

CCISD ELA 1 Curriculum Document

<p>Workshop Routines/Workshop Goals</p>	<p>Reader’s Writer’s Workshop instruction rests on a structure of routines and procedures that support students and teachers. Teachers are encouraged to work with their Professional Learning Community (PLCs) to organize daily routines that will best serve the needs of their learners. Routines for Reader’s/Writer’s Workshop include systematic use of the following</p> <ol style="list-style-type: none"> <li>1. Reader’s/Writer’s Notebook</li> <li>2. Self-selected Independent Reading</li> <li>3. Mentor Texts</li> <li>4. Mini-lessons</li> <li>5. Collaboration</li> <li>6. Conferring</li> </ol>
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Nine Weeks	1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks
Essential Questions	Why is it important to establish myself as a reader and writer?	Why is it essential for writers to capture their audience with an intended purpose?
Skills/Student Habits	<p>Students can:</p> <ul style="list-style-type: none"> <li>• build collaborative communities that discuss, communicate, and reinforce established routines. (TEKS Strand 1)</li> <li>• set goals and purposes for reading, make connections to texts, and establish “good reader” habits to understand texts on a deeper level. (TEKS Strand 2)</li> <li>• make connections to texts through a variety of low stakes writing and speaking opportunities. (TEKS Strand 3)</li> <li>• engage with a variety of genre of texts to understand how authors use organization and literary devices to build meaning. (TEKS Strand 4)</li> <li>• study targeted mentor texts and analyze how author’s choices influence and communicate meaning and apply author’s craft purposefully in their own writing. (TEKS Strand 5)</li> <li>• develop and share their individual voices in authentic writing. (TEKS Strand 6)</li> <li>• become actively engaged learners who ask questions and make connections. (TEKS Strand 7)</li> </ul>	<p>Students can:</p> <ul style="list-style-type: none"> <li>• build stamina and a broad functional vocabulary that allows the reader to engage in increasingly complex texts. (TEKS Strand 1)</li> <li>• set goals and purposes for reading, make connections to texts, and establish “good reader” habits to notice details and understand texts on a deeper level. (TEKS Strand 2)</li> <li>• make connections to texts and across texts through a variety of low-stakes writing and speaking opportunities. (TEKS Strand 3)</li> <li>• engage with a variety of genres (including poetry) to understand how authors use organization, character development, and literary devices to build meaning. (TEKS Strand 4)</li> <li>• analyze how author’s choices in diction, imagery, and language influence how the reader accepts their message and apply author’s craft purposefully in their own writing. (TEKS Strand 5)</li> <li>• develop and share their individual voices in authentic writing. (TEKS Strand 6)</li> <li>• become actively engaged learners who ask questions and make connections. (TEKS Strand 7)</li> </ul>
Evidence for Learning (Formative)	<ul style="list-style-type: none"> <li>• Reading Survey</li> <li>• Digital reading response</li> <li>• Independent reading selection</li> <li>• Baseline writing task</li> <li>• Response to mentor texts (writes besides, turn and talk protocols)</li> <li>• Reading and writing conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Book talks</li> <li>• Evidence Logs</li> <li>• Reading and writing conferences</li> <li>• Flash Drafts/Rough Drafts</li> <li>• Response to mentor texts (writes besides, turn and talk protocols)</li> <li>• Making an evidence-based claim &amp; showing a connection (reasoning).</li> </ul>
Evidence of Learning (Summative)	<ul style="list-style-type: none"> <li>• Workshop Assessment Checklist</li> <li>• Personal Narrative Process Piece</li> <li>• Reading Assessment with analytical paragraph and multiple-choice questions</li> </ul>	<ul style="list-style-type: none"> <li>• Book Clubs</li> <li>• Expository Process Piece</li> <li>• R/W Notebook</li> <li>• Socratic Seminar (Pre-AP option)</li> </ul>

Nine Weeks	3 <sup>rd</sup> Nine Weeks	4 <sup>th</sup> Nine Weeks
Essential Questions	Why does reading inform the revision process?	Why is literacy a building block in life?
Skills/ Student Habits	<p>Students can:</p> <ul style="list-style-type: none"> <li>• build stamina and a broad functional vocabulary that allows the reader to engage in increasingly complex texts and oral and written questions. (TEKS Strand 1)</li> <li>• grow when they apply skills that provide a means for interacting with the text. (TEKS Strand 2)</li> <li>• make connections between texts and use specific evidence and insightful reasoning to support their claim. (TEKS Strand 3)</li> <li>• build a strong and authentic base of literacy to enhance writing skills. (TEKS Strand 4)</li> <li>• study other writers’ craft to influence their writing style and distinguish their voice. (TEKS Strand 5)</li> <li>• engage in each step of the writing process, reflect on their writing, and publish with a purpose within their community. (TEKS Strand 6)</li> <li>• synthesize relevant information from a variety of sources to strengthen their message. (TEKS Strand 7)</li> </ul>	<p>Students can:</p> <ul style="list-style-type: none"> <li>• build confidence and motivation that allows them to take responsibility for their own learning. (TEKS Strand 1)</li> <li>• strengthen their skills when they make connections to increasingly complex texts which gives them insight and understanding to the world around them. (TEKS Strand 2)</li> <li>• interact with texts in order to understand an author’s message and how their rhetorical devices defend their position. (TEKS Strand 3)</li> <li>• read across multiple genres and cultural contexts to build a strong and authentic literary foundation to become a responsible consumer and producer of information. (TEKS Strand 4)</li> <li>• evaluate how an author’s craft influences the effectiveness of a message to their intended audience. (TEKS Strand 5)</li> <li>• use research to persuade their audience about a topic that they feel directly affects them and their community. (TEKS Strand 6)</li> <li>• engage in the inquiry process to question their ideas, their research practice, and their sources to build credibility with their audience. (TEKS Strand 7)</li> </ul>
Evidence for Learning (Formative)	<ul style="list-style-type: none"> <li>• Responses to literature using STAAR question stems</li> <li>• Making an evidence-based claim &amp; showing a connection (reasoning)</li> <li>• Reading and writing conferences</li> <li>• Self-Assessment, reflection, and goal setting</li> <li>• Making an evidence-based claim &amp; showing a connection (reasoning)</li> </ul>	<ul style="list-style-type: none"> <li>• Exit Tickets</li> <li>• Reading and Writing Conferences</li> <li>• Drafts and seed writing</li> <li>• Research process (cards/data collection)</li> <li>• Analytical paragraph</li> <li>• Questions using STAAR stems</li> </ul>
Evidence of Learning (Summative)	<ul style="list-style-type: none"> <li>• Workshop Checklist</li> <li>• Evidence Based Analysis of Literature</li> <li>• Expository Process Piece</li> <li>• Reading Assessment with analytical paragraph and multiple-choice questions</li> </ul>	<ul style="list-style-type: none"> <li>• ELA 1 STAAR (Tuesday, April 6, 2021)</li> <li>• Persuasive Process Piece</li> <li>• Multimodal research Project</li> <li>• Reader/Writer Reflection and Portfolio</li> </ul>