READING BLOCK COMPONENT	AUGUST/ SEPTEMBER 1st Quarter	OCTOBER	NOVEMBER/ DECEMBER 2 nd Quarter	JANUARY/ FEBRUARY 3 rd Quarter	FEBRUAY/ MARCH	APRIL 4 th Quarter	MAY
Standards 1. Students will use explicit comprehension strategies to	1.1Monitoring understanding 1.2Using back- Ground knowledge/ schema making connections	1.1 Using background knowledge/ visualizing and sensing	1.1 Visualizing and Sensing, and Inferring	1.1Inferring 1.2Questioning	1.1Questioning 1.2Determining Importance	1.1 Determining Importance 1.2 Synthesis	1.1. Give credit for sources (ex. Bibliographies, footnotes 1.2 Synthesis
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)	2.1 Determine main idea 2.2 Summarize text 2.3 Supporting details 3.1 Context clues 3.2 Word Analysis chunking looking for smaller words 3.3 Structural Clues prefixes, suffixes	2.1 Compare/ Contrast 2.2 Infer by making connections 2.3 Making comparisons 2.4 Determine author's purpose	2.1 Inferring 2.2 Define problem, evaluate options and purpose a solution. 2.3 Analyze to make predictions and draw conclusions	2.1 Evaluate the quality of ideas 2.2 Synthesize information from a variety of sources. 2.3 Evaluate information for validity, credibility.			1.2 Synthesis
CURRICULUM ALIGNMENT GENRES AND MATERIALS 4. Students will understand defining features and structures of genres (Rd block: guided reading/ independent practice) 5. Students will explore similarities and differences among stories and the ways in which those	Genre: Short Stories a. Characters b. Setting c. Plot d. Problem/Solut ion e. length Poetry a. figurative language Non-fiction Factual Headings Captions Bold print	Genre: Short Stories f. Characters g. Setting h. Plot i. Problem/Soluti on j. length Poetry a. figurative language Non-fiction Factual Headings Captions Bold print Charts	Genre: Fantasy Folktales Fables Myths Legends Non-fiction Factual Headings Captions Bold print	Genre: Historical fiction a. historical setting b. historical facts within c. Non-fiction Factual Headings Captions Bold print Charts Graphs Table of Contents Index Labels	Genre: Mystery a. characters Adventure ScienceFiction	Genre: Nonfiction- Informational Biography 5.1 Write and support a thesis about the craft and significance of a particular work.	Genre: Historical Fiction 5.1 Read and respond to works from a variety of cultures and historical periods
stories reflect author background and culture(s).	Charts Graphs Table of Contents	Graphs Table of Contents Index	Charts Graphs Table of Contents	Photographs Comparisons Cutaways			

	Index Labels Photographs Comparisons Cutaways Maps Types of print Close ups Glossary	Labels Photographs Comparisons Cutaways Maps Types of print Close ups Glossary	Index Labels Photographs Comparisons Cutaways Maps Types of print Close ups Glossary	Maps Types of print Close ups Glossary			
	4.1 Apply knowledge of literacy terminology and techniques	4.1 Apply knowledge of literacy terminology and techniques a. foreshadowing	4.1 Identify theme, and provide support for text. 5.1 Read and respond to works from a variety of cultures and historical periods.	5.1 Read and respond to works from a variety of cultures and historical periods			
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	6a. Summarize and paraphrase	6a. Summarize and paraphrase	6a. Summarize and paraphrase	6a. Summarize and paraphrase	6a. Summarize and paraphrase	6a. Summarize and paraphrase
INSTRUCTIONAL STRATEGIES/ GROUPING	(The following strategies are introduced here and on going throughout the year) 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	(The following strategies are introduced here and on going throughout the year) Think aloud and modeling of these by teacher, oral whole group 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	(The following strategies are introduced here and on going throughout the year) Think aloud and modeling of these by teacher, oral whole group guided reading groups and individual responses in words and pictures Inferring Oral Discuss themes I think Maybe it means I'm guessing that I predict Text Codes	(The following strategies are introduced here and on going throughout the year) Think aloud and modeling of these by teacher, oral whole group 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	(The following strategies are introduced here and on going throughout the year) Think aloud and modeling of these by teacher, oral whole group guided reading groups and individual responses in words and pictures. Asking Questions Oral I wonder How come Why I'm confused	(The following strategies are introduced here and on going throughout the year) Think aloud and modeling of these by teacher, oral whole group guided reading groups and individual responses in words and pictures. Determining Importance Oral Discussions about	(The following strategies are introduced here and on going throughout the year) Think aloud and modeling of these by teacher, oral whole group guided reading groups and individual responses in words and pictures. Synthesis Oral Ongoing discussions of evolving thinking I get it. Aha!

	It's like a movie in my	I- Inferences		I don't get it	content	Yes!
Text Codes	head	P- prediction	Text Codes	I don't get it	This is really	Text Codes
R- reminds me of	I visualized	+ prediction confirmed	? question reader has	Text Codes	important	SZ- synthesis
T-S- text to self	1 visualized	- Prediction contradicted	C- confusion		important	
T-T- text to text	Tayt Codes	Th- theme	Huh?	? question reader has C- confusion	Tarrit Codos	2+2 – put it all
	Text Codes	Th- theme	riun?	Huh?	Text Codes	together
T-W- text to world	V- Visualized with picture	T CI N	T CI N	Hun?	I- Important	Drawing of a light
BK- Background	P or picture of eye-	Two Column Notes	Two Column Notes	m	L- Learned	bulb- new idea,
Knowledge	T- picture of tongue- taste	Quote/Picture/ Inference	Quote/picture from text-	Two Column Notes	Something New	confusion cleared up
PE- Prior Experience	Sm- picture of nose- smell	Facts/ Inferences	My question	Quote/picture from	# - Interesting	
2 Column Notes	Tch- picture of hand- touch	Questions/Inferences	What the text is About/	text- My question	Aha! - Big idea	Two- Column Notes
Quote or picture from		What I think/ Support from	What It makes me	What the text is	S-surprise	What the text is about/
text/ My connection	2Column Notes	text	wonder About	About/ What It	S!!- shocking	What it makes me
What the Text is about/	Quote/Picture from text/	Words in Text/ Themes	What I know/ What I	makes me wonder	!!!- exciting	think about
What it reminds me of	my image	Plot/ Theme	wonder	About		Direct Quote/Personal
Words in the text/My	What the text is about/	Themes/ Response	What I learned/ What I	What I know/ What I	Two Column Notes	Response
personal connection	what I see	Words in Text/ Prediction	wonder	wonder	Topic/ Details	Opinion before
Words in the text/My	Words on the page/ picture		Questions/ Facts	What I learned/ What	Words from	reading/new ideas
connection to an Issue,	in my mind	Three Column Notes	3 Column Notes	I wonder	Text/Important	Quote or picture/ new
Event, or Person	Words on the page/ My	Picture or Quote/	What I know/ What I	Questions/ Facts	Information	idea
	mental map of what	Inference/ My response	wonder/ What I want to	3 Column Notes	Words from Text/	Information from text/
	happened	Facts/Questions/	Know	What I know/ What I	Important Ideas	new insight
		Inferences	Facts/ Questions/	wonder/ What I want	What's interesting/	Content/ process
	3 Column Note	Unfamiliar Word/ My	Responses	to Know	What's important	What's interesting/
	Words On the Page/	inference/ confirmation	Questions Before	Facts/ Questions/	Opinion/ Proof	What's Important
	Picture in My Mind/ My	Words in the text/	Reading/ During	Responses	from Text	Three Column Notes
	response	Prediction/ Confirmed	Reading/ After Reading	Questions Before	Theme/ Evidence	Content/Process/Craft
	•	Contradicted		Reading/ During	from Theme	Facts/Opinions/
		Visualizing	Other responses	Reading/ After	Important Event/	Response
		Oral	Question of the Day	Reading	Evidence from the	Topic/ Details/
		How words make pictures	Question Webs	Other responses	text	Response
		in your mind	Burning questions from	Question of the Day	Character/s	Thinking/ New
		Showing not telling and	class	Question Webs	Motivation/	Information/ New
		how it links to		Burning questions	Evidence from the	Thinking
		visualization	Inferring	from class	text	Compare/ contrast
		I get a picture in my mind	Oral	Determining		Compare, conduct
		I can see it	Discuss themes	Importance	Three Column	Others
		It's like a movie in my	I think	Oral	Notes	Venn diagram
		head	Maybe it means	Discussions about	Facts/ Questions/	Time line of our
		I visualized	I'm guessing that	content	Response	thinking
		1 . Loudingou	I predict	This is really	Topic/Details/	Six Questions- who?
		Text Codes	1 product	important	Responses	what? when? Where?
		V- Visualized with picture	Text Codes	poruni	Evidence For/	Why? How? To
		P or picture of eye- picture	I- Inferences	Text Codes	Evidence Against/	remember information
		T- picture of tongue- taste	P- prediction	I- Important	Personal Opinion	and make sense
		Sm- picture of nose- smell	+ prediction confirmed	L- Learned	1 orsonar Opinion	and make believ
		Tch- picture of hand- touch	- Prediction contradicted	Something New	Synthesis	
		2Column Notes	Th- theme	# - Interesting	Oral	
		Quote/Picture from text/	TII- MEINE	Aha! - Big idea	Ongoing	
		•	Two Column Mates	0	0 0	
		my image	Two Column Notes	S-surprise	discussions of	
		What the text is about/	Quote/Picture/ Inference	S!!- shocking	evolving thinking	

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	what I see	Facts/ Inferences	!!!- exciting	I get it.
	Words on the page/ picture	Questions/Inferences		Aha!
	in my mind	What I think/ Support	Two Column Notes	Yes!
	Words on the page/ My	from text	Topic/ Details	Text Codes
	mental map of what	Words in Text/ Themes	Words from	SZ- synthesis
	happened	Plot/ Theme	Text/Important	2+2 – put it all
	парренец		Information	
	2 Calana Nata	Themes/ Response		together
	3 Column Note	Words in Text/	Words from Text/	Drawing of a light
	Words On the Page/	Prediction	Important Ideas	bulb- new idea,
	Picture in My Mind/ My		What's interesting/	confusion cleared
	response	Three Column Notes	What's important	up
		Picture or Quote/	Opinion/ Proof from	
	Other	Inference/ My response	Text	Two- Column
	Listening to recorded	Facts/Questions/	Theme/ Evidence	Notes
	sounds to stimulate	Inferences	from Theme	What the text is
	images-making an image	Unfamiliar Word/ My	Important Event/	about/ What it
	in mind or drawing a	inference/ confirmation	Evidence from the	makes me think
	picture	Words in the text/	text	about
	Drawing a picture of what	Prediction/ Confirmed	Character/s	Direct
	is visualized during	Contradicted	Motivation/ Evidence	Quote/Personal
		Contradicted		
	reading		from the text	Response
	Listening to music and			Opinion before
	describing what is		Three Column Notes	reading/new ideas
	visualized		Facts/ Questions/	Quote or picture/
	Drawing a sequence of		Response	new idea
	drawings like a movie		Topic/Details/	Information from
	Sketch to stretch (page		Responses	text/ new insight
	274,		Evidence For/	Content/ process
	Strategies that work)		Evidence Against/	What's interesting/
	Strategies that worth,		Personal Opinion	What's Important
			1 crsonar Opinion	Three Column
				Notes
				Content/Process/Cr
				aft
				Facts/Opinions/
				Response
				Topic/ Details/
				Response
				Thinking/ New
				Information/ New
				Thinking
				Compare/ contrast
				Compare/ contrast
				0.1
				Others
				Venn diagram
				Time line of our
				thinking
				Six Questions-
				who? what? when?
				Where? Why?
				micro. miy.

			How? To remember information and make sense	