English III
Year at a Glance (2021-2022)

Workshop Routines	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 PLCs and instructional coaches to organize daily routines that will best serve the needs of their learners. Routines for RW Workshop include systematic use of the following: Reader's/Writer's Notebook, self-selected independent reading, mentor texts, mini-lessons, collaboration (student-to-student), and conferring (teacher-to-student).
Workshop Goals	Students can: utilize the established RW Workshop procedures to make the most of the learning experience; collaborate productively with others and contribute to the classroom community; set personal goals for learning, track their own progress, and provide feedback to others as they work toward their goals; select their own texts for independent reading and respond to them in both personal and analytical ways; read and write for authentic purposes and share their thinking with others.

Nine Weeks	1st Quarter	2nd Quarter
Building Blocks	**Building Block 1:** How do my personal experiences shape my view of the world and my preferences as a reader? How can I use writing to share my experiences with others?	**Building Block 2:** What is rhetoric and how is it used to persuade others? How can I use my personal experiences and rhetoric to convince an audience?
Skills / Student Habits Students can…	• Teachers and students will work together to establish a collaborative community with clear expectations, procedure, and routines for — reading, writing, thinking, sharing, and communication in and out of class-Foundational Language Skills (Strand 1) • With teacher guidance, students will set personal goals and purposes for reading, make connections to texts, refining "good reader" habits to comprehend texts on multiple level and continue developing metacognitive skills-Comprehension Skills (Strand 2) • Teachers routinely create low-stakes writing opportunities for students to interact with a variety of increasingly complex texts-Response Skills (Strand 3) • Students will read and interact with specific literary characteristics, structures, format, and thematic purposes within and across diverse texts-Multiple Genres (Strand 4) • Students and teachers read like readers as they examine texts and analyze how author's choices influence and communicate meaning, and then apply author's craft purposefully in their own writing-Author's Purpose and Craft (Strand 5) • Students and teachers engage in an authentic writing process to explore a variety of personal writing territories and compose an informational text on a personal topic using genre characteristics and craft-Composition (Strand 6) • Students engage in informal, self-driven inquiry during reading and writing when they recognize gaps in their knowledge, need clarification, or further understanding-Inquiry (Strand 7)	• Teachers and students will continue to work together in a collaborative of readers, writers, thinkers, while sharing and communication in and out of class-Foundational Language Skills (Strand 1) • With teacher guidance, actively monitoring their reading goals and using metacognitive skills, students will make meaningful, personal connections to text, use evidence to support thinking -Comprehension Skills (Strand 2) • Teachers routinely create low-stakes writing opportunities for students to interact with a variety of increasingly complex texts that bend towards persuasive and personal writing--Response Skills (Strand 3) • Students will read and interact with specific literary characteristics, structures, format, and thematic purposes within and across diverse texts- Multiple Genres (Strand 4) • Students and teachers read like readers as they examine texts and analyze how author's choices influence and communicate meaning, and then apply author's craft purposefully in their own writing- Author's Purpose and Craft (Strand 5) • Students and teachers engage in an authentic writing process to explore a variety of personal and persuasive writing territories and compose an argumentative persuasive text- Composition (Strand 6) • Students engage in informal, self-driven inquiry during reading and writing when they recognize gaps in their knowledge, need clarification, or further understanding-Inquiry (Strand 7)
Evidence for Learning (Formative)	• RW Notebooks • Seed writing pieces in RWN • Conference notes • Observations during independent practice time, whole-class, and small-group collaboration • Student work samples	• RW Notebooks • Seed writing pieces in RWN • Conference notes • Observations during independent practice time, whole-class, and small-group collaboration • Student work samples

	• Exit tickets/sticky notes • Survey responses	• Exit tickets/sticky notes • Book club meeting notes or recordings • Survey responses
Evidence of Learning (Summative)	• Skills-based reading assessments • Complete process personal writing • Additional PLC-designed common assessments	• Skills-based reading assessments • Complete process original writing • Year-end reflection • Additional PLC-designed common assessments
Nine Weeks	**3rd Quarter**	**4th Quarter**
Building Blocks	**Building Block 3:** How can I read to learn multiple perspectives? How can I develop a clear position on a current issue and join the conversation?	**Building Block 4:** How will I contribute to the world as a reader, writer, thinker, and citizen? How can I set goals for my future, make a plan, and communicate that plan?
Skills— Students can…	• With teacher guidance, students will work collaboratively by actively listening, asking clarifying questions and engaging in meaningful & respectful discourse-Foundational Language Skills (Strand 1) • With teacher guidance, students will make multi-level connections to personal experiences, ideas in other texts, & society; students will continue developing metacognitive skills by generating questions about the text before, during, and after to deepen understanding- Comprehension Skills (Strand 2) • Teachers routinely create low-stakes writing opportunities for students to interact with a variety of increasingly complex texts- Response Skills (Strand 3): • Students will read and interact with specific nonfiction literary characteristics, structures, formats, and multi-modal themes within and across current research in diverse fields of study- Multiple Genres (Strand 4) • Students and teachers read like researchers as they examine texts and analyze how author's choices influence and communicate meaning through synthesis (deriving new ideas and meaning across a variety of texts)- Author's Purpose and Craft (Strand 5) • Students and teachers engage in an authentic writing process to explore a variety of inquiries that have developed over time through research, discussion, and observation. Students compose a synthesized text on a topic using genre characteristics and craft to present new ideas- Composition (Strand 6) • Students engage in formal, self-driven inquiry during reading and writing when they recognize gaps in their knowledge, need clarification, or further understanding; students examine sources for credibility & accuracy, display academic citations, and decide on the appropriate mode of delivery based on synthesis conclusions- Inquiry (Strand 7)	• With teacher guidance, students will work both independently and collaboratively by actively listening, reflecting, sharing, and engaging in meaningful & respectful discourse- Foundational Language Skills (Strand 1) • With teacher guidance, students will reflect on multi- level connections to texts, using metacognitively skills to strengthen reading comprehension, outside sources to deepen understanding and develop questions about increasingly complex texts before, during and after reading- Comprehension Skills (Strand 2) • Teachers routinely create low-stakes writing opportunities for students to interact with a variety of increasingly complex texts and engage with others in their reading community using acquired academic vocabulary- Response Skills (Strand 3) • Students will read and interact with specific nonfiction literary characteristics, structures, formats, and multi-modal themes within and across current research in diverse fields of study- Multiple Genres (Strand 4 • Students and teachers read like researchers as they examine texts and analyze how author's choices influence and communicate meaning through synthesis (deriving new ideas and meaning across a variety of texts), and then apply author's craft purposefully in their own writing- Author's Purpose and Craft (Strand 5) • Students and teachers engage in an authentic writing process to explore a variety of reflective writing pieces that have developed over time through research, discussion, and observation to demonstrate their values, beliefs, aspirations & personal growth. Through deep thinking, students use strategic organizational structures, effective rhetorical devices, details, examples, and commentary to present their ideas. • Students continue to engage in formal, self-driven inquiry during reading and writing when they recognize gaps in their knowledge, need clarification, or further understanding; students examine sources for credibility & accuracy, display academic citations, and decide on the effective organizational strategies based on research conclusions- Inquiry (Strand 7):
Evidence for Learning (Formative)	• RW Notebooks • Seed writing pieces in RWN • Conference notes • Observations during independent practice time, whole-class, and small-group collaboration	• RW Notebooks • Seed writing pieces in RWN • Conference notes • Observations during independent practice time, whole-class, and small-group collaboration

	- Student work samples - Exit tickets/sticky notes Survey responses	- Student work samples - Exit tickets/sticky notes - Book club meeting notes or recordings Survey responses
Evidence of Learning (Summative)	- Skills-based reading assessments - Complete process personal writing Additional PLC-designed common assessments	- Skills-based reading assessments - Complete process original writing - Year-end reflection Additional PLC-designed common assessments