READING	AUGUST/ SEPTEMBER	OCTOBER	NOVEMBER/	JANUARY/	FEBRUAY/	APRIL	MAY
BLOCK COMPONENT			DECEMBER	FEBRUARY	MARCH		
Standards 1. Students will use explicit comprehension strategies to understand a variety of texts (Rd. Block: guided reading/ independent practice)	1.1Monitoring understanding 1.2Using back- Ground knowledge/ schema making connections	1.1 Using background knowledge/ schema- making connections 1.2 Asking questions	1.1 Asking questions 1.2 Inferring	1.1 Determining importance 1.2 Synthesis	1.1 Synthesis	1.2 Visualizing and sensing	
2. Students will use specific thinking skills to understand a variety of texts (Rd Block: guided reading/independent	2.1 Identify main idea, supporting details summarize determine organizational pattern	2.1 Author's purpose 2.2 Draw conclusions 2.3 Make predictions	2.1 Support for predictions 2.2 Make connections 2.3 Cause and effect 2.4 Determine organizational patterns	2.1 Main idea – supporting details 2.2 Fact/Opinion 2.3 Retelling 2.4 Sequencing	2.1 Compare/ Contrast 2.2 Draw conclusions 2.3 Summarize	2.1 Makes inferences 2.2 Synthesizing 2.3 Asking questions	
practice) 3. Students will use word recognition strategies to understand a variety of texts (Rd. Block: word work)	3.1 Uses word analysis skills e.g. syllabication 3.2 Reviews decoding strategies e.g. long vowel patterns 3.3 Develop vocabulary Clusters Context Structure(prefix, suffix, root)	3.1 Word analysis skill- r controlled syllable, -le syllable 3.2 Develop vocabulary Clusters Context Structure(prefix, suffix, root)	3.1 Word Analysis skills- consonant endings 3.2 Decoding strategies-y as a vowel, soft c, soft g 3.3 Develop vocabulary Clusters Context Structure(prefix, suffix, root)	3.1 Word Analysis skills- syllable division vc/v 3.2 Decoding strategies eg. Irregular vowel teams 3.3 Develop vocabulary Clusters Context Structure(prefix, suffix, root)	3.2 Review decoding strategies e.g. irregular vowel teams 3.3 Develop vocabulary Clusters Context Structure(prefix, suffix, root)	3.1 Word Analysis skill- identify syllables 3.2 Review decoding strategies e.g. irregular vowel teams 3.3 Develop vocabulary Clusters Context Structure(prefix, suffix, root)	3.1 Word Analysis Skills e.g. suffixes 3.2 Decoding strategies e.g. soft c and soft g. 3.3 Develop vocabulary Clusters Context Structure(prefix, suffix, root)
CURRICULUM ALIGNMENT GENRES AND MATERIALS	Genre: Folk tales, Handed down Moral or lesson	Genre: Realistic fiction Must be believable Present Day Setting	Genre: Narrative nonfiction Journal Informational	Genre: Expository Non fiction "For the Birds" magazine article	Genre: Fables Useful lesson Personification	Genre: Mystery Problem Solution	Genre: Fantasy Magical Things Good wins in the end
4. Students will understand defining features and	Traditional rhyming poetry 4.1 Recognize origins in oral tradition and story telling.	Humorous Poetry Alliteration Limericks	Photo Essay Helping out Plays	Poetry 4.1 Identify expository format, headings, bold	Poetry 4.1 Identify origins of fable genre, teach	Clues Poetry 4.1 Identify story	Tall Tales Poetry Hyperbole
structures of genres (Rd block: guided reading/ independent practice)	4.2 Rhyming patterns in poetry Nonfiction Captions	Alphabet Poetry 4.1 Identify characterization, story elements, and organizational patterns,	Narrative poetry Names/acrostic 4.1 Identify purpose and format of narrative	type captions, etc. Nonfiction Captions Bold print	a lesson, characterization, story elements, sequencing,	elements 4.2 use of clues, Foreshadowing 4.3 predicting	Figurative Language 4.1 Identify story element 4.2 Characterization 4.3 Personification
5. Students will explore similarities and differences among stories and	Bold print Charts Graphs Table of Contents	sequence. 4.2 Recognize use of humor in literature and poetry Nonfiction Captions	nonfiction (photo essay) and poetry Nonfiction	Charts Graphs Table of Contents Index	organizational patterns Nonfiction Captions	4.4 drawing conclusions 4.5 sequencing 4.6 organizational	4.4 Unrealistic events 4.5 sequencing 4.6 Organizational patterns Nonfiction Captions

the ways in which	Index	Bold print	Captions	Labels	Bold print	patterns	Bold print
those stories reflect	Labels	Charts	Bold print	Photographs	Charts	Nonfiction	Charts
author background	Photographs	Graphs	Charts	Comparisons	Graphs	Captions	Graphs
and culture(s).	Comparisons	Table of Contents	Graphs	Cutaways	Table of Contents	Bold print	Table of Contents
	Cutaways	Index	Table of Contents	Maps	Index	Charts	Index
	Maps	Labels	Index	Types of print	Labels	Graphs	Labels
	Types of print	Photographs	Labels	Close ups	Photographs	Table of Contents	Photographs
	Close ups	Comparisons	Photographs	Glossary	Comparisons	Index	Comparisons
	Glossary	Cutaways	Comparisons		Cutaways	Labels	Cutaways
		Maps	Cutaways		Maps	Photographs	Maps
		Types of print	Maps		Types of print	Comparisons	Types of print
		Close ups	Types of print		Close ups	Cutaways	Close ups
		Glossary	Close ups		Glossary	Maps	Glossary
			Glossary			Types of print	
						Close ups	
						Glossary	

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. Summarize and paraphrase 6b. Oral/verbal responses 6c. Written responses- - text codes - 2/3 column note formats 6.d Running records 6.e District Assessment	6a. Summarize and paraphrase 6b. Oral/verbal responses 6c. Written responses text codes - 2/3 column note formats 6.d Running records	6a. Summarize and paraphrase 6b.Oral/verbal responses 6c. Written responses - text codes - 2/3 column note formats 6.d Running records	6a. Summarize and paraphrase 6b. Oral/verbal responses 6c. Written responses - text codes - 2/3 column note formats 6.d Running records	6a. Summarize and paraphrase 6b. Oral/verbal responses 6c. Written responses - text codes - 2/3 column note formats 6.d Running records	6a. Summarize and paraphrase 6b. Oral/verbal responses 6c. Written responses text codes - 2/3 column note formats 6.d Running records	6a. Summarize and paraphrase 6b. Oral/verbal responses 6c. Written responses - text codes - 2/3 column note formats 6.d Running records 6.e District Assessment
INSTRUCTIONAL STRATEGIES/ GROUPING	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) 6. 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 Text to world Poetry: Modeling and thinking aloud by teacher of different types of poems using strategies list in #6. Text Codes R- reminds me of T-S- text to self T-T- text to text T-W- text to world BK- Background Knowledge PE- Prior Experience 2 Column Notes Quote or picture from text/ My connection	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. Asking questions Oral I wonder How come Why I'm confused I don't get it Text Codes ? question reader has C- confusion Huh? 2 Column Notes Quote/picture from text- My question What the text is About/ What It makes me wonder About What I learned/ What I wonder What I learned/ What I wonder Questions/ Facts 3 Column Notes	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 head I visualized Text Codes V- Visualized with picture P or picture of eye- picture	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. Determining Importance Oral Discussions about content This is really important Text Codes I- Important L- Learned Something New # - Interesting Aha! - Big idea S-surprise S!!- shocking !!!- exciting	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. Synthesis Oral Ongoing discussions of evolving thinking I get it. Aha! Yes! Text Codes SZ- synthesis 2+2 - put it all together Drawing of a light bulb- new idea, confusion cleared up	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 head	

What the Text is about/ What it reminds me of Words in the text/My personal connection Words in the text/My connection to an Issue, Event, or Person

Vocabulary

Super Cluster (categories) Organize words in your room by categories, such as occupations By Alphabet (Word Walls) Unit conceptual Clusters Organize words of units together 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

What I know/ What I wonder/ What I want to Know Facts/ Ouestions/ Responses Questions Before Reading/ During Reading/ After Reading

Other responses Question of the Day Question Webs Burning questions from class

Inferring Oral

Discuss themes I think Maybe it means I'm guessing that I predict

Text Codes I- Inferences

P- prediction + prediction confirmed - Prediction contradicted Th- theme

Two Column Notes

Ouote/Picture/ Inference Facts/ Inferences Ouestions/Inferences What I think/ Support from Words in Text/ Themes Plot/ Theme Themes/ Response Words in Text/ Prediction

3Column Notes

Picture or Quote/ Inference/ My response Facts/Questions/ Inferences Unfamiliar Word/ My inference/ confirmation Words in the text/ Prediction/ Confirmed Contradicted Vocabulary

Super Cluster (categories) Organize words in your room by categories, such as occupations By Alphabet (Word Walls) Unit conceptual Clusters

T- picture of tonguetaste Sm- picture of nosesmell Tch- picture of handtouch

2Column Notes

Quote/Picture from text/ my image What the text is about/ what I see Words on the page/ picture in my mind Words on the page/ My mental map of what happened

3 Column Note

Words On the Page/ Picture in My Mind/ My response

Listening to recorded

Other

sounds to stimulate images-making an image in mind or drawing a picture Drawing a picture of what is visualized during reading Listening to music and describing what is visualized Drawing a sequence of drawings like a movie Sketch to stretch (page 274, Strategies that work) Vocabulary Super Cluster

(categories) Organize words in your room by categories, such as occupations By Alphabet (Word Walls) Unit conceptual Clusters Organize words of units together Structure of words (prefix, suffix, root, etc.

Two Column Notes Topic/ Details

Words from Text/Important Information Words from Text/ Important Ideas What's interesting/ What's important Opinion/ Proof from Text Theme/ Evidence from Theme Important Event/ Evidence from the text Character/s Motivation/ Evidence from the text

Three Column Notes

Facts/ Ouestions/ Response Topic/Details/ Responses Evidence For/ Evidence Against/ Personal Opinion

Synthesis Oral

Ongoing discussions of evolving thinking I get it. Aha! Yes!

Text Codes

SZ- synthesis 2+2 – put it all together Drawing of a light bulbnew idea, confusion cleared up

Two- Column Notes

What the text is about/ What it makes me think about Direct Quote/Personal Response Opinion before reading/new ideas Quote or picture/ new idea Information from text/

Two- Column Notes

What the text is about/ What it makes me think about Direct Ouote/Personal Response Opinion before reading/new ideas Quote or picture/ new idea Information from text/ new insight Content/ process What's interesting/ What's Important Three Column

Notes Content/Process/Craf

Facts/Opinions/ Response Topic/ Details/ Response Thinking/ New Information/ New Thinking Compare/ contrast

Others

Venn diagram Time line of our thinking Six Questions- who? what?, when? Where? Why? How? To remember information and make sense (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

I visualized

Text Codes V- Visualized with picture P or picture of eve- picture T- picture of tongue- taste Sm- picture of nose- smell Tch- picture of hand-touch

2 Column Notes

Ouote/Picture from text/ my image What the text is about/ what I see Words on the page/ picture in mv mind Words on the page/ My mental map of what happened

3 Column Note

Words On the Page/ Picture in My Mind/ My response

Other

Listening to recorded sounds to stimulate imagesmaking an image in mind or drawing a picture Drawing a picture of what is visualized during reading Listening to music and describing what is visualized Drawing a sequence of drawings like a movie Sketch to stretch

 	Organize words of units	New word process	new insight	pictures.	(page 274,	
	together	-Paper divided into	Content/ process		Strategies that	
	Structure of words (prefix,	fourths	What's interesting/	Oral	work)	
	suffix, root, etc.	My teacher's	What's Important	Discussions about	Vocabulary	
	New word process	description, My	Three Column Notes	content	Super Cluster	
	-Paper divided into fourths	description, How I'll	Content/Process/Craft	This is really	(categories)	
	My teacher's description, My	remember this word	Facts/Opinions/	important	Organize words in	
	description, How I'll	(picture), Additional	Response	important	your room by	
	remember this word (picture),	Experience/ connections	Topic/ Details/	Text Codes	categories, such as	
	Additional Experience/	Experience/ connections	Response	I- Important	occupations	
	connections		Thinking/ New	L- Learned	*	
	connections		Information/ New	Something New	By Alphabet (Word Walls)	
	X7 1 1				` ′	
	Vocabulary		Thinking	# - Interesting	Unit conceptual	
	Super Cluster (categories)		Compare/ contrast	Aha! - Big idea	Clusters	
	Organize words in your room			S-surprise	Organize words of	
	by categories, such as		Others	S!!- shocking	units together	
	occupations		Venn diagram	!!!- exciting	Structure of words	
	By Alphabet (Word Walls)		Time line of our		(prefix, suffix,	
	Unit conceptual Clusters		thinking	Two Column Notes	root, etc.	
	Organize words of units		Six Questions- who?	Topic/ Details	New word process	
	together		what?, when? Where?	Words from	-Paper divided	
	Structure of words (prefix,		Why? How? To	Text/Important	into fourths	
	suffix, root, etc.		remember information	Information	My teacher's	
	New word process		and make sense	Words from Text/	description, My	
	-Paper divided into fourths		Vocabulary	Important Ideas	description, How	
	My teacher's description, My		Super Cluster	What's interesting/	I'll remember this	
	description, How I'll		(categories)	What's important	word (picture),	
	remember this word (picture),		Organize words in your	Opinion/ Proof from	Additional	
	Additional Experience/		room by categories,	Text	Experience/	
	connections		such as occupations	Theme/ Evidence	connections	
			By Alphabet (Word	from Theme		
			Walls)	Important Event/		
			Unit conceptual Clusters	Evidence from the		
			Organize words of units	text		
			together	Character/s		
			Structure of words	Motivation/ Evidence		
			(prefix, suffix, root, etc.	from the text		
			New word process	HOIII HIE IEAL		
			-Paper divided into	Three Column		
			fourths	Notes		
			My teacher's	Facts/ Questions/		
			description, My	Response		
			description, How I'll	Topic/Details/		
			remember this word	Responses		
			(picture), Additional	Evidence For/		
			Experience/ connections	Evidence Against/		
				Personal Opinion		
				Synthesis		
				Oral		
				Ongoing discussions		
				of evolving thinking		
				I get it.		
				-		

Test Codes SZ synbesis 2-2-pm val all together Drawing of a light both area idea. Confineira Charact up Two Column Notes What the text is above What it makes as the light and the light					
Text Codes Notes yet all 2-2 quat all 2-2					
Text Codes Not synthesis 2-2 part it all Drawing of slight What fleeten is out What fleeten is out What an makes me think about Direct Quote Personal Response Outer of picture and idea Information from text fleet vinsight Content process What Important Three Column Notes Content process What Important Three Column Notes Content Process Craf Facts Opinions' Response Topic Details' Re				Yes!	
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SZ-y symbosis 2-2- put it all together Denving of alight both new idea. The column Notes What the text is about What it makes me think about Direct Quote Personal Signification before Goute Personal Go				Tout Codes	
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together Drawing of alight both new idea. confusion cleared up Two Column Notes What the text is about What it makes me thirk about Direct Quote Personal Response Quote or picture/ new idea Information from text/ new maight Content/ process What's interesting What's interesting What's interesting What's interesting What's process Content Process Craft I facts Opinions/ Response I Response				SZ- syntnesis	
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thinking Six Questions- who? what?, when? Where? Why? How? To remember information and make sense Vocabulary Super Cluster				Time line of our	
Six Questions- who? what?, when? Where? Why? How? To remember information and make sense Vocabulary Super Cluster				thinking	
what?, when? Where? Why? How? To remember information and make sense Vocabulary Super Cluster				Six Questions- who?	
Where? Why? How? To remember information and make sense Vocabulary Super Cluster	1			what? when?	
To remember information and make sense Vocabulary Super Cluster	1			WHATE, WHEH!	
information and make sense Vocabulary Super Cluster	1			wnere? why? How?	
make sense Vocabulary Super Cluster	1			To remember	
make sense Vocabulary Super Cluster	1				
Vocabulary Super Cluster	1				
Super Cluster	1			Vocabulary	
(categories)	1			Super Cluster	
(categories)				Super Cluster	
				(categories)	

		Organize words in your room by categories, such as occupations By Alphabet (Word Walls) Unit conceptual Clusters Organize words of units together 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
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