

K-2 MAISA UNIT PACING GUIDE

First Grade Reading

Week	August	September				October				November				December				January				February				March				April				May				June						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40				
1-Launching the Reading Workshop		2			7																																							
2-Readers Use Strategies						8								13																														
3-Informational Reading															14																													
4-Character Study																											26																	
5-Mixed Genre																																							32			37		

First Grade Writing

Week #	August	September				October				November				December				January				February				March				April				May				June						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40				
1-Launching the Writing Workshop		2			7																																							
2-Studying Craft						8								12																														
3-How To Books															13																													
4-Informational Writing																							21																					
5-Opinion Letters																																							33			37		

NOTE: Revision is woven in throughout the school year.

3-5 MAISA UNIT PACING GUIDE

Third Grade Reading

Week	August	September				October				November				December				January				February				March				April				May				June		
	1 2	3 4 5	6 7 8 9 10	11 12 13 14	15 16 17 18	19 20 21 22	23 24 25 26	27 28 29 30	31 32 33 34	35 36 37 38	39 40																													
1-Launching Strong Reading Habits	1 — 4																																							
M-Step Practice	5																																							
2-Understanding Characters	6 — 13																																							
M-Step Practice	14																																							
3-Informational Reading	15 — 23																																							
M-Step Practice	24																																							
4-Poetry	25 — 28																																							
M-Step Practice	29 — 31																																							
5-Book Clubs Mystery (original Unit)	32 — 36																																							

3-5 MAISA UNIT PACING GUIDE

Fifth Grade Reading

Week	August	September				October				November				December				January				February				March				April				May				June		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
1-Readers Read with Power	1 — 4																																							
M-Step Practice	5																																							
2-Interpreting Character	6 — 12																																							
M-Step Practice	13																																							
3-Interpretive and Analytic Reading	14 — 20																																							
M-Step Practice	21																																							
4-Informational Reading	22 — 28																																							
M-Step Practice	29																																							
5-Historical Fiction Book Clubs (old unit)	30 — 34																																							



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Framework – Reader’s Workshop

K-2: 120 minutes 3-5: 90 minutes (minimum)

<p>Section 1</p> <p>20-25 minutes</p>	<p>Introductory Activities – Whole group/Reading MAISA/Shared Reading – Read Aloud</p> <p>Strategy/Mini lesson – Think aloud—teach a strategy, skill or program</p> <p>Book talk – Introduce new books</p> <p>Language related activity – Creative dramatics, poetry, reader’s theatre, etc.</p>
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Interactive Read Aloud:

The read-aloud is an activity in which the teacher reads a book aloud to the whole group. The purpose of the read-aloud is to model appropriate reading behaviors and reading strategies. It is also a time to expose children to a variety of genres and literary styles. The teacher has an opportunity to show students the joys of reading and teach them how to think and discuss text. Teachers should have a set purpose for each read-aloud and should read with the proper fluency, rhythm, and intonation.

The read aloud can be used in conjunction with the mini-lesson. It provides students with the opportunity to see the teacher model the lesson using an authentic text.

Mini Lesson:

The mini-lessons for the Reading Workshop teach concepts, strategies, and techniques for reading and comprehension while encouraging students to read and interact with good literature. The 10-15 minute mini-lessons gives teachers the opportunity to give direct instruction to students and model the lessons using authentic literature.

Sample mini-lessons can include:

- Comprehension strategies
- Procedures for Reading Workshop
- Reading strategies and skills
- Literary elements
- Literary techniques (i.e. voice, descriptive words, etc.)

<p>Section 2</p> <p>20 minutes</p>	<p>Independent Reading/Conferring</p> <ul style="list-style-type: none"> o Students make good choices for right fit books o As students read, they are practicing the strategy or skill taught in the whole group lesson o Some students may peer conference with each other, while the teacher is conferring individually with 4/5 students daily.
<p>Section 3</p> <p>K-2: 60 minutes</p> <p>3-5: 45 minutes</p>	<p>Guided Reading student activities to choose from:</p> <p>Independent reading Partner reading Response journals Listening to text</p> <p>Word work: assigned per group</p>
<p>Teacher responsibilities/ Guided Reading</p> <p>Guided reading is a form of small group instruction -- the teacher works with a small group of students that are on the same reading level. Each student usually has their own text.</p> <ul style="list-style-type: none"> • Teacher selection of text and strategy • Teaching strategies for comprehension • Introduction to text and vocabulary • Teacher observes student behaviors • Discuss—explore text, review strategy <p>K-2: 4 Guided Reading groups 3-5: 2 or 3 Guided Reading groups</p> <p>15-20 min. per group</p>	<p>Student Responsibilities</p> <ul style="list-style-type: none"> • Independent Reading may be an additional time. This is the time when students practice strategies modeled in the mini-lesson, supported during Guided Reading. Students can read alone, in pairs, or in small groups. • Students Read –application of strategy • Response journals • Listening to text • Word work

<p>Section 4</p> <p>5-10 minutes</p>	<p style="text-align: center;">Group Share – Celebration of Learning</p> <p style="text-align: center;">Students share and evaluate</p> <p>Students turn to partners – Listen and respond to each other. Then 4 or 5 may share whole group. Students share new learnings, enthusiasm for books, strategies used/ discovered and response projects.</p> <p>The class regroups to discuss what they learned or did in their groups, such as which strategies they employed for reading, or projects they worked on. Share time is VERY IMPORTANT and should not be skipped. Some of the benefits include:</p> <ul style="list-style-type: none"> • a way to assess what students have and have not learned. • students learn to listen, think, and talk about their learning • keeps kids on task, knowing that they will have to discuss their work during share time <p>Some great strategies for sharing include:</p> <ul style="list-style-type: none"> • Knee to knee: partners go knee to knee to discuss a teacher's question or share what they learned/did in Reading Workshop. • Individual Share: teacher asks one student to share something they practiced that the teacher noticed during Reading. • Teacher Share: The teacher may decide to share his/her notices during independent reading and writing time.
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MAISA Reader's Workshop Walk Through

Teacher _____

Date _____

Observer _____

Duration _____

Interactive Read Aloud

Teacher reading assigned MAISA

0 1 2 3 4

Teacher setting purposes for listening

0 1 2 3 4

Teacher pausing to engage students in meaningful conversation

0 1 2 3 4

Students turning and talking to partners

0 1 2 3 4

Teacher listening to students collaborating and using good sentence structure

0 1 2 3 4

Mini Lesson/Shared Reading

Materials from MAISA units

0 1 2 3 4

Student engagement, less teacher work

0 1 2 3 4

Teacher identifies purpose for the instruction

✓ Teacher provides explicit instruction

✓ Teacher asks open ended questions (DOK 2 and 3)

0 1 2 3 4

Visions For High Quality Instruction

Teachers use complex texts as models so students recognize and learn to negotiate many different types of complex texts.

Teachers model and students practice using a variety of strategies to ensure meaning is derived from texts and comprehension is increased.

Teachers model and teach a variety of methods to increase vocabulary, including finding appropriate meaning, identifying parts of words, looking for context clues, and using reference materials.

Teachers use a variety of formative assessment methods to adjust and monitor progress daily to ensure each individual student reaches and/or exceeds the instructional goal.

Teachers require students to construct, synthesize and evaluate meaning from texts.

Teachers provide opportunities for students to analyze, comment on, compare, and share their thinking about what they've read through learning-focused talk and collaboration.

Teachers provide skillful, instructional scaffolding with a gradual release of responsibility to ensure students are able to construct meaning from challenging texts.



Independent Reading

Allows time for students to apply skills/strategies learned in the lesson

0 1 2 3 4

Students setting goals (late first and second grades)

0 1 2 3 4

Students' reading logs

✓ Record title, responses, and date daily

0 1 2 3 4

Students reflecting in their response journal

0 1 2 3 4

Teacher conferring with students

0 1 2 3 4

Teacher keeping notebook of anecdotal notes

0 1 2 3 4

Students building stamina up to 20 minutes

0 1 2 3 4

Classroom Instruction That Works
Strategies

Cooperative Learning

Setting objectives and providing feedback

Summarizing and Notetaking

Reinforcing effort and providing recognition

Identifying similarities and differences

Cues and Questions



Guided Reading Lesson Plan Emergent-Developing

Title of Book _____ Level _____ Date _____

Familiar Rereading Teacher: ORR for 1 child each day (see back)

Orientation:

Introduction: Summary that includes plot, main idea, setting, characters. USE correct language structure (verb tense) of selection. May need to build prior knowledge. _____

Picture walk: Predict and locate tricky words.

Set a Purpose: ("Let's read to find out....")

Reading the Text: Teacher is observing reading behaviors while students read independently. Teacher does prompting for individuals or takes anecdotal notes.

Discussion: (TAKE TO MEANING) Discuss the tricky parts. Invite student's comments and opinions about the text.

FOCUS-lesson (WORD WORK): May be predetermined or based on miscues observed during reading. (Specific sight words, vocabulary, comprehension, etc. Use white boards, magnetic letters, etc.).



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Follow up: Reread, reading response, writing activity

Students in Group:

Group Anecdotal Notes:

ORR Student Name/Date: _____

Observations:

ORR Student Name/Date: _____

Observations:

ORR Student Name/Date: _____

Observations:

3-5 Guided Reading Template

Date _____

(ORR/Anecdotal Notes--on reverse side)

Text Title:		Text Level:	
Components	Lesson 1	Lesson 2	Lesson 3
Reading Goal & Strategy:	Reading Goal & Strategy:	Reading Goal & Strategy:	Reading Goal & Strategy:
Anticipatory Set: 5 min. Before Reading Brief synopsis of selection	Anticipatory Set:	Anticipatory Set:	Anticipatory Set:
Vocabulary: 5 min. Before reading: ● 2 teacher selected During reading ● 2 student selected	Vocabulary:	Vocabulary:	Vocabulary:
During Reading: 15 minutes <input type="checkbox"/> Paired <input type="checkbox"/> Independent <input type="checkbox"/> Repeated reading (teacher observing reading behavior)	During Reading: <input type="checkbox"/> Independent	During Reading: <input type="checkbox"/> Paired <input type="checkbox"/> Independent <input type="checkbox"/> Repeated reading	During Reading: <input type="checkbox"/> Paired <input type="checkbox"/> Independent <input type="checkbox"/> Repeated reading
Within Text Strategy: 5 minutes ● Word Work ● Reinforcement of strategies ● Instruction based on teacher observation	Within Text Strategy: <input type="checkbox"/> Affixes, bases/root word <input type="checkbox"/> Accuracy, rate and prosody <input type="checkbox"/> Comprehension strategies <input type="checkbox"/> Multisyllabic word decoding <input type="checkbox"/> Other	Within Text Strategy: <input type="checkbox"/> Affixes, bases/root word <input type="checkbox"/> Accuracy, rate and prosody <input type="checkbox"/> Comprehension strategies <input type="checkbox"/> Multisyllabic word decoding <input type="checkbox"/> Other	Within Text Strategy: <input type="checkbox"/> Affixes, bases/root word <input type="checkbox"/> Accuracy, rate and prosody <input type="checkbox"/> Comprehension strategies <input type="checkbox"/> Multisyllabic word decoding <input type="checkbox"/> Other
Beyond Text /After reading: 5 minutes ● Student response journal ● Pose question for Student discussion ● Assign additional reading	Beyond Text Strategy: <input type="checkbox"/> Retell <input type="checkbox"/> Summarize <input type="checkbox"/> Discussion questions <input type="checkbox"/> Identify text structures/features <input type="checkbox"/> Opinion pieces about text <input type="checkbox"/> Central Ideas	About the Text Strategy: <input type="checkbox"/> Retell <input type="checkbox"/> Summarize <input type="checkbox"/> Discussion questions <input type="checkbox"/> Identify text structures/features <input type="checkbox"/> Opinion pieces about text <input type="checkbox"/> Central Ideas	About the Text Strategy: <input type="checkbox"/> Retell <input type="checkbox"/> Summarize <input type="checkbox"/> Discussion questions <input type="checkbox"/> Identify text structures/features <input type="checkbox"/> Opinion pieces about text <input type="checkbox"/> Central Ideas

Anecdotal Notes

Students in Group:

Group Anecdotal Notes:

Oral Reading Record

ORR Student Name/Date:

Observations:

ORR Student Name/Date:

Observations:

ORR Student Name/Date:

Observations:

Reading Level Correlation Chart

Grade Level (Basal)	Guided Reading Levels	DRA Levels	Lexile	Stages of Reading Levels
Kindergarten	A	A	BR-70	Emergent
	B	1-2		
	Pre-Primer	C	3-4	BR-200
D		6		Early
Primer	D	6		Early
	E	8		
	1st Grade	F	10	200-300
G		12		
H		14	300-400	Early/Transitional
I		16		
2nd Grade	J-K	16-18	400-550	Transitional Fluency/Extending
	L-M	20-24		
3rd Grade	N	28-30	600-700	Fluency/Extending
	O-P	34-38		
4th Grade	Q	40	750-900	Fluency/Extending Advanced
	R			
5th Grade	S-V	50	850-950	Fluency/Extending Advanced
6th Grade	W-Z	60	950-1050	Advanced

Lexile-Grade Level Conversion Table

Grade Level	Lexile Rating		Grade Level	Lexile Rating
1.1	25		3.9	675
1.1	50		4.1	700
1.2	75		4.3	725
1.2	100		4.5	750
1.3	125		4.7	775
1.3	150		5	800
1.4	175		5.2	825
1.5	200		5.5	850
1.6	225		5.8	875
1.6	250		6	900
1.7	275		6.4	925
1.8	300		6.7	950
1.9	325		7	975
2	350		7.4	1000
2.1	375		7.8	1025
2.2	400		8.2	1050
2.3	425		8.6	1075
2.5	450		9	1100
2.6	475		9.5	1125
2.7	500		10	1150
2.9	525		10.5	1175
3	550		11	1200
3.2	575		11.6	1225
3.3	600		12.2	1250
3.5	625		12.8	1275
3.7	650		13.5	1300



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3-5 Guided Reading Daily Plan Sample

Readers Workshop includes:

- Guided Reading
- Writing
- MAISA Unit

The above components are taught EVERY DAY.

Assume a classroom teacher has five guided reading groups:

- Two groups are lowest **RED** **ORANGE**
- One group is in the middle **YELLOW**
- Two groups are higher **GREEN** **BLUE**

	Monday	Tuesday	Wednesday	Thursday	Friday
1	RED	RED	RED	RED	RED
2	ORANGE	ORANGE	ORANGE	ORANGE	YELLOW
3	YELLOW	GREEN	YELLOW	BLUE	GREEN

The classroom teacher conducts three guided reading groups per day.

Push-in support does additional guided reading with red and orange groups.



Oral Reading Record

Comprehension:	1	2	3	4
Fluency:	1	2	3	4

*Use ORR of 100 words or less and for no more than 1 minute

RUNNING RECORD RECORDING SHEET

NAME: _____ DATE: _____
 BOOK TITLE: _____ FAMILIAR TEXT: _____
 NO. OF WORDS: _____ LEVEL: _____ UNFAMILIAR TEXT: _____
 ACCURACY/SELF-CORRECTION RATIO: _____
CUES USED: _____ STRATEGIES USED: _____
 MEANING: _____ MONITORING: _____
 STRUCTURE: _____ CROSS-CHECKING: _____
 VISUAL: _____ SEARCHING: _____

Page:		E	SC	E MSV	SC MSV



Oral Reading Record



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K-5 Comprehension/Fluency Check for 1 minute ORR

Quick comprehension and fluency check to go along with ORR on one student during Guided Reading group.

- Tell me everything you remember about what you read.
- When student stops, if you would like to hear more, say: "Can you tell me more?"
- Retell shouldn't take longer than 30 seconds

Scoring:

- 1 - Includes 1 event or fact
- 2 - Includes 2 or more events or facts
- 3 - Gives the main idea
- 4 - Includes main idea and adds details

ORR fluency Rubric

Listen while student is reading

Scoring:

- 1 - Word by word choppy reading
- 2 - Mostly word by word reading
- 3 - Mixed word by word and phrased reading
- 4 - Fluent phrased reading



Meaningful Literacy Tasks K-2

Reading:

- Read to Self:
 - Independent reading books
 - Guided Reading books when it is a good match
 - Respond in notebook and bring to guided reading for next guided reading group
 - Reread book with a partner - only if management is good
 - Reading online - only if management is good
 - Listening station
 - Respond to a prompt
 - Read a poem - illustrate or visualize

Writing:

- Write as an extension from Guided Reading book
- Write to a prompt or free choice
- Extension from Writing Workshop
- Rewrite the ending of a story
- Compare to characters in a story
- Describe objects, ex: *Describe this rock*
- Describe something using the five senses (K describe using 1-2 senses)
- See Writing During Meaningful Literacy sheet for more ideas

Word Work:

- Word wall activities
 - Write five words that follow a previous phonics lesson and use them in a sentence
 - Find any 3-7 words (depending on grade level) on the word wall that you can use in a sentences. Illustrate your sentences.
- Read a poem that reinforces a previous phonics lesson. Highlight those words and select a certain # to use in sentences.
- As you read today, find a certain # of words that apply from phonics lessons. List them and use them in a story.
- Students find high frequency words in a word search



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3-5 Meaningful Literacy Stations

Spelling: understanding how words fit into categories and follow patterns

- Word sort/Word work
- Sentences
- Write a story using x amount of words
- Word Hunt around the room (word walls)
- Create a word search

Writing: building stamina to write and using strategies taught

- Response to reading in journal
- Editing a paper
- Work on writing a draft
- M-Step Practice

Reading: building stamina to read fluently, with comprehension and increased vocabulary

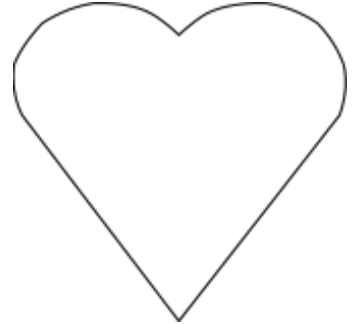
- Read to Self
- Read to Someone
- Listen to Reading

Technology: enrichment of skills in writing and reading

- District Approved Sites:
 - Tumblebooks
 - Study Island
 - M-Step review
 - AR test
 - ABCya
 - ReadWorks

Writing During Meaningful Literacy Stations

- **Writing folder**
 - Include alphabet chart
 - Heart Map—things you know a lot about---
 - All Grade—topic lists
 - High frequency word lists
 - Students can add to these
 - All grades—lists of:
 - Nouns, verbs, adjectives
 - Can add to these lists
 - All grades—map of neighbor with details
- **Writing assignment based on Guided Reading lesson**
 - May respond to strategy used—how it helped you as a reader
- **Write a book emulating the pattern, rhyme, etc.**
- **Write a message to each other and/or the teacher**
 - If writing to another student, put it in their mailbox
- **Make an advertisement promoting the book you are reading**
- **Make lists of words on a topic**
 - Categorize list into groups
 - Write paragraph using the words in one of the categories
- **Use the pocket chart— You do not have to use every word in each sentence**
 - Arrange words to make different sentences
 - Make a telling sentence using the period
 - Make an asking sentence with a question mark
 - Make a sentence using an exclamation mark
- **Find words on the word wall and write them**
 - A 2 letter word
 - A word with the first letter “m”
 - A word with the last letter “T”
 - A word that rhyme with like



- **K-1 (intensive students in grade 2)**
 - Build a sentence at Guided reading related to the reading passage
 - Plant the sentence in your ear
 - Write the sentence
 - Teacher makes several of the same sentence and cuts them up
 - Students rebuild sentence and reads the sentence
 - Could glue in writing notebook

- **Arrange 3 to 4 words to make a sentence**

- **Write the room**

- **Accessible materials to students**
 - Pictures/stickers to use as writing prompts
 - A wide variety of paper: lined, unlined, colored
 - Pencils
 - Pens
 - Crayons
 - Word cards
 - Envelopes
 - Wipe off boards
 - Model of correct letter formation
 - Post-it notes
 - Old greeting cards

- **Drawing and Labeling**

- **Write Book Review**
 - Title
 - Author
 - Summary
 - Recommendation

- **Writing Tracker Grade 1-5**
 - Finish a piece
 - Correct grammar or spelling in a piece
 - Circle all the nouns/verbs in a piece