

# Units of Study *in* Reading, Writing, *and* Phonics

## A Workshop Framework

by Lucy Calkins and Units of Study Colleagues

### *Units, Tools, and Methods for Teaching Reading, Writing, and Phonics*

- ◆ Units of Study in Reading **new**
- ◆ Units of Study in Writing **new**
- ◆ Units of Study in Phonics
- ◆ Jump Rope Readers: Decodable Books **new**
- ◆ Let's Gather: Read-Aloud and Shared Reading **new**
- ◆ Classroom Libraries
- ◆ Digital Resources to Support Blended Teaching and Learning
- ◆ Embedded and Ongoing Professional Learning





# Welcome to the Grades K-2 Units of Study

## **Grounded in Research and Classroom Practice**

For 40 years, Lucy Calkins and Units of Study colleagues have been learning from teachers and from children. By pairing intense work in classrooms with ongoing deep study of research, the authors have created a proven, scientifically-based literacy approach that gives ownership to students and fosters powerful communities of learning. The newest units provide:

- direct phonics and phonemic awareness instruction, both in isolation and in the context of rich and engaging texts;
- instruction to promote knowledge building, vocabulary development, and work with key comprehension skills;
- a coherent, cumulative curriculum in writing that builds across kinds of writing and across grades.

## **Inclusive and Affirmative**

Over the years, the team has honed their workshop methods, studied research, and piloted new work in a wide range of classrooms. They wrote the Units of Study to reflect the world in which students live and the classrooms where they learn.

- All children, educators, and communities will find themselves portrayed across the curriculum.
- Support for multilingual learners includes point-of-use coaching notes throughout, offering teachers specific ways to adapt instruction, along with many resources to support the needs of Spanish-speaking students.

*“When you provide students with constant opportunities to read and to write, and when you actively and assertively cultivate their best efforts through focused instruction, their literacy development will astonish you, their parents and caregivers, the school administrators—and best of all, the students themselves.”*

—LUCY CALKINS

## **OVERVIEW CONTENTS**

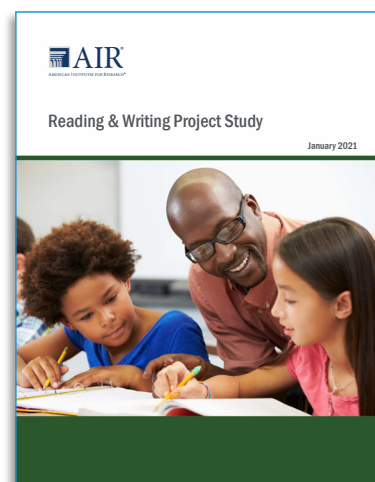
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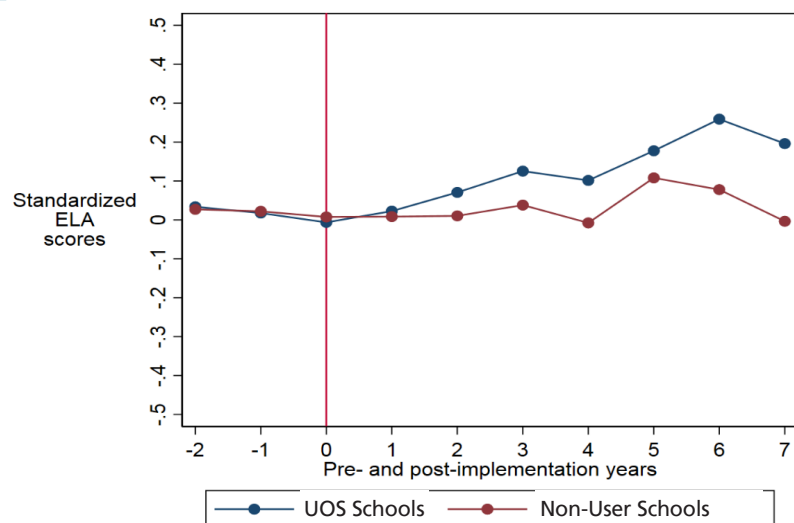
## Evidence Based

The Units of Study (UOS) approach to literacy instruction has been proven effective in classrooms across the country and around the world and has been validated by third-party research.

- The American Institutes for Research (AIR) collected nine years of high-stakes assessment data from 229 schools and found statistically significant increases in ELA scores among UOS user-schools beginning in the second year of implementation.
- For all implementation years, UOS user-schools' scores were found to be higher than the scores of non-user comparison schools—and the impact of Units of Study on student achievement was shown to grow larger over time.
- Further, the AIR researchers found that these gains in student achievement pertained not only to the general population, but also to subgroups of multilingual language learners (MLLs) and students with disabilities.



[heinemann.com/research/#dr](https://heinemann.com/research/#dr)



**Conclusion:** "Overall, results indicate implementation is associated with improvements in ELA achievement starting in the second year of implementation, and in schools that opt to continue with the approach long term, the magnitude of the effects grows larger over time."

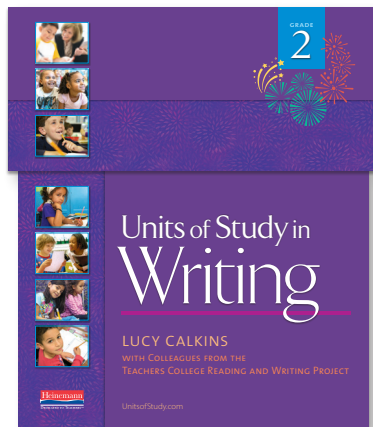
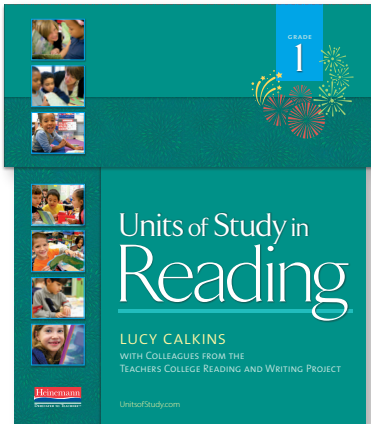
## Teacher Friendly, Student Centered, Responsive

The research-proven structure of reading and writing workshops is kept deliberately simple and predictable so that teachers can focus their energy and attention on helping individual readers and writers.

- Teachers give students access to both grade-level curriculum, through the minilesson and read-alouds, and to individualized instruction, through small-group work and conferences.
- Teachers listen, adapt, and teach responsively, putting student needs front and center.
- The new Units of Study are more supportive of responsive teaching than ever before with concise daily lesson plans, new embedded resources for professional learning, and expanded tools for meeting diverse student needs.



# What's New in the New Units of Study?



The new primary **Units of Study in Reading and Writing** represent wholesale changes. The best of all that was offered in the previous editions has been streamlined, clarified, and kept, but the new units are new indeed. Lucy Calkins and the coauthors worked diligently to incorporate all their latest thinking and learning into the new units including:

- research on the science of reading;
- new comprehension research;
- language research, including support for foundational skills such as grammar;
- new research on writing, including writing from sources;
- and research on knowledge generation.

The Units of Study address the full range of domains emphasized by the reading research community to provide a truly research-based approach that brings the best of what we know into classrooms in ways that will spark joy and provide teachers with the tools they need to teach responsively.





# Now Clearer, More Cohesive, and Easier to Teach



## What's New?

- \* More Reinforcement and Extension of Prior Learning Across Units and from Grade to Grade

See Overview pages 16–21 for more information.

- \* Content and Methods That Are More Lively and More Developmentally Appropriate

- \* Storylines That Are Clearer, More Connected, and More Cohesive

- \* A Digital Platform to Support Blended Teaching and Learning

See Overview pages 32–33 for more information.



## What This Means

What makes the Units of Study particularly effective is the way that one day's teaching links to the next. Skills and concepts introduced in one unit are revisited and strengthened, both within a grade level and across grade levels.

Sessions are shorter and livelier with more songs, more dramatic play, and more opportunities to pretend. Sessions are richly developmentally appropriate.

The instructional arc of the units is clearer with specific guidance to help teachers and students understand how learning connects from day to day and how it develops across each unit.

Both the Online Resources included with every core set of units and the Premium Digital Subscriptions (available for separate purchase) are now hosted on Heinemann Flight, a platform that organizes digital content all in one convenient place and allows administrators to manage teachers' access.

# More Inclusive, Culturally Responsive, and Supportive of Diverse Learning Communities



## What's New?

- \* Accessible, Affirmative, and Engaging for All Learners

- \* Spanish Language Support

- \* Updated Assessment for Learning

- \* Responsive Teaching to Support All Learners

## What This Means

Instruction values students' identities. Mentor and demonstration texts feature diverse authors. The writing units include a section entitled "Ensuring Access" that provides guidance to help teachers make the units as inclusive as possible.

Resources include Spanish language demonstration and mentor texts. Teaching points and anchor charts have been translated into Spanish, and every minilesson includes a short video orientation in Spanish to introduce students to key vocabulary and concepts.

The units offer expanded guidance on how to collect useful data and work with colleagues to plan data-informed instruction that scaffolds students' learning.

The *Supporting All Readers* and *Supporting All Writers* books in each core Units of Study set help teachers adapt instruction to meet the full span of their learners. In the guide to each series, the "Ensuring Access: Helping All Learners Across the Curriculum" and "Affirming and Supporting Multilingual Language Learners" chapters provide a wealth of additional support.



# New and Expanded Instructional Content



## What's New?

### \* More Units Across All Grade Levels

See Overview pages 13–15 for more information.

### \* Enhanced Support for Phonemic Awareness and Phonics

See Overview pages 30–31 for a brief introduction to the phonics units.



## What This Means

There are now five units in each core set of reading units. Writing units include four units in the core set.

The Units of Study series in Reading, Writing, and Phonics offer extensive support for the development of foundational skills.

- The reading and phonics units offer explicit and systematic instruction to develop students' phonemic awareness and phonics knowledge and to help them draw on this knowledge as they read.
- Children are taught to word-solve by working on words in isolation as well as in context.
- There are many opportunities for children to rely on additive blending.
- There is consistent support for orthographic mapping to help students increase their sight vocabulary and automatize decoding so they can gradually focus more on higher-level comprehension skills.
- Phonological awareness extensions are included in every session of K–1 reading and writing units.

# New and Expanded Instructional Content

## What's New?

### \* Additional Support for Spelling in the Writing Units

### \* Strengthened Grammar Content in the Writing Units

### \* Decodable Texts as Part of a Balanced Reading Diet

### \* Jump Rope Readers Series

See Overview pages 24–25 for a brief introduction to the Jump Rope Readers.

### \* Classroom-Ready “Work Time” Instruction

### \* Additional Support for Meeting Diverse Needs During Small Groups and Conferences

## What This Means

In grades 1 and 2, the writing units include a focused spelling session for each bend of every unit.

- One kind of session explicitly teaches a high-leverage phonics principle aligned to the phonics units.
- A second kind teaches a spelling strategy such as slide across sounds, write the words part by part, try it a few ways, etc.
- The last is a repertoire spelling lesson that asks kids to use all their tools to spell as they write sentences.

Starting in grade 2, teachers will find grammar and word study extensions designed to sweep up the whole class in lean, explicit grammar instruction.

Across the kindergarten and first-grade reading units, beginning readers are channeled to read from curated collections of books that include a balance of decodable and leveled books.

The new Jump Rope Readers fiction and nonfiction decodable books give children opportunities to apply and practice the phonics they are learning in high-quality continuous texts.

Each day's session details the specific small groups, conferences, and conferring tips students are most likely to benefit from during independent work time.

The *Supporting All Readers* and *Supporting All Writers* books included in every core set of the units offer teachers additional tools for meeting the broad range of student needs in their classrooms and for planning intervention.



# New and Expanded Instructional Content

## What's New?

## What This Means

### \* Guidance for Coaching Readers

Coaching prompts, sequenced from least-scaffolded to most-scaffolded, are included at point of use within sessions. Unit-specific coaching guides in the reading units help teachers support students in word solving, fluency, and comprehension (in both fiction and nonfiction).

### \* Blueprint Methods to Support Small Groups

To support the teaching of key skills in the reading units, one to three blueprint methods are introduced at the start of each bend. These are fundamental methods we recommend teachers use again and again within work time to support small groups. Across each bend, teachers use these blueprint methods repeatedly, adapting them to meet instructional needs.

### \* Revised Read-Aloud and Shared Reading

See Overview pages 26–27 for a brief introduction to the *Let's Gather* read-aloud and shared reading classroom bundle.

*Let's Gather* offers unit-specific, state-of-the-art read-aloud plans for each grade level that support reading in text sets, vocabulary, and knowledge building, along with several plans for shared reading (provided in digital format in the core set and available separately in a bundle with the companion trade books).

### \* A Focus on Knowledge Generation

The reading units give particular focus to building knowledge and learning about the world. In addition, *Let's Gather* offers a focus on reading across text sets to build knowledge through research and deeper reading.

# What Does a Workshop Classroom Look Like?

The Units of Study approach to instruction recognizes that “one size fits all” does not match the realities of the classrooms and schools in which they work.

**When you walk into a workshop classroom at any given moment, you’ll see instruction that is designed to:**

- help teachers address each child’s individual learning;
- explicitly and systematically teach foundational skills and strategies students will use not only the day they are taught, but whenever they need them;
- help students work with engagement so that teachers are able to coach individuals and lead small groups;
- support small-group work and conferring, with multiple opportunities for personalizing instruction;
- tap into the power of a learning community as a way to bring all learners along; and
- build choice and assessment-based learning into the very design of the curriculum.







## One Way to Organize Your School Day

8:15–8:30	Arrival and Morning Work
8:30–8:40	Morning Meeting (might include interactive writing, shared reading, and/or phonological awareness)
8:40–8:45	Phonological Awareness Extensions (K–1) or Grammar and Word Study Extensions (Grade 2)
8:45–9:30	Reading Workshop
9:30–9:40	Shared Reading
9:40–10:25	Writing Workshop
10:25–10:45	Phonics Workshop
10:45–11:15	Social Studies/Science
11:15–11:30	Read Aloud
11:30–12:15	Lunch and Recess
12:15–1:00	“Specials” Class
1:00–2:00	Math Workshop
2:00–2:30	Choice Time
2:30	Pack up, Closing Circle, Dismissal: singing, read aloud, shared writing, and/or storytelling

### Weaving In Literacy Instruction and Practice Across the School Day

What the above schedule cannot fully show is how the Units of Study help teachers weave literacy into each part of the day. For example, you might use interactive writing to communicate the morning message (and of course, you and the class will do some shared reading as you read the message), and you might play a phonological awareness game during dismissal. The Units of Study offer a wealth of ways to extend practice across the school day.

## The Predictable Workshop Framework

The routines and structures of reading and writing workshops are kept simple and predictable so that the teacher can focus on the complex work of teaching in a responsive manner to accelerate achievement for all learners.

**Each workshop session is a day, and each day's workshop is ideally 45 to 60 minutes.**

- 1 Each session begins with a minilesson. Students sit with a long-term partner while in the minilesson.
- 2 The minilesson ends with students being sent off to do their own independent work.
- 3 As students work, the teacher confers with them and leads small groups.
- 4 Partway through independent work time, the teacher typically delivers a mid-workshop teaching point.
- 5 The workshop ends with a share.

The workshop framework offers the perfect combination of whole-class, small-group, and one-on-one instruction, along with ample opportunities for independent practice.



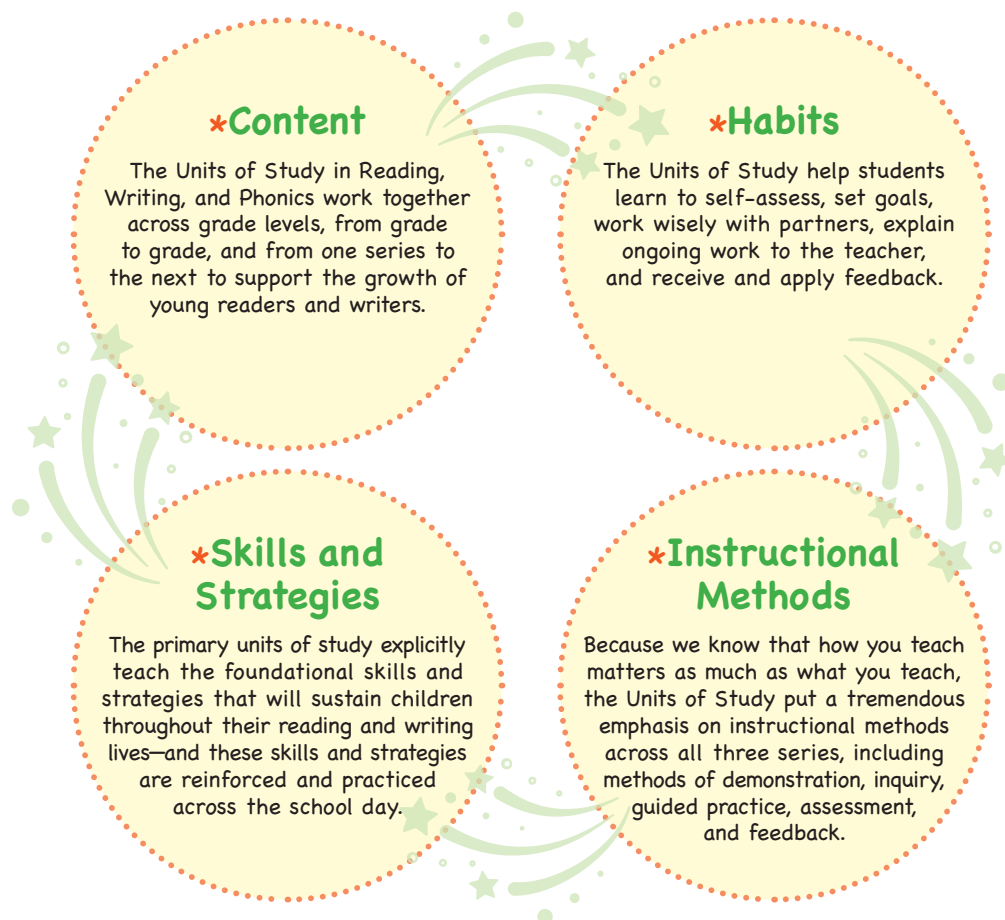


## The Workshop Framework

WORKSHOP COMPONENTS	TIMEFRAME	LOGISTICS	TEACHERS	STUDENTS
<b>Minilesson</b>	Less than 10 min.	The teacher gathers students in the meeting area next to their partners.	Whole-group instruction	Students listen, then actively engage in applying new learning.
<b>Work Time:</b> <ul style="list-style-type: none"> <li>Extended reading and writing</li> <li>Small-group work and conferring</li> </ul>	30–40 min.	Students find comfortable spots to read or write.	One-on-one and small-group teaching: <ul style="list-style-type: none"> <li>Observe and assess</li> <li>Question</li> <li>Listen</li> <li>Coach</li> <li>Demonstrate</li> <li>Provide feedback and next-step guidance</li> <li>Encourage</li> </ul>	Students practice strategies learned throughout the unit, working with guidance from the teacher or with partners.
<b>Mid-Workshop Teaching</b>	3–5 min. <i>(during independent reading and writing time)</i>	Quick whole-class instruction	Extends the minilesson and reminds students to draw on prior instruction	The teacher asks students to pause, to reflect, then helps them refocus to resume reading or writing.
<b>Share</b>	3–5 min.	The teacher gathers students in the meeting area or calls for their attention while they remain at their reading or writing spots.	Sets students up to reflect and share and to celebrate the work they did that day	Students reflect and share their learning with partners or the whole group.

# A Framework to Connect Reading, Writing, and Phonics

The Units of Study in Reading, Writing, and Phonics are planned so that when a school is ready to embark on all, the units will support each other. The series are related in the content they teach, the habits they instill, and the skills and strategies that are taught. The methods of instruction across these curricular areas are similar so that not only will teachers be familiar with the classroom structures and assessment tools, children will be, too. That familiarity saves instructional time and increases student agency.



While the Units of Study in Reading, Writing, and Phonics provide the foundation for literacy instruction across grades K, 1, and 2, they are supported by many essential resources:

- Classroom Libraries (available in on level and below benchmark versions)
- Classroom Library Shelves (topic- and genre-specific library shelves to extend the core classroom libraries)
- Trade Book Packs (also in Spanish for Units of Study in Writing!)
- Jump Rope Readers decodable books (available in fiction and nonfiction sets)
- Let's Gather read-aloud and shared reading classroom bundles
- Premium Digital Subscriptions to support blended teaching and learning



## Units of Study Instructional Design School Year Pacing Guide for Kindergarten

	Reading	Writing	Whole Class Book Studies <small>using Units from <i>Let's Gather: Reading to and with Your Kindergarteners</i></small>	Phonics
<b>MONTH 1 (SEPTEMBER)</b>	Unit 1: <i>We Are Readers</i>	Unit 1: <i>Launching the Writing Workshop</i>	Unit 1: <i>Immersing Students in Emergent Storybooks and Storybook Structure</i>	Unit 1: <i>Making Friends With Letters</i>
<b>MONTH 2 (OCTOBER)</b>				
<b>MONTH 3 (NOVEMBER)</b>	Unit 2: <i>Sharing Reading</i>	Unit 2: <i>Show and Tell</i>	Unit 2: <i>The Wild World of Weather and Seasons</i>	Unit 2: <i>Word Scientists</i>
<b>MONTH 4 (DECEMBER)</b>				
<b>MONTH 5 (JANUARY)</b>	Unit 3: <i>Superpowers</i>	Unit 3: <i>Writing for Readers</i>	Unit 3: <i>Family Can Help You Get to Know Parts of Your Identity</i>	Unit 3: <i>Word Part Power</i>
<b>MONTH 6 (FEBRUARY)</b>				
<b>MONTH 7 (MARCH)</b>	Unit 4: <i>Boosting Reading Powers</i>		Unit 4: <i>Kindness Is a Super Power</i>	Unit 4: <i>Vowel Power</i>
<b>MONTH 8 (APRIL)</b>				
<b>MONTH 9 (MAY)</b>	Unit 5: <i>Becoming Avid Readers</i>	Unit 4: <i>Persuasive Writing of All Kinds</i>	Unit 5: <i>Exploring the Buildings and Construction All Around Us</i>	Unit 5: <i>Playing With Phonics</i>
<b>MONTH 10 (JUNE)</b>				

## Units of Study Instructional Design School Year Pacing Guide for First Grade

	Reading	Writing	Whole Class Book Studies	Phonics
<b>MONTH 1 (SEPTEMBER)</b>	Unit 1: <i>Building Good Reading Habits</i>	Unit 1: <i>Small Moments</i>	Unit 1: <i>Celebrating Kindness, Appreciating Differences</i>	Unit 1: <i>Talking and Thinking About Letters</i>
<b>MONTH 2 (OCTOBER)</b>				
<b>MONTH 3 (NOVEMBER)</b>	Unit 2: <i>Word Detectives</i>		Unit 2: <i>Animal Babies Have Families, Too</i>	Unit 2: <i>The Mystery of the Silent E</i>
<b>MONTH 4 (DECEMBER)</b>				
<b>MONTH 5 (JANUARY)</b>	Unit 3: <i>Learning About the World</i>	Unit 2: <i>Topic Books</i>	Unit 3: <i>Buzzing With Bee Knowledge</i>	Unit 3: <i>From Tip to Tail: Reading Across Words</i>
<b>MONTH 6 (FEBRUARY)</b>				
<b>MONTH 7 (MARCH)</b>	Unit 4: <i>Readers Have Big Jobs To Do</i>	Unit 3: <i>Writing Reviews</i>	Unit 4: <i>Diving Deep into Oceans and Coral Reefs</i>	Unit 4: <i>Word Builders: Using Vowel Teams to Build Big Words</i>
<b>MONTH 8 (APRIL)</b>				
<b>MONTH 9 (MAY)</b>	Unit 5: <i>Meeting Characters and Learning Lessons</i>	Unit 4: <i>From Scenes to Series</i>	Unit 5: <i>Getting to Know Characters and Their Big Feelings</i>	Unit 5: <i>Marvelous Bloopers</i>
<b>MONTH 10 (JUNE)</b>				



## Units of Study Instructional Design School Year Pacing Guide for Second Grade

	Reading	Writing	Whole Class Book Studies	Phonics
MONTH 1 (SEPTEMBER)	Unit 1: <i>Becoming a Big Kid Reader</i>	Unit 1: <i>Making Small Moments Big</i>	Unit 1: <i>Exploring Strong Feelings and Falling in Love With Characters</i>	Unit 1: <i>Growing Into Second Grade Phonics</i>
MONTH 2 (OCTOBER)	Unit 2: <i>Becoming Experts</i>		Unit 2: <i>Exploring the Universe</i>	
MONTH 3 (NOVEMBER)				
MONTH 4 (DECEMBER)	Unit 3: <i>Tackling Longer Words and Longer Books</i>	Unit 2: <i>Chapter Books: Writing Nonfiction From the Heart</i>	Unit 3: <i>Reading to Develop Empathy</i>	Unit 2: <i>Big Words Take Big Resolve: Tackling Multisyllabic Words</i>
MONTH 5 (JANUARY)	Out of the Box Unit: <i>United We Learn</i>		Read Aloud Guide: <i>Researching Political Upstanders</i>	
MONTH 6 (FEBRUARY)				
MONTH 7 (MARCH)	Unit 4: <i>Stepping Into the World of the Story</i>	Unit 3: <i>Finding Awesome Everywhere</i>	Unit 4: <i>Exploring Other Worlds and Our Own Through Read Aloud</i>	Unit 3: <i>Word Builders: Construction, Demolition, and Vowel Power</i>
MONTH 8 (APRIL)				
MONTH 9 (MAY)	Unit 5: <i>Growing Knowledge Together</i>	Unit 4: <i>Writing Research-Based Nonfiction</i>	Unit 5: <i>Building Knowledge and Fascination About Insects</i>	Unit 4: <i>Word Collectors</i>
MONTH 10 (JUNE)				

# A Framework to Connect Learning from Unit to Unit and Grade to Grade

## Reinforce and Extend Prior Learning: An Example from the Reading Units

What makes the Units of Study particularly magical is the way that one day's teaching links to the next. Across the Units of Study in Reading, the word recognition and language comprehension skills introduced in one unit are revisited and strengthened, both within a grade level and across grade levels.

### Minilesson

#### Readers Have Super Powers to Look, Point, and Read

##### CONNECTION

Gather kids and then have a familiar, beloved adult, dressed as a superhero, enter the room, announcing that kids will soon gain reading super powers.

"Readers, let's meet on the rug," I said. After readers gathered, there was a vooooooooooooo sound from the hallway and then, with a flourish, a visitor enters into the classroom, dressed in a superhero-like outfit.

The visitor said, "I am Mighty Reader, and I hear there are some kids in this class who are becoming *Super Readers* just like me!!! Well, if you're going to be a Super Reader, then you need to learn the 'Super Reader Theme Song.' I'll sing it, then will you join me?" The visitor hammed it up, to the tune of Spider-Man's song, and sang.

"Super Readers have very special reading powers," I said. "These kids are ready to discover their super reading powers. Can you help?" The visitor nodded. "I think I can help. But listen, there may be some kids in this room that *already* have one super power. Who already knows that when you read, you tap a word, you say a word?"

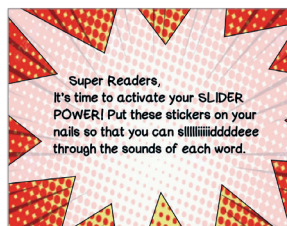
"Yes! We do!" the kids cried.

"You already do that? One word, one tap? Then you all have pointer power! That means you're ready for one more power! I have a tool that will help you with this power." From under his cape, the visitor produced a mysterious package. "I'm leaving this with you. It contains everything you'll need to activate your *new* power. Sing me away!" The visitor exited the room, showing a few superhero poses along the way as the class sang.

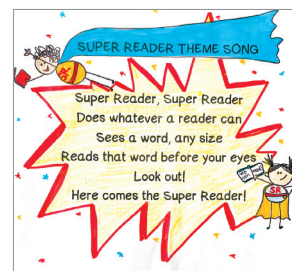
Reveal the box's contents to your students. Give each child an arrow sticker to help students activate their slider power.

I opened up the package and pulled out a box wrapped in a flourish of ribbons and labeled #1, plus two big envelopes labeled #2 and #3.

"This box is labeled #1, so I'm going to open it first." I opened the envelope to reveal thirty small arrow-shaped stickers, just big enough to fit on the fingernail of a child's index finger, as well as a note. I read the note with an awed tone:



Soon all the kids had arrows stuck onto their fingers. I regained their attention.



The box contains a class set of small arrow-shaped stickers (with extras). The envelope labeled #2 contains some magnetic (or paper) letters that you show under the document camera. In envelope #3 there are the baggies containing the CVC word cards that you'll distribute during rug time. Every envelope also has a note from Mighty Reader, which you'll show under the document camera.



#### \* Skills are Introduced...

"Slider power," an all-important reading super power, is introduced at the beginning of Kindergarten Unit 3.



◆ Name the teaching point.

"Today I want to teach you that to be Super Readers, you need to activate your *Slider Power*. You need to put your finger under a word and slide through *all* the sounds, saying and smooshing those sounds together as you go."

TEACHING

Use additive blending to help students grasp the idea of decoding CVC words.

"Okay! I think we should see what's in envelope 2." I opened the envelope to reveal this note, which I read aloud, and three letters: S, A, D.

"What do you think, readers? Let's activate our slider power and finish the sentence!" I held up my slider finger and encouraged students to do the same. "Slider power, activate!"

I placed one—the letter *s*—underneath the document camera. I pointed underneath the *s* and said, "What's the sound?" The kids called out "/sss/."

I held up the letter *a* and prompted the kids to join me in saying the sound. Then I placed it alongside the *s* to form *sa*. I raised my slider finger, said "Activate slider power," and encouraged the children to do the same. Then I slid my finger underneath *sa* while the students pretended to do so, and the students and I blended the sounds into /sssāāā/.

I held up the letter *d* and repeated this routine, blended the three sounds into the stretched-out word /sssāāāā/. "What word is it?" The kids called out *sad*. "Yes! The word is *sad*! Mighty Reader's message to us was, 'When I read, I never feel sad!' You really read that whole word! You slid through all the sounds and blended them together. How does using slider power to read a word make you feel?"

ACTIVE ENGAGEMENT

Suggest you use more magnetic letters so that students can read more CVC words with their newfound "slider power." Use the same "additive blending" routine from before.

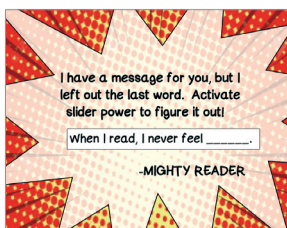
"I have more magnetic letters here. Are you game to use your slider power to slide through and read some more words, so that it's fully activated?" I led the class in blending some CVC words, following the same process as before, of adding one letter at a time. Together we read the words *mad*, *mat*, *lap*, and *rap*.

"Wow! Did you see how you used your slider power to really read all those words? You are on your way to becoming true *Super Readers*!"

RUG TIME ◆

Open envelope #3 and pull out baggies of CVC words. Encourage students to read these words with their partner and then by themselves.

"Mighty Reader left us these baggies and one more note." I held up the note and read . . .



Scholars such as Nell Duke have suggested that asking students to slide through the sounds might be more effective than sounding words out at the early stages of reading (Duke 2020). This is because when children "slide through the sounds" they are less likely to add a schwa sound that must be deleted to blend the word successfully (here schwa refers to the "uh" sound kids sometimes make when they pronounce consonants such as p, k, t). It would also work to channel kids to sound out words.

Recent research shows that when students are making the transition into decoding words sound by sound, it helps for them to practice initially on words with continuant sounds (Gonzalez-Frey and Ehri 2020). These are sounds like /mmm/ or /sss/ that you can stretch out continuously, as opposed to stop sounds like /b/ or /t/, which you cannot stretch out. As you practice reading words in the teach, try to stretch the sounds into each other to create an unbroken stream of sound. Encourage students to do the same. This will make it easier for students to blend these sounds together and produce a recognizable word.

Multilingual Language Learners (MLLs)

The goal of this session is to teach kids to slide through sounds to read words. Make sure to use clear, consistent language and modeling to make this comprehensible. Also keep in mind when you read words, including CVC words in isolation, it can be powerful to quickly say a sentence that contains the word to help students who are newer to English make connections to them.

\* Teaching Point

"Today I want to teach you that to be Super Readers, you need to activate your Slider Power. You need to put your finger under a word and slide through all the sounds, saying and smooshing those sounds together as you go."

Continue reading on the next page to see how *Slider Power* and other super powers are revisited, extended, reinforced and practiced across units and across grade levels.

**Minilesson**

**Super Readers Decide Which Power to Use**

**CONNECTION**  
Point out that both the Black Panther™ and Super Readers have a lot of powers, and they have to decide when to use each power.

"Last night I was reading a comic book about the Black Panther™, T'Challa™. In it, he saved a lion cub that was running toward a cliff. He used his super speed to run to the cub and scoop him up before he fell. Then, some people got stuck under a heavy rock, so he used his super strength to lift it off of them.

"Black Panther™ is just like you because he has a bunch of super powers. You don't just have one super power—you have three! Pointer power, slider power, and snap-word power. Here's the cool thing about Black Panther™: When he runs into a problem, he decides which power to use. He figures out which one will help him most, and he uses that power! We can do that too! When you meet a problem, can you decide which power to use?"

✦ **Name the teaching point.**

"Today I want to teach you that Super Readers decide when to use one power, and when to use another power. If they come to a word like this, they can use snap-word power. But if they come to a word they don't know, they use slider power. Super Readers get to choose."

**TEACHING**  
Demonstrate reading a decodable text, using snap-word power for snap words, and slider power for new, unknown words.

"So readers, let's remember all our powers." We read our "We Are Super Readers!" anchor chart in unison.

"We get to decide which power to use. We can use gestures to show which one we're using. When we see words that we already know..." I snapped and the kids followed. "And when we get to a word we don't know..." The kids gestured to show slider power, and I nodded. "I have a new book called *The Fat Rat*. Let's read the first page."

I displayed the first page (at right), pointed under the first word, and snapped as I read it. "L. We know that word already! Snap-word power worked." I pointed under the next word, leaving space for the kids to decide whether they knew the word, and then snapped. "Another snap word! See." We continued through the next word. "Lots of words we already know!"

I pointed under the last word. "Hmm... I don't know this word yet, do you? What should we do?"

"Slider power!" a few kids called.

36 GRADE K ♦ SUPER POWERS

## Kindergarten Super Powers Session 2

### \* Practiced...

**Session 3** offers additional practice and deepens students' understanding of how to use their super powers to decode texts.

## Reinforce and Draw on Super Powers Across Kindergarten

### \* Revisited...

We revisit **slider power** in the next session and teach children to be strategic in their use of all the super powers they are learning.

**Minilesson**

**Super Readers Look through Words from Beginning to End**

**CONNECTION**  
Review the super powers that students have discovered and sing the song.

"Do you remember when Mighty Reader visited and let you know that you were on your way to developing the reading power you need to become a Super Reader? Well, I think you have those powers, don't you? Can you use pointer power?"

The kids chorused, "Yes!"

"Let's use the Spanish way of saying 'Yes I can.' Okay? I'll ask again and if you can use that power, say '¡Si yo puedo!'"

I asked, "Can you use pointer power?" "Can you use slider power?" and "Can you use snap-word power?" and each time, the kids answered, "¡Si yo puedo!"

"With all those powers, I definitely think we need to sing the Super Reader song again, don't you? I'll sing it once, then all of you sing it."

✦ **Name the teaching point.**

"Today I want to teach you that when you are reading words, you need to be careful because some words look a lot alike. You need to slide through each sound all the way until you get to the tippy tip end of the word."

**TEACHING**  
Lead students in decoding two visually similar CVC words. Dramatize the need to fully decode words by showing the different messages each word conveys.

"Lots and lots of words look almost the same. If you don't read all of the letters, then you will get words mixed up and your reading won't make sense. Let me show you what I mean." I placed two word cards under the document camera.

"Are these the same words or different?" After a moment students began to call out, "Different!"

I confirmed their response. "You're right! These two words start the same way, but look," I pointed to the last letter in each word, "you can tell this word if you look all the way through the letters to the tippy tip end of the word. Let's slide through the sounds in each word and read them." I slid my finger underneath the words and we blended them chorally.

"Can. Cat. These are two different words that mean different things." I displayed a sentence starter under the document camera and moved the card with cat to the end.

"Let's read this sentence together. Make sure you look at each letter sound in the word. Let's see what this sentence says! 'I like to pat my cat.' Cat! Not can, because there is a t at the end. That also makes sense, right?"

"Do you see how important it is to read to the tippy tip end of the word? This doesn't say 'I like to pat my can,' because there isn't an n at the end of the word! And that would be a very silly sentence! You wouldn't pat a can, would you?"

When teaching kids to look all the way across words, it helps to show them a bunch of words that are the same, save for the last letter.

44 GRADE K ♦ SUPER POWERS

## Kindergarten Super Powers Session 3

### \* Deepened...

Across all the units in a grade level, skills are revisited, practiced, and deepened. Here in **Kindergarten Unit 4: Boosting Reading Power**, students learn to "turbo-boost" their **Slider Power** to read longer words.

**Minilesson**

**Super Readers Turbo-Boost Their Slider Power to Read Longer Words**

**CONNECTION**  
Reveal a baggie of magnetic letters and word cards with a note attached from Mighty Reader.

"Super readers, come join me quickly! Mighty Reader left something for us!" I held up a baggie filled with magnetic letters and a few word cards with a note attached. I read the note aloud.

"Mighty Reader did tell us that we should focus on our slider power," I said, recalling the note from the first session. "These letters will definitely help with that!" I began flipping through the cards. "Ooh, but some of these words are big, really big. Will... will slider power work on these words?" I whispered.

**Use the analogy of a long train with several cars to suggest that readers can slide across words with several letters.**

I leaned toward the class. "Wait, of course slider power will work! These longer words remind me of the toy trains that I use to play with my baby cousin. I noticed that she was only pulling one toy train car at a time across the track. I showed her how to attach another train car to the back, so that when she pulled the first car, the second train car moved with it." I demonstrated with my fists.

"Soon, we were adding more train cars and the train got longer and longer. But my cousin discovered that even though she was pulling the train the same way she always had, all the cars were moving along." I revealed a picture of a train with several interlocking cars to illustrate.

"Super readers, it's the same with words. You can use your slider power to read even the longest words!"

✦ **Name the teaching point.**

"Today I want to teach you that readers can figure out words of any size by sliding through the sounds. No matter how many letters the word has, readers blend all the sounds from beginning to end."

**TEACHING**  
Have students join you in decoding a CVC word. Then, add another consonant to the beginning of the word, and decode again.

"Let's practice that together! Mighty Reader sent us some words to read so we can turbo-boost our slider power. I'll build them with magnetic letters. Then, you can help me read the words." I pulled out the word card for nap without showing it to students, and built the word with magnetic letters.

"We are used to reading words this size together. Activate slider power! The kids held up their fingers and I guided them to slide their fingers in the air as we worked across the word nap. "nnnnnnnn... nap. Does that make sense? Have we heard that word before? Yes!"

70 GRADE K ♦ BOOSTING READING POWER

Kindergarten Boosting Reading Power Unit (comes after the Super Powers Unit)

## Extend and Practice Super Powers in Grades 1 and 2

### Minilesson

#### Readers Use Phonics to Solve Hard Words

##### CONNECTION

Read the letters and their corresponding sounds on the alphabet chart. Point out that reading this chart has become a useful habit for the class.

"Remember yesterday we talked about habits—the things you do without any reminders?" The kids nodded. "Well, I bet when I pull out this chart you'll know just what to do." I displayed the class alphabet chart and motioned for kids to join in reading it, pointing to the first letter and picture.

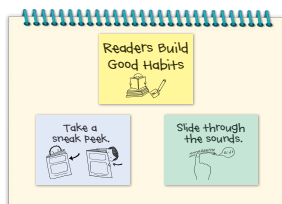
"A, apple /ă/!" the class called out, naming the letter, object, and sound as they had learned to do in kindergarten. In the same manner, we read the rest of the chart.

"You see? I knew it! Reading the alphabet has become a habit for you. When you saw the letters on this chart, you knew just what to do. You said the name, the picture, and the sound. Now remember, readers don't just say the letters, readers use the letters."

##### ◆ Name the teaching point.

"Today I want to remind you that when readers get stuck on a hard word, they use the letters to solve it. They put their finger under the word and slide through the sounds."

I added a new sticky note to the "Readers Build Good Habits" anchor chart:



##### TEACHING

Demonstrate how to attend closely to a word and blend all the sounds to decode it.

"Let me remind you how to slide through the sounds in a word. I'm going to show you a word. If you know this word, don't call it out. Pretend you saw it in a book and were stuck." I built the word net with magnetic letters, using a document camera to project this.

"If I'm stuck on this word, the first thing I need to do is look at it. I'm not going to look at the ceiling, or my shoes, or my teacher." I placed my finger under the beginning of the word and looked at it closely. "Now I'm going to use my phonics to sound it out. I'll say each sound and think about what the word could be. You already know we call this 'sliding through the sounds.' Watch."

I said, "nnnnññt," stretching out one sound until I moved my finger to the next letter. Then I said it a little faster, "nnñt. Net!"



When you make a gesture for keywords like slide, encourage kids to make the gesture with you. Gesturing is not just a way to help kids understand you, it also helps kids store the keyword in their long-term memory.

Watch for students who respond to tricky words by looking for someone to help. The prompts, "Look at the word" or "Put your finger under the word," can help them develop the critical habit of returning their eyes to the print.

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GRADE 1 ◆ BUILDING GOOD READING HABITS

Units of Study in Reading: Grade 1, Unit 1, Bend 1, Session 2

\* Grade 2

### \* Reinforced and Extended...

Across **Grade 1** and **Grade 2** Units, skills and strategies introduced in earlier grade levels are revisited and strengthened to ensure all students have a strong foundation for the reading they will tackle in intermediate grades and beyond.

### Minilesson

#### Big Kid Readers Remember to Do All They've Learned

##### CONNECTION

Reveal a large duffie bag with a card sent from first-grade teachers. Discover with students that it contains charts and books from last year.

As kids gathered in the meeting area, I clapped my hands. "You're finally here! Hooray! I have been counting the days to read and learn with you. When we read and share about what we read, we share about ourselves.

"Second-graders, come close. I have something I've been waiting to open with you." I got up and dragged a heavy duffie bag to the front of the meeting area.

"Guess who sent over this big bag! Your first-grade teachers! I bet they miss you already. They attached a card too. Let's read it." I pulled off the letter that was taped to the top of the bag, and read the message:



We're imagining you have an oversized duffie with you, but this could simply be a large garbage bag. Either way, it should be filled with familiar books from first grade, probably in bins that reflect their levels, as well as with a collection of familiar tools—enough for all the kids. You can print these charts from the online resources. Plan to put the book bins on your tables after the minilesson, with one or two tables holding the more accessible books and the children who will be apt to read them seated around those books, and other tables holding the less accessible books, with your best guess as to which kids will be reading those books seated there. Keep in mind that these table groupings will be detrimental if they continue beyond a few days.

"That was so thoughtful," I said. I peered into the bag. "It looks like there's a whole bunch of stuff in here." I gestured for the kids to peer inside with me. We began pulling stuff from the bag, starting with a bin of books. "Whoa. Look at these books!" Leafing through them, perplexed, I said, "They're about Rasheed!"

The kids climbed on their knees to explain that those books were from last year too. "Wait, what about these?" I asked, pulling forth more bins of books that were again soon identified as last year's books. "I had no idea you read such interesting books last year. Maybe we can reread some of them this year and I could get a chance to read them too."

Marvel at what the kids tell you they learned to do as first-grade readers, setting them up to show you all these strategies are habits.

"There's more." I held up a copy of a few charts. Several kids popped in with, "They're charts from last year!"

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GRADE 2 ◆ BECOMING A BIG KID READER

Units of Study in Reading: Grade 2, Unit 1, Bend 1, Session 1



## Reinforce and Extend Prior Learning: An Example from the Writing Units

The Learning Progressions that undergird the Units of Study in Writing are cohesively organized to help teachers see ways to teach toward big goals. They offer a clear map of what writing development looks like, grade by grade and level by level.

**Minilesson**

BEND I

20

### Giving Reasons to Convince Others to Help Too

**CONNECTION**  
Tell a story that highlights the importance of including reasons to support your opinion. Recruit students to orally rehearse reasons for a class opinion.

"Helpers, I'm so glad you're here because I am in need of some help! I was telling the principal about some of the problems you've been writing about so that she could help too. I told her that one of you wrote, 'It's a big problem that lots of kids don't throw their garbage away after lunch.' You know what she said back? She said, 'Why is that a problem?'"

"I wasn't expecting her to ask 'Why?' so I froze! Do you think you could help me out? Why is it a problem when kids don't throw their garbage away? Turn and talk to your partner about this. You might say, 'It's a problem because . . .'" As kids talked, I listened in to a few partnerships, leanly coaching and gathering their thoughts.

After a minute I said, "Helpers, that was so helpful! You said that it's a problem when kids don't throw their garbage away because it makes the cafeteria smelly for other kids. It's also a problem because someone else has to clean up your mess and because if there's garbage around, someone could even slip and get hurt! I can't wait to go and convince the principal now that you've helped me."

♦ **Name the teaching point.**

"Today I want to teach you that opinion writers don't just say what they think and then stop. No way! Opinion writers tell their opinions and they tell *why* they feel the way they do. To convince people to help, you need reasons."

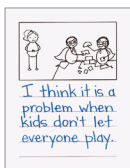
**TEACHING AND ACTIVE ENGAGEMENT**  
Share a demonstration piece that is intentionally unconvincing, rallying kids to help you make it more persuasive.

"Friends, the other day, I noticed a new problem I want to help with. I heard some kids during choice time saying things like 'You can't play with us. Superheroes are just for boys.'" I paused, giving students a moment to respond. Several chimed in saying, "That's not fair!" and "Anyone can play superheroes."

"I agree. So, last night I started writing a petition to help solve this problem. But I don't think it's very convincing. Will you be my helpers and help me make it more convincing?" I held up a three-page booklet, reading the first page aloud.

**Ask students to provide reasons why the scenario you wrote about is a problem, using the word because. Record what they say and invite them to sign your petition.**

I flipped to the next page of my booklet, showing it was blank. "That's it! I stopped there! I said what I think, but I want to make sure that when people read my petition they agree and want to help too! But how? How can I make this more convincing?" I scratched my head, giving students a moment to chime in and remind me of the teaching point. When no one pitched the idea of adding reasons, I continued, "Oh! Now I remember! It helps to give reasons for *why* they should fix the problem. I have to answer that question, 'Why?'"



This unit provides ample opportunities for students to explore and discuss social justice in age-appropriate ways.

### \* Skills are Introduced...

In **Kindergarten** students are introduced to the idea that their writing will be more convincing if they offer reasons to support their opinions. They learn about using that powerful word "because" to signal that a reason is coming.

Units of Study in Writing: Kindergarten: Unit 4, Bend I, Session 4

*These pages share just a few examples of the ways skills and strategies are introduced, practiced, reinforced, and deepened within each unit, across each grade, and from grade to grade.*

**CONFERENCE ♦ Adding Reasons Using the Word Because**

BEND I

24

**RESEARCH/DECIDE**  
Research by asking a student to read his writing to you.

"Dan, can you read your petition to me? I'm so curious to hear what problem you're helping with."

"I'm writing about kids talking at tables. They're doing that right now!" Dan replied, and he made a growling noise and acted super frustrated. We read his writing: "We have a big problem. Friends are talking at tables."

"This is definitely readable, isn't it?" I said. "So what are you thinking you'll do next?" I pressed.

"Maybe I'll put it on that table," Dan said, indicating one table where the kids were especially sociable as they worked.

I nodded. "You are really frustrated by their talk, aren't you? I love that you are using writing as a way to tackle your problem. I bet just writing this down makes you feel a tiny bit better, and if this can solve the problem, that'd be great."

**TEACH**  
Remind writers that slowing down to say a lot about each problem will make their writing more powerful.

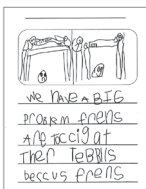
"Dan, my only concern is the kids might read this sign and not really agree. You say that friends talking is this big problem, but I'm not sure the kids think it's a problem. I think you need to convince them."

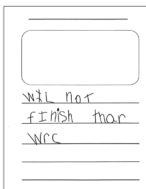
"I can't even finish anything I'm writing!" Dan exclaimed. "It's too hard when kids are talking."

"Oh my gosh, Dan, you have a huge and important reason, you just didn't put it in your writing. I think you just realized that you need to tell *why*—you need to add reasons. That way the kids will understand why their talk is a problem. Are you going to add because?" I asked, and we tried out how the writing would go.

**LINK**  
Wrap up by reinforcing why it's important to add reasons and let Dan know how he can transfer that strategy across pieces.

"Dan, you've got one reason to add to this petition. I'm going to leave you to write it, but I want to let you know that you can always tell people why they should care about a problem. After you add your reason to this petition, you can either add *another* reason or you can go back to your other petitions and add reasons to those. The word *because* might help."





BEND I FIG. 3-1 Dan's petition after adding a reason

Units of Study in Writing: Kindergarten: Unit 4, Bend I, Session 4

## Minilesson

BEND I

### Opinion Writers Give a Variety of Reasons

#### CONNECTION

Invite students to come up with an opinion for today's writing before gathering.

I retrieved the class's attention from the middle of the room. "Writers, yesterday you picked out the best item in your collection and you wrote a whole book about it. That means you'll need to choose a new winner today! Maybe you'll judge your collection differently and choose the funniest or cutest. Before you come to the rug, line up your collection and think about a different winner for a different award. Or, if you want, decide to give a red ribbon today. Once you've chosen a new winner, bring that item with you to the rug."

Let writers know that just giving the same reason over and over isn't convincing.

"Writers, you already know it doesn't help to just say your opinion louder and louder. That didn't convince my family to go out for pizza instead of tacos and it won't convince anyone to agree with you. You also know it takes lots of reasons to explain why you think pizza is better than tacos, or why a T. rex is tougher than a triceratops, or why the glittery purple unicorn is prettier than the rainbow one. When opinion writers give more reasons, it gives their opinion writing more power!

"But here's the thing . . ." I leaned in closer, as if divulging classified information. "If all your reasons are essentially the same, they won't make your writing very convincing, even if you have a hundred of them!

"For example, here are five reasons why pizza is better than tacos. See if you think they are very convincing." I held up my thumb to count the first reason. "I think pizza is way better than tacos. One reason is pizza is so good . . ." I continued to count the reasons across my fingers as I listed them aloud. "Another reason is it's yummy. Also pizza is really, really good. And I love it. Pizza is soooooo good."

I held open all five fingers. "Wow! Five reasons. That must have been really convincing, right?" The kids shook their heads. "You're right. I just said the same thing over and over, using different words. That won't do! There's a better way!"

#### ◆ Name the teaching point.

"Today I want to teach you that opinion writers don't just give more and more of the same reason. They give a variety of reasons—lots of different reasons—why they think the way they do."

I replaced the second sticky note on the "Convince Your Reader!" anchor chart with a revised strategy.

#### TEACHING

Emphasize that repeating the same nonspecific reason over and over will not be convincing. Look closely at an object and generate precise details.

I held my favorite teacup from my collection. "So I don't want to just say, 'I love my cup. It is the best cup because my grandma gave it to me. My grandma gave it to me, so it's my favorite. It's the best cup because it's from my grandma.' I need to give



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Be sure your definition is kid-friendly! For variety, you might say, "They give a variety—or lots of different kinds—of reasons."



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GRADE 1 ◆ WRITING REVIEWS

## \*Deepened...

In **Grade 1** students learn how to make their opinion writing even more convincing by using a variety of reasons to support their opinions. They'll practice noticing tiny details to come up with a list of reasons to support their opinions.

## Minilesson

BEND II

### Showing Off Opinions with Evidence from the Book

#### CONNECTION

Share a story to illustrate the point that adding specific evidence makes an opinion more convincing.

"Writers, we have one more day until the end of this part of our writing unit, one more day to work on your recommendation letters. You remember what writers usually do when they get close to finishing one kind of writing, right?" I paused for kids to think, then continued, "Yep, they take one last opportunity to revise, and then edit their pieces to get them ready to share.

"So this got me thinking, what's one more thing I can teach you that will make your writing extra special? The answer came when a friend of mine was telling me about a movie.

"He said to me, 'I watched this movie about astronauts landing on the moon, and you have got to watch it. It's mind-blowing!' Then he said, 'One thing that's awesome about it is that you learn so much about the astronauts. You learn what they were thinking and feeling during the first moon mission.' But he didn't stop there. He went on to say, 'There's this one interview with Michael Collins, one of the astronauts. He describes the way the astronauts were taught to communicate, which helped me understand why they always seem so calm under pressure.'

"You know what, writers? My friend convinced me to watch that movie. I later thought about what he did to be so convincing, and I realized that when he told me about specific parts of the movie that were especially great, it made me want to see the movie for myself. And all this made me realize one more thing I can teach you as you revise."

#### ◆ Name the teaching point.

"Today I want to teach you that one way to be even more convincing is to show off your book. To do this, you can add evidence from the book to your writing, pointing out specific parts of the book that are worth reading."

#### TEACHING

Add today's strategy to the anchor chart. Offer phrases writers might use to add evidence to their letters.

I added today's strategy to the "Writing to Share Opinions about Books" anchor chart. "When you add evidence from the book, it's as if you're sitting next to your reader, holding the book, pointing out special parts to them. It's as if you're saying, 'Flip to this picture! Take a look here at the part about . . .'; 'On page 7, you'll find this great thing . . .'; 'Notice how . . .'" As I explained, I pointed to the prompts on the anchor chart.

Invite readers to help you add evidence to Gerty's letter. Demonstrate going back to the book to find specific evidence and then adding it to the letter.

"I bet we could go back to Gerty's writing and help her with this. I'll read the second page of her writing, where she doesn't have a lot written yet. As I do, be on the lookout for places she could tell more about her book. Give me a little wave when you notice a place



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GRADE 2 ◆ FINDING AWESOME EVERYWHERE

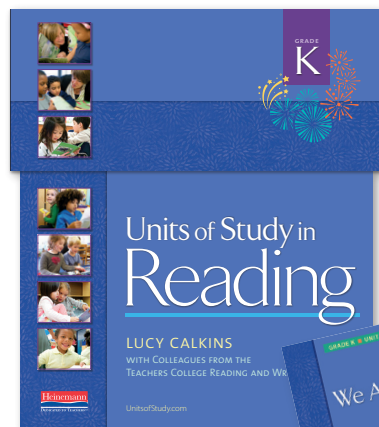
Units of Study in Writing: Grade 1 Unit 3, Bend I, Session 3

## \*Extended and Applied in New Ways...

In **Grade 2** students learn to add specific evidence from the text to strengthen their opinion pieces as they write about reading.

Units of Study in Writing: Grade 2, Unit 3, Bend II, Session 7

# What Does the Reading Series Contain?

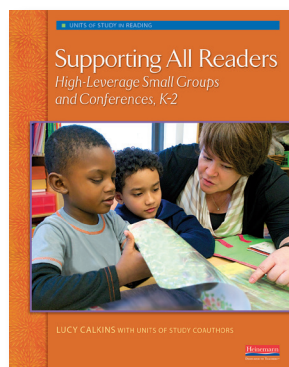


The Units of Study in Reading series has been designed to provide teachers with a curriculum framework to lean on and to adapt, with embedded professional development to help deepen knowledge of beginning reading and of methods for teaching reading.



## Units of Study in Reading

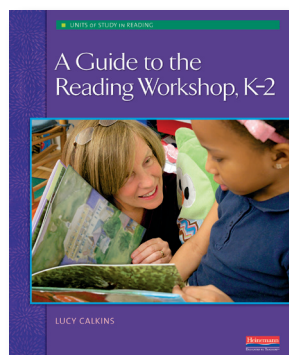
There are five Units of Study in Reading for each grade level, and each unit represents four to six weeks of teaching. The units are the heart of the series. In each unit of study, teachers will learn a rich repertoire of ways to provide focused and explicit instruction on a specific set of skills and strategies.



## Supporting All Readers: High-Leverage Small Groups and Conferences, K-2

New Resource!

The *Supporting All Readers: High-Leverage Small Groups and Conferences, K-2* book is an invaluable resource for meeting the needs of a range of learners in the classroom. It includes a collection of small groups, conferences, and tools teachers can draw on for work-time teaching. Teachers also draw on this book often to meet the needs of students through one-on-one and small-group reading interventions.



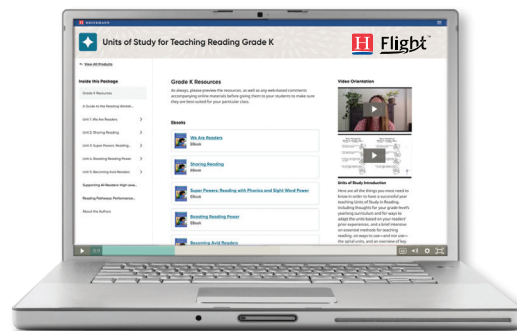
## A Guide to the Reading Workshop, K-2

*A Guide to the Reading Workshop, K-2* offers a comprehensive introduction to the Units of Study in Reading series. It is an essential manual that helps teachers develop an understanding of the essentials of reading instruction and reading development across K-2. Teachers also learn about how reading workshop fits into the school day, the architecture and principles that inform minilessons, ways to lead powerful work time instruction, how to use data to inform instruction that ensures access for all students, and more.



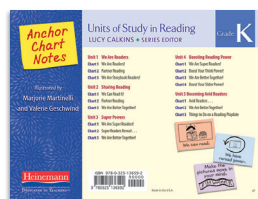
## Online Resources

Online resources include digital access to all the printed books in the core units of study set (Units, Guide, etc.), along with printable versions of charts, simple decodable texts, and assessment tools. **Online Resources also include digital access to the *Let's Gather* read-aloud and shared reading guide (see pages 26–27 for more information).** There are additional teaching tools, including extensions to support phonological awareness, grammar, and vocabulary; scores of instructional videos for teaching phonological awareness and high-frequency words; student tools such as bookmarks and alphabet charts; and supports for Spanish-speaking learners.



## Anchor Chart Sticky Notes

The Anchor Chart Sticky Notes feature each day's teaching point to help teachers create and evolve anchor charts across the units.

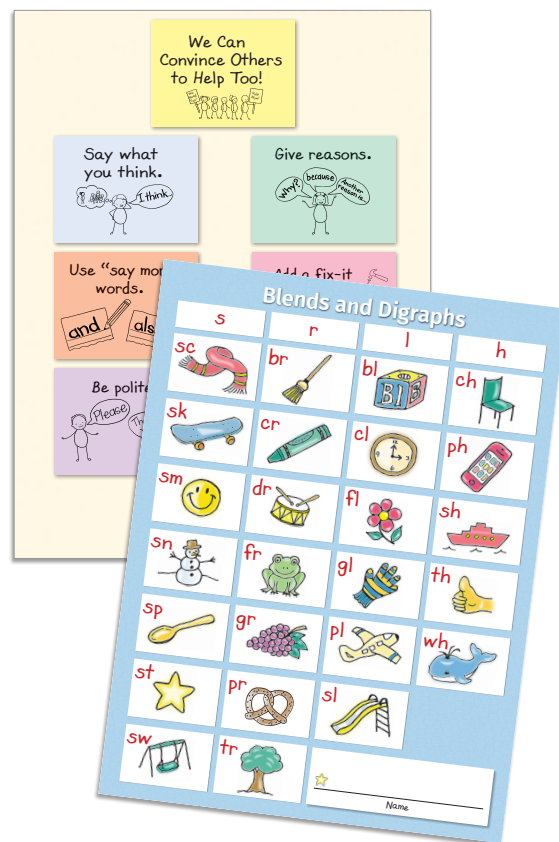


## Unit Readers

One complete set of the simple printable Unit Readers from the online resources is included for teacher reference.

## Units of Study Trade Book Pack

Each Units of Study Trade Book Pack includes grade-level appropriate books that teachers use as demonstration texts to model the skills and strategies they want students to try. Trade Book Packs are available in Spanish for Units of Study in Writing.



Samples from Grade K shown

## Additional Resources to Support Units of Study in Reading

### Classroom Libraries

The Units of Study team has curated **Classroom Library collections** that can serve as the bedrock of powerful reading instruction, when offered in combination with plenty of decodable texts.

Visit [UnitsofStudy.com/classroomlibraries](https://UnitsofStudy.com/classroomlibraries) for details.

### Premium Digital Content—Annual Subscriptions

The **minilesson videos** in the **Premium Digital Subscriptions** for grades K–2 are designed to serve as valuable exemplars for effective, concise, and engaging minilessons, exemplars that can help teachers lift the level of their teaching. Each minilesson is modeled by a staff developer and can serve as powerful professional learning for individual teachers and for teams as they plan instruction. Teachers may also use the videos in settings where remote teaching is needed.

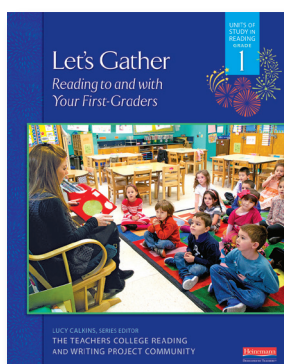
Visit [Hein.pub/UOS-subscriptions](https://Hein.pub/UOS-subscriptions) for details.

## Additional Resources to Support Units of Study in Reading

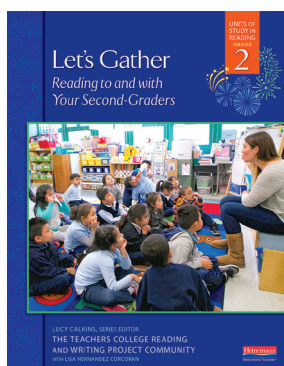
# Let's Gather Reading to and with Your Students, Grades K-2



Kindergarten



Grade 1



Grade 2

### Components

The grade-level *Let's Gather* Classroom Bundles include the Guide, 17-20 trade books, and Anchor Chart Sticky Notes.

### A Read-Aloud and Shared Reading Curriculum

*Let's Gather* provides teachers with complete interactive read-aloud and shared reading plans to use with and alongside the Units of Study in Reading. These plans will help teachers and students greet the day, bring a science inquiry to life, learn about leaves or gravity, and fall through the rabbit hole of a story.

### Supporting Student Growth

This read-aloud and shared reading curriculum features thoughtfully curated fiction and nonfiction texts that will not only captivate students' attention but also support a progression of high-level comprehension skills across the school year.

### Building Teacher Capacity

The *Let's Gather* read-aloud plans can double as support for the specific read-aloud work teachers will do within the reading units and as professional development.. Teachers will use what they learn in the *Let's Gather* book to support read-aloud work with texts in the Classroom Bundle and with other texts.

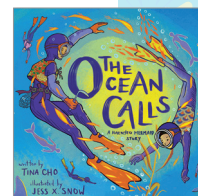
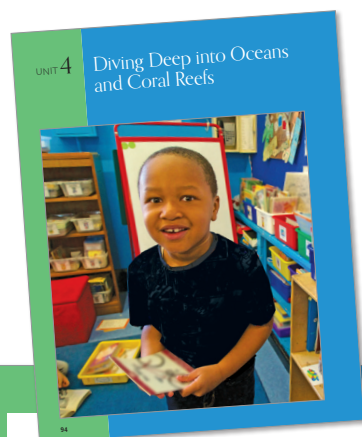




## Example: Let's Gather Lessons Aligned to Units of Study for Grade 1, Unit 4: Readers Have Big Jobs to Do

Many of the read-aloud texts in Let's Gather are nonfiction. The demonstration texts and read-aloud lesson plans that accompany Grade 1, Unit 4: *Readers Have Big Jobs to Do* form a cross-genre text set about ocean life. *The Ocean Calls: A Haenyeo Mermaid Story*, by Tina Cho and Jess X. Snow (Accelerated Reader Level 3.2) is a stunning book that teaches children about the tradition of the female divers of Jeju Island in South Korea. *The Big Book of The Blue* by Yuval Zommer (RL 4.6) is used as a companion text that provides detailed illustrations and bite-sized chunks of information about ocean life. It's loaded with domain-specific vocabulary. The read-aloud plans in *Let's Gather* spotlight this text set and provide

teachers with lessons to read and discuss these two demonstration texts from the unit book as well as *The Brilliant Deep: Rebuilding the World's Coral Reefs: The Story of Ken Nedimyer and the Coral Restoration Foundation* by Kate Messner (Lexile 830L) and *Jump into Science: Coral Reefs* by Dr. Sylvia A. Earle (Lexile 830L). These texts are considerably more complex than what first-graders will be reading on their own and provide a wealth of opportunities for knowledge-building and vocabulary development.



many detailed text features. Earle is a marine biologist and oceans ambassador and was the first female chief scientist of the US National Oceanic and Atmospheric Administration, which makes her especially qualified to write this book.

Drawing on excerpts of all the books you've read aloud, as well as a TED Talk video from Dr. Ayana Elizabeth Johnson, you'll lead conversations about how humans are harming oceans and explore the importance of preserving our oceans and coral reefs for generations to come.

### ALIGNMENT TO READING AND WRITING

We've designed this set of read-aloud plans for you to use alongside *Readers Have Big Jobs to Do*, Unit 4 in the first-grade Units of Study in Reading and Writing Reviews, Unit 3 in the first-grade Units of Study in Writing. Two of the read-alouds in this text set, *The Ocean Calls* and *The Big Book of the Blue*, are featured in Bend II of *Readers Have Big Jobs to Do*, so we suggest you begin these read-aloud plans alongside Bend II of your reading unit.

### UNIT PLAN

We've provided plans for four read-aloud texts: *The Ocean Calls: A Haenyeo Mermaid Story*; *The Big Book of the Blue*; *The Brilliant Deep: Rebuilding the World's Coral Reefs: The Story of Ken Nedimyer and the Coral Restoration Foundation*; and *Jump into Science: Coral Reefs*. We recommend that you read aloud the books in this text set in the order listed below.

#### *The Ocean Calls: A Haenyeo Mermaid Story* by Tina Cho

**Session 1** Read *The Ocean Calls: A Haenyeo Mermaid Story* to Support Envisioning and to Build Excitement for the Text Set

#### *The Big Book of the Blue* by Yuval Zommer

**Session 2** Begin Reading *The Big Book of the Blue* to Build Knowledge about a Topic  
**Session 3** Continue Reading *The Big Book of the Blue* to Support Envisioning and Building Vocabulary  
**Session 4** Finish Reading *The Big Book of the Blue* to Support Knowledge Building and Growing Ideas

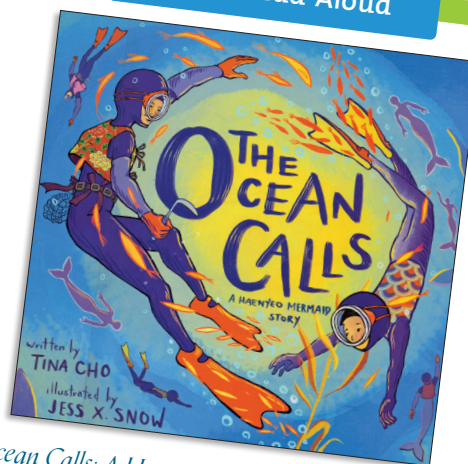
#### *The Brilliant Deep: Rebuilding the World's Coral Reefs: The Story of Ken Nedimyer and the Coral Restoration Foundation* by Kate Messner

**Session 5** Read *The Brilliant Deep: Rebuilding the World's Coral Reefs: The Story of Ken Nedimyer and the Coral Restoration Foundation* to Support Work with Story Structure  
**Session 6** Reread *The Brilliant Deep: Rebuilding the World's Coral Reefs: The Story of Ken Nedimyer and the Coral Restoration Foundation* to Support Knowledge Building

#### *Jump into Science: Coral Reefs* by Dr. Sylvia A. Earle

**Session 7** Read *Jump into Science: Coral Reefs* to Support Knowledge Building, Vocabulary Building, and Summarizing  
**Session 8** Facilitate a Whole-Class Conversation about Preserving Oceans  
**Session 9** Reread *The Ocean Calls* to Support Cross-Text Synthesis

## Book 1 Read-Aloud



### *The Ocean Calls: A Haenyeo Mermaid Story* by Tina Cho

#### Focus for the Read-Aloud

Using Tina Cho's stunning book *The Ocean Calls*, you'll guide your students to read narrative text with story structure in mind, paying attention to who they are doing. Your read-aloud work across this unit will aim to strengthen students' comprehension. You'll coach students to attend closely to the details in both the pictures and the words and to envision what the characters are doing and how they are feeling.

#### Vocabulary

You'll discuss domain-specific vocabulary in the text, including words such as *Haenyeo*, *mermaid*, *divers*, *divedove*, *flippers*, and *lead belt*. You'll also teach academic words, including *shuddered*, *gasped*, and *unclenched*. Make sure you have a dedicated space in your classroom to post the vocabulary words your class studies together.

#### Details and Getting Ready

Our version of *The Ocean Calls* does not have page numbers. Regard the first page with words as page 1, and continue numbering, giving one number to the left page, one to the right page. The last two pages with the informational back matter will be pages 39 and 40.

This story is used to launch Bend II of Unit 4, *Readers Have Big Jobs to Do*. The read-aloud is designed to come after the share of the first session. If you are teaching that reading unit, use these plans to lead that read-aloud during the share.



# Additional Resources to Support Units of Study in Reading

## Jump Rope Readers

### Kid-Friendly Fiction and Nonfiction Decodable Books

The Jump Rope Readers decodable books gradually and systematically introduce beginning readers to new letter-sound correspondences and high-frequency words. Along the way, they also introduce memorable characters, exciting adventures, fascinating nonfiction content and the foundational elements of fiction and nonfiction texts.

As you explore the Jump Rope Readers fiction books, you'll notice the books are arranged into different series, each starring a distinctive main character that students will enjoy getting to know. We meet these familiar characters again as they make special guest appearances in later fiction books, and then in each nonfiction book where they invite children to explore high-interest social studies and science topics inspired by story elements from the fiction series. The nonfiction books start off in story format to draw kids in and spark their curiosity as they learn about the world around them with topics that include community helpers, city birds and smelly animals, climates and weather, rainforest wildlife, the deep sea, and more.

CVC Words

Blends and  
Digraphs

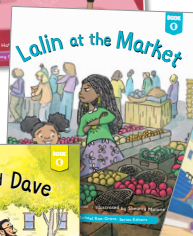
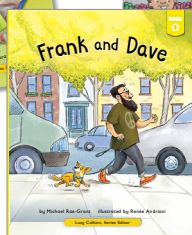
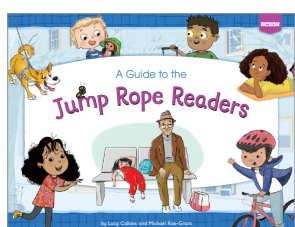
Silent E

Vowel Teams

R-Controlled  
Vowels

Diphthongs

Multisyllabic  
Words



[www.UnitsofStudy.com/JumpRopeReaders/](http://www.UnitsofStudy.com/JumpRopeReaders/)

## Opportunities to Build and Practice Phonics Skills

Across each fiction series, phonics skills become increasingly complex from book to book. The nonfiction series are written to the highest level of the corresponding fiction series. This allows teachers to transition kids from each fiction series to its nonfiction partner, where additional practice cements kids' phonics skills before they move to the next fiction series in the sequence.

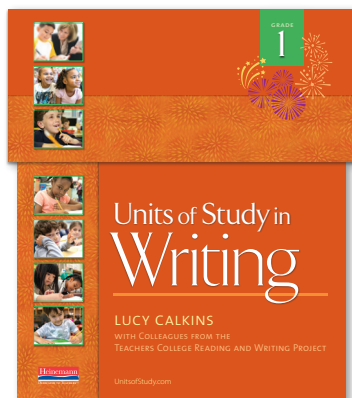


SET	INCLUDES
<b>Fiction Set A</b>	30 decodable books (six copies of each; a total of 180 books) that introduce short vowels, consonants, bonus letters, blends, digraphs, CV words, and a small selection of high-frequency words; Six read-alouds that accompany and enrich the decodable books
<b>Fiction Set B</b>	36 decodable books (six copies of each; a total of 216 books) that introduce silent <i>E</i> , inflectional endings, vowel teams, <i>R</i> -controlled vowels, diphthongs, consonant <i>-LE</i> , soft <i>C</i> and <i>G</i> , the jobs of <i>Y</i> , multisyllabic words, and a broader selection of high-frequency words
<b>Nonfiction Set A</b>	12 decodable books (six copies of each; a total of 72 books) that help kids consolidate their knowledge of short vowels, consonants, bonus letters, blends, digraphs, CV words, and a small selection of high-frequency words
<b>Nonfiction Set B</b>	24 decodable books (six copies of each; a total of 144 books) that offer practice in decoding silent <i>E</i> , inflectional endings, vowel teams, <i>R</i> -controlled vowels, diphthongs, consonant <i>-LE</i> , soft <i>C</i> and <i>G</i> , the jobs of <i>Y</i> , multisyllabic words, and a broader selection of high-frequency words

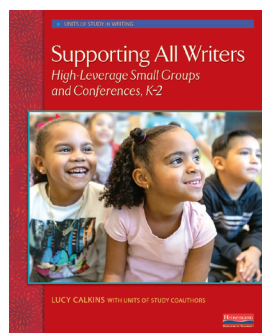
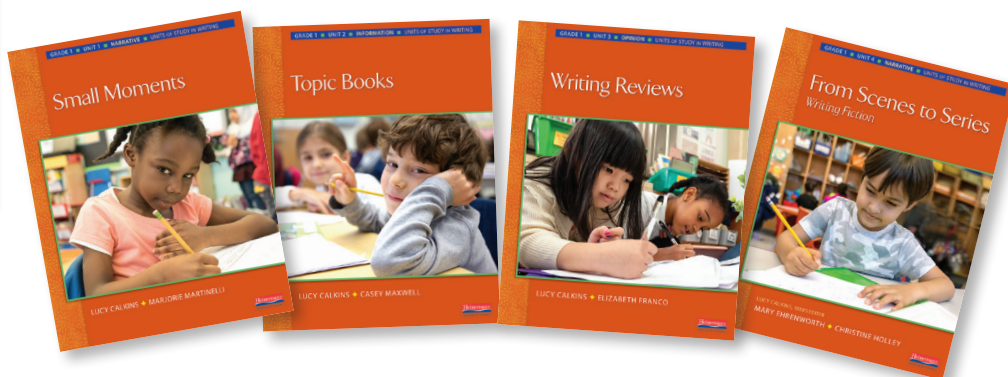
***Each set also includes a Guide and digital access to the books.***



# What Does the Writing Series Contain?



The Units of Study in Writing series is designed to support students' abilities to be strategic, metacognitive writers. Within and across grades, units fit tongue-and-groove alongside each other. Together, they help students consolidate and use what they have learned to meet and exceed world-class standards for each grade.



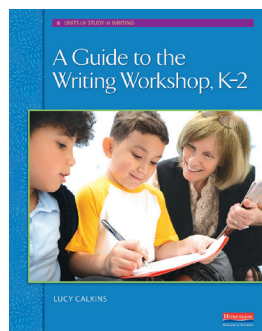
## Units of Study in Writing

Each of the four Units of Study in Writing for each grade level offers a sequenced set of daily sessions that invite students along a path of writing development in one of three genres: narrative, information or explanatory, and opinion or argument writing.

### **Supporting All Writers: High-Leverage Small Groups and Conferences, K-2**

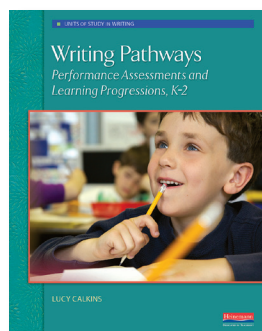
**New Resource!**

The *Supporting All Writers: High-Leverage Small Groups and Conferences, K-2* book supplements the units, providing teachers with easy access to ready-to-teach small groups and conferences around major writing goals. It includes work-time teaching that especially supports children who are either below or above benchmark, ensuring that all children progress along trajectories of growth.



### **A Guide to the Writing Workshop, K-2**

*A Guide to the Writing Workshop, K-2* provides an overview of the essentials of a writing workshop, helps teachers with all-important methods, introduces practical management tips, and guides teachers to lead powerful writing workshops.

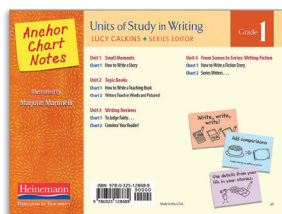
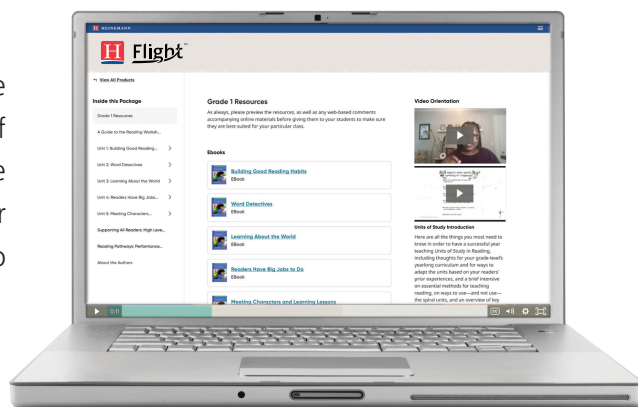


### **Writing Pathways: Performance Assessments and Learning Progressions, K-2**

This book contains the assessment system for the K-2 writing units. In it, teachers will find a chapter overviewing writing development, plus assessments, checklists, exemplar texts, and annotated benchmark pieces of writing, at each level for all three genres.

## Online Resources

Online Resources provide digital access to all the printed books in the core units of study set (Units, Guide, etc.), along with a rich array of resources to support each unit. These resources include downloadable versions of charts, handouts, book lists, exemplar texts, supports for Spanish-speaking students, and more, all arranged session by session to streamline each day's preparation.



## Anchor Chart Sticky Notes

The Anchor Chart Sticky Notes feature each day's teaching point to help teachers create and evolve anchor charts across the units.

## Units of Study Trade Book Pack

Each Units of Study Trade Book Pack includes grade-level appropriate books that teachers use as demonstration texts to model the skills and strategies they want students to try.



Samples from Grade 1 shown.

## Additional Resources to Support Units of Study in Writing

### Premium Digital Content—Annual Subscriptions

The **minilesson videos** in the **Premium Digital Subscriptions** for grades K–2 are designed to serve as valuable exemplars for effective, concise, and engaging minilessons, exemplars that can help teachers lift the level of their teaching. Each minilesson is modeled by a staff developer and can serve as powerful professional learning for individual teachers and for teams as they plan instruction. Teachers may also use the videos in settings where remote teaching is needed.

Visit [Hein.pub/UOS-subscriptions](https://Hein.pub/UOS-subscriptions) for details.





# Units of Study in Phonics, Grades K-2

*“The goal of phonics instruction is simply and only to support kids’ progress as readers and writers. Every message you send during phonics instruction needs to be angled to support transfer to reading and writing. That transfer isn’t an optional extension of your instruction, or something you support for just the most accomplished of your students. It is everything.”*

—Lucy Calkins

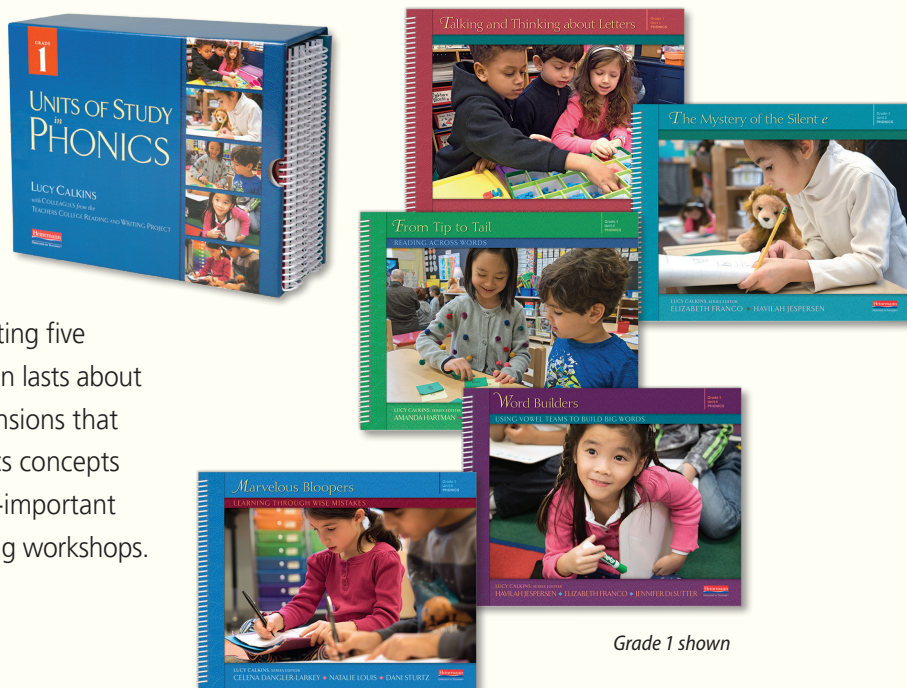
## The Units of Study in Phonics Series:

- provides a **research-based instructional pathway in phonics** that is explicit and systematic and that taps into kids’ skills and energy for tackling the fabulous challenge of learning to read and write;
- introduces **high-leverage phonics concepts and strategies** in a way that keeps pace with students’ reading and writing and helps them understand when, how, and why they can use phonics to read and write;
- offers **delightfully fun and engaging** storylines, classroom mascots, songs, chants, rhymes, and games to help students fall head over heels in love with phonics and to create a joyous community of learners; and
- **aligns with state-of-the-art reading and writing workshops** for a coherent approach in which terminology, tools, rituals, and methods are shared in ways that benefit both teachers and kids.

## What Does the Series Contain?

### Units of Study

There are five units for each grade in grades K and 1, and four units for grade 2 plus a book of three mini-units. Each unit is designed to be taught alongside the reading and writing Units of Study, with instruction lasting five to six weeks per unit. Each day’s phonics session lasts about twenty minutes and offers many specific extensions that enable teachers to teach and reinforce phonics concepts across the school day—and to support the all-important transfer of phonics skills into reading and writing workshops.



Grade 1 shown

## Small Groups to Support Phonics

The Units of Study in Phonics offer support in coaching into the work that students do during each session and in leading small groups. You'll lead lots of small groups outside of phonics time, most often during reading and writing workshop. These small groups aim to reinforce phonics knowledge and to support students in transferring what they are learning in phonics to their ongoing work in reading and writing.

## A Guide to the Phonics Units of Study

The guide begins with a discussion of the principles that undergird this phonics curriculum along with an overview of the developmental progression that the series supports. A chapter orients teachers to the methods and materials used in this curriculum including "rug time" and extensions. The guide also provides a suggested schedule and sequence guidance, an overview of assessments, and advice on effective ways to support English language learners in phonics.

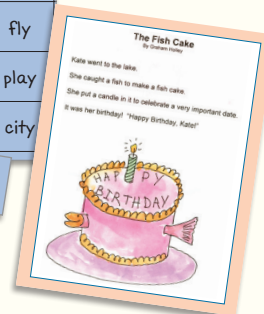
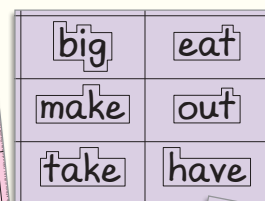
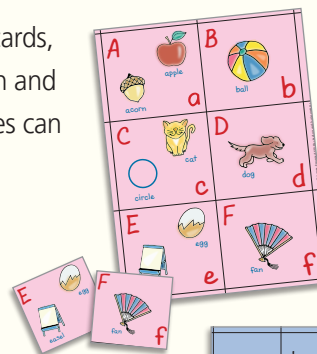
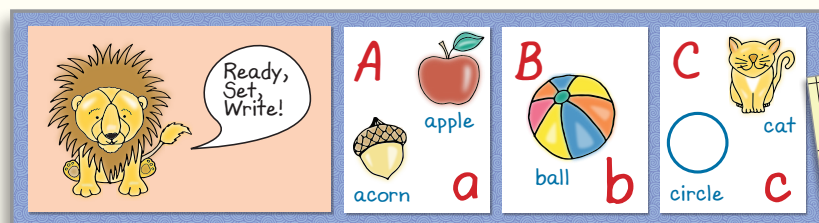
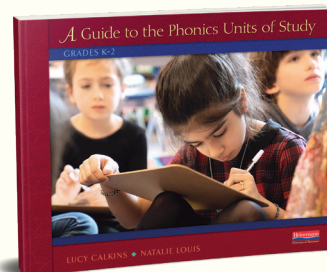
## Teaching Texts

Teaching texts are included with the unit books to help teachers demonstrate phonics concepts and strategies. For example, the teacher uses *Lions* in Grade 1, Unit 3 (*From Tip To Tail*) to show how to read all the way across hard words rather than skip them.

## Online Resources

Online Resources include printable versions of alphabet charts, word cards, picture cards, poems and rhymes, and much more to engage children and support daily instruction. Student-facing resources in Online Resources can be downloaded and printed in both in color and black and white.

For more information, visit [UnitsofStudy.com/phonics](https://www.unitsofstudy.com/phonics)

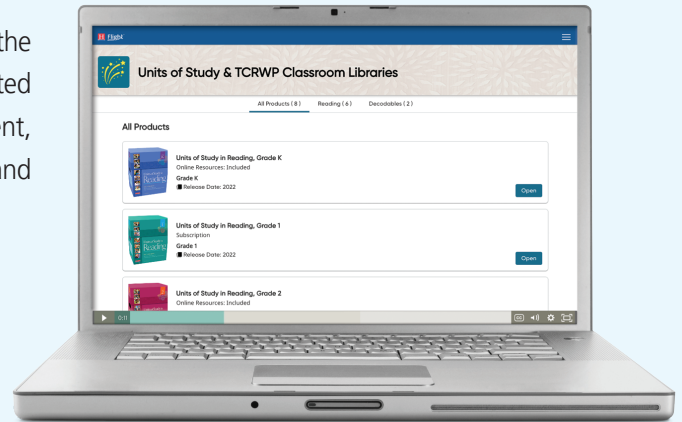


Grade 1 shown

# Heinemann Flight

## *A Digital Platform to Support Blended Teaching and Learning for Our New Editions!*

Both the Online Resources included with every core set of units and the Premium Digital Subscriptions (available for separate purchase) are hosted on **Heinemann Flight**, a new platform that organizes digital content, book by book and session by session, all in one convenient place and allows administrators to manage teachers' access.



### **Online Resources** *(included with the core units sets)*

- digital access to all of the books in the core units set
- assessment tools
- demonstration texts
- small group and conferring tools
- instructional videos
- Spanish-language video introductions for every session across all units
- Spanish translations of teaching points, anchor charts, and video introduction scripts

### **Premium Digital Subscriptions** *(available by yearly subscription to users of the core units sets)*

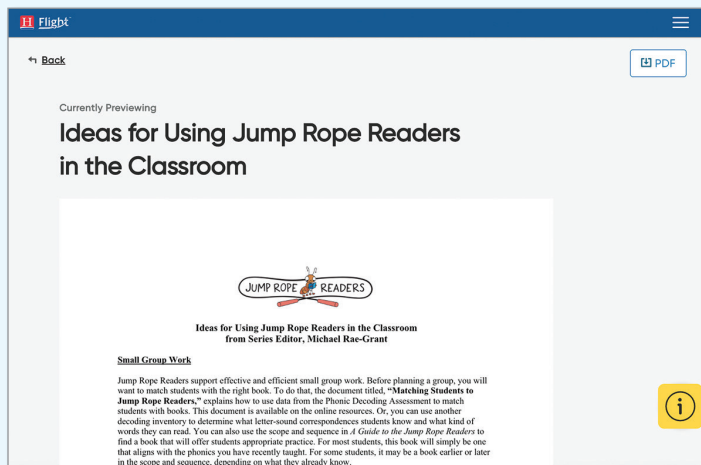
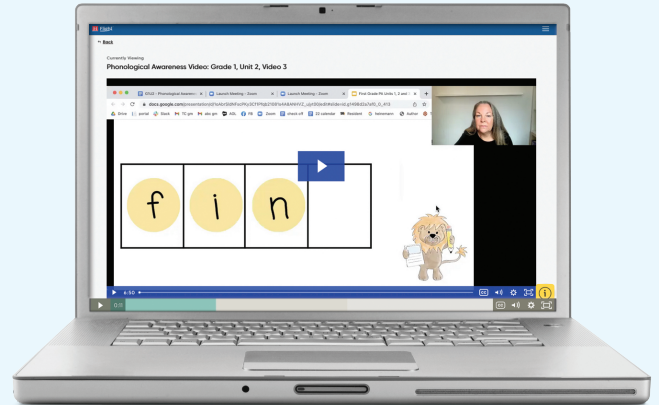
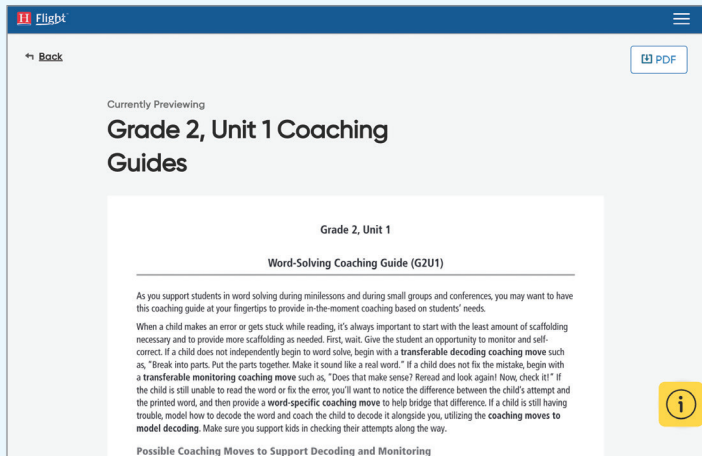
- ideal support for teacher professional learning
- videos with staff developers provide expert models for teaching every minilesson from all Units of Study across each grade level
- a helpful support for substitute teachers
- supports real-time synchronous teaching for digital academies

### **Jump Rope Readers** *(digital access included with each JRR classroom set)*

- digital access to all Jump Rope Readers decodable books and the Guide
- sharing of digital access with students and families
- series overview
- book summaries and phonics skills across the Jump Rope Readers
- guidance for matching kids to books and using the Jump Rope Readers in your classroom

**Please Note:** Digital content related to previous editions will remain available on Heinemann.com.





### Decoding Instruction Across the Units -at a glance-

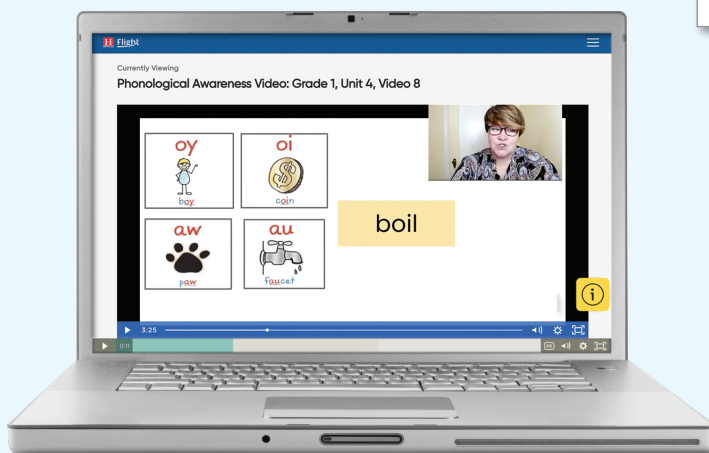
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<ul style="list-style-type: none"> <li>Alphabetic knowledge</li> <li>Concepts of Print</li> <li>Phonological/Phonemic Awareness</li> <li>Reading</li> </ul>	<ul style="list-style-type: none"> <li>Solidifying alphabetic knowledge</li> <li>one-to-one correspondence</li> <li>Studying high-frequency words</li> </ul>	<ul style="list-style-type: none"> <li>Decode CVC words → begin with additive blending and moving to whole-word</li> <li>Progression of short vowels: a i o</li> </ul>	<ul style="list-style-type: none"> <li>Decode CVC words (blends)</li> <li>Decode CVCC words (blends, -s)</li> <li>digraphs (ch, th, sh)</li> </ul>	<ul style="list-style-type: none"> <li>Decode CCVCC words</li> <li>Introduce more blends and digraphs</li> <li>Decode with blend chunks</li> </ul>

### Decoding Instruction Across the Units -at a glance-

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<ul style="list-style-type: none"> <li>Review CVC, CCVC, CVCC, CCVCC with blends and digraphs</li> <li>Review high frequency words</li> </ul>	<ul style="list-style-type: none"> <li>CVC-e</li> <li>word endings (-s, -ed, -ing)</li> <li>high-leverage vowel teams</li> </ul>	<ul style="list-style-type: none"> <li>Continue to support vowel flexing</li> <li>-y at the ends of words</li> </ul>	<ul style="list-style-type: none"> <li>vowel R (ar, or, er, ir, ur)</li> <li>Syllable -le</li> <li>expand</li> </ul>	<ul style="list-style-type: none"> <li>expand vowel teams (IE, UE, etc...)</li> <li>vowel R word parts (-air, -ore)</li> <li>Sack-a-d</li> </ul>

### Decoding Instruction Across the Units -at a glance-

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<ul style="list-style-type: none"> <li>Review from 1st grade</li> <li>- vowel teams, diphthongs, vowel R</li> <li>- 2-syllable strategies (-le, compound words, endings)</li> <li>- 1st grade HFW's</li> <li>- closed-syllable exceptions (-old, -ind, -ost, -id, etc...)</li> </ul>	<ul style="list-style-type: none"> <li>more multisyllabic strategies</li> <li>- VC/CV</li> <li>- VCCCV</li> <li>- keep blends/digraphs together</li> <li>- Practice with the whole repertoire kids know for 2-syllable words</li> </ul>	<ul style="list-style-type: none"> <li>3+ syllable word decoding</li> <li>- Part by part</li> <li>- open/closed syllables</li> <li>- vowel counting</li> </ul>	<ul style="list-style-type: none"> <li>Practice and solidify multi-syllabic word-solving</li> </ul>	<ul style="list-style-type: none"> <li>Meaning/Morphology</li> <li>- compound words</li> <li>- prefix/suffix</li> <li>- homophones</li> <li>Vocabulary - shades of meaning</li> </ul>





# A Framework to Support Teachers and Build Their Capacity

Because we know that how you teach matters as much as what you teach, the Units of Study in Reading, Writing, and Phonics put a tremendous emphasis on instructional methods. The same major methods introduced and clarified in the reading units are also found in the writing units and in the phonics units, including methods of demonstration, guided practice, assessment, and feedback. As teachers teach (and learn by teaching), they become well positioned to support and learn from each other, developing an ever-stronger more supportive community of learners in the process.

## Embedded Professional Learning

- \* Model scripts for teaching  
(plus Model Minilesson Videos  
in Premium Digital Subscriptions)
- \* Classroom-ready worktime instruction
- \* *Supporting All Readers* book
- \* Point-of-use coaching notes

## How this Helps Teachers

Each session includes the words and methods that staff developers use to explain, demonstrate, and engage students in learning to use each day's teaching point. Teachers can learn from these model scripts and then adapt them for their own classrooms.

All of the small groups, conferences, and other work time supports students are most likely to benefit from are completely spelled out for each session across the reading and writing units. Items are provided as a repertoire of choices that teachers will select from based on student needs. As teachers follow these guidelines, they become more skilled and confident in pinpointing and teaching into the needs of all students. In addition, the *Supporting All Readers* book offers additional options to support students who are either below or above benchmark, ensuring that all students progress along a trajectory of development.

Every session includes margin notes with tips for modifications, explanations for choices the authors have made, cautionary bits of counsel, and particular support for multilingual language learners—all specific, in-the-moment guidance aimed at building teachers' expertise.

## Embedded Professional Learning

### \* Gold Pages (reading units)

## How this Helps Teachers

Gold Pages distributed across the units help teachers assess students, track their progress, and learn to adapt instruction to meet diverse needs. Three types of Gold Pages—Coaching Guides, High Frequency Word Instruction, and Supporting All Readers—provide invaluable support during minilessons, worktimes, and across the school day and build teachers' repertoire of teaching moves they will use to teach responsively, not only in reading and writing, but across the whole school day.

### \* Blueprint Methods (reading units)

To support the teaching of key skills, we've introduced teaching methods called "blueprint methods" at the start of each bend. These are key teaching methods we recommend teachers use again and again within work time to teach critically important skills. Across the bend, guidelines in the session help teachers understand how to adapt these methods to meet students' needs.

### \* The Guide to the Reading Workshop and the Guide to the Writing Workshop

The Guide in each unit set offers a comprehensive introduction to the essentials of instruction and to reading or writing development across K-2. Teachers will learn how workshop fits into the school day, the architecture and principles that inform minilessons, and ways to lead powerful worktime instruction. The Guide also helps teachers understand efficient and effective ways to collect and use data to inform instruction to ensure access for all students.

# Build Teacher Capacity Even More!

The Units of Study offer a framework for powerful reading and writing workshops—and much more. Opportunities for on-the-job professional learning are embedded throughout the units, teaching teachers the “why” and “how” of effective instruction. Through regular coaching tips and detailed descriptions of teaching moves, essential aspects of instruction are underscored and explained at every turn.

The professional development provided within the Units of Study can be further enhanced in many ways by offerings from The Reading & Writing Project at Mossflower (RWP-M).

## 5 ways to get started:

### **Attend Office Hours with Lucy Calkins**

Teachers and administrators can receive help and advice directly from Lucy Calkins during these live, online conversations. During each session, Lucy and Staff Developers respond to questions from participants about the reading and writing workshop and offer practical advice on how teachers can raise the level of their practice and how administrators can support effective implementation of Units of Study.

### **Subscribe to Emails**

Stay updated with the latest news, events, and learning opportunities.

### **Schedule a Complimentary 30-minute Call**

Make an appointment with RWP-M staff and co-authors to support your implementation of the products purchased from Heinemann and answer questions about your new product.

### **Attend an Event**

Workshops and institutes take place virtually and in person across the world. Join RWP-M to study methods and plan curricula, revitalize thinking, and most importantly, learn how to encourage students to lead meaningful and active literate lives.

### **Invite RWP-M to your school**

RWP-M offers on-site professional development for reading, writing, and phonics instruction for grades K-12. They work directly with teachers, coaches, principals, and district leaders, aiming to tailor work to the needs of each individual school and their students.

**Learn more at [Mossflower.com](https://mossflower.com).**



# THE Reading & Writing Project AT MOSSFLOWER

## About The Reading & Writing Project at Mossflower:

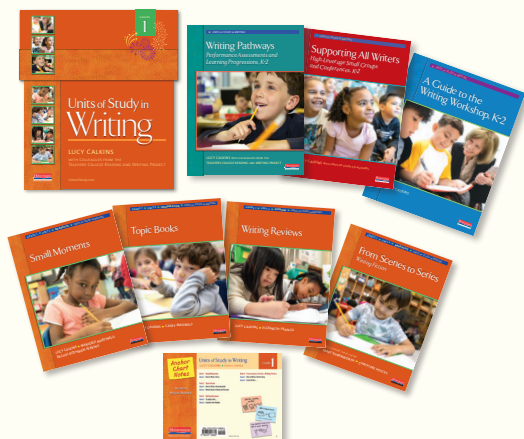
The Reading & Writing Project at Mossflower (RWP-M) was created out of the pioneering work that Dr. Lucy Calkins began over forty years ago. Inspired by her research, she developed innovative curricula and methods that transformed the way children learned to write, adapting the collegiate and professional-level “writing workshop” model for younger students. Today, RWP-M remains deeply rooted in this experience, where Dr. Calkins and her team of experienced educators author the Units of Study in Reading, Writing, and Phonics for grades K–8, and several series of engaging decodable texts. More than authors of curriculum, at its core, the Project is a community of practice, a think tank, and a professional development organization dedicated to working with schools and educators to empower students to become what we have always known them to be: proficient and enthusiastic writers, readers, and thinkers.



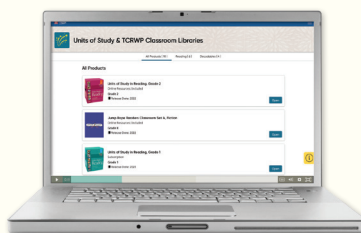


# State-of-the-Art Units, Tools, and Methods for K-8 Literacy Instruction

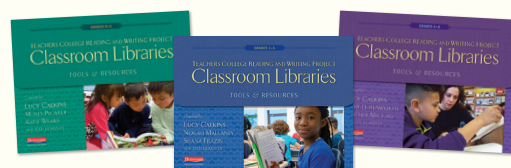
## Writing Units, Grades K-8



## Online Resources to Support Blended Teaching and Learning



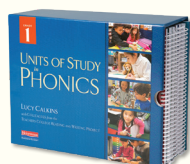
## Classroom Libraries, Grades K-8



## Reading Units, Grades K-8



## Phonics Units, Grades K-2



## Jump Rope Readers, Grades K-1



## Let's Gather, Grades K-2



For more information contact your  
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sample pages from the new  
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