

Reading Workshop Curriculum Map

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

May Units		Mini lessons (Based on assessments)
<p>Making Synthesizing Concrete</p> <p><i>Reading Standard 2.0 Reading with Comprehension</i></p>	<ul style="list-style-type: none"> • Ingredients for making a cake • Discussion about how synthesizing in reading is similar to baking 	<ul style="list-style-type: none"> • Using baking to help students make the abstract synthesizing strategy more concrete
<p>Retelling to Synthesize Information</p> <p><i>Reading Standard 2.0 Reading with Comprehension</i></p>	<ul style="list-style-type: none"> • Assorted books, including <i>For Every Child a Better World</i>, by L. Gikow • Recording brief syntheses on sticky notes or charts, or through discussion • One word lists of a synthesis 	<ul style="list-style-type: none"> • Providing a basic framework to help students begin to synthesize information through a brief retelling of a story
<p>Synthesizing While Reading Expository Text</p> <p><i>Reading Standard 2.0 Reading with Comprehension</i></p>	<ul style="list-style-type: none"> • “In Sickness and In Health,” an article • Brackets in the margins for synthesizing information • Sticky notes coded S for synthesize • 2 column note form headed What’s Interesting/What’s Important 	<ul style="list-style-type: none"> • Making margin notes in your own words to synthesize sections of the text
<p>Making Comparisons in Science and Synthesizing the Similarities</p> <p><i>Reading Standard 2.0 Reading with Comprehension</i></p>	<ul style="list-style-type: none"> • Science trade books or science textbooks on marine biology • 3 column note form headed Compare and Contrast 	<ul style="list-style-type: none"> • Comparing and contrasting properties to better understand their essence
<p>Showing Evolving Thinking by Summarizing the Content and Adding Personal Response</p> <p><i>Reading Standard 3.0 Responding to Reading</i></p>	<ul style="list-style-type: none"> • Young adult magazines (Kids Discover, Wild Outdoor World, and Time for Kids) • A page of notebook paper divided horizontally with the top half marked Summary and the bottom half marked Response 	<ul style="list-style-type: none"> • Summarizing the content of a piece of text and responding personally

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<p>Reading for the Gist</p> <p><i>Reading Standard 2.0</i> <i>Reading with Comprehension</i></p>	<ul style="list-style-type: none"> • The book, <i>An Angel for Solomon Singer</i>, by Cynthia Rylant • Lists of notes and strategies • 1 page written responses 	<ul style="list-style-type: none"> • Taking notes and using a variety of strategies to synthesize
<p>Writing as Synthesis: Personalities from the Past</p> <p><i>Reading Standard 2.0</i> <i>Reading with Comprehension</i></p>	<ul style="list-style-type: none"> • Picture book biographies, <i>A Boy Called Slow</i>, <i>A Picture Book of Anne Frank</i> • 2 column note form • Note taking 	<ul style="list-style-type: none"> • Writing from a 1st person perspective to better understand the contributions of historical figures
<p>Moving From Short Text to Chapter Books</p> <p><i>Reading Standard 2.0</i> <i>Reading with Comprehension</i></p>	<ul style="list-style-type: none"> • <i>The Devil’s Arithmetic</i> by Jane Yolen • Beyond-the-Line Question form • Beyond-the-Line Answer form • 2 column form with page # and strategy in 1st column and a one-paragraph synthesis in the 2nd column 	<ul style="list-style-type: none"> • Using Comprehension strategies to read and synthesize longer chapter books
<p>Synthesizing to Access Content</p> <p><i>Reading Standard 2.0</i> <i>Reading with Comprehension</i></p>	<ul style="list-style-type: none"> • “Moonstruck Scientists Count 63 and Rising”, newspaper article • 2 column note form headed Content/Process • Class discussion 	<ul style="list-style-type: none"> • Noticing the thinking we do to access content and acquire knowledge
<p>Reading Like a Writer</p> <p><i>Reading Standard 3.0</i> <i>Responding to Reading</i></p>	<ul style="list-style-type: none"> • “Moonstruck Scientist Count 63 and Rising” and “Rhino Dehorned by Rangers”, newspaper articles • 3 column note form headed Content/Process/Craft (CPC) 	<ul style="list-style-type: none"> • Noticing the craft of a piece as well as the content and the reading process
<p>Trying to Understand: Seeking Answers to Questions That Have None</p> <p><i>Reading Standard 2.0</i> <i>Reading with Comprehension</i></p>	<ul style="list-style-type: none"> • <i>The Triumphant Spirit: Portraits and Stories of Holocaust Survivors, Their Messages of Hope and Compassion</i> by Nick Del Calzo • Sticky notes with questions 	<ul style="list-style-type: none"> • Synthesizing information by attempting to answer difficult questions