

*First 30 Days  
Reader's and Writer's Workshop  
Grades 1-2*

# **Holyoke Public Schools**

## **English Language Development Curriculum Map ELD Grades 3-4**

### **First 30 Days Reader's and Writer's Workshop**

# **Holyoke Public Schools**

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## **Overview of Curriculum Maps**

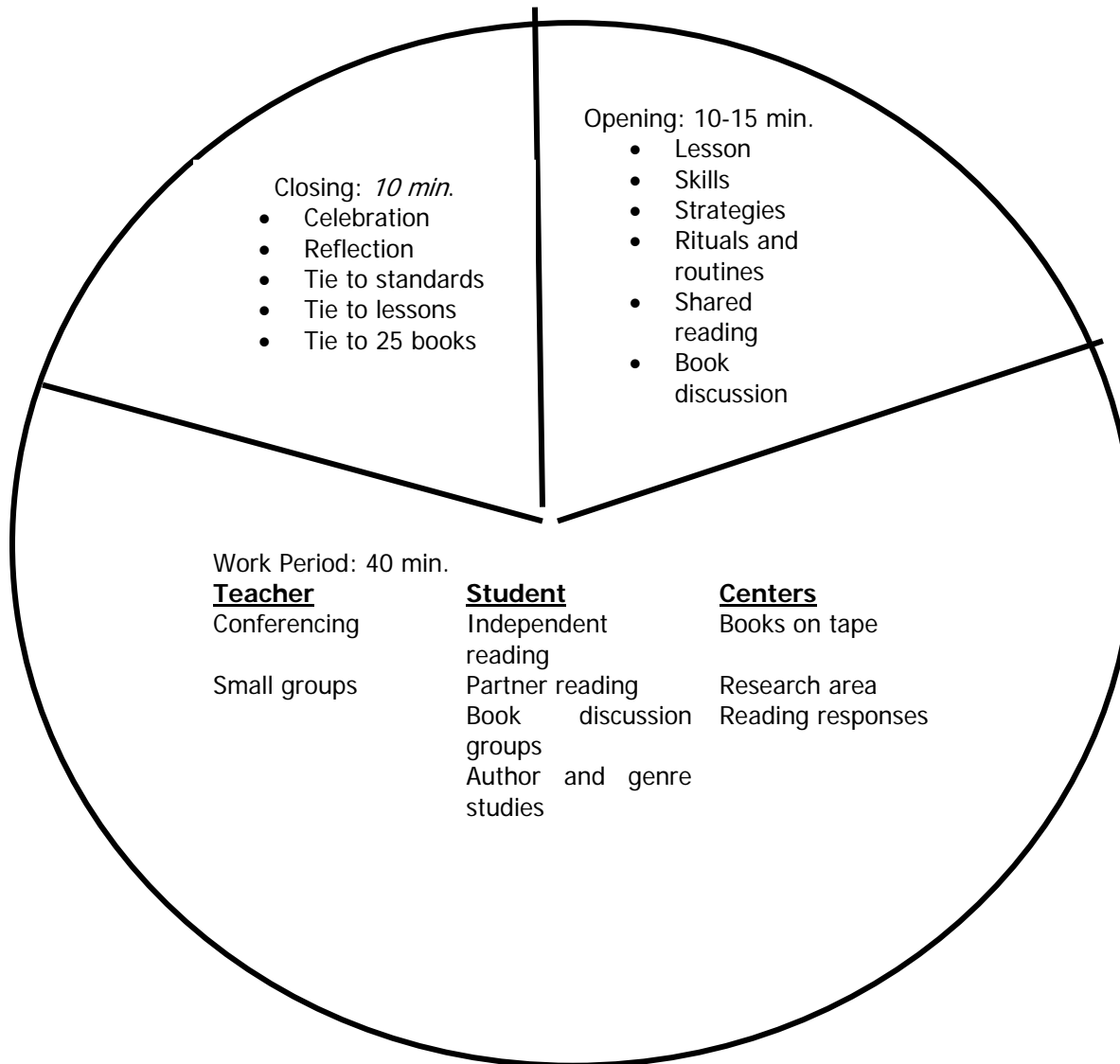
### **Goals:**

1. To ensure that English Language Learners are exposed to and engaged in a rigorous English Language Arts curriculum in every school and at every grade level.
2. To provide consistent instruction and assessment district wide
3. To prepare students for the MCAS and MEPA assessments.
4. To provide teachers with curriculum guidelines and appropriate ELL instructional strategies for the English Language Development (ELD) courses.

### **Expectations:**

**The district's expectation is for students to successfully meet the expectations outlined in the *Massachusetts English Language Arts Standards* and the *Massachusetts English Language Proficiency Benchmarks and Outcomes for English Language Learners*. In order to help facilitate this, teachers are required to follow curriculum maps. The successful implementation of these maps requires the teachers to read the literature outlined in the map and complete the written assignments prior to planning their lessons. Reading the literature and completing the written assignments is an essential part of lesson planning.**

## Overview of the Readers and Writers Workshop: ELD



The workshop model for the ELD class is designed to integrate reading and writing around a genre within a predictable structure that will allow beginning and early intermediate students to advance linguistically and academically. The structure is set up to allow students maximum independent work time, time for talk, as well as scaffolded times for learning new strategies. The following is a breakdown of each part of the workshop:

## **READERS WORKSHOP**

### **Mini-Lesson: 15 minutes**

**The teacher uses this time to introduce a new reading skill or strategy, model how to apply this skill to reading, invite students to participate, and close with clear directions for the work period.**

- You will use read aloud materials to model a reading skill or strategy that students will be working on.
- **NOTE: Pay close attention to the materials you choose!** Make sure that you use either a picture book or a piece of text on an overhead. It is essential that your students see what you are reading while you read it. Make sure that you do not try to just read aloud the whole book. Choose a piece of a passage or a few pages of a read aloud and use this text to model.
- After you model the strategy using the read aloud text, you will ask students to turn and talk about what they saw you do. This is an essential step for your ELLs because it allows them to solidify the skill you taught them before they have to apply it to their own reading.
- The teacher will begin the lesson by telling students what they will be learning today. The teacher will then use a reading text or modeled writing to teach a new strategy.
- The teacher will develop classroom charts in many of these lessons. Develop these charts with the students! Prepare for the lesson by writing the title of the chart and developing the chart "bones". For example, if you are making a t-chart, draw the "t" and label each side, but add in the information with the students while you are teaching.
- Students will use language stems to turn and talk during the mini-lesson. After you have taught the strategy, share with students the language stem and ask them to turn and talk using the language stem.

### **WORK PERIOD: 30 minutes**

**Students read their own independent reading books or participate in partner reading and practice using the strategy the teacher just modeled.**

- This is a chance for students to immediately apply the strategy the teacher modeled. Students read books at their reading level and practice the strategy, write about it in their Reader's Notebooks, work in groups with peers or the teacher.
- There will be turn and talk built into this time to solidify and define what they have learned, therefore creating a more stable memory of the strategy taught.
- The teacher should run guided reading groups and conferences during this time.

### **Closing: 10 minutes**

**This is an important part of the workshop that should be mined for opportunities to talk for ELLs. Students share what they have learned and solidify their experience that day as readers.**

- Provide time for the class to come together as a group and reflect on their learning that day. Allow a few students to share and provide opportunity for feedback from their peers. Or allow partner sharing so that all students can share and talk during the closing.

## WRITERS WORKSHOP

### **MINI-LESSON: 15 Minutes**

**The teacher will gather the students to learn a new writing strategy. At this point the teacher will build classroom charts, provide an opportunity for practice and turn and talk to solidify their learning.**

- The teacher will begin the lesson by telling students what they will be learning today. The teacher will then use a touchstone text or their own modeled writing to teach a new strategy.
- **NOTE:** You must develop your own piece along with students as they learn new writing skills and strategies. Make sure that you build this piece with students integrating all the things they are learning about the genre.
- The teacher will develop classroom charts in many of these lessons. Develop these charts with the students! Prepare for the lesson by writing the title of the chart and developing the chart "bones". For example, if you are making a t-chart, draw the "t" and label each side, but add in the information with the students while you are teaching.
- Students will use language stems to turn and talk during the mini-lesson. After you have taught the strategy, share with students the language stem and ask them to turn and talk using the language stem.

### **Work Time (WT): 30 Minutes**

**The Work Period is a chance for students to work on their own drafts, practice new writing skills, or move forward in the writing process. or in groups on the strategy taught in the mini-lesson.**

- Students will work on their writing and drafts independently. Students will try to apply the writing strategy taught, work with partners to revise their writing, or be involved in a step of the writing process.
- The teacher will circulate and support students, conference with individual students, or run guided writing groups.
- Make sure that you have a well-established independent writing process. This is set up during the First unit of study.

### **Closing: 10 Minutes**

**This is an important part of the workshop that should be mined for opportunities to talk for ELLs. Students share what they have learned and solidify their experience that day as readers and writers.**

- Provide time for the class to come together as a group and reflect on their learning that day. Allow a few students to share and provide opportunity for feedback from their peers. Or allow partner sharing so that all students can share and talk during the closing.

**Skills Block: 30 minutes daily**

**This daily skills time is a goldmine of opportunity for teachers and students. This is a time of direct instruction on the reading or writing skills students are struggling with.**

- During this time, you will deliver a lesson that is a more classic “stand and deliver” lesson. You will teach a skill, practice with students, give them a chance for independent practice, and close the lesson.
- **NOTE:** Since this is a short time, your lesson focus must be “laser-like”. Choose a skill that you can teach in the allotted time and know that this short time can be incredibly effective for ELLs. They will not be overwhelmed by language rules or information and will be able to own and control what you teach them on a daily basis if you plan accordingly.

**Reading Skill Lessons:**

- You will choose a reading focus for the skill lessons that is about the universal reading skills all readers need. This means you will teach:
  - Phonetic Principals
  - Reading Fluency and Accuracy
  - Vocabulary
- For example, you might choose to teach the difference between the sounds “SH” and “CH” using a sorting game. You would NOT choose to teach “making connections” or other comprehension strategies during this time

**Writing Skill Lessons:**

- You will choose a writing focus for the skill lessons that is about the universal writing skills all writers need. This means you will teach:
  - Spelling                      -Style and Syntax
  - Grammar                      -Word Choice
- For example, you might choose to teach how to deal with making nouns plural in the English Language. You would NOT choose to teach “character development in narrative writing” or other genre features during this time.

**NOTE:** You will need to balance reading and writing skill teaching over the course of a week. Suggestions for balance are in the Appendix

**PLEASE SEE THE APPENDIX FOR MORE IDEAS ON WHAT SKILLS YOU COULD TEACHER DURING THIS DAILY SKILL TIME**

## **Materials and Resources**

### **Read Aloud Books for First 30 Days Readers and Writers Workshop**

#### **Big Books**

#### **Guided Reading**

Guided Reading Levels A-L

#### **Classroom Library**

#### **America's Choice:**

**1<sup>st</sup> 30 Days Reader's Workshop**

**1<sup>st</sup> 30 Days Writer's Workshop**

Bridging into English: Literacy Lessons for ELL

## Overarching Unit Goals and Standards

### Speaking and Listening

National Center on Education & the Economy (NCEE) ELA Standards	*English Language Proficiency Benchmarks & Outcomes (ELPBO)
<ul style="list-style-type: none"> <li>• Listen to, comprehend and carry out directions with simple steps</li> <li>• Give directions that include sequenced steps</li> <li>• Asks questions</li> <li>• Responds appropriately to comments and questions</li> <li>• Uses language cues to indicate different levels of certainty</li> <li>• Displays appropriate turn taking behaviors</li> <li>• Clarifies, illustrates or expands on a response when asked to do so;</li> </ul>	<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Retell events in a simple or familiar story using relevant words and phrases(S.3.16)</li> <li>• Narrate stories with a beginning, middle, and end (S.2.37)</li> <li>• Ask and respond to questions (who/, what?, where?, when?) based on text that is heard. (ELA 8.15)</li> <li>• Participate orally in class activities, using appropriate words, phrases, and expressions (S.3.46)</li> <li>• Make predictions or inferences based on a story or information that has been heard.(S.3.22)</li> <li>• Ask and answer concrete questions about familiar content. (S.2.5)</li> <li>• Describe people, places, and things, using some detail. (S.2.6)</li> <li>• Express confusion (S.2.8)</li> <li>• Ask and respond to questions based on a text that is heard (S.3.15)</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Demonstrate comprehension of everyday words and phrases using pictures, actions, and/or objects. (S.1.1)</li> <li>• Demonstrate comprehension of oral directions that include visual cues. (S.3.1)</li> <li>• Demonstrate comprehension of one-step oral directions. (S.3.2)</li> <li>• Demonstrate understanding when simple information is given. (S.3.3)</li> <li>• Demonstrate comprehension of a simple story or poem that is heard using prior knowledge or visual cues. (S.3.4)</li> <li>• Identify and follow classroom expectations and conventions (such as raising hand, taking turns). (S.3.23)</li> <li>• Identify whom to consult for assistance. (S.3.27)</li> </ul>

## Reading

National Center on Education & the Economy (NCEE) ELA Standards	*English Language Proficiency Benchmarks & Outcomes (ELPBO)
<p>The student reads and comprehends at least four books about one issue or subject, or four books by a single writer, or four books in one genre, and produces evidence that;</p> <ul style="list-style-type: none"> <li>• Makes and supports warranted and responsible assertions about the texts;</li> <li>• Supports assertions with elaborated and convincing evidence;</li> <li>• Draws the texts together to compare and contrast themes, characters, and ideas;</li> <li>• Makes perceptive and well developed connections;</li> <li>• Evaluates writing strategies and elements of the author's craft.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate awareness of and readiness for reading for meaning. (R.2.1)</li> <li>• Read and understand high-frequency and familiar words and phrases. (R.2.2)</li> <li>• Recognize that printed text has specific form and carries meaning. (R.2.3)</li> <li>• Apply letter-sound knowledge to connect meaning with printed words. (R.2.6)</li> <li>• Demonstrate understanding of selected features of written English. (R.2.9)</li> <li>• Apply knowledge of word analysis to expand comprehension of vocabulary found in text. (R.1.2)</li> <li>• Use context to determine the meanings of words. (R.1.3)</li> <li>• Summarize information from a literary or an informational text that is read. (R.3.1)</li> <li>• Identify and apply strategies to enhance comprehension of texts. (R.3.6)</li> </ul>

## Writing

National Center on Education & the Economy (NCEE) ELA Standards	*English Language Proficiency Benchmarks & Outcomes (ELPBO)
<ul style="list-style-type: none"> <li>• Write daily.</li> <li>• Generate content and topics for writing.</li> <li>• Reread their work often with the expectation that others can read it.</li> <li>• Solicit and provide responses to writing.</li> <li>• Revise, edit, and proofread as appropriate.</li> <li>• Write without resistance when given time, place and materials.</li> <li>• Apply a sense of what constitutes good writing.</li> <li>• Polish 8-10 pieces throughout the year.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Write an account based on personal experience that has a focus and supporting detail. (W.2.1)</li> <li>• Organize information to be expressed in writing in a way that makes sense for the purpose and audience. (W.1.3)</li> <li>• Write a story that has a beginning, middle, and end. (W.2.4)</li> </ul> <p>Standards for levels: Beginning to Early Intermediate</p>

## Writing Skills, Language Use and Conventions

National Center on Education & the Economy (NCEE) ELA Standards	*English Language Proficiency Benchmarks & Outcomes (ELPBO)
<p>Produces writing with most high frequency words correctly spelled.</p> <ul style="list-style-type: none"> <li>• Writes text that can be read by the child and others.</li> <li>• Draws on a range of strategies to spell unfamiliar words such as segmenting, sounding out, and matching familiar words and word parts.</li> <li>• Automatically spells some familiar words and word endings correctly.</li> <li>• Demonstrate interest and awareness in approximating the use of punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Use correct mechanics when editing</li> </ul>

**WORKSHOP MAP  
First 30 Days  
OVERVIEW**

<b>Reading Workshop: Big Ideas</b>	<b>Writing Workshop: Big Ideas</b>
<ul style="list-style-type: none"><li>• Learn and practice the daily rituals and routines of the Reader's Workshop</li><li>• Learn criteria for selecting books</li><li>• Learn their responsibilities for shared reading</li><li>• Learn to listen to their reading and self-correct errors when the text does not make sense</li><li>• Identify and locate a letter pattern found in the shared-reading text</li><li>• Use clues from the context of surrounding words phrases, sentences or pictures to decode unknown words or self-correct mistakes</li><li>• Listen to their own reading in order to read with fluency</li><li>• Use background knowledge to understand the text</li><li>• Make predictions about what will happen next in a story</li><li>• Monitor their reading and use rereading as a strategy</li><li>• Identify the strategies and habits of a good reader</li><li>• Make connections to text</li><li>• Take part in a whole class book discussion</li><li>• Ask questions of the text</li><li>• Identify the beginning middle and end of a narrative</li><li>• Identify character as an element of a narrative text</li></ul>	<ul style="list-style-type: none"><li>• Students will learn and practice the daily rituals and routines of writing workshop.</li><li>• Students tell, draw and write the stories they have from their lives</li><li>• Students learn to share their writing with a partners</li><li>• Students learn to decide on a topic</li><li>• Students will write with both pictures and words</li><li>• Students develop strategies for hearing and recording sounds, using known words and being risk takers with spelling</li><li>• Share and talk about their writing daily.</li><li>• Students learn to reread, check and fix their writing work and revise it so it expresses everything they mean it to say</li><li>• Students celebrate their writing</li></ul>

## Week 1:

### Materials for Week 1:

- **Read Aloud books including;**
  - Sheila Rae the Brave
  - Little Red Toolbox
  - Hattie and the Fox (Mem Fox)
  - Night Noises (Mem Fox)
  
- Chart paper/magic markers, sentence strips, sticky notes, crayons, drawing paper, writing paper
- Common tools from kitchen or garage
- Reading folders
- Reader's notebook
- Book log
- Sample reading folder

### Language Stems:

- In reader's workshop, I will \_\_\_\_\_.
- Today in Reader's Workshop, I \_\_\_\_\_.
- A \_\_\_\_\_ is a tool for \_\_\_\_\_.
- A \_\_\_\_\_ is a tool for reading.
- If I need help, I can \_\_\_\_\_.
  
- I have an idea for a story! It is about \_\_\_\_\_.
- One thing a good writer does is \_\_\_\_\_.
- My favorite place is \_\_\_\_\_.
- A moment is \_\_\_\_\_.
- When I need help, I could \_\_\_\_\_.

### Classroom Charts

- Reader's Workshop Routines
- Looks Like / Sounds Like
- Tools of the Reader's Workshop
- Reading Log Model
- Writers Workshop Routines
- Habits of Good Writers
- Thinking of Ourselves as Writers
- What Writers Write About
  
- The Five Describing Senses
- Ways Good Writers Write
- Guide for Response
- Getting Help during Writers
- Workshop

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**WEEK 1**

READERS WORKSHOP				WRITERS WORKSHOP		
	Opening	WORK PERIOD	CLOSING	Opening	WORK PERIOD	CLOSING
<b>1</b>	<p><b>Follow Lesson 1: How to Begin Readers Workshop</b> Students will describe what they will do during the readers Workshop using vocabulary of the workshop. <b>Vocabulary:</b> Opening, Work Period, Closing In reader's workshop, I will _____. Today in Reader's Workshop, I_____.</p>	<p>Take a tour of the classroom. Independent reading</p>	<p>Explain purpose of closing. Students share. Today in Reader's Workshop, I_____.</p>	<p><b>Follow Lesson 1: Finding Our Stories</b> Students will know what to expect from the daily Writers Workshop and discover the stories from their own experiences</p>	<p>Students will draw pictures of their story ideas and then tell their stories to a partner. Explain that after they have told their stories, they should begin to draw or write drafts of them on a sheet of writing paper.</p>	<p>Students share their ideas. I have an idea for a story! It is about _____. Close the session by posting each student's drawing in the classroom under the heading "What We Can Write About."</p>

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<p><b>2</b></p>	<p><b>Follow Lesson 2: Student routines for Read Aloud</b> Students will learn and practice good behaviors during read aloud. <b>Vocabulary:</b> read aloud, behaviors</p> <p>Today during read aloud, I ____.</p> <p>Today in Reader's Workshop, I ____.</p>	<p>Respond to read aloud in pictures and/or words</p>	<p>Thumbs up thumbs down reflect on behavior.</p> <p>Today in Reader's Workshop, I ____.</p>	<p><b>Follow Lesson 2 Thinking or ourselves as Writers</b></p> <p>Students will reflect upon and articulate how they can become better writers.</p>	<p>Students will draw or write another story at their developmental level.</p>	<p>Ask students to share something they did today from the chart that made them think of themselves as writers. Prompt students to use the sentence frame while sharing.</p> <p>One thing a good writer does is _____.</p>
<p><b>3</b></p>	<p><b>Follow Lesson 3: Tools of the Reader's Workshop</b> Students will learn and practice how to get and put away materials for reader's workshop.</p> <p><b>Vocabulary:</b> tools</p> <p>A ____ is a tool for ____.</p> <p>A ____ is a tool for reading.</p>	<p>Draw tools and label Independent reading</p>	<p>Students share work.</p> <p>A ____ is a tool for reading.</p> <p>Today in Reader's Workshop, I ____.</p>	<p><b>Follow Lesson 3 Generating topics</b></p> <p>Students will use strategies for generating their own writing topics. <b>Vocabulary:</b> topic sense</p>	<p>Students will draw their favorite place. and then describe the place with words, sentence fragments, or sentences.</p>	<p>Ask students to bring their writing and share their favorite places.</p> <p>My favorite place is _____.</p> <p>Begin a "What Writers Write About" chart.</p>

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<p><b>4</b></p>	<p><b>Follow Lesson 4: Getting Help in the Reader's Workshop</b> Students will learn and practice how to get help during reader's workshop.</p> <p><b>Vocabulary:</b> problem, independent</p> <p>If I need help, I can ____.</p>	<p>Independent Reading</p> <p>Respond with a drawing to independent Reading book</p>	<p>Ask students how they can get help during reader's workshop.</p> <p>If I need help, I can ____.</p> <p>Students share drawings.</p>	<p><b>Follow Lesson 4: Turning Small Moments Into Stories</b> Students will use strategies for generating their own writing topics</p>	<p>Students will draw and write about their moment.</p>	<p>Begin a "Guide for Response" reference chart. Explain to students that they will be responding to each other's illustrations and stories and that they need guidelines to know what to look for.</p>
<p><b>5</b></p>	<p><b>Follow Lesson 5: Introducing the Reading Folder</b> Students will learn and practice how use their reader's folder</p> <p><b>Vocabulary:</b> reading folder, reading log, assessment notebook, reader's notebook</p> <p>This is my _____. I use it to _____.</p>	<p>Independent Reading</p> <p>Reading Log</p> <p>Self Portrait</p>	<p>Review Reading Folder</p> <p>Students share book log entries</p>	<p><b>Follow Lesson 5: Getting Help during Writers Workshop</b> Students will experience and practice self-management skills to gain independence in the Writers Workshop —When I need help, I could _____.</p>	<p>Students will draw or write another story and try out a new way of finding help during the Writers Workshop.</p>	<p>Ask a few students to share their writing and discuss the process of getting help during the Writers Workshop. Encourage them to use the sentence frame:</p> <p>When I need help, I could _____.</p>

**Week 2:**

**Materials for Week 2:**

- Read Aloud books including;
- Chart paper/magic markers, sentence strips, sticky notes, crayons, drawing paper, writing paper
- Writing Folders

**Language Stems:**

- I saw a \_\_\_\_\_ in the picture, so I read the word\_\_\_\_\_.
- During shared reading, my job is to\_\_\_\_\_.
- My partner and I\_\_\_\_\_.
- I chose this book because\_\_\_\_\_.
- I said the word was \_\_\_ because\_\_\_\_\_ I saw the letter(s)\_\_\_\_\_.
- The letter \_\_\_\_\_ stands for the \_\_\_\_\_ sound.
- Today I shared with my partner \_\_\_\_\_.
- --I thought this process was \_\_\_\_\_ because \_\_\_\_\_.
- Some of the materials we use in the Writers Workshop are \_\_\_\_\_.
- A good writing habit is \_\_\_\_\_.
- For my draft, I need to \_\_\_\_\_.

**Classroom Charts**

- What to think about when choosing books
- Partner Reading
- Shared Reading
- Sketch of a Moment (Your own story)
- Guide for Response
- Good Writing Habits
- Rules for Drafting

**WEEK 2**

READERS WORKSHOP			WRITERS WORKSHOP			
	Opening	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING
1	<p><b>Follow Lesson 6: Selecting Books</b> Students will learn criteria for selecting books. <b>Vocabulary:</b> purpose, audience</p> <p>I chose this book because_____.</p>	<p>Make book selections</p> <p>Use reading log</p> <p>Make an entry in their readers notebook: I chose this book because_____.</p>	<p>Students turn and talk.</p> <p>I chose this book because_____.</p>	<p><b>Follow Lesson 6: Partner Talk</b> Students will engage in brief dialogue with another student about an aspect of writing</p> <p>Today I shared with my partner _____.</p>	<p>Ask students to take out their Writing Folders and go back to a piece of writing in progress to continue writing or start a new piece.</p>	<p>Ask students to talk about the partner talk process using the sentence frame: "Today, I shared with my partner _____."</p>
2	<p><b>Follow Lesson 7: How to Read with a Partner</b> Students will learn and practice how to read books with a partner. <b>Vocabulary:</b> partner reading</p> <p>My partner and I_____.</p>	<p>Independent Reading</p> <p>Read with a partner</p> <p>Use reading log</p>	<p>Share partner routine.</p> <p>For partner reading you_____.</p>	<p><b>Follow Lesson 7: Working with Words</b> Students will listen for and separate the different sounds they hear in words and write down the letters that go with the Sounds.</p>	<p>Students will work with a partner to sound out words slowly and write them down. Assign two words from your story. If time allows, ask students to take out one of the stories they wrote last week, and retell their story to a partner. Ask them to choose a word to sound out and add to their story.</p>	<p>Ask students to think about their personal reflection for a few moments. Then ask them to turn and talk with a partner using the sentence frame.</p> <p>I thought this process was _____ because _____.</p>

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	<p><b>Follow Lesson 8: Student Routines for Shared Reading</b> Students will learn their responsibilities for shared reading. <b>Vocabulary:</b> shared reading</p> <p>During shared reading, my job is to_____.</p>	<p>Independent Reading Read with a partner</p> <p>Use reading log</p>	<p>Turn and talk; My job is to _____.</p>	<p><b>Follow Lesson 8 Accessing Materials for Writing</b> Students will know where materials are kept, how to access those materials, and how to use those materials during the Writers Workshop-- Some of the materials we use in the Writers Workshop are _____.</p>	<p>Students will continue to work on a draft they started already or they can choose a new topic.</p>	<p>Students share their writing and invite questions and comments from their peers using the "Guide for Response" chart.</p>
	<p><b>Follow Lesson 9: Using Meaning Clues</b> Students will learn to listen to their reading and self-correct. <b>Vocabulary:</b> picture walk strategy</p> <p>I saw a _____ in the picture, so I read the word_____.</p>	<p>Independent Reading Read with a partner</p> <p>Use reading log</p>	<p>Students share where they used the strategy</p>	<p><b>Follow Lesson 9: Developing Good Writing Habits</b> Students will develop a standard for writing behaviors</p>	<p>Students will write a new story or add to an old story. And practice good writing habits.</p>	<p>Ask a few students to share their writing with the class.</p>

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<p><b>Follow Lesson 10: Comparing Spoken Sounds to Printed Letters</b> Students will learn to listen to their reading and self-correct. <b>Vocabulary:</b> picture walk strategy</p> <p>I said the word was ____ because ____ I saw the letter(s) _____. The letter _____ stands for the ____ sound.</p>	<p>Independent Reading</p> <p>Read with a partner</p> <p>Use reading log</p>	<p>Students share where they used the strategy.</p> <p>I said the word was ____ because ____ I saw the letter(s) _____. The letter _____ stands for the _____ sound.</p>	<p><b>Follow Lesson 10: Rules for Drafting a Writing Piece</b> Students will understand drafting as part of the process of writing</p>	<p>Students will practice using the new drafting rules by writing a new story.</p>	<p>Ask a few students to share their writing with the group. Debrief what the students did that followed the new class drafting rules.</p> <p>For my draft, I need to _____.</p>
--	--	--	--	--	--

**Week 3:**

**Materials for Week 3:**

- Read Aloud books
- Big books
- Chart paper/magic markers, sentence strips, sticky notes, crayons, drawing paper, writing paper
- Book Bags
- Reading folders

**Language Stem:**

- I take care of my books by \_\_\_\_\_.
- I like to read\_\_\_\_\_.
- I want to read\_\_\_\_\_.
- I found the word\_\_\_\_\_.
- I think the word is \_\_\_\_\_ because \_\_\_\_\_.
- I think the word \_\_\_\_\_ means \_\_\_\_ because \_\_\_\_\_.
- I found this word by \_\_\_\_\_.
- My plan is to write about \_\_\_\_\_.
- I will organize my story using \_\_\_\_\_.
- The details I added were \_\_\_\_\_.

**Classroom Charts**

- Taking Care of Books
- Classroom Map
- Independent Reading
- Words containing the \_\_\_\_\_ pattern
- The Author's Chair
- How to Use the Word Wall during
- Writers Workshop
- Habits of Good Writers
- How Stories are Organized
- Ways Good Writers Write

**WEEK 3**

READERS WORKSHOP				WRITERS WORKSHOP		
	Opening	WORK PERIOD	CLOSING	Opening	WORK PERIOD	CLOSING
1	<p><b>Follow Lesson 11: Introducing Individual Book Bags</b> Students will learn how to use book bags. <b>Vocabulary:</b> book bag</p> <p>I take care of my books by _____.</p>	<p>Get book bag and read independently.</p> <p>Read with a partner</p> <p>Use reading log</p>	<p>Students turn and talk.</p> <p>I take care of my books by _____.</p>	<p><b>Follow Lesson 11 Establishing Expectations for the Author's Chair</b> Practice skills for listening and responding during the author's chair</p>	<p>Students write and/or generate new ideas for writing</p>	<p>Call students to the whole-class meeting area and introduce the author's chair</p>
2	<p><b>Follow Lesson 12: Choosing Places for Independent Reading</b> Students will select a place for reading. <b>Vocabulary:</b></p> <p>I like to read_____. I want to read_____.</p>	<p>Independent Reading</p> <p>Read with a partner</p> <p>Use reading log</p>	<p>Independent Reading Chart</p>	<p><b>Follow Lesson 12: Using a Word Wall</b></p> <p>Use a word wall to support their writing</p>	<p>Students write their drafts and use the word wall as they write.</p>	<p>Invite a few students to share their writing. Follow the established procedure for signing up for the author's chair and sharing.</p>

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3	<p><b>Follow Lesson 13: Recognizing Letter Patterns</b> Students will identify and locate a letter pattern in a shared reading text. <b>Vocabulary:</b> Letter pattern rhyme</p> <p>I found the word_____.</p>	<p>Independent reading Practicing Strategy</p> <p>Read with a partner</p> <p>Use reading log</p>	<p>List the words students found.</p> <p>I found the word_____.</p>	<p><b>Follow Lesson 13: Planning Our Drawing and Writing</b> Plan a story, visualize it, and record the story on paper</p>	<p>Ask students to turn and talk with a partner about their writing plans. Ask students to return to their seats and begin writing their stories.</p>	<p>Ask for one or two volunteers to tell about the story they drew.</p>
4	<p><b>Follow Lesson 14: Using Context Clues</b> Students will use clues from the context of the text to decode unknown words or self correct. <b>Vocabulary:</b> Context clues, self-correct</p> <p>I think the word is _____ because _____.</p> <p>I think the word _____ means _____ because _____.</p>	<p>Independent Reading Practicing Strategy</p> <p>Read with a partner</p> <p>Use reading log</p>	<p>Students share</p> <p>I think the word is _____ because _____.</p> <p>I think the word _____ means _____ because _____.</p>	<p><b>Follow Lesson 14: Learning How Stories Are Organized</b> Develop a narrative by organizing events as a series</p>	<p>Students will try to visualize an event and start to draw what they see. A favorite is to draw about birthdays or "firsts." Students may discover that this structure, drawing a series, sparks their memories and feelings, leading them to be able to add more detail.</p>	<p>Have students share with partners and explain their plans for developing a story.</p>
5	<p><b>Follow Lesson 15: Making Reading Sound Like Talk</b> Students will listen to their own reading in order to read with fluency. <b>Vocabulary:</b> fluency</p>	<p>Independent Reading Practicing fluency</p> <p>Read with a partner</p> <p>Use reading log</p>	<p>Students share reading aloud with fluency</p>	<p><b>Follow Lesson 15: Using Details: People</b></p> <p>Use the strategy of incorporating details into their stories and drawings</p>	<p>Students read through their current drafts or past stories. Ask them to consider including more details about the people, either by adding to their illustrations or by including descriptive words.</p>	<p>Students share the piece they added details to.</p> <p>The details I added were _____.</p>

## **Week 4:**

### **Materials for Week4:**

- Read Aloud books including;
  - Pet Show
  - *Where the Wild Things Are* (MauriceSendak)
- Big books
- Chart paper/magic markers, sentence strips, sticky notes, crayons, drawing paper, writing paper
- Book Bags
- Reading folders

### **Language Stem:**

- I am a good reader because\_\_\_\_\_.
- I knew I was thinking about the story because\_\_\_\_\_.
- I knew about \_\_\_\_ and that helped me \_\_\_\_\_.
- I predict that the story will be about \_\_\_\_\_ because\_\_\_\_\_.
- My prediction was (not) correct because \_\_\_\_\_.
- I knew about \_\_\_\_ and that helped me \_\_\_\_\_.
- The details I added were \_\_\_\_\_.
- One topic I can write about is \_\_\_\_\_.
- During the writing conference, I learned \_\_\_\_\_.
- I think I should change or add \_\_\_\_\_.

### **Classroom Charts**

- What I know about.....
- Unknown Words
- Using Unknown Words to Read New Words
- What Good Reader's Do
- Ways Good Writers Write
- Things We Can Write About

**WEEK 4**

READERS WORKSHOP			WRITERS WORKSHOP			
	Opening	WORK PERIOD	CLOSING	Opening	WORK PERIOD	CLOSING
<b>1</b>	<p><b>Follow Lesson 16: Activating Background Knowledge</b> Students will use background knowledge to understand the text.</p> <p><b>Vocabulary:</b> background knowledge I knew about ____ and that helped me _____.</p>	<p>Independent Reading</p> <p>Read with a partner</p> <p>Make an entry in the Reader's Notebook</p> <p>Use reading log</p>	<p>Students turn and talk.</p> <p>I knew about ____ and that helped me _____.</p>	<p><b>Follow Lesson 16: Using Details: Places</b> Use the strategy of including drawing and writing</p>	<p>Ask student to read through their current drafts or past stories and consider including more details about the place, either by adding to their illustrations or by including descriptive words.</p>	<p>Ask students to share their writing with a partner and talk about what details they added using the sentence frame.</p> <p>"The details I added were _____."</p>
<b>2</b>	<p><b>Follow Lesson 17: Making Predictions</b> Students will make predictions about what will happen next in a story.</p> <p><b>Vocabulary:</b> Prediction correct I predict that the story will be about _____ because _____.</p> <p>My prediction was (not) correct because _____.</p>	<p>Independent Reading</p> <p>Read with a partner</p> <p>Use reading log</p>	<p>Students share predictions.</p> <p>I predict that the story will be about _____ because _____.</p> <p>My prediction was (not) correct because _____.</p>	<p><b>Follow Lesson 17: Generating Topics</b> Generate writing topics from their own experiences —One topic I can write about is _____.</p>	<p>Turn to a partner, share their topics, and tell their stories.</p>	<p>Ask a few students to share according to the procedures you established for the author's chair. Encourage students to use the sentence frame.</p>

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<p><b>3</b></p>	<p><b>Follow Lesson18: Reading Unknown Words by looking for known words</b> Students will use background knowledge to understand the text.</p> <p><b>Vocabulary:</b> background knowledge I knew about ____ and that helped me _____.</p>	<p>Independent Reading</p> <p>Read with a partner</p> <p>Use reading log</p>	<p>Students will share words and teacher writes on a chart titled " Using Known Words to Read New Words.""</p>	<p><b>Follow Lesson18: Using Details: Objects</b> Use the strategy of including drawing and writing</p>	<p>Students will include more details about an object, either by adding to their illustrations or by including descriptive words.</p>	<p>Ask students to share their writing with a partner and talk about what details they added using the sentence frame. --The details I added were _____.</p>
	<p><b>Follow Lesson19: Rereading to Maintain Meaning</b> Students will monitor their reading and use rereading as a strategy for maintaining meaning..</p> <p><b>Vocabulary:</b> rereading I knew I was thinking about the story because_____.</p>	<p>Independent Reading</p> <p>Read with a partner</p> <p>Make an entry in the Reader's Notebook making a drawing of the best part of the story.</p> <p>Use reading log</p>	<p>Students share how rereading strategy worked for them.</p>	<p><b>Follow Lesson19: The Structure of a Writing Conference</b> Participate in a teacher- led writing conference</p>	<p>Confer with several students during the work period.</p>	<p>Ask the students you conferred with to share with the class the process of the conference. "During the writing conference, I learned _____."</p>
	<p><b>Follow Lesson 20: What Good Readers Do</b> Students will describe the strategies and habits of a good reader. I am a good reader because_____.</p>	<p>Independent Reading</p> <p>Read with a partner..</p> <p>Use reading log</p>	<p>Students tell how they practiced being a good reader. I am a good reader because_____.</p>	<p><b>Follow Lesson 20: How to Self- Conference</b> Become familiar their writing</p>	<p>Students choose a piece of writing to reflect on and use the self-conference questioning strategy.</p>	<p>Ask a few students to share their work and the process of self- conferencing.</p>

## Week 5:

### Materials for Week4:

- Read Aloud books
- Big books
- Chart paper/magic markers, sentence strips, sticky notes, crayons, drawing paper, writing paper
- Book Bags
- Reading folders

### Language Stem:

- When I heard/read the part about \_\_\_\_\_, it reminded me of \_\_\_\_\_.
- My connection is \_\_\_\_\_. It helped me understand because\_\_\_\_\_.
- I put first word part and second work part to make the word unknown word.
- This is a \_\_\_\_\_. It tells me to \_\_\_\_\_.
- I think \_\_\_\_\_because \_\_\_\_\_.

- When I started to feel frustrated, I \_\_\_\_\_.
- The author wrote this text for the purpose of \_\_\_\_\_,
- One thing I added to my writing was \_\_\_\_\_.
- One thing I saw in the response group was \_\_\_\_\_.
- What \_\_\_\_\_?
- Where \_\_\_\_\_? When \_\_\_\_\_? How \_\_\_\_\_?
- Why \_\_\_\_\_?

### Classroom Charts

- What Good Reader's Do
- Words I can read by Analogy
- Reading the clues
- Alphabet Activity
- Questions for My Self-Conference
- Ways Good Writers Write
- Writing/Author's Purpose/Audience
- Response Groups
- How to Respond to Writing

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**WEEK 5**

READERS WORKSHOP			WRITERS WORKSHOP			
	Opening	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING
1	<p><b>Follow Lesson 21: Making Connections</b> Students will learn to understand the text by making connections to their own experiences.</p> <p><b>Vocabulary:</b> text to self connection When I heard/read the part about _____, it reminded me of _____. My connection is _____. It helped me understand because_____.</p>	<p>Independent Reading use the strategy of making a connection</p> <p>Read with a partner</p> <p>Make an entry in the Reader's Notebook</p> <p>Use reading log</p>	<p>Students share their connections</p> <p>When I heard/read the part about _____, it reminded me of _____.</p>	<p><b>Follow Lesson 21: Taking Risks in Drawing and Writing</b> Understand that they can write and draw about anything they can imagine</p>	<p>support students as they begin to write and illustrate their stories.</p>	<p>Ask a few volunteers to share a time when they stopped drawing something or changed their story idea because it was too hard to draw.</p>
2	<p><b>Follow Lesson 22: Solving Word Problems by Reading Ahead</b> Students will learn to read ahead as a strategy for solving a word problem</p> <p><b>Vocabulary:</b> Reading ahead</p>	<p>Independent Reading</p> <p>Read with a partner</p> <p>Use reading log</p>	<p>Students share where they used the strategy.</p>	<p><b>Follow Lesson 22: Writing for a Purpose</b> View writing as a purposeful activity</p>	<p>Students write another story or add to a previously written piece.</p>	<p>Ask a few students to share their writing purpose. Follow the procedures you established author's chair and class responses.</p>

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3	<p><b>Follow Lesson 23:</b> <b>Solving Word Problems by Analogy</b> Students will self correct and solve word problems by using know word chinks to read new words. <b>Vocabulary:</b> Analogy</p> <p>I put <u>first word part</u> and <u>second work part</u> to make the word <u>unknown word</u>.</p>	<p>Independent Reading</p> <p>Read with a partner</p> <p>Use reading log</p>	<p>Students share their unknown words. I put <u>first word part</u> and <u>second work part</u> to make the word <u>unknown word</u>.</p>	<p><b>Follow Lesson 23:</b> <b>Rereading for Clarity and Completeness</b> Develop the habit of rereading their completed drafts</p>	<p>reread a piece they think they have completed and ask themselves if their writing shows only part of their idea instead of the whole picture.</p>	<p>Conduct an author's chair using the established expectations.</p>
4	<p><b>Follow Lesson 24:</b> <b>Fluency: Reading the Punctuation</b> Students will explain the purpose of punctuation marks and use them to read with fluency and phrasing. <b>Vocabulary:</b> Punctuation Period Question mark Exclamation mark</p> <p>This is a _____. It tells me to _____.</p>	<p>Reading</p> <p>Read with a partner</p> <p>Use reading log</p>	<p>Students read alphabet chart.</p>	<p><b>Follow Lesson 24:</b> <b>Appropriate Responses</b></p>	<p>Students work with a partner, monitor and encourage them to use the appropriate comments and questions</p>	<p>Ask a few students to share their writing and practice responding appropriately.</p>

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<b>5</b>	<p><b>Follow Lesson 25: Talking About Texts and Saying Why</b></p> <p>Students will take part in a whole-class book discussion and use the text to support their thinking.</p> <p><b>Vocabulary:</b> Book discussion</p> <p>I think _____ because _____.</p>	<p>Reading</p> <p>Read with a partner. Review the practice of telling why when you talk about books.</p> <p>Use reading log</p>	<p>Have two or three students talk about the books they are reading.</p>	<p><b>Follow Lesson 25: Appropriate Responses</b></p> <p>Students will use questions to give feedback on other students' work</p>	<p>Students work with a partner, using the appropriate comments and questions you discussed in the opening lesson</p>	<p>Ask a few students to share responding appropriately.</p>
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## **Week 6:**

### **Materials for Week 6:**

- Read Aloud books
- Big books
- Chart paper/magic markers, sentence strips, sticky notes, crayons, drawing paper, writing paper
- Book Bags
- Reading folders

### **Language Stem:**

- So far, the story is about\_\_\_\_\_.
- In the beginning of the story -\_\_\_\_, in the middle of the story\_\_\_\_, at the end of the story \_\_\_\_\_.
- One character in the story is \_\_\_\_\_.
- The main character in the story is \_\_\_\_\_.
- The character in my book is \_\_\_\_\_.
- He \_\_\_\_\_.
- One strategy for revision is \_\_\_\_\_.
- Revision helps me improve my writing by \_\_\_\_\_.
- One thing a good writer does is \_\_\_\_\_.
- One thing I have learned about writing is \_\_\_\_\_.

### **Classroom Charts**

- What Good Readers Do
- Asking Questions
- Good Questions for Talking About Books
- Story Map
- What We Do When We Revise
- Habits of Good Writers
- Ways Good Writers
- Rubric for Stories

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**WEEK 6**

READERS WORKSHOP			WRITERS WORKSHOP			
	Opening	WORK PERIOD	CLOSING	MINI LESSON	WORK PERIOD	CLOSING
1	<p><b>Follow Lesson26: Monitoring Comprehension: Stop and Review</b> Students will retell parts of the text during reading as a way of monitoring their comprehension..</p> <p><b>Vocabulary:</b> stop and review So far, the story is about_____&gt;</p>	<p>Independent Reading use the strategy of making a connection</p> <p>Read with a partner</p> <p>Make an entry in the Reader's Notebook</p> <p>Use reading log</p>	<p>Students share how the strategy helped them as they were reading.</p>	<p><b>Follow Lesson26: Teacher Reading of Student Work</b> Develop a sense of audience. Students will hear their own writing and listen to others' writing read by you</p>	<p>In this lesson, the opening, work period, and closing are combined.</p>	<p>In this lesson, the opening, work period, and closing are combined.</p>
2	<p><b>Follow Lesson 27: What Do I Want To Know</b> Students will engage with the text by asking questions to understand the text being read.</p> <p><b>Vocabulary:</b> Questions Before reading After Reading</p>	<p>Independent Reading</p> <p>Read with a partner</p> <p>Use reading log</p>	<p>Students share their questions.</p>	<p><b>Follow Lesson 27: Introducing Revision</b> Identify strategies for revising their writing</p>	<p>Students will revise their work using the chart for guidance and then will work with a partner or response group to give and receive feedback.</p>	<p>Ask for a volunteer to share some revision ideas he or she had.</p>

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3	<p><b>Follow Lesson 28:</b> <b>Good Questions</b> Students will expand their repertoire of questions for partner reading. <b>Vocabulary:</b> Questions Before reading After Reading</p>	<p>Independent Reading</p> <p>Read with a partner use good questions.</p> <p>Use reading log</p>	<p>Share good questions asked in partner reading.</p>	<p><b>Follow Lesson 28:</b> <b>Good Questions Adding Information within Writing</b> Add information to their writing so that the intended meaning becomes clearer</p>	<p>Give students time to choose a piece to work on begin to go through the revision process.</p>	<p>Ask a few students to share their writing and the information that they added during the work period.</p>
4	<p><b>Follow Lesson 29:</b> <b>Story Structure</b> Students will identify the beginning middle and end of a text. <b>Vocabulary:</b> Sequence In the beginning of the story - ____, in the middle of the story ____, at the end of the story ____.</p>	<p>Independent Reading</p> <p>Read with a partner use good questions.</p> <p>Use reading log Make an entry in their Reader's notebooks. Use a story map for one independent reading book.</p>	<p>Students share. In the beginning of the story - ____, in the middle of the story ____, at the end of the story ____.</p>	<p><b>Follow Lesson 29:</b> <b>Developing a Rubric</b> Use a rubric to evaluate their work</p>	<p>Tell students that they are now going to choose a story they have been working on to see how it compares with the rubric you have created.</p>	<p>Close with a discussion about the process of writing and drawing students have learned so far.</p>

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<b>5</b>	<p><b>Follow Lesson 30: Story Elements: Characters</b></p> <p>Students will identify the characters in a narrative text. Vocabulary: Character Main character</p> <p>One character in the story is _____. The main character in the story is _____. The character in my book is _____. He _____.</p>	<p>Independent Reading</p> <p>Read with a partner use good questions.</p> <p>Use reading log Make an entry in their Reader's notebooks. Students draw a character from one of their books and write a sentence.</p>	<p>Students share what they learned about characters. One character in the story is _____. The main character in the story is _____. The character in my book is _____. He _____.</p>	<p><b>Follow Lesson 30: Sharing Students' Published Work</b></p> <p>Share published work with others while participating in a community of writers</p>	<p>Let all students celebrate their work as writers by sharing in the author's chair.</p> <p style="text-align: center;"><b>Publication Celebration</b></p>	<p>Ask students to share final reflections using the sentence frame: "One thing I have learned about writing is _____."</p>
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**APPENDIX:**

**Skills Lessons Ideas**

For your daily skills block, you will have to decide what to teach in a variety of ways. You will decide whether to focus on Reading or Writing Skills. And then you will decide what skills to teach. What follows are some ideas about what to teach during this daily skills block and some resources of what to teach.

**Resources for Planning Skills Lessons:**

**Reading Skill Lessons:**

- Making Words by Cunningham, et. al.
- Words Their Way, Bear et. al.
- America's Choice Reading Monographs
- Reading Habits standards, NCEE/America's Choice Publications

**Writing Skill Lessons:**

- America's Choice Writing Monographs
- Language Use and Convention standards, NCEE/America's Choice Publications

**Reading Skills for Early Intermediate ELLs from the Massachusetts English Language Proficiency Benchmarks and Outcomes for ELL (ELPBO)**

**READING**

Standard	Element to Plan Skills Lessons: Reading
<p><b>R.1: Vocabulary and Syntax in Print:</b> <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text</i></p>	<ul style="list-style-type: none"> <li>▪ Read frequently used sight words</li> <li>▪ Read frequently used sight phrases</li> <li>▪ Read frequently used idioms as phrases</li> <li>▪ Use knowledge of prefixes and suffixes to determine words and phrases</li> <li>▪ Use bilingual or intermediate dictionaries to determine word meaning</li> <li>▪ Identify signal words in context clues that indicate word meaning</li> <li>▪ Identify signal words in contrast or cause/effect clues to determine the meanings of unfamiliar words</li> <li>▪ Identify words and phrases that add ideas in a paragraph</li> <li>▪ Identify words and phrases that indicate contrast of ideas in a paragraph</li> <li>▪ Identify words and phrases that indicate conclusion in a paragraph</li> </ul>

Standard	Element to Plan Skills Lessons: Reading
<p><b>R.2: Beginning to Read in English</b></p>	<ul style="list-style-type: none"> <li>▪ Identify cognates in printed reading</li> <li>▪ Read printed words with personal meaning</li> <li>▪ Identify familiar English morphemes (-ed in waited)</li> <li>▪ Apply knowledge of letter patterns to identify syllables</li> <li>▪ Identify phonetically regular one-syllable and multi-syllable words</li> <li>▪ Read words with several syllables</li> <li>▪ Use letter-sound knowledge to decode written English</li> <li>▪ Identify and apply unique spelling patterns for English words</li> </ul>

**NOTE: R.3 (Comprehension) and R.4 (Literary Elements and Techniques) have many important elements for ELLs, but these elements are covered during the genre instruction in the mini-lesson and RATA.**

**WRITING**

Standard	Element to Plan Skills Lessons: Writing
<p><b>R.1: Vocabulary and Syntax in Print:</b> <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text</i></p>	<ul style="list-style-type: none"> <li>▪ Spell previously learned sight words and phrases</li> <li>▪ Identify use of apostrophes to indicate possessive form</li> <li>▪ Identify orthographic conventions that signal meaning in various kinds of sentences</li> <li>▪ Identify the eight basic parts of speech in the context of a sentence</li> <li>▪ Identify verb phrases and verb tenses in sentences</li> <li>▪ Identify varied sentence structures as they affect meaning</li> <li>▪ Recognize types of pronouns</li> <li>▪ Identify words and phrases that introduce ideas in a paragraph</li> </ul>
Standard	Element to Plan Skills Lessons: Writing
<p><b>W.4: Editing</b></p>	<ul style="list-style-type: none"> <li>▪ Use rules for apostrophes</li> <li>▪ Use rules for quotation marks</li> <li>▪ Use rules for commas in compound sentences</li> <li>▪ Use rules for paragraph indentation</li> <li>▪ Use rules for separating introductory words and phrases using a comma</li> <li>▪ Apply rules of English for forming irregular plural nouns</li> <li>▪ Identify correct pronoun references when editing</li> <li>▪ Identify and correct sentence fragments and run-on sentences when editing</li> <li>▪ </li> </ul>

**NOTE: W.1 (Prewriting), W.2 (Writing), W.3 (Revising) have many important elements for ELLs, but most of these elements are covered during the genre instruction in the mini-lesson**