

# Reading Workshop Curriculum Map

Essential Question – How do we compose lives in which reading and writing matter?

September Units		Mini lessons (Based on assessments)
<b>Reading Easy Books with Understanding</b>  <i>Reading Standard 2.0</i> <i>Reading with Comprehension</i>	<ul style="list-style-type: none"> <li>• Lots of easy Read Alouds</li> <li>• Read easy books, series</li> <li>• Promotional book talks</li> <li>• Quick checks for assessing</li> <li>• Share beloved books</li> </ul>	<ul style="list-style-type: none"> <li>• “Just right” books</li> <li>• Reading time is precious</li> <li>• Quick transitions</li> <li>• Rules for classroom management</li> </ul>
<b>Reading a Lot of Books with Stamina</b>  <i>Reading Standard 2.0</i> <i>Reading with Comprehension</i>	<ul style="list-style-type: none"> <li>• Read at home &amp; school</li> <li>• Collect reading data on students - assessment</li> <li>• Goal of at least a book a week</li> <li>• Start student conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Progress chart</li> <li>• Same # of pages at home as at school</li> <li>• Post-its to set goals</li> <li>• Making time for reading</li> </ul>
<b>Reading with Fluency</b>  <i>Reading Standard 2.0</i> <i>Reading with Comprehension</i>	<ul style="list-style-type: none"> <li>• Sounds like conversation</li> <li>• Read punctuation</li> <li>• Reading aloud with partners</li> </ul>	<ul style="list-style-type: none"> <li>• Read text with class</li> <li>• How to read punctuation</li> <li>• Using phrases to read sentences</li> <li>• Rubric for assessing fluency</li> </ul>
<b>Reading With Friends</b>  <i>Reading Standard 3.0</i> <i>Responding to Reading</i>	<ul style="list-style-type: none"> <li>• Climate of conversation and sociability</li> <li>• Kids sit together and address a topic</li> </ul>	<ul style="list-style-type: none"> <li>• Independent reading partnerships</li> <li>• Conversation starter prompts</li> </ul>
<b>Celebrating Reading</b>  <i>Reading Standard 3.0</i> <i>Responding to Reading</i>	<ul style="list-style-type: none"> <li>• Frequent and early celebrations</li> <li>• Reading marathons</li> <li>• Lunch table book talks</li> <li>• Bookmarks</li> <li>• </li> </ul>	
<b>Reading in a Way That Allows Us to Retell</b>  <i>Reading Standard 3.0</i> <i>Responding to Reading</i>	<ul style="list-style-type: none"> <li>• Think as you read!</li> <li>• Recall what has happened so far</li> </ul>	<ul style="list-style-type: none"> <li>• Recalling plot</li> <li>• “Filling in” gaps – plot</li> <li>• Calling for a “rewind”</li> <li>• “Take it from there...”</li> </ul>
<b>Holding Oneself Accountable to the Text</b>  <i>Reading Standard 1.0</i> <i>Vocabulary in Context</i>	<ul style="list-style-type: none"> <li>• Monitor for sense</li> <li>• Strategies for responding</li> <li>• Strategy lessons in whole &amp; small groups</li> </ul>	<ul style="list-style-type: none"> <li>• Reread and revise</li> <li>• What are you thinking?</li> <li>• What to do when you don’t understand</li> <li>• “Does it make sense?”</li> </ul>

Based on The Art of Teaching Reading, by Lucy Calkins

Developed by JK and OK, Whittier School, Long Beach Unified School District, August 2001