

	<p>relationships with peers or adults; for example reading together silently or aloud</p> <p>Teacher Read-aloud: <i>The Pumpkin Runner</i></p>	<p>and Social Studies block)</p>
<p>Skills</p>	<p>Decoding</p> <p>Vocabulary Acquisition: (Introduce Day 1 of story and reinforce on a daily basis)</p> <ul style="list-style-type: none"> • Multiple-meaning words • Alphabetical order • Travel words • Nautical terms • Informal and formal vocabulary and language skills activities • The identification of missing or unclear language is modeled throughout this month using Daily Language Practice (DLP) sheets, and is practiced individually throughout the year • Use entry words and word meanings in a dictionary • Citizenship Words <p>Skills:</p> <ul style="list-style-type: none"> • Vowels (short and long) • Suffixes (-ly, -y) <p>Comprehension</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Predict/infer • Phonics/decoding • Monitor/clarify • Question • Summarize • Evaluate <p>Skills:</p> <ul style="list-style-type: none"> • Understand story structure • Sequence events • Make inferences • Understand text organization • Identify topic, main idea, and supporting details in a selection • Categorize and classify • Relate data and facts from informational texts to prior knowledge, information, and experiences • Identify purpose for reading • Engage in purposeful reading in large and small groups • Categorize and classify 	<p>Decoding</p> <p>Vocabulary Acquisition: (Introduce Day 1 of story and reinforce on a daily basis)</p> <ul style="list-style-type: none"> • Use guide words in a dictionary • Antonyms • Use context clues to determine unknown words • Farm words • Types of hats • Citizenship words • Homophones • Informal and formal vocabulary and language skills activities • Railroad words • Types of hats <p>Skills:</p> <ul style="list-style-type: none"> • Word roots (tele-, -rupt) • Vowel sounds (/ou/ and /o/, /oo/ and /oo/, /ir/, /ar/ and /ar/) • Contractions • Differences between phrases and sentences • Basewords and endings (-er, -est) • Final sounds (/er/, /l/, /el/) <p>Comprehension</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Predict/infer • Phonics/decoding • Monitor/clarify • Question • Summarize • Evaluate <p>Skills:</p> <ul style="list-style-type: none"> • Make generalizations • Draw conclusions • Make judgments about character's actions/decisions in theme stories • Read content articles effectively (Social Studies) • Read student letters sent through the school post office to enhance personal relationships • Read aloud at an age-appropriate rate • Engage in purposeful reading in large and

	<ul style="list-style-type: none"> • Identify cultural inferences in texts and performances • Understand and sequence events <p><u>Study Skills</u></p> <ul style="list-style-type: none"> • Identify the parts of a book • Use graphic organizers to record significant details (K-W-L chart) • Identify and interpret significant facts taken from maps • Adjust reading rate to suit material being read • Use a thesaurus to expand vocabulary choices • Recognize and use organizational features of texts, such as table of contents, indexes, page numbers, and chapter headings/subheadings to locate information • Select books to meet informational needs • Read with attention to sentence structure and punctuation such as periods, question marks, and commas to assist in comprehension • Recognize and use organizational features of texts, such as table of contents, indexes, page numbers, and chapter headings / subheadings to locate information <p>(Self-selection of books is taught during library time and is reinforced during DEAR time.)</p>	<p>small groups</p> <ul style="list-style-type: none"> • Read song lyrics • Identify cultural inferences in texts and performances <p><u>Study Skills</u></p> <ul style="list-style-type: none"> • Take notes • Outline • Use guide words in a dictionary • Location and use of library media resources is introduced and practiced during library time • Recognize and use organizational features of texts, such as table of contents, indexes, page numbers, and chapter headings/subheadings to locate information • Select books to meet informational needs • Read with attention to sentence structure and punctuation such as periods, question marks, and commas to assist in comprehension • Identify and interpret significant facts from a time line <p>(Self-selection of books is taught during library time and is reinforced during DEAR time.)</p>
Assessment	<ul style="list-style-type: none"> • Weekly selection tests • Reading skills assessments (periodically) • Theme test (when theme completed) • Practice book checks • Accelerated Reader points charted/rewarded/assessed (minimum 25 books by June) • ELA type response questions • Popcorn style oral reading activities in content areas 	<ul style="list-style-type: none"> • Weekly selection tests • Reading skills assessments (periodically) • Theme test (when theme completed) • Practice book checks • Accelerated Reader points charted/rewarded/assessed (minimum 25 books by June) • ELA type response questions • Popcorn style oral reading activities in content areas
Resources		

Reading Grade 4

Course: Reading 4

South Se

Developed by: *Stacey Clark*

Based on the Work of: *Leo Guelpa, Deb Stasierowski, Roberta Beckhorn*

From: September 2006 to June 2007 (10 months)

Map Status: In Progress - Shared

Mapping Category	November 2008	December 2008
Theme	<p>Theme: Theme 3</p> <ul style="list-style-type: none"> Imagination <p>Approximate timeframe of theme: 3 weeks</p>	<p>Theme: Theme 3 & 4</p> <ul style="list-style-type: none"> Families Around the World ELA prep <p>Approximate timeframe of theme: 2 weeks</p>
Content	<p><u>Teacher Instructed</u></p> <p>Genre: Book/story:</p> <ul style="list-style-type: none"> Non-fiction (newspaper article) Pourquoi Tales Fiction (fantasy) -- The Stranger Fairy Tales -- Cendrillon Fiction (tall tales) -- Heat Wave (Hero Stories) <p>Literary elements:</p> <ul style="list-style-type: none"> Character details and motivation as related to shared stories and writing Identify story problem (story conflict) <p><u>Reading for enjoyment and independence:</u></p> <ul style="list-style-type: none"> <i>Accelerated Reader</i> and <i>Book Adventure</i> Assigned reading per night (20 minutes) DEAR/SSR -- 45/60 minutes/week Supplementary books available: <i>Reader's Library</i> and <i>Leveled Books</i> <p>Indicators covered:</p> <ul style="list-style-type: none"> Reads print-based imaginative and factual texts silently on a daily basis for enjoyment Engages in independent silent reading Selects literature based on personal needs and interests from a variety of genres and by different authors Share reading experiences to build relationships with peers or adults; for example reading together silently or aloud <p><u>Teacher Read-aloud:</u></p> <ul style="list-style-type: none"> TBD by individual teacher (ELA block) Cross-curricular chapter books (Science and Social Studies) 	<p><u>Teacher Instructed</u></p> <p>Genre: Book/sto</p> <ul style="list-style-type: none"> Fiction (fantasy) -- Fiction (realistic) -- <i>My Name is Maria</i>, <i>Dragon</i>, <i>Tanya's Reunion</i> <p>Literary elements:</p> <ul style="list-style-type: none"> Author's voice Character's point of view Characteristics of poetry (how to read) <p><u>Reading for enjoyment and independence:</u></p> <ul style="list-style-type: none"> <i>Accelerated Reader</i> and <i>Book Adventure</i> Assigned reading per night (20 minutes) DEAR/SSR -- 45/60 minutes/week Supplementary books available: <i>Reader's Library</i> and <i>Leveled Books</i> <p>Indicators covered:</p> <ul style="list-style-type: none"> Reads print-based imaginative and factual texts silently on a daily basis for enjoyment Engages in independent silent reading Selects literature based on personal needs and interests from a variety of genres and by different authors Share reading experiences to build relationships with peers or adults; for example reading together silently or aloud <p><u>Teacher Read-aloud:</u></p> <ul style="list-style-type: none"> TBD by individual teacher (ELA block) Cross-curricular chapter books (Science and Social Studies)

	block)	
Skills	<p><u>Decoding</u></p> <p>Vocabulary Acquisition: (Introduce Day 1 of story and reinforce on a daily basis)</p> <ul style="list-style-type: none"> • Use context clues to determine unknown words • Farm words • Informal and formal vocabulary and language skills activities <p>Skills:</p> <ul style="list-style-type: none"> • Word roots (sign, spect) • Vowels (/or/, /ur/) • Suffixes (-er, -or, -ist) • Possessives <p><u>Comprehension</u></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Predict/infer • Phonics/decoding • Monitor/clarify • Question • Summarize • Evaluate <p>Skills:</p> <ul style="list-style-type: none"> • Note details • Problem-solve based on identified problems found in shared literature • Understand cause/effect • Make generalizations • Make inferences • Read instructions effectively • Read a newspaper article effectively • Read student letters sent through the school post office to enhance personal relationships • Read with increased fluency and confidence from a variety of texts • Engage in purposeful reading in large and small groups • Recognize how language and illustrations are used to persuade in printed and filmed advertisements • Identify cultural inferences in texts and performances • Differentiate between fantasy and realism • Note details • Compare / contrast texts of the same story (listening) • Compare / contrast fantasy vs. reality • Recognize the value of illustrations in an imaginative text • Differentiate between fantasy and realism • Make inferences 	<p><u>Decoding</u></p> <p>Vocabulary Acquisition: (Introduce D on a daily basis)</p> <ul style="list-style-type: none"> • Use guide words in a dictionary • Synonyms • Compound words • Farm words • Types of hats • Citizenship words • Homophones • Informal and formal vocabulary and <p>Skills:</p> <ul style="list-style-type: none"> • Compound words <p><u>Comprehension</u></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Predict/infer • Phonics/decoding • Monitor/clarify • Question • Summarize • Evaluate <p>Skills:</p> <ul style="list-style-type: none"> • Understand cause and effect • Draw conclusions • Read student letters sent through th enhance personal relationships • Analyze ideas and information base personal experiences • Engage in purposeful reading in larg • Compare / contrast information on different sources <p><u>Study Skills</u></p> <ul style="list-style-type: none"> • Make a story chart • Use guide words in a dictionary • Recognize and use organizational fe table of contents, indexes, page num headings/subheadings to locate info • Select books to meet informational • Read with attention to sentence stru such as periods, question marks, an comprehension <p>(Self-selection of books is taught during libra</p>

	<p><u>Study Skills</u></p> <ul style="list-style-type: none"> • Identify and interpret significant facts taken from time lines and schedules • Use entry words and word meanings in a dictionary • Recognize and use organizational features of texts, such as table of contents, indexes, page numbers, and chapter headings/subheadings to locate information • Select books to meet informational needs • Read with attention to sentence structure and punctuation such as periods, question marks, and commas to assist in comprehension <p>(Self-selection of books is taught during library time and is reinforced during DEAR time.)</p>	<p>during DEAR time.)</p>
<p>Assessment</p>	<ul style="list-style-type: none"> • Weekly selection tests • Reading skills assessments (periodically) • Theme test (when theme completed) • Practice book checks • Accelerated Reader points charted/rewarded/assessed (minimum 25 books by June) • ELA type response questions • Popcorn style oral reading activities in content areas 	<ul style="list-style-type: none"> • Weekly selection tests • Reading skills assessments (periodically) • Theme test (when theme completed) • Practice book checks • Accelerated Reader points charted/rewarded/assessed (minimum 25 books by June) • ELA type response questions • Popcorn style oral reading activities in content areas
<p>Resources</p>		

Reading Grade 4

G

Course: Reading 4

South Seneca Elementary

Developed by: *Stacey Clark*

Based on the Work of: *Leo Guelpa, Deb Stasierowski, Roberta Beckhorn*

From: September 2006 to June 2007 (10 months)

Map Status: In Progress - Shared

Mapping Category	January 2009	February 2009
Theme	<p>Theme: Theme 4 & 5</p> <ul style="list-style-type: none"> • Heroes <p>Approximate timeframe of theme: 3 weeks, 1 week</p>	<p>Theme: 5 & 6</p> <ul style="list-style-type: none"> • Nature & Weather <p>Approximate timeframe of theme: 3 weeks</p>
Content	<p><u>Teacher Instructed</u></p> <p>Genre: Book/story:</p> <ul style="list-style-type: none"> • Fiction (realistic) -- Sing to The Stars • The Luckiest Man • Happy Birthday, Dr. King • Lou Gehrig <p>Literary elements:</p> <ul style="list-style-type: none"> • Recognize the differences among genres of stories • Identify themes in literature <p><u>Reading for enjoyment and independence:</u></p> <ul style="list-style-type: none"> • <i>Accelerated Reader</i> and <i>Book Adventure</i> • Assigned reading per night (20 minutes) • DEAR/SSR -- 45/60 minutes/week • Supplementary books available: <i>Reader's Library</i> and <i>Leveled Books</i> <p>Indicators covered:</p> <ul style="list-style-type: none"> • Reads print-based imaginative and factual texts silently on a daily basis for enjoyment • Engages in independent silent reading • Selects literature based on personal needs and interests from a variety of genres and by different authors • Share reading experiences to build relationships with peers or adults; for example reading together silently or aloud 	<p><u>Teacher Instructed</u></p> <p>Genre: Book/story:</p> <p>Literary elements:</p> <ul style="list-style-type: none"> • Understand story structure • Wildfires <p><u>Reading for enjoyment and independence:</u></p> <ul style="list-style-type: none"> • <i>Accelerated Reader</i> and <i>Book Adventure</i> • Assigned reading per night (20 minutes) • DEAR/SSR -- 45/60 minutes/week • Supplementary books available: <i>Reader's Library</i> and <i>Leveled Books</i> <p>Indicators covered:</p> <ul style="list-style-type: none"> • Reads print-based imaginative and factual texts silently on a daily basis for enjoyment • Engages in independent silent reading • Selects literature based on personal needs and interests from a variety of genres and by different authors • Share reading experiences to build relationships with peers or adults; for example reading together silently or aloud <p><u>Teacher Read-aloud:</u></p> <ul style="list-style-type: none"> • <i>TBD</i> by individual teacher (ELA block) • Cross-curricular chapter books (Science and Social Studies block)

	<p><u>Teacher Read-aloud:</u></p> <ul style="list-style-type: none"> • TBD by individual teacher (ELA block) • Cross-curricular chapter books (Science and Social Studies block) 	
<p>Skills</p>	<p><u>Decoding</u></p> <p>Vocabulary Acquisition: (Introduce Day 1 of story and reinforce on a daily basis)</p> <ul style="list-style-type: none"> • Use a pronunciation key in a dictionary • Scientific terms (weather and climate words) • Types of clothing <p>Skills:</p> <ul style="list-style-type: none"> • Suffix (-able) • Endings (-ed, -ing) <p><u>Comprehension</u></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Predict/infer • Phonics/decoding • Monitor/clarify • Question • Summarize • Evaluate <p>Skills:</p> <ul style="list-style-type: none"> • Read student letters sent through the school post office to enhance personal relationships • Use specific evidence from stories to identify themes and describe characters • Engage in purposeful reading in large and small groups • Understand cause and effect • Compare and contrast character development • Make judgments • Differentiate between fact and opinion • Compare and contrast character development • make judgments -- fact vs. opinion, character traits of non-fiction subjects <p><u>Study Skills</u></p> <ul style="list-style-type: none"> • Use graphic organizers to record significant details (Venn diagram) • Use a pronunciation key in a dictionary • Select books to meet informational 	<p><u>Decoding</u></p> <p>Vocabulary Acquisition: (Introduce Day 1 of story and reinforce on a daily basis)</p> <ul style="list-style-type: none"> • Use a pronunciation key in a dictionary • Scientific terms (weather and climate words) • Types of clothing <p>Skills:</p> <ul style="list-style-type: none"> • Divide words into syllables • Words endings (-ed, -ing) <p><u>Comprehension</u></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Predict/infer • Phonics/decoding • Monitor/clarify • Question • Summarize • Evaluate <p>Skills:</p> <ul style="list-style-type: none"> • Understand story structure • Read student letters sent through the school post office to enhance personal relationships • Engage in purposeful reading in large and small groups • <p><u>Study Skills</u></p> <ul style="list-style-type: none"> • Identify and interpret significant facts taken from a diagram • Use a pronunciation key in a dictionary • Participate and understand real-life reading • Recognize and use organizational features of texts, such as table of contents, indexes, page numbers, and chapter headings/subheadings to locate information • Select books to meet informational needs • Read with attention to sentence structure and punctuation as periods, question marks, and commas to assist in comprehension <p>(Self-selection of books is taught during library time and is reinforced during DEAR time.)</p>

	<p>needs</p> <ul style="list-style-type: none"> • Read with attention to sentence structure and punctuation such as periods, question marks, and commas to assist in comprehension <p>(Self-selection of books is taught during library time and is reinforced during DEAR time.)</p>	
Assessment	<ul style="list-style-type: none"> • Weekly selection tests • Reading skills assessments (periodically) • Theme test (when theme completed) • Practice book checks • Accelerated Reader points charted/rewarded/assessed (minimum 25 books by June) • ELA type response questions • Popcorn style oral reading activities in content areas 	<ul style="list-style-type: none"> • Weekly selection tests • Reading skills assessments (periodically) • Theme test (when theme completed) • Practice book checks • Accelerated Reader points charted/rewarded/assessed (minimum 25 books by June) • ELA type response questions • Popcorn style oral reading activities in content areas
Resources		

Reading Grade 4

Grade

Course: Reading 4

South Seneca Elementary School

Developed by: *Stacey Clark*

Based on the Work of: *Leo Guelpa, Deb Stasierowski, Roberta Beckhorn*

From: September 2006 to June 2007 (10 months)

Map Status: In Progress - Shared

Mapping Category	March 2009	April 2009
Theme	<p>Theme: 6 & 7</p> <ul style="list-style-type: none"> Life Up North <p>Approximate timeframe of theme: 3 weeks</p>	<p>Theme: Theme 7</p> <ul style="list-style-type: none"> Life Up North <p>Approximate timeframe of theme: 3 weeks</p>
Content	<p><u>Teacher Instructed</u></p> <p>Genre: Book/story:</p> <ul style="list-style-type: none"> Weather / Natural Disaster Stories Non-fiction (expository) Fiction (realistic) Akaik Non - Fiction - Finding the Titanic <p>Literary elements:</p> <ul style="list-style-type: none"> Recognize the difference among the genres of stories Recognize and evaluate symbolism Develop setting Evaluate the content by identifying important and unimportant details <p><u>Reading for enjoyment and independence:</u></p> <ul style="list-style-type: none"> <i>Accelerated Reader</i> and <i>Book Adventure</i> Assigned reading per night (20 minutes) DEAR/SSR -- 45/60 minutes per week Supplementary books available: <i>Reader's Library</i> and <i>Leveled Books</i> <p>Indicators covered:</p> <ul style="list-style-type: none"> Reads print-based imaginative and factual texts silently on a daily basis for enjoyment Engages in independent silent reading Selects literature based on personal needs and interests from a variety of genres and by different authors Share reading experiences to build relationships with peers or adults; for example reading together silently or 	<p><u>Teacher Instructed</u></p> <p>Genre: Book/story:</p> <p>Literary elements:</p> <ul style="list-style-type: none"> Plot development Recognize and evaluate imagery <p><u>Reading for enjoyment and independence:</u></p> <ul style="list-style-type: none"> <i>Accelerated Reader</i> and <i>Book Adventure</i> Assigned reading per night (20 minutes) DEAR/SSR -- 45/60 minutes per week Supplementary books available: <i>Reader's Library</i> and <i>Leveled Books</i> <p>Indicators covered:</p> <ul style="list-style-type: none"> Reads print-based imaginative and factual texts silently on a daily basis for enjoyment Engages in independent silent reading Selects literature based on personal needs and interests from a variety of genres and by different authors Share reading experiences to build relationships with peers or adults; for example reading together silently or aloud <p><u>Teacher Read-aloud:</u></p> <ul style="list-style-type: none"> <i>TBD</i> by individual teacher (ELA block) Cross-curricular chapter books (Science and Social Studies block)

	<p>aloud</p> <p><u>Teacher Read-aloud:</u></p> <ul style="list-style-type: none"> • TBD by individual teacher (ELA block) • Cross-curricular chapter books (Science and Social Studies block) 	
<p>Skills</p>	<p><u>Decoding</u></p> <p>Vocabulary Acquisition: (Introduce Day 1 of story and reinforce on a daily basis)</p> <ul style="list-style-type: none"> • Word families • Connotation (negative and positive) • Musical terms • Cold Weather words <p>Skills:</p> <ul style="list-style-type: none"> • Base words and inflected forms (-s, -es, -ed, -ing, -er, -est) • Suffix (-ible) • Prefixes (re-, mis-, ex-) • Sounds (/k/, /ng/, /kw/) • Final sounds (/e/, /j/, /s/) • Syllabication <p><u>Comprehension</u></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Predict/infer • Phonics/decoding • Monitor/clarify • Question • Summarize • Evaluate <p>Skills:</p> <ul style="list-style-type: none"> • Follow directions • Predict outcomes • Read student letters sent through the school post office to enhance personal relationships • Engage in purposeful reading in large and small groups <p><u>Study Skills</u></p> <ul style="list-style-type: none"> • Take notes • Follow directions • Read unfamiliar texts independently to collect and interpret data, facts, and ideas (skim and scan) 	<p><u>Decoding</u></p> <p>Vocabulary Acquisition: (Introduce Day 1 of story and reinforce on a daily basis)</p> <ul style="list-style-type: none"> • Word families • Connotation (negative and positive) • Musical terms <p>Skills:</p> <ul style="list-style-type: none"> • VCCV pattern • Suffixes (-ful, -less, -ly) • Prefixes (pre-, con-, com-) <p><u>Comprehension</u></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Predict/infer • Phonics/decoding • Monitor/clarify • Question • Summarize • Evaluate <p>Skills:</p> <ul style="list-style-type: none"> • Problem solve • Read student letters sent through the school post office to enhance personal relationships • Engage in purposeful reading in large and small groups • Present an oral book report (Listening / speaking) • Compare and contrast media (listening / speaking) <p><u>Study Skills</u></p> <ul style="list-style-type: none"> • Follow directions • Read unfamiliar texts independently to collect and interpret data, facts, and ideas (skim and scan) • Use an encyclopedia • Recognize and use organizational features of texts, such as table of contents, indexes, page numbers, and chapter headings/subheadings to locate information • Select books to meet informational needs • Read with attention to sentence structure and punctuation such as periods, question marks, and commas to assist in

	<ul style="list-style-type: none"> • Recognize and use organizational features of texts, such as table of contents, indexes, page numbers, and chapter headings/subheadings to locate information • Select books to meet informational needs • Read with attention to sentence structure and punctuation such as periods, question marks, and commas to assist in comprehension <p>(Self-selection of books is taught during library time and is reinforced during DEAR time.)</p>	<p>comprehension</p> <p>(Self-selection of books is taught during library time and is reinforced during DEAR time.)</p>
Assessment	<ul style="list-style-type: none"> • Weekly selection tests • Reading skills assessments (periodically) • Theme test (when theme completed) • Practice book checks • Accelerated Reader points charted/rewarded/assessed (minimum 25 books by June) • ELA type response questions • Popcorn style oral reading activities in content areas 	<ul style="list-style-type: none"> • Weekly selection tests • Reading skills assessments (periodically) • Theme test (when theme completed) • Practice book checks • Accelerated Reader points charted/rewarded/assessed (minimum 25 books by June) • ELA type response questions • Popcorn style oral reading activities in content areas
Resources		

Reading Grade 4

G

Course: Reading 4

South Seneca Elementary

Developed by: *Stacey Clark*

Based on the Work of: *Leo Guelpa, Deb Stasierowski, Roberta Beckhorn*

From: September 2006 to June 2007 (10 months)

Map Status: In Progress - Shared

Mapping Category	May 2009	June 2009
Theme	<p>Theme: 8</p> <ul style="list-style-type: none"> Mysteries, plays and poetry <p>Approximate timeframe of theme: 4 weeks</p>	<p>Theme: Wrap Up</p> <ul style="list-style-type: none"> <p>Approximate timeframe of theme: 3 weeks</p>
Content	<p><u>Teacher Instructed</u></p> <p>Genre: Book/story:</p> <ul style="list-style-type: none"> plays Haiku Local History <p>Literary elements:</p> <ul style="list-style-type: none"> Understand story structure Understand author's viewpoint <p><u>Reading for enjoyment and independence:</u></p> <ul style="list-style-type: none"> <i>Accelerated Reader</i> and <i>Book Adventure</i> Assigned reading per night (20 minutes) DEAR/SSR -- 45/60 minutes/week Supplementary books available: <i>Reader's Library</i> and <i>Leveled Books</i> <p>Indicators covered:</p> <ul style="list-style-type: none"> Reads print-based imaginative and factual texts silently on a daily basis for enjoyment Engages in independent silent reading Selects literature based on personal needs and interests from a variety of genres and by different authors Share reading experiences to build relationships with peers or adults; for example reading together silently or aloud <p><u>Teacher Read-aloud:</u></p> <ul style="list-style-type: none"> <i>TBD</i> by individual teacher (ELA block) Cross-curricular chapter books (Science 	<p><u>Teacher Instructed</u></p> <p>Genre: Book/story:</p> <ul style="list-style-type: none"> Non-fiction (expository) <p>Literary elements:</p> <ul style="list-style-type: none"> Understand author's viewpoint Identify themes <p><u>Reading for enjoyment and independence:</u></p> <ul style="list-style-type: none"> <i>Accelerated Reader</i> and <i>Book Adventure</i> Assigned reading per night (20 minutes) DEAR/SSR -- 45/60 minutes/week Supplementary books available: <i>Reader's Library</i> and <i>Leveled Books</i> <p>Indicators covered:</p> <ul style="list-style-type: none"> Reads print-based imaginative and factual texts silently on a daily basis for enjoyment Engages in independent silent reading Selects literature based on personal needs and interests from a variety of genres and by different authors Share reading experiences to build relationships with peers or adults; for example reading together silently or aloud <p><u>Teacher Read-aloud:</u></p> <ul style="list-style-type: none"> <i>TBD</i> by individual teacher (ELA block) Cross-curricular chapter books (Science and Social Studies block)

	and Social Studies block)	
Skills	<p><u>Decoding</u></p> <p>Vocabulary Acquisition: (Introduce Day 1 of story and reinforce on a daily basis)</p> <ul style="list-style-type: none"> • Homophones • Word histories <p>Skills:</p> <ul style="list-style-type: none"> • Change final y to i • VCV pattern • Prefixes (re-, un-, dis-) • Review suffixes <p><u>Comprehension</u></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Predict/infer • Phonics/decoding • Monitor/clarify • Question • Summarize • Evaluate <p>Skills:</p> <ul style="list-style-type: none"> • Understand story structure • Understand text organization • Understand author's viewpoint • Read student letters sent through the school post office to enhance personal relationships • Engage in purposeful reading in large and small groups <p><u>Study Skills</u></p> <ul style="list-style-type: none"> • Take notes • Identify and interpret significant facts taken from tables and charts • Recognize and use organizational features of texts, such as table of contents, indexes, page numbers, and chapter headings/subheadings to locate information • Select books to meet informational needs • Read with attention to sentence structure and punctuation such as periods, question marks, and commas to assist in comprehension <p>(Self-selection of books is taught during library</p>	<p><u>Decoding</u></p> <p>Vocabulary Acquisition: (Introduce Day 1 of story and reinforce on a daily basis)</p> <ul style="list-style-type: none"> • Multiple-meaning words • Analogies • Parts of speech <p>Skills:</p> <ul style="list-style-type: none"> • Three syllable words • Suffixes (-less, -ness, -ion) • Root words (-graph, -tract) <p><u>Comprehension</u></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Predict/infer • Phonics/decoding • Monitor/clarify • Question • Summarize • Evaluate <p>Skills:</p> <ul style="list-style-type: none"> • Note details • Understand author's viewpoint • Make generalizations • Understand cause and effect • Read student letters sent through the school post office to enhance personal relationships • Explain a process (listening/speaking) • Engage in purposeful reading in large and small groups <p><u>Study Skills</u></p> <ul style="list-style-type: none"> • Outline • Read unfamiliar texts independently to collect and interpret data, facts, and ideas (skim and scan) • Recognize and use organizational features of texts, such as table of contents, indexes, page numbers, and chapter headings/subheadings to locate information • Select books to meet informational needs • Read with attention to sentence structure and punctuation such as periods, question marks, and commas to assist in comprehension <p>(Self-selection of books is taught during library time and is reinforced during DEAR time.)</p>

	time and is reinforced during DEAR time.)	
Assessment	<ul style="list-style-type: none"> • Weekly selection tests • Reading skills assessments (periodically) • Theme test (when theme completed) • Practice book checks • Accelerated Reader points charted/rewarded/assessed (minimum 25 books by June) • ELA type response questions • Popcorn style oral reading activities in content areas 	<ul style="list-style-type: none"> • Weekly selection tests • Reading skills assessments (periodically) • Theme test (when theme completed) • Practice book checks • Accelerated Reader points charted/rewarded/assessed (minimum 25 books by June) • ELA type response questions • Popcorn style oral reading activities in content areas
Resources		