along with the article <p>WHICH IDEA MAKES MORE SENSE TO YOU FOR THE COMMON READING ASSESSMENT, OR DO YOU HAVE SOMETHING ELSE TO CONSIDER?</p>	<p>What are the purposes and characteristics of an informational/ expository text?</p> <p>What features do I include in informational/expository writing?</p>
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Units	Power GLCE's	Strategy Focus	Reader's Workshop	Writer's Workshop	Word Study	Resources	Assessments		Key Concepts / Essential Questions (Goals)
5 Testing as a genre (approximately 3 weeks)	2 nd Grade Level Content Expectations	<p>Effective Testing Techniques</p> <p>Genre Study (Poetry, realistic fiction, informational)</p> <p>Understand Testing Vocabulary</p> <p>Identify Text Features /format</p> <p>Writing to a Prompt</p>	<p>Teaching Points:</p> <ul style="list-style-type: none"> • Comprehension Strategies • Identify a theme-life skills, author's purpose • Identify a central idea- Mostly About • Compare two selections- make connections • Identify sequence or plotline • Make meaningful text to self connections • QAR • Fill in a bubble • Set a purpose for reading- read questions first • Use process of elimination • Look Back/ Re-read • Text Evidence- Prove your answer. 	<p>Teaching Points:</p> <ul style="list-style-type: none"> • Use a rubric to analyze and give critical feedback to a writer. • Quick Writes • Responding to a prompt • Taking your ideas and connecting to the topic • Respond thoughtfully a theme. • Write a cross textual comparison piece (clearly state ideas and support with specific examples from text) • Use a graphic organizer to organize ideas into a written response • Make meaningful text to self connections • Use sequence (B,M,E) 	<p>Teaching Points:</p> <ul style="list-style-type: none"> • Use various decoding strategies • Identify and understand test vocabulary • Engage in DOL for Grammar, Usage, and Mechanics 	<p>Essential Professional Resources Provided by the District:</p> <p>The First Ten Days of School- Oakland Schools</p> <p>The Second Ten Days of School – Oakland Schools</p> <p>MEAP Released Items</p> <p>MEAP Prototype</p> <p>Note: Use your professional judgment to determine the lessons from these units to match your students needs</p>	<p>FOR Learning</p> <p>Observation</p> <p>District writing prompt</p> <p>QRI (use in small groups or conferences after scoring to do lessons relating to look-backs)</p> <p>Comparison Writing Practice</p>	<p>OF Learning</p> <p>MEAP Test</p>	<p>What are the aspects of different assessments?</p> <p>What strategies can I use to be successful on a standardized test?</p> <p>How do test takers use schema and prior knowledge to problem solve through unfamiliar text?</p> <p>How do readers use directions to comprehend test situations?</p>