

	<p>relationships with peers or adults; for example reading together silently or aloud</p> <p><u>Teacher Read-aloud:</u></p> <ul style="list-style-type: none"> Teacher choice - 15 minutes per day <p><u>Read-aloud for Listening Comprehension:</u> <i>Roadside America, Spy Run, Davy Lowe</i></p> <p>Book Adventure</p> <p>Students will read 25 books per year.</p>	<ul style="list-style-type: none"> <i>Festival in Valencia</i> <p>Literary elements:</p> <ul style="list-style-type: none"> Recognizes the differences among genres of stories, poems, plays Uses specific evidence from a story to describe character development Understands author's viewpoint Relates setting, plot, and characters in literature to own lives Evaluates the content by identifying the important and unimportant details, whether events, actions, characters, and/or settings are realistic, recurring themes across works in print and media Explains the differences between fiction and non-fiction <p><u>Reading for enjoyment and independence:</u></p> <p>DEAR/SSR -- self-selected books -- 15-20 - 3 times per week</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 Shares reading experiences to build relationships with peers or adults; for example reading together silently or aloud <p><u>Teacher Read-aloud:</u> <i>Teacher's choice-- 15 minutes per day</i></p> <p><u>Read-aloud for Listening Comprehension:</u></p> <ul style="list-style-type: none"> <i>What Turkeys Eat for Thanksgiving</i> <i>Honoring our 2 Greatest Presidents</i> <i>Punxsutwney Phil</i> Teacher Choice <p>Book Adventure</p> <p>Students will read 25 books per year</p>
<p>Skills</p>	<p><u>Decoding</u></p> <p>Vocabulary Acquisition:</p> <p>Skills:</p> <ul style="list-style-type: none"> Understand multiple meaning words Read key vocabulary words from specific 	<p><u>Decoding</u></p> <p>Vocabulary Acquisition:</p> <p>Skills:</p> <ul style="list-style-type: none"> Understand multiple meaning words Read key vocabulary words from specific stories

stories

Structural Analysis

- Identify base words
- Use syllables to help decode words
- Use inflectional endings -ed, -ing

Phonemic Knowledge

- Short vowels a,e,i,o,u
- Vowel consonant -e pattern

Comprehension

Strategies:

- Phonics/Decoding
- Predict/Infer
- Monitor/Clarify
- Question
- Summarize
- Evaluate

Skills:

- Identifies sequence of events
- Makes inferences
- Understands cause and effect
- Differentiates between fantasy and realism
- Predicts outcomes
- Recognizes how to read a poem
- Use previous reading and life experiences to understand and compare literature
- Recognize the value of illustration
- Determine the meaning of unfamiliar words by using the dictionary
- Formulating questions
- Identifying different types of questions
- Looking back
- Skimming
- Highlighting to find answers (picking out key words)

Study Skills

- Locate the parts of a book (author, illustrator, title page, table of contents, index, chapter headings)
- Identify and interpret significant facts taken from maps, graphs, charts, and other visuals (read a key)
- Use graphic organizers (K-W-L Chart)
- Use ABC order to locate words in a dictionary
- Locate the parts of a dictionary
- Use a thesaurus
- Questioning Techniques

- Understand and use similes
- Analyze ideas and information based on prior knowledge and personal experience (begin)
- Recognize the types of language appropriate to social communication (informal vocabulary)
- Use compound words
- Use contractions
- Read word families
- Use rhyming words

Structural Analysis

- Identify base words
- Use syllables to help decode words
- Use inflectional endings -ed, -ing
- Understand and use compound words
- Use plurals (change y to i)
- Understand contractions ('s, n't, 're, 'll)
- Use plurals with words ending in ch, sh, x, s

Phonemic Knowledge

- Short vowels a,e,i,o,u
- Vowel consonant -e pattern
- Long vowels ai, ay, ee, ea
- Long a sound
- Three letter clusters and unexpected consonant patterns
- Long i sound

Comprehension

Strategies:

- Phonics/Decoding
- Predict/Infer
- Monitor/Clarify
- Question
- Summarize
- Evaluate

Skills:

- Identifies purpose for reading
- Engage in purposeful oral reading in small and large groups
- Identifies sequence of events
- Makes inferences
- Understands cause and effect
- Differentiates between fantasy and realism
- Predicts outcomes
- Recognizes how to read a poem
- Recognize the differences among genres of stories, poems, plays
- Determine the meaning of unfamiliar words

	<ul style="list-style-type: none"> ○ Formulating Questions in groups ○ Identifying different types of questions ● Looking back / skimming ● Highlighting to find answers (picking out key words) 	<ul style="list-style-type: none"> by using the dictionary ● Categorize and classify ● Note details ● Identify topic, main ideas, supporting details in texts ● Differentiates fact from opinion ● Interprets details ● Draws conclusions ● Compare and contrast information on one topic from two different sources ● Compare and contrast characters, plot, and setting in two literary works ● Identify cultural influences in texts and performances ● Formulating questions ● Identifying different types of questions ● Looking back ● Skimming ● Highlighting to find answers (picking out key words) <p><u>Study Skills</u></p> <ul style="list-style-type: none"> ● Locate the parts of a book (author, illustrator, title page, table of contents, index, chapter headings) ● Identify and interpret significant facts taken from maps, graphs, charts, and other visuals (read a key) ● Use graphic organizers (K-W-L and Venn Diagram) ● Use ABC order to locate words in a dictionary ● Locate the parts of a dictionary ● Use dictionary guide words ● Use dictionary for word definitions, spelling and writing purposes ● Use a thesaurus ● Take notes ● Read unfamiliar texts to collect and interpret data, facts, and ideas (skim and scan) ● Follow a recipe ● Follow directions ● Questioning Techniques ● Formulating Questions in groups ● Identifying different types of questions ● Looking back / skimming ● Highlighting to find answers (picking out key words)
Assessment	<ul style="list-style-type: none"> ● Theme Test ● Gates MacGinitie Reading Test ● Weekly vocabulary tests ● Informal observation/listening to students read (including guided reading) ● Selection assessments ● Theme Skill Tests 	<ul style="list-style-type: none"> ● Theme Test ● Weekly vocabulary tests ● Informal observation/listening to students read (including guided reading) ● Selection assessments ● Theme Skill Tests

	<ul style="list-style-type: none">• Journal response	<ul style="list-style-type: none">• Journal response
Resources		

Reading Grade 3

Grade: 3

Course: Reading 3

South Seneca Elementary School

Developed by: *Stacey Clark*Based on the Work of: *Kimby Boland, Cindy Dresser, Patti Carol Perry*

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"> Celebrating Traditions Approximate timeframe of theme: 4 weeks	Theme: <ul style="list-style-type: none"> Celebrating Traditions Approximate timeframe of theme: (1 week, 2 weeks)
Content	<u>Teacher Instructed</u> <p>Genre:</p> <ul style="list-style-type: none"> Fiction (realistic) -- <i>The Keeping Quilt</i> Biography -- <i>Anthony Reynoso: Born to Rope</i> Fiction (realistic) -- <i>The Talking Cloth</i> Non-fiction -- <i>Dancing Rainbows</i> <p>Book/story:</p> <ul style="list-style-type: none"> <p>Guided Reading Group:</p> <ul style="list-style-type: none"> <i>Century Farm</i> <i>Festival in Valencia</i> <i>The Best Older Sister</i> <i>The Eyes of the Weaver</i> <i>Gramma's Fable</i> <i>The Mask Maker</i> <i>The Weaver's Gift</i> <i>Other books chosen based on children's interest</i> <p>Literary elements:</p> <ul style="list-style-type: none"> Uses specific evidence from a story to describe character development Understands author's viewpoint Recognizes the differences among genres of stories, poems, and plays Respects the age, gender, position and cultural traditions of the writer <p><u>Reading for enjoyment and independence:</u></p> <p>DEAR/SSR -- self-selected books -- 3 times per week</p> <ul style="list-style-type: none"> Reads print-based imaginative and factual texts silently on a daily basis for enjoyment 	<u>Teacher Instructed</u> <p>Genre:</p> <p>Celebrating Traditions</p> <ul style="list-style-type: none"> Fiction (realistic) -- <i>The Keeping Quilt</i> Biography -- <i>Anthony Reynoso: Born to Rope</i> Fiction (realistic) -- <i>The Talking Cloth</i> Non-fiction -- <i>Dancing Rainbows</i> <p>Book/story:</p> <ul style="list-style-type: none"> <p>Guided Reading Group:</p> <p>Celebrating Traditions</p> <ul style="list-style-type: none"> <i>Century Farm</i> <i>Festival in Valencia</i> <i>The Best Older Sister</i> <i>The Eyes of the Weaver</i> <i>Gramma's Fable</i> <i>The Mask Maker</i> <i>The Weaver's Gift</i> <i>Other books chosen based on children's interest</i> <p>Literary elements:</p> <ul style="list-style-type: none"> Understands author's viewpoint Understands story structure Recognizes the differences among the genres of stories, poems, plays <p><u>Reading for enjoyment and independence:</u></p> <p>DEAR/SSR -- self-selected books -- 15-20 - 3 times per week</p> <ul style="list-style-type: none"> Reads print-based imaginative and factual

	<ul style="list-style-type: none"> Engages in independent silent reading Selects literature based on personal needs and interests from a variety of genres and by different authors Shares reading experiences to build relationships with peers or adults; for example reading together silently or aloud <p>Teacher Read-aloud: teacher choice-- 15 minutes per day</p> <p>Read-aloud for Listening Comprehension: <i>What Turkeys Eat for Thanksgiving, Honoring Our Two Greatest Presidents, Storytelling Trees, Punxsutawney Phil</i></p> <p>Book Adventure</p> <p>Students will read 25 books per year</p>	<p>texts silently on a daily basis for enjoyment</p> <ul style="list-style-type: none"> Engages in independent silent reading Selects literature based on personal needs and interests from a variety of genres and by different authors Shares reading experiences to build relationships with peers or adults; for example reading together silently or aloud <p>Teacher Read-aloud:</p> <ul style="list-style-type: none"> Teacher choice - 15 minutes per day <p>Read-aloud for Listening Comprehension:</p> <ul style="list-style-type: none"> (Celebrating Traditions) <i>What Turkeys Eat for Thanksgiving, Honoring Our Two Greatest Presidents, Storytelling Trees, Punxsutawney Phil</i> <p>Book Adventure</p> <p>Students will read 25 books per year</p>
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Skills	<p>Decoding</p> <p>Vocabulary Acquisition:</p> <p>Skills:</p> <ul style="list-style-type: none"> Understand multiple meaning words Read key vocabulary words from specific stories Understand and use similes Analyze ideas and information based on prior knowledge and personal experience (begin) Use compound words Use contractions Read word families Use rhyming words <p>Structural Analysis</p> <ul style="list-style-type: none"> Identify base words Use syllables to help decode words Use inflectional endings -ed, -ing Understand and use compound words Use plurals (change y to i) Understand contractions ('s, n't, 're, 'll) Use plurals with words ending in ch, sh, x, s <p>Phonemic Knowledge</p> <ul style="list-style-type: none"> Short vowels a, e, i, o, u Vowel consonant -e pattern Long vowels ai, ay, ee, ea 	<p>Decoding</p> <p>Vocabulary Acquisition:</p> <p>Skills:</p> <ul style="list-style-type: none"> Understand multiple meaning words Read key vocabulary words from specific stories Understand and use similes Analyze ideas and information based on prior knowledge and personal experience (begin) Use compound words Use contractions Read word families Use rhyming words Use homophones Use context clues to determine word meaning <p>Structural Analysis</p> <ul style="list-style-type: none"> Recognize the differences between phrases and sentences Identify base words Use syllables to help decode words Use inflectional endings -ed, -ing Understand and use compound words Use plurals (change y to i) Use plurals ending in f or fe Use words ending in -er or -est Understand contractions ('s, n't, 're, 'll)
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- Long a sound
- Three letter clusters and unexpected consonant patterns
- Long i sound (i, ie, igh)

Comprehension

Strategies:

- Phonics/Decoding
- Predict/Infer
- Monitor/Clarify
- Question
- Summarize
- Evaluate

Skills:

- Categorize and classify
- Note details
- Identify topic, main ideas, supporting details in texts
- Differentiate fact from opinion
- Interpret details
- Draw conclusions
- Use previous reading and life experiences to understand and compare literature
- Compare and contrast information on one topic from two different sources
- Compare and contrast characters, plot, and setting in two literary works
- Locate information in a text that is needed to solve a problem
- Formulating questions
- Identifying different types of questions
- Looking back
- Skimming
- Highlighting to find answers (picking out key words)

Study Skills

- Locate the parts of a book (author, illustrator, title page, table of contents, index, chapter headings)
- Identify and interpret significant facts taken from maps, graphs, charts, and other visuals (read a key)
- Use graphic organizers (K-W-L and Venn Diagram)
- Use ABC order to locate words in a dictionary
- Locate the parts of a dictionary
- Use dictionary guide words
- Use dictionary for word definitions, spelling and writing purposes
- Use a thesaurus
- Take notes
- Read unfamiliar texts to collect and

- Use plurals with words ending in ch, sh, x, s
- Use suffixes -y, -ly
- Use prefixes un-, dis-, non-

Phonemic Knowledge

- Short vowels a,e,i,o,u
- Vowel consonant -e pattern
- Long vowels ai, ay, ee, ea
- Long a sound
- Three letter clusters and unexpected consonant patterns
- Long i sound (i, ie, igh)
- Vowel sounds in clown and lawn
- Vowel +/r/ sound
- /j/, /k/, and /kw/ sounds

Comprehension

Strategies:

- Phonics/Decoding
- Predict/Infer
- Monitor/Clarify
- Question
- Summarize
- Evaluate

Skills:

- Categorize and classify
- Note details
- Identify topic, main ideas, supporting details in texts
- Differentiates fact from opinion
- Interprets details
- Draws conclusions
- Use previous reading and life experiences to understand and compare literature
- Compare and contrast information on one topic from two different sources
- Compare and contrast characters, plot, and setting in two literary works
- Understands text organization
- Makes inferences
- Understands cause and effect
- Use opinions/reactions of teachers/classmates to evaluate personal interpretation of ideas, information, and experience
- Read a Social Studies article
- Read a magazine article
- Read a Science article
- Read an interview
- Formulating questions
- Identifying different types of questions
- Looking back
- Skimming

	<p>interpret data, facts, and ideas (skim and scan)</p> <ul style="list-style-type: none"> • Follow a recipe • Follow directions • Outline Questioning Techniques <ul style="list-style-type: none"> ○ Formulating Questions in groups ○ Identifying different types of questions • Looking back / skimming • Highlighting to find answers (picking out key words) 	<ul style="list-style-type: none"> • Highlighting to find answers (picking out key words) <p><u>Study Skills</u></p> <ul style="list-style-type: none"> • Locate the parts of a book (author, illustrator, title page, table of contents, index, chapter headings) • Identify and interpret significant facts taken from maps, graphs, charts, and other visuals (read a key) • Use graphic organizers (K-W-L and Venn Diagram) • Use ABC order to locate words in a dictionary • Locate the parts of a dictionary • Use dictionary guide words • Use dictionary for word definitions, spelling and writing purposes • Choose the correct meaning in a dictionary • Use the pronunciation key in a dictionary • Use a thesaurus • Use an atlas • Use the encyclopedia • Take notes • Read unfamiliar texts to collect and interpret data, facts, and ideas (skim and scan) • Follow a recipe • Follow directions • Outline • Questioning Techniques <ul style="list-style-type: none"> • <ul style="list-style-type: none"> ○ Formulating Questions in groups ○ Identifying different types of questions • Looking back / skimming • Highlighting to find answers (picking out key words)
Assessment	<ul style="list-style-type: none"> • Theme Test • Weekly vocabulary tests • Informal observation/listening to students read (including guided reading) • Selection assessments • Theme Skill Tests • Journal response 	<ul style="list-style-type: none"> • Theme Test • Weekly vocabulary tests • Informal observation/listening to students read (including guided reading) • Selection assessments • Theme Skill Tests • Journal response
Resources		

Reading Grade 3

Grade: 3

Course: Reading 3

South Seneca Elementary School

Developed by: *Stacey Clark*

Based on the Work of: *Kimby Boland, Cindy Dresser, Patti Carol Perry*

From: September 2006 to June 2007 (10 months)

Map Status: In Progress - Shared

Mapping Category	January 2009	February 2009
Theme	<p>Theme:</p> <ul style="list-style-type: none"> Incredible Stories <p>Approximate timeframe of theme: (4 weeks)</p>	<p>Theme:</p> <ul style="list-style-type: none"> Incredible Stories <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 (fantasy) -- <i>Dogzilla; Raising Dragons; The Garden of Abdul Gasazi</i> Folktale -- <i>The Mysterious Giant of Barletta</i> <p>Guided Reading Group:</p> <ul style="list-style-type: none"> <i>Mufaro's Beautiful Daughters</i> <i>Charlotte's Web</i> <i>Robocat</i> <i>The Dragon of Krakow</i> <i>Mouse Soup</i> <i>Luna</i> <i>My Green Thumb</i> <i>Other books chosen based on children's interest</i> <p>Literary elements:</p> <ul style="list-style-type: none"> Uses specific evidence from a story to describe character development Understands author's viewpoint Understands story structure Recognizes the differences among genres of stories, poems, plays <p><u>Reading for enjoyment and independence:</u></p> <p>DEAR/SSR -- self-selected books -- 3 times per week</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 	<p><u>Teacher Instructed</u></p> <p>Genre: Book/story:</p> <ul style="list-style-type: none"> Fiction (fantasy) -- <i>Dogzilla; Raising Dragons; The Garden of Abdul Gasazi</i> Folktale -- <i>The Mysterious Giant of Barletta</i> <p>Guided Reading Group:</p> <ul style="list-style-type: none"> <i>Mufaro's Beautiful Daughters</i> <i>Charlotte's Web</i> <i>Robocat</i> <i>The Dragon of Krakow</i> <i>Mouse Soup</i> <i>Luna</i> <i>My Green Thumb</i> <i>The Hundred Dresses</i> <i>Other books chosen based on children's interest</i> <p>Literary elements:</p> <ul style="list-style-type: none"> Uses specific evidence from a story to describe character development Understands author's viewpoint Understands story structure Recognizes the differences among genres of stories, poems, plays <p><u>Reading for enjoyment and independence:</u></p> <p>DEAR/SSR -- self-selected books -- 3 times per week</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

	<ul style="list-style-type: none"> Shares 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"> Teacher choice -- 15 minutes per day <p><u>Read-aloud for Listening Comprehension:</u></p> <ul style="list-style-type: none"> <i>Cows From Outer Space, The Bones Brothers and the Frozen Fence, The One Horse Farmer, Copycat Mouse</i> <p>Book Adventure</p> <p>Students will read 25 books per year</p>	<p>by different authors</p> <ul style="list-style-type: none"> Shares 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"> Teacher choice -- 15 minutes per day <p><u>Read-aloud for Listening Comprehension:</u></p> <ul style="list-style-type: none"> <i>Cows From Outer Space, The Bones Brothers and the Frozen Fence, The One Horse Farmer, Copycat Mouse</i> <p>Book Adventure</p> <p>Students will read 25 books per year</p>
<p>Skills</p>	<p><u>Decoding</u></p> <p>Vocabulary Acquisition:</p> <p>Skills:</p> <ul style="list-style-type: none"> Understand multiple meaning words Read with attention to sentence structure and punctuation Read key vocabulary words from specific stories Understand and use similes Analyze ideas and information based on prior knowledge and personal experience (begin) Use compound words Use contractions Read word families Use rhyming words Use homophones Use context clues to determine word meaning <p>Structural Analysis</p> <ul style="list-style-type: none"> Identify base words Use syllables to help decode words Use inflectional endings -ed, -ing Understand and use compound words Use plurals (change y to i) Use plurals ending in f or fe Use words ending in -er or -est Understand contractions ('s, n't, 're, 'll) Use plurals with words ending in ch, sh, x, s Use suffixes -y, -ly 	<p><u>Decoding</u></p> <p>Vocabulary Acquisition:</p> <p>Skills:</p> <ul style="list-style-type: none"> Understand multiple meaning words Read key vocabulary words from specific stories Understand and use similes Analyze ideas and information based on prior knowledge and personal experience (begin) Use compound words Use contractions Read word families Use rhyming words Use homophones Use context clues to determine word meaning <p>Structural Analysis</p> <ul style="list-style-type: none"> Identify base words Use syllables to help decode words Use inflectional endings -ed, -ing Understand and use compound words Use plurals (change y to i) Use plurals ending in f or fe Use words ending in -er or -est Understand contractions ('s, n't, 're, 'll) Use plurals with words ending in ch, sh, x, s Use suffixes -y, -ly

- Use prefixes un-, dis-, non-

Phonemic Knowledge

- Short vowels a,e,i,o,u
- Vowel consonant -e pattern
- Long vowels ai, ay, ee, ea
- Long a sound
- Three letter clusters and unexpected consonant patterns
- Long i sound (i, ie, igh)
- Vowel sounds in clown and lawn
- Vowel +/r/ sound
- /j/, /k/, and /kw/ sounds

Comprehension

Strategies:

- Phonics/Decoding
- Predict/Infer
- Monitor/Clarify
- Question
- Summarize
- Evaluate

Skills:

- Read aloud at appropriate rate
- Differentiate between fantasy and realism
- Interprets details
- Draws conclusions
- Identify a conclusion that summarizes a main idea
- Use previous reading and life experiences to understand and compare literature
- Use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience
- Compare and contrast information on one topic from two different sources
- Compare and contrast characters, plot, and setting in two literary works
- Understands text organization
- Makes inferences
- Understands cause and effect
- Read a Social Studies article
- Read a magazine article
- Read a Science article
- Read an interview
- Formulating questions
- Identifying different types of questions
- Looking back
- Skimming
- Highlighting to find answers (picking out key words)

- Use prefixes un-, dis-, non-

Phonemic Knowledge

- Short vowels a,e,i,o,u
- Vowel consonant -e pattern
- Long vowels ai, ay, ee, ea
- Long a sound
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Comprehension

Strategies:

- Phonics/Decoding
- Predict/Infer
- Monitor/Clarify
- Question
- Summarize
- Evaluate

Skills:

- Differentiate between fantasy and realism
- Interprets details
- Draws conclusions
- Use previous reading and life experiences to understand and compare literature
- Use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience
- Compare and contrast information on one topic from two different sources
- Compare and contrast characters, plot, and setting in two literary works
- Understands text organization
- Makes inferences
- Understands cause and effect
- Read a social studies article
- Read a magazine article
- Read a science article
- Read an interview
- Formulating questions
- Identifying different types of questions
- Looking back
- Skimming
- Highlighting to find answers (picking out key words)

Study Skills

- Locate the parts of a book (author,

	<p><u>Study Skills</u></p> <ul style="list-style-type: none"> • Locate the parts of a book (author, illustrator, title page, table of contents, index, chapter headings) • Identify and interpret significant facts taken from maps, graphs, charts, and other visuals (read a key) • Use graphic organizers (K-W-L and Venn Diagram) • Use ABC order to locate words in a dictionary • Locate the parts of a dictionary • Use dictionary guide words • Use dictionary for word definitions, spelling and writing purposes • Choose the correct meaning in a dictionary • Use the pronunciation key in a dictionary • Use a thesaurus • Use an atlas • Use the encyclopedia • Take notes • Read unfamiliar texts to collect and interpret data, facts, and ideas (skim and scan) • Follow a recipe • Follow directions • Outline • Questioning Techniques <ul style="list-style-type: none"> • <ul style="list-style-type: none"> ○ Formulating Questions in groups ○ Identifying different types of questions • Looking back / skimming • Highlighting to find answers (picking out key words) 	<p>illustrator, title page, table of contents, index, chapter headings)</p> <ul style="list-style-type: none"> • Identify and interpret significant facts taken from maps, graphs, charts, and other visuals (read a key) • Use graphic organizers (K-W-L and Venn Diagram) • Use ABC order to locate words in a dictionary • Locate the parts of a dictionary • Use dictionary guide words • Use dictionary for word definitions, spelling and writing purposes • Choose the correct meaning in a dictionary • Use the pronunciation key in a dictionary • Use a thesaurus • Use an atlas • Use the encyclopedia • Take notes • Read unfamiliar texts to collect and interpret data, facts, and ideas (skim and scan) • Follow a recipe • Follow directions • Outline • Questioning Techniques <ul style="list-style-type: none"> • <ul style="list-style-type: none"> ○ Formulating Questions in groups ○ Identifying different types of questions • Looking back / skimming • Highlighting to find answers (picking out key words)
Assessment	<ul style="list-style-type: none"> • Theme Test • Weekly vocabulary tests • Informal observation/listening to students read (including guided reading) • Selection assessments • Theme Skill Tests • Journal response 	<ul style="list-style-type: none"> • Theme Test • Weekly vocabulary tests • Informal observation/listening to students read (including guided reading) • Selection assessments • Theme Skill Tests • Journal response
Resources		

	<ul style="list-style-type: none"> Engages in independent silent reading Selects literature based on personal needs and interests from a variety of genres and by different authors Shares reading experiences to build relationships with peers or adults; for example reading together silently or aloud <p>Teacher Read-aloud: TBD-- 15 minutes per day (teacher choice)</p> <p>Read-aloud for Listening Comprehension:</p> <ul style="list-style-type: none"> <i>The Cuckoo with Many Nicknames, In the Rain, Should You Help Baby Animals?</i> <p>Book Adventure</p> <p>Students will read 25 books per year</p>	<ul style="list-style-type: none"> <i>Golden Land</i> <i>Brothers Are Forever</i> <i>Iceberg Rescue</i> <i>Other books chosen based on children's interest</i> <p>Literary elements:</p> <ul style="list-style-type: none"> Uses specific evidence from a story to describe character development Understands author's viewpoint Recognizes the differences among the genres of stories, poems, plays Understands story structure and text organization <p>Reading for enjoyment and independence:</p> <p>DEAR/SSR -- self-selected books -- 15-20 minutes per day</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 Shares reading experiences to build relationships with peers or adults; for example reading together silently or aloud <p>Teacher Read-aloud: TBD-- 15 minutes per day (teacher choice)</p> <p>Read-aloud for Listening Comprehension:</p> <p>Animal Habitats</p> <ul style="list-style-type: none"> <i>The Cuckoo with Many Nicknames, In the Rain, Should You Help Baby Animals?</i> <p>Voyagers</p> <ul style="list-style-type: none"> <i>Sugar the Cross Country Traveler, Pedro's Journal, Going West Children on the Oregon Trail</i> <p>Book Adventure</p> <p>Students will read 25 books per year</p>
Skills	<p>Decoding</p> <p>Vocabulary Acquisition:</p> <p>Skills:</p>	<p>Decoding</p> <p>Vocabulary Acquisition:</p> <p>Skills:</p>

- Understand multiple meaning words
- Read key vocabulary words from specific stories
- Understand and use similes
- Analyze ideas and information based on prior knowledge and personal experience (begin)
- Use compound words
- Use contractions
- Read word families
- Use rhyming words
- Use homophones
- Use context clues to determine word meaning

Structural Analysis

- Use syllables to decode words
- Use words ending in -ed, -ing
- Change the y to i
- Use suffixes -ful, -ly, -er
- Use prefixes un-, -re

Phonemic Knowledge

- Consonant clusters
- Vowel +/r/ sound in hair
- Digraph ch, sh, th, tch, wh, wr

Comprehension

Strategies:

- Phonics/Decoding
- Predict/Infer
- Monitor/Clarify
- Question
- Summarize
- Evaluate

Skills:

- Identify topic, main ideas, supporting details in texts
- Read with increasing fluency and confidence from a variety of texts
- Differentiate fact from opinion
- Use previous reading and life experiences to understand and compare literature
- Use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience
- Make judgments
- Make generalizations
- Understand sequence of events
- Interprets details
- Compare and contrast information on one topic from two different sources

- Understand multiple meaning words
- Read key vocabulary words from specific stories
- Understand and use similes
- Analyze ideas and information based on prior knowledge and personal experience (begin)
- Use compound words
- Use contractions
- Read word families
- Use rhyming words
- Use homophones
- Use context clues to determine word meaning
- Use dictionary for parts of speech, multiple meaning words, base words, syllables, analogies, homophones and inflected forms

Structural Analysis

- Use syllables to decode words
- Use words ending in -ed, -ing
- Change the y to i
- Use suffixes -ful, -ly, -er, -less, -ness
- Understand possessives
- Use prefixes un-, -re
- Understand VCCV pattern

Phonemic Knowledge

- Consonant clusters
- Vowel +/r/ sound in hair
- Digraph ch, sh, th, ech, wh, wr
- Vowel sounds in tooth and cook
- Vowel sound in bought
- Double consonants

Comprehension

Strategies:

- Phonics/Decoding
- Predict/Infer
- Monitor/Clarify
- Question
- Summarize
- Evaluate

Skills:

- Identify topic, main ideas, supporting details in texts
- Differentiate fact from opinion
- Relate data and facts from informational texts to prior information and experiences
- Use previous reading and life experiences to understand and compare literature
- Use opinions and reactions of teachers and

- Compare and contrast characters, plot, and setting in two literary works
- Read a magazine article
- Recognize how language and illustrations are used to persuade in printed and filmed advertisements and texts such as letters to the editor
- Formulating questions
- Identifying different types of questions
- Looking back
- Skimming
- Highlighting to find answers (picking out key words)

Study Skills

- Locate the parts of a book (author, illustrator, title page, table of contents, index, chapter headings)
- Locate and use library media resources, with assistance, to acquire information
- Identify and interpret significant facts taken from maps, graphs, charts, and other visuals (read a key)
- Use graphic organizers (K-W-L and Venn Diagram)
- Use ABC order to locate words in a dictionary
- Locate the parts of a dictionary
- Use dictionary guide words
- Use dictionary for word definitions, spelling and writing purposes
- Choose the correct meaning in a dictionary
- Use the pronunciation key in a dictionary
- Use a thesaurus
- Use an atlas
- Use the encyclopedia
- Take notes
- Read unfamiliar texts to collect and interpret data, facts, and ideas (skim and scan)
- Follow a recipe
- Follow directions
- Outline
- Use SQRR
- Questioning Techniques
 - Formulating Questions in groups
 - Identifying different types of questions
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classmates to evaluate personal interpretation of ideas, information, and experience

- Make judgments
- Make generalizations
- Make inferences
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- Use SQRR
- Use electronic based texts (Introduce)
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Assessment	<ul style="list-style-type: none"> • Theme Test • Weekly vocabulary tests • Informal observation/listening to students read (including guided reading) • Selection assessments • Theme Skill Tests • Journal response 	<ul style="list-style-type: none"> • Theme Test • Weekly vocabulary tests • Informal observation/listening to students read (including guided reading) • Selection assessments • Theme Skill Tests • Journal response
Resources		

	<p>and interests from a variety of genres and by different authors</p> <ul style="list-style-type: none"> • Shares reading experiences to build relationships with peers or adults; for example reading together silently or aloud <p><u>Teacher Read-aloud:</u> TBD-- 15 minutes per day (teacher choice)</p> <p><u>Read-aloud for Listening Comprehension:</u></p> <ul style="list-style-type: none"> • <i>Sugar the Cross Country Traveler, Pedro's Journal, Going West Children on the Oregon Trail</i> <p>Book Adventure</p> <p>Students will read 25 books per year</p>	<p><u>Read-aloud for Listening Comprehension:</u></p> <ul style="list-style-type: none"> • <p>Book Adventure</p> <p>Students will read 25 books per year</p>
<p>Skills</p>	<p><u>Decoding</u></p> <p>Vocabulary Acquisition:</p> <p>Skills:</p> <ul style="list-style-type: none"> • Understand multiple meaning words • Read key vocabulary words from specific stories • Understand and use similes • Analyze ideas and information based on prior knowledge and personal experience (begin) • Use compound words • Use contractions • Read word families • Use rhyming words • Use homophones • Use context clues to determine word meaning • Use dictionary for parts of speech, multiple meaning words, base words, syllables, analogies, homophones and inflected forms <p>Structural Analysis</p> <ul style="list-style-type: none"> • Use suffixes -less, -ness • Understand possessives • Understand VCCV pattern <p>Phonemic Knowledge</p> <ul style="list-style-type: none"> • Vowel sounds in tooth and cook • Vowel sound in bought • Double consonants <p><u>Comprehension</u></p>	<p><u>Decoding</u></p> <p>Vocabulary Acquisition:</p> <p>Skills:</p> <ul style="list-style-type: none"> • Understand multiple meaning words • Read key vocabulary words from specific stories • Understand and use similes • Analyze ideas and information based on prior knowledge and personal experience (begin) • Use compound words • Use contractions • Read word families • Use rhyming words • Use homophones • Use context clues to determine word meaning • Use dictionary for parts of speech, multiple meaning words, base words, syllables, analogies, homophones and inflected forms <p>Structural Analysis</p> <ul style="list-style-type: none"> • <p>Phonemic Knowledge</p> <ul style="list-style-type: none"> • <p><u>Comprehension</u></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Phonics/Decoding • Predict/Infer

Strategies:

- Phonics/Decoding
- Predict/Infer
- Monitor/Clarify
- Question
- Summarize
- Evaluate

Skills:

- Make inferences
- Predict outcomes
- Understand text organization
- Use previous reading and life experiences to understand and compare literature
- Use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience
- Formulating questions
- Identifying different types of questions
- Looking back
- Skimming
- Highlighting to find answers (picking out key words)

Study Skills:

- Locate the parts of a book (author, illustrator, title page, table of contents, index, chapter headings)
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- Questioning Techniques
 - Formulating Questions in groups
 - Identifying different types of questions
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- Highlighting to find answers (picking out

	<ul style="list-style-type: none"> • Questioning Techniques <ul style="list-style-type: none"> • <ul style="list-style-type: none"> ○ Formulating Questions in groups ○ Identifying different types of questions • Looking back / skimming • Highlighting to find answers (picking out key words) 	key words)
Assessment	<ul style="list-style-type: none"> • Theme Test • Weekly vocabulary tests • Informal observation/listening to students read (including guided reading) • Selection assessments • Theme Skill Tests • Journal response 	<ul style="list-style-type: none"> • Culminating vocabulary tests • Informal observation/listening to students read (including guided reading) • Selection assessments • Journal response
Resources		