

	<p>Readers, Phonics Readers, classroom library books, song, school library books, reader's workshop, buddy and choral reading, weekly book bags with family activities</p> <p>Teacher Read-aloud: Determined by individual teachers and reading series</p>	<p>reading, weekly book bags with family activities</p> <p>Teacher Read-aloud: Determined by individual teachers and reading series</p>
<p>Skills</p>	<p>Decoding</p> <p>Vocabulary Acquisition:</p> <ul style="list-style-type: none"> • High Frequency Words -- <i>go, on, the, and, here, jump, not, too, we, a, find, have, one, to, who</i> • Use animal names and sounds • Use rhyming words • Use school words • Use shape words • Use words for feelings • Word families -- <i>-at, -an, -it, -ig</i> • Greetings and closings through daily message <p>Skills:</p> <ul style="list-style-type: none"> • Review and recognize letters of the alphabet • Correlate letters and sounds • Use consonants <i>m, s, c, t, n, f, p, b, r, h, g</i> • Explicit short vowel instruction • Distinguish between vowels/consonants • Decode using beginning sounds • Decode using ending sounds • Blend words • Introduce alphabetical order • Decode using word families • Follow left to right, top to bottom direction when reading • CVC pattern including non sense words • phonemic segmentation <p>Technology: <i>Bailey's Book House</i> (beginning and ending sounds, rhyming sounds, word families, etc. to support early reading development, starfall.com, heartsoft / reading rodeo, pbskids.org)</p> <p>Comprehension</p> <p>Strategies:</p> <p>Houghton-Mifflin</p> <ul style="list-style-type: none"> • Predict/Infer • Summarize • Evaluate 	<p>Decoding</p> <p>Vocabulary Acquisition:</p> <ul style="list-style-type: none"> • High Frequency Words -- <i>five, four, in, once, three, two, upon, what, do, for, I, is, me, my, said, you, are, away, does, he, live, pull, they, where</i> • Use number words • Use fun thing words • Use opposites • Use food words • Use days of the week words • Use homographs • Use rhyming words • Use nouns (naming words) • Use verbs (action words) • Word families -- <i>-ot, -ox, -en, -et, -ut, -ug</i> • Greetings and closings through daily message <p>Skills:</p> <ul style="list-style-type: none"> • Review and recognize letters of the alphabet • Correlate letters and sounds • Use consonants <i>d, w, l, x, y, k, v, qu, j, z</i> • Explicit short vowel instruction • Decode using beginning sounds • Decode using ending sounds • Blend words • Understand alphabetical order • Decode using word families • CVC pattern including non sense words • phonemic segmentation <p>Technology: <i>Bailey's Book House</i> (beginning and ending sounds, rhyming sounds, word families, etc. to support early reading development, starfall.com, heartsoft / reading rodeo, pbskids.org)</p> <p>Comprehension</p> <p>Strategies:</p> <p>Houghton-Mifflin</p> <ul style="list-style-type: none"> • Summarize • Question

	<p>Schema -- construct meaning by</p> <ul style="list-style-type: none"> Using prior knowledge to make connections from <ul style="list-style-type: none"> --self to text --text to text --text to world Determine between relevant and irrelevant connections Adjusting schema with new information Adding to student schema through read-alouds, conversation, experiences, etc. <p>Skills:</p> <p>Through the strategy of schema</p> <ul style="list-style-type: none"> Model ideas, themes, and experiences from texts and performances Compare/contrast stories (Throughout the year we will compare plot, purpose, text, patterns of books by: Jan Brett, Dr. Suess, Eric Carle, Laura Numeroff) Compare/contrast genres Sequence events Understand cause and effect Make predictions Picture walk for pre-reading information Think aloud (model) Understand story structure Identify characters and setting Point to words in a text or on a chart when read aloud -- matching spoken words to print Read information texts with repetitive language and simple illustrations to begin to collect data, facts, and ideas <p><u>Study Skills</u></p> <ul style="list-style-type: none"> Interpret information contained in T-charts, Venn Diagrams, graphs Locate parts of a book Follow directions Self-select books for personal preference Use environmental print/word wall Parallel Tasks for decoding and comprehension 	<ul style="list-style-type: none"> Monitor/Clarify <p>Schema -- construct meaning by</p> <ul style="list-style-type: none"> Using prior knowledge to make connections from <ul style="list-style-type: none"> --self to text --text to text --text to world Determine between relevant and irrelevant connections Adjusting schema with new information Adding to student schema through read-alouds, conversation, experiences, etc. <p>Skills:</p> <p>Through the strategy of schema</p> <ul style="list-style-type: none"> Model ideas, themes, and experiences from texts and performances Compare/contrast stories (Throughout the year we will compare plot, purpose, text, patterns of books by: Jan Brett, Dr. Suess, Eric Carle, Laura Numeroff) Compare/contrast genres Compare/contrast fiction and non-fiction Model and practice retelling stories Sequence events Understand cause and effect Make predictions Picture walk for pre-reading information Think aloud (model) Understand story structure Identify characters and setting Note details Distinguish between fantasy and realism <p><u>Study Skills</u></p> <ul style="list-style-type: none"> Interpret information contained in T-charts, Venn Diagrams, graphs, 3-column charts, K-W-Ls or Schema questions (I wonder) (- learning) Locate parts of a book Follow directions Self-select books for personal preference Use environmental print/word wall Parallel Tasks for decoding and comprehension
Assessment	<ul style="list-style-type: none"> Letter and sound identification (until student has mastery) Kindergarten sight words (until student has mastery) Teacher observation 	<ul style="list-style-type: none"> Letter and sound identification (until student has mastery) Kindergarten sight words (until student has mastery) Teacher observation

	<ul style="list-style-type: none">• Anecdotal records• Gates-MacGinities Reading Test• DIBELS testing (phoneme segmentation, letter naming fluency and non-sense word fluency)	<ul style="list-style-type: none">• Anecdotal records• Begin to check 10-week sight word list (until mastery)• Begin running records (including comprehension check) (done at the end of each quarter)• DIBELS progress monitoring (phoneme segmentation, non-sense word fluency)
Resources		

Reading Grade 1

Grade: 1

Course: Reading 1

South Seneca Elementary School

Developed by: *Stacey Clark*Based on the Work of: *Kimrae Alsheimer, Lynda Diamond, Dan Neville*

From: September 2006 to June 2007 (10 months)

Map Status: In Progress - Shared

Mapping Category	November 2008	December 2008
Theme	Theme: <ul style="list-style-type: none"> • Surprise • Let's Look Around Approximate timeframe of theme: 1 week, 2 weeks	Theme: <ul style="list-style-type: none"> • Let's Look Around • Family and Friends Approximate timeframe of theme: 1 week, 2 weeks
Content	<u>Teacher Instructed</u> <p>Genre: Book/story:</p> <ul style="list-style-type: none"> • Non-fiction -- Weekly Reader Magazine (1 per week), <i>Counting on the Woods, Seasons, What a Trip!</i> • Poetry -- Poetry Link (in Houghton-Mifflin Anthology) • Fiction (realistic) -- <i>Ten Dogs in the Window, Nan and Fan, The Big Hit, The Box, What Can a Vet Do?</i> • Fiction (traditional) -- <i>Pearl's First Prize Plant</i> • Fiction (fantasy) -- <i>Mr. C's Dinner, Hilda Hen's Scary Night</i> • Fiction (drama) -- <i>The Rope Tug</i> • Environmental print <p>Literary elements:</p> <ul style="list-style-type: none"> • Identify story title, author, illustrator (model) • Identify characters (model) • Identify setting (model) • Identify plot (model) • Identify author's style (begin discussions) • Make students aware of the author's age, gender, and cultural traditions when applicable <p><u>Reading for enjoyment and independence:</u></p> <p>DEAR/SSR -- 10 min/3x per week</p> <ul style="list-style-type: none"> • Share reading experiences to establish, maintain and enhance a personal relationship with peers and adults (basal anthology, morning message, Little 	<u>Teacher Instructed</u> <p>Genre: Book/story:</p> <ul style="list-style-type: none"> • Non-fiction -- Weekly Reader Magazine (1 per week), <i>Who's in a Family</i> • Fiction (realistic) -- <i>An Egg Is an Egg, The Secret Code, The Best Pet, Caribbean Dream, Bud's Day Out</i> • Environmental print <p>Literary elements:</p> <ul style="list-style-type: none"> • Identify story title, author, illustrator (model) • Identify characters (model) • Identify setting (model) • Identify plot (model) • Identify author's style (begin discussions) • Make students aware of the author's age, gender, and cultural traditions when applicable <p><u>Reading for enjoyment and independence:</u></p> <p>DEAR/SSR -- 10 min/3x per week</p> <ul style="list-style-type: none"> • Share reading experiences to establish, maintain and enhance a personal relationship with peers and adults (basal anthology, morning message, Little Readers, Phonics Readers, classroom library books, song, school library books, reader's workshop, buddy and choral reading, weekly book bags weekly book bags with family activities. <p><u>Teacher Read-aloud:</u> Determined by individual</p>

	<p>Readers, Phonics Readers, classroom library books, song, school library books, reader's workshop, buddy and choral reading, weekly book bags weekly book bags with family activities.</p> <p>Teacher Read-aloud: Determined by individual teachers and reading series</p>	<p>teachers and reading series</p>
<p>Skills</p>	<p><u>Decoding</u></p> <p>Vocabulary Acquisition:</p> <ul style="list-style-type: none"> • High Frequency Words -- <i>animal, bird, cold, fall, flower, full, look, of, see, all, call, eat, every, first, never, paper, hall, why, also, blue, brown, color, funny, green, like, many, some</i> • Use seasons of the year words • Use month of the year words • Use plurals • Use question words • Use possessives • Use size words • Use color • Use words that show position • Use nouns (naming words) • Use verbs (actions words) • Greetings and closings through daily message • Word families -- <i>-ut, -ug</i> <p>Skills:</p> <ul style="list-style-type: none"> • Review and recognize letters of the alphabet • Correlate letters and sounds • Use consonants <i>qu, j, z,</i> • Explicit short vowel instruction • Decode using beginning sounds • Decode using final consonants • Decode using double final consonants • Blend words using blends, diagraphs • Introduce alphabetical order • Decode using word families • Identify and use plurals • Identify and words with endings <i>-s, -ed, -ing</i> • CVC pattern including non sense words • phonemic segmentation <p>Technology: <i>Bailey's Book House</i> (beginning and ending sounds, rhyming sounds, word families, etc. to support early reading development, starfall.com, heartsoft / reading rodeo, pbskids.org</p> <p><u>Comprehension</u></p>	<p><u>Decoding</u></p> <p>Vocabulary Acquisition:</p> <ul style="list-style-type: none"> • High Frequency Words -- <i>children, come, family, father, love, mother, people, picture, your, friend, girl, know, play, read, she, sing, today, write, car, down, hear, hold, hurt, learn, their, walk, would</i> • Use family words • Use exclamatory words • Use sensory words • Use words and symbols on signs words • Use question words • Use noise words • Use nouns (naming words) • Use verbs (actions words) • Greetings and closings through daily message <p>Skills:</p> <ul style="list-style-type: none"> • Review and recognize letters of the alphabet • Correlate letters and sounds • Use silent consonants <i>k, w, g</i> • Explicit short vowel instruction • Decode using beginning sounds • Decode using ending sounds • Blend words with clusters <i>--l, --s, triple clusters</i> • Understand alphabetical order • Decode using word families • CVC pattern including non sense words • phonemic segmentation <p>Technology: <i>Bailey's Book House</i> (beginning and ending sounds, rhyming sounds, word families, etc. to support early reading development, starfall.com, heartsoft / reading rodeo, pbskids.org</p> <p><u>Comprehension</u></p> <p>Strategies:</p> <p>Houghton-Mifflin</p> <ul style="list-style-type: none"> • Summarize • Monitor/clarify

Strategies:

Houghton-Mifflin

- Predict/Infer
- Question
- Evaluate

Schema -- Build on schema -- creating mental pictures

- Build and enhance understanding by creating mental pictures from text and schema
- Express mental pictures verbally and in drawings, dramatics, and writing
- Form unique interpretations ("your own interpretation from your own imagination")
- Clarify thinking and draw conclusions
- Understand that personal images are influenced by sharing other's images
- Adapt images to incorporate new information
- Show mental images in writing

Skills:

Through the strategy of schema

- Model ideas, themes, and experiences from texts and performances
- Compare/contrast stories (Throughout the year we will compare plot, purpose, text, patterns of books by: Jan Brett, Dr. Suess, Eric Carle, Laura Numeroff)
- Compare/contrast genres
- Compare/contrast fiction and non-fiction
- Model and practice retelling stories
- Think aloud (model)
- Understand story structure/mapping
- Identify characters and setting
- Note details
- Distinguish between fantasy and realism
- Classify
- Sequence events
- Understand cause and effect
- Use schema

Study Skills

- Interpret information contained in T-charts, Venn Diagrams, graphs, 3-column charts, K-W-Ls or Schema questions (I wonder) (- learning)
- Locate parts of a book
- Follow directions
- Develop independent work habits
- Understand the differences between fiction and non-fiction

- Evaluate

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- Draw conclusions
- Use schema

Study Skills

- Interpret information contained in T-charts, Venn Diagrams, graphs, 3-column charts, K-W-Ls or Schema questions (I wonder) (- learning)
- Read a picture map
- Locate parts of a book
- Follow multi - step directions
- Develop independent work habits
- Understand the differences between fiction and non-fiction
- Use ABC order
- Self-select books for personal preference
- Use environmental print/word wall
- Parallel Tasks for decoding and

	<ul style="list-style-type: none"> • Model and guide ABC order • Self-select books for personal preference • Use environmental print/word wall • Parallel Tasks for decoding and comprehension 	comprehension
Assessment	<ul style="list-style-type: none"> • Theme Test (1/2) • Letter and sound identification (until student has mastery) • Kindergarten sight words (until student has mastery) • Teacher observation • Anecdotal records • Check 10-week sight word list (until mastery) • Running records (including comprehension check) (done at the end of each quarter) • DIBELS progress monitoring (phoneme segmentation, non-sense word fluency) 	<ul style="list-style-type: none"> • Letter and sound identification (until student has mastery) • Kindergarten sight words (until student has mastery) • Teacher observation • Anecdotal records • Begin to check 20-week sight word list (until mastery) • Running records (including comprehension check) (done at the end of each quarter) • DIBELS progress monitoring (phoneme segmentation, non-sense word fluency)
Resources		

	<p>anthology, morning message, Little Readers, Phonics Readers, classroom library books, song, school library books, reader's workshop, buddy and choral reading, weekly book bags weekly book bags with family activities.</p> <ul style="list-style-type: none"> Develop strategies for self-selecting books (5 finger rule, interest, genre variety) <p>Teacher Read-aloud: Determined by individual teachers and reading series</p>	<p>library books, song, school library books, reader's workshop, buddy and choral reading, weekly book bags weekly book bags with family activities.</p> <p>Teacher Read-aloud: Determined by individual teachers and reading series</p>
<p>Skills</p>	<p>Decoding</p> <p>Vocabulary Acquisition:</p> <ul style="list-style-type: none"> High Frequency Words -- <i>grow, light, long, more, other, right, room, small, these, could, house, how, over, own, so, world, give, good, her, little, try, was, fly, out</i> Use antonyms Use size words Use Social Studies words Use state and country names Use base words with <i>-ing</i> Use weather words Use nouns (naming words) Use verbs (actions words) Greetings and closings through daily message <p>Skills:</p> <ul style="list-style-type: none"> Correlate letters and sounds Use consonant digraphs <i>th, ch, sh, wh, ending tch</i> Identify and use long vowels <i>-a, -i</i> Identify and use silent <i>-e</i> Introduce contractions Decode using beginning sounds Decode using ending sounds Blend words with final clusters <i>--nd, ng, nk</i> Use <i>I and me</i> correctly Understand alphabetical order Decode using word families <p>Technology: <i>Bailey's Book House</i> (beginning and ending sounds, rhyming sounds, word families, etc. to support early reading development, starfall.com, heartsoft / reading rodeo, pbskids.org)</p> <p>Comprehension</p> <p>Strategies:</p> <p>Houghton-Mifflin</p> <ul style="list-style-type: none"> Monitor/Clarify 	<p>Decoding</p> <p>Vocabulary Acquisition:</p> <ul style="list-style-type: none"> High Frequency Words -- <i>morning, found, shout, by, out, show, climb, cow, table, now, door, there, through, horse, wall, been, far, forest, goes, hungry, soon, evening, hear</i> Use fruit and vegetable words Use rhyming words Use expressions of surprise Use parts of the body words Use animal action words Use nouns (naming words) Use verbs (actions words) Use adjectives (descriptive words) Greetings and closings through daily message <p>Skills:</p> <ul style="list-style-type: none"> Correlate letters and sounds Identify and use long vowels <i>--o, --e, --u</i> Identify and use vowel pairs <i>--ee, --ea, --ai, --ay</i> Decode using beginning sounds Decode using ending sounds Blend words with final clusters <i>--ft --lk, nt</i> Understand alphabetical order Decode using word families <p>Technology: <i>Bailey's Book House</i> (beginning and ending sounds, rhyming sounds, word families, etc. to support early reading development, starfall.com, heartsoft / reading rodeo, pbskids.org)</p> <p>Comprehension</p> <p>Strategies:</p> <p>Houghton-Mifflin</p> <ul style="list-style-type: none"> Predict/Infer Question

- Question
- Summarize

Schema -- Build on schema and mental pictures using inference

- Make predictions; confirm/contradict
- Infer word meaning -- use schema, picture clues, textual clues, re-reading, sharing
- Understand author's purpose
- Understand character's traits
- Understand character transformation
- Re-read for understanding
- Use prior knowledge and textual clues to draw conclusions and make interpretations
- Find answers to questions not explicitly stated in the text
- State evidence from text for inferences
- Identify supporting details

Skills:

Through the strategy of schema

- Model ideas, themes, and experiences from texts and performances
- Compare/contrast stories (Throughout the year we will compare plot, purpose, text, patterns of books by: Jan Brett, Dr. Suess, Eric Carle, Laura Numeroff)
- Compare/contrast genres
- Compare/contrast fiction and non-fiction
- Model and practice retelling stories
- Think aloud (model)
- Understand story structure/mapping
- Identify characters and traits
- Make generalizations
- Note details
- Make thinking visible in picture/writing
- Distinguish between fantasy and realism
- Identify setting
- Understand cause and effect
- Identify sequence
- Use schema
- Create mental questions
- Add to or change an ending of a story to create a different ending
- Comprehend, interpret, and respond to imaginative texts and performances

Study Skills

- Interpret information contained in T-charts, Venn Diagrams, graphs, 3-column charts, K-W-Ls or Schema questions (I wonder) (- learning), maps
- Locate parts of a book
- Follow multi - step directions
- Develop independent work habits

- Summarize

Schema -- Build on schema and mental pictures using inference

- Make predictions; confirm/contradict
- Infer word meaning -- use schema, picture clues, textual clues, re-reading, sharing
- Understand author's purpose
- Understand character's traits
- Understand character transformation
- Re-read for understanding
- Use prior knowledge and textual clues to draw conclusions and make interpretations
- Find answers to questions not explicitly stated in the text
- State evidence from text for inferences
- Identify supporting details

Skills:

Through the strategy of schema

- Model ideas, themes, and experiences from texts and performances
- Compare/contrast stories (Throughout the year we will compare plot, purpose, text, patterns of books by: Jan Brett, Dr. Suess, Eric Carle, Laura Numeroff)
- Compare/contrast genres
- Compare/contrast fiction and non-fiction
- Model and practice retelling stories
- Think aloud (model)
- Understand story structure/mapping
- Identify characters and traits
- Make generalizations
- Note details
- Make thinking visible in picture/writing
- Distinguish between fantasy and realism
- Identify setting
- Understand cause and effect
- Identify sequence
- Use schema
- Create mental questions
- Comprehend, interpret, and respond to imaginative texts and performances

Study Skills

- Interpret information contained in T-charts, Venn Diagrams, graphs, 3-column charts, K-W-Ls or Schema questions (I wonder) (- learning), maps
- Locate parts of a book
- Follow multi - step directions
- Develop independent work habits
- Understand the differences between fiction and non-fiction
- Use ABC order

	<ul style="list-style-type: none"> • Understand the differences between fiction and non-fiction • Use ABC order • Self-select books for personal preference • Use environmental print/word wall • Introduce dictionaries • Parallel Tasks for decoding and comprehension 	<ul style="list-style-type: none"> • Self-select books for personal preference • Use environmental print/word wall • Introduce dictionary drills • Parallel Tasks for decoding and comprehension
Assessment	<ul style="list-style-type: none"> • Theme Test 4 • Letter and sound identification (until student has mastery) • Kindergarten sight words (until student has mastery) • Teacher observation • Anecdotal records • Begin to check 20-week sight word list (until mastery) • Running records (including comprehension check) (done at the end of each quarter) 	<ul style="list-style-type: none"> • Letter and sound identification (until student has mastery) • Kindergarten sight words (until student has mastery) • Teacher observation • Anecdotal records • Begin to check 30-week sight word list (until mastery) • Running records (including comprehension check) (done at the end of each quarter)
Resources		

	<p>Readers, Phonics Readers, classroom library books, song, school library books, reader's workshop, buddy and choral reading, weekly book bags weekly book bags with family activities.</p> <p>Teacher Read-aloud: Determined by individual teachers and reading series</p>	<p>reading, weekly book bags weekly book bags with family activities.</p> <p>Teacher Read-aloud: Determined by individual teachers and reading series</p>
<p>Skills</p>	<p>Decoding</p> <p>Vocabulary Acquisition:</p> <ul style="list-style-type: none"> • High Frequency Words -- <i>again, both, gone, or, want, turn, hard, afraid, any, bear, follow, most, tall, water, idea, old, piece, shoe, start, under, very wear, build</i> • Categorize words • Use friendship words • Use multiple-meaning words • Use city words • Use house words • Use compound words • Use nouns (naming words) • Use verbs (actions words) • Use adjectives (descriptive words) • Use base words • Use pronouns • Use proper nouns • Use common nouns • Greetings and closings through daily message <p>Skills:</p> <ul style="list-style-type: none"> • Correlate letters and sounds • Identify and use vowel pairs --<i>oa, --ow, --oo, --ew, --ue, --ou</i> • Identify and use <i>long i, --ie, igh</i> • Decode using beginning sounds • Decode using ending sounds • Identify and use pronouns • Identify and use proper nouns • Identify and use common nouns • Understand alphabetical order • Decode using word families <p>Technology: <i>Bailey's Book House</i> (beginning and ending sounds, rhyming sounds, word families, etc. to support early reading development, starfall.com, heartsoft / reading rodeo, pbskids.org)</p> <p>Comprehension</p> <p>Strategies:</p>	<p>Decoding</p> <p>Vocabulary Acquisition:</p> <ul style="list-style-type: none"> • High Frequency Words -- <i>about, because, draw, happy, teacher, part, tiny, always, eight, arms, seven, warm, ready, body, carry, kind, put, saw, butter, were, work, person</i> • Use compound words • Use nature words • Use science words • Use color and pattern words • Use homophones • Use words that describe apple products • Use nouns (naming words) • Use verbs (actions words) • Use adjectives (descriptive words) • Use words with syllables • Use words with pre-fixes • Use comparison words • Use synonyms • Use possessive nouns • Greetings and closings through daily message <p>Skills:</p> <ul style="list-style-type: none"> • Correlate letters and sounds • Identify and use vowel pairs --<i>ou, --ow</i> • Decode using beginning sounds • Decode using ending sounds • Decode using base words and ending <i>-s, -ed, -ing</i> • Decode using sounds for <i>y -- long i and long e</i> • Understand and use synonyms • Understand and use possessive nouns • Understand and use comparison words • Understand alphabetical order • Decode using word families <p>Technology: <i>Bailey's Book House</i> (beginning and ending sounds, rhyming sounds, word families, etc. to support early reading development, starfall.com, heartsoft / reading rodeo, pbskids.org)</p> <p>Comprehension</p>

Houghton-Mifflin

- Monitor/Clarify
- Question

Schema -- Build on schema, mental pictures, inference using questioning

- Ask questions to clarify meaning
- Consider author's intent and style
- Use questions to guide inference
- Identify supporting details to support inference
- Orally formulate questions about some aspect of the story

Skills:

Through the strategy of schema

- Model ideas, themes, and experiences from texts and performances
- Compare/contrast stories (Throughout the year we will compare plot, purpose, text, patterns of books by: Jan Brett, Dr. Suess, Eric Carle, Laura Numeroff)
- Compare/contrast genres
- Compare/contrast fiction and non-fiction
- Model and practice retelling stories
- Think aloud (model)
- Understand story structure/mapping
- Discuss characters and how they change
- Make predictions
- Classify
- Note details
- Distinguish between fantasy and realism
- Identify setting
- Identify plot
- Understand cause and effect
- Identify sequence
- Draw conclusions
- Use schema
- Create mental questions
- Read aloud with expression and fluency
- Comprehend, interpret, and respond to imaginative texts and performances
- Read aloud with expression and fluency

Study Skills

- Interpret information contained in T-charts, Venn Diagrams, graphs, 3-column charts, K-W-Ls or Schema questions (I wonder) (- learning), maps, posters
- Locate parts of a book
- Follow multi - step directions
- Develop independent work habits
- Understand the differences between fiction and non-fiction

Strategies:

Houghton-Mifflin

- Evaluate
- Predict/Infer
- Summarize

Schema -- Build on schema, mental pictures, inference using questioning

- Ask questions to clarify meaning
- Consider author's intent and style
- Use questions to guide inference
- Identify supporting details to support inference
- Orally formulate questions about some aspect of the story
- Formulate in writing questions about some aspect of the story

Skills:

Through the strategy of schema

- Compare/contrast stories (Throughout the year we will compare plot, purpose, text, patterns of books by: Jan Brett, Dr. Suess, Eric Carle, Laura Numeroff)
- Compare/contrast genres
- Compare/contrast fiction and non-fiction
- Model and practice retelling stories
- Think aloud (model)
- Understand story structure/mapping
- Discuss characters and how they change
- Make predictions
- Classify
- Note details
- Distinguish between fantasy and realism
- Identify setting
- Identify plot
- Understand cause and effect
- Identify sequence
- Draw conclusions
- Use schema
- Create mental questions
- Identify, explain, and evaluate themes and experiences from texts and performances
- Comprehend, interpret, and respond to imaginative texts and performances
- Read aloud with expression and fluency

Study Skills

- Interpret information contained in T-charts, Venn Diagrams, graphs, 3-column charts, K-W-Ls or Schema questions (I wonder) (- learning), maps, posters
- Locate parts of a book

	<ul style="list-style-type: none"> • Self-select books for personal preference • Use environmental print/word wall • Use dictionaries • Locate information using classroom, library, media center resources • Parallel Tasks for decoding and comprehension 	<ul style="list-style-type: none"> • Follow multi - step directions • Develop independent work habits • Understand the differences between fiction and non-fiction • Self-select books for personal preference • Use environmental print/word wall • Use dictionaries • Introduce glossary • Locate information using classroom, library, media center resources • Parallel Tasks for decoding and comprehension
Assessment	<ul style="list-style-type: none"> • Letter and sound identification (until student has mastery) • Kindergarten sight words (until student has mastery) • Teacher observation • Anecdotal records • Check 30-week sight word list (until mastery) • Running records (including comprehension check) (done at the end of each quarter) 	<ul style="list-style-type: none"> • Theme Test 6 • Letter and sound identification (until student has mastery) • Kindergarten sight words (until student has mastery) • Teacher observation • Anecdotal records • Begin to check 40-week sight word list (until mastery) • Running records (including comprehension check) (done at the end of each quarter)
Resources		

	<p>library books, song, school library books, reader's workshop, buddy and choral reading, weekly book bags weekly book bags with family activities.</p> <p>Teacher Read-aloud: Determined by individual teachers and reading series</p>	<p>bags with family activities.</p> <p>Teacher Read-aloud: Determined by individual teachers and reading series</p>
<p>Skills</p>	<p>Decoding</p> <p>Vocabulary Acquisition:</p> <ul style="list-style-type: none"> • High Frequency Words -- <i>around, dance, else, open, talk, ever, though, ocean, after, before, buy, pretty, school, done, off, wash, only, together, watched, baby, edge, enough, garden, sharp</i> • Use sensory words • Use family activity words • Use synonyms • Use feeling words • Use possessive pronouns • Use bird words • Use words with suffixes • Use nouns (naming words) • Use verbs (actions words) • Use adjectives (descriptive words) • Greetings and closings through daily message <p>Skills:</p> <ul style="list-style-type: none"> • Correlate letters and sounds • Decode words using suffixes <i>-ful, --ly, --y</i> • Identify and use vowel pairs <i>--oi, --oy, --aw, --au</i> • Decode using beginning sounds • Decode using ending sounds • Decode using r-controlled vowels <i>--ar, --ore, --or, --er, --ur, ir</i> • Understand alphabetical order • Decode using word families <p>Technology: <i>Bailey's Book House</i> (beginning and ending sounds, rhyming sounds, word families, etc. to support early reading development, starfall.com, heartsoft / reading rodeo, pbskids.org</p> <p>Comprehension</p> <p>Strategies:</p> <p>Houghton-Mifflin</p> <ul style="list-style-type: none"> • Question • Evaluate 	<p>Decoding</p> <p>Vocabulary Acquisition:</p> <ul style="list-style-type: none"> • High Frequency Words -- <i>began, laugh, sure, head, divide, second, break, alone, against, already, caught, begin, minute, able, eye, present, thoughts</i> • Use Math words • Use ordinal number words • Use words with prefixes (dis, re) • Use figurative language: comparisons • Use words with suffixes (ly) • Use clothing words • Use nouns (naming words) • Use verbs (actions words) • Use adjectives (descriptive words) • Greetings and closings through daily message <p>Skills:</p> <ul style="list-style-type: none"> • Correlate letters and sounds • Identify and use vowel pairs <i>--ee, --ea, --ai, --ay</i> • Decode using beginning sounds • Decode using ending sounds • Decode words using base word endings <i>--er, --est</i> • Decode words using prefixes <i>dis-- , re--</i> • Understand alphabetical order • Decode using word families <p>Technology: <i>Bailey's Book House</i> (beginning and ending sounds, rhyming sounds, word families, etc. to support early reading development, starfall.com, heartsoft / reading rodeo, pbskids.org</p> <p>Comprehension</p> <p>Strategies:</p> <p>Houghton-Mifflin</p> <ul style="list-style-type: none"> • Predict/Infer • Summarize • Monitor/Clarify <p>Schema -- Build on schema, mental pictures,</p>

- Monitor/Clarify

Schema -- Build on schema, mental pictures, inference, questioning using synthesis

- Identify themes, topic, main idea with supporting details
- Retell a story (plays)
- Summarize
- Generalize
- Evaluate a piece
- Integrate all strategies
- Self-monitor reading
- Create interpretation from creative language and metaphor
- Orally formulate questions about some aspect of the story
- Formulate in writing questions about some aspect of the story

Skills:

Through the strategy of schema

- Compare/contrast stories (Throughout the year we will compare plot, purpose, text, patterns of books by: Jan Brett, Dr. Suess, Eric Carle, Laura Numeroff)
- Compare/contrast genres
- Compare/contrast fiction and non-fiction
- Model and practice retelling stories
- Think aloud (model)
- Understand story structure/mapping
- Discuss characters and how they change
- Make predictions
- Classify
- Note details
- Distinguish between fantasy and realism
- Identify setting
- Identify plot
- Understand cause and effect
- Identify sequence
- Draw conclusions
- Use schema
- Create mental questions
- Identify, explain, and evaluate themes and experiences from texts and performances
- Comprehend, interpret, and respond to imaginative texts and performances
- Read aloud with expression and fluency

Study Skills

- Interpret information contained in T-charts, Venn Diagrams, graphs, 3-column charts, K-W-Ls or Schema questions (I wonder) (- learning), maps, posters
- Locate parts of a book
- Follow multi - step directions

inference, questioning using synthesis

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- Summarize
- Generalize
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Study Skills

- Interpret information contained in T-charts, Venn Diagrams, graphs, 3-column charts, K-W-Ls or Schema questions (I wonder) (- learning), maps, posters
- Locate parts of a book
- Follow multi - step directions
- Develop independent work habits
- Understand the differences between fiction and non-fiction

	<ul style="list-style-type: none"> • Develop independent work habits • Understand the differences between fiction and non-fiction • Self-select books for personal preference • Use environmental print/word wall • Use dictionary/glossary • Locate information using classroom, library, media center resources • Parallel Tasks for decoding and comprehension 	<ul style="list-style-type: none"> • Self-select books for personal preference • Use environmental print/word wall • Use dictionary/glossary • Locate information using classroom, library, media center resources • Parallel Tasks for decoding and comprehension
Assessment	<ul style="list-style-type: none"> • Letter and sound identification (until student has mastery) • Kindergarten sight words (until student has mastery) • Teacher observation • Anecdotal records • Check 40-week sight word list (until mastery) • Running records (including comprehension check) (done at the end of each quarter) • Gates-MacGinitie Reading Test 	<ul style="list-style-type: none"> • Theme Test 9 • Letter and sound identification (until student has mastery) • Kindergarten sight words (until student has mastery) • Teacher observation • Anecdotal records • Check 40-week sight word list (until mastery) • Running records (including comprehension check) (done at the end of each quarter)
Resources		