


UNITS of STUDY
Reading • Writing

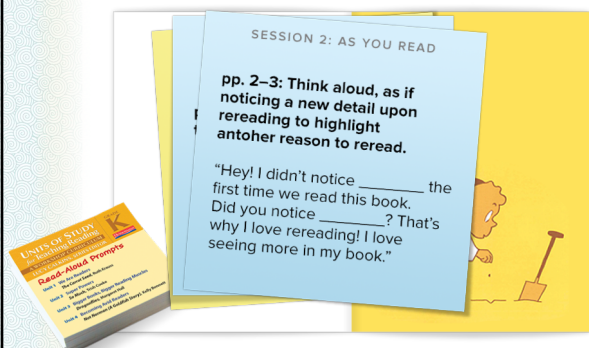
What Does the Reading Series Contain?



- **Four Units of Study at each grade**
 - 5-6 weeks per unit
 - **K-2:** one foundational skills (fluency and decoding), one character or literature, one nonfiction, one additional;
 - 3-5:** two fiction, two nonfiction
- **A Guide to Reading Workshop**
- **Reading Pathways, 3-5**
- **If... Then... Curriculum: Assessment-Based Instruction**
- **Online resources**
- **Large-format Anchor Chart Post-it® Notes & Read-Aloud Post-it® Notes, K-2**
- **Mentor Text**

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Read-Aloud



SESSION 2: AS YOU READ

pp. 2–3: Think aloud, as if noticing a new detail upon rereading to highlight another reason to reread.

“Hey! I didn’t notice _____ the first time we read this book. Did you notice _____? That’s why I love rereading! I love seeing more in my book.”

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Shared Reading



My Bug Box
By Pat Hutchins and James Van Der Kaay
Illustrated by Pat Hutchins

Mercy Watson in the Snow
By Kate DiCamillo
Illustrated by Chris Van Dusen

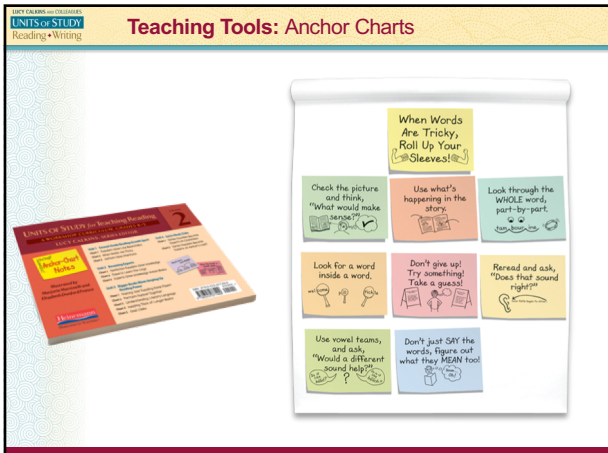
Happy Like Soccer
By Marshall Scott
Illustrated by Lauren Castillo

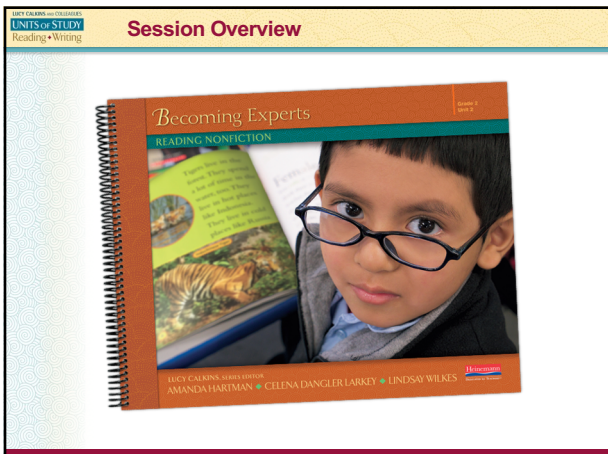
Green Light Readers
Tumbleweed Stew
By Susan Stevens Crantall
Illustrated by Jane Yolen

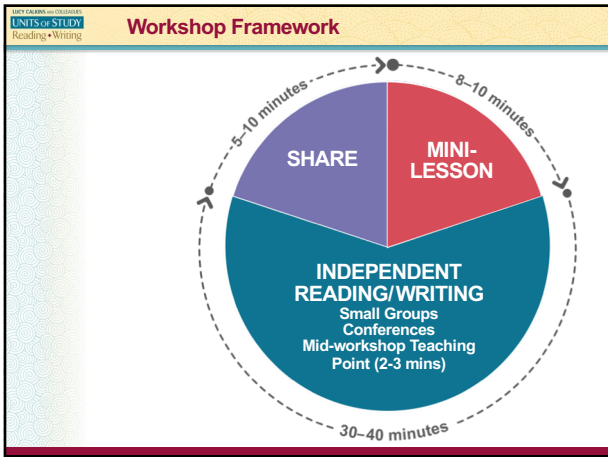
Owls
By Jane Yolen
Illustrated by Jane Yolen

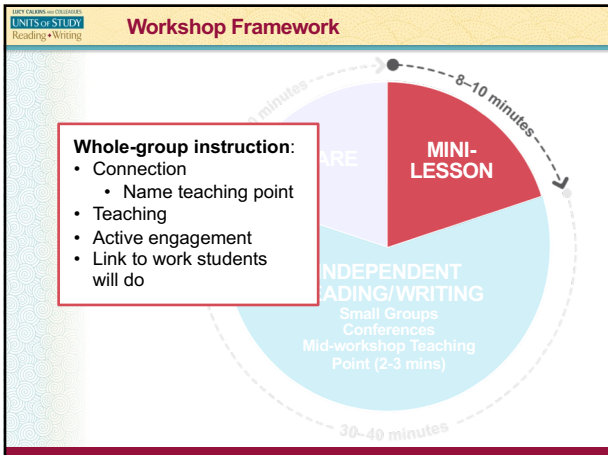
Mrs. Wishy-Washy
By Jane Yolen
Illustrated by Jane Yolen











Minilessons in the Units of Study

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Session 2

Nonfiction Readers Notice, Learn, and Question

IN THIS SESSION, you'll teach children that as nonfiction readers notice details and put them together to learn about a topic, they find that questions emerge.

GETTING READY

- Collect pictures from each reader or several to study and read "Out of the Blue" from the beginning of *Friday* or *One Crazy Summer*.
- Prepare the "Nonfiction Readers Notice, Learn, and Question" poster (Appendix A, page 1), with a new strategy—"Ask questions."—ready to add (see Implementation).
- Read the article that from the nonfiction book. Use the article from *Nonfiction Readers Notice, Learn, and Question*.
- Distribute the collection of books and align (see Session 1 for students to think and question (see above implementation)).
- Make available leveled nonfiction books in bins. The books should be highly engaging and cover a variety of topics.
- Make sure to have a book bag for each child so readers are ready to step for the next lesson (see *Book*).
- Provide a copy of the reading log for each child (see *Book*).

MINILESSON

CONNECTION

Remind readers that they learned yesterday to notice details and think about how to put together knowledge about the topic while they read.

"Readers, this morning, I heard about reading work you did last night at home. Tony read his family's read—it wasn't approved, but he could still read the newspaper and learn a lot. His family gets a lot of different kinds of reads. Tony didn't read the newspaper all those mornings, we also did a lot of brainy thinking. How many of you have realized that nonfiction reading makes not only reading the words but also doing a lot of thinking?" (see of children reported that they'd learned this.)

"Last night, I told my friend about your ability to pay close attention, reading in a way that lets you notice things, and to think a lot. I brought to my friend that you are so brainy as readers that you could probably read a penny and get a lot of knowledge from it."

Distribute a new text—a penny—to study.

"You happen to read it, interesting. Do you think you could use all that you learned yesterday to get a lot of knowledge from a penny? Do you?" Kids nodded. Getting to yesterday's chart, I listed the points across my finger.

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Minilessons in the Units of Study

ANCHOR CHART

Nonfiction Readers' Genre Knowledge

- Pay attention to details.
- Put the parts of the text together in your mind.

Start if ever so slight shadows to give power to each detail instead of each paragraph. So we can build a picture between two people and what happens, but on the other hand the pace is made over if the pieces is slow.

I distributed pencils into copped hands and said, "You ready? Go!" As children worked in pairs, I listened.

Home the teaching point.

"Today I want to teach you that as readers notice details and by putting things together to learn about a topic, questions often come up. Readers keep those questions in mind as they read."

TEACHING

Note that some of the children generated questions while reading the penny.

"I noticed that when you read the penny, many of you not only noticed details, putting what you noticed together to learn some things, but you also asked questions. When you saw a word like on the penny, did you see it? What face is that? Why is it here? That's what readers do. They notice, they learn, and they question."

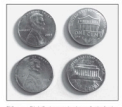


FIG. 1-11. Identifying pennies for each student or for each partnership.

Return to the diagram from the previous session and model how noticing details and putting those details together can prompt the reader to ask questions.

"Let's read our diagram of the castle again," I said. "Let's read it, noticing and putting what we notice together to learn about castles. I printed the chart of this castle we studied previously and began modeling."

I gave children a moment to do this, I looked over. "Noticeably we noticed 'in,' and pointed to the moat. 'And there,' and pointed to holes in the walls, presumably designed for shooting out arrows. 'We put what we see together and developed the knowledge that castles have a lot of ways to protect people. That work—the work we do previously—is what nonfiction readers do. They try to put things together in their minds."

"Now, let's reread and use if questions come to mind." I reread the diagram, and this time generated related questions. "Why were they—the people inside—such danger? Why was trying to get inside the castle that what worried? Were you wondering that?"

"This know what else the wondering? I got how the outside of the castle tries to protect people, but does the inside of the castle protect people too? I'm going to look at the diagram more closely to see if we can figure out if the inside of the castle protects people too."

SESSION 2. NONFICTION READERS' NOTICE, LEARN, AND QUESTION

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Minilessons in the Units of Study

"Are you starting to have questions, too, about this diagram? I'm sure you are. Do you see how noticing the details and raising questions helps us grow more knowledge about our topic, castles?"

ACTIVE ENGAGEMENT

Channel students to revisit the topic they studied in yesterday's minilesson, this time paying special attention to the questions that surface as they grow their knowledge.

"Readers will you generate your questions again when we going to describe the same item that you read previously. Today, begin by using the work you did previously. Read, noticing details, saying 'I notice ...' 'I'm not sure if ...' what you notice to make knowledge about your topic, and this time, for questions, think, come to mind as well."

As the children worked, I circled between the groups, noting over tips and reminders such as these:

- "I'm noticing ..."
- "I'm learning ..."
- "I'm wondering ..."

As children talked, I recorded some of their questions and soon returned the class to repeat some of what I heard.

LINK

Repeat the teaching point as you send readers off to read.

"Whenever you read nonfiction texts, remember that you read by noticing details, by putting what you notice together to learn about your topic, and by asking questions." I posted the new message in the anchor chart. "Off you go to read your texts!"

We may want to offer a read to support students as they work alone after choosing. In addition to asking students over so well, you might offer a "What do you think about how thinking" card with the prompts written by students to use.




FIG. 1-12 Ways to Talk About Your Thinking cards.

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Workshop Framework

One-on-one and small group:

- Observe and assess
- Question and listen
- Coach, demonstrate, and encourage

Mid-workshop teaching point:

- Extend the mini-lesson or remind students of ongoing habits




The diagram is a circle divided into three segments. The top-left segment is light purple and labeled 'SHARE' with a duration of '5-10 minutes'. The top-right segment is light red and labeled 'MINI-LESSON' with a duration of '8-10 minutes'. The bottom segment is dark teal and labeled 'INDEPENDENT READING/WRITING' with a duration of '30-40 minutes'. Inside the teal segment, it lists: 'Small Groups', 'Conferences', and 'Mid-workshop Teaching Point (2-3 mins)'. A dashed arrow indicates a clockwise flow between segments.

Work Time in the Units of Study

CONFERRING AND SMALL-GROUP WORK

Celebrating the Nonfiction Reading Skills Your Children Bring



AT THE START OF READING TIME TDMAT your stations will be reading the materials—charts, diagrams, brochures, poems—or their lists, and your goal during this time will be to help them make a lot of meaning out of relatively small amounts of text. Judge them in thoughtful ways: the reader of a book, putting the information together to construct knowledge. That's also what to support children in the process of being curious about the information they see, asking and answering questions that will help set them up to construct even more knowledge. You might consider asking “Big” or “big” questions, offering two parents such as “What do you notice that they might be that way? What does it make you think? What does it make you wonder?” The key is any one of those questions is that you ask it with conviction, not throwing all these questions out at a rat-tat-tat, and that you listen intently to the reader’s response and extend it.

As you confer with kids who are reading from their lists—of charts, diagrams, and so on—remember to notice and admire whenever a reader does something you want to repeat. So “Good advice on that reading passage to your teacher’s work.” “Each your kids in the act of doing good.” “So yes. Once you distribute nonfiction books to your kids (making through today’s workshop), you’ll see that reading becomes harder for your kids. Many of them get a bit mixed down in those books, struggling with the challenge that nonfiction poses, and the more you build your students’ self-concept as nonfiction readers by celebrating what they do when reading nonfiction—mean those that cannot see quite.

For example, you will see some children reading what they read yesterday. Celebrate this. “I’m making that you are going back to the same text, and you’re reading it again, this time looking for the questions you want?” They pause for a bit and say, “I realize that in the work you have set the class up to do. That’s a big deal—bringing the habit of reading to it is important. What reader gets through the reading only one way—forward—but not you.” You could add, “Rereading can help a person get all

the parts, all the specifics, together to the reader comes up with a big idea or a big understanding, a year meaning helping you know or understand something about your topic?”

Of course, since students are reading books, after the mid-workshop teaching point, the work readers are doing will also be a bit, and for things you celebrate will also change. For example, if you see a child read the table of contents, celebrate. If you see a child look back to something that was read earlier, celebrate. You’ll find that of course to see. “It’s glad that we’re at the start of a nonfiction unit, because I can tell that this unit is really going on the best in your 7th for you are both nonfiction readers!”

Don’t worry that children aren’t all that great just yet. Celebrating the strengths they bring to the table is the very best way to accentuate those strengths.

MID-WORKSHOP TEACHING
Extending the Work of Nonfiction Reading to Books

“Readers, let me have your eyes.” I laid out a handful of three books in my hands. “So your table I have about lots of your nonfiction books! Look the you’ve been studying and thinking carefully about your maps, diagrams, and directions, noticing all the details and asking questions about them, you can do the same thing with the books that you read. Bring these same things a book will help you to grow. . . . Knowledge for the next three minutes, will you choose a book and read to it in the circle and thoughtful way? After you finish, you can either read the book or pick another pair-right book from the table you?”

SESSION 2: NONFICTION READERS NOTICE, LEARN, AND QUESTION 11

Workshop Framework

SHARE 5-10 minutes

MINI-LESSON 5-10 minutes

INDEPENDENT READING/Writing 30-40 minutes


- Small Groups
- Conferences
- Mid-workshop Teaching Point (2-3 mins)

Students share and extend their learning with partners or the whole group

The Share in Units of Study

SHARE

Encouraging Students to Notice and Wonder Even More



Channel partners to share what they noticed in and learned from a text and to pose questions, helping each other notice, wonder, and say more.

“Readers, stop where you are for our share today, because you’ll be working with your partner most of the time. Remember you learned that ‘It takes too to read.’ How many of you found that when you and your partner both read it together, you noticed these and thought more?”

“Today when you do this, I know you’ll generate questions, too.”

“So, Partner 2, will you share your book with Partner 1? Find the part that you want to read a bit of and talk about, just like before, say, ‘I noticed . . . and I later noticed. . . . Partner 1, I will chime in, perhaps saying, ‘I like notice . . .’”

“Partner 1, will you give me a thumbs up? I have a special job for you. You and your partner will want to talk not only about what your partner but also about what you wonder. And that takes real thinking. Don’t have to read questions. When you do this, you need not be happy to come up with possible answers, to say things like, ‘Maybe . . .’ Your job is to get your partner to say more, more, and more.”

An reader began working, I stopped everyone to notice one. “When your partner says just a little bit, show your partner that you want to hear more. Continue like this.” I modeled, saying my hand, much like my mother used to do to me when she was trying to get me to “come along.” “By the way?” The child was assigned to the home-side desk. They’re registered for the conversation to continue.

“Readers, I think you are ready to fill up your book baggies with lots of great topics about which you want to become knowledgeable. Will you go back to your lists of books and choose a whole bunch of books that you are interested in reading? And get a head-start reading by going along with your new book baggies. You’ll want to keep a record of your reading lists. By the end of the week, you will have much more. All the way you will grow a lot of knowledge about the world!”

Reading Log			
Date	Author	Title	Thought

FIG. 1-1. A knowing for the next unit.

12 GRADE 2: BECOMING EXPERTS

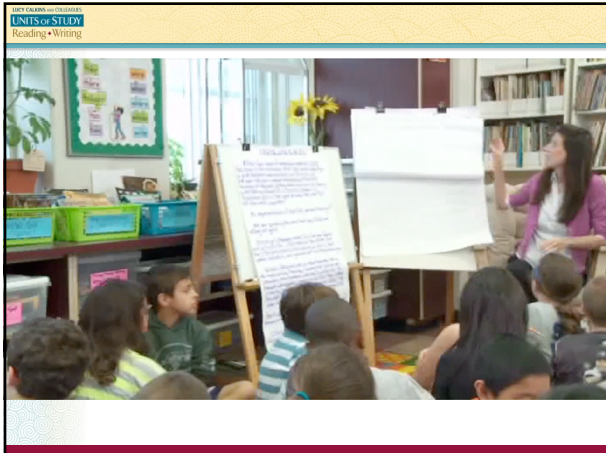
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3-5 Reading Assessment

Questions to Ask When Self-Assessing

- * Do I have evidence?
- * Which level does my work match?
- * Am I missing any parts of that level?
- * What could I have done that I didn't?

Informational Reading Learning Progression	
Grade 4	
LITERARY CONNECTIONS	
Clarifying	Identify main purposes and details that support the central idea or theme; analyze how different parts of a text are related to one another and how they contribute to an overall understanding of the text; analyze how different media formats and communication purposes influence the way information is delivered.
Analyzing	Analyze how different media formats and communication purposes influence the way information is delivered; analyze how different media formats and communication purposes influence the way information is delivered.
Monitoring for Ideas	Identify the main ideas and supporting details; analyze how different media formats and communication purposes influence the way information is delivered.
Presenting	Present the main ideas and supporting details; analyze how different media formats and communication purposes influence the way information is delivered.
Production and Distribution	Produce and distribute the main ideas and supporting details; analyze how different media formats and communication purposes influence the way information is delivered.



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Units of Study

Phonics/Grammar in Reading Workshop


- Imbedded Grammar throughout
- One Foundational Unit per each K-2 kit
- Word Detectives If Then
- Mystery If Then
- New Calkins K-2 Phonics kit

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Units of Study in Phonics

Overview

- 5 Units of Study per grade level, K-2
- Guide, Small Group book, Online Resources
- Extension
- Resource Pack
- Assessment
- 15-20 minutes of daily instruction



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Units of Study in Phonics

A Closer Look at Daily Instruction

1. Minilesson

Getting Ready

Learning to Own Letters

ON THIS DAY

MINILESSON

LINKING TO YOU

MINILESSON

EXTENSIONS

2. Rug Time

RUG TIME

Depend on students into partnerships and give each partnership a book to look for words that begin with **M** in their book. If they don't have partnerships, give each partnership a book to look for words that begin with **M** in their book. If they don't have partnerships, give each partnership a book to look for words that begin with **M** in their book. If they don't have partnerships, give each partnership a book to look for words that begin with **M** in their book.

3. Share


SHARE - Finding Initial Sounds in Words and Pictures

Share the words that two partnerships found, highlighting that some students found words in the text starting with **M**, while others found something in a picture that started with the **M** sound.

4. Extensions

EXTENSIONS

PHONICS UNITS OF STUDY



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PHONICS UNITS OF STUDY

The Silent e has been introduced to you already. There is an e on the identification page you prepared to help you figure out words during reading and writing. "e" usually comes in the middle of a vowel team.

OBJECTIVE The Cause of the Silent e
THE CAUSE OF THE SILENT e
 • The Silent e makes a vowel team.
 • It changes the vowel team to a long vowel.

The Silent e has been introduced to you already. There is an e on the identification page you prepared to help you figure out words during reading and writing. "e" usually comes in the middle of a vowel team.

FOCUS TIME

Have students look at what they learned about the silent e in the read and write workshop.

Let's use a focus on the silent e to help you work on words. In groups, you read and write each other's words. Let's use a focus on the silent e to help you work on words. In groups, you read and write each other's words. Let's use a focus on the silent e to help you work on words. In groups, you read and write each other's words.

SHARE • In a group, use a Mystery Word, Word Detectives, or a Word Detective.

POSSIBLE COACHING MOVES

• "I see you're using the silent e to help you work on words. In groups, you read and write each other's words. Let's use a focus on the silent e to help you work on words. In groups, you read and write each other's words."

• "I see you're using the silent e to help you work on words. In groups, you read and write each other's words. Let's use a focus on the silent e to help you work on words. In groups, you read and write each other's words."

• "I see you're using the silent e to help you work on words. In groups, you read and write each other's words. Let's use a focus on the silent e to help you work on words. In groups, you read and write each other's words."

Units of Study
 Synchronize Instruction Reading and Writing Units

GRADE ONE

	Reading Units of Study	Writing Units of Study	Phonics Units of Study
Sep-Oct	UNIT 1 Building Good Reading Habits	UNIT 1 Small Moments: Writing with Focus, Detail, and Dialogue	UNIT 1 Talking and Thinking about Letters
Oct-Nov	Word Detectives Use All They Know to Solve Words <i>(Available separately from the Core Units)</i>	Writing How-To Books <i>(If...Then...)</i>	UNIT 2 The Mystery of the Silent e
Nov-Dec	UNIT 2 Learning About the World: Reading Nonfiction	UNIT 2 Nonfiction Chapter Books	UNIT 3 From Tip to Tail: Reading across Words
Jan-Feb	Readers Get to Know Characters by Performing Their Books <i>(If...Then...)</i>	UNIT 3 Writing Reviews	A MINI-UNIT IN PHONICS: Reading and Writing with More Power: Snap Words, Editing, and More! <i>(Guide)</i>
Feb-Mar	UNIT 3 Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension	Poetry and Songs <i>(If...Then...)</i>	UNIT 4 Word Builders: Using Vowel Teams to Build Big Words
Apr-May	UNIT 4 Meeting Characters and Learning Lessons: A Study of Story Elements	UNIT 4 From Scenes to Series: Writing Fiction	UNIT 5 Marvelous Bloopers: Learning Through Wise Mistakes

Units of Study

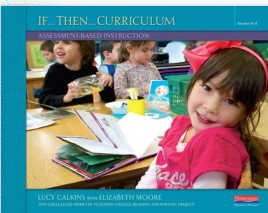
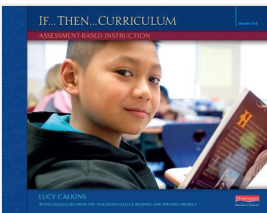
Support for English Learners & DI Programs

- Teaching writing, reading and language simultaneously through literacy workshop
- Workshop classrooms are predictable
- Consistent teaching language
- Differentiation through choice and social interaction
- Support in preproduction, early production and later stages of learning English
- Teaching in every unit will support writing and language goals
- Spanish resources available online
- EL Correlations and additional supports online.



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If... Then... Curriculum: Assessment-Based Instruction

- Guidance for reviewing data and planning instruction
- Shortened versions of additional units to teach before, after, or between the full units

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Units of Study in Opinion, Information, and Narrative Writing

Support for SPED

- Lowers student frustration when they are allowed to work within their ZPD
- Promotes active learning
- Provides opportunities for individualized instruction
- Fosters independence as well as group work
- Less teacher talk promotes increased student responsibility
- If Then curriculum provides differentiation opportunities



Classroom Libraries
A resource by LUCY CALKINS and COLLEAGUES

TCRWP Classroom Libraries

Each of these meticulously-selected grade-level libraries:

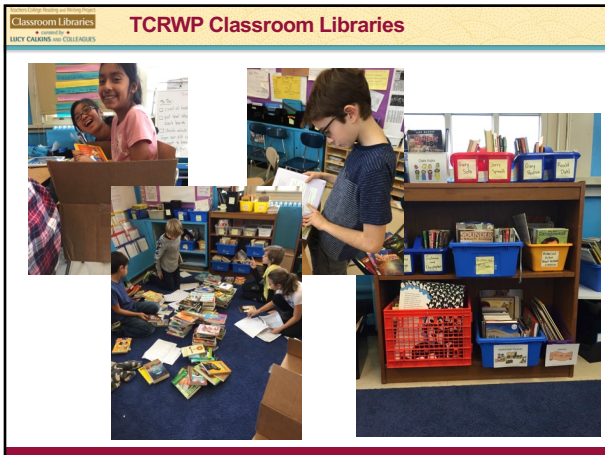
- Offers an important way to grow a positive classroom reading culture
- Introduces as many authors and titles as possible, with books selected for high interest, richness and quality of writing content
- Includes some all-star classics, as well as the newest cutting edge titles
- Provides resources to help teachers use the libraries

Classroom Libraries
A resource by LUCY CALKINS and COLLEAGUES

TCRWP Classroom Libraries

Configuration:

- Benchmark
- Below benchmark
- Levels
- Topics
- Grade-level specific



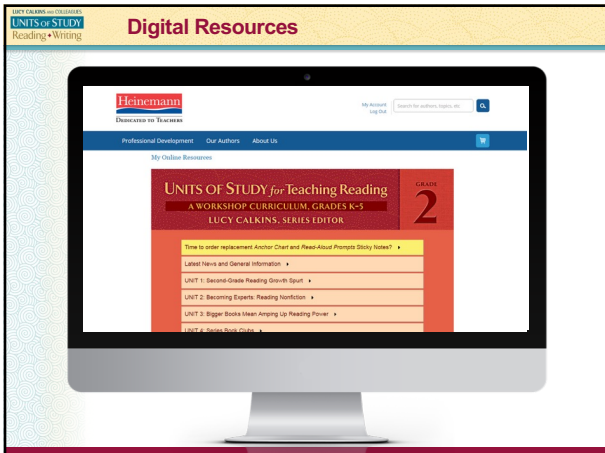
Sample Schedule, K

TIMEFRAME	TEACHING PLAN
8:30 – 8:35	Morning meeting: calendar, weather
8:35 – 8:45	Shared-reading song, interactive writing
8:45 – 9:30	Reading workshop
9:30 – 9:45	Shared reading
9:45 – 10:30	Writing workshop
10:30 – 10:50	Word study (p. 124, Guide to Reading Workshop)
10:50 – 11:15	Read-aloud
11:15 – 12:00	Lunch and recess
12:00 – 12:10	Storytelling
12:10 – 1:10	Math
1:10 – 2:45	Science/SS/Choice/Centers/Social
2:45	Singing or reading aloud to end of day

Sample Schedule, 1–2


TIMEFRAME	TEACHING PLAN
8:30 – 8:40	Morning meeting
8:40 – 9:40	Reading workshop
9:40 – 10:40	Thematic study (science/social studies)
10:40 – 11:40	Writing workshop
11:40 – Noon	Word study (p. 132 Guide to Reading Workshop)
Noon – 12:50	Lunch and recess
12:50 – 1:50	Math
1:50 – 2:30	Art, Music, PE
2:30 – 3:00	Read-aloud, shared reading

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Sample Schedule, 3–5	
TIMEFRAME	TEACHING PLAN
45-60 minutes	Reading Workshop Independent reading; Guided reading, Literature study
45-60 minutes	Writing Workshop Independent writing; Guided writing; Investigations (content-area writing)
20-30 minutes	Language and Word Study Modeled and shared reading/writing; Readers' Theatre; Interactive vocabulary; Word study; Current events; Test reading/writing
15-20 minutes	Read-Aloud Balance fiction and nonfiction Outside of reading/writing workshops



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Units of Study Additional Resources



ReadingandWritingProject.org
 Heinemann.com
 vimeo.com/tcrwp
 UnitsofStudy.com
 facebook.com/ReadingandWritingProject
<https://www.facebook.com/groups/TCRWP.RUOS/>

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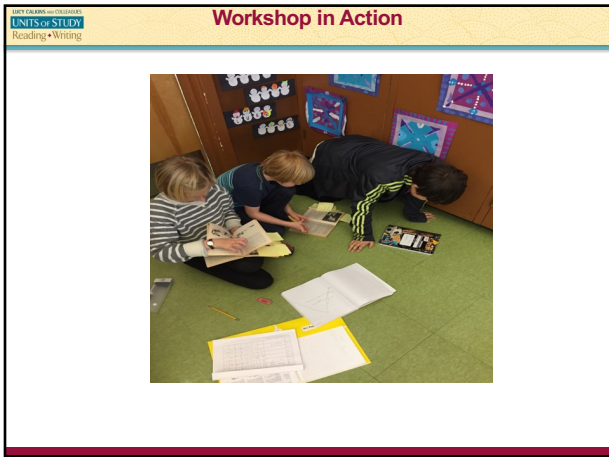
Workshop in Action

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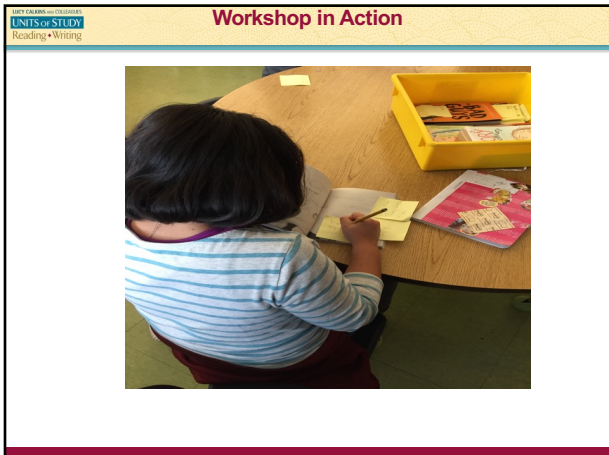
Workshop in Action

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Workshop in Action







Implementation and Professional Development Options

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“I whole-heartedly believe that the units are THE best method for fostering a love of reading and writing—and for teaching reading and writing—out there.”
—Kay Reppen, Grade 5 Teacher

“I noticed skills learned in reading workshop carried over to writing workshop. It was amazing.”
—Allison Hepfer, Kindergarten Teacher

“The content of the units pushed my students to stretch their thinking . . . and the knowledge they gained transferred into their other reading.”
—Sarah Binversie, Grade 5 Teacher

“Lucy Calkins and her team have given kindergarten teachers the tools to support their early readers and writers from the tiniest first step in the beginning of the year to the confident leap they will make to first grade.”
—Connie Finkelstein, Kindergarten Teacher

Questions, please email or call:

Naomi Shelan, Heinemann Representative
415-990-4497, nshelan@hotmail.com

I appreciate your time and your willingness to take part in this important pilot!
