

Unit 1: Launching

Introduction

Launching Reading and Writing Workshops was developed to familiarize students and teachers with both workshops as, “It is important to maintain a simple, predictable structure because it is the work students do that will be changing and complex” (Calkins, 2001, page 66).

The goals of Reading and Writing Workshops are to create independent and responsible readers and writers who know how they function and understand they are the most vital and essential component of their community and classroom of learners.

Teachers are encouraged to use this unit to build a classroom framework for both workshops. The launch is meant to take six to seven weeks, with six weeks of lessons provided. The goals of familiarity, comfort, and efficiency with our workshop model may take a full seven weeks.

Launching Reading and Writing Workshops is built upon the framework of practiced rituals and routines. These rituals and routines enable teachers and students to use class time productively. One important goal of this unit is to begin to create a classroom community of learners that support students to learn and move about their classrooms with purpose. In the case of first graders, it is important for them to know what, how, where, and when things need to happen for both Reading and Writing Workshops. The structure of this unit is meant to be a positive, enjoyable, and intense social experience that will support and empower students in the efficient, effective, and confident use of all classroom resources. Please remember the unique and particular instructional, linguistic (ELLs and young learners), and social needs of your students during this unit and subsequent implementation of both workshops.

★ These planning guides were written to intentionally integrate transitioning ELLs needs. The star symbol indicates a strategy and/or additional support essential for transitioning ELLs and embedded throughout this unit. These suggestions may also benefit other learners. The “Notes” column shows details and reminders related to ELL strategies, as well as additional information for teachers working with different student populations.

Colorado Reading and Writing Standards

- Standard 1: Students read and understand a variety of materials.
- Standard 2: Students write and speak for a variety of purposes and audiences.
- Standard 3: Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling.
- Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.
- Standard 5: Students read to locate, select, evaluate, and make use of relevant information from a variety of media, reference, and technological sources.
- Standard 6: Students read and recognize literature as a record of human experience.

Reading Workshop: Big Ideas

- View themselves as readers and members of a diverse community of readers.
- Know what good readers do.
- Develop fluency and reading strategies for both decoding and comprehension.
- Listen to, respond to, and discuss literature from a variety of cultures with partners and in small groups.
- Use classroom rituals and routines to work independently and with others.

Writing Workshop: Big Ideas

- View themselves as authors and members of a diverse community of writers.
- Tell, draw, and write (as best they can) the stories they have from their lives and from their diverse cultural experiences.
- Use classroom rituals and routines to work independently and with others.
- Develop strategies for hearing and recording sounds, using known words, leaving spaces between words, and being risk-takers with spelling.
- Recognize and honor the story structures of diverse cultures.

Reading Resources

- *Making Meaning*, Grade 1, Unit 1
- America’s Choice, *The First 30 Days: Readers Workshop Lessons*, Grade 1
- *Fifty Strategies for Teaching English Language Learners* by Adrienne Herrell and Michael Jordan
- *Authentic Assessment for English Language Learners* by J. Michael O’Malley and Lorraine Valdez Pierce

Writing Resources

- Lucy Calkins’ Units of Study, *Launching the Writing Workshop*
- *Fifty Strategies for Teaching English Language Learners* by Adrienne Herrell and Michael Jordan
- *Authentic Assessment for English Language Learners* by J. Michael O’Malley and Lorraine Valdez Pierce

Lessons 1-5	Reading Workshop	Lesson 1: How to Begin Reading Workshop—Rituals and Routines (AC) ★ ⊕	Lesson 2: Introducing Read Aloud (MM) ★ ⊕	Lesson 3: Creating a “Reading Together” Chart (MM) ★ ⊕	Lesson 4: Getting Help in Reading Workshop (AC) ★	Lesson 5: Using Reading Folders (AC) ★ ⊕
	Writing Workshop	Lesson 1: Starting the Writing Workshop I (LC) ★ ⊕	Lesson 2: Starting the Writing Workshop II (LC) ★ ⊕	Lesson 3: Carrying on Independently as Writers (LC) ★ ⊕	Lesson 4: Using Writing Supplies Independently (LC) ★ ⊕	Lesson 5: “Turn to Your Partner” to Talk about Writing ★ ⊕
Lessons 6-10	Reading Workshop	Lesson 6: Taking a Picture Walk (MM) ★ ⊕	Lesson 7: “Turn to Your Partner” to Talk about Reading (MM) ★ ⊕	Lesson 8: Choosing a Favorite Place for Independent Reading (AC) ★	Lesson 9: Selecting Books (AC) ★	Lesson 10: Student Routines for Shared Reading (AC) ★
	Writing Workshop	Lesson 6: Telling Stories in Illustrations I (LC) ★ ⊕	Lesson 7: Telling Stories in Illustrations II (LC) ★ ⊕	Lesson 8: Using Both Pictures and Words, Like Famous Authors (LC) ★ ⊕	Lesson 9: Stretching and Writing Words I (LC) ★ ⊕	Lesson 10: Stretching and Writing Words II (LC) ★ ⊕
Lessons 11-15	Reading Workshop	Lesson 11: Using Book Knowledge (Shared Reading) ★	Lesson 12: Using Picture Cues to Search Meaning (Shared Reading) ★	Lesson 13: Strategy Review (Shared Reading) ★	Lesson 14: Continue Practicing “Turn to Your Partner” to Talk About Reading (MM) ★ ⊕	Lesson 15: Beginning to Visualize during Read Aloud (MM) ★
	Writing Workshop	Lesson 11: Stretching and Writing Words: Initial Sounds I (LC) ★ ⊕	Lesson 12: Stretching and Writing Words: Initial Sounds II (LC) ★ ⊕	Lesson 13: Spelling the Best We Can...and Moving On I (LC) ★	Lesson 14: Spelling the Best We Can...and Moving On II (LC) ★	Lesson 15: Using Writing Tools—The Alphabet Chart I (LC) ★
Lessons 16-20	Reading Workshop	Lesson 16: Introducing and Organizing Individual Book Bags (AC) ★ ⊕	Lesson 17: Using and Organizing Individual Book Bags (AC) ★ ⊕	Lesson 18: Establishing Reading Logs (AC) ★	Lesson 19: Using Picture Cues and Beginning Sounds (Shared Reading) ★	Lesson 20: Strategy Review (Shared Reading) ★
	Writing Workshop	Lesson 16: Using Writing Tools—The Alphabet Chart II (LC) ★	Lesson 17: Creating a Place for Writing-in-Progress and Long-Term Projects (LC) ★ ⊕	Lesson 18: Introducing Booklets I (LC) ★ ⊕	Lesson 19: Introducing Booklets II (LC) ★ ⊕	Lesson 20: Widening Writing Possibilities—Lists and Letters (LC) ★ ⊕

Unit at a Glance

Grade 1: Unit 1: Launching Reading and Writing Workshops

Lessons 21-25	Reading Workshop	Lesson 21: Continue Practicing “Turn to Your Partner” to Talk About Reading (MM) ★	Lesson 22: Listening for the Message during Read Aloud (MM) ★	Lesson 23: Reading Fluently I (Shared Reading) ★	Lesson 24: Reading Fluently II (Shared Reading) ★	Lesson 25: Rereading to Monitor (Shared Reading) ★
	Writing Workshop	Lesson 21: Fixing Up Writing I (LC) ★ ⊕	Lesson 22: Fixing Up Writing II (LC) ★ ⊕	Lesson 23: Editing and Fancying Up Writing I (LC)	Lesson 24: Editing and Fancying Up Writing II (LC)	Lesson 25: Reading into the Circle—An Author’s Celebration (LC) ★ ⊕
Lessons 26-30	Reading Workshop	Lesson 26: What Good Readers Do I (AC) ★	Lesson 27: What Good Readers Do II (AC) ★	Lesson 28: How to Read with a Partner I (AC) ★	Lesson 29: How to Read with a Partner II (AC) ★	Lesson 30: Reading the Punctuation (Shared Reading) ★
	Writing Workshop	Lesson 26: Widening Writing Possibilities: Real-World Purposes I (LC) ★ ⊕	Lesson 27: Widening Writing Possibilities: Real-World Purposes II (LC) ★ ⊕	Lesson 28: Widening Writing Possibilities: Real-World Purposes III (LC) ★ ⊕	Lesson 29: Widening Writing Possibilities: Real-World Purposes IV (LC) ★ ⊕	Lesson 30: Widening Writing Possibilities: Real-World Purposes v (LC) ★ ⊕