READING	AUGUST/	OCTOBER	NOVEMBER/	JANUARY/	FEBRUAY/	APRIL	MAY
	SEPTEMBER	OCTODER				AI KIL	
			DECEIVIDEN	FEDRUAR I	MAKCH		
BLOCK COMPONENT Standards 1. Students will use explicit comprehension strategies to understand a variety of texts (Rd. Block: guided reading/ independent practice) 2. Students will use specific thinking skills to understand a variety of texts (Rd Block: guided reading/ independent practice) 3. Students will use word recognition strategies to understand a variety of texts (Rd. Block: word work)	SEPTEMBER 1.1 Monitoring understanding 1.2 Using back-ground knowledge/ schema making connections 2.1 Making connections 2.2 Predicting 2.3 Sequencing 2.4 Setting 2.5 Beginning, Middle, End 2.6 Retelling 2.7 Main Idea (modeling by teacher) 2.8 Using Picture Clues 2.9 Syntax 2.10 Semantic 3.1 Alphabet Review 3.2 Beginning and ending sounds 3.3 Words that begin and end with the same sound 3.4 Introduction / Review of Sight words 3.5 Consonants and short a 3.6 Stretching 3.7 Chunking 3.8 Finding smaller	 1.1 Using background knowledge/ schema- making connections 1.2 Asking questions 2.4 Setting 2.3 Sequencing 2.4 Setting 2.5 Beginning, Middle, End 2.6 Retelling 2.7 Main Idea 2.8 Using Picture Clues 2.9 Syntax 2.10 Semantic 3.1 Consonants, short t I, short 0 3.2 Reversal Help 3.3 Y as a vowel 3.4 c, k, ck 3.5 Word Families 3.6 Open/Closed Syllables Clover markings 	DECEMBER 1.1 Asking questions 1.2 Inferring 2.1 Characterization 2.2 Predicting 2.3 Sequencing 2.4 Setting 2.5 Beginning, Middle, End 2.6 Retelling 2.7 Main Idea 2.8 Using Picture Clues 2.9 Syntax 2.10 Semantic 2.11 Inferring 3.1 Consonants short O, short e 3.2 ss,ll,ff,zz 3.3 digraphs, tch, sh, ch, wh 3.4 ng,nk, with short v 3.5 initial consonant blends 3.6 Word families Clover markings	FEBRUARY 1.1 Determining importance 1.2 Synthesis 2.1 Main idea 2.2 Predicting 2.3 Sequencing 2.4 Setting 2.5 Beginning, Middle, End 2.6 Retelling 2.7 Main Idea 2.8 Using Picture Clues 2.9 Syntax 2.10Semantic 3.1 Development of initial blends 3.2 Final consonant blends 3.3 Suffixes s,es, ing, er, ed 3.4 vowel combination, silent e 3.5 Develop vocabulary Super Clusters	MARCH 1.1 Synthesis 2.1. Summarizing 2.2 Beginning, Middle, End 2.3 Predicting 2.4 Sequencing 2.5 Setting 2.6 Retelling 2.7 Main Idea 2.9 Using Picture Clues 2.9 Syntax 2.10 Semantic 3.1 V-e syllables 3.2 vowel teams 3.3 Develop vocabulary Super Clusters	 1.2 Visualizing and sensing 2.1 Create Image 2.2 Predicting 2.3 Sequencing 2.4 Setting 2.5 Beginning, Middle, End 2.6 Retelling 2.7 Main Idea 2.8 Using Picture Clues 2.9 Syntax 2.10 Semantic 3.1 Controlled r 3.2 Consonant-le 3.3 Develop vocabulary Clusters Context Structure(prefix, suffix, root) 	 2.2 Predicting 2.3 Sequencing 2.4 Setting 2.5 Beginning, Middle, End 2.6 Retelling 2.7 Main Idea 2.8 Using Picture Clues 2.9 Syntax 2.10 Semantic 3.1 Irregular vowel teams 3.2 Syllable division vc/cv 3.3 Develop vocabulary Clusters Context
	words 3.9 Grapho- phonics 3.10 Word families (Blending Shelf)	-			-		-
CURRICULUM	Genre:	Genre:	Genre:	Genre:	Genre:	Genre:	Genre:
ALIGNMENT	Fiction	Fiction	Fiction	Fiction	Fiction	Fiction	Fiction
GENRES AND	1.Title	1.Title	1. Title	1.Title	1. Title	1.Title	1.Title
MATERIALS	2.Character	2.Character	2.Character	2.Character	2.Character	2.Character	2.Character
4. Students will	3.Problem/Solution	3.Problem/Solution	3.Problem/Solution	3.Problem/Solution	3.Problem/Solution	3.Problem/Solution	3.Problem/Solution

Bolded items indicate major emphasis

understand defining	4.Setting	4.Setting	4.Setting	4.Setting	4.Setting	4.Setting	4.Setting
features and structures	5.Beginning, Middle	5.Beginning, Middle	5.Beginning, Middle	5.Beginning, Middle	5.Beginning, Middle	5.Beginning, Middle	5.Beginning, Middle
of genres	End	End	End	End	End	End	End
(Rd block: guided	Nonfiction	Nonfiction	End	Enu	End	Life	Liid
reading/ independent	Factual	Factual	Nonfiction	Nonfiction	Nonfiction	Nonfiction	
practice)	Headings	Headings	Factual	Factual	Factual	Factual	Nonfiction
5. Students will explore	Captions	Captions	Headings	Headings	Headings	Headings	Factual
similarities and	Bold print	Bold print	Captions	Captions	Captions	Captions	Headings
differences among	Charts	Charts	Bold print	Bold print	Bold print	Bold print	Treadings
stories and the ways in	Graphs	Graphs	Charts	Charts	Charts	Charts	Captions
which those stories	Table of Contents	Table of Contents	Graphs	Graphs	Graphs	Graphs	Bold print
reflect author	Index	Index	Table of Contents	Table of Contents	Table of Contents	Table of Contents	Charts
background and	Labels	Labels	Index	Index	Index	Index	Graphs
culture(s).	Photographs	Photographs	Labels	Labels	Labels	Labels	Table of Contents
culture(s).	Comparisons	Comparisons	Photographs	Photographs	Photographs	Photographs	Index
	Cutaways	Cutaways	Comparisons	Comparisons	Comparisons	Comparisons	Labels
	Maps	Maps	Cutaways	Cutaways	Cutaways	Cutaways	Photographs
	Types of print	Types of print	Maps	Maps	Maps	Maps	Comparisons
	Close ups	Close ups	*	Types of print	Types of print	Types of print	Cutaways
	Glossary	Glossary	Types of print Close ups	Close ups	Close ups	Close ups	Maps
	Glossary	Glossaly	Glossary	Glossary	Glossary	Glossary	Types of print
	Destruit	Destary	Glossary	Glossaly	Glossary	Poetry	Close ups
	Poetry 1. Nursery Rhymes	Poetry 1. Nurserv Rhymes	Poetry	De a farm	De store	1. Nursery Rhymes	Glossary
				Poetry 1. Nursery Rhymes	Poetry		Glossary
	2. Rhyming	2. Rhyming	1. Nursery Rhymes	5 5	1. Nursery Rhymes	2. Rhyming 3. Non-rhyming	Destaur
	3. Non-rhyming	3. Non-rhyming	2. Rhyming	2. Rhyming	2. Rhyming	5 0	Poetry
	1.1 Big Books	1.1 Big Books	3. Non-rhyming	3. Non-rhyming	3. Non-rhyming	1.1 Big Books	1. Nursery Rhymes
	1.2 Story time	1.2 Story time	1.1 Big Books	1.1 Big Books	1.1 Big Books	1.2 Story time Literature	2. Rhyming
	Literature	Literature	1.2 Story time	1.2 Story time	1.2 Story time		3. Non-rhyming
	Exposure	Exposure	Literature	Literature	Literature	Exposure	1.1 Big Books
	1.3 Environmental	1.3 Environmental	Exposure	Exposure	Exposure	1.3 Environmental Print 1.4 Walls	1.2 Story time Literature
	Print	Print	1.3 Environmental	1.3 Environmental	1.3 Environmental		
	1.4 Walls	1.4 Walls	Print	Print 1.4 Walls	Print 1.4 Walls	1.5 Leveled books	Exposure
		1.5 Leveled books	1.4 Walls			1.6 Book bags(take	1.3 Environmental Print
		1.6 Book bags(take	1.5 Leveled books	1.5 Leveled books	1.5 Leveled books	Home)	1.4 Walls
		home)	1.6 Book bags(take	1.6 Book bags(take	1.6 Book bags(take	1.7 Browser bags	1.5 Leveled books
		1.7 Browser bags	Home)	Home)	Home)	1.8 Computer AR	1.6 Book bags(take
			1.7 Browser bags	1.7 Browser bags	1.7 Browser bags		Home)
					1.8 Computer AR		1.7 Browser bags
				1			1.8 Computer AR

ASSESSMENT RESPONSES 6. Students will synthesis and respond to various genres. a. strategy prompts and responses b. CBLA requirement c. CSAP testing genres (Rd. Block: guided reading/ independent practice)	 6a. Retelling 6b. Oral/verbal responses(see below) 6c. Observations 6d. Unit tests (vowels) 6e. Written responses 6g. Running record District Testing Observation Survey Rosner 	 6a. Retelling 6b. Oral/verbal responses 6c. Observations 6d. Unit test (vowels) 6e. Verbal responses 6f. Written responses 6.g Running records 	 6a. Retelling 6b.Oral/verbalresponses 6c. Observations 6d. Unit test (vowels) 6e. Verbal responses 6f. Written responses 6.g Running records 	6a. Retelling 6b. Oral/verbal responses 6c. Observations 6d. Unit test (vowels) 6e. Verbal responses 6f. Written responses 6.g Running records District Testing DRA/Observation Survey Rosner	 6a. Retelling 6b. Oral/verbal responses 6c. Observations 6d. Unit test (vowels) 6e. Verbal responses 6f. Written responses 6. g Running records 6h. Accelerated Reader Tests 	 6a. Retelling 6b. Oral/verbal responses 6c. Observations 6d. Unit test (vowels) 6e. Verbal responses 6f. Written responses 6. gRunning records 6.hAccelerated Reader Tests 	6a. Retelling 6b. Oral/verbal responses 6c. Observations 6d. Unit test (vowels) 6e. Verbal responses 6f. Written responses 6f. Written responses 6f. Accelerated Reader Tests District Testing DRA/Observation Survey Rosner
INSTRUCTIONAL STRATEGIES/ GROUPING	(The following strategies are introduced here and on going throughout the year) 1.Picture walk 2. Patterns in reading 3. Sequencing 4. Story time 5. KWL Think aloud and modeling of these by teacher, oral whole group guided reading groups and individual responses in words and pictures. Making Connections Oral This reminds me of I have a connection. Remember When Text to me Text to text Response Journal My favorite part This reminds me of 1 like I can Vocabulary Super Cluster (categories) Organize words in your	(The following strategies are introduced here and on going throughout the year) 1.Picture walk 2. Patterns in reading 3. Sequencing 4. Story time 5. KWL Think aloud and modeling of these strategies by teacher, whole group oral responses, guided reading groups, and individual responses in words and pictures. Asking questions Oral I wonder How come Why I'm confused I don't get it Text Codes ? question reader has (teacher modeled) Happy Face- my favorite part Question Webs Burning questions from class	(The following strategies are introduced here and on going throughout the year) 1. Picture walk 2. Patterns in reading 3. Sequencing 4. Story time 5. KWL Think aloud and modeling of these strategies by teacher, whole group oral responses, guided reading groups, and individual responses in words and pictures. Visualizing Oral How words make pictures in your mind Showing not telling and how it links to visualization I get a picture in my mind I can see it It's like a movie in my head I visualized Text Codes	(The following strategies are introduced here and on going throughout the year) 1. Picture walk 2. Patterns in reading 3. Sequencing 4. Story time 5. KWL Think aloud and modeling of these strategies by teacher, whole group oral responses, guided reading groups, and individual responses in words and pictures. Determining Importance Oral Discussions about content This is really important 2 Column Notes Quote or picture from text/ My connection What the Text is about/ What it reminds me of Words in the text/My	(The following strategies are introduced here and on going throughout the year) 1.picture walk 2. Patterns in reading 3. Sequencing 4. Story time 5. KWL Think aloud and modeling of these strategies by teacher, whole group oral responses, guided reading groups, and individual responses in words and pictures. Synthesis Oral Ongoing discussions of evolving thinking I get it. Aha! Yes! Two- Column Notes What the text is about/ What it makes me think about Direct Quote/Personal Response	(The following strategies are introduced here and on going throughout the year) 1.picture walk 2. Patterns in reading 3. Sequencing 4. Story time 5. KWL (The following strategies are introduced here and on going throughout the year) Think aloud and modeling of these strategies by teacher, whole group oral responses, guided reading groups, and individual responses in words and pictures. Visualizing Oral How words make pictures in your mind Showing not telling and how it links to visualization I get a picture in my mind I can see it It's like a movie in my	(The following strategies are introduced here and on going throughout the year) 1. Picture walk 2. Patterns in reading 3. Sequencing 4. Story time 5. KWL Visualizing Oral How words make pictures in your mind Showing not telling and how it links to visualization I get a picture in my mind I can see it It's like a movie in my head I visualized Other Listening to recorded sounds to stimulate images-making an image in mind or drawing a picture Drawing a picture of what is visualized during

Bolded items indicate major emphasis

room by categories, such		Picture of eye- picture	personal connection	Opinion before	head	reading
as months	Inferring	Happy face- my	Words in the text/My	reading/new ideas	I visualized	Listening to music and
By Alphabet (Word	Oral	favorite part	personal connection to	Quote or picture/ new		describing what is
Walls)	Discuss themes		an issue, event or person	idea		visualized
	I think	Other		Information from text/		Drawing a sequence of
	Maybe it means	Listening to recorded	Two Column Notes	new insight	2 Column Notes	drawings like a movie
	I'm guessing that	sounds to stimulate	Topic/ Details	Content/ process	Quote/Picture from text/	(beginning, middle, end
	I predict	images-making an image	Words from	What's interesting/	my image	Sketch to stretch (page
		in mind or drawing a	Text/Important	What's Important	What the text is about/	274,
		picture	Information		what I see	Strategies that work)
	Vocabulary	Drawing a picture of	Words from Text/	Others	Words on the page/	Vocabulary
	Super Cluster	what is visualized	Important Ideas	Six Questions- who?	picture in my mind	Super Cluster
	(categories)	during read aloud	What's interesting/	what?, when? Where?	Words on the page/ My	(categories)
	Organize words in your	Listening to music and	What's important	Why? How? To	mental map of what	Organize words in your
	room by categories, such	describing what is	Opinion/ Proof from	remember information	happened	room by categories, such
	as months	visualized	Text	and make sense		as occupations
	By Alphabet (Word	Drawing a sequence of	Theme/ Evidence from	(The following strategies		By Alphabet (Word
	Walls)	drawings like a movie(Theme	are introduced here and	Other	Walls)
		beginning, middle, end)	Important Event/	on going throughout the	Listening to recorded	
		Sketch to stretch (page	Evidence from the text	year)	sounds to stimulate	
		274,	Character/s Motivation/		images-making an image	
		Strategies that work) Vocabulary	Evidence from the text	01	in mind or drawing a	
		Super Cluster		Oral Discussions about	picture Drawing a picture of	
		(categories)	Synthesis	content	what is visualized during	
		Organize words in your	Oral	This is really	reading	
		room by categories, such	Ongoing discussions of	important	Listening to music and	
		as months	evolving thinking	important	describing what is	
		By Alphabet (Word	I get it.	Text Codes	visualized	
		Walls)	Aha!	? question reader has	Drawing a sequence of	
		wais)	Yes!	(teacher modeled)	drawings like a	
			1001	Happy Face- my favorite	movie(beginning,	
				part	middle, end)	
			Two- Column Notes	F	Sketch to stretch (page	
			What the text is about/	Two Column Notes	274, Strategies that	
			What it makes me think	Topic/ Detail	work)	
			about	Opinion/ Proof from	Vocabulary	
			Direct Quote/Personal	Text	Super Cluster	
			Response	Theme/ Evidence from	(categories)	
			Opinion before	Theme	Organize words in your	
			reading/new ideas	Important Event/	room by categories, such	
			Quote or picture/ new	Evidence from the text	as months	
			idea	Character/s Motivation/	By Alphabet (Word	
			Information from text/	Evidence from the text	Walls)	
			new insight		Replace "tired" words	
			Content/ process	Three Column Notes	with "WOW" words to	
			What's interesting/	Facts/ Questions/	enhance word choice	
			What's Important	Response		
			04	Topic/Details/		
			Others Vonn diagram	Responses		
			Venn diagram	Evidence For/ Evidence		
			Time line of our thinking	Against/ Personal Opinion		
			unnking	Ophilon		

	Six Questions- who?			
	what?, when? Where?	Synthesis		
	Why? How? To	Oral		
	remember information	Ongoing discussions of		
	and make sense	evolving thinking		
	Vocabulary	I get it.		
	Super Cluster	Aha!		
	(categories)	Yes!		
	Organize words in your			
	room by categories, such	Text Codes		
	as months	SZ- synthesis		
	By Alphabet (Word	2+2 – put it all together		
	Walls)	Drawing of a light bulb-		
	wans)	new idea, confusion		
		cleared up		
		Two- Column Notes		
		What the text is about/		
		What it makes me think		
		about		
		Direct Quote/Personal		
		Response		
		Opinion bafara		
		Opinion before		
		reading/new ideas		
		Quote or picture/ new		
		idea		
		Information from text/		
		new insight		
		Content/ process		
		What's interesting/		
		What's Important		
		Compare/ contrast		
		Others		
		Venn diagram		
		Time line of our		
		thinking		
		Six Questions- who?		
		what?, when? Where?		
		Why? How? To		
		remember information		
		and make sense		
		Vocabulary		
		Super Cluster		
		(categories)		
		Organize words in your		
		room by categories, such		
		as occupations		
		By Alphabet (Word		
		Walls)		
		walls)		
		Unit conceptual Clusters		
		Organize words of units		
		together	1	

		Structure of words (prefix, suffix, root, etc. New word process -Paper divided into fourths My teacher's description, My description, How I'll remember this word (picture), Additional Experience/ connections	