Berkeley Heights Public Schools
Berkeley Heights, New Jersey

Reading
K-5

Curriculum Guide

Dr. Melissa Varley, Superintendent
Mr. Scott McKinney, Assistant Superintendent
Mrs. Jessica Nardi, Principal

This curriculum may be modified through varying techniques, strategies, and materials as per individual students’ Individual Education Plan

Approved by the Berkeley Heights Board of Education on December 5, 2019
Reading Philosophy

Reading is a fundamental skill for all children. It is the goal of our reading program to give students access to a wide range of books and opportunities to read books they want to read. The ultimate goal is not only to teach students to read, but to help our students grow up to value reading throughout their lives. Ensuring students’ access to high interest texts while explicitly teaching strategies proficient readers use is the cornerstone of the reading workshop. Understanding that each learner is unique, the reading program is designed to be structured as well as responsive. By taking time to look at our readers’ work and talk to them about the books they choose we are able to guide our instruction so that each learner progresses towards clear goals. Exposure to multiple genres and increasing text complexity throughout the year helps students move towards independence as readers.
The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

**Anchor Standards: Reading**

**Key Ideas and Details**

**NJSLSA.R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**NJSLSA.R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**NJSLSA.R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure**

**NJSLSA.R4.** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**NJSLSA.R5.** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**NJSLSA.R6.** Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas**
NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential.
MODIFICATIONS & ACCOMMODATIONS

Modifications and Accommodations for Students with IEPs, students with 504s, English Language Learners and Gifted and Talented students may include but are not limited to the following:

Special Education
- Individualized Education Plans (IEP’s)
- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Use of the special education teacher to re-instruct in flexible small groups for the struggling learner
- Manipulatives
- Flipped Instruction
- Word banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Independent projects
- Contracts/behavior support plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
• Functional learning incorporated into each lesson
• Exploration Activities
• Assessment read aloud
• Small group assessments
• Organizational Support
• Oral questioning assessments to supplement written response
• Pre-writing Structural Supports for extended writing tasks
• Ongoing teacher feedback as part of the writing process
• Interactive Study Guides
• Multi-sensory approach to instruction
• Written and spoken step-by-step directions
• Content-focused assessment (not grading for spelling/grammar)
• Graphic organizers
• Non-verbal cues to begin task/remain on task/refocus
• Individual monitoring for understanding/reinforced instruction
• Printed copies of class readings for application of Active Reading Strategies

**Gifted & Talented**

• Provide one-to-one teacher support
• Curriculum Compacting
• Advanced problems to extend the critical thinking skills of the advanced learner
• Supplemental reading material for independent study
• Elevated questioning techniques using Webb’s Depth of Knowledge matrix
• Curriculum Compacting
• Flexible grouping
• Tiered assignments
• Topic selection by interest
• Manipulatives
• Tiered Lessons
• Flipped Instruction
• Multimedia Presentations
• Open-ended responses
• Project-based learning
• Group activities
• Guided Notes
• Conclusions and analysis of exploratory activities
• Career based learning incorporated into each lesson
• Exploration Activities
• Student choice
ELL’s

- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Individualized instruction plans
- Manipulatives
- Flipped Instruction
- Words banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modify lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
● Multi-sensory approach to instruction
● Written and spoken step-by-step directions
● Graphic organizers
● Non-verbal cues to begin task/remain on task/refocus
● Individual monitoring for understanding/reinforced instruction
● Printed copies of class readings for application of Active Reading Strategies

504’s
● Exemplars of varied performance levels
● Multimedia presentations
● Sheltered instruction
● Tiered/Scaffolded Lessons
● Mnemonic devices
● Visual aids
● Modeling
● Guided note-taking
● Study Guides
● Differentiated pre-typed class notes and example problems
● Manipulatives
● Words banks
● Reduced choice on assessments
● Preferential seating
● Modified time requirements
● Modified notes
● Modify lesson, assessment and study guide format
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● Independent projects
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● Printed copies of class readings for application of Active Reading Strategies

**Students at Risk of Failure**

● Exemplars of varied performance levels
● Multimedia presentations
● Tiered/Scaffolded Lessons
● Modeling
● Guided note-taking
● Study Guides
● Differentiated pre-typed class notes and example problems
● Individualized instruction plans
● Words banks
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● Printed copies of class readings for application of Active Reading Strategies
Kindergarten

Progress Indicators Reading Literature Text

Key Ideas and Details
RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure
RL.K.4. Ask and answer questions about unknown words in a text.

RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas
RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.K.8. (Not applicable to literature)

RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity
RL.K.10. Actively engage in group reading activities with purpose and understanding.

Kindergarten

Progress Indicators for Reading Informational Text

Key Ideas and Details
RI.K.1. With prompting and support, ask and answer questions about key details in a text.

RI.K.2. With prompting and support, identify the main topic and retell key details of a text.
RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure
RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5. Identify the front cover, back cover, and title page of a book.

RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas
RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity
RI.K.10. Actively engage in group reading activities with purpose and understanding.
Kindergarten
Progress Indicators for Reading Foundation Skills

Print Concepts

RF.K.1. Demonstrate understanding of the organization and basic features of print.
1. Follow words from left to right, top to bottom, and page by page.
2. Recognize that spoken words are represented in written language by specific sequences of letters.
3. Understand that words are separated by spaces in print.
4. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
1. Recognize and produce rhyming words.
2. Count, pronounce, blend, and segment syllables in spoken words.
3. Blend and segment onsets and rimes of single-syllable spoken words.
4. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
5. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
1. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
2. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
3. Read high-frequency and sight words with automaticity.
4. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

Fluency

RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
A. Read emergent-readers with purpose and understanding.
B. Read grade level text for purpose and understanding.
Student Proficiencies

In Kindergarten reading, students will be able to:

- With prompting, ask and answer questions about key details in a text
- With prompting, retell stories including key details
- With prompting, describe characters, settings, and major events in a story
- Ask and answer questions about unknown words in a text
- Recognize common types of texts
- With prompting and support, name the author and illustrator of a story and define the role of each
- With prompting and support, describe the relationship between illustrations and the story in which they appear
- With prompting and support, compare and contrast the adventures and experiences of characters in stories
- Actively engage in group reading activities with purpose and understanding
- With prompting and support, identify the main topic of a text
- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text
- Identify the front cover, back cover, and title page of a book
- With prompting and support, identify the reasons the author gives to support points in a text
- With prompting and support, identify basic similarities in and differences between two texts on the same topic
- Demonstrate understanding of the organization and basic features of print
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
- Know and apply grade level phonics and word analysis skills in decoding words
- Read emergent reader texts with purpose and understanding
Methods of Evaluation

• Classwork

• Class Participation

• Activities

• Rubrics/Checklists

• Formal Assessments (WRAP, DIBELS)

• Performance Assessments

• Teacher Observation/Questions
Unit 1: Let the Reading Adventures Begin. Read, think, and talk about books.
Fundations K Unit 1 (5 weeks)

RF K.1-K.4, RL K.1

Objectives must include:

**Read aloud/Shared reading: (1 week)**
Behaviors: sitting, looking, echoing, cloze activities, think-pair share connections, using a pointer.

Concepts of print: big book, front/back cover, title & author, directionality & sweep, 1-1 correspondence, words match pictures, picture cues, pocket charts

Comprehension: Using schema, response to literature, developing vocabulary, recalling, sequencing, using graphic organizers (Venn, 2-column charts, 3 column charts, webs, etc.)

Big book weekly: predictions, picture walk, favorite part

**Independent book time: (1 week)**
Behaviors: how to handle books, sitting and looking, classroom noise level

Routines related to classroom library: returning books to baskets, selecting books

Introduce basket of books previously read aloud in class. Give basket a special name such as “browsing basket”, “teacher read aloud basket” or “star basket.”

**Phonemic awareness: (1 week)**
Fun with names: rhymes and songs, alliteration, syllables, beginning sounds

**Phonics: (1 week)**
Print concepts related to names: letter-sound association, # of letters in name.

Environmental print, print rich environment, classroom labels

Upper case, lower case; sorting letters by sticks and curves, letter formation

Introduce Echo, Drill Sounds and letter-keyword-sound

**Literacy centers: (1 week)**
Focus on routines related to centers (classroom management of groups, appropriate use of materials, clean up procedure)
**Library center**
Concepts of print: finding title and author
   - Puzzles
   - Sequencing activities

**Big Book Center**
1-1 correspondence, rereading, retelling, L-R return sweep, using pictures to tell a story.

**ABC center**
Fun with names: syllables, beginning letter sort, number of letters in the name sort
Rhyme Center
Rhyming games, puzzles, pocketcharts

**Pocketchart Center**
   - 1-1 correspondence, directionality, return sweep, sight words

**Writing center:**
   - Providing a variety of tools for writers

**Morning Message**
Concepts of print: one to one correspondences, letters vs. words vs. sentences, space between words, sight words
Behavior: routine of morning message. (Teacher creates message)

**Celebration**
Each child selects a favorite book from the classroom library, verbally shares one reason why, and adds to classroom favorites basket.
Unit 2: Reading for Many Reasons (6 weeks)
Fundations K Unit 1 continued

RF K.1-K.4, RL K.1, RL K.3

Continue previous objectives and build upon by including specific new objectives as follows:

**Read aloud/Shared reading: (1 week)**
Strategies: Getting your mouth ready, modeling tapping out words

Concepts of print:
- Reading labels in books.
- MSV (meaning semantics, structure/syntax, visual/graphophonics:
- Looks right? Sounds right? Does it make sense?
- Using sight words that hold other words together. E.g. I like to swim.

Comprehension: Introduce retelling stories, creation of class-made books, reading with expression

**Independent book time: (1 week)**
Behaviors: Picture walks, partner reading, private reading time, patterns in text

**Phonemic awareness: (1 week)**
Multi-sensory opportunities for counting syllables (jumping, clapping, rhythm sticks, manipulatives)

Nursery rhymes

Tapping and blending

**Phonics (1 week)**
Letter formation (upper and lower case in tandem)

Consonants/vowels

Multi-sensory opportunities for letter and word study (sand paper, wikki sticks, clay, shaving cream etc.)

Building sight word vocabulary (See Appendix A for kindergarten sight word list)
**Literacy centers: (1 week)**

Add/introduce the following centers:

**Listening center**

**Poetry center**
Add familiar poems, rebus poem and poems read in class

**Storytelling**
Felt board center, puppet center, story props

**Read the room/write the room**
Looking for letters embedded within text
Noticing sight words

**Comprehension Center:**
Matching pictures to words

**Writing Center**
Practicing symbol formation as writing and/or illustrating holiday letters or cards

**Morning Message**
Behavior: Developing the message as a shared activity.

Concepts of print: Marking up message related to basic skills being taught, for example: repetitive text, letters that are the same, upper case vs. lower case letters.

*Many opportunities to differentiate instruction for all learners during morning message.*

**Celebration (1 week)**
Inviting guests (Parents, other teachers, other students, the principal etc.) into the classroom.
Students give tour of print-rich environment.
Unit 3: Using Different Strategies to Read and Notice Patterns (6 weeks)
Fundations K Units 2 & 3


Continue previous objectives and build upon by including specific new objectives as follows:

**Read aloud/Shared reading: (1 week)**

Strategies:

- Guess the Covered Word,
- Using known words to help with unfamiliar words,
- Trick words,
- Reading in phrases,
- Omitting words or substituting words to keep reading.

Concepts of print:

- Punctuation
- Books with repeating text.

Comprehension:

- Question-answer relationships (Text evidence-How do you know that?)
- Text-to-self connections
- Text-to-text connections
- Plot/character/setting/problem/solution
- Retelling
- Sequencing

**Independent book time: (2 weeks)**

Behaviors: How partners help and support each other.

Routines related to classroom library: Introduce how to choose “Just Right Books”
**Phonemic awareness: (1 week)**

Ending sounds

Manipulation of initial consonant (take bat, change /b/ to /c/, now you have cat.)

Introduce middle sounds.

Counting phonemes

**Phonics: (1 week)**

Ending letters

Chunking (word families)

CVC patterns

Introduce middle letters

**Literacy centers: (1 week)**

Guided reading using leveled books

More complex sequencing activities

Search for and find patterns in text

Finding chunks within text

**Morning Message**

Concepts of print: Punctuation

Sentence segmentation

Highlight high frequency words

Count words in sentence

**Celebration (1 week)**

Class self-reflection: Create list of strategies we use as we become stronger readers.
Unit 4: Reading for Information Using Non-Fiction text (6 weeks)
Fundations K Units 4 & 5

$RL\ K.5-K.7$, $RI\ K.1-K.10$

Continue previous objectives and build upon by including specific new objectives as follows:

**Read aloud/Shared reading: (1 week)**

Strategies:
- Reading to gain knowledge
- Rereading to find information previously missed
- Rereading for connections
- Rereading for fluency

Concepts of print: Table of Contents, index, labels, information boxes.
Comprehension: Webbing and rereading, comparing texts on the same topic

**Independent book time: (1 week)**

Focus on non-fiction book baskets in classroom library.

**Phonemic awareness: (1 week)**
Middle sounds
Manipulating sounds in any position

**Phonics (1 week)**
Middle letters and vowels
Using chunks to decode longer words

**Literacy centers: (2 weeks)**
Sorting books: Fiction and non-fiction, noticing text features

Sorting by sounds: beginning, middle, end

Chick vocabulary and labelling
- ch- digraph words
- -en, -ick chunk words

**Morning Message:**
Continue to synthesize lessons previously taught- opportunity to provide direct instruction in areas based on the needs of the class.

**Celebration (1 week)**

Read Chick booklet to partner.
Unit 5: Exploring our World Through Poetry (6 weeks)
Foundation K Units 4 & 5 continued

Continue previous months’ objectives and build upon by including specific objectives to be covered this month:

**Read aloud/Shared reading: (1 week)**
Strategies: Visualization activity. (Creating a mind picture or movie based on text)

Concepts of Print: patterns, length of text, number of lines

Comprehension: Vocabulary related to descriptive words.

**Independent Book Time: (1 week)**

Array of poetry collections

**Phonemic Awareness: (1 week)**

Review rhyming in order to create poems

**Phonics: (1 week)**

Reviewing word families in order to create poems.

**Literacy Centers: (1 week)**

Descriptive words: matching, illustrating, opposites

Illustrating poems

Coffee house center: students can practice reading poems aloud using a “microphone.”

**Morning Message:**

Poem of the Day (Each student’s name will become an acrostic poem generated by the whole class over the course of the month)

**Celebration (1 week)**

Poetry coffeehouse: Each student will read a poem they wrote or one they like.
Unit 6: Getting to Know the Characters (5 weeks)
Fundation K Units 4 & 5 continued

RL K.3, RL K.9 RL K.10

Continue previous months’ objectives and build upon by including specific new objectives as follows:

**Read aloud/Shared reading: (1 week)**
Strategies: Self-correction using meaning and visuals, scooping for fluency

Concepts of print: Dialogue, quotation marks, speech bubbles, role of narrator

Comprehension:
- Using pictures to develop character knowledge (facial expression, body language)
- Inferring (using prior knowledge and textual clues to draw conclusions and form new interpretations of the text.)
- Vocabulary development related to the word “said” (example: told, shouted, whispered, yelled)
- Compare/contrast adventures of characters in familiar stories

**Independent book time: (1 week)**
Creating baskets of books with student’s favorite character

**Phonemic awareness: (1 week)**
Review previously taught concepts

**Phonics:**
Sight word: said

**Literacy centers: (1 week)**

Writing Center: Write a note, card, or letter to your favorite character.

**Morning Message:**
Continue to synthesize lessons previously taught- opportunity to provide direct instruction in areas based on needs of class.

**Celebration (1 week)**
Character day: Students come to school prepared to discuss their favorite character and why. (They can dress in costume, use props, bring in books from home, etc.)
Unit 7: Look at What We Can DO as Readers! (2 weeks)

RF K.1-K.4, RL K.3, RL K.10

Continue previous month’s objectives

Ongoing review and reflection of kindergarten year as strategic readers

**Closure Activity**: Creating a reflective piece (2 weeks)

This year in kindergarten, I learned to be a stronger reader:
Page 1: What I now know about letters.
Page 2: What I now know about words.
Page 3: What I now know about books.
Page 4: What I now know about poems.
Page 5: What I now know about making connections.
Page 6: What I want to learn as a reader when I am in first grade.

**Celebration**
Sharing books in small groups.

**Kindergarten sight word list**

I
Is
To
The
Me
Saw
Are
This
Love
Like
### Recommended Texts for Read Aloud
#### Kindergarten

<table>
<thead>
<tr>
<th>Unit of Study</th>
<th>Recommended text for read-aloud</th>
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<tbody>
<tr>
<td><strong>Unit 1:</strong></td>
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<tr>
<td>Let the reading adventures begin.</td>
<td>Wemberly Worried by Kevin Henkes</td>
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<td>Read, think, and talk about books.</td>
<td>Chrysanthemum by Kevin Henkes</td>
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<td>Andy That’s My Name by Tomie dePaola</td>
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<td>I Like Books by Anthony Browne</td>
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<td>A Bedtime Story by Mem Fox</td>
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<td>Jamaica’s Find by Juanita Havill</td>
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<td>Lily’s Chocolate Heart by Kevin Henkes</td>
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<td>Reading Makes you Feel Good by Todd Parr</td>
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<td>Cap for Sale by Esphyr Slobodkina</td>
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<td>Bunnycakes by Rosemary Wells</td>
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<td>Max’s Breakfast by Rosemary Wells</td>
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<td>Corduroy by Don Freeman</td>
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<td>I’m Going to Granma’s by MaryAnn Hoberman</td>
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<td>Little Quack by Lauren Thompson</td>
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<td>Little Quack’s New Friend by Lauren Thompson</td>
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<td>Bearsie Bear and the Surprise Sleepover Party by Bernard Waber</td>
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<td>Knufflebunny by Mo Willems</td>
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<td>Children’s Songbag by Jacobs&amp; Swender</td>
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<td>A My name is Alice by Jane Bayer</td>
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<td>Each Peach, Pear, Plum by Janet and Allan Ahlberg</td>
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<td>Who Said Red? by Mary Serfozo</td>
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<td>Sheep on a Ship by Nancy Shaw &amp; others in series</td>
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<td>Mother Goose: A Collection of Classic Nursery</td>
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<td>Rhymes by Michael Hagu</td>
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<td>Tomie dePaola’s Mother Goose</td>
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<td>If You’re Happy and You Know It by Nicki Weiss</td>
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<td>Matthew’s ABC by Peter Catalanotto</td>
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<td></td>
<td>Old Black Fly by Jim Aylesworth</td>
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<tr>
<td></td>
<td>The Complete Hickory Dickory Dock by Jim Aylesworth</td>
</tr>
<tr>
<td>Unit of Study</td>
<td>Recommended text for read-aloud</td>
</tr>
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<td>---------------------------------------</td>
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</tr>
</tbody>
</table>
| Unit 2: Reading for Many Reasons      | The Relatives Came by Cynthia Rylant  
Goldilocks and the Three Bears (Galdone or Barton versions)  
Three Billy Goats Gruff  
Three Little Pigs  
Hattie and the Fox by Mem Fox  
Little Red Hen (Galdone or Barton versions)  
Duck Duck Goose the Coyote is on the Loose by Beaumont  
The Very Busy Spider by Eric Carle  
The Chanukkah Guest by Eric Kimmel  
The Trees of the Dancing Goats by Patricia Palocco |
| Unit 3: Using different strategies to read and notice patterns. | Sheila Rae’s Peppermint Stick by Kevin Henkes  
Wemberly’s Ice Cream Star  
Toys ABC by B.A. Hoena  
Who Hops? by Katie Davis  
A Bird About to Sing by Laura Nyman Montenegro  
Don’t Let the Pigeon Drive the Bus by Mo Willems  
The Pigeon Finds a Hot Dog by Mo Willems  
Happy Birthday Moon by Frank Asch  
Moonbear’s Shadow by Frank Asch  
The Snowy Day by Ezra Jack Keats  
Am I Big or Little? by Margaret Park Bridges  
I Need a Lunch by Jeannette Cains  
When I Was Little. Jamie Lee Curtis  
Who Hoots? by Katie Davis  
When I Was Five by Arthur Howard.  
The Wonderful Happens by Cynthia Rylant  
Buster by Denise Fleming  
Help! by Holly Keller  
Sophie’s Window by Holly Keller  
Aunt Lucy Went to Buy a Hat by Low |
| Unit 4: Reading for Information Using Non-fiction Text | Variety of All About Books  
Old McDonald had a Woodshop by Shulman  
Mrs. Wishy Washy’s Farm by Joy Cowley  
Little Red Hen Makes a Pizza by Sturges  
A Chick Grows Up by Pam Zollman  
Chickens by Peter Brady  
Chickens Aren’t the Only Ones by Ruth Heller  
The Chicken Chasing Queen of Lamar County by Janice Harrington  
Scarecrow’s Hat by Ken Brown  
Big Fat Hen by Ken Baker |
<table>
<thead>
<tr>
<th>Unit 5: Exploring Our World Through Poetry</th>
<th>Hen is Dancing by Karen Wallace</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little Dog Poems by Kristine O’Connel George</td>
<td>Little Dog Poems by Kristine O’Connel George</td>
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<tr>
<td>Tommy’s Baa Baa Black Sheep by Tomie Depaola</td>
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<tr>
<td>Count Me Rhyme by Jane Yolen</td>
<td>Count Me Rhyme by Jane Yolen</td>
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<tr>
<td>Bug in a Jug and Other Funny Rhymes by Gloria Patrick</td>
<td>Bug in a Jug and Other Funny Rhymes by Gloria Patrick</td>
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<td>Dr. Seuss books</td>
<td>Dr. Seuss books</td>
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<tr>
<td>Six Sick Sheep: 101 Tongue Twisters by Joanna Cole</td>
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<tr>
<td>A House is a House for Me by MaryAnn Hoberman</td>
<td>A House is a House for Me by MaryAnn Hoberman</td>
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<tr>
<td>The Lady with the Alligator Purse by Nadine Westcott</td>
<td>The Lady with the Alligator Purse by Nadine Westcott</td>
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<tr>
<td>Arroz Con Leche: Popular Songs and Rhymes from Latin America by Lulu Delacre</td>
<td>Arroz Con Leche: Popular Songs and Rhymes from Latin America by Lulu Delacre</td>
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<tr>
<td>Oh, A Hunting We Will Go by John Langstaff</td>
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<tr>
<td>Peanut Butter and Jelly by Nadine Westcott</td>
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<tr>
<td>Read Aloud Rhymes for the Very Young by Jack Preluttsky</td>
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<tr>
<td>Ride a Purple Pelican by Jack Preluttsky</td>
<td>Ride a Purple Pelican by Jack Preluttsky</td>
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<tr>
<td>Moses Supposes his Toeses are Roses by N. Patz</td>
<td>Moses Supposes his Toeses are Roses by N. Patz</td>
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<tr>
<td>There was An Old Lady Who Swallowed a Fly by S. Tabeck</td>
<td>There was An Old Lady Who Swallowed a Fly by S. Tabeck</td>
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</tbody>
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<thead>
<tr>
<th>Unit 6: Getting to Know the Characters</th>
<th>Culminating project summarizing the reading themes throughout the year. Creation of project and share as group celebration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Mama’s by Donald Crews</td>
<td>Big Mama’s by Donald Crews</td>
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<tr>
<td>Shortcut by Donald Crews</td>
<td>Shortcut by Donald Crews</td>
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<tr>
<td>The Very Grouchy Ladybug by Eric Carle</td>
<td>The Very Grouchy Ladybug by Eric Carle</td>
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<tr>
<td>The Very Lonely Firefly by Eric Carle</td>
<td>The Very Lonely Firefly by Eric Carle</td>
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<tr>
<td>Clifford series</td>
<td>Clifford series</td>
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<tr>
<td>Froggy series</td>
<td>Froggy series</td>
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<tr>
<td>Arthur series</td>
<td>Arthur series</td>
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<td>Mrs. Wishy Washy series</td>
<td>Mrs. Wishy Washy series</td>
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<tr>
<td>Cat in the Hat series</td>
<td>Cat in the Hat series</td>
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<tr>
<td>Duck series</td>
<td>Duck series</td>
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<tr>
<td>Sylvester and the Magic Pebble by Willaim Steig</td>
<td>Sylvester and the Magic Pebble by Willaim Steig</td>
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<tr>
<td>The Big Orange Splot by Daniel Manus Pinkwater</td>
<td>The Big Orange Splot by Daniel Manus Pinkwater</td>
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</tbody>
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<thead>
<tr>
<th>Unit 7: Look at What We Can DO as Readers</th>
<th>Culminating project summarizing the reading themes throughout the year. Creation of project and share as group celebration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interdisciplinary Connections</td>
<td>Kindergarten Curriculum Connections</td>
</tr>
<tr>
<td>Art</td>
<td>Interdisciplinary Connections</td>
</tr>
<tr>
<td>● 1.1.2.D.1</td>
<td>Art</td>
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<tr>
<td>○ Writing portfolio cover art and writing piece illustrations</td>
<td>Art</td>
</tr>
<tr>
<td>Science/Social Studies</td>
<td>Science/Social Studies</td>
</tr>
<tr>
<td>6.1.P.D.2-4</td>
<td>Kindergarten Curriculum Connections</td>
</tr>
<tr>
<td><strong>Math</strong></td>
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<tr>
<td>Coding language incorporated into how-to unit</td>
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<tr>
<td><strong>Writing</strong></td>
<td></td>
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<tr>
<td>● RL.K.2</td>
<td></td>
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<tr>
<td>○ With prompting and support, retell familiar stories, including key details.</td>
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<tr>
<td><strong>Technology Integration</strong></td>
<td></td>
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<tr>
<td>● 8.1.2.A.2</td>
<td></td>
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<tr>
<td>○ Create a document using a word processing application.</td>
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<tr>
<td>● 8.1.2.E.1</td>
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<tr>
<td>○ Use digital tools and online resources to explore a problem or issue.</td>
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<tr>
<td><strong>21st Century Skills and Career Ready Practices</strong></td>
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<tr>
<td>● CRP 4</td>
<td></td>
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<tr>
<td>○ Communicate clearly and effectively and with reason.</td>
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<tr>
<td>● CRP 8</td>
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<tr>
<td>○ Utilize critical thinking to make sense of problems and persevere in solving them.</td>
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<tr>
<td>● CRP 12</td>
<td></td>
</tr>
<tr>
<td>○ Work productively in teams while using cultural global competence.</td>
<td></td>
</tr>
</tbody>
</table>
Suggested Books for Shared Reading

I Went Walking
Silly Sally
Down by the Bay
The Farm Concert
The Red Rose
Huggles Can Juggle
Dinner
Dan the Flying Man
The Meanies
Mrs. Wishy Washy
Hairy Bear
It Looked Like Spilt Milk
Buzzing Flies
Shark in a Sack
Mary Wore a Red Dress
Rosie's Walk
"Scat," said the Cat.
 Smarty Pants
To Town
Progress Indicators for Reading Literature Text

Key Ideas and Details
RL.1.1. Ask and answer questions about key details in a text.

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.

Craft and Structure
RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RL.1.6. Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas
RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

RL.1.8. (Not applicable to literature)

RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity
RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.

Grade 1
Progress Indicators for Reading Informational Text

Key Ideas and Details
RI.1.1. Ask and answer questions about key details in a text.

RI.1.2. Identify the main topic and retell key details of a text.

RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure
RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas
RI.1.7. Use the illustrations and details in a text to describe its key ideas.

RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.

RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity
RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

Progress Indicators for Reading Foundation Skills

Print Concepts
RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
   A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness
RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
   A. Distinguish long from short vowel sounds in spoken single-syllable words.
   B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
   C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
   D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition
RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
   A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound)
   B. Decode regularly spelled one-syllable words.
   C. Know final -e and common vowel team conventions for representing long vowel sounds.
D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

**Fluency**
RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
   A. Read grade-level text with purpose and understanding.
   B. Read grade-level text orally with accuracy, appropriate rate, and expression.
   C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Student Proficiencies

In grade 1 reading, students will be able to:

- Ask and answer questions about key details in a text
- Retell stories including key details
- Describe characters, settings, and major events in a story
- Identify words and phrases in stories or poems that suggest feelings/appeal to the senses
- Explain major differences between books that tell stories and books that give information
- Identify who is telling the story
- Use illustrations and details in a story to describe its characters, settings, or events
- Compare and contrast the adventures and experiences of characters in stories
- With prompting and support, read prose and poetry of appropriate complexity
- Identify the main topic and identify key details of an informational text
- Describe the connection between individuals, events, or pieces of information in a text
- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
- Know and use various text features
- Distinguish between information provided by pictures or other illustrations and information provided by words in a text
- Identify the reasons an author gives to support points in a text
- Identify basic similarities and differences between the two texts on the same topic
- With prompting and support, read informational texts appropriately complex for grade 1
- Demonstrate understanding of the organization and basic features of print
- Demonstrate understanding of spoken words, syllables, and phonemes
- Know and apply grade level phonics and word analysis skills in decoding words
- Read with sufficient accuracy and fluency to support comprehension
Methods of Evaluation

- Classwork
- Class Participation
- Journals
- Activities
- Rubrics/Checklists
- Formal Assessments (WRAP, DIBELS)
- Performance Assessments
- Teacher Observation/Questions
## Curriculum

### Units of Study: Grade 1

<table>
<thead>
<tr>
<th>Unit of Study</th>
<th>Key Focus Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readers Build Good Habits</td>
<td>● Readers’ Workshop expectations</td>
</tr>
<tr>
<td>Foundational Skills: 1, 2</td>
<td>● WRAPS</td>
</tr>
<tr>
<td></td>
<td>● Selecting and exchanging books</td>
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<td></td>
<td>● Introducing Just Right books</td>
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<tr>
<td>Readers Have Lots of</td>
<td>● Making predictions</td>
</tr>
<tr>
<td>Good Strategies</td>
<td>● Decoding words</td>
</tr>
<tr>
<td>Literature: 1, 2, 3, 7</td>
<td>● Using context clues</td>
</tr>
<tr>
<td>Informational Text: 1, 7</td>
<td>● Accountable Talk</td>
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<tr>
<td>Foundational Skills: 1, 2</td>
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<tr>
<td>Readers Make Connections</td>
<td>● Monitoring comprehension</td>
</tr>
<tr>
<td>and Find Authors They Love</td>
<td>● Text-to-self connections</td>
</tr>
<tr>
<td>Literature: 1, 2, 3, 7, 9</td>
<td>● Author study immersion</td>
</tr>
<tr>
<td>Informational Text: 1, 2, 3, 7, 8, 9</td>
<td>● Text-to-text connections</td>
</tr>
<tr>
<td>Foundational Skills: 1, 2, 3, 4</td>
<td>● Characteristics of the author</td>
</tr>
<tr>
<td>Readers Ask Questions</td>
<td>● Teacher models questions</td>
</tr>
<tr>
<td>Literature: 1, 2, 3, 5, 7, 9</td>
<td>● Using post-it notes as a tool</td>
</tr>
<tr>
<td>Informational Text: 1, 2, 4, 7</td>
<td>● Using graphic organizers as a tool</td>
</tr>
<tr>
<td>Foundational Skills: 1, 2, 3, 4</td>
<td>● Asking questions after reading</td>
</tr>
<tr>
<td>Readers Learn From</td>
<td>● Defining non-fiction</td>
</tr>
</tbody>
</table>
| Reading Nonfiction                  | • Identifying the elements of non-fiction books  
| Literature: 1, 2                  | • How to read and comprehend non-fiction books  
| Informational Text: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |                   
| Foundational Skills: 1, 2, 3, 4   |                   
| Readers Infer and Visualize       | • Defining and modeling visualizing and inferring  
| Literature: 1, 2, 3, 4, 6, 7, 10 | • Using poetry to infer  
| Informational Text: 1, 4, 6, 7    | • Inferring the meaning of unknown words  
| Foundational Skills: 1, 2, 3, 4   |                   
| Readers Study the Characters      | • Identifying personality traits in a character  
| as well as the Plot               | • Looking at a character across a series  
| Literature: 1, 2, 3, 6, 7, 9     | • Keeping a log of characters found in Just Right books  
| Informational Text: 1, 3, 7       |                   
| Foundational Skills: 1, 2, 3, 4   |                   
| Readers Summarize and Retell What They Read | • Identify main events in a story  
| RL 1.1, 1.2, 1.3, 1.7, 1.9        | • Organize information with a variety of graphic organizers  
| RI: 1.1, 1.2, 1.7                 |                   
| RF.1, 1.2, 1.3, 1.4               |                   |
Strategy Study: *Readers Build Good Habits*

Week 1: Introduction

- Rally your class
- Inspire them
- Help your students feel secure and confident
- Create the classroom as a richly literate world with an impact that will last
- Tackle management issues
- Model thinking aloud while reading (make predictions, flip though pages, confirm/update predictions)
- Read books that draw readers in
- Draw attention to what the room feels/looks like when readers are listening/engaged
- Administer WRAP Assessments

<table>
<thead>
<tr>
<th>1st Day of School Books: read aloud, respond to text</th>
<th>1st Day of School Books: read aloud, respond to text</th>
<th>Discuss/chart what good listeners do</th>
<th>Share favorite book from home</th>
<th>Sharing Day #2 with a different book</th>
</tr>
</thead>
</table>

Week 2: Throughout the week… introduce new baskets in the library, build reading stamina (increase time), WRAP

| Explain the classroom library and introduce a few baskets | How to choose books: connect to cover, think about the topic of book | How to exchange/store books | Discuss/chart rules for Readers’ Workshop | How we care for books |
Week 3: Continue WRAPS, Just Right Books

<table>
<thead>
<tr>
<th>Concept of Just Right Books (Goldilocks, running, etc.)</th>
<th>Introduce students to their Just Right book basket</th>
<th>Introduce students to their Just Right book basket</th>
<th>Exchanging Just Right and Fun Books</th>
<th>Picture Walk</th>
</tr>
</thead>
</table>

**Topics to be covered every month:**

- Monthly celebration: sharing favorite reading memory and 1 new thing you learned
- Assessment/WRAPS and moving readers along
- Guided reading
- How to read different punctuation
- Summarizing
- Accuracy
- Fluency, phrasing, and intonation
- Vocabulary and vocabulary strategies
- Accountable talk
- Managing book choices
- Predictions
Strategy Study: *Readers Have Lots of Good Strategies*

Week 1: Introducing Accountable Talk

<table>
<thead>
<tr>
<th>Accountable talk with read aloud (modeled by teachers)</th>
<th>Accountable talk</th>
<th>Accountable talk</th>
<th>Accountable talk</th>
<th>Accountable talk</th>
</tr>
</thead>
</table>

Week 2: Comprehension Strategies

<table>
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<tr>
<th>Predict before reading</th>
<th>Updating and changing predictions during reading</th>
<th>Background knowledge (before reading)</th>
<th>Identify story elements: characters, setting, problem, solution</th>
<th>Identify story elements: characters, setting, problem, solution</th>
</tr>
</thead>
</table>

Week 3: Decoding Strategies

<table>
<thead>
<tr>
<th>Tracking print (word to word), directionality (left to right) and return sweep</th>
<th>Using pictures as clues, getting mouth ready</th>
<th>Sliding, stretching out sounds</th>
<th>Look for words or chunks you know within a word</th>
<th>Accountable Talk</th>
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</table>

Week 4: More Strategies

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<tr>
<th>Using context clues (skipping, moving on, thinking about what makes sense)</th>
<th>Context clues</th>
<th>Does it look right?</th>
<th>Does it sound right?</th>
<th>Does it make sense?</th>
<th>Reread with hard words (make a confirming check)</th>
<th>Accountable Talk</th>
</tr>
</thead>
</table>

Strategy Study: *Readers Make Connections and Find Authors They Love*
**Week 1: More Strategies**

<table>
<thead>
<tr>
<th>Readers read in phrases or complete sentences (scooping, getting a running start)</th>
<th>Changing your voice when reading font in bold, italics, caps</th>
<th>Readers think when they read</th>
<th>Readers make sure what they are reading makes sense</th>
<th>If reading doesn’t make sense, readers adjust their pace and monitor comprehension</th>
</tr>
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**Week 2: Text-to-Self Connections**

- Students will make real and meaningful connections to stories
- Students will understand how these connections help them as readers
- Students will develop the language necessary to use when making connections

<table>
<thead>
<tr>
<th>Choose a book that is about feelings or is personally meaningful to the teacher and teacher models making text-to-self connections (think-aloud)</th>
<th>Choose a book that is about feelings or is personally meaningful to the students and students share text-to-self connections</th>
<th>Readers make meaningful connections (Remind students to connect to the text by saying words like: “When I read (or heard) these words… it reminded me of…” or “When I saw the picture… it made me think…”</th>
<th>Appropriate connections have a purpose-they help you understand the story</th>
<th>Discuss the difference between “connections” and “coincidences”</th>
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</thead>
</table>
**Week 3: Begin Author Study- Immersion**

<table>
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<tr>
<th>Introduce 1 author, begin immersion: “Introduce books and begin reading. Allow chosen author to work his magic as an author and illustrator. Take the time after reading to let the story sink in and appreciate the art and the words.”</th>
<th>Read Book #2 * Be sure to ask open ended questions to encourage student thinking about the author.</th>
<th>Read Book #3</th>
<th>Read Book #4</th>
<th>Read Book #5</th>
</tr>
</thead>
</table>

**Week 4: Continue Author Study (either same or new author) and Make Text-to-Text Connections**

| Create an anchor chart: “What we notice about the characters in books by…” (Make teaching point that characters can be people or animals) | Create an anchor chart: “What we notice about the language in books by…” | Introduce theme. (The moral of the story or the lesson that the author wants the reader to take with them after reading the book. There is always one theme in a book, but there might be more than one.) Reread a book with a strong theme- SWDAT | Venn Diagram with 2 books by that author- compare and contrast | Choose 2 books and teacher models making text-to-text connections (think-aloud) (Refer back to making meaningful connections vs. coincidences) |
Week 5: Research and have discussions about the author

| Choose 2 books and the students and **students** share text-to-text connections | Research and share information about the author’s life | Readers can figure out the order in which books were written | Readers can develop theories about where the author got his ideas | Readers can wonder why the author chose certain settings |

Week 6: Wrap up author study

| Chart- “What did we learn about … as an author?” | Chart- “What did we learn about … as an illustrator or about the illustrations in the books?” | Chart- “What did we learn about … as a person?” | Write a letter to the author- ask at least one question. | Write a letter to the author- ask at least one question. |
Strategy Study: *Readers Ask Questions*

**Week 1: Questioning**

- We are learning that readers ask questions before, during and after reading
- Asking questions spurs our curiosity and helps our understanding

| Choose a book and preview it- teacher models how to ask questions before reading | Read yesterday’s book, stop to pose “during reading” questions | Finish book, discuss the process of what you did yesterday, discussing that questions may/may not have answers | Readers ask questions after reading and some questions may linger, which will lead to more reading | Anchor chart on the whole process of questioning |

**Week 2: Teacher will model, but students will be given post-its to contribute their own questions**

| Post-its are a tool to record questions, readers ask questions before reading | Readers ask questions to predict what will happen next | Readers ask questions to update their predictions based on what they read | Readers ask questions when they come to a word they don’t know (can reference a dictionary, friend, teacher, Internet) | Sometimes readers have questions after reading that were not answered- What do readers do? (Send a note home to parents with questions to introduce this concept and ask for support) |

**Week 3: Readers can use graphic organizers to record their questions**
| Introduce “I Wonder Bookmark” | “Why Pie” | Readers pose an essential question before they start reading a nonfiction book | Teacher reads other books about the topic (the essential question) and answers it with post-it notes | Teacher reads other books about the topic (the essential question) and answers it with post-it notes |

Week 4: Readers talk about books after reading - they ask each other good questions about what they are reading

| Students share possible questions they could ask each other | Partner-share questions | Anchor Chart: “Good Questions Students Ask Each Other” | Anchor Chart: “Students Ask Each Other Questions About What They Have Been Doing as a Reader” | Use a graphic organizer for questioning |
### Strategy Study: Readers Learn from Reading Non-fiction

#### Week 1: Exploring Non-fiction

| What is non-fiction? How is it different than fiction? Show several non-fiction books | Anchor chart: define non-fiction, “Non-fiction books have…” | Continue to chart elements of a non-fiction book | Teacher provides baskets of non-fiction books- children explore books and share what they have found | Teacher provides baskets of non-fiction books- children explore books and share what they have found |

#### Week 2: Using non-fiction text features

| Use comprehension strategies for non-fiction: background knowledge, wondering, questioning, visualizing, and determining importance | Teacher models the use of the Table of Contents, Index, and Glossary | Teacher models the use of subtitles in non-fiction texts to set a purpose for reading a certain section of the text | Teacher models the importance of bold faced words and new vocabulary | Teacher models the use of photographs, illustrations, diagrams, graphs, and charts, and emphasizes the importance of reading captions and “fun facts” |

#### Week 3: Reading “how-to” non-fiction texts

| Teacher reads a how-to text and emphasizes that we read how-to to learn how to do something, we use our background knowledge (schema) before reading | Understand and use structure and features of how-to texts to gain meaning | Understand that events are sequenced in both fiction and non-fiction | Visualize to follow directions and monitor for understanding | Use rereading to understanding and follow directions |
* Individual conferring should include students identifying what they are learning from reading non-fiction
Strategy Study: *Readers Infer and Visualize*

**Week 1: Introduction**

- Understand what it means to infer
- Understand what it means to visualize
- Use the strategies of inferring and visualizing to understand the meaning of poetry and stories
- Develop a love of poetry

| Introduce the strategy of inferring and provide definition. **Anchor chart:** Inferring is merging what you know (your background knowledge) with clues in the text, to come up with information that isn’t explicitly stated. Teacher shares one example from a book students know well, where she can model her own inference. | One way to make better inferences is by visualizing. Define on anchor chart. Visualizing is inferring by creating a picture in our minds. When readers visualize, they also hear, smell, and taste the text. | Students visualize and infer by having the teacher read 4 sentences and students draw pictures to match | Discuss illustrations and teacher/students discuss what made them infer what they drew | Read Across America |
Week 2: Teacher will model that when we infer, we:

- Reread
- Pay attention to the words
- Look closely at the pictures
- Use my schema
- Take my time
- Think really hard

<table>
<thead>
<tr>
<th>Use mentor texts to model strategies,</th>
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<th>Use mentor texts to model strategies</th>
<th>Use mentor texts to model strategies</th>
<th>Read Across America</th>
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<tr>
<td>Teacher models “Making Inferences” Graphic Organizer (“The text says/I know/I can infer”)</td>
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Week 3: Inferring and Poetry: Vocabulary and Meaning

<table>
<thead>
<tr>
<th>Introduce inferring as a strategy to have a deeper understanding about poetry- introduce Georgia Heard poems</th>
<th>Introduce inferring as a strategy to have a deeper understanding about poetry- introduce Georgia Heard poems</th>
<th>Sometimes poetry doesn’t give you all of the information- you have to figure it out (inferring). Teacher will read aloud poem: “Things” Ask the students to share with a partner what</th>
<th>(Follow the “Model” and Guide sections: instructions attached) Use post-it notes to record student generated inferences about the first two stanzas- be sure to code post-its and identify clues</th>
<th>Read Across America</th>
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### Week 4: Inferring and Visualizing with Poetry

<table>
<thead>
<tr>
<th>(Follow the “Share the Learning” section: instructions attached)</th>
<th>(Follow the “Learn to Visualize” section: instructions attached) Read “Rope Rhyme” p. 20 WITHOUT REVEALING THE TITLE, instruct students to infer the title</th>
<th>(Follow “Model section: instructions attached) Share a well-known story such as <em>Goldilocks</em>, to introduce the idea of getting a picture in your mind. Read “Rope Rhyme” again and have students/teacher share what they visualized</th>
<th>(Follow “Guide” section: instructions attached) Read another poem and have students/teacher share what they visualize, discuss how visualizing and inferring are related</th>
<th>Read Across America</th>
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<tbody>
<tr>
<td>Infer the meaning of the last stanza and how the title ties in</td>
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### Week 5: Inferring the meanings of unknown words

<table>
<thead>
<tr>
<th>Introduce the anchor chart attached, Read aloud book to class, stop to add vocabulary words to chart</th>
<th>Reread parts of the book where the vocab words are located and complete anchor chart</th>
<th>Reread parts of the book where the vocab words are located and complete anchor chart</th>
<th>Add to end of anchor chart: What did we learn?</th>
<th></th>
</tr>
</thead>
</table>

### Week 6: Read and enjoy poetry

| Make a mind movie | Make a mind movie | Read other types of poetry and expose the class to different styles | Read other types of poetry and expose the class to different styles | Read other types of poetry and expose the class to different styles |
Strategy Study: *Readers Study the Characters as well as the Plot*

**Week 1: Introduction**

| Ask the class who their favorite characters are from books. Class discussion about what makes a character a favorite. Teacher shares favorite characters. | Anchor chart of characters that we know and love. | Discuss the equal importance of plot and characters- not only be able to list the characters but explain who they are. Read part of a book with a strong character- stop and be able to say something about the character | Choose and read a book (in a series that has numerous books with that character)- children identify appearance and personality traits in the main character(s) | Use the same series to “read between the lines” to understand more about the character. Use details from the text to prove their thinking. |

**Week 2: Examples: Dragon, Fox and Friends, Horrible Harry, Henry and Mudge, Froggy**

| Use another book in the series- students study characters across the series- and find similarities to notice characters’ relationships with other characters | Discussion- how can we make connections with a character? Am I like him? Am I different than him? Do I know anyone like her? | Chart “What a character says (direct quotes), does (actions), thinks (internal thinking with inferring)” | Continue to chart and take all three to make a statement about the character. | Partner read (with mixed abilities) some of the character books |
Week 3: Celebrate at the end by dressing up as your favorite character

| Model how to keep a log of characters in Just Right and Fun books- draw a quick sketch, write the character’s name and the book it came from | Allow time for the class to keep their log | Allow time for the class to keep their log | Chart characters who go together and think of ways they connect- who are bullies, detectives, shy, have problems and solve them, who change in the course of a book, teachers as characters, pets as characters, others deemed by students | Chart characters who go together and think of ways they connect- who are bullies, detectives, shy, have problems and solve them, who change in the course of a book, teachers as characters, pets as characters, others deemed by students |
Strategy Study: Readers Summarize and Retell What They Read

Week 1: Reading is understanding

| Read, “The Frog.” | Students construct a graphic organizer to summarize the story elements in “The Frog.” | Students construct a graphic organizer to summarize the story elements in “The Frog.” | Students use “The Story Star” to identify important story components. |
| Students discuss the story and complete the summarizing cloze activity writing a two sentence retell. | Complete the graphic organizer, “Somebody/Wanted/But/So.” | Complete the “Story Wheel” graphic organizer. |

Week 2: Students use graphic organizers to summarize their reading

| Teachers will provide the class with several graphic organizers to use to summarize their “just right” books. | Teachers will provide the class with several graphic organizers to use to summarize their “just right” books. | Teachers will provide the class with several graphic organizers to use to summarize their “just right” books. | Teachers will provide the class with several graphic organizers to use to summarize their “just right” books. |

Week 3: Discuss summer reading with the students - what they can do to keep their reading skills strong

Grade 1 Curriculum Connections

<table>
<thead>
<tr>
<th>Interdisciplinary Connections</th>
<th>Art</th>
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<tbody>
<tr>
<td>● 1.1.2.P.D.1</td>
<td>Writing portfolio cover art and writing piece illustrations</td>
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<tr>
<td>Social Studies</td>
<td>6.1.P.D.2-4</td>
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<tr>
<th>Writing</th>
<th>●  RL.1.1.</th>
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<tr>
<td></td>
<td>○ Ask and answer questions about key details in a text.</td>
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<tr>
<td></td>
<td>●  RL.1.2.</td>
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<tr>
<td></td>
<td>○ Retell stories, including key details, and demonstrate understanding of their central message or lesson.</td>
</tr>
<tr>
<td>Technology</td>
<td>●  8.1.2.A.2</td>
</tr>
<tr>
<td>Integration</td>
<td>○ Create a document using a word processing application.</td>
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<tr>
<td></td>
<td>●  8.1.2.E.1</td>
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<tr>
<td></td>
<td>○ Use digital tools and online resources to explore a problem or issue.</td>
</tr>
<tr>
<td>21st Century</td>
<td>●  CRP 4</td>
</tr>
<tr>
<td>Skills and Career</td>
<td>○ Communicate clearly and effectively and with reason.</td>
</tr>
<tr>
<td>Ready Practices</td>
<td>●  CRP 8</td>
</tr>
<tr>
<td></td>
<td>○ Utilize critical thinking to make sense of problems and persevere in solving them.</td>
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<tr>
<td></td>
<td>●  CRP 12</td>
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<td></td>
<td>○ Work productively in teams while using cultural global competence.</td>
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Reading Curriculum

Grade 2
Progress Indicators Reading Literature Texts

Key Ideas and Details
RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

RL.2.3. Describe how characters in a story respond to major events and challenges using key details.

Craft and Structure
RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas
RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.8. (Not applicable to literature)

RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Range of Reading and Level of Text Complexity
RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
Grade 2
Progress Indicators for Reading Informational Text

Key Ideas and Details
RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure
RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas
RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity
RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

Grade 2
Progress Indicators for Reading Foundational Skills

Phonics and Word Recognition
RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
   A. Know spelling-sound correspondences for common vowel teams.
   B. Decode regularly spelled two-syllable words with long vowels.
C. Decode words with common prefixes and suffixes.
D. Identify words with inconsistent but common spelling-sound correspondences.
E. Recognize and read grade-appropriate irregularly spelled words.

Fluency
RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
   A. Read grade-level text with purpose and understanding.
   B. Read grade-level text orally with accuracy, appropriate rate, and expression.
   C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
**Student Proficiencies**

_In grade 2 reading, students will be able to:_

- Ask and answer such questions as who, what, where, when, why, and how to demonstrate an understanding of key details
- Recount stories from diverse cultures
- Describe how characters in a story respond to major events and challenges
- Describe how words and phrases supply rhythm and meaning in a story, poem, or song
- Describe the overall structure of a story
- Acknowledge differences in the points of view of characters, including speaking in a different voice for each character when reading dialogue aloud
- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, settings, or plot
- Compare and contrast two or more versions of the same story
- Read and comprehend literature
- Identify the main topic of a multi-paragraph text
- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text
- Determine the meaning of words and phrases in a text
- Know and use various text features to locate key facts or information in a text efficiently
- Identify the main purpose of a text
- Explain how specific images contribute to and clarify a text
- Describe how reasons support specific points the author makes in a text
- Compare and Contrast the most important points presented by two texts on the same topic
- Read and comprehend informational text
- Know and apply grade-level phonics and word analysis skills in decoding word
- Read with sufficient accuracy and fluency to support comprehension
Methods of Evaluation

- Classwork
- Class Participation
- Journals
- Activities
- Rubrics/Checklists
- Formal Assessments (WRAP, DIBELS)
- Portfolios
- Performance Assessments
- Teacher Observation/Questions
<table>
<thead>
<tr>
<th>Unit of Study</th>
<th>Key Focus Lesson</th>
<th>Pacing Guide</th>
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</table>
| Readers Build Good Habits/Launching the Reading Workshop | ● Book care  
● Reading workshop procedures  
● Using reading tools  
● Partner reading  
● Strong reading behaviors | 5 Weeks      |
| Strategies to Decode & Comprehend Fiction              | ● Pre-reading strategies  
● Acquisition of print strategies  
● Monitoring comprehension | 3 Weeks      |
| Fluency & Retelling in Realistic Fiction               | ● Retelling  
● Story elements  
● Compare/Contrast two or more versions of the same story | 3 Weeks      |
| Revisiting Fluency & Reading with Expression/ Simple Fantasy Stories | ● Reading with fluency  
● Reading with expression  
● Partner reading & retelling  
● Believable vs. unbelievable | 5 Weeks      |
| Readers Think & Talk About Books to Grow Ideas, Fiction | ● Readers have thoughts as they read  
● Updating predictions  
● Visualizing (Envisioning) | 3 Weeks      |
| Talking & Writing About Our Connections                 | ● Written responses  
● Making connections  
● Strategies for checking comprehension | 3 Weeks      |
| Non-Fiction Texts                                      | ● Fact & Opinion  
● Features of non-fiction text  
● Creating & answering questions within a topic | 5 Weeks      |
| Analyzing Text                                         | ● Sequencing  
● Cause & effect  
● Main idea | 4 Weeks      |
| Inferring/ Fairy Tales and Folk Tales                   | ● Vocabulary inferences  
● Story element inferences | 2 Weeks      |
| Author Study                                           | ● Comparing characters, setting & themes  
● Recommending favorites | 2 Weeks      |
Readers Build Good Habits/Launching the Workshop

*Suggested Teaching Points:*

- Readers have identities - Who am I as a reader? What kind of books do you like to read? Today when you read, notice what kinds of books you’re really interested in.

- Readers know what’s in the library and how to take care of it. Library “field trip.”

- All readers are responsible for library housekeeping. After “shopping” for books, students need to make certain baskets are put back and books are put away in the right spots.

- Readers are considerate of other readers. If two students would like to read the same book, try to problem solve who will get it what day.

- Learners stay focused. Remind yourself what you are doing, so you can get it done quickly and correctly. Pick books quickly and get to your spot to begin reading.

- Strong readers use tools to help them move through the text and track print (i.e. follow along fingers, window bookmarks, regular bookmarks, sticky notes, e-z readers)

- Partners plan ways to read together. Students will learn how to read like a chorus, how to echo read, how you can read and share details with your partner of what you noticed.

- Partners take turns making decisions. Students need to be fair when they make decisions about what books will be read. How can you problem solve to be fair in your decisions?

- Partners talk about their books. Readers can talk about many different ideas. Today, I’m going to ask partners to talk about only one thing – what was your favorite page in the book you read?

- Strong readers read the pictures. This lesson helps students to look more closely at books and to notice details, discrepancies, and surprise, as well as the value of slowing down.

- Strong readers pre-read the story. After reading the pictures, strong readers read the story for the words.

- Strong readers act out the story. It is important to think about how the author wrote the book and read it with that kind of feeling.

- Strong readers notice details or new things when they reread their books. New discoveries in old texts can be seen through rereading.
• Strong readers are reminded of things when they read. Text-to-self connections and text-to-text connections.
Readers Use Strategies to Decode and Comprehend Fiction

Suggested Teaching Points:

- Readers get their minds ready for reading. Book walk, predicting, title, and front and back cover, help you think about what the story is about.

- Readers have a “reading toolbox” just like builders. What reading strategies do you use when you come across a word you do not know?

- Readers use picture clues to help them figure out words they do not know.

- Readers figure out words by saying the sounds of the beginning letters.

- Readers figure out words by moving through the whole word. Readers run their fingers underneath unknown words. Find familiar word parts.

- Readers always think about what makes sense. Readers need to be word solvers and check themselves. Does this make sense?

- Readers need to use a variety of different strategies to figure out a word. Readers have to be brave!

- Readers can ask for help. If readers come to a tricky word and they use all their strategies, then they can ask a reading partner to help.

- Readers stop and think after reading chunks of text. Use “stop and think” sticky notes to remind them to check after reading a chunk of text.

- Readers stop and make a picture in their minds to understand. Revisit “stop and think” sticky notes, but now to show them how this can help with tricky parts.

- Readers use clues from the book to understand. Titles, blurbs on the back cover, chapter titles, captions, and illustrations can all help in giving clues to what the story is about.

- Readers read back and read on to understand the tricky parts. (using context clues before and after the tricky part)
Fluency and Retelling in Realistic Fiction

*Suggested Teaching Points:*

- Readers use a storyteller’s voice while reading. It’s our job to read the story the way that makes it sound interesting and would make others want to hear it.

- Readers retell with expression. Readers can retell using character voices, intonation to reflect the story, such as tone of surprise, a quiet tone for sad parts, a suspenseful tone for building suspense.

- Strong readers remember who the characters are and their traits.

- Readers identify the setting when they retell. It’s important for readers to identify where the action is taking place when they retell a story.

- Readers follow the events of the story when they retell. Readers need to sequence the story starting with the beginning, then the middle, then the end.

- Readers know how to balance the details when they retell. They share only the important information. It is important to share about characters, setting, and problem/solution.

- Readers use time words when they retell. Readers when retelling use words such as first, then, next, after that, suddenly, finally, in the end.
Readers Think and Talk about Books to Grow Ideas/ Fiction

Suggested Teaching Points:

- Readers read in a smooth voice so it is easy to understand what they have read.
- Readers think about the meaning of the sentence or story. When readers come across a tricky word they use strategies to figure out the word. Then go back and reread sentence with fluency so the sentence makes sense.
- Readers chunk/scoop text to make it sound smooth. {For example peanut butter and jelly when you read it, sounds like one word.}
- Readers use punctuation as a clue to how text sounds. Readers’ voice changes with a question mark or exclamation mark. Periods and commas remind readers to pause.
- Readers use clues in the text. Reading a book about playing in the snow will sound more excited than serious or sad book
- Readers read with expression. Readers will recognize that punctuation can make text sound more interesting.(Robotic vs. Smooth)
- Partners will read together to practice oral reading focusing on punctuation marks
- Readers can use character voices to make reading sound more expressive and to demonstrate emotion. Readers use intonation to reflect the story such as: tone of surprise, a quiet tone for sad parts, a suspenseful tone for building suspense.
- Readers will change their volume to make the characters sound more expressive. Readers will recognize words that are in italics as words that they need to read with expression.
- Partners read together and retell.
- Readers react and talk back to the text.
- Readers notice when they get a feeling as they read. Strong readers pay attention while reading and think about how they feel while reading.
Talking and Writing About our Connections

*Suggested Teaching Points:

- Readers brainstorm topics for their reading journals. (My favorite part… My favorite character…)

- Readers mark or post-it the “important” connections. Readers will prepare for journal written responses using post-it notes in their books.

- Readers will recognize the importance of rereading their responses for meaning and mechanics.

- Readers notice when books remind them of something. “This reminds me of…” or “This makes me think of…”

- Readers will distinguish between connections that hold meaning vs. those that relate by word association.

- Readers explain their connections “This reminds me of…because…” Readers use their connections to understand the book better. “My connection helps me understand the book or the character better because…”

- Readers make connections to understand the characters and the stories better. Try to connect a character to someone you know. It will help understand the character better.

- Readers create questions before/during/after reading both orally and in writing using sticky notes, colored coded ink, etc.

- Readers read tricky parts aloud. Sometimes it helps to read out loud and to make a picture in your minds.

- Readers check their retellings. If you try to retell and you feel that you are missing something, go back and reread until you can retell it better.

- Readers will recognize that some questions may not be answered specifically in the text and but rather are based on what they still wonder.
Revisiting Fluency/ Simple Fantasy Stories

Suggested Teaching Points:

- Readers read in a smooth voice so it is easy to understand what they have read.
- Readers think about the meaning of the sentence or story. When readers come across a tricky word they use strategies to figure out the word. Then go back and reread the sentence with fluency so the sentence makes sense.
- Readers chunk/scoop text to make it sound smooth. {For example “peanut butter and jelly” when you read it, sounds like one word.}
- Readers use punctuation as a clue to how text sounds. Readers’ voice changes with a question mark or exclamation mark. Periods and commas remind readers to pause.
- Readers use clues in the text. Reading a book about playing in the snow will sound more excited than serious or sad book
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- Readers will change their volume to make the characters sound more expressive. Readers will recognize words that are in italics as words that they need to read with expression
- Readers notice when they get a feeling as they read. Strong readers pay attention while reading and think about how they feel while reading.
Non-Fiction Study

*Suggested Teaching Points:*

- Readers recognize the difference between fact and opinion (opinions are individual thoughts and facts can be proven). Students can make observations of an illustration and determine what information is factual.
- Readers compare fiction text to non-fiction text features.
- Readers do not have to read the entire book when they read non-fiction. Readers can use features of nonfiction to find what they want to read. Readers set a reading target.
- Readers decide where to start reading on a non-fiction page. There are text boxes, illustrations, and captions as well as text paragraphs – you may not start reading on the top left hand part of the page.
- Prior to reading, readers ask themselves, “What do I already know about the topic? & what am I interested in learning more about?”
- Readers read nonfiction in special ways to learn about their topic. Then once they have read this, they’re able to put the text into their own words.
- Readers notice when they are learning something new. Students have to read as detectives to find new things. Students can use sticky notes when they find new ideas.
- Readers jot notes on sticky notes. Jotting is only when you put down the most important information. Ask yourself, “What is the author really saying here?”
- Readers look at different books to accumulate information about their topics. Books on the same topic may have overlapping information or they can have different information.
- Readers stop and ask themselves, “Hmm, what does this make me think about?” when they are reading nonfiction books. Students can shared what they are thinking about with their reading partner.
- Readers think about the information they collect and find new questions. You can read on to find out the answers or they can talk to their partners to come up with theories.
- Readers connect the information they collect with other things they know. You can make connections with other books or ideas that share similar information.
Readers make theories about their information. Sometimes the text goes on to tell us the answer, other times we need to come up with the “why” ourselves. Talk about how we can find the “why” in other books.

**Inferring/ Fairy Tales and Folk Tales**

*Suggested Teaching Points:*

- Readers discuss making inferences as story event predictions as well as making inferences using context clues for unknown vocab. BK (background knowledge) + TC (text clues) = inference
- Readers discuss or predict what the unknown word means. What helped you come to your prediction?
- Readers explore strategies to handle unconfirmed contradictory predictions for either vocabulary or story events
- Readers make inferences using the front and back cover of a book.
- Readers make inferences using illustrations during a picture walk.
- Readers predict what will happen next by using background knowledge (BK) and text clues (TC)
- Readers predict what will happen next by using background knowledge (BK) and text clues (TC)
- Readers infer character traits at the beginning/ middle/ end of the story.
- Readers infer story theme/author’s message and/or moral of the story.
- Readers compare & contrast 2 or more versions of the same story by different authors/different cultures through a read aloud.
Favorite Author Study

- Readers gather and read texts by authors they love. (Meet as a class to decide what author is the class’ favorite. Then pick an author to have as a study.)

- Readers notice similarities and differences among the subject matter, characters, and illustrations in texts by authors they love.

- Readers look for themes that run through the authors’ books. Noticing themes, such as family, friends, nature, etc.

- Readers try to find out more about their favorite authors’ lives.

- Readers recommend their personal favorite authors to other people. (Students share what they know about the author to recommend it to others.)
GRADE 2 SUGGESTED MENTOR TEXTS FOR READING UNITS OF STUDY

Readers Build Good Habits

- Little Witch Learns to Read
  Deborah Hautzig
- The Wednesday Surprise
  Eve Bunting
- Miss Malarkey Leaves No Reader Behind
  Judy Finchler
- Wild About Books
  Judy Sierra
- Abe Lincoln: The Boy Who Loved Books
  Kay Winters
- The Library Dragon
  Carmen Deedy
- The Best Place to Read
  Debbie Bertram
- Alpha Oops!: The Day Z Went First
  Alethea Kontis
- Dooby Dooby Moo
  Doreen Cronin
- Winston the Book Wolf
  Marni McGee
- My Great Arizona
  Gloria Houston

Partner Reading

- You Read to Me, I’ll Read to You
  Mary Ann Hoberman
- But Excuse Me, That Is My Book
  Lauren Child

Strategies to Decode & Beginning Comprehension

Getting Ready For Reading

- Amelia Bedelia
  Peggy Parish
- A Is for Salad
  Mike Lester
- Mud
  Mary Lyn Ray
- George and Martha-Encore
  James Marshall
- Could Be Worse
  James Stevenson
- Storm is Coming
  Heather Tekavec
- When a Line Bends…A Shape Begins
  Rhonda Gowler Greene

Monitoring Comprehension

- All I See
  Cynthia Rylant
- The Stranger
  Chris Van Allsburg
- The Wise Woman and Her Secret
  Eve Merriam
- Yanni Rubbish
  Shulamith Levey Oppenheim
Fluency & Retelling/Summarizing

Retelling & Story Elements

- My Mama Says There Aren’t Any - Judith Viorst
- Olivia - Ian Falconer
- Now One Foot, Now the Other - Tomie de Paola
- A Weekend With Wendell - Kevin Henkes
- Bailey Goes Camping - Kevin Henkes
- A Day’s Work - Eve Bunting
- Ira Sleeps Over - Bernard Waber
- Francis Series - Lillian & Russell Hoban
- Caps for Sale - Esther Slobodkina
- Blackberries in the Dark - Mavis Jukes
- Down the Road - Alice Schertle
- Kate Emma - Patricia Polacco
- A Fine, Fine School - Sharon Creech
- King of the Playground - Phyllis Naylor
- Last Day Blues - Julie Danneberg
- Old Henry - Joan Blos
- Yesterday I Had the Blues - Jeron Ashford Frame
- The Wall - Eve Bunting
- Train to Somewhere - Eve Bunting
- The Tenth Good Thing About - Judith Viorst

Comparing & Contrasting Story Versions

- Amelia Bedelia Series - Peggy & Herman Parish
- Town Mouse /Country Mouse - Jan Brett
- City Mouse / Country Mouse - Rozanne Lanczak Williams

Revisiting Fluency & Reading w/ Expression

Reading w/ Expression

- Ira Sleeps Over - Bernard Waber
- Caps for Sale - Esther Slobodkina
- Alexander & the Terrible, Horrible, No Good, Very Bad Day  
  Judith Viorst

Readers Think & Talk About Books to Grow Ideas

Predicting

- Swimmy  
  Leo Leonni
- Now One Foot, Now the Other  
  Tomie de Paola
- The Carrot Seed  
  Ruth Krauss
- Sleeping Ugly  
  Jane Yolen
- The Titanic Lost & Found  
  Judy Donnelly
- William’s Doll  
  Charlotte Zolotow
- Just a Dream  
  Chris Van Allsburg
- Meanwhile  
  Jules Feiffer
- The Other Side  
  Jacqueline Woodson
- The Raft  
  Jim LaMarche
- The Tin Forest  
  Helen Ward
- Uncle Jed’s Barbershop  
  Margaree King Mitchell

Envisioning

- Caribbean Dream  
  Rachel Isadora
- Cloud Dance  
  Thomas Locker
- Hello Ocean  
  Pam Munoz Ryan
- Listening to the Rain  
  Bill Martin
- Night Driving  
  John Coy
- Over & Over  
  Charlotte Zatow
- When I’m Sleepy  
  Jane Howard
- Miss Rumphius  
  Barbara Cooney
- Night in the Country  
  Cynthia Rylant
- Amazing Grace  
  Mary Hoffman
- Sleeping Ugly  
  Jane Yolen
- The Titanic Lost & Found  
  Judy Donnelly
- William’s Doll  
  Charlotte Zolotow
- The Napping House  
  Audrey Wood
- Close Your Eyes  
  Jean Marzollo
- Putting the World to Sleep  
  Shelley Moore Thomas
- Wild, Wild Sunflower Child  
  Nancy White Carllstrom
- Cloudy with a Chance of Meatballs  
  Judi Barrett
- The Extinct Alphabet Book  
  Jerry Pallotta
• Twilight Comes Twice  Ralph Fletcher

**Talking & Writing About Our Connections**

**Written Responses**

• The Alphabet Tree  Leo Leonni  
• Fables  Arnold Lobel  
• Frederick’s Fables  Leo Leonni  
• The Rag Coat  Lauren Mills  
• The Table Where the Rich People Sit  Byrd Baylor  
• Tea with Milk  Allen Say

**Making Connections**

• Hazel’s Amazing Mother  Rosemary Wells  
• The Relatives Came  Cynthia Rylant  
• The Snowy Day  Ezra Jack Keats  
• The Two of Them  Aliki  
• Roxaboxen  Alice McLerran  
• Koala Lou  Mem Fox  
• Now One Foot, Now the Other  Tomie de Paola

**Non-Fiction**

**SERIES:**

• I Can Read About…. Troll  
• Eyewitness Books, Knopf  
• First Discovery Books, Scholastic  
• Scholastic News

**AUTHOR’S SERIES**

• Gail Gibbons books  
• Aliki book

**Creating & Answering Questions Within a Topic**

• All I See  Cynthia Rylant  
• Amelia’s Road  Linda Jacobs Altman  
• An Angel for Solomon Singer  Cynthia Rylant  
• Fly Away Home  Eve Bunting  
• Grandfather Twilight  Barbara Berger
• The Lotus Seed
  Sherry Garland
• The Stranger
  Chris Van Allsburg
• Why is the Sky Blue?
  Sally Grindley
• The Wise Woman and Her Secret
  Eve Merriam
• Yanni Rubbish
  Shulamith Levey Oppenheim

Analyzing Text

Main Idea/Determining Importance

• Courage
  Bernard Waber
• New York’s Bravest
  Mary Pope Osborne
• Nobody Owns the Sky
  Reeve Lindbergh
• The Tenth Good Thing About Barney
  Judith Viorst
• The Wall
  Eve Bunting
• Water Dance
  Thomas Locker

Inferring

Story Element Inferences

• The Old Woman Who Named Things
  Cynthia Rylant
• The Bug Cemetery
  Frances Hill
• Miss Nelson is Missing
  Harry G. Allard, Jr.
• Oliver Button Is a Sissy
  Tomie de Paola
• Miss Maggie
  Cynthia Rylant
• If You Listen
  Charlotte Zolotow
• Creatures of Earth, Sea & Sky
  Georgia Heard
• Fireflies
  Julie Brinkloe
• Fly Away Home
  Eve Bunting
• For the Good of the Earth & Sun
  Georgia Heard
• Grandfather Twilight
  Barbara Berger
• How Many Days to America?
  Eve Bunting
• Mother Earth, Father Sky
  Jane Yolen
• The Royal Bee
  Frances & Ginger Park
• Something Beautiful
  Sharon Dennis Wyeth
• Where Are You Going, Manyoni?
  Catherine Stock
• Mirette on the High Wire
  Emily Arnold McCully
Author Study

Comparing Characters, Settings & Themes

- Amelia Bedelia Series          Peggy & Herman Parish
- Francis Series                Lillian & Russell Hoban
- Henry & Mudge Series          Cynthia Rylant

AUTHORS:

- Robert McCloskey
- Tomie de Paola
- Leo Leonni

Grade 2 Curriculum Connections

<table>
<thead>
<tr>
<th>Interdisciplinary Connections</th>
<th>Art</th>
<th>Social Studies</th>
<th>Writing</th>
<th>Technology Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.1.2.D.1</td>
<td>6.1.P.B.2</td>
<td>RL.2.5</td>
<td>8.1.2.A.2</td>
</tr>
</tbody>
</table>
|                               | ○ Draw illustrations to go along with any writing piece | ○ Write letters to community members, mayor, public figures | ○ Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections. | ○ Create a document using a word processing application.
|                               |                 |                  |                        | ○ Use digital tools and online resources to explore a problem or issue. |
| 21st Century Skills and Career Ready Practices | CRP 4  
○ Communicate clearly and effectively and with reason.  
CRP 8  
○ Utilize critical thinking to make sense of problems and persevere in solving them.  
CRP 12  
○ Work productively in teams while using cultural global competence. |
Progress Indicators for Reading Literature

Key Ideas and Details
RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

Craft and Structure
RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas
RL.3.7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RL.3.8. (Not applicable to literature)

RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Range of Reading and Complexity of Text
RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
Progress Indicators for Reading Informational Text

**Key Ideas and Details**
RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

**Craft and Structure**
RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.6. Distinguish their own point of view from that of the author of a text.

**Integration of Knowledge and Ideas**
RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.

**Range of Reading and Complexity of Text**
RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
Reading Foundational Skills

Phonics and Word Recognition

RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
   A. Identify and know the meaning of the most common prefixes and derivational suffixes.
   B. Decode words with common Latin suffixes.
   C. Decode multisyllable words.
   D. Read grade-appropriate irregularly spelled words.

Fluency

RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
   A. Read grade-level text with purpose and understanding.
   B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
   C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Student Proficiencies

In grade 3 reading, students will be able to:

- Ask and answer questions to demonstrate understanding of a text
- Recount stories from diverse cultures
- Describe the characters in a story
- Determine the meaning of words and phrases as they are used in a text
- Refer to parts of stories, dramas, and poems when writing or speaking about a text
- Distinguish their own point of view from that of the narrator and those of the characters
- Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story
- Compare and contrast the themes, settings, and plots of stories
- Read and comprehend literature
- Ask and answer questions to demonstrate understanding of a text
- Determine the main idea of a text, recount the key details, and explain how they support the main idea
- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in a technical procedures in a text
- Determine the meaning of general academic and domain-specific words and phrases in a text
- Use text features and search tools to locate information
- Distinguish their own point of view from that of the author of the text
- Use information gained from illustrations and the words in a text to demonstrate understanding of the text
- Describe the logical connection between particular sentences and paragraphs in a text
- Compare and contrast the most important points and key details presented in two texts on the same topic
- Read and comprehend informational texts
- Know and apply grade level phonics and word analysis skills in decoding words
- Read with sufficient accuracy and fluency to support comprehension
Methods of Evaluation

- Classwork
- Class Participation
- Journals
- Activities
- Rubrics/Checklists
- Formal Assessments (WRAP, DIBELS)
- Portfolios
- Performance Assessments
- Teacher Observation/Questions
- Self-Assessments
# Reading Curriculum
## Units of Study: Grade Three

<table>
<thead>
<tr>
<th>Unit of Study</th>
<th>Key Focus Lessons</th>
<th>Pacing Guide</th>
</tr>
</thead>
</table>
| Launching Reading Workshop/Fiction                 | ● What is reader’s workshop?  
● Procedures/routines of reader’s workshop  
● Choosing just right books  
● Keeping track of reading/thinking  
● Readers stop themselves to monitor comprehension | 5 Weeks      |
| R.L. 3.1, 3.2, 3.3  
R.F. 3.4                                              |                                                                                   |              |
| Responding to Reading in Writing                  | ● Readers think, notice, wonder, connect, and predict  
● Readers use their 5 senses to create sensory images  
● Readers use their schema to help make sensory images  
● Students record their thoughts in reading response journals | 4 Weeks      |
| R.L. 3.5                                           |                                                                                   |              |
| Biography                                         | ● Identifying key elements of the genre  
● Creating timelines  
● Using character traits | 4 Weeks      |
| R.I 3.1, 3.8, 3.9                                  |                                                                                   |              |
| Asking Questions/Social Issues                     | ● Asking questions before, during, and after reading  
● Asking questions for different reasons (clarify, predict, understand characters, author’s message)  
● Asking thoughtful questions  
● Finding answers to questions asked | 5 Weeks      |
| R.L. 3.1                                           |                                                                                   |              |
| Informational (Non-Fiction, Historical, or Scientific) | ● Understanding and using the conventions of nonfiction  
● Setting a purpose for reading nonfiction  
● Determining important information  
● Interesting vs. important  
● Fact and opinion | 6 Weeks      |
| R.I. 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9 |                                                                                   |              |
| Realistic Fiction                                 | ● Elements of realistic fiction  
● Story elements/plot  
● Summarizing and synthesizing text  
● Sequencing  
● Character development | 5 Weeks      |
| R.L. 3.2, 3.3, 3.5                                 |                                                                                   |              |
| RF 3.4 | • Parts of plot  
• Making connections using schema |
| --- | --- |
| **Visualizing and Inferring**  
R.L. 3.4, 3.6, 3.7 | • Create visual images to help understand text  
• Readers make inferences about predictions, unknown vocabulary, and figurative language  
• Readers make inferences about character traits, how characters change, and characters’ point of view |
| **Test Prep:**  
Reading Across genres  
(Can be done once a week throughout the year rather than as a block)  
R.L. 3.1, 3.5 | • Using comprehension strategies to read challenging texts  
• Analyzing and answering multiple choice questions  
• Constructing answers to open response questions  
• Test taking strategies |

|  | 4 Weeks |
|  | Integrated into other units |
Launching Reading Workshop: Fiction

_Suggested Teaching Points:_

- Readers know specific ways to select and return books in our classroom so that we all can find them easily.
- During workshop time, readers read silently and do not talk with others.
- Readers choose books in many different ways (i.e. front and back cover, chapter titles, authors, characters, topics).
- Readers choose books based on their level and then on the genre they want to read. Review variety of genres.
- Books can be easy, just right, or challenging for a reader. Readers should choose just right books most of the time (i.e. 5 finger).
- Some readers abandon books for specific reasons. After a good try, students may decide that it is not the book for them.
- Readers keep a list of books they’ve read so they can keep track of their progress (reading log).
- Readers conference with teachers to monitor understanding and to discuss the book being read.
- Readers stop themselves when something doesn’t make sense and go back and reread to monitor comprehension.
- Readers stop themselves when something doesn’t make sense and ask themselves three questions (Does it look right? Sound right? Make sense?)
- Readers stop themselves when something doesn’t make sense and apply word solving strategies (tapping letter-by-letter and sounding out)
- Readers stop themselves when something doesn’t make sense and apply word solving strategies (chunking – looking for little words.)
- Readers stop themselves when something doesn’t make sense and apply word solving strategies (breaking up words by syllable groupings)
- Readers stop themselves when something doesn’t make sense and use context clues to understand the meaning of unfamiliar words.
Responding to Reading in Writing

*Suggested Teaching Points:*

- Readers think while reading a story and track and record their thinking on sticky notes/bookmarks/journal.
- Readers notice while reading a story and track and record their thinking on sticky notes/bookmarks/journal.
- Readers wonder while reading a story and track and record their thinking on sticky notes/bookmarks/journal.
- Readers connect (self, text, world) while reading a story and track and record their thinking on sticky notes/bookmarks/journal.
- Readers predict while reading a story and track and record their thinking on sticky notes/bookmarks/journal.
- Readers retell personal stories. What is retelling?
- Readers use retelling to build comprehension.
- Readers notice important story language and use it when retelling.
- Readers retell with a partner orally.
- Readers retell short texts in writing. Teacher models retelling in writing.
- Readers retell to support the comprehension of chapter books.
- Readers use their five senses to create sensory images as they read to help them remember text.
- Readers may change their sensory images after discussions with other readers.
- Readers may change their sensory images as they gain new information through more reading and through discussions.
- Readers recognize that their text-based and schema-based sensory images may differ from their imagination.
Fables, Folktales, Myths: Simple Fantasy Stories

*Suggested Teaching Points:*

- Introduce the genre of fiction by discussing what elements make up a fiction story.
- Introduce fantasy. Discuss differences between realism and fantasy.
- Introduce myths, fables, and folktales.
- Introduce story elements (characters, setting, problem, solution) by modeling these concepts with a teacher read aloud picture book and filling out a story elements chart.
- Understanding Story Elements- Setting
- Understanding Story Elements- Characters
- Understanding Story Elements- Plot
- Readers use visualization (“movie in the mind”) to envision not only the character engaged in a sequence of actions but also the setting.
- Readers revise our mental movies, paying attention to details about the main character, other characters and the setting.
- Readers revise our mental movies, paying attention to details about the main character, other characters and the setting.
- Readers carry our predictions with us as we read on and we note whether the text confirms or challenges those predictions.
Asking Questions/Social Issues

*Suggested teaching points:*

- Readers ask questions for different reasons. Readers ask questions to set a purpose for reading.
- Readers ask questions for different reasons (clarify, predict, understand characters, author’s message) *Discuss language for questioning in order to clarify meaning.*
- Readers ask thoughtful questions by identifying thin and thick questions.
- Readers understand that there are different ways of finding answers to your reading questions – **right there** – categorize this question with an A (which means answered in the text) while charting questions.
- Readers understand that there are different ways of finding answers to your reading questions – **think and search** for clues (infer) - categorize this question with an I (which means it can be inferred from the text) while charting questions.
- Readers understand that there are different ways of finding answers to your reading questions – **you and the author** – categorize this question with a BK (which means background knowledge) while charting questions.
- Readers understand that there are different ways of finding answers to your reading questions – answer **on your own** after discussion – categorize this question with a D (which means answered after further discussion) while charting questions.
- Readers understand that there are different ways of finding answers to your reading questions – **when you can’t find the answer** – categorize this question with a C (which means there is confusion) while charting questions and discuss what to do when you cannot find the answer.
- Readers are on the Hunt for Stereotypes
- Readers Push Their Book Club Ideas by Considering Other Perspectives About the Social Issues in the Text
- Readers Make Predictions About If and How The Characters Conflict Might be Resolved by Thinking About What We’ve Seen in Life and in Other Books Concerning This Social Issue
- Readers Aren’t Afraid to Ask Hard Questions About What is Really Puzzling Them In Order to Gain Deeper Insights About Character Relationships and the Social Issues Presented Within a Text
- Club Members Carry Over Ideas About Social Issues From Past Texts By Comparing and Contrasting Them to New Texts
Informational Texts

Suggested Teaching Points:

- Readers identify differences and similarities between fiction and non-fiction literature.
- Readers find different features when reading nonfiction books by identifying table of contents, index, and glossary. TLW recognize that readers can use these features to find what they want to read by setting a reading target.
- Readers find different features when reading nonfiction books by identifying photographs, captions, labels, and text boxes. TLW recognize that readers decide where to start reading on a nonfiction page.
- Readers find different features when reading nonfiction books by identifying close-ups, maps, cutaways, and comparisons.
- Readers find different features when reading nonfiction books by identifying different types of prints and tables in writing.
- Readers understand nonfiction texts are set up in various ways. One way, is with a question/answer format. The question appears as the heading or subheading of the page and the answer follows.
- Readers understand nonfiction texts are set up in various ways. A second way is a description format. The book or a portion of the book describes the topic.
- Readers understand nonfiction texts are set up in various ways. A third way is a compare/contrast format. The author compares and contrasts topics two similar concepts.
- Readers understand nonfiction texts are set up in various ways. A final way is a sequential format. The book or a portion of the book is set up in step by step format. Such as a how-to.
- Readers activate their schema before reading nonfiction. TLW identify what they already know about a subject.
- Readers use nonfiction text to answer questions.
- Readers use nonfiction conventions to locate the answers to their questions.
- Readers set a purpose for reading in nonfiction texts.
- Readers determine what is important and what is interesting in nonfiction text depending upon their purpose for reading. Determine what is important and what is interesting in nonfiction text depending upon their purpose for reading.
- Readers distinguish between fact and opinion in nonfiction texts.
- Readers recognize main ideas and supporting details in nonfiction texts.
- Readers stop, think, and react when reading nonfiction text.
- Readers use the information from the text to determine their own point of view about the information they read.
Realistic Fiction

*Suggested Teaching Points:*

- Readers identify the common elements in realistic fiction, including setting, characters, and plot - rising action, climax, falling action, and resolution.
- Readers understand the importance of character development in the story and can chart the inner (characters traits) and outer (physical traits) qualities of the main character.
- Readers create a story mountain chart independently.
- Readers identify traits which describe the main character. Readers can also complete a character web which includes finding evidence to support those traits.
Visualizing and Inferring

Suggested Teaching Points:

● Readers use visualizing to fill in missing information. One way to do this is by making movies in your mind as you read. Model using a picture book and stop periodically to discuss and/or draw what your movie looks like.

● Readers use visualizing to fill in missing information. One way to do this is by making movies in your mind as you read. Model using a whole class book and create a class “movie” which can be sketched on a chart paper.

● Readers use visualizing to fill in missing information. One way to do this is by making movies in your mind as you read.

● Readers merge prior experience and the text to create visual images. Model using a book without pictures and have students discuss and/or draw their visuals.

● Readers use the text to revise their mental movies. Readers focus in and pay attention to details about the main character, other characters, and setting in order to adjust and revise their mental movies.

● Readers infer by using prior knowledge and new clues to conclude what is happening.

● Readers infer to make predictions and look for evidence in the text to confirm or revise predictions. (Can use a 2 column chart – I predict/My Thinking Behind It)

● Readers make inferences to understand unfamiliar vocabulary.

● Readers make inferences to understand figurative language – discuss similes, metaphors

● Readers make inferences when the answers to questions are not explicitly stated in the text.

● Readers make inferences to understand characters’ points of view

● Readers make inferences about character motivations.

● Readers make inferences about the lesson/moral of the text.

● Readers make inferences about theme, big idea, or central message (author’s message) of the text.
Biography

Suggested Teaching Points:

- Readers develop theories about their characters based on traits. They use text evidence to support their thinking.

- Readers compare and contrast and reflect upon the time period in which the person lived.

- Readers take notes of the events of a person’s life in order to reveal how it affected their future.

- Readers think about how an author organizes a biography – they think about what information an author includes when telling the story of someone’s life.

- Readers think about words that can describe the person in their text – words that describe the kind of person he or she was. Then, readers take notes to help support their theories about the person.

- Readers stop every so often and ask themselves “What am I learning about this person?”

- Readers create a timeline as they read and collect key events in the person’s life.

- Readers create a timeline and collect smaller moments in a person’s life.

- Readers think about the order of events in a story – and they think about how events affect the person’s life.

- Readers think about big events versus small events in a person’s life and how even small events can affect the person’s life.

- Good readers think about the time period when their famous person lived. This helps them understand the life of their person. The collect little clues the author leaves that help them understand what life was like for the people of that time.
### Unit of Study | Mentor Texts
--- | ---
**Launching Reading Workshop** | **Launching**
- Author Day for Room 3T – Robin Pulver
- The Day Eddie Met the Author – Louise Barden
- King Puck – Michael Garland
- The Library – Sarah Stewart
- Max’s Words – Kate Banks
- Please Bury me in the Library – J. Patrick Lewis
- The Rough-Faced Girl – Rafe Martin
- Tomas and the Library Lady – Pat Mora

**Responding to Reading in Writing** | **Sensory Images**
- A Chair for my Mother- Vera Williams
- Cloudy with a Chance of Meatballs- Judi Barrett
- Come on, Rain – Karen Hesse
- Owl Moon- Jane Yolen
- Song and Dance Man- Karen Ackerman

**Synthesizing**
- Granddaddy’s Gift- Margaree King Mitchell
- The Lorax- Dr. Suess

**Reading Fiction** | **Making Connections**
- A Day’s Work – Eve Bunting
- Come on, Rain – Karen Hesse
- My Ol’ Man – Patricia Polacco
- Every Living Thing – Cynthia Rylant
- The Relatives Came – Cynthia Rylant
- Granddaddy’s Gift- Margaree King Mitchell
- Emma Kate – Patricia Polacco
- Last Day Blues – Julie Danneberg
- A Fine, Fine School – Sharon Creech

**Summarizing**
- Cloudy with a Chance of Meatballs- Judi Barrett
- Diary of a Worm – Doreen Cronin
- The Great Kapok Tree – Lynne Cherry
- Jumanji – Chris Van Allsburg
- Courage – Bernard Waber
- The Wall – Eve Bunting
- Train to Somewhere – Eve Bunting
- Nobody Owns the Sky – Reeve Lindberg

**Plot**
- The Mitten – Jan Brett
- Rechenka’s Eggs – Patricia Polacco
- Where the Wild Things Are – Maureen Sendak
- Sylvester and the Magic Pebble – William Steig

**Problem/Solution**
- Fly Away Home – Eve Bunting
<table>
<thead>
<tr>
<th>Asking Questions</th>
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<tr>
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<td>Smoky Night – Eve Bunting</td>
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<td>Make Way for Ducklings – R. McCloskey</td>
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<td>Brave Irene – William Steig</td>
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<td>Stone Fox – John Reynolds Gardiner</td>
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<td>Town Mouse, Country Mouse – Jan Brett</td>
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<td>Chrysanthemum – Kevin Henkes</td>
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<td>Ira Sleeps Over – B. Waber</td>
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<td>Amos and Boris – William Steig</td>
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<td>Amazing Grace – Mary Hoffman</td>
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<td>Noisy Nora – Rosemary Wells</td>
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<td>Trainsong – Diane Siebert</td>
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<td>The Salamander Room – Anne Mazer</td>
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<td>A Picnic in October – Eve Bunting</td>
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<td>The Gardner – Sarah Stewart</td>
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<td>Good Dog, Carl – Alexander Day</td>
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<td>The Wretched Stone – Chris Van Allsburg</td>
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<td>Time Flies – Eric Rohmann</td>
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<td>Just a Dream – Chris Van Allsburg</td>
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<td>Mirette on the High Wire – Emily Arnold McCully</td>
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<tr>
<td>Owl Moon – Jane Yolen</td>
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<tr>
<td>Letting Swift River Go – Jane Yolen</td>
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<tr>
<td>Metaphors</td>
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<td>● Dakota Dugout – Ann Turner</td>
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<tr>
<td>● Knots on a Counting Rope – Bill Martin, Jr.</td>
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## Grade 3 Curriculum Connections

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<thead>
<tr>
<th>Interdisciplinary Connections</th>
<th>Science/Social Studies</th>
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<tbody>
<tr>
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<th>Art</th>
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<tbody>
<tr>
<td>● 1.1.2.D.1</td>
<td>● RI.3.1.</td>
</tr>
<tr>
<td>○ Draw illustrations to go along with any writing piece</td>
<td>○ Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</td>
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<td>● RI.3.7.</td>
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<td></td>
<td>○ Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</td>
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<tr>
<th>Technology Integration</th>
<th>21st Century Skills and Career Ready</th>
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<tr>
<td>● 8.1.5.A.2</td>
<td>● CRP 4</td>
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<td>○ Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</td>
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</table>
Reading Curriculum
Grade 4

Progress Indicators for Reading Literature

**Key Ideas and Details**
RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

**Craft and Structure**
RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.

RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

**Integration of Knowledge and Ideas**
RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

RL.4.8. (Not applicable to literature)

RL.4.9. Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

**Range of Reading and Complexity of Text**
RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
Progress Indicators for Informational Text

Key Ideas and Details
RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure
RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Knowledge and Ideas
RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.

RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity
RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
Progress Indicators for Reading Foundation Skills

Phonics and Word Recognition
RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
    A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
    A. Read grade-level text with purpose and understanding.
    B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
    C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Student Proficiencies

In grade 4 reading, students will be able to:

- Refer to details and examples in a text
- Determine the theme of a story, drama, or poem
- Describe in depth a character, setting or event
- Determine the meaning of words and phrases as they are used in a text
- Explain major differences between poems, drama, and prose
- Compare and contrast points of view
- Make connections within and between texts
- Compare and contrast similar themes and topics
- Read and comprehend literature including stories, drama, and poetry
- Refer to details and examples in a text
- Determine the main idea of a text and explain how it is supported by details
- Explain events, procedures, ideas or concepts in informational texts
- Determine the meaning of general academic and domain-specific words or phrases in a text
- Describe the overall structure of events, ideas, concepts, or information in a text
- Compare and contrast a firsthand and a secondhand account of the same event
- Interpret information presented visually, orally, or quantitatively
- Explain how an author uses reasons and evidence to support particular points in a text
- Integrate information from two texts
- Read and comprehend informational texts
- Know and apply grade level phonics and word analysis skills in decoding words
- Read with sufficient accuracy and fluency to support comprehension
Methods of Evaluation

- Classwork
- Class Participation
- Journals
- Activities
- Rubrics/Checklists
- Formal Assessments (WRAP, DIBELS)
- Portfolios
- Performance Assessments
- Teacher Observation/Questions
- Self-Assessments
# Reading Curriculum Calendar
## Units of Study: Grade Four

<table>
<thead>
<tr>
<th>Unit of Study</th>
<th>Key Focus Lessons</th>
<th>Pacing Guide</th>
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</thead>
</table>
| Launching RW and Reviewing Strategies | ● What is readers’ workshop?  
                              | ● Procedures/routines of readers’ workshop  
                              | ● Choosing “just right” books  
                              | ● Keeping track of your reading and thinking  
                              | ● Reading is thinking : I think, I wonder, I predict, I connect  
                              | ● Recognizing when meaning breaks down and using fix up strategies  
                              | ● Strengthening comprehension by making meaningful connections and creating sensory images | 5 Weeks |
| Fiction Reading               | ● Comprehension Skills: cause and effect, main idea, sequence of events, compare and contrast  
                              | ● Identify literary techniques in stories: point of view, simile/metaphor/ sensory words  
                              | ● Character study in fiction | 3 Weeks |
| Questioning                   | ● Asking questions before, during, and after reading  
                              | ● Asking questions to clarify meaning  
                              | ● Thick vs. thin questions  
                              | ● Determining important ideas (main ideas/supporting details)  
                              | ● What is summarizing?  
                              | ● Summarizing main ideas in own words  
                              | ● Writing a succinct summary  
                              | ● What is synthesizing? | 5 Weeks |
| Reading Nonfiction            | ● Identifying author’s purpose(s) in nonfiction  
                              | ● Activating schema prior to reading nonfiction  
                              | ● Identifying nonfiction text features  
                              | ● Reviewing and using conventions of nonfiction to locate information and answer questions  
                              | ● Interesting vs. important information  
                              | ● Fact and Opinion  
                              | ● Skim and Scan  
                              | ● Recall details | 5 Weeks |
| Realistic Fiction             | ● Reviewing elements of fiction  
                              | ● Recognizes literary elements in stories: setting, character, plot, mood, and theme  
<pre><code>                          | ● Making inferences to understand characters and theme | 5 Weeks |
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<table>
<thead>
<tr>
<th>RL 4.1, 4.3, 4.9, 4.10</th>
<th><strong>RL 4.5, 4.10</strong></th>
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<tr>
<td><strong>Test Taking Unit</strong></td>
<td><strong>Reading Across Genres</strong></td>
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<td><strong>Author Study (Literature Circles)</strong></td>
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<tr>
<td><strong>Test taking strategies</strong></td>
<td><strong>Building schema for an author</strong></td>
</tr>
<tr>
<td><strong>Supporting inferences with evidence from text</strong></td>
<td><strong>Recognizing characteristics of an author’s work</strong></td>
</tr>
<tr>
<td><strong>Using comprehension strategies to read challenging texts</strong></td>
<td><strong>Possible Options: Andrew Clements, Kate DiCamillo, Patricia Reilly Giff, Louis Sachar, Roald Dahl</strong></td>
</tr>
<tr>
<td><strong>Analyzing and answering multiple choice questions</strong></td>
<td><strong>Cite evidence from text to support conclusions</strong></td>
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<tr>
<td><strong>Constructing answers to open response questions</strong></td>
<td><strong>Recognize an author’s point of view and opinion</strong></td>
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<tr>
<th><strong>Informational Texts</strong></th>
<th><strong>Focus TBD by teacher</strong></th>
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<tbody>
<tr>
<td><strong>Determining importance, asking questions, and responding to text</strong></td>
<td><strong>Possible Options: tall tales, myths, fables, poetry</strong></td>
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<tr>
<td><strong>FQR- Facts, questions, response</strong></td>
<td><strong>4 Weeks</strong></td>
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<tr>
<th><strong>Grade 4 Curriculum Connections</strong></th>
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<tr>
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<td>○ Utilize a rubric as a self-reflection to determine how points are allocated</td>
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<tr>
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<td>○ Interpret data through nonfiction texts</td>
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<td><strong>Social Studies/Science</strong></td>
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Launching Readers’ Workshop/Reviewing Strategies

Suggested Teaching Points:

- Readers choose appropriate texts
- Readers make predictions based on book jackets
- Good readers pose questions before, during, and after reading.
- Readers reread carefully and use context clues to make sense of text
- Readers use sticky notes to mark places where they could make a picture in their minds.
- Readers make connections to their own lives when they read,
- Readers make connections to other texts when they read.

Fiction Reading

Suggested Teaching Points:

- Readers identify beginning, middle, and endings of stories
- Readers compare/contrast settings in texts
- Readers compare/contrast themes in texts
- Readers compare/contrast events in texts
- Readers identify main ideas and supporting details
- Readers identify similes, metaphors, and sensory words in texts and describe how they affect the text
- Readers create and revise their mental movies, paying attention to details about the main character, other characters and setting
- Readers identify point of view
- Readers draw on a knowledge of characters and themselves to lift their level of predictions.
- Readers grow their ideas by identifying with their characters
- Readers will notice complexity in characters by paying attention to times when they act “out” of character.
Realistic Fiction

Suggested teaching points:

- Readers make inferences about character traits
- Readers make inferences about character development and change
- Analyze how author crafts the events to bring about resolution of problem
- Readers ask questions to predict within text
- Readers combine their schema and clues from the text to make an inference in order to ponder the unanswered questions and form their own interpretations.
- Readers support their inferences with evidence from the text
- Readers infer to understand literary devices of foreshadowing and flashback
- Readers make inferences about themes
- Readers recognize similarities in themes from various texts and begin finding recurrent themes and universal truths

Reading Nonfiction

Suggested teaching points:

- Readers identify the differences between fiction and nonfiction
- Readers identify the author’s purpose for writing nonfiction
- Readers understand the features of nonfiction texts including table of contents, italics, bold print, photographs, maps, captions, index, and diagrams
- Readers build background knowledge when reading nonfiction
- Readers identify the differences between fact and opinion
- Readers skim nonfiction text for information
- Readers can identify main ideas and supporting details
- Readers can summarize text

Questioning, Summarizing & Synthesizing

Suggested teaching points:

- Readers ask questions before, during, and after reading.
- Readers distinguish between literal and inferential questions
- Readers identify main idea and supporting details
- Readers summarize important parts of texts without including too many details
- Readers combine new information with existing knowledge to form an original idea, a new line of thinking, or a new creation
- Readers can create alternate endings for a story by considering alternative facts
4th Grade Suggested Mentor Texts

Launching Readers’ Workshop
- *The Bee Tree*  
  Patricia Polacco
- *Tar Beach*  
  Faith Ringgold
- *My Rotten Red Headed Brother*  
  Patricia Polacco
- *Thunder Cakes*  
  Patricia Polacco
- *My Old Man*  
  Patricia Polacco
- *Smokey Night*  
  Eve Bunting
- *Wilfred Gordon MacDonald Partridge*  
  Mem Fox
- *Every Living Thing*  
  Cynthia Rylant
- *Through Grandpa’s Eyes*  
  Patricia MacLaughlin
- *The Storm*  
  Charlotte Zolotow
- *Hairs*  
  Sandra Cicernos

School-wide Kit: Launching  Grade 4
- *The Book that Jack Wrote*  
  Jon Scieszka
- *Hey! Listen to This*  
  Jim Trelease
- *Library Lil*  
  Suzanne Williams
- *A Quiet Place*  
  Douglas Wood
- *Read and Rise*  
  Sandra L. Pinkney
- *Richard Wright and the Library Card*  
  William Miller
- *Running the Road to ABC*  
  Denize Lauture
- *Thank You, Mr. Falker*  
  Patricia Polacco

Fiction Reading/Narrative Writing Unit
- *The Mitten*  
  Jan Brett
- *The Tiny Seed*  
  Eric Carle
- *Tar Beach*  
  Faith Ringgold
- *Smokey Night*  
  Eve Bunting
- *Amber on the Mountain*  
  Tony Johnston
- *When I Was Young in the Mountains*  
  Cynthia Rylant
- *The Quilt Story*  
  Patricia Polacco
- *More Than Anything Else*  
  Marie Bradby
- *Mufaro’s Beautiful Daughters*  
  John Steptoe
- *Thundercake*  
  Patricia Polacco
- *Fireflies*  
  Julie Brinckloe
- *The Pain and the Great One*  
  Judy Blume
- *Owl Moon*  
  Jane Yolen
- *All the Places to Love*  
  Patricia McLaughlin

School-wide Kit: Visualizing
- *Sierra*  
  Diane Siebert
- *Sky Tree*  
  Thomas Locker
- *Thirteen Moons on the Turtle’s Back*  
  Joseph Bruchac
- *Where the River Begins*  
  Thomas Locker
Questioning, Summarizing & Synthesizing

- *Wednesday Surprise*  
  Eve Bunting
- *Fly Away Home*  
  Eve Bunting
- *Yo, Yes*  
  Chris Raska
- *Mufaro’s Beautiful Daughters*  
  John Steptoe
- *Miss Rumphius*  
  Barbara Cooney

Schoolwide Kit: Determining Importance and Summarizing Information

- *Shortcut*  
  David Macaulay
- *The Story of the Jumping Mouse*  
  John Steptoe
- *Summer Wheels*  
  Eve Bunting
- *Tea With Milk*  
  Allen Say
- *Uncle Willie and the Soup Kitchen*  
  DyAnne DiSalvo-Ryan

Reading Nonfiction

Schoolwide Kit: Dealing with Text Difficulty

- *Earthquakes*  
  Seymour Simon
- *The Universe*  
  Seymour Simon
- *Hurricanes*  
  Gail Gibbons
- *Frogs*  
  Nic Bishop
- *Brooklyn Bridge*  
  Lynn Curlee
- *Beacons of Light: Lighthouses*  
  Gail Gibbons
- *Sea Turtles*  
  Gail Gibbons

Realistic Fiction

Schoolwide Kit: Questioning, Predicting, and Inferring:

- * Encounter*  
  Jane Yolen
- *Glem and Glow*  
  Eve Bunting
- *The Polar Express*  
  VanAllsburg
- *Train to Somewhere*  
  Eve Bunting

Author Study

Suggested Authors

- Andrew Clements
- Kate DiCamillo
- Patricia Reilly Giff
- Louis Sachar
- Roald Dahl
Reading Curriculum

Grade 5

Progress Indicators for Reading Literature

**Key Ideas and Details**
RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

**Craft and Structure**
RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described.

**Integration of Knowledge and Ideas**
RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

RL.5.8. (Not applicable to literature)

RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

**Range of Reading and Complexity of Text**
RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
**Progress Indicators for Reading Informational Text**

**Key Ideas and Details**
RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

**Craft and Structure**
RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

**Integration of Knowledge and Ideas**
RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**Range of Reading and Level of Text Complexity**
RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
Progress Indicators for Reading Foundation Skills

Phonics and Word Recognition
RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
   A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency
RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
   A. Read grade-level text with purpose and understanding.
   B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
   C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
**Student Proficiencies**

*In grade 5 reading, students will be able to:*

- Quote accurately from a text
- Determine theme
- Compare and contrast two or more characters, settings, or events
- Determine the meaning of words and phrases as they are used in a text
- Explain how a series of chapters, scenes, or stanzas fit together within the overall structure of a story, drama, or poem
- Describe how a narrator’s point of view influences how events are described
- Determine two or more main ideas of a text
- Explain the relationship between individuals, events, ideas, or concepts in an informational text
- Determine the meaning of general academic and domain-specific words and phrases in a text
- Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts
- Analyze multiple accounts of the same topic
- Draw on information from multiple sources
- Explain how an author uses reasons and evidence to support particular points in a text
- Integrate information from several texts on the same topic
- Read and comprehend informational texts proficiently
- Know and apply grade level phonics and word analysis skills
- Read with sufficient accuracy and fluency to support comprehension
Methods of Evaluation

- Classwork
- Class Participation
- Journals
- Activities
- Rubrics/Checklists
- Formal Assessments (WRAP, DIBELS)
- Portfolios
- Performance Assessments
- Teacher Observation/Questions
- Self-Assessments
# Reading Curriculum

## Units of Study: Grade 5

<table>
<thead>
<tr>
<th>Unit of Study</th>
<th>Key Focus Lessons</th>
<th>Pacing Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Launching Readers’ Workshop</td>
<td>What is readers’ workshop?</td>
<td>5 Weeks</td>
</tr>
<tr>
<td></td>
<td>Procedures/routines of readers’ workshop</td>
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<tr>
<td></td>
<td>Becoming a strategic reader</td>
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<tr>
<td></td>
<td>Monitoring Comprehension</td>
<td></td>
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<td></td>
<td>Schema and connecting schema</td>
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<tr>
<td>Genre-Fiction (Picture book)</td>
<td>RF 5.4 RL 5.1, 5.3</td>
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<td></td>
<td>Good readers ask questions</td>
<td>4 Weeks</td>
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<td>Share questions about own reading</td>
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<td>Summarizing &amp; synthesizing</td>
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<td>Questioning &amp; Categorizing questions</td>
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<td>Background knowledge – connections</td>
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<td></td>
<td>5 Weeks</td>
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<tr>
<td>Genre - Historical Fiction</td>
<td>Good readers ask questions</td>
<td>3 Weeks</td>
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<td>Share questions about own reading</td>
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<td>Summarizing &amp; synthesizing</td>
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<td>Questioning/Summarizing and</td>
<td>Questioning &amp; Categorizing questions</td>
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<td>Synthesizing</td>
<td>Background knowledge – connections</td>
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<td>4 Weeks</td>
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<td>RL 5.1, 5.2, 5.6</td>
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<tr>
<td>Holocaust Unit</td>
<td>Good readers ask questions</td>
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<td>Share questions about own reading</td>
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<td>Summarizing &amp; synthesizing</td>
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<td>3 Weeks</td>
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<td>RL 5.1, 5.2, 5.6</td>
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<td>SS 6.3.8.A.1</td>
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<td>SS 6.3.8.D.1</td>
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<td>SS 6.3.4.D.1</td>
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<td>Book Study-Interdisciplinary Unit with Social Studies</td>
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<tr>
<td></td>
<td>○ Number the Stars</td>
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<tr>
<td>Genre - Realistic Fiction</td>
<td>Characteristics of realistic fiction</td>
<td>6 Weeks</td>
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<tr>
<td></td>
<td>Compare/contrast two or more characters drawing on specific details</td>
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<td></td>
<td>Compare/contrast stories in the same genre</td>
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<tr>
<td></td>
<td>Visualizing/Inferring</td>
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<tr>
<td></td>
<td>Summarizing and synthesizing</td>
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<td></td>
<td>RL 5.5, 5.6</td>
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<tr>
<td>Genre – Nonfiction</td>
<td>Determine two or main ideas of a text with support by key details</td>
<td>5 Weeks</td>
</tr>
<tr>
<td></td>
<td>5 Weeks</td>
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</tr>
</tbody>
</table>
| RI 5.1-5.10 | • Analyze multiple accounts of the same event/topic  
• Explain how an author uses reasons/evidence to support particular points in a text  
• Determining importance in text  
• Questioning |
| Test Prep Reading Across Genres RI 5.1, 5.4, 5.8 | • Strategies for approaching different types of questions  
• THINK strategy  
• Review of all strategies | 4 Weeks |
| Poetry RL 5.3, 5.4 RF 5.4a, 5.4b | • Interpret words and phrases used in the text including figurative meanings  
• Sensory words and imagery  
• Simile/metaphor  
• Analyze the structure of a stanza and how it relates to other stanzas  
• Inferring theme of poem | 4 Weeks |
| Teacher’s Choice: Author Study, Myths, Folktales, Fables RL 5.7, 5.9, 5.10 RF 5.3, 5.4, 5.10 | • Determine a theme of a story including how characters respond to challenges  
• Explain how series of chapters fit together to provide the overall structure of a particular story  
• Compare/contrast stories in same genre | 6 Weeks |

**Kindergarten Curriculum Connections**

<table>
<thead>
<tr>
<th>Interdisciplinary Connections</th>
<th>Math</th>
</tr>
</thead>
</table>
|  | •  
○ Utilize a rubric as a self-reflection to determine how points are allocated  
○ Interpret data through nonfiction texts |
|  | Science/Social Studies  |
|  | •  
○ Incorporate content-based mentor texts/trade books |
|  | Writing  |
|  | • RL.5.3.  
○ Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).  
• RI.5.7. |
○ Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

<table>
<thead>
<tr>
<th>Technology Integration</th>
<th>8.1.5.A.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.</td>
<td>8.1.5.E.1</td>
</tr>
<tr>
<td>● Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</td>
<td>8.1.5.A.3</td>
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<tr>
<td>● Use a graphic organizer to organize information about problem or issue.</td>
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</table>

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<thead>
<tr>
<th>21st Century Skills and Career Ready Practices</th>
<th>CRP 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Communicate clearly and effectively and with reason.</td>
<td>CRP 8</td>
</tr>
<tr>
<td>● Utilize critical thinking to make sense of problems and persevere in solving them.</td>
<td>CRP 12</td>
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<tr>
<td>● Work productively in teams while using cultural global competence.</td>
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</tbody>
</table>
Launching Reading Workshop/Fiction

Suggested teaching points:

- Readers make meaningful connections to text
- Readers create sensory images using five senses based on schema and text
- Readers listen to their inner voice while reading (monitoring for meaning)
- Readers notice when meaning breaks down
- Readers use fix-up strategies to repair comprehension (visualization, connections, rereading, context clues)
- Readers understand that holding their ideas on Post-its is a way to track, remember, and monitor comprehension
- Readers can recall the characters, setting, problem, solution, and plot events in sequential order
- Readers identify different genres
- Readers retell events of a short story in sequence to share and discuss texts with others
- Readers use retelling to monitor and sustain comprehension through longer texts

**Historical Fiction**

*Number the Stars* is part of the Holocaust curriculum. It can be used as read aloud, instructional read aloud/mentor text, or during Social Studies time

Suggested teaching points:

- Readers summarize key parts of a story
- Readers determine importance in fiction
- Readers track how their ideas change and grow (evolve) over time
- Readers use their comprehension strategies when synthesizing
- Readers talk with others about how their ideas evolve
- Readers write about their synthesizing
- Readers move beyond literal summarizing to more inferential thinking
- Readers find symbols in the text based on how their ideas have evolved
• Readers write about symbolism in their texts
• Readers synthesize information to clear up previously held misconceptions
• Readers consider what an author wants us to do and feel about the information (as related to purpose and bias)
• Readers add a personal response to their written summaries
• Readers add new knowledge to existing knowledge based on textual information

Realistic Fiction

Suggested teaching points:

• Readers recognize that authors tell stories from various perspectives: 1st person, 3rd person with author as observer and author as all-knowing
• Readers notice and understand cause and effect relationships in plot of fiction
• Readers analyze how author crafts the events to bring about resolution of problem (rising action-climax)
• Readers understand how rising action leads readers to some “burning questions” based in the building suspense within the text
• Readers ask questions before, during and after reading
• Readers ask questions for different reasons
• Readers ask questions to clarify meaning and to make predictions about story
• Readers ask questions to understand characters
• Readers ask questions about the author’s message and the big ideas in the text
• Readers know that the most interesting questions are unanswered explicitly in text, requiring interpretation
• Readers support their inferences with evidence from the text
Nonfiction Unit

Suggested teaching points:

- Readers identify nonfiction vs. fiction and author’s purpose for writing nonfiction
- Readers review conventions of nonfiction through preview (“walk through to determine what kinds of info may be present in text
- Readers locate specific info to answer their questions using the conventions to navigate text
- Readers pay close attention to signal words (e.g. surprisingly, importantly, on the other hand, however, likewise, consequently, finally, etc.)
- Readers activate and use schema before and while reading nonfiction text
- Readers identify the text structure of nonfiction texts (cause/effect, problem/solution, etc.)
- Readers identify the difference between ideas that are important vs. ideas that are interesting
- Readers summarize to monitor comprehension
- Readers stop periodically to summarize and integrate new learning (Stop-Think-React)
- Readers paraphrase in their own words while reading to summarize (ex. on post-its or in margins)
- Readers distinguish between summaries and their own thinking
- Readers determine an author’s possible bias when reading nonfiction
- Readers can gain factual information about a topic from a fictional source
- Readers recognize an author’s perspective around a particular topic
- Readers know that when forming an opinion, judgment or argument based on reading, it is important to consider more than one perspective on that topic
- Readers know that when forming an opinion, judgment or argument based on reading, it is important to consider more than one perspective on that topic
- Readers read to answer specific questions-display
MULTIPLE-CHOICE TESTS

- **Read:** READ CAREFULLY! Look for words such as *not, except, which is incorrect, best, all, always, never, none.*

- **Block:** Block all the answer choices before you look at them. Treat the item like a fill-in-the-blank question. Come up with an answer before you look at the choices. This might keep you from being swayed by a “trick” answer.

- **Elimination:** Use the process of elimination to arrive at the correct answer. At least you can narrow your options and make an educated guess. “Slash the trash.”

- **Easy:** Answer the easy questions first; save the tough ones for the end

- **Underline:** Underline key words!

- **Check:** If you are using an answer sheet, make sure you transfer your answers to the correct number on the sheet.

SHORT ANSWER TESTS

- **Prepare:** By studying off summary sheets that are packed with information within condensed space, try to categorize the material

- **Clues:** Use grammatical clues within a statement as hints for the correct answer

- **Common Sense:** A guess made with common sense could get you more test points than if you leave an answer blank

- **Simple:** Write your short answers in simple sentences. Packing as much information as you can is more important than literary style
Poetry Unit

Suggested teaching points:

● Readers recognize the unique text features of poetry and distinguish between poetry and other genres.

● Readers use the text features (e.g., stanza, verse) of poetry to help them understand and talk about the text. (e.g., “In the first stanza…”)

● Readers use poetic elements (e.g., alliteration, onomatopoeia, rhyme, rhythm, repetition) to help them read, understand, and share poetry.

● Readers create sensory images using their five senses as they read poetry.

● Readers use sensory images to help them understand and remember to poetry and to make the poetry full of details.

● Readers record (write or draw) their sensory images to help them better understand and remember poetry.

● Readers consider: Visualizing vs. Inferring – What is the difference?

● Readers make inferences to help them understand poetry.

● Readers understand that some words and phrases in poetry have both a literal and non-literal meaning (e.g., take steps)

● Readers understand that figurative language (e.g., simile, metaphor) is used in poetry to help the reader make connections and sensory images.

● Readers recognize the feelings they experience when reading poetry.

● Readers recognize that feelings are usually clues to the themes of poetry.

● Readers infer themes (big ideas, lessons, morals) to develop a deeper understanding of poetry.

● Read to determine what text says explicitly and make logical inferences from it.

Teacher’s Choice

Possible Units: Author Study, Reading Workshop, Myths, Folktales, Fables

<table>
<thead>
<tr>
<th>Author Study</th>
<th>Building schema for an author</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Recognizing characteristics of an author’s work</td>
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<tr>
<td></td>
<td>Possible Options: Judy Blume, Patricia Polacco, E.B. White, Jon Scieszka</td>
</tr>
</tbody>
</table>
Grade 5 Reading Units Mentor Texts

Realistic Fiction Unit

- *City Green* by DyAnne DiSalvo-Ryan
- *Just Juice* by Karen Hesse
- *A Writer’s Notebook* by Ralph Fletcher
- *Amelia’s Notebook* and *How to Get Famous in Brooklyn*
- “Eating While Reading” poem by Gary Soto
- *The Other Side* by Jacqueline Woodson
- *Willie Wins* by Almira Astudillo Gilles
- “Marble Champ” by Gary Soto
- “Stoops” by Mimi Brodsky Chenfeld
- *Uncle Willie’s Soup Kitchen* by DyAnne DiSalvo-Ryan
- *Ramona Quimby Age 8* by Beverly Cleary
- *Grandpa’s Face* by Eloise Greenfield
- *Yolanda’s Genius* by Carol Fenner
- *Going Home* by Eve Bunting
- “The Lightwell” by Laurence Yep
- *Because of Winn Dixie* by Kate DiCamillo
- *Thank You Ma’am* by Langston Hughes
- *Wondrous Words* by Katie Wood Ray

Symbolism:

*Keeping Quilt*- Polacco

Main Idea:

*Frog Prince Continued*- Scieszka

*Great Kapok Tree*- Cherry

*Keeping Quilt*- Polacco

Cause & Effect:

*If You Take a Mouse to the Movies*- Numeroff

*If You Give a Mouse a Cookie*- Numeroff

Point of View:

*Call Me Ahnighito*- Conrad
Great Kapok Tree- Cherry

Through Grandpa’s Eyes- MacLachlan

True Story of the Three Little Pigs- Scieszka/ Smith

Two Bad Ants- Van Allsburg

When I Was Young in the Mountains- Rylant

Story Sequence:

The Mitten- Brett

Drawing Conclusions:

Wreck of the Zephyr- Van Allsburg

Historical Fiction:

Pink and Say- Polacco (Civil War)

Train to Somewhere- Bunting (Orphan Train)

Realistic Fiction:

Your Move- Bunting

Memorable Language:

Home Place- Dragonwagon

My Mama Had a Dancing Heart- Gray

Nothing Ever Happens on 90th Street- Schotter

Character Traits:

My Great Aunt Arizona- Gloria Houston

Song and Dance Man- Ackerman
**Reading Terms**

**Reading Workshop:** It is one component of a balanced literacy program. The reading workshop is comprised of a mini-lesson, student independent reading time (using “just right” books or books at their independent level), a mid-workshop teaching point, and a teaching share time.

*In kindergarten, this should begin midyear. Please refer to January/February curriculum calendar for more detailed information.

**Independent Reading Level:** A book at a level in which a student will be able to independently read the text with, at the very minimum 98% accuracy, fluency, and at least a score of 4 in comprehension. (See W.R.A.P. kit)

**Instructional Reading Level:** A book at a level in which a student will need some support, but they should be able to read the text with, at the very minimum 94% accuracy, fluency, and at least a score of 3 in comprehension. (See W.R.A.P. kit)

**Frustration Reading Level:** A book at a level that is too challenging and frustrating for a student. He/She will read the text below 94% accuracy, a minimal amount of fluency, and at a score of below 3 in comprehension. (See W.R.A.P. kit)

**Mini-lesson:** Reading workshop begins with students gathering in the classroom meeting area for a short (10 minute) mini-lesson. During the mini-lesson, the teaching point should be clearly stated and what the students are expected to learn should be demonstrated. The students should then practice the skill/strategy that was taught during the mini-lesson during their independent reading time. One mini-lesson should dovetail with the next to provide a series of progressively more complex instruction. Mini-lessons should incorporate the use of a mentor text.

**Mentor Text:** It is a book that can be used as a tool to explicitly teach reading strategies. They tend to be short and are used to teach various reading and comprehension strategies. Mentor texts can be used as springboards for class discussions.

**Mid-Workshop Teaching Point:** In the middle of the workshop, convene students’ attention so that you can give a quick pointer in response to a shared problem you are seeing or so that you can share an example of what one reader has done that might help others. This can also be a time to rally readers to work harder. The mid-workshop teaching point should only take a few minutes and the students stay in their reading spots rather than reconvening in the meeting area.

*This does not apply to kindergarten as independent reading occurs during literacy centers.*
**Teaching Share Time:** At the end of the workshop (after reading time), the teacher brings closure to the day’s work. This time is used to share ways in which students have incorporated that day’s mini-lesson into their work and to share new insights or discoveries. The teacher may retell a conference or ask a student to share his/her reading work because the teacher may have noticed a student doing strong reading work that merits being shared with the rest of the students. The share session can function as a smaller mini-lesson, but should not last longer than 5 minutes.

**Guided Reading:** A group that is comprised of students who are reading books within a similar range of instructional levels. At the beginning of the guided reading lesson, the teacher introduces a text so that students can read it on their own without major difficulty. In addition, direct instruction will occur during and/or after the book has been completed. The teacher listens in as each student reads the text on his or her own. The teacher notices as readers work out the tricky parts and which strategies the students use and do not use if they encounter difficulties. The teacher will coach individual readers during this time.

**Guided Silent Reading:** This is a form of guided reading, which is appropriate for lengthier texts at higher levels of complexity. After the text is introduced, students read silently. A bookmark is used to provide a record of the reading experience and serves as a springboard for conversation and problem solving when the small group meets.

**Strategy Lesson:** The teacher will pull together a small group of students who need similar coaching or support. These students may or may not be reading similarly leveled books, but they will benefit from similar instruction. For example, students from a range of reading levels who need support with fluency could be gathered for a strategy lesson. At the beginning of the strategy lesson, the teacher shares the teaching point and demonstrates what is being taught. The students try the strategy using their own “just right” books or books provided by the teacher. Strategy lessons should last ten minutes or less and can be done during readers’ workshop.

**Literature Circles:** Small groups of students (supervised by the teacher) gather together based on interest to discuss a piece of literature in depth. The discussion is guided by students’ response to what they have read. Students may assume roles to facilitate discussion.

**Book Clubs:** Book clubs are similar to literature circles, but require less teacher direction. Book clubs can have 4-6 readers who talk across multiple copies of a specific title. This allows a teacher to teach reading skills while small groups of students read, talk, and write about shared texts. Book clubs generally meet 2-3 times a week to discuss a text they are reading. Since the conversation relies upon members having read to the same point in their texts, students assign themselves several chapters a night. Members of a club need to be fairly well-matched by reading level.
Read Aloud: Students gather together to listen to the teacher read aloud. Read aloud time also provides exposure to vocabulary, concepts, and text structures. When choosing read-aloud texts, teachers should include a range of levels, genres, themes, tones, and authors. A read aloud book could be integrated into mini-lessons within a unit of study and become a mentor text.

Word Study: It is a daily component of balanced literacy for each grade level. This is the time to teach phonics, spelling, and vocabulary. Teachers in grades 2-5 do a spelling inventory to determine what to teach each student about phonics. Using this data, the teacher then designs small group activities, such as word sorts, that support students at various stages of spelling. During a word study lesson, the teacher often begins with a mini-lesson of sorts and then provides time for students to work independently, or in partnerships or groups, to make use of the lesson.

*For grades 1 and 2, please refer to the Wilson Fundations teaching calendar.

Trick Words/High-Frequency Words: Common words that a reader should recognize on sight. Sight words are also referred to as "high-frequency words." Sight words are a group of common words with a high-frequency of use that readers must know on sight, instantly, and automatically in order to develop into an efficient and smooth reader. Many sight words are "service words" (pronouns, adjectives, adverbs, prepositions, conjunctions, and verbs), which cannot be learned through the use of pictures and often cannot be sounded out. Additionally, phonics and decoding rules generally do not apply to sight words learning. To learn sight words a student will want to have them memorized. Learning sight words will ultimately help a student develop into a smooth and efficient reader.

Shared Reading: A K-2 instructional strategy in which the teacher involves a group of students in the reading of a particular big book, poem, common text, or trade book in order to help them learn aspects of beginning literacy, such as: print conventions, concept of word, reading strategies, as in decoding or the use of prediction.

Phonemic Awareness: The awareness of the sounds (phonemes) that make up spoken words.

Environmental print: Print and other graphic symbols, in addition to books, that are found in the physical environment, as street signs, billboards, television commercials, building signs, etc. Note: Environmental print affords opportunities for learners in early phases of emerging literacy (especially in kindergarten) to discover and explore the nature and functions of graphic symbols as conveyors of meaning, even when they are not able to read in a formal sense.

Literacy Centers: An area within the classroom where students work alone or interact with one another using instructional materials to explore and expand their literacy. It is a time
when a variety of activities can reinforce or extend learning (i.e. listening centers, literature responses, word work, independent reading, and phonemic awareness).
Resources for Lesson Planning


