

Unit 1: Launching Reading and Writing Workshop

Content Area: **English Language Arts**
Course(s): **Writing 1, Reading 1**
Time Period: **September**
Length: **September/October**
Status: **Published**

Unit Summary

This unit is designed as an introduction to first grade reading workshop. Students will learn procedures for participating in their new classroom community, reading independently, and working with partners. They will begin to establish the structures, expectations and values that will shape the work they will do in reader's workshop. They will develop the habits for before, during and after reading. They will analyze habits of good readers, and begin to demonstrate those same habits which include reading independently and silently, actively thinking as a reader by recording thoughts using post-its, as well as staying focused and building stamina by keeping a reading log. Students will develop habits for reading and talking about books with partners that may include how to sit, taking turns, reading together, and retelling. Throughout the month, instructors will be assessing students using the Fountas and Pinnell Benchmark Assessment.

This writing workshop unit kicks off the writing year by building interest in writing and investing time in the routines of writing workshop. The children become members of a writing community that work well together and support each other. They also follow the writing process and build stamina and fluency by writing many personal narratives. Writers are encouraged to write about small moments, with a focus on writing with details, including showing character's small actions, dialogues, and internal thinking. Children produce lots and lots of Small Moments stories and move with independence through the writing process. In Topic 1 (Bend One) of the unit, children are asked to jump into the writing of narrative stories in booklets. This bend includes sessions that help children write the stories of their lives and sessions that establish the routines and structures of the class so that the writing work can be done independently. In Topic 2 (Bend Two), you will give your young writers the strategies they need to bring many stories that they write to life. Children will learn to slow down their story narratives to develop each part bit by bit.

Standards

LA.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.1.1.A	Print all upper- and lowercase letters.
LA.L.1.1.C	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
LA.L.1.1.D	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
LA.L.1.1.E	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
LA.L.1.2.B	Use end punctuation for sentences.
LA.L.1.2.E	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
LA.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
LA.W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
LA.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.1.4.A	Read grade-level text with purpose and understanding.
LA.RF.1.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.

LA.RF.1.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.
LA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
LA.SL.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
LA.SL.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
LA.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LA.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
LA.SL.1.6	Produce complete sentences when appropriate to task and situation.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
TECH.8.1.2.A.CS1	Understand and use technology systems.

Student Learning Objectives

Student Learning Objectives for Reading:

Students will learn to....

- be a member of the reading community
- select a Just-Right book
- there are expectations of readers during mini-lessons, reading time, and when the teacher is conferring with other children
- use strategies, or tools, to help themselves to make meaning from text.
- work with texts even without knowing how to "read" the words.
- read longer and stronger building their stamina.
- use fix-up strategies to figure out tricky words.
- talk about books they have examined, read, or that have been read to them, and discuss these same books in partnerships.
- preview a text and discuss what the book is about.
- anticipate story events.
- check predictions as they read.
- do something when they come to the end of a book: reread a favorite part, reread the whole book, think back over the parts, retell it to yourself.

Student Learning Objectives for Writing:

Students will learn to....

- write true stories from their lives about things they care about.
- create a writing folder and learn how to use the writing center independently.
- their responsibility for each part of the writer's workshop.

- apply the different stages to the writing process.
- follow story structure.
- generate ideas for their stories.
- write in complete thoughts, or sentences.
- have conversations around writing
- capture everyday moments and save them as possible story ideas to write later.
- work with and support each other in partnerships.
- zoom into a small moment using details

Essential Questions

Essential Questions for Reading:

- What are the responsibilities of readers in reading workshop?
- What work do readers do when they interact with books in meaningful ways?
- What do readers think about before, during, and after reading?
- How do readers develop reading stamina?
- What are some of the ways readers work with a partner during reading?
- What does reading fluently look and sound like?

Essential Questions for Writing:

- Where do writers get their ideas?
- What is a sentence?
- How do I organize my materials for writing?
- How can I effectively communicate a story through writing?
- How do writers respond/support to one another?
- How can I write a narrative that focuses on a small moment in time?
- How do I use end punctuation to help my reader understand my writing?
- How do writers share their writing?
- How do writers work through the writing process?

Enduring Understandings

Enduring Understanding for Reading:

Students will understand that...

- There are expectations of readers during reading workshop.
- Readers have purpose when they read and interact with books.
- Readers demonstrate independence and are able to share about what they read.
- Speakers and listeners are respectful and responsible when others are speaking.
- A strong reading community is built through sharing and respecting other's ideas.
- Working with a partner in reading workshop can help us understand our texts better.

Enduring Understanding for Writing:

Students will understand that...

- Writing is an important way to communicate an idea/story.
- Writers follow a process to write and publish work.
- Writers write about what they know and care about
- Good writers focus on a topic, add details, and use suggestions from other writers to strengthen their writing.
- Writers use conventions of Standard English to communicate effectively with readers.

Application

Application for Reading:

Students will be able to independently use their learning to...

- have a few ways to be productive during reading time
- choose books they would be interested in reading
- identify books that are easy, just right, and challenging.
- view themselves as readers.
- predict what will happen next.
- retell their books telling the beginning, middle, and end (possibly using first, next, then).
- share thoughts and ideas about stories they have read and heard with a partner (modeling knee to knee with a reading partner).
- pay attention to punctuation marks (Shared Reading).
- read from left to right and top to bottom (Shared Reading).
- point to a book when discussing the pictures and words
- laugh at a funny part of a book
- use fingers to retell a story
- Stretch sounds and cover parts of words to decode unfamiliar words
- actively listen and respond to a book read to them (Interactive Read-Aloud)
- ask and answer questions about a book read aloud to them (Interactive Read-Aloud)
- read many high frequency words (Shared Reading).

Application for Writing:

Students will be able to independently use their learning to...

- find true stories from their life to story tell and write
- participate purposefully in a mini-lesson, independent work, partner work, conferences, and share.
- use the steps in the writing process (think, sketch, write) in order to produce personal narrative.
- plan what they will write before writing.
- generate ideas for personal narrative writing through a variety of ways.
- listen to partners' stories, reflect, respond, and give feedback.
- use folders and paper choices.
- orally tell stories in sequential order (across three pages.)

Skills

Skills for Reading:

Students will be skilled at ...

- participating in the reading workshop model, mini-lesson, partnerships and independent reading.
- selecting appropriate level texts.
- taking care of reading materials.
- using a reading log.
- responding to reading through conversations with a partner.
- describe people, places, and events with relevant detail.
- building on others' talk and conversations.
- speaking truthfully and add details when sharing stories with others.
- using pictures to share ideas when appropriate
- reading high frequency words independently.
- actively listen and respond to a book read to them.

Skills for Writing:

Students will be skilled at ...

- finding stories to write about.
- participating purposefully in a mini-lesson, independent work, partner work, conferences, and share.
- planning their writing.
- following the steps of the writing process.
- listening to partners and responding to partners.