

KINDERGARTEN – Fundamentals of Reading

September	October	November	December
Reading/Writing <ul style="list-style-type: none"> • Letters ‘n’ and ‘a’ • High Frequency Words: ‘the’, ‘a’, ‘my’ • Sequencing • Partner letters • Initial and final ‘n’ • Short vowel ‘a’ • Reading booklets • Letter song booklets • Seasonal writing • Fall • Back to school • Weekly Reader-all year 	Reading/Writing <ul style="list-style-type: none"> • Letters ‘a’ (continued), ‘d’, and ‘s’ • High Frequency Words: ‘that’, ‘and’, ‘I’ • Blending short ‘a’ words • Initial and final ‘d’ and ‘s’ • Reading Booklets • Letter song booklets • Seasonal writing Halloween/Fall 	Reading/Writing <ul style="list-style-type: none"> • Letters ‘i’ and ‘t’ • Review all learned letters and High Frequency Words • High Frequency Words: ‘is’, ‘said’, ‘we’ • Initial and final ‘t’ • Blend short ‘i’ words • Opposites • Reading Booklets • Letter song booklets • Seasonal writing: Thanksgiving 	Reading/Writing <ul style="list-style-type: none"> • Letters ‘c’, ‘o’ and ‘f’ • High Frequency Words: ‘are’, ‘you’ and ‘have’ • Initial and final ‘c’ and ‘f’ • Blend short ‘o’ words • Making predictions • Guided Reading groups • Reading booklets • Letter song booklets • Seasonal writing: Holidays, Winter • Rhyming
January	February	March	April
Reading/Writing <ul style="list-style-type: none"> • Letters ‘r’, ‘p’, ‘l’, and ‘u’ • High Frequency words: ‘have’, ‘to’, ‘me’, ‘go’ • Initial and final ‘r’, ‘p’, and ‘l’ • Blend short ‘u’ words • Main idea • Guided Reading • Reading booklets • Letter song booklets • Seasonal writing: Winter 	Reading/Writing <ul style="list-style-type: none"> • Letters ‘k’ and ‘g’ • Review all learned letters • High Frequency Words: ‘do’, ‘for’ • Initial and final ‘k’ and ‘g’ • “ck” ending • Blend short ‘a’, ‘i’, ‘o’, ‘u’ words • Guided Reading • Reading booklets • Letter song booklets • Seasonal writing: Valentines Day 	Reading/Writing <ul style="list-style-type: none"> • Letters ‘e’, ‘b’, and ‘h’ • Review all learned letters • High Frequency Words: ‘he’, ‘she’, ‘has’, ‘with’ • Initial and final ‘b’ and ‘h’ • Blend short ‘e’ words • Action words • Guided Reading • Reading booklets • Letter song booklets • Seasonal writing: Spring, Weather • Word Families 	Reading/Writing <ul style="list-style-type: none"> • Letters ‘w’, ‘v’, ‘x’, ‘q’, and ‘j’ • High Frequency Words: ‘was’, ‘not’ • Initial ‘w’, ‘v’, ‘x’, ‘q’, ‘j’ • Final ‘w’ and ‘x’ • Blend short vowel words • Guided Reading • Reading booklets • Letter song booklets • Seasonal writing: Spring, Weather • Accelerated Reader
May	June		
Reading/Writing <ul style="list-style-type: none"> • Letters ‘y’ and ‘z’ • High Frequency • Words: ‘of’ • Review all High Frequency Words learned to date • Blend short vowel words (reading and writing) • Guided Reading • Reading booklets • Letter song booklets • Seasonal writing: Nature 	Reading/Writing <ul style="list-style-type: none"> • Review all letters • Review all High Frequency Words • Blend short vowel words • Guided Reading • DEAR time • Seasonal writing: Summer 		

Kindergarten

Writing – W.K. 1-10

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Realize that speech can be recorded in words (e.g., his/her own name; words and symbols in the environment).</p> <p>Distinguish letters from words.</p> <p>Recognize that words are separated by spaces.</p> <p>Follow words left to right and from top to bottom.</p> <p>Recognize that print represents spoken language.</p> <p>Demonstrate understanding of the function of a book and its parts, including front and back and title page.</p>	<p>Singing weekly letter song books</p> <p>Computer word games</p> <p>Big Books</p> <p>Teacher led reading of charts</p> <p>Teacher story reading</p> <p>Daily calendar sentence</p> <p>Reading booklets</p> <p>Guided reading groups</p>	<p>Teacher Observation</p> <p>Participation</p> <p>Completion of activities</p>	<p>Based on Frog Street Press-Sing and Read Learning Series</p> <p>Based on McGraw-Hill Reading manual</p>

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Demonstrate understanding that spoken words consist of sequences of phonemes.</p> <p>Demonstrate phonemic by rhyming, clapping syllables, and substituting sounds.</p> <p>Understand that the sequence of letters in a written word represents the sequence of sounds (phonemes) in a spoken word (alphabetic</p>	<p>Assembling and reading decodable books</p> <p>Assemble and read decodable reading booklets</p> <p>Singing letter song booklets</p> <p>Sight word songs</p> <p>Rhyming games and songs</p> <p>Guided reading groups</p>	<p>Teacher observation</p> <p>Teacher observation</p> <p>DIBELS</p> <p>Teacher Assessment</p>	<p>McGraw-Hill Reading Series</p> <p>Frog Street Press Learning Series</p>

principle). Learn many, though not all, one-to-one letter-sound correspondences. Given a spoken word, produce another word that rhymes with it.			
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Reading: Foundational Skills – RIK.1-10

Instructional Objectives	Instructional Activities	Assessments	Content Connections
Students will be able to: Recognize some words by sight. Recognize and name most uppercase and lowercase letters of the alphabet. Recognize and read one's name.	Find and highlight sight words in all booklets Name tags on tables Sight word songs Word wall Brainstorming words that begin with the same letter	Teacher observation DIBELS Teacher assessment	McGraw-Hill Reading Series Frog Street Press Learning Series

Instructional Objectives	Instructional Activities	Assessments	Content Connections
Students will be able to: Practice reading behaviors such as retelling, reenacting, or dramatizing stories. Recognize when a simple text fails to make sense when listening to a story read aloud. Attempt to follow along in book while listening to a story read aloud. Listen and respond attentively to literary texts (e.g., nursery rhymes) and functional texts (e.g., science books).	Listen to a story-drawing a corresponding picture Partner reading Poetry response Singing songs Weekly Readers Guided Reading Accelerated Reader Teacher reading to class	Teacher observation Observation during Guided Reading Accelerated Reader score	Weekly Readers McGraw-Hill decodable books

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Begin to track or follow print when listening to a familiar text being read.</p> <p>Think ahead and make simple predictions about text.</p> <p>Use picture clues to aid understanding of story content.</p> <p>Relate personal experiences to story characters' experiences, language, customs, and cultures with assistance from teacher.</p> <p>"Read" familiar texts from memory, not necessarily verbatim from the print alone.</p>	<p>Assembling and reading weekly decodable books</p> <p>Guided Reading groups</p> <p>Making predictions during reading</p> <p>Picture walk</p> <p>Asking questions</p> <p>Group discussions</p> <p>Mystery Reader</p>	<p>Teacher observation</p> <p>Class discussion</p> <p>Guided reading group performance</p> <p>Teacher observation</p>	<p>Based on individual teacher's book selections</p> <p>McGraw Hill Reading Series</p> <p>Based on individual teacher's book selections</p> <p>McGraw Hill Reading Series</p>

Language – L.K.1-6

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Continue to develop a vocabulary through meaningful, concrete experiences.</p> <p>Identify and sort words in basic categories.</p> <p>Explain meanings of common signs and symbols.</p> <p>Use new vocabulary and grammatical construction in own</p>	<p>Letter sound matching</p> <p>Bingo</p> <p>Puzzles</p> <p>Letter sound games</p> <p>Introduce new vocabulary prior to reading and review when found in context</p> <p>Develop a sight word vocabulary of at least 24 words.</p>	<p>Teacher observation</p> <p>Student work</p> <p>Oral reading</p>	<p>Based upon individualized teacher's book selections</p> <p>Manipulatives in classroom</p>

speech.			
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Speaking and Listening – SLK.1-5

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Respond to a variety of poems and stories through movement, art, music, and drama.</p> <p>Verbally identify the main character, setting, and important events in a story read aloud.</p> <p>Identify favorite books and stories.</p> <p>Retell a story read aloud using main characters and events.</p> <p>Participate in shared reading experiences.</p> <p>Make predictions based on illustrations or portions of stories.</p>	<p>Guided Reading</p> <p>Listening to a teacher read story</p> <p>DEAR time</p> <p>Mystery Reader</p>	<p>Teacher Observation</p> <p>Student participation in discussions</p> <p>Story re-tells</p> <p>Predictions</p>	<p>Based on teacher book selections, based on time of year and themes studied in science and social studies</p>

Instructional Objectives	Instructional Activities	Assessments	Content Connections
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<p>Students will be able to:</p> <p>Locate and know the purposes for various literacy areas of the classroom and the library/media center.</p> <p>Choose books related to topics of interest.</p>	<p>Library class lessons</p> <p>Selecting library books</p> <p>Selecting books from classroom library</p>	<p>Student book selection</p> <p>Student participation in library lessons</p>	<p>Library lesson to focus on various areas of the curriculum</p>
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Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Recognize that thoughts and talk can be written down in words.</p> <p>Observe the teacher modeling writing.</p> <p>Generate and share ideas and experiences for a story.</p> <p>Attempt to put ideas into writing using pictures, developmental spelling, or conventional text.</p> <p>Write (print) own first and last name.</p> <p>Participate in group writing activities such as experience stories, interactive writing, and shared writing.</p> <p>Begin to sequence story events for writing using pictures, developmental spelling, or conventional text.</p>	<p>Writing Workshop</p> <ul style="list-style-type: none"> - Holiday words - Seasonal words - Completing stories from writing prompts <p>Use name tag as a resource</p> <p>Listen to story then write a sentence telling beginning, middle, and end</p>	<p>Teacher observation</p> <p>Published student work</p> <p>Student discussion</p>	<p>Based on book selections</p> <p>Writing instruction based on student's writing abilities</p> <p>Writing Workshop</p> <p>Social Studies – holidays</p> <p>Science experiments</p> <p>Character education</p> <p>Letters</p> <p>Sentence structure writing</p> <p>Handwriting Without Tears</p> <p>McGraw- Hill workbook</p>

Writing – W.K. 1-10

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Show and talk about work samples containing pictures, developmental spelling, or conventional text.</p> <p>Begin to collect favorite work samples to place in personal writing folder.</p>	<p>Show and tell</p> <p>Create writing portfolios with students' work</p> <p>Student reflection on writing pieces</p>	<p>Teacher observation</p> <p>Group discussion</p>	<p>Connections based on book selection and student's individual writing abilities</p> <p>Writing sample for Superintendent</p> <p>Writing related to the social sciences</p>
<p>Students will be able to:</p> <p>Use letter/sound knowledge in attempting to write (print) some words.</p> <p>Spell own name.</p> <p>Recognize and begin to use left-to-right and top-to-bottom directionality and spacing between words when writing.</p> <p>Gain increasing control of penmanship, including pencil grip, paper position, and beginning strokes.</p> <p>Write all uppercase and lowercase letters of the alphabet from teacher copy.</p>	<p>Alphabet journals</p> <p>Handwriting books</p> <p>Letters written</p> <ul style="list-style-type: none"> - on white boards - chalkboards - gel boards - shaving cream - finger paint - sky writing <p>For each alphabet letter, brainstorm words then print words on seasonal pictures</p>	<p>Teacher observations</p> <p>Assessment of journals and books</p> <p>Handwriting Without Tears program</p>	<p>Handwriting Without Tears</p> <p>Sentence structure</p> <p>Pencil gymnastics</p>

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Communicate personal response to literature through drawing, telling, or writing.</p> <p>Show and talk about favorite work samples (drawing or writing) with teacher and family.</p>	<p>Listen to story and draw story details</p> <p>Share work with classmates</p> <p>Create an art project, then write about what is happening</p>	<p>Teacher observation</p> <p>Student work</p>	<p>Holiday writing activities</p> <p>Listening stories – followed by writing</p> <p>Stories on tape</p> <p>Plays</p> <p>Starfall website</p>

GRADE 1 – Fundamentals of Reading

September	October
<p>Phonics Skills</p> <ul style="list-style-type: none"> • Review short /a/ • Introduce and Review Short /i/ • Review Consonants • Review Digraph: ck /k/ <p>Comprehension Skills</p> <ul style="list-style-type: none"> • Introduce Using Illustrations • Introduce Sequence of Events • Use pictures as cues to check for meaning • Monitor reading by using fix-up strategies (ie. searching for clues) • Read regularly aloud and silently in independent level materials* <p>Language Skills</p> <ul style="list-style-type: none"> • Inflectional Ending –s • Introduce and Review Decoding Unfamiliar Words* • Add, delete or change sounds to change words (ie. cow to how, cat to can)* • Recognize high frequency words in and out of context* • Develop a vocabulary of 300-500 high-frequency sight words and phonetically regular words* <p>Study Skills</p> <ul style="list-style-type: none"> • Text Organizers • Parts of a Book 	<p>Phonics Skills</p> <ul style="list-style-type: none"> • Introduce the Digraphs sh and th • Introduce and Review Short /u/ • Review Digraphs: sh, th, ck • Review Short /a/ and /i/ • Recognize and use rhyming words to reinforce decoding skills • Decode regular one-syllable words and nonsense words (ie. sit, zot) <p>Comprehension Skills</p> <ul style="list-style-type: none"> • Review Using Illustrations • Review Sequence of Events • Introduce and Review Story Elements <p>Language Skills</p> <ul style="list-style-type: none"> • Review Inflectional Endings –s Review Context Clues Introduce Inflectional Ending –ed • Demonstrate familiarity with genres of text including storybooks fiction and nonfiction, expository texts, poetry and newspapers and produce evidence of reading* <p>Study Skills</p> <ul style="list-style-type: none"> • Text Organizers • Maps <p>* Indicates on-going activity (through out the school year)</p>
September	October
<p>Writing Skills</p> <ul style="list-style-type: none"> • Begin to generate ideas for writing through talking, sharing and drawing • Observe the model of writing • Use simple sentences to convey ideas • Use pictures, developmental spelling or conventional text to 	<p>Writing Skills</p> <ul style="list-style-type: none"> • Begin to use a basic writing process to develop writing* • Produce stories from personal experiences

<p>create writing drafts</p> <ul style="list-style-type: none"> • Begin to use a simple checklist to improve writing with teacher support • Produce finished writings to share with class and/or for publication • Collect favorite works to place in personal writing folder (one piece per month)* • Write all upper and lowercase letters of the alphabet from memory • Begin to use basic punctuation and capitalization • Apply sound/symbol relationships to writing words • Use developmental spelling or phonics-based knowledge to spell independently, when necessary* • Develop awareness of conventional spelling* • Use left-to-right and top-to-bottom directionality and use appropriate spacing between words • Respond to literature using pictures and words* • Begin to develop a literacy rich environment: journal, list and word walls* 	<ul style="list-style-type: none"> • Relate stories: text to text and text to self* • Introduce/create rubric for personal narrative <p>* Indicates on-going activity (through out the school year)</p>
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November	December
<p>Phonics Skills</p> <ul style="list-style-type: none"> • Introduce Short /o/ • Introduce Short /e/ • Introduce Blends • Review Short /o/, /e/, /u/, /i/ and /a/ • Review Digraphs: ck /k/, sh and th <p>Comprehension Skills</p> <ul style="list-style-type: none"> • Review Story Elements • Introduce and Review Main Idea <p>Language Skills</p> <ul style="list-style-type: none"> • Review Inflectional Ending -ed • Review Context Clues • Listen and identify the number of syllables in a word* • Begin to read simple text both fiction and nonfiction that is 	<p>Phonics Skills</p> <ul style="list-style-type: none"> • Introduce Blends • Review Blends • Review Short Vowels <p>Comprehension Skills</p> <ul style="list-style-type: none"> • Introduce Story Element: setting • Introduce Compare and Contrast • Review Analyzing Characters and Plot • Review Main Idea and Supporting Details • Establish a purpose for reading and adjust reading rate* <p>Language Skills</p> <ul style="list-style-type: none"> • Introduce Possessives • Review Inflectional Ending -ed • Review Context Clues

<p>grade-level appropriate*</p> <p>Study Skills</p> <ul style="list-style-type: none"> • Maps <p>Writing Skills</p> <ul style="list-style-type: none"> • Produce procedural pieces using sequencing words • Create a class rubric for procedural writing 	<p>Study Skills</p> <ul style="list-style-type: none"> • Diagrams <p>Writing Skills</p> <ul style="list-style-type: none"> • Increase fluency (ability to write ideas easily) to improve writing* • Revisit pictures and writings to add detail* • Produce friendly letters, be able to identify the 5 parts of a friendly letter • Produce a class rubric for a friendly letter <p>* Indicates on-going activity (through out the school year)</p>
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January	February
<p>Phonics Skills</p> <ul style="list-style-type: none"> • Introduce and Review ch, wh and nk • Introduce and Review Long /a/: a-e • Review Blends <p>Comprehension Skills</p> <ul style="list-style-type: none"> • Review Compare and Contrast • Review Story Elements: Setting <p>Language Skills</p> <ul style="list-style-type: none"> • Review Possessives • Review Contractions <p>Study Skills</p> <ul style="list-style-type: none"> • Diagrams <p>Writing Skills</p> <ul style="list-style-type: none"> • Begin to mimic an author’s voice and patterns* • Produce narratives • Produce a rubric for narratives 	<p>Phonics Skills</p> <ul style="list-style-type: none"> • Introduce Long /i/: i-e • Introduce Long /o/: o-e • Introduce Long /u/: u-e • Review Long /a/: a-e, Long /i/: i-e, Long /o/: o-e and Long /u/: u-e • Bossy R <p>Comprehension Skills</p> <ul style="list-style-type: none"> • Introduce Cause and Effect • Introduce Making Inferences • Review Cause and Effect <p>Language Skills</p> <ul style="list-style-type: none"> • Inflectional Endings –s, -es and -ed • Introduce Inflectional Endings –er and -est <p>Study Skills</p> <ul style="list-style-type: none"> • Charts <p>Writing Skills</p> <ul style="list-style-type: none"> • Produce informational text • Produce a class rubric for information text

* Indicates on-going activity (through out the school year)

March

Phonics Skills

- Introduce Long /a/: ai and ay
- Introduce Long /e/: e and ee
- Review Long /a/: ai and ay
- Review Long /u/: u-e, Long /o/: o-e and /a/: a-e
- Hard and Soft C and G

Comprehension Skills

- Introduce and Review Making Inferences
- Introduce Making Predictions
- Review Cause and Effect

Language Skills

- Introduce Inflectional Ending –ing
- Review Inflectional Endings –s, -es –er and –est

Study Skills

- Charts
- Various Texts
 1. Lists
 2. Newspapers
 3. Dictionary Skills

Writing Skills

- Produce persuasive pieces
- Produce a class rubric for persuasive pieces

April

Phonics Skills

- Introduce Long /e/: ie and ea
- Introduce and Review Long /o/: o, oa, oe and ow
- Introduce Long /i/: i, y, igh and ight
- Review Long /e/: e, ee, ie and ea
- Introduce Y as a vowel
- Introduce digraphs kn, gn and wr
- Introduce i before e except after c

Comprehension Skills

- Introduce and Review Drawing Conclusions
- Review Making Predictions

Language Skills

- Review Inflectional Ending –ing
- Review Context Clues
- Use and explain common antonyms and synonyms*

Study Skills

- Various Texts
 1. Lists
 2. Newspapers
 3. Dictionary Skills

Writing Skills

- Produce poetry using different formats
- Produce a class rubric for poetry

* Indicates on-going activity (through out the school year)

May	June
<p>Phonics Skills</p> <ul style="list-style-type: none"> • Review Long /e/, Long /o/ , Long /i/ and Long /a/ • Introduce and Review /u/ oo • Introduce and Review /ar/ ar <p>Comprehension Skills</p> <ul style="list-style-type: none"> • Review Making Predictions • Review Drawing Conclusions • Introduce and Review Fantasy and Reality <p>Language Skills</p> <ul style="list-style-type: none"> • Review Inflectional Ending –ing • Review Context Clues <p>Study Skills</p> <ul style="list-style-type: none"> • Various Texts <ul style="list-style-type: none"> 1. Lists 2. Newspapers 3. Dictionary Skills • Reference Sources and Library <p>Writing Skills</p> <ul style="list-style-type: none"> • Begin to use simple computer writing applications during some parts of writing process* 	<p>Phonics Skills</p> <ul style="list-style-type: none"> • Introduce and Review /ur/: ir, ur and er • Introduce and Review /ou/: ow, ou • Introduce and Review /oi/: oi and oy • Review /ar/: ar <p>Comprehension Skills</p> <ul style="list-style-type: none"> • Introduce and Review Summarizing • Review Fantasy and Reality <p>Language Skills</p> <ul style="list-style-type: none"> • Introduce and Review Compound Words • Review Inflectional Ending -ing <p>Study Skills</p> <ul style="list-style-type: none"> • Reference Sources and Library <p>Writing Skills</p> <ul style="list-style-type: none"> • Produce advertisements • Produce a class rubric for writing advertisements <p>* Indicates on-going activity (through out the school year)</p>

Grade 1

Reading Informational Text – RI 1.1-1.10

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Match oral words to printed words (e.g., pointing to print as one reads).</p> <p>Practice reading print in the environment at school and at</p>	<p>Listening Center, books on tape</p> <p>Teacher-led reading of passages (big books, chart paper, etc)</p> <p>Read alouds</p> <p>Read signs</p>	<p>Teacher observation</p> <p>Running records</p> <p>Discussion</p> <p>Completion of activities related to read-alouds</p>	<p>Based upon individual teacher’s book selections</p> <p>Science/Social Studies vocabulary activities</p> <p>Use of “Book It” monthly reading goals</p>

<p>home with assistance.</p> <p>Locate and identify the title, author, and illustrator of a book or reading selection.</p> <p>Interpret simple graphs, charts, and diagrams.</p>	<p>Review examples, produce own graph, etc.</p>	<p>Participation</p>	<p>Monthly book reports</p> <p>Create and use diagrams</p>
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Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Demonstrate understanding of all sound- symbol relationships.</p> <p>Blend or segment the phonemes of most one-syllable words.</p> <p>Listen and identify the number of syllables in a word.</p> <p>Merge spoken segments into a word.</p> <p>Add, delete, or change sounds to change words (e.g., cow to how, cat to can).</p>	<p>Read and write words in word families</p> <p>Dictation – finger spelling/sound tapping</p> <p>Use blocks to show sounds in words</p> <p>Clap syllables</p> <p>Compound words</p> <p>Word wheel</p>	<p>Reading assessment (i.e. DIBELS)</p> <p>Teacher observation</p>	<p>Based upon individual teacher’s book selections</p> <p>Leveled Readers in Science and Social Studies</p>

Writing – W.1.1-1.10

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p>	<p>Picture sort – beginning sounds</p>	<p>Teacher observation</p>	<p>Independent reading based on individual teacher</p>

<p>Identify all consonant sounds in spoken words (including blends such as bl, br; and digraphs such as th, wh).</p> <p>Recognize and use rhyming words to reinforce decoding skills.</p> <p>Decode regular one-syllable words and nonsense words (e.g., sit, zot).</p> <p>Use sound-letter correspondence knowledge to sound out unknown words when reading text.</p> <p>Recognize high frequency words in and out of context.</p> <p>Decode unknown words using basic phonetic analysis.</p> <p>Decode unknown words using context clues.</p>	<p>Finger spelling</p> <p>Sing songs</p> <p>Reading poems – identify rhyming words</p> <p>Read word lists</p> <p>Identify patterns in words – sort words by patterns</p> <p>Create high frequency word bags</p> <p>Read alouds, independent reading, guided reading, paired reading, centers</p> <p>Use pictures, beginning sounds, word families, blending</p> <p>Guided reading groups</p> <p>Context - from sentence , from pictures accompanying text, examples</p>	<p>Running records</p> <p>Reading unit tests</p> <p>Reading assessment (DIBELS)</p>	<p>selections</p> <p>Science/Social Studies vocabulary activities</p> <p>Use of “Book It” monthly reading goals</p> <p>Monthly book reports</p> <p>Create and use diagrams</p> <p>Use strategies to read unfamiliar science and social studies vocabulary</p>
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Speaking and Listening – SL.1.1-1.6

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Answer questions correctly that are posed about stories read.</p> <p>Begin to read simple text with fluency.</p> <p>Read with fluency both fiction and nonfiction that is grade-level appropriate.</p>	<p>Practice weekly/monthly passages</p> <p>Choral reading (student partners, teacher)</p> <p>Echo reading</p> <p>Reading with “phones”</p> <p>Paired reading</p>	<p>Teacher observation</p> <p>Fluency checks</p>	<p>Weekly Readers – connection to current events</p>
Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Use prior knowledge to make sense of text.</p> <p>Establish a purpose for reading and adjust reading rate.</p> <p>Use pictures as cues to check for meaning.</p> <p>Check to see if what is being read makes sense.</p> <p>Monitor their reading by using fix-up strategies (e.g., searching for clues).</p> <p>Use graphic organizers to</p>	<p><u>Prior to Reading:</u></p> <ul style="list-style-type: none"> • Make predictions, after and during check predictions – modify (book preview) • Picture Walk <p><u>During Reading</u></p> <ul style="list-style-type: none"> • Ask questions during reading to check understanding • Model how to self correct <p><u>After Reading</u></p> <ul style="list-style-type: none"> • Compare and contrast 	<p>Teacher observation</p> <p>Class discussion</p> <p>Written response</p> <p>Reading unit tests</p>	<p>Based upon individual teacher’s book selections</p> <p>Use of experiments in science</p> <p>Building a timeline</p> <p>Using graphic organizers to organize thoughts and responses to text</p>

<p>build on experiences and extend learning.</p> <p>Begin to apply study skills strategies (e.g., survey, question, read, recite, and review—SQ3R) to assist with retention and new learning.</p>	<ul style="list-style-type: none"> • Sequence story parts • Find main idea and supporting details • Retell story – beginning, middle, end • Cause/effect – why/because • Draw pictures • Story elements • Visualize 		
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Reading Foundational Skills – RF1.1-1.4

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Develop a vocabulary of 300-500 high-frequency sight words and phonetically regular words.</p> <p>Use and explain common antonyms and synonyms.</p> <p>Comprehend common and/or specific vocabulary in informational texts and literature</p>	<p>Create high frequency sight word bags</p> <p>Word lists</p> <p>Introduce new vocabulary prior to reading, review when found in context</p> <p>Word wall</p>	<p>Teacher observation</p> <p>Class discussion</p> <p>Reading unit tests</p>	<p>Social studies, science, and math vocabulary</p>

Instructional Objectives	Instructional Activities	Assessments	Content Connections
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<p>Students will be able to:</p> <p>Draw simple conclusions from information gathered from pictures, print, and people.</p> <p>Demonstrate familiarity with genres of text, including storybooks, expository texts, poetry, and newspapers.</p> <p>Sequence information learned from text into a logical order to retell facts.</p> <p>Identify, describe, compare, and contrast the elements of plot, setting, and characters.</p> <p>Make simple inferences.</p> <p>Read regularly in independent-level materials.</p> <p>Engage in silent independent reading for specific purposes.</p>	<p>Mini-lessons based upon student needs:</p> <ul style="list-style-type: none"> • Connect text to self, text to text, etc. • Book talks • Guided discussions <p>Reading the text</p> <p>Comprehension strategies – visualizing, making inferences, recalling story elements, answer questions, making connections</p> <p>DEAR</p> <p>Visualizing</p>	<p>Teacher observation</p> <p>Student generated discussion</p> <p>Reading unit tests</p>	<p>Based upon individual teacher’s book selections</p> <p>Graphic Organizers</p> <p>Posters</p> <p>Projects</p> <p>Follow step-by-step directions to complete science experiments</p>
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Language – L1.1-1.6

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Ask and explore questions related to a topic of interest.</p> <p>Draw conclusions from information and data gathered.</p> <p>Be exposed to and read a variety of fiction and nonfiction, and produce evidence of reading.</p>	<p>Inventors – read books</p> <p>Weekly Reader</p> <p>Newspaper</p> <p>Teacher led computer research</p>	<p>Written response</p> <p>Class discussion</p> <p>Create own invention</p>	<p>Social studies inventories</p> <p>Make predictions and draw conclusions from science experiments</p>
Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Begin to generate ideas for writing through talking, sharing, and drawing.</p> <p>Observe the modeling of writing.</p> <p>Begin to use a basic writing process to develop writing.</p> <p>Use simple sentences to convey ideas.</p> <p>Increase fluency (ability to write ideas easily) to improve writing.</p>	<p>Create a class list where authors get their ideas</p> <p>Writing Mini-lessons Correct teacher’s modeling</p> <p>Word Wall, Word Wall activities Class created stories</p> <p>Authors study - Identify characteristics and style of author, mirror in personal writing</p> <ul style="list-style-type: none"> • Rhythm of language • Onomonopia • Alliteration • Similes • Metaphors • Personification 	<p>Teacher observation</p> <p>Anecdotal records</p> <p>Student discussion</p> <p>Responses to direct questions</p> <p>Rubrics</p> <p>Published student work</p>	<p>Connections to other subject areas are based on the individual teacher’s book selections and writing instruction based upon students’ writing abilities.</p> <p>Social studies research reports</p> <p>Science experiment follow-up</p>

<p>Continue to use pictures, developmental spelling or conventional text to create writing drafts.</p> <p>Revisit pictures and writings to add detail.</p> <p>Begin to mimic an author's voice and patterns.</p> <p>Begin to use a simple checklist to improve writing with teacher support.</p> <p>Begin to use simple computer writing applications during some parts of the writing process</p>	<ul style="list-style-type: none"> • Punctuation • Character development <p>Grade appropriate rubric to guide/assess writing</p> <p>Independent writing</p> <p>Word choice activities</p> <p>Read aloud stories as a spring board</p> <p>Post students work with conference ideas</p>		
<p>Students will be able to:</p> <p>Produce finished writings to share with class and/or for publication.</p> <p>Produce stories from personal experiences.</p> <p>Show and talk about own writing for classroom audience.</p> <p>Collect favorite works to place in personal writing</p>	<p>Process writing (pre-writing, drafting, revising, editing, publishing)</p> <p>Author's Craft (voice, character development, setting, description)</p> <p>Author's chair</p> <p>Create writing portfolios with students' work. Students reflect on their pieces</p> <p>Relate stories: text to text, text to</p>	<p>Group discussion</p> <p>Teacher observation</p> <p>Student/teacher conferencing</p> <p>Peer conferencing</p> <p>Anecdotal records</p> <p>Self-assessment and reflection</p> <p>Author chair (share)</p>	<p>Connections to other subject areas are based on the individual teacher's book selections and writing instruction based upon students' writing abilities.</p> <p>Social studies research reports</p> <p>Science experiment follow-up</p>

folder.	self	rubric	
Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Write all upper and lowercase letters of the alphabet from memory.</p> <p>Begin to use basic punctuation and capitalization.</p> <p>Apply sound/symbol relationships to writing words.</p> <p>Use developmental spelling or phonics-based knowledge to spell independently, when</p>	<p>Create class lists/rubric to guide students. Lists added on as the year progresses</p> <p>Grammar book activities</p> <p>Writing mini lessons</p> <p>Modeling by teacher/students – make corrections to writing</p> <p>Word walls</p> <p>Personal dictionary</p>	<p>Teacher observation</p> <p>Anecdotal records</p> <p>Student/teacher conferencing</p> <p>Peer conferencing</p> <p>Rubric</p>	<p>Connections to content are made where applicable</p> <p>Writing conclusions for science experiments</p> <p>Cloze activities</p> <p>Letter-writing to community officials</p>

<p>necessary.</p> <p>Develop awareness of conventional spelling.</p> <p>Use left-to-right and top-to-bottom directionality and use appropriate spacing between words.</p>			
Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Create written texts for others to read.</p> <p>Produce a variety of writings, including stories, descriptions, and journal entries, showing relationships between illustrations and printed text</p>	<p>Produce text for a variety of audience/purpose</p> <p>Write: thank you notes, letters, advertisements, research papers, how-to papers, poetry, journals, lists, narratives, procedurals, personal narrative Informal writing Patterns/poetry persuasive</p>	<p>Teacher observation</p> <p>Anecdotal records</p> <p>Peer conferencing</p> <p>Student/teacher conferencing</p> <p>Rubric for genre</p>	<p>Connections to content are made where applicable and are based upon the individual teacher's book selections.</p> <p>Journal writing in response to science and social studies lessons</p> <p>Writing letters, illustrating to show written responses</p>

GRADE 2 – Fundamentals of Reading

September	October	November	December	January
<p>Reading – Book 1, Unit 1, stories 1-3. Writing – personal narrative Grammar – statements, question, commands, exclamations, and subjects. Spelling – words with short vowels, long vowels, words with long a and long e.</p>	<p>Reading – Book 1, Unit 1, stories 4, 5, review/ Book 1, Unit 2, story 1. Writing – personal narrative/ persuasive writing Grammar – predicates and sentence combining/ nouns Spelling – words with long o and long i, and words from social studies/ words with oo, ue, ew.</p>	<p>Reading – Book 1, Unit 2, stories 2, 3, 4, 5. Writing – persuasive writing Grammar – plural nouns Spelling – words with /ou/ow/, /oi/oy/, words with /are/or/ear/, words with /ar/ir/ur/er/. Words from science.</p>	<p>Reading– Book 1, Unit 2 Review/ Book 1, Unit 3, stories 1-2. Writing – explanatory writing Grammar – action verbs, present tense verbs, past tense verbs Spelling – words with silent letters, words with er and words with short e: ea.</p>	<p>Reading – Book 1, Unit 3, stories 3-5, review. Writing – explanatory writing Grammar - action verbs, present tense verbs, past tense verbs Spelling - words with silent letters, words with er and words with short e: ea.</p>
February	March	April	May	June
<p>Reading – Book 2, Unit 1, stories 1-4. Writing – writing that compares. Grammar – linking verbs, helping verbs, irregular verbs, and contractions. Spelling – words with oo, soft c soft g, aw, au, words with digraphs ph, tch, ch, and words from science.</p>	<p>Reading – Book 2, Unit 1 story 5, review/ Book 2 Unit 2, stories 1-2. Writing – writing that compares/ expository writing Grammar – contractions/ pronouns, I and me, we and us, and possessive pronouns. Spelling – words from science/ words with c, k, and ck, words with blends.</p>	<p>Reading– Book 2, Unit 2, stories 3-5. Writing – expository writing Grammar – possessive pronouns, pronoun-verb agreement, and contractions Spelling – words with blends and words from social studies.</p>	<p>Reading – Book 2, Unit 2 review/ Book 2, Unit 3, stories 1-3. Writing – writing a story Grammar - adjectives and using a and an, and adjectives that compare. Spelling -words with double consonants and words with digraphs sh, ch, th, and sh.</p>	<p>Reading – Book 2, Unit 3, story 4, 5 and review. Writing – writing a story. Grammar – adverbs, synonyms and antonyms Spelling – words with digraphs th and wh, and words from science.</p>

Reading Foundational Skills – RF 2.3 – 2.4

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Use titles, tables of contents, and chapter headings to locate information.</p> <p>Recognize the purpose of a paragraph.</p>	<ul style="list-style-type: none"> • Understand directionality (tracking print from left to right; return sweep). • Understand written words are separated by spaces. • Know the difference between capital and lower case letters. 	<ul style="list-style-type: none"> • Informal teacher observation/ mini lessons. • Prevention/ intervention strategies. • Self-assessment • Weekly selection tests. • Criterion-referenced unit tests. 	<ul style="list-style-type: none"> • Connections to other subject areas are based upon teacher reading selections or student’s reading preferences. • Use science and social studies to locate Table of Contents and other information
Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Add, delete, or change middle sounds to change words (e.g., pat to put).</p> <p>Use knowledge of letter-sound correspondences to sound out unknown words.</p>	<ul style="list-style-type: none"> • Identify letters, words, sentences • Divide spoken sentence into individual words. • Produce rhyming words and distinguish rhyming words from non-rhyming words. • Identify, segment, and combine syllables within spoken words. • Identify and isolate the initial and final sound of a spoken word. • Add, delete, or change sounds to change words (ie: ow to how, pan to fan). • Segment one-syllable spoken words into individual phonemes. 	<ul style="list-style-type: none"> • Informal teacher observation/ mini lessons. • Prevention/ intervention strategies. • Self-assessment • Weekly selection tests. • Criterion-referenced unit tests. 	<ul style="list-style-type: none"> • Connections to other subject areas are based upon teacher reading selections or student’s reading preferences. • Time for Kids – read orally • Read Social Studies poems
Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Look for known chunks or small words to attempt to decode an unknown word.</p> <p>Reread inserting the beginning</p>	<ul style="list-style-type: none"> • Develop vocabulary through concrete experiences. • Develop vocabulary through selections read aloud. • Practice using context clues. • Identify semantic, syntactical, and phonetic clues. • Identify multiple meaning 	<ul style="list-style-type: none"> • Informal teacher observation/ mini lessons. • Prevention/ intervention strategies. • Self-assessment • Weekly selection 	<ul style="list-style-type: none"> • Connections to other subject areas are based upon teacher reading selections or student’s reading preferences. • Use science and social studies text vocabulary to decode words

<p>sound of the unknown word.</p> <p>Decode regular multi-syllable words and parts of words (e.g., capital, Kalamazoo).</p> <p>Read many irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings, and common endings.</p>	<p>words.</p> <ul style="list-style-type: none"> • Use sources such as dictionaries and glossaries. 	<p>tests.</p> <ul style="list-style-type: none"> • Criterion-referenced unit tests. 	
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Language – L.2.1-2.6

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Pause at appropriate end points (e.g., comma, period).</p> <p>Use appropriate pace; "not choppy" or word-by-word.</p> <p>Use appropriate inflection (e.g., dialogue, exclamations, questions).</p> <p>Read silently without finger or lip movement.</p> <p>Self-monitor when text does not make sense.</p> <p>Employ learned strategies to determine if text makes sense without being prompted.</p>	<ul style="list-style-type: none"> • Read regularly in independent-level instructional-level materials. • Read orally with fluency from familiar texts. • Self select independent-level reading. • Read silently for increasing periods of time. • Demonstrate characteristics of fluent and effective reading. • Adjust reading rate to purpose. • Read aloud in selected texts showing understanding and engaging the listener. 	<ul style="list-style-type: none"> • Informal teacher observation/ mini lessons. • Prevention/ intervention strategies. • Self-assessment • Weekly selection tests. • Criterion-referenced unit tests. 	<ul style="list-style-type: none"> • Connections to other subject areas are based upon teacher reading selections or student's reading preferences. • Oral reading of chapter books • Independent reading activities
Instructional Objectives	Instructional Activities	Assessments	Content Connections

<p>Students will be able to:</p> <p>Skip over difficult words in an effort to read on and determine meaning.</p> <p>Return to the beginning of a sentence and try again.</p>	<ul style="list-style-type: none"> • Preview and predict. • Use prior knowledge. • Build background. • Reread, search for clues and ask questions. • Practice visualizing. • Read a portion aloud, use reference aids. • Create story maps, diagrams, charts, story props to help comprehend, analyze, synthesize and evaluate texts. 	<ul style="list-style-type: none"> • Informal teacher observation/ mini lessons. • Prevention/ intervention strategies. • Self-assessment • Weekly selection tests. • Criterion-referenced unit tests. 	<ul style="list-style-type: none"> • Connections to other subject areas are based upon teacher reading selections or student's reading preferences. • Use word problems in math – identify clues and help solve problems
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Reading Informational Text – RI 2.1-2.10

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Develop a vocabulary of 500-800 regular and irregular sight words.</p> <p>Know and relate meanings of simple prefixes and suffixes.</p> <p>Demonstrate evidence of expanding language repertory.</p> <p>Understand concept of antonyms and synonyms.</p> <p>Begin to use a grade-appropriate dictionary with assistance from teacher.</p>	<p>Mini-lessons based upon student needs may include:</p> <p>Developing vocabulary</p> <ul style="list-style-type: none"> • Through concrete experiences • Through selections read aloud • Through reading • Context clues, including semantic, syntactical & phonetic clues • Using high frequency words • Words that name nouns & actions • Using resources & references <p>Synonyms & antonyms</p> <p>Multiple meaning words</p> <p>Figurative language</p> <p>Analyze character, character's point of view, plot, setting, style, tone, mood</p> <p>Understand literary forms (stories, plays, poems)</p>	<ul style="list-style-type: none"> • Informal teacher observation • Mini lessons • Prevention/intervention strategies • Self assessment • Weekly selection tests • Criterion – referenced unit tests 	<p>Connections to other subject areas are based upon teacher reading selections or students reading preferences</p> <p>Use glossary of science and social studies to gain understanding of new words</p>

Writing – W.2.1-2.10

<p>Students will be able to:</p> <p>Demonstrate ability to recall facts and details of text.</p> <p>Recognize cause and effect in text.</p> <p>Make inferences and support them with textual information.</p> <p>Continue to identify story elements in text.</p> <p>Respond to text by using how, why, and what-if questions.</p>	<p>Mini-lessons based upon student needs may include:</p> <ul style="list-style-type: none"> • Study strategies & recall (preview, question, reread, & record) • Answer various types of questions – open ended, literal, true/false • Comprehension strategies: • Distinguish reality & fantasy • Make predictions • Sequence of events • Compare cause & effect • Compare & contrast • Summarize • Make & explain inferences • Draw conclusions • Recognize main idea & supporting details • Form conclusions • Recognize problem & solution • Recognize steps in a process • Listen to stories read aloud • Read through talk, movement, music, art, drama & writing to a variety of stories & poems • Show understanding through, writing, illustrating & using technology 	<ul style="list-style-type: none"> • Informal teacher observation • Mini lessons • Prevention/intervention strategies • Self assessment • Weekly selection tests • Criterion – referenced unit tests 	<p>Connections to other subject areas are based upon teacher reading selections or students reading preferences</p> <p>Use the scientific process to conduct lab experiments</p>
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<p>Students will be able to:</p> <p>Locate information using alphabetical order.</p> <p>Read a variety of nonfiction and fiction books and produce evidence of reading.</p>	<ul style="list-style-type: none"> • Use text organizers (book cover, title page, headings, glossary & index) • Use graphic aids – maps, charts, diagrams, graphs • Use reference sources such as glossary, dictionary, encyclopedia, telephone directory, technology resources • Read & interpret varied texts • Recognize library/media center 	<ul style="list-style-type: none"> • Informal teacher observation • Mini lessons • Prevention/intervention strategies • Self assessment • Weekly selection tests • Criterion – referenced unit tests 	<p>Connections to other subject areas are based upon teacher reading selections or students reading preferences</p> <p>Use accelerated readers to show evidence of independent reading</p> <p>Reading workshop/response</p>
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Reading Literature – RL 2.1-2.10

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Generate ideas for writing: hearing stories, recalling experiences, brainstorming, and drawing.</p> <p>Observe the modeling of writing.</p> <p>Begin to develop an awareness of simple story structures and author's voice.</p> <p>Use sentences to convey ideas in writing.</p> <p>Maintain the use of a basic writing process to develop writing.</p> <p>Use graphic organizers to assist with planning writing.</p> <p>Compose readable first drafts.</p> <p>Use everyday words in appropriate written context.</p> <p>Reread drafts for meaning, to add details, and to improve correctness.</p>	<p>Observe what good writing/books sound like</p> <p>Participate in constructing a class product</p> <p>Reflect on writing, determining strengths and weaknesses</p> <p>Gather ideas as a means of pie writing for individual piece</p> <p>Develop a working draft</p> <p>Revise the draft for fluency</p> <p>Edit for appropriate punctuation, capitalization, grammar, and spelling (mechanics)</p> <p>Edit for use of voice, character development, setting, and description (crafting)</p>	<p>Student-teacher conferencing</p> <p>Peer conferencing</p> <p>Evaluation of writing final copy</p> <p>Grade level rubrics</p> <p>First drafts</p> <p>Graphic organizers</p> <p>Revision checklist</p> <p>Self-assessment</p> <p>Author share</p>	<p>Connections to other subject areas are based upon the individual teachers' writing instruction, based upon students' writing ability.</p> <p>Journal writing</p> <p>Books reports in science and social studies</p> <p>Computer lab reports (pre-writing webs)</p>

<p>Focus on elaboration as a strategy for improving writing.</p> <p>Participate with peers to comment on and react to each other's writing.</p> <p>Use a simple checklist to improve elements of own writing.</p> <p>Use computer writing applications during some parts of the writing process.</p>	<p>Complete a final copy of writing</p> <p>Write for a specific purpose and audience</p> <p>Develop a portfolio of their writing</p>		
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Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Produce finished writings to share with classmates and/or for publication.</p> <p>Produce stories from personal experiences.</p> <p>Produce a narrative with a beginning, middle, and end.</p> <p>Write nonfiction pieces, such as letters, procedures, biographies, or simple reports.</p> <p>Organize favorite work samples in a writing folder or portfolio.</p>	<p>Write using a variety of formats:</p> <ul style="list-style-type: none"> - advertising - autobiography - biography - book report - compare-contrast - review - editorial - description - essay - how-to - interview - invitation - journal - message/list - paragraph - composition - picture book - play - poem - story - summary - note - letter 	<p>Student-teacher conferencing</p> <p>Peer conferencing</p> <p>Writing rubric for final product assessments</p> <p>Teacher observation</p> <p>Anecdotal records</p> <p>Self-assessment</p> <p>Author share</p>	<p>Connections to other subject areas are based upon the individual teachers' writing instruction, based upon students' writing ability.</p> <p>Books reports</p> <p>Computer lab reports (pre-writing webs)</p> <p>Venn diagrams in math</p>

Speaking and Listening – SL.2.1-2.6

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Use correct end point punctuation.</p> <p>Apply basic rules of capitalization.</p> <p>Use correct spelling of some high frequency words.</p> <p>Apply sound/symbol relationships to writing words.</p> <p>Recognize and apply basic spelling patterns.</p> <p>Write legibly to meet district standards.</p>	<p>Mini-lesson based upon student needs may include:</p> <ul style="list-style-type: none"> - use of capitalization - use of end marks - use of commas, apostrophe, quotation marks - writing each letter using correct formation - writing own name and other important words - write messages that move left to right - using word and letter spacing and margins - using short vowels, long vowels. Diagraphs, blends, diphthongs, variant vowels - words with er/el/en, silent letters, soft c and g - inflectional endings - suffixes - synonyms - words from social studies, science. Math, physical education - using resources to find spelling 	<p>Group discussion</p> <p>Teacher observation</p> <p>Student-teacher conferencing</p> <p>Anecdotal records</p> <p>Self-assessment</p> <p>Author share</p> <p>First drafts</p> <p>Revision checklist</p> <p>Editing checklist</p>	<p>Connections to other subject areas are based upon the individual teachers' writing instruction, based upon students' writing ability.</p> <p>Computer lab – using Microsoft word to edit</p> <p>Use science and social studies facts to communicate knowledge learned</p>

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Create written texts for others to read.</p> <p>Generate ideas and write on topics in forms appropriate to science, social studies, or other subject areas.</p> <p>Use writing as a tool for learning self-discovery and reflection.</p> <p>Use reading and technology to support writing.</p> <p>Write in a variety of simple genres to satisfy personal, academic, and social needs, such as letters, plays, procedures, biographies, or simple reports.</p>	<p>Dictate messages such as news stories for others to write</p> <p>Write labels, notes, and captions for illustration, possessions, charts, and centers</p> <p>Practice writing to record, to inform, to influence, to entertain</p> <p>Exhibit and identifiable voice in personal narrative and stories</p> <p>Compose stories using literary devices (suspense, dialogue, figurative language)</p> <p>Daily journaling</p>	<p>Group discussion</p> <p>Teacher observation</p> <p>Student-teacher conferencing</p> <p>Peer conferencing</p> <p>Effective use of writing journal to nurture thoughts/ideas</p>	<p>Connections to other subject areas are based upon the individual teachers' writing instruction, based upon students' writing ability.</p> <p>Science reports</p> <p>Social studies reports</p> <p>Various computer programs to create presentations</p>

GRADE 3 – Fundamentals of Reading

September	October	November	December	January
<p>Reading – Book 1 – Unit 1 (Stories 1-3)</p> <ul style="list-style-type: none"> • Story elements • Making predictions • problem/solution <p>Writing – review of the writing process, personal narrative</p> <p>Grammar – subject and predicate, types of sentences</p> <p>Spelling - words with short vowels, long a and long e, long i and o</p> <p>Ongoing throughout the year – writing to a prompt, mechanics, journal writing and the six traits</p>	<p>Reading –Book 1 – Unit 1 (Stories 4/5)</p> <p>Book 1 – Unit 2 (Stories 1/2)</p> <ul style="list-style-type: none"> • cause/effect • compare/contrast <p>Writing – friendly letters</p> <p>Grammar – combining sentences, use of quotation marks, nouns</p> <p>Spelling – words with the sounds of u, syllable patterns, and consonant clusters</p> <p>Ongoing throughout the year – writing to a prompt, mechanics, journal writing and the six traits</p>	<p>Reading – Book 1 – Unit 2 (Stories 3/5)</p> <ul style="list-style-type: none"> • important and unimportant information • compare/contrast, main idea • story elements • making inferences <p>Writing – friendly letters</p> <p>Grammar – nouns, cont.,</p> <p>Spelling – plurals, and consonant clusters, cont.</p> <p>Ongoing throughout the year – writing to a prompt, mechanics, journal writing and the six traits</p>	<p>Reading – Book 1 – Unit 3 (Stories 1/3)</p> <ul style="list-style-type: none"> • important and unimportant information • compare/contrast • main idea • story elements • making inferences <p>Writing – descriptive paragraphs</p> <p>Grammar - verbs</p> <p>Spelling – words with consonant clusters, double consonants, and /ou/ and /oi/</p> <p>Ongoing throughout the year – writing to a prompt, mechanics, journal writing and the six traits</p>	<p>Reading – Book 1 – Unit 3 (Stories 4/5)</p> <ul style="list-style-type: none"> • main idea • sequence of events • cause/effect • Mid-year testing <p>Writing – compare/contrast paragraph</p> <p>Grammar – verbs cont.</p> <p>Spelling – words with suffixes “-ed” and “-ing”</p> <p>Ongoing throughout the year – writing to a prompt, mechanics, journal writing and the six traits</p>
February	March	April	May	June
<p>Reading – Book 2 – Unit 1 (Stories 1/4)</p> <ul style="list-style-type: none"> • generalization • cause/effect 	<p>Reading – Book 2 – Unit 1 (Story 5)</p> <p>Book 2 – Unit 2 (Stories 1/3)</p> <ul style="list-style-type: none"> • fact/non-fact • summarization 	<p>Reading – Book 2 – Unit 2 (Stories 4/5)</p> <p>Book 2 – Unit 3 (Stories 1/2)</p> <ul style="list-style-type: none"> • main idea 	<p>Reading – Book 2 – Unit 3 (Stories 3-5)</p> <ul style="list-style-type: none"> • making inferences • drawing conclusions • author’s purpose 	<p>Reading – End of Year Assessments and Novels.</p> <ul style="list-style-type: none"> • Main idea • Story elements • Drawing

<ul style="list-style-type: none"> • figurative language • judgments and decisions <p>Writing – how-to-paragraphs</p> <p>Grammar – verbs cont., contractions</p> <p>Spelling – words with “th,” “sh,” “wh,” “ch,” and “tch Short sounds of o and u and compound words</p> <p>Ongoing throughout the year – writing to a prompt, mechanics, journal writing and the six traits</p>	<ul style="list-style-type: none"> • main idea • story elements <p>Writing –persuasive paragraphs</p> <p>Grammar - pronouns</p> <p>Spelling - words with soft c and g, words with r affected vowels</p> <p>Ongoing throughout the year – writing to a prompt, mechanics, journal writing and the six traits</p>	<ul style="list-style-type: none"> • making inferences • drawing conclusions • story elements <p>Writing – poetry writing</p> <p>Grammar – pronouns cont., adjectives</p> <p>Spelling – contractions, schwa plus r and l, and homophones</p> <p>Ongoing throughout the year – writing to a prompt, mechanics, journal writing and the six traits</p>	<p>Writing – poetry, cont., short report writing</p> <p>Grammar - adverbs</p> <p>Spelling – homophones and suffixes</p> <p>Ongoing throughout the year – writing to a prompt, mechanics, journal writing and the six traits</p>	<ul style="list-style-type: none"> • conclusions • End of year testing <p>Writing - review</p> <p>Grammar</p> <p>Spelling – review of all spelling skills covered in third grade</p> <p>Ongoing throughout the year – writing to a prompt, mechanics, journal writing and the six traits</p>
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Reading Foundational Skills – RF 3.3-3.4

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Recognize that printed materials provide specific information.</p> <p>Recognize purposes for print conventions such as end-sentence punctuation, paragraphing, and bold print.</p> <p>Use a glossary or index to locate</p>	<p>Students will recognize that information can be provided by captions as well as printed text.</p> <p>Students will use textbooks to locate and identify topics, subtopics, bold print, vocabulary, table of contents, glossary, index.</p> <p>Students will engage in an index “scavenger hunt.”</p>	<p>Open-book tests.</p> <p>Informal teacher observation</p> <p>Prevention/intervention strategies</p> <p>Self-assessment</p> <p>Weekly selection tests</p>	<p>In social studies and science, students will use their textbooks to do the following:</p> <ul style="list-style-type: none"> • Define vocabulary • Locate topics • Extrapolate information • Read fluently, paying attention to end punctuation

information in a text.	Students will utilize glossary to define vocabulary words.	Unit tests	
Instructional Objectives	Instructional Activities	Assessments	Content Connections
Students will be able to: Demonstrate a sophisticated sense of sound-symbol relationships, including all phonemes (e.g., blends, digraphs, diphthongs).	Students will utilize the approved spelling program to practice phonemes. Students will practice spelling rules through the use of games.	Open-book tests. Informal teacher observation Prevention/intervention strategies Self-assessment Weekly selection tests Unit tests	Apply rules of spelling in writing and reading across the content areas. Apply syllabication rules to multi-syllabic words

Reading Informational Text RI.3.1-3.10

Instructional Objectives	Instructional Activities	Assessments	Content Connections
Students will be able to: Know sounds for a range of prefixes and suffixes (e.g., re-, ex-, -ment, -tion). Use letter-sound knowledge and structural analysis to decode words. Use context to accurately read words with more than one pronunciation.	Students will use centers involving prefixes and suffixes. Students will read orally. Students will use charts and workbooks to identify context clues to define vocabulary with more than one pronunciation. Students will make cards showing pictures of root word/root word with affix.	Open-book tests. Informal teacher observation Prevention/intervention strategies Self-assessment Weekly selection tests Unit tests Tests using a matching-column format to connect root words with their	Make connections through non-fiction and fiction selections and curriculum texts Use prefixes and suffixes to determine meanings of unfamiliar words in math, science, and social studies

		correct affixes.	
Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Recognize grade-level words accurately and with ease so that a text sounds like spoken language when read aloud.</p> <p>Read longer text and chapter books independently and silently.</p> <p>Read aloud with proper phrasing, inflection, and intonation.</p>	<p>Students will practice the instructional objectives by reading orally (“Round Robin” reading, etc.)</p> <p>Students will read silently for increasing periods of time.</p>	<p>Open-book tests.</p> <p>Informal teacher observation</p> <p>Prevention/intervention strategies</p> <p>Self-assessment</p> <p>Weekly selection tests</p> <p>Unit tests</p>	<p>Students will read grade level chapter books related to various subject areas (“New True Books,” historical fiction)</p> <p>Practice fluency by reading plays in science and social studies</p> <p>Give oral reports by sharing current events and/or other projects</p>

Reading Literature RL 3.1-3.10

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Set purpose for reading and check to verify or change predictions during/after reading.</p> <p>Monitor comprehension and accuracy while reading in context</p>	<p>Hook student interest by suggesting purpose for reading</p> <p>Picture Walk – title, captions, illustrations – to encourage prediction and meaning</p> <p>Use information (known words and illustrations) from text to identify unknown words</p>	<p>Open-book tests.</p> <p>Informal teacher observation</p> <p>Prevention/intervention strategies</p> <p>Self-assessment</p>	<p>In textbook reading across the curriculum, teachers may utilize a read/discuss format to enhance comprehension.</p> <p>Picture walk through units in science and social studies</p> <p>Create title page representing main idea</p>

<p>and self-correct errors.</p> <p>Use pictures and context clues to assist with decoding of new words.</p> <p>Develop and use graphic organizers to build on experiences and extend learning.</p>	<p>Students learn how to clarify information across the content areas by asking questions – “what do you think the writer meant when he/she wrote...”</p> <p>“What so you think the word meant in this paragraph/selections” “How was the word used?”</p> <p>Students will link personal experiences or knowledge to text.</p>	<p>Weekly selection tests</p> <p>Unit tests</p>	<p>Make predictions based on chapter headings and sub-headings</p> <p>Summarize unit after read</p>
Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Spell previously studied words and spelling patterns accurately.</p> <p>Point to or clearly identify specific words or wording that cause comprehension difficulties.</p> <p>Infer word meanings from taught roots, prefixes, and suffixes.</p> <p>Use a grade-appropriate dictionary with assistance from teacher.</p> <p>Use pictures and context clues to assist with meaning of new words.</p>	<p>Picture Walk – title, captions, illustrations – to encourage prediction and meaning</p> <p>Build background knowledge via teacher read alouds</p> <p>Introduce vocabulary by having student match new words with pictures</p> <p>Highlight vocabulary words and any other words, phrases, sentences, that would enhance comprehension.</p>	<p>Open-book tests.</p> <p>Informal teacher observation</p> <p>Prevention/intervention strategies</p> <p>Self-assessment</p> <p>Weekly selection tests</p> <p>Unit tests</p>	<p>Apply vocabulary and content-connecting skills to all areas of the curriculum.</p> <p>Use of math, social studies, and science journal to build vocabulary</p> <p>Create interactive word wall or centers in content areas</p>

Speaking and Listening SL3.1-3.6

<p>Students will be able to:</p> <p>Recognize purpose of the text.</p> <p>Distinguish cause/effect, fact/opinion, and main idea/supporting details in interpreting texts.</p>	<p>Teacher read alouds with attention to author’s purpose</p> <p>Guided reading to improve comprehension at student’s instructional level.</p>	<p>Open-book tests.</p> <p>Informal teacher observation</p> <p>Prevention/intervention strategies</p> <p>Self-assessment</p>	<p>Apply reading comprehension skills across the curriculum.</p> <p>Use visualization techniques in science and social studies</p> <p>Use math to demonstrate and enhance understanding concepts</p>
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<p>Interpret information in graphs, charts, and diagrams.</p> <p>Ask how, why, and what-if questions in interpreting nonfiction texts.</p> <p>Recognize how authors use humor, sarcasm, and imagery to extend meaning.</p> <p>Discuss underlying theme or message in interpreting fiction.</p> <p>Summarize major points from fiction and nonfiction texts.</p> <p>Draw conclusions and inferences from texts.</p> <p>Recognize first-person "I" point of view.</p> <p>Compare and contrast story plots, characters, settings, and themes.</p> <p>Participate in creative responses to texts (e.g., dramatizations, oral presentations).</p> <p>Read regularly in materials appropriate for their independent reading level.</p> <p>Read and comprehend both fiction and nonfiction that is appropriately designed for grade level.</p> <p>Use information and reasoning to examine bases of hypotheses and opinions.</p>	<p>Use graphic organizers to practice various skills such as cause/effect.</p> <p>Teacher will instruct various reading skills and comprehension strategies such as:</p> <ul style="list-style-type: none"> • Making predictions • Sequence of events • Cause and effect • Compare and contrast • Summarize • Make and explain inferences • Recognize main idea and supporting details • Form conclusions to recognize problem and solution • Recognize steps in a process <p>Students will practice responding to sample reading passages in stories such as <i>Brave as a Mountain Lion</i> by Ann Herbert Scott— http://www.nj.gov/education/assessment/es/sample/NJ-LAL_sample.pdf,</p> <p>Students will practice story mapping.</p>	<p>Weekly selection tests</p> <p>Unit tests</p>	
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Language L3.1-3.6

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Use library classification systems, print or electronic, to locate information.</p> <p>Draw conclusions from information and data gathered.</p> <p>Read a variety of nonfiction and fiction books and produce evidence of understanding.</p>	<p>Students will be exposed to reference materials such as encyclopedias, atlases, and the Internet in order to collect information.</p>	<p>Informal teacher observation</p> <p>Prevention/intervention strategies</p> <p>Self-assessment</p>	<p>Write reports in subject areas across the curriculum.</p> <p>Gather information for group projects, mini reports and presentations</p>

Writing 3.1-3.10

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Generate possible ideas for writing through recalling experiences, listening to stories, reading, brainstorming, and discussion.</p> <p>Examine real-world examples of writing in various genres to gain understanding of how authors communicate ideas through form, structure, and author's voice.</p> <p>Use graphic organizers to assist with planning and writing</p> <p>Compose first drafts from prewriting work</p> <p>Revise a draft by rereading for meaning, narrowing the focus, and sequencing, elaborating with detail, improving openings, closings, and word choice to show voice.</p>	<p>Study of Editorials</p> <p>Study of Persuasive Writing in Various media</p> <p>Students review the Scoring rubric</p> <p>Students use Writers Checklist to revise and proofread drafts</p> <p>Students use graphic organizers to prepare for writing</p> <p>Students use journal entries to recall personal experiences</p> <p>Students will write a first draft</p> <p>Students will examine and edit each other's work</p> <p>Students will use rubric to score their own writing and that of their peers</p> <p>Identify the author's purpose for writing</p>	<p>Informal teacher observation</p> <p>Prevention/interventions strategies</p> <p>Self-assessment</p> <p>Writing samples</p>	<p>In social studies, students can read and analyze author's opinions through magazine and newspaper articles</p> <p>In social studies, students will write journal entries from the point of view of historical figures</p> <p>In technology, students will use word processing to draft and edit writing (spell check, grammar check, etc.)</p> <p>Write responses to investigations in science</p>

<p>Participate with peers to comment on and react to each other's writing</p> <p>Build awareness of ways authors use paragraphs to support meaning</p> <p>Begin to develop authors voice in own writing</p> <p>Use reference materials to revise work</p> <p>Edit for basic spelling and mechanics</p> <p>Understand and use a checklist and/or rubric to improve writing</p> <p>Reflect on own writing, noting strengths and areas needing improvement.</p>	<p>Make connections to text and to life in writing.</p> <p>Identify and incorporate the six traits of writing</p> <p>Incorporate figurative language in writing (MOPS)</p>		
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Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Write a descriptive piece, such as a description of a person, place, or object.</p> <p>Write a narrative piece based on personal experiences</p> <p>Write a nonfiction piece and/or simple informational report across the curriculum.</p> <p>Present and discuss writing with other students.</p> <p>Apply elements of grade-appropriate rubrics to improve writing</p> <p>Develop a collection of writings</p>	<p>Develop strong introductions that grab readers and conclusions that leave them feeling satisfied</p> <p>Use rubric to self and peer edit</p> <p>Write journal entries to recall personal experiences</p> <p>Create a class portfolio</p> <p>Write a non-fiction piece and/or simple information report</p> <p>Using a writing prompt such as the passage from <i>Brave as a Mountain Lion</i> by Ann Herbert Scott www.nj.gov/education/assessments/es/LAL-manual.pdf</p>	<p>Write to a prompt to create a speculative or explanatory composition</p> <p>Informal teacher observation</p> <p>Prevention/interventions strategies</p> <p>Self-assessment</p>	<p>In science or social studies, students could research a topic and write a non-fiction piece or simple information report.</p> <p>In technology, students could create a multi-media presentation.</p>

(e.g. a literacy folder or portfolio)			
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Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Use standard English conventions that are developmentally appropriate to the grade level: sentences, punctuation, capitalization, and spelling</p> <p>Use grade appropriate knowledge of English grammar and usage to craft writing, such as singular and plural nouns, subject/verb agreement, and appropriate parts of speech</p> <p>Study examples of narrative and expository writing to develop understanding of paragraphs and indentations</p> <p>Develop knowledge of English spelling through the use of patterns,</p>	<p>Review exemplar essays and other forms of writing</p> <p>Edit sample essays and other forms of writing</p> <p>Use Writer’s Checklist to proofread first and subsequent drafts.</p> <p>Complete grammar practice activities that correspond to the approved reading series</p> <p>Use various spelling games to review spelling patterns and rules</p> <p>Write letters (upper and lower case) and words in cursive</p>	<p>Weekly spelling tests</p> <p>Performance Task: Use students writing to demonstrate understanding of rules of mechanics</p>	<p>In math, students will apply correct grammar and spelling to answer open-ended math problems</p> <p>In science and social studies, students will apply correct mechanics to answer essay-type questions</p> <p>Use cursive writing across the curriculum</p>

<p>structural analysis. And high frequency words</p> <p>Write legibly in manuscript or cursive</p>			
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Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Write for a variety of purposes (to inform, entertain, persuade) and audiences (self, peers, community)</p> <p>Develop fluency by writing daily and for sustained amounts of time</p> <p>Generate ideas for writing in a variety of situations and across the curriculum</p> <p>Write to express thoughts and ideas, to share experiences, and to communicate socially</p> <p>Write the events of a story sequentially</p> <p>Produce writing that demonstrates the use of a variety of sentences</p>	<p>Use a graphic organizer/writer’s guide to help organize persuasive ideas</p> <p>Categorize statements describing people, places, and experiences</p> <p>Organize events in chronological order</p> <p>Read various passages and identify the author’s purpose for writing</p> <p>Complete the beginning of a story with a middle or end (story starter)</p> <p>Use summarizing skills to demonstrate important parts of text</p> <hr/> <p>Write a “How To” paragraph to demonstrate steps in a process</p> <p>Use correct format to write a friendly</p>	<p>Informal teacher observation</p> <p>Prevention/interventions strategies</p> <p>Self-assessment</p>	<p>In social studies, students can write persuasive paragraphs to convince someone to immigrate to America.</p> <p>In social studies, students can write to the president giving advice on certain topics.</p> <p>In math, students can create word problems. They can also write a letter to an absent friend telling how to solve a particular problem.</p> <p>In science, students can write simple information paragraphs about concepts covered in the curriculum.</p>

<p>types, such as declarative, interrogative, exclamatory, and imperative</p> <p>Respond to literature through writing to demonstrate an understanding of text</p> <p>Write narrative text (realistic or humorous story)</p> <p>Write non-fiction text (reports, procedures, letters)</p>	<p>letter</p> <p>Write compare/contrast paragraph</p> <p>Write descriptive paragraph</p> <p>Write personal narrative</p> <p>Write a persuasive paragraph</p>		
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GRADE 4 – Fundamentals of Reading

September	October	November	December	January
<p>Writing: review of writing process, paragraph writing , personal narrative</p> <p>Spelling: Unit 1</p> <p>Grammar: Complete sentences, subject and predicate</p> <p>Reading: Unit 1 and/or Novel 1</p> <p>Skills: Making inferences, summarizing, story elements, problem and solution, main idea and supporting details</p>	<p>Writing: personal narrative, compare and contrast</p> <p>Spelling: Unit ½</p> <p>Grammar: Nouns/ sentences</p> <p>Reading: Unit 1-2, Novel 1 Continued</p> <p>Skills: Making predictions, sequence of events, cause and effect, form generalizations</p>	<p>Writing: compare and contrast</p> <p>Spelling: Unit 2</p> <p>Grammar: Nouns</p> <p>Reading: Unit 2, Novel 2</p> <p>Skills: Making predictions, sequence of events, cause and effect, form generalizations</p>	<p>Writing: persuasive writing</p> <p>Spelling: Unit 3</p> <p>Grammar: Verbs</p> <p>Reading: Unit 3, Novel 2</p> <p>Skills: Fact and Opinion, author’s point of view, making judgments and decisions as a reader</p>	<p>Writing: persuasive writing, explanatory writing (how to)</p> <p>Spelling: Unit 3-4</p> <p>Grammar: Verbs, adjectives</p> <p>Reading: Unit 3, Novel 2</p> <p>Skills: Draw conclusions, fact and non-fact, compare and contrast, steps in a process</p>
<p>Ongoing throughout the year-writing to a prompt, six traits of writing, the mechanics of good writing (imagery, figurative writing), poetry study and composition, journal writing, letter writing</p>				
February	March	April	May	June
<p>Writing: Explanatory writing</p> <p>Spelling: Unit 4</p> <p>Grammar: Adjectives</p> <p>Reading: Unit 4, Novel 3</p> <p>Skills: Draw conclusions, fact and non-fact, compare and contrast, steps in a process</p>	<p>Writing: Story writing</p> <p>Spelling: Unit 5</p> <p>Grammar: Pronouns</p> <p>Reading: Unit 5, Novel 3</p> <p>Skills: Sequence of events, important and unimportant information, making predictions, making inferences</p>	<p>Writing: Story writing</p> <p>Spelling: Unit 5</p> <p>Grammar: Pronouns</p> <p>Reading: Unit 5, Novel 4</p> <p>Skills: : Sequence of events, important and unimportant information, making predictions, making inferences</p>	<p>Writing: Research report</p> <p>Spelling: Unit 6</p> <p>Grammar: Adverbs</p> <p>Reading: Unit 6, Novel 4</p> <p>Skills: Making judgments and decisions, problems and solutions, cause and effect, compare and contrast</p>	<p>Writing: research report</p> <p>Spelling: Unit 6</p> <p>Grammar: Adverbs</p> <p>Reading: Unit 6, Novel 4</p> <p>Skills: : Making judgments and decisions, problems and solutions, cause and effect, compare and contrast</p>

Reading Informational Text RF 4.3-4.4

Instructional Objectives	Instructional Activities	Assessments	Content Connections Cross Curricular
<p>Students will be able to:</p> <p>Identify differences of various print formats, including newspapers, magazines, books, and reference resources.</p> <p>Recognize purposes and uses for print conventions such as paragraphs, end-sentence punctuation, and bold print.</p> <p>Identify and locate features that support text meaning (e.g., maps, charts, illustrations).</p>	<p>Use text feature to comprehend print format</p> <p>Use globes, maps, and Internet sources to clarify reading of text</p> <p>Reading text and identifying printing as in social studies and science</p> <p>Use of primary sources</p>	<p>Text end of unit (story) Questions</p> <p>Teacher Observation Teacher Q & A Summary</p> <p>Teacher observation Teacher Q & A</p> <p>Social Studies and Science tests and quizzes</p>	<p>“Time For Kids”(scholastic) Current Events Health packets Science experiments</p> <p>Reading and Comprehension Informational text</p> <p>Social Studies – regions, globe, map skills Science – seasons, climate, weather</p>
Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Use letter-sound correspondence and structural analysis (e.g., roots, affixes) to decode words.</p> <p>Know and use common word families to decode unfamiliar words.</p> <p>Recognize compound words, contractions, and common abbreviations.</p>	<p>Weekly vocabulary word</p> <p>Reading (independent and teacher directed)</p> <p>Spelling Units</p> <p>Vocabulary from fiction /non-fiction</p> <p>Grammar Units</p>	<p>Incorporate word in lessons in weekly spelling tests and assignments</p> <p>Teacher Observation</p> <p>Reading quizzes</p> <p>Grammar and Spelling tests I</p>	<p>Social Studies and Science text</p>

Reading Literature RL 4.1-4.10

<p>Students will be able to:</p> <p>Use appropriate rhythm, flow, meter, and pronunciation in demonstrating understanding of punctuation marks.</p> <p>Read at different speeds using scanning, skimming, or careful reading as appropriate.</p>	<p>Oral reading</p> <p>Dramatic presentation (individual and group plays, skits)</p> <p>Book Reports</p>	<p>Rubric</p> <p>Teacher Observation</p> <p>Performance</p>	<p>Social Studies – current events</p> <p>Science experiments and reports on various unit topics</p> <p>Book reports – all areas of interest</p>
Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Use knowledge of word meaning, language structure, and sound-symbol relationships to check understanding when reading.</p> <p>Identify specific words or passages causing comprehension difficulties and seek clarification.</p> <p>Select useful visual organizers before, during, and after reading to organize information (e.g., Venn diagrams).</p>	<p>Explicit reading strategy instruction</p> <p>Use dictionary</p> <p>Context clues</p> <p>Make predictions</p> <p>Reader’s response</p> <p>Quick write</p>	<p>Teacher Observation</p> <p>Teacher Q & A</p> <p>Story based quizzes</p> <p>Rubric</p>	<p>Students learn the INSERT (Interactive Notation to Effective Reading and Thinking) techniques, which assists them to monitor their thinking and comprehension using a coding system by reading passages from selected Social Studies and Science materials</p>

Reading Foundational Skills RF 4.3-4.4

<p>Students will be able to:</p> <p>Infer word meanings from learned roots, prefixes, and suffixes.</p> <p>Infer specific word meanings in the context of reading passages.</p>	<p>Use information from prefixes and suffixes to define new words.</p> <p>Use prefix and suffix chart to translate the scientific names of a number of species of sharks. Then students drawn an image of the shark based upon their</p>	<p>Story based quizzes</p> <p>Classroom discussions</p> <p>D.E.A.R. Time (Independent reading)</p> <p>Classroom directed reading</p>	<p>Science experiments and reports</p> <p>To make a personal connection with the material being read.(ie social studies or science event)</p>
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<p>Identify and correctly use antonyms, synonyms, homophones, and homographs.</p> <p>Use a grade-appropriate dictionary (independently) to define unknown words.</p>	<p>translations.</p> <p>Understand the meaning of words through an understanding of the passage’s context, purpose, and audience.</p> <p>Centers (small groups)</p>	<p>Teacher classroom discussion</p> <p>Quizzes</p> <p>Teacher Q & A</p>	
<p>Instructional Objectives</p>	<p>Instructional Activities</p>	<p>Assessments</p>	<p>Content Connections</p>
<p>Students will be able to:</p> <p>Discuss underlying themes across cultures in various texts.</p> <p>Distinguish cause and effect, fact and opinion, main idea, and supporting details in nonfiction texts (e.g., science, social studies).</p> <p>Cite evidence from text to support conclusions.</p> <p>Understand author’s opinions and how they address culture, ethnicity, gender, and historical periods.</p> <p>Follow simple multiple-steps in written instructions.</p> <p>Recognize an author’s point of view.</p> <p>Identify and summarize central ideas in informational texts.</p> <p>Recognize differences among forms of literature, including</p>	<p>Identify common thread or repeated ideas across cultures.</p> <p>Picture books Journal entries Graphic organizers</p> <p>Outlining Graphic organizers Picture books</p> <p>Literature discussions</p> <p>Maps, reference materials, internet research, visual aides</p> <p>Read “how to” such as instructions, directions, recipes</p> <p>Profiles of authors</p> <p>Graphic organizers, timelines</p>	<p>Questions and short answer essays</p> <p>Responsive writing Reader’s response</p> <p>Class discussions, quizzes, group projects</p> <p>Completed projects and experiments</p> <p>Debates, posters, class discussions, teacher observations, outlines, study guides</p>	<p>In a Social Studies/Visual and Performing Arts unit, students compare and contrast three, culturally distinct variation of a folktale through dramatization, Venn diagrams</p> <p>Social Studies-historical character impersonation (ie. Lincoln, Jefferson)</p> <p>Science experiments, Web Quest</p> <p>Social Studies and Science</p>

poetry, drama, fiction, and nonfiction.	Anthologies, guest speakers and poets, read alouds, centers	Class discussion, skits projects (group and individual)	
Recognize literary elements in stories, including setting, characters, plot, and mood.	Novels, short stories, plays	Book reports, class discussion, interactive bulletin board	Historical novels, primary sources, historical fiction picture books
Identify some literary devices in stories.	Novels, short stories, picture books, fairy tales	Class discussions, quizzes	
Identify the structures in poetry.	Visiting poet	Published anthology	
Identify the structures in drama.	Read, produce plays and skits	Performances and skits	Social Studies- famous people
Read regularly in materials appropriate for their independent reading level.	Independent reading time	Book reports (oral) and presentations	Time for Kids – Scholastic Social Studies and Science

Speaking and Listening SL 4.1-4.6

Instructional Objectives	Instructional Activities	Assessments	Content Connections
Students will be able to: Use library classification systems, print or electronic, to locate information. Investigate a favorite author and produce evidence of research. Read independently and research topics using a variety of materials to satisfy personal, academic, and social needs, and produce evidence of reading.	State research reports; reading web quest; internet Author study or book report Reading center, book reports, novels, non-fiction, webquest	Teacher evaluation and Rubric Individual presentation Posters, projects, individual and group presentations	State project (individual and group) Social Studies, Science

Writing W4.1-4.10

Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Generate possible ideas for writing through recalling experiences, listening to stories, reading, discussing models of writing, asking questions and brainstorming,.</p> <p>Develop an awareness of form, structure, and author’s voice in various genres</p> <p>Use strategies such as reflecting on personal experiences, reading, doing interviews or research, and using graphic organizers to generate and organize ideas for writing.</p> <p>Draft writing in selected genre with supporting structure according to the intended message, audience, and purpose for writing</p> <p>Revise drafts by rereading for meaning, narrowing the focus, elaborating, reworking organization, openings, and closing, improving word choice and consistency of voice</p> <p>Review own writing with others to understand the reader’s perspective and to consider ideas for revision</p> <p>Review and edit work for spelling, mechanics. Clarity, and fluency</p> <p>Use a variety of reference materials to revise work</p> <p>Use computer writing application</p>	<p>Explicit writing process instruction</p> <p>Review exemplar essays</p> <p>Students edit sample essays</p> <p>Teacher modeling</p> <p>Guided Writing</p> <p>Sharing with peers</p> <p>Visiting poet</p> <p>Graphic Organizers</p> <p>Picture Book Models</p> <p>Literature Analysis for Six Traits</p> <p>Use various resources to research topic</p> <p>Revision of graded pieces and portfolio pieces</p>	<p>NJ State Rubric</p> <p>Year Long Portfolio of Students’ writing</p> <p>Teacher evaluation</p>	<p>Memoirs, Biography and Autobiography</p> <p>Research Reports in Science and Socials Studies</p> <p>Time for Kids</p> <p>Science Fair Presentation Boards</p>

<p>during most of the writing process</p> <p>Understand and apply elements of grade-appropriate rubrics to improve and evaluate writing</p> <p>Reflect on one’s writing, noting strengths and areas needing improvement</p>			
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Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to:</p> <p>Create narrative pieces, such as memoir of personal narrative, which contain a description and relate ideas, observation, or recollections of an event or experience.</p> <p>Write informational reports across the curriculum that frame an issue or topic, include facts and details, and draw from more than one source of information</p> <p>Craft writing to elevate its quality by adding detail, changing the order of ideas, strengthening openings and closing, and using dialogue</p> <p>Build knowledge of characteristics</p>	<p>Recognize literary genres</p> <p>Journal writing</p> <p>Write in various forms:</p> <ul style="list-style-type: none"> • Personal Narrative • Research Report • Persuasive Essay • Speculative Writing • Explanatory Writing • Summaries • Compare/Contrast <p>Teacher modeling</p> <p>Guided Writing</p> <p>Sharing with peers</p> <p>Prolific independent reading</p> <p>Teacher read alouds</p>	<p>Writing assignments that require the use of new words</p> <p>Student Writing Portfolio</p> <p>Weekly Sentences and Writing Assignments</p> <p>Literature Responses</p>	<p>Science Fair Presentation Boards</p> <p>Persuasive Essay to make “school improvement” – shared with class as part of modeling legislative branch</p> <p>Science-based poetry</p> <p>Letter-writing/journal writing on historical people or events</p> <p>State and Region projects</p> <p>Science/Social Studies based Research Report</p> <p>Science/Social Studies Projects and Posters</p> <p>Short answer essays in Science and Socials Studies</p>

<p>and structures of a variety of genres</p> <p>Sharpen focus and improve coherence by considering the relevancy of included details, and adding, deleting, and rearranging appropriately</p> <p>Write sentences of varying length and complexity, using specific nouns, verbs, and descriptive words</p> <p>Recognize the difference between complete sentences and sentence fragment and examine the uses of each in areal-world writing</p> <p>Improve the clarity of writing by rearranging words, sentences, paragraphs, usage, and author's writing styles</p> <p>Provide logical sequence and support the purpose of writing by refining organizational structure and developing transitions between ideas</p> <p>Engage the reader from beginning to end with an interesting opening, logical sequence, and satisfying conclusion</p>	<p>Poetry that tells a sequential story</p> <p>Interactive word walls and Bulletin Boards</p> <p>Weekly Sentences</p> <p>Poetry Repose Pieces</p> <p>Year Long Writing Prompts and</p> <p>Response to Poetry</p> <p>Sentence diagramming and elaboration</p> <p>Poetry Anthology</p> <p>Literature Response</p>		<p>Reaction essays to current events</p> <p>Students compose their own word problems in Math</p>
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<p>Students will be able to:</p> <p>Use standard English conventions that are developmentally appropriate to the grade level: sentence structure, grammar and usage, punctuation, capitalization, spelling and handwriting</p> <p>Use increasingly complex sentence structure and syntax to express ideas</p> <p>Use grade appropriate knowledge of English grammar and usage to craft writing, such as subject/verb agreement, pronoun usage and agreement, and appropriate verb tenses</p> <p>Use punctuation correctly in sentences such as ending punctuation, commas, and quotation marks in dialogue</p> <p>Use capital letters correctly in sentences, for proper nouns, and in titles</p> <p>Study examples of narrative and expository writing to develop understanding of paragraphs and indentations</p> <p>Indent in own writing to show the beginning of a paragraph</p> <p>Spell grade-appropriate words correctly with particular attention to frequently used words, contractions, and homophones</p> <p>Use knowledge of base words, structural analysis, and spelling patterns to expand spelling competency in writing</p>	<p>Review exemplar essays</p> <p>Students edit sample essays</p> <p>Spelling Units</p> <p>Grammar Units</p> <p>Writing in Various Forms</p> <p>Guided Writing and Centers</p>	<p>Demonstration of understanding through student's daily writing</p> <p>Student Writing Portfolio</p>	<p>State and Region projects</p> <p>Science/Social Studies based Research Report</p> <p>Science/Social Studies Projects and Posters</p> <p>Short answer essays in Science and Socials Studies</p> <p>Reaction essays to current events</p> <p>Students compose their own word problems in Math</p> <p>Science Fair Presentation Boards</p>
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<p>Use a variety of reference materials such as dictionary, grammar reference, and internet/software resources to edit written work.</p> <p>Write legibly in manuscript or cursive</p>			<p>All spelling assignments are required to be written in cursive</p>
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Instructional Objectives	Instructional Activities	Assessments	Content Connections
<p>Students will be able to: Write for a variety of purposes (to express ideas, to inform, to entertain, to respond to literature, to question, to share) and audiences (self, peers, community)</p> <p>Study the characteristics of a variety of genres, including expository, narrative, poetry, and reflection</p> <p>Develop independence by setting self-selected purposes and generating topics for writing</p> <p>Write independently to satisfy personal, academic, and social needs (stories, summaries, letters, poetry)</p> <p>Use writing to paraphrase, clarify,</p>	<p>Use authentic text to study audience and purpose for writing.</p> <p>Use shared reading that examines the participatory role of the reader</p> <p>Facilitate discussion among students as a way of brainstorming for purpose and ideas</p> <p>Author and genre studies Teacher read alouds using literature that develops characters and setting and demonstrated point of view and/or sequence Direct instruction – letter writing format, letter writing styles Pen Pals Book Reports Author studies and genre studies Writing that demonstrates student voice Graphic organizers that allow students</p>	<p>Students demonstrate comprehension by responding to open-ended questions. They draw from the text and their personal experiences to create written journals. Make text-to-self, text-to-text, and text-to-world connections On-going Writing Portfolio Daily/Weekly writing prompts</p>	<p>Science and Social Studies Research Reports Non-Fiction Book Reports State and Region Projects/Posters Short answer essays in Science and Social Studies</p>

<p>and reflect on new learning across the curriculum</p> <p>Respond to literature through writing to demonstrate an understanding of text, to explore personal reactions, and to connect personal experiences with text</p> <p>Write narratives that relate recollections of an event or experience and establish a setting, characters, point of view, and sequence of events</p> <p>Write informational reports that frame a topic, include facts and details, and draw information from several sources</p> <p>Write formal and informal letters for a variety of audiences and purposes</p> <p>Use a variety of strategies to organize writing, including sequence, chronology, and cause/effect</p> <p>Demonstrate higher-order thinking skills through responses to open-ended and essay questions in content areas or as responses to literature</p> <p>Use relevant graphics in writing (maps, charts, illustrations)</p> <p>Demonstrate the development of a personal style and voice in writing</p> <p>Review scoring criteria of a writing rubric</p> <p>Develop a collection of writings (a literacy folder or literacy portfolio)</p>	<p>to categorize opinions and beliefs that will become part of their writing</p> <p>Create Cartoons Literature Response Essays Writing Centers Writing in Various Forms</p>		
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