

**A Curricular Plan for the Writing Workshop**  
**By Lucy Calkins and Colleagues from TCRWP**  
**Grade Kindergarten Unit Map**

Unit # 3: Looking Closely Observing, Labeling, and Listening Like Scientists	Time: November
<p><b>Overview:</b> This unit has three important purposes. First is to help children develop the foundational knowledge that will put them in good stead as they move from emergent toward conventional reading and writing. This unit channels them to transfer and apply their growing knowledge of letters and sounds to a new context: writing labels and sentences about items they observe. The unit emphasizes slowing down, stretching out each word, listening to all the sounds in a word. It also channels children toward learning and writing high-frequency words.</p> <p>Second this unit is designed to teach children that writing is not only a tool for writing about things they know or have experienced; it is also a tool for learning about science. The unit provides opportunities for students to learn about the work and to expand their background knowledge. It also shows them how to use writing to organize, hold on to, and spotlight whatever content they learn. This, of course, is also an important part of the Common Core State Standards, which call for kindergarten writers to compose informative/explanatory texts that name a topic and supply some information, and to recall information from various sources to answer questions. This unit allows them to begin to work toward these goals as they notice ways that they can write about the world around them.</p> <p>Third, this unit provides opportunities for children to see that learning about one thing leads to learning about lots of other things. Writing about a shared research topic provides a supportive scaffold you're your kindergarten writers early in the year. By studying a topic across days and weeks, and through repeated practice applying and transferring content knowledge in multiple contexts, children engage in the cognitively more demanding work described in Webb's DOK Level 3.</p> <p><b>Part One: Launching the Unit: Living Like Writers, Living Like Scientists</b></p> <ul style="list-style-type: none"> <li>• Write in 3 to 5 page booklets</li> <li>• Paper contains at least a few lines at the bottom of each page</li> <li>• Stay focused on one topic</li> <li>• Representational drawings</li> <li>• Teach revision</li> <li>• Drawing is a prelude to writing</li> <li>• Invent their own sentences and patterns</li> <li>• Accountable talk prompts</li> <li>• Writing partners</li> <li>• Scientific vocabulary</li> </ul> <p><b>Part Two: Writing More! Elaboration, Writing Sentences, Adding Details and Information</b></p> <ul style="list-style-type: none"> <li>• Elaborate – think and write more</li> <li>• Inventive spelling- tackling words fearlessly</li> <li>• Different kind of sentences</li> <li>• Elaboration – write what they first see and then look again</li> <li>• Approximately 3 books a week</li> <li>• Science word wall</li> </ul> <p><b>Part Three: Scientists Think, Make Connections, Predict, Have Ideas, Compare and Contrast-and So Do</b></p>	

# Curricular Plans For Readers Workshop

**Diane Lapp**



## **Curricular Plans For Readers Workshop:**

Reviving Reading Alison M.G. Follos,2006-07-30 Drawing on her long experience as a school librarian the author uses this middle school library programming book to help you promote free voluntary reading through innovative workshops staff training collection development and collaborative curricular planning Her goal to revive the enthusiasm for reading that is often lost by the middle school years Her recommendation creative library literacy programming designed to pique flagging interest in reading for pleasure Chapters focus on how to use the school s calendar and curriculum to get the time needed for the focused program as well as ways to manipulate budgets get grants and other monies to build a strong literature oriented program and collection One chapter focuses entirely on how to get faculty to become readers of YA and children s literature in order to become models for their students Other programs discussed are author visits book fairs whole school reading programs journaling for readers and many more Also included is an annotated bibliography of great reads Grades 4 12

Using the National Gifted Education Standards for Pre-K - Grade 12 Professional Development National Assoc For Gifted Children,Jane Clarenbach,2021-10-03 National teacher preparation standards in gifted and talented education provide the foundation for research based practices in gifted education and identify what teachers should know and be able to do to ensure that students with gifts and talents realize their full potential Because the responsibility for teaching gifted learners and those with potential to achieve at high levels is often shared between gifted education program leaders and teachers in general and special education classrooms this book shows Pre K 12 education leaders how to develop partnerships identify professional development outcomes design learning activities plan and implement comprehensive training programs and evaluate the effectiveness of professional development activities Special attention is paid to effecting change within a state and school system Tools provided include sample needs assessments student and teacher observation instruments and a sample professional development plan

### **Literacy Program Evaluation and Development Initiatives for P-12**

**Teaching** Lawrence, Salika A.,2016-09-01 Teacher leadership is a critical component of effective curriculum assessment and professional development With teacher led inquiry being utilized schools can better improve their learning programs Literacy Program Evaluation and Development Initiatives for P 12 Teaching is a pivotal resource for the latest research on the benefits of using teacher educators to facilitate the assessment and improvements of school literacy programs Highlighting a range of relevant topics on professional learning and teacher leadership this book is ideally designed for school administrators teachers researchers and academics

*Teaching Literacy in First Grade* Diane Lapp,2005-05-05 First grade is a year of important new experiences for students and teachers alike Some students will arrive knowing how to read others will know a few letters of the alphabet and most will be somewhere in between Including dozens of reproducibles this book guides first grade teachers in the many decisions they face about how to orchestrate effective appropriate and engaging instruction A special strength of the book is the authors deep understanding of the oral language base of literacy learning

both reading and writing and their expertise in differentiating instruction for English language learners

**Planning for Play, Observation, and Learning in Preschool and Kindergarten** Gaye Gronlund, 2012-11-16 Play is an important vehicle for learning in the early years With intentional planning frameworks this resource provides teachers with tools and strategies to organize and develop curriculum around high level purposeful play Practical application techniques help teachers create a cycle of planning and observation as they use a play based curriculum to help young children thrive in the classroom Gaye Gronlund is an early childhood education consultant who trains early childhood educators across the country She is the author of six books

*Literate Lives* Amy Seely Flint, 2007-11-09 *Literate Lives Teaching Reading and Writing in Elementary Classrooms* invites readers to consider the complexities of the reading process in diverse settings The text is designed to meet the challenges and needs of undergraduate and graduate teacher candidates in elementary education programs helping them to have a better first year in the classroom experience The text introduces teacher candidates to the notion that reading is a complex multi layered process that begins early in a child s life Reading by all accounts is more than decoding symbols on a page While this is one component of the reading process it is important for teacher candidates to see a broader more complete picture of reading Given the role that reading plays in the elementary school curriculum it is imperative that teachers have a well developed understanding of the reading process and what it means to be a teacher of readers *Literate Lives Teaching Reading and Writing in the Elementary Classroom* covers the major theories and application strategies of the reading process as well as current debates in the field using a unique framework that builds upon the following themes believing that literacy is based in social cultural and historical contexts assuming an inquiry stance being problem posers and wondering why using kidwatching Goodman 1985 as an assessment tool to make informed instructional decisions recognizing and using the multiple literacies that children bring to the classroom lingering and reflecting on one s decisions in light of what one knows and believes

*Planning for Successful Reading and Writing Instruction in K-2* Antoinette Cerulli Fornshell, 2003-03 In this one of a kind resource a seasoned educator guides primary teachers through planning and managing a cohesive balanced literacy program She begins by asking them to consider district requirements national standards and our individual goals From there she demonstrates how to map out plans for each month week and day Chocked full of organizational tips sample plans and model lessons this book will make teachers feel empowered and in control For use with Grades K 2

*Teaching Literacy in Troubled Times* Allison Skerrett, Peter Smagorinsky, 2022-07-18 Upending deficit narrative of learning loss combating broken approaches to racial equity and wading deep into the contested waters of democratic principles of learning within today s schools Dr Skerrett and Dr Smagorinsky offer an accessible guidebook for making our classrooms sites of justice and joy Perhaps most importantly theirs is a book that reveals classroom practices as they really are the voices of teachers are situated as co authors in this important journey I cannot think of a more timely or relevant book for English educators than *Teaching Literacy in Troubled Times* Antero Garcia Ph D Associate

Professor Graduate School of Education Stanford University Relevant instruction to move education forward instead of back to normal Educators often bemoan the so called learning gap that followed the upheaval to schooling in 2020 but the real learning gap will occur if the watershed events and social shifts of the early 2020s are not integrated into school instruction and learning For today s learning to be relevant to today s students it must reflect their lives and the true social worlds they inhabit But how Teaching Literacy in Troubled Times empowers educators to engage students in critical thinking literacy activities and inquiry to investigate the personal and social issues of pressing importance to today s middle and high school students Six units of study each co authored by a teacher who road tested the activities in their own classroom guide teachers through the process of teaching literacy around the topics of identity social inequity global justice empathy racism and racial literacy and conflicting ideas of patriotism This urgent timely guide to creating a relevant classroom includes Instructional methods content knowledge and learning activities for each unit that engage students in critical inquiry and social action Insights and guidance from teachers who put the full unit plans in action with students Reflection questions to help teachers envision the work in their own classrooms Templates rubrics examples of student work and other tools that help teachers to plan and implement activities that grow students capacity to understand and act in society Prime your students with the critical thinking investigative and communicative skills they need to connect themselves to broader social movements and create a new generation of educated changemakers

*Teaching the Common Core Literature Standards in Grades 2-5* Lisa Morris, 2015-07-16 Shifting your literature instruction to meet the Common Core can be tricky The standards are specific about how students should analyze characters themes point of view and more In this new book Lisa Morris makes it easy by taking you through the standards and offering tons of practical strategies tools and mentor texts for grades 2 5 She shows you how to combine the standards into effective units of study so that you can teach with depth rather than worry about coverage Topics covered include Teaching questioning inferring and author s purpose Guiding readers to look at themes and write summaries Showing students how to recognize structural elements of literature Teaching the craft of writing and vocabulary development and Helping students analyse characters and character development Throughout this highly practical book you ll find a variety of charts and other graphic organizers that can be easily adapted for classroom use A list of suggested mentor texts is also available as a free eResource from our website [www.routledge.com/books/details/9781138856172](http://www.routledge.com/books/details/9781138856172)

**The Literacy Workshop** Maria P. Walther, Karen Biggs-Tucker, 2020 This book offers a unique interpretation of traditional workshop instruction by showing teachers how to integrate their separate reading and writing workshops into one literacy workshop periodically and as dictated by student needs that takes advantage of the inherent reciprocity between reading and writing Through narrative discussion student samples photographs instructional resources online content suggested lessons and various mentor texts the book explains the structure of the literacy workshop tells readers how to get started with it and shows them how to decide when it s best to merge the two workshops into one The

book is divided into two parts Part I Chapters 1 4 lays the foundation and gives the nuts and bolts of literacy workshop Part II Chapters 5 9 includes engagement strategy topic focused demonstration lessons which includes a primary and an intermediate level example lesson for each Big Idea

**Co-Teaching for English Learners** Maria G. Dove, Andrea Honigsfeld, 2017-09-27 Dove and Honigsfeld's new book arrives at the perfect time as an increasing number of schools move to a collaborative instructional model and are searching for guidance The authors not only tell us how to effectively collaborate and co teach to benefit English learners they actually show us what each component of the collaborative instructional cycle looks and feels like complemented by innovative video and web content

DIANE STAEHR FENNER  
Coauthor of *Unlocking ELs Potential* and President of SupportEd Because teacher collaboration isn't an option it's a MUST The proof is borne out by any assessment our non native speakers learn faster and achieve more when general ed teachers and EL specialists co plan and co deliver instruction in the very same classroom That's why you'll want to put *Co Teaching for English Learners* at the top of your reading list Step by step EL authorities Maria Dove and Andrea Honigsfeld walk you through the entire collaborative instruction cycle along with seven potential classroom configurations from which to choose Whether you're new to co teaching or just see room for improvement in your practice this practical handbook delivers every technique and tool you need to make the most of your collaboration including video footage of co teaching in action Inside you'll find In depth profiles of the seven models with detailed descriptions and analyses A review of advantages and challenges of each model's implementation Clear explanations of each teacher's role along with self assessment tools Tried and true strategies for the entire instructional cycle co planning co instruction co assessment and reflection Real life accounts from co teaching veterans Long gone are the days when our ELs are taught in isolation and rightfully so Read *Co Teaching for English Learners* implement its strategies and soon enough you too can set up a learning environment in which all students thrive

**Designing a Concept-Based Curriculum for English Language Arts** Lois A. Lanning, 2013 Functions as a framework for lesson plans

*How to Teach Students Who Don't Look Like You* Bonnie M. Davis, 2012-07-18 Engage diverse learners in your classroom with culturally responsive instruction *How to Teach Students Who Don't Look like You* helps educators recognize the impact that culture has on the learning process The term diverse learners encompasses a variety of student groups including homeless children migrant children English language learners children experiencing gender identity issues children with learning disabilities and children with special needs This revised second edition reflects the latest trends in education and includes new coverage of standards based culturally responsive lesson planning and instruction differentiated instruction RTI and the Common Core State Standards Bonnie M Davis helps all educators Tailor instruction to their own unique student population Reflect on their own cultures and how this shapes their views of the world Cultivate a deeper understanding of race and racism in the U S Create culturally responsive instruction Understand culture and how it affects learning *How to Teach Students Who Don't Look like You* provides crucial strategies to assist educators in

addressing the needs of diverse learners and closing the achievement gap This book fires up educators by speaking from the soul to reach the heart from the research to engage the mind and from the skillful hand to build the necessary expertise Peggy Dickerson Professional Service Provider Region XIII Texas Education Service Center Austin TX The vignettes and classroom situations help the reader understand how race plays out in our society and in our classrooms Dr Davis takes on a very volatile topic and is able to engage the reader without offending The examples vignettes cases and stories will hook the readers just as they did me Once I began reading the book I could not put it down Ava Maria Whittemore Minority Achievement Coordinator Frederick County Public Schools MD

**International Perspectives on the Theory and Practice of Environmental Education: A Reader** Giuliano Reis, Jeff Scott, 2017-11-15 The present book shares critical perspectives on the conceptualization implementation discourses policies and alternative practices of environmental education EE for diverse and unique groups of learners in a variety of international educational settings Each contribution offers insights on the authors own processes of re imagining an education in about for the environment that are realized through their teaching research and other ways of doing EE Overall environmental education has been aimed at giving people a wider appreciation of the diversity of cultural and environmental systems around them as well as the urge to overcome existing problems In this context universities schools and community based organizations struggle to promote sustainable environmental education practices geared toward the development of ecologically literate citizens in light of surmountable challenges of hyperconsumerism environmental depletion and socioeconomic inequality The extent that individuals within educational systems are expected to effectively respond to as well as benefit from a greener and more just world becomes paramount with the vision and analysis of different successes and challenges embodied by EE efforts worldwide This book fosters conversations amongst researchers teacher educators schoolteachers and community leaders in order to promote new international collaborations around current and potential forms of environmental education This book reflects many successful international projects and perspectives on the theory and praxis of environmental education An eclectic mix of international scholars challenge environmental educators to engage issues of reconciliation of correspondences and difference across regions In their own ways authors stimulate critical conversations that seem pivotal for necessary re imaginings of research and pedagogy across the grain of cultural and ecological realities systematic barriers and reconceptualizations of environmental education The book is most encouraging in that it works to expand the creative commons for progress in teaching researching and doing environmental education in desperate times Paul Hart Professor of Science and Environmental Education at the University of Regina Canada Melanson Award for outstanding contributions to environmental and outdoor education Saskatchewan Outdoor and Environmental Education Association and North American Association for Environmental Education NAAEE s Jeske Award for Leadership and Service to the Field of EE and Outstanding Contributions to Research in EE In an attempt to overcome simplistic and fragmented views of doing

Environmental Education in both formal and informal settings the collected authors from several countries continents present a wealth of cultural social political artistic pedagogical and ethical perspectives that enrich our vision on the theoretical and practical foundations of the field A remarkable book that I suggest all environmental educators teacher educators policy and curricular writers read and present to their students in order to foster dialogue around innovative ways of experiencing an education about in for the environment Rute Monteiro Professor of Science Education Universidade do Algarve University of Algarve Portugal

**Co-Planning** Andrea Honigsfeld, Maria G. Dove, 2021-09-26 Pool your collective wisdom in support of your English learners English Learners ELs and multilingual learners MLs have double the work of their English speaking peers as they are required to master language and content simultaneously To support this dynamic academic and language development process all teachers need to have an understanding of language acquisition and EL ML specific methodologies along with offering social emotional support to ELs MLs and work in tandem with each other Bestselling authors Andrea Honigsfeld and Maria G Dove have returned with this new resource that complements and expands on their previous titles on co teaching and collaboration by addressing collaborative planning in greater depth Co planning is positioned as the first step toward integrative language and content instruction as regular and purposeful collaboration ensures that ELs MLs have access to core content Key features include Practical step by step guidance to starting and sustaining collaborative planning for integrated language literacy and social emotional development An array of checklists templates and protocols for immediate implementation Snapshots from the Field provide real life examples of co planning in action Beautiful full color design with original sketch notes to bring concepts to life QR codes that link to author interviews elaborating on key ideas This substantial guide will assist novice and seasoned educators alike in their move away from isolated practices and help them engage in collaborative planning and professional dialogue about asset based best practices for ELs MLs

Creating New Learning Experiences on a Global Scale Erik Duval, Ralf Klammer, Martin Wolpers, 2007-08-31 This book constitutes the refereed proceedings of the Second European Conference on Technology Enhanced Learning EC TEL 2007 held in Crete Greece in September 2007 The papers presented were carefully reviewed and selected from 116 submissions The conference provides a unique forum for all research related to technology enhanced learning as well as its interactions with knowledge management business processes and work environments

**Resources in Education**, 2001-04

**Handbook of Research on Teaching Literacy Through the Communicative and Visual Arts** James Flood, Shirley Brice Heath, Diane Lapp, 2011 The Handbook of Research on Teaching Literacy Through the Communicative and Visual Arts a comprehensive overview of research on this topic extends conceptualizations of literacy to include all of the communicative arts reading writing speaking listening viewing and the visual arts of drama dance film art video and computer technology

*For the Love of Literature* John F. Savage, 2000 This brief children s literature text for pre service teachers emphasizes the love of literature in the belief that literature is not just something children read or study it is



something that becomes part of them and stays with them for a lifetime It contains up to the minute treatments of all genres of children s literature To help readers discover the joy of children s literature and how to help others share that joy is a major goal of the book The emphasis is on the affective dimensions of literature geared toward children s aesthetic responses to the stories and poems that they read Author profiles a multicultural focus topical book lists and a chapter on technology are elements that help students Each chapter has an essay written by a scholar a classroom teacher or other expert e g a middle school student or book editor who has special knowledge a particular perspective or point of view on the chapter topic Three four color inserts illustrate the children s books discussed in the text     Learning with Literature in the Canadian Elementary Classroom Joyce Bainbridge, Sylvia Joyce Pantaleo, 1999-11 Grade level 1 2 3 4 5 6 7 k p e i t

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