

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)
<p style="text-align: center;">Distilling the Essence of Nonfiction Text</p> <p style="text-align: center;"><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 style="text-align: center;">Building Background Knowledge of Nonfiction Conventions</p> <p style="text-align: center;"><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 style="text-align: center;">Becoming Familiar With the Characteristics of Nonfiction Trade Books</p> <p style="text-align: center;"><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 style="text-align: center;">Determining What’s Important When Writing Information</p> <p style="text-align: center;"><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