

Reading Workshop Curriculum Map

Essential Question – How do we use talking and writing to encourage and grow ideas?

| April Units | | Mini lessons (Based on assessments) |
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| <p>Distilling the Essence of Nonfiction Text</p> <p><i>Reading Standard 2.0 Reading with Comprehension</i></p> | <ul style="list-style-type: none"> • Overviewing • Highlighting • Nonfiction Features That Signal Importance (Fonts and effects Cue words and phrases Illustrations and photographs Graphics Text organizers Text structures) | <ul style="list-style-type: none"> • Activating prior knowledge • Characteristics of text length and structure • Important headings and subheadings • Determining what to read and in what order • Determining what to ignore • Deciding to quit because the text contains no relevant information • Deciding if the text is worth careful reading or just skimming |
| <p>Building Background Knowledge of Nonfiction Conventions</p> <p><i>Reading Standard 2.0 Reading with Comprehension</i></p> | <ul style="list-style-type: none"> • <i>Hungry, Hungry Sharks</i> by Joanna Cole • Photographs from home or school • 8x10” booklets containing six blank pages folded in half and stapled • A different nonfiction convention on each page • Two column class chart headed Convention/Purpose which serves as a record for all of the kids | <ul style="list-style-type: none"> • Building background knowledge of nonfiction conventions by creating book that illustrates these conventions |
| <p>Becoming Familiar With the Characteristics of Nonfiction Trade Books</p> <p><i>Reading Standard 3.0 Responding to Reading</i></p> | <ul style="list-style-type: none"> • Nonfiction trade books • Students’ own nonfiction convention books • Paper and markers • Prior knowledge form • Question form • 11x17” paper for page design | <ul style="list-style-type: none"> • Acquiring information about an interesting topic • Asking some question • Designing pages based on authentic pages in nonfiction trade books |
| <p>Determining What’s Important When Writing Information</p> <p><i>Reading Standard 2.0 Reading with Comprehension</i></p> | <ul style="list-style-type: none"> • Nonfiction trade books • Magazines • Former students’ work • 8x11” construction paper booklets with twelve pages folded and stapled • Teaching books replicate nonfiction trade books • The writers write about something they want to teach | <ul style="list-style-type: none"> • Becoming a specialist on a favorite topic • Choosing what is important to include in a piece of writing • Writing informational teaching books |

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| <p>Coding Important Information on Unfamiliar as Well as Familiar Topics</p> <p><i>Reading Standard 2.0 Reading with Comprehension</i></p> | <ul style="list-style-type: none"> • The book, <i>The Unhuggables</i> • Sticky notes coded L for learned something new about a familiar topic, or * for important information about an unfamiliar topic | <ul style="list-style-type: none"> • Noticing and selecting new information on familiar and unfamiliar topics |
| <p>Finding Important Information Rather Than Just One Main Idea</p> <p><i>Reading Standard 2.0 Reading with Comprehension</i></p> | <ul style="list-style-type: none"> • A piece of like kind text for each student • 3 sticky notes, each one coded * to mark 3 important ideas in the text | <ul style="list-style-type: none"> • Understanding that there are often several important ideas in a piece of text rather than a single main idea |
| <p>Reading for Answers to Specific Questions</p> <p><i>Reading Standard 2.0 Reading with Comprehension</i></p> | <ul style="list-style-type: none"> • The book, <i>Exploring the Titanic</i> by Robert Ballard • Class discussion • Circling key words • Underlining and writing in the margins on a page of text | <ul style="list-style-type: none"> • Reading to find specific information |
| <p>Sifting the Topic from the Details</p> <p><i>Reading Standard 2.0 Reading with Comprehension</i></p> | <ul style="list-style-type: none"> • “Howling Again,” an article from Wild Outdoor World • 2 column note form headed Topic/Details • 3 column note form headed Topic/Details/Response | <ul style="list-style-type: none"> • Discriminating between key topics and supporting details |
| <p>Reading Opposing Perspectives to Form an Opinion</p> <p><i>Reading Standard 2.0 Reading with Comprehension</i></p> | <ul style="list-style-type: none"> • “Should Cities Sue Gun Makers?”, an article • Group discussion • 3 column note form headed Evidence For/Evidence Against/Personal Opinion | <ul style="list-style-type: none"> • Reading persuasive material carefully to make an informed judgment |
| <p>Reasoning Through a Piece of Historical Fiction to Determine the Essence</p> <p><i>Reading Standard 2.0 Reading with Comprehension</i></p> | <ul style="list-style-type: none"> • The book, <i>Bull Run</i>, by Paul Fleischman • Conversation between 5 members of a book club reading this book to learn more about the Civil War | <ul style="list-style-type: none"> • Using questioning and inferring to determine the essence of the text |