

Ware Public Schools

ENGLISH LANGUAGE ARTS CURRICULUM - Grades K-4

SUBJECT MATTER: English Language Arts

Grade: Kindergarten

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
Look at Us! <i>We're getting to know ourselves and each other.</i>	Reading Who am I? Who are my friends? How do I make friends?	<u>Phonemic Awareness and Phonics</u> 1. Demonstrate concept of word by dividing spoken sentences into individual words 2. Identify, generate, and supply words in a rhyming pattern 3. Sort pictures of objects whose names share the same beginning sound 4. Supply a word that has the same beginning sound as a spoken word 5. Understand that written words are composed of letters that represent specific sounds <u>Comprehension Skills and Strategies</u> 1. Compare and Contrast 2. Note Details <u>Concepts of Print</u> 1. Hold printed material appropriately 2. Identify the front and back cover of a book 3. Identify the title page from all the other pages in a book 4. Turn pages appropriately 5. Distinguish print from pictures	District Testing: GRADE (Listening) DIBELS Initial Sound Fluency & Letter Naming Regularly Scheduled Teacher Observation Class Participation & Discussion	Houghton Mifflin Reading: A Nation's Choice 2003 <u>Suggested Activities for Phonemic Awareness & Phonics:</u> 1. Rhyme Queen Activity 2. Building sentences 3. Lakeshore Boxed Game: Rhyming <u>for Comprehension:</u> 1. Compare & contrast two	<u>Language Strand</u> Formal & Informal Language 6.1 <u>Reading & Literature</u> Beginning Reading: 7.1, 7.2, 7.3 Understanding Text: 8.1, 8.2, 8.5 Making Connections: 9.2 Genre: 10.1 Theme: 11.1 Nonfiction: 13.1 Poetry: 14.1 Style & Language: 15.1 Myth, Traditional Narrative, & Classical Literature: 16.1, 16.2, 16.3 Dramatic Literature: 17.1 Dramatic Reading &

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		6. Demonstrate directionality: <i>left to right</i> 7. Demonstrate directionality: <i>top to bottom</i> 8. Understand that print makes sense and provides information		variations of the same book or two books by the same author. 2. Interactive List - details from a story Interactive Read Aloud Big Books Take-Home Book Bags Readers' Theatre/ Drama Center Role Play	Performance: 18.1
	Word Work	<u>Previewing the ABC's</u> 1. Become familiar with all uppercase and lowercase letters of the alphabet	DIBELS – Letter Recognition Letter Identification (Marie Clay)	<u>Suggested Activities:</u> Match game (uppercase letters to lowercase letters)	<u>Reading & Literature</u> Beginning Reading: 7.1
	Writing & Language	<u>Oral Language</u> 1. Demonstrate <i>big</i> and <i>little</i> 2. Learn naming words: parts of the body 3. Use describing words	Self Portraits	<u>Suggested Activities</u> Sentences using describing words.	<u>Language</u> Discussion: 1.1 Oral Presentation: 3.1, 3.2

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		<p><u>Writing:</u> Shared Writing 1. Write a list 2. Learn naming words: parts of the body 3. Write a description</p> <p>Interactive Writing 1. Write a list 2. Use naming words 3. Write a journal entry</p> <p>Independent Writing 1. Choose a topic 2. Use journals</p> <p><u>Listening/Speaking/Viewing</u> 1. Learn about <i>big and little</i> 2. Use size words, naming words and describing words 3. Writing a list</p>	<p>Illustrations/ Drawings Journals Writing Samples</p> <p>Discussion Show and Tell</p>	<p><i>Head, Shoulders, Knees and Toes</i></p> <p><i>Hokey Pokey</i> Match game (<i>big and little</i>)</p> <p>Morning Meeting</p> <p>Show & Tell</p>	<p><u>Composition Strand</u> Writing: 19.1 Consideration of Audience & Purpose: 20.1, 20.2 Standard English Conventions: 22.1 Organizing Ideas in Writing: 23.2 Research: 24.1</p> <p><u>Language</u> Discussion: 1.1 Oral Presentation: 3.1, 3.2</p> <p><u>Media</u> Media Production: 27.1</p>
<p>Colors All Around</p> <p><i>We see beautiful colors everywhere.</i></p>	<p>Reading</p> <p>How do colors make us feel?</p>	<p><u>Phonemic Awareness/Phonics</u> 1. Use beginning sounds 2. Use words in oral sentences 3. Learn Initial consonants: s, m, r</p> <p><u>High Frequency Words</u> 1. Learn High Frequency Words: <i>I, see</i></p>	<p>Teacher Observation</p> <p>Class Participation & Discussion</p>	<p>Interactive Read Alouds</p> <p>Flannel Boards</p> <p>Story Aprons</p> <p>Morning Meeting</p>	<p><u>Language</u> Vocabulary & Concept Development: 4.1, 4.2</p> <p><u>Reading & Literature</u> Beginning Reading: 7.1, 7.2, 7.3 Understanding a Text:</p>

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		<u>Comprehension Skills</u> 1. Understand sequence of events 2. Draw inferences: make predictions <u>Comprehension Strategies</u> 1. Predict/Infer 2. Summarize 3. Phonics/Decoding <u>Concepts of Print</u> 1. Recognize capital letters at the beginning of a sentence 2. Recognize end punctuation		Show & Tell Readers' Theatre Drama Center	8.1, 8.2, 8.4, 8.5 Making Connections: 9.2 Genre: 10.1 Nonfiction: 13.1 Myth, Traditional Narrative, & Classical Literature: 16.1, 16.2 Dramatic Literature: 17.1 Dramatic Reading & Performance: 18.1
	Word Work	<u>High-Frequency Word Practice/Exploring Words</u> 1. Match similar words 2. Build sentences 3. Recognize color words 4. Recognize and identify their own first name and the names of classmates	Teacher Observation	Word Sorts Magnetic Letters	<u>Language</u> Vocabulary & Concept Development: 4.1
	Writing and Language	<u>Oral Language</u> 1. Use describing words 2. Use exact naming words 3. Use singular and plural naming words <u>Writing</u> Shared Writing 1. Write a description 2. Create a graphic organizer Interactive Writing	Teacher Observation Individual/Small Group: Oral Questioning Anecdotal Record Illustrations/	<u>Text Talk</u> by Isabel Beck Morning Meeting Show & Tell Flannel Boards Story Aprons	Composition Writing: 19.1 Consideration of Audience & Purpose: 20.1, 20.2 Research: 24.1

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		1. Write a description 2. Write a class story Independent Journal Writing <u>Listening/Speaking/Viewing</u> 1. Use describing words 2. Write a description 3. Use exact naming words 4. Use singular and plural naming words	Drawings Journals/ Writing Samples Discussion/ Show and Tell	Student “think aloud” Interviews Student Demonstrations	<u>Language</u> Discussion: 1.1 Questioning, Listening, & Contributing: 2.1 Oral Presentation: 3.1, 3.2
We’re a Family <i>Families, work, play and celebrate together.</i>	Reading Who makes up a family? How do families work together? How do families play together? How do families celebrate holidays together?	<u>Phonemic Awareness/Phonics</u> 1. Blend onset and rime 2. Segment onset and rime 3. Recognize Initial Consonants: t, b, n <u>High Frequency Words</u> 1. Learn High Frequency Words: <i>my, like</i> <u>Comprehension Skills</u> 1. Recognize Story Structure: Character/Setting 2. Draw Inferences: Draw Conclusions <u>Comprehension Strategies</u> 1. Evaluate 2. Predict/Infer 3. Summarize 4. Use phonics/decoding	Teacher Observation Class Participation & Discussion	Story Grammar: <i>Braidy</i> Flannel Boards Story Aprons Morning Meeting Show & Tell Readers’ Theatre Drama Center	<u>Reading & Literature</u> Beginning Reading: 7.1, 7.2, 7.3 Understanding a Text: 8.2, 8.4, 8.5 Making Connections: 9.1, 9.2 Genre: 10.1 Theme: 11.1 Fiction: 12.1 Nonfiction: 13.1 Myth, Traditional Narrative, Classical Literature: 16.1, 16.2 Dramatic Literature: 17.1 Dramatic Reading & Performance: 18.1

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		<u>Concepts of Print</u> 1. Recognize capital letters at the beginning of a sentence 2. Recognize end punctuation 3. Demonstrate directionality: return sweep			
	Word Work	<u>High-Frequency Word Practice/Exploring Words</u> 1. Match words 2. Build sentences 3. Recognize family words 4. Recognize environmental print		Word Sorts Magnetic Letters	<u>Language</u> Vocabulary & Concept Development: 4.1 Structure & Origins of Modern English: 5.2
	Writing and Language	<u>Oral Language</u> 1. Use movement words 2. Use exact naming words 3. Use action words 4. Expand vocabulary: family words, types of clothing, order words <u>Writing</u> Shared Writing 1. Record observations 2. Write a grocery list 3. Use order words Interactive Writing 1. Write a journal entry 2. Choose a good title 3. Use order words	Teacher Observation Individual/Small Group: Oral Questioning Anecdotal Record Illustrations/ Drawings Journals/ Writing Samples Discussion/	Morning Meeting Show & Tell	<u>Language</u> Oral Presentation: 3.1, 3.2 Composition Writing: 19.2, 19.3, 19.4 Consideration of Audience & Purpose: 20.2 Organizing Ideas in Writing: 23.1 Research: 24.1

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		<p>Independent Journal Writing</p> <p><u>Listening/Speaking/Viewing</u></p> <ol style="list-style-type: none"> 1. Use: movement words, family words, exact naming words, clothing words, and order words 2. Write a grocery list 3. Choose a good title 	Show and Tell		
<p>Friends Together</p> <p><i>Friends have lots of fun together.</i></p>	<p>Reading</p> <p>What does it mean to be a good friend?</p> <p>How do friends have fun together?</p> <p>What kind of friend shall I be?</p>	<p><u>Phonemic Awareness/Phonics</u></p> <ol style="list-style-type: none"> 1. Blend and segment onset and rime 2. Blend phonemes 3. Recognize initial consonants: <i>h, v, c</i> 4. Blend short <i>a</i> words <p><u>High-frequency words</u></p> <ol style="list-style-type: none"> 1. Recognize high frequency words: <i>a, to</i> <p><u>Comprehension Skills</u></p> <ol style="list-style-type: none"> 1. Recognize text organization 2. Summarize 3. Understand Cause and Effect <p><u>Comprehension Strategies</u></p> <ol style="list-style-type: none"> 1. Question 2. Infer/predict 3. Use phonics/decoding 4. Evaluate <p><u>Concepts of Print</u></p> <ol style="list-style-type: none"> 1. Recognize word spacing. 2. Recognize the first letter in a written word. 	<p>Teacher Observation of Center Activities</p> <p>Classroom Participation</p>	<p>Flannel Boards</p> <p>Story Aprons</p> <p>Morning Meeting Show & Tell</p> <p>Readers' Theatre Drama Center</p>	<p><u>Reading & Literature</u></p> <p>Beginning Reading: 7.1, 7.2, 7.3</p> <p>Understanding Text: 8.1, 8.2, 8.3, 8.4, 8.5</p> <p>Making Connections: 9.2</p> <p>Genre: 10.1</p> <p>Theme: 11.1</p> <p>Nonfiction: 13.1</p> <p>Myth, Traditional Narrative, Classical Literature: 16.1, 16.2</p>

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		3. Match spoken words to print (1:1 correspondence).			
	Word Work	<u>High-Frequency Word Practice</u> 1. Match similar words 2. Build sentences 3. Explore words with short <i>a</i>	Teacher Observation	Word Sorts Magnetic Letters	<u>Reading & Literature</u> Beginning Reading: 7.3
	Writing and Language	<u>Oral Language</u> 1. Use position words 2. Use action words <u>Writing</u> Shared Writing 1. Write a newsletter 2. Write a story 3. Write a note Interactive Writing 1. Use position words 2. Write sentences 3. Write a list Independent Journal Writing <u>Listening/Speaking/Viewing</u> 1. Use position words 2. Use action words 3. Write a list	Teacher Observation Individual/Small Group Oral Questioning Student “think aloud” Interviews Student Demonstrations Anecdotal Records Student Writing Products, i.e. booklets, journals	Morning Meeting Show & Tell	<u>Language</u> Discussion: 1.1 Vocabulary & Concept Development: 4.2 Structure & Origins of Modern English: 5.1, 5.2 <u>Composition</u> Writing: 19.1 Consideration of Audience & Purpose: 20.2 Research: 24.1 <u>Language</u> Discussion: 1.1 Vocabulary & Concept Development: 4.2

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Let's Count <i>Numbers are important to us in many ways.</i>	Reading How do we use numbers? Why are numbers important to us? Do stories need a beginning, middle, and end? Why?	<u>Phonemic Awareness/Phonics</u> 1. Blend phonemes 2. Recognize initial consonants: <i>p, g, f</i> 3. Blend short <i>a</i> words <u>High-frequency words</u> 1. Recognize high frequency words: <i>and, go</i> <u>Comprehension Skills</u> 1. Categorize and classify 2. Recognize story structure: beginning, middle, end <u>Comprehension Strategies</u> 1. Summarize 2. Monitor/Clarify 3. Use phonics/decoding 4. Question <u>Concepts of Print</u> 1. Distinguish letter/word/sentence 2. Identify first/last letter in a written word 3. Match spoken words to print	<u>DISTRICT TESTING:</u> DIBELS-January Initial Sound Fluency, Letter Naming, Phoneme Segmentation, and Nonsense Words Teacher Observation Class Participation & Discussion	Flannel Boards Story Aprons Morning Meeting Show & Tell Readers' Theatre Drama Center	<u>Reading & Literature</u> Beginning Reading: 7.1, 7.2, 7.3 Understanding a Text: 8.1, 8.2, 8.3, 8.5 Making Connections: 9.1, 9.2 Genre: 10.1 Theme: 11.1 Nonfiction: 13.1 Myth, Traditional Narrative, Classical Literature: 16.1, 16.2 Dramatic Literature: 17.1 Dramatic Reading & Performance: 18.1
	Word Work	<u>High-frequency word practice</u> 1. Match words 2. Build sentences 3. Explore words with short <i>a</i>	Teacher Observation	Word Sorts Magnetic Letters	<u>Reading & Literature</u> Beginning Reading: 7.3
	Writing and Language	<u>Oral Language</u> 1. Describe objects by number and color 2. Recognize rhyming words	Teacher Observation	Morning Meeting Show & Tell	<u>Language</u> Vocabulary & Concept Development: 4.1, 4.2

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		<p>3. Use number words, naming words, and food words</p> <p><u>Writing</u> Shared Writing</p> <ol style="list-style-type: none"> 1. Write a list 2. Write a number rhyme 3. Write a friendly letter <p>Interactive Writing</p> <ol style="list-style-type: none"> 1. Use describing words 2. Write a poem 3. Write a list <p>Independent Journal Writing</p> <p><u>Listening/Speaking/Viewing</u></p> <ol style="list-style-type: none"> 1. Write a list 2. Use naming words 1. Use rhyming words 2. Use describing words 3. Writing a friendly letter 	<p>Individual/Small Group</p> <p>Oral Questioning</p> <p>Student “think aloud”</p> <p>Interviews</p> <p>Student Demonstrations</p> <p>Anecdotal Records</p> <p>Student Writing Products, i.e. booklets/journals</p>	<p>Teacher Modeling</p>	<p><u>Composition</u> Writing: 19.4 Consideration of Audience & Purpose: 20.2 Research: 24.1</p>
<p>Sunshine and Raindrops</p> <p><i>Whatever the weather, it affects us every day!</i></p>	<p>Reading</p> <p>How does the weather influence our lives?</p>	<p><u>Phonemic Awareness/Phonics</u></p> <ol style="list-style-type: none"> 1. Blend and segment phonemes 2. Recognize initial consonants: l, k, q 3. Blending short <i>i</i> words <p><u>High-frequency words</u></p> <ol style="list-style-type: none"> 1. Use high frequency words: <i>is, here</i> 	<p>Teacher Observation</p> <p>Class Participation & Discussion</p>	<p>Flannel Boards</p> <p>Story Aprons</p> <p>Morning Meeting</p> <p>Show & Tell</p>	<p><u>Reading & Literature</u> Beginning Reading: 7.1, 7.2, 7.3 Understanding a Text: 8.1, 8.2, 8.4, 8.5 Connections: 9.2 Genre: 10.1 Theme: 11.1</p>

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
		<u>Comprehension Skills</u> 1. Understand fantasy and realism 2. Understand story structure: plot <u>Comprehension Strategies</u> 1. Predict/Infer 2. Summarize 3. Evaluate 4. Use phonics/decoding <u>Concepts of Print</u> 1. Recognize capitals at the beginning of a sentence 2. Recognize end punctuation 3. Recognize quotation marks		Readers' Theatre Drama Center	Fiction: 12.1 Nonfiction: 13.1 Myth, Traditional Narrative & Classical Literature: 16.1, 16.2 Dramatic Literature: 17.1 Dramatic Reading & Performance: 18.1
	Word Work	<u>High-Frequency Word Practice</u> 1. Recognize matching words 2. Build sentences 3. Explore Words with short <i>i</i> or <i>a</i>	Teacher Observation	Word Sorts Magnetic Letters	<u>Reading & Literature</u> Beginning Reading: 7.3
	Writing and Language	<u>Oral Language</u> 1. Use describing words 2. Use action words for weather and outdoor activities <u>Writing</u> Shared Writing 1. Write a description 2. Write weather observations 3. Write a story	Teacher Observation Individual/Small Group Oral Questioning Student "think aloud" Interviews	Morning Meeting Show & Tell Writing Prompts Story Boards	<u>Language</u> Discussion: 1.1 Questioning, Listening, & Contributing: 2.1 Vocabulary & Concept Development: 4.2 Structure & Origins of Modern English: 5.1, 5.2 <u>Composition</u> Writing: 19.1, 19.2

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
		<p>Interactive Writing</p> <ol style="list-style-type: none"> 1. Write sentences 2. Present a weather report 3. Write a story <p>Independent Journal Writing</p> <p><u>Listening/Speaking/Viewing</u></p> <ol style="list-style-type: none"> 1. Use describing words 2. Write a description 3. Write sentences 4. Use weather action words 5. Present a weather report 6. Use action words 7. Write a story 	<p>Student Demonstrations</p> <p>Anecdotal Records</p> <p>Student Writing Products, i.e. booklets</p>		<p>Consideration of Audience & Purpose: 20.1, 20.2</p> <p>Organizing Ideas in Writing: 23.1, 23.2</p> <p>Research: 24.1</p> <p>Evaluating Writing & Presentations: 25.1</p> <p>Media Production: 27.1</p>
<p>Wheels Go Around</p> <p><i>Wheels help us work and play, sometimes in unexpected ways.</i></p>	<p>Reading</p> <p>How do wheels help us work?</p> <p>How do wheels help us play?</p>	<p><u>Phonemic Awareness/Phonics</u></p> <ol style="list-style-type: none"> 1. Blend and segment phonemes 2. Recognize initial consonants: <i>d, z</i> 3. Blend short <i>i</i> words <p><u>High-Frequency Words</u></p> <ol style="list-style-type: none"> 1. Use high frequency words: <i>for, have</i> <p><u>Comprehension Skills</u></p> <ol style="list-style-type: none"> 1. Recognize text organization 2. Summarize 3. Understand cause and effect 4. Make predictions <p><u>Comprehension Strategies</u></p>	<p>Teacher Observation</p> <p>Class Participation & Discussion</p>	<p>Flannel Boards</p> <p>Story Aprons</p> <p>Morning Meeting</p> <p>Show & Tell</p> <p>Readers' Theatre</p> <p>Drama Center</p>	<p><u>Reading & Literature</u></p> <p>Beginning Reading: 7.1, 7.2, 7.3</p> <p>Understanding a Text: 8.1, 8.2, 8.3, 8.5</p> <p>Making Connections: 9.2</p> <p>Genre: 10.1</p> <p>Theme: 11.1</p> <p>Nonfiction: 13.1</p> <p>Myth, Traditional Narrative, & Classical Literature: 16.1, 16.2</p> <p>Dramatic Literature: 17.1</p> <p>Dramatic Reading & Performance: 18.1</p>

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		1. Summarize 2. Use phonics/decoding 3. Monitor/clarify 4. Question <u>Concepts of Print</u> 1. Recognize the first/last letter of a written word 2. Match words 3. Recognize use of all capital letters 4. Match spoken words to print			
	Word Work	<u>High-Frequency Word Practice</u> 1. Match words 2. Build sentences 3. Explore words with short <i>a</i> or short <i>i</i>	Teacher Observation	Word Sorts Magnetic Letters	<u>Reading & Literature</u> Beginning Reading: 7.3
	Writing and Language	<u>Oral Language</u> 1. Use opposites 2. Use position words 3. Expand vocabulary: use words for the parts of a car and use travel words <u>Writing</u> Shared Writing 1. Write about signs 2. Write a class story 3. Writing a report Interactive Writing 1. Write about signs	Teacher Observation Individual/Small Group: Oral Questioning Anecdotal Record Illustrations/ Drawings Journals/ Writing Samples	Opposites Chart Morning Meeting Show & Tell	<u>Language</u> Discussion: 1.1 Questioning, Listening, & Contributing: 2.1 Vocabulary & Concept Development: 4.2 Structure & Origins of Modern English: 5.1, 5.2 <u>Composition</u> Writing: 19.1, 19.2, 19.3 Consideration of Audience & Purpose: 20.1, 20.2 Revising: 21.2

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		2. Write a class story 3. Write a report Independent Journal Writing <u>Listening/Speaking/Viewing</u> 1. Use word opposites 2. Use position words 3. Use words for parts of a car 4. Use travel words	Discussion/ Show and Tell		Organizing Ideas in Writing: 23.1 Research: 24.1 Evaluating Writing & Presentations: 25.1
Down on the Farm <i>The farm is a busy place for animals and for people too.</i>	Reading	<u>Phonemic Awareness/Phonics</u> 1. Substitute Phoneme 2. Recognize initial consonants: t, k, n, f, h 3. Recognize final consonant: x 4. Blend short o words <u>High-Frequency Words:</u> 1. Use high frequency words: <i>said, the</i> <u>Comprehension Skills</u> 1. Recognize fantasy/realism 2. Note important details 3. Draw conclusions <u>Comprehension Strategies</u> 1. Monitor/clarify 2. Use phonics/decoding 3. Question 4. Evaluate	Teacher Observation Class Participation & Discussion	Flannel Boards Story Aprons Morning Meeting Show & Tell Readers' Theatre Drama Center	<u>Reading & Literature</u> Beginning Reading: 7.1, 7.2, 7.3 Understanding a Text: 8.1, 8.2, 8.3, 8.5 Making Connections: 9.2 Genre: 10.1 Theme: 11.1 Nonfiction: 13.1 Poetry: 14.1 Myth, Traditional Narrative, & Classical Literature: 16.1, 16.2 Dramatic Literature: 17.1 Dramatic Reading & Performance: 18.1

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		<u>Concepts of Print</u> 1. Recognize the use of all capital letters 2. Demonstrate directionality: left to right, return sweep			
	Word Work	<u>High-Frequency Word Practice</u> 1. Match words 2. Build sentences 3. Explore words with short o or short i	Teacher Observation	Word Tiles/Cards	Reading & Literature Beginning Reading: 7.3
	Writing and Language	<u>Oral Language</u> 1. Use naming words 2. Use exact naming words 3. Use singular and plural naming words 4. Expand vocabulary: using rhyming words and comparisons 5. Participate in choral speaking and echo reading of short poems, nursery rhymes, songs and stories with repeated patterns and refrains <u>Writing</u> Shared Writing 1. Write a story 2. Write a friendly letter 3. Write a class newsletter Interactive Writing 1. Use naming words 2. Write a class newsletter Independent Journal Writing	Teacher Observation Individual/Small Group: Oral Questioning Anecdotal Record Illustrations/ Drawings Journals/ Writing Samples Discussion/ Show and Tell	Morning Meeting Show & Tell Daily Message Predictable Charts Responses to Stories Nursery Rhyme Charts Teacher-Made Charts Sing-A-Longs	Language Questioning, Listening, & Contributing: 2.1 Vocabulary & Concept Development: 4.2 Structure & Origins of Modern English: 5.1, 5.2 Composition Writing: 19.1, 19.4 Consideration of Audience & Purpose: 20.1 Revising: 21.1 Research: 24.1 Evaluating Writing & Presentation: 25.1

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		<u>Listening/Speaking/Viewing</u> 1. Use exact naming words 2. Repeat and follow one/two-step oral directions 3. Participate in discussions following implicit rules for conversation, including taking turns and staying on topic 4. Begin to initiate conversations and express ideas in complete sentences			
Spring is Here! <i>Spring is a wonderful season of new growth.</i>	Reading Why is Spring called a season of new growth?	<u>Phonemic Awareness/Phonics</u> 1. Identify syllables in spoken words 2. Substitute phonemes 3. Use initial consonants: w, y 4. Use final consonant x 5. Blend short e words <u>High-Frequency Words:</u> 1. Use high frequency words: play, she <u>Comprehension skills</u> 1. Sequence events in a story 2. Understand story structure: characters, setting 3. Categorize and clarify <u>Comprehension Strategies</u> 1. Monitor/clarify 2. Use phonics/decoding 3. Predict/infer	Teacher Observation Class Participation & Discussion	Flannel Boards Story Aprons Morning Meeting Show & Tell Readers' Theatre Drama Center	<u>Reading & Literature</u> Beginning Reading: 7.1, 7.2, 7.3 Understanding a Text: 8.1, 8.2, 8.5 Making Connections: 9.2 Genre: 10.1 Theme: 11.1 Fiction: 12.1 Nonfiction: 13.1 Poetry: 14.1 Myth, Traditional Narrative, & Classical Literature: 16.1, 16.2 Dramatic Literature: 17.1 Dramatic Reading & Performance: 18.1

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		4. Evaluate <u>Concepts of Print</u> 1. Distinguish letter, word, sentence 2. Recognize first/last letter in a word			
	Word Work	<u>High-Frequency Word Practice</u> 1. Match words 2. Build sentences 3. Explore words with short e, short o & short i	Teacher Observation	Word Matching Games	Reading & Literature Beginning Reading: 7.3
	Writing and Language	<u>Oral Language</u> 1. Use action words 2. Use rhyming words 3. Use order words 4. Use springtime vocabulary 5. Participate in creative dramatics to retell familiar stories <u>Writing</u> Shared Writing 1. Write with action words 2. Write with rhyming words 3. Write a class story Interactive Writing 1. Write an article 2. Write a rhyme 3. Revise a class story Independent Journal Writing	Teacher Observation Individual/Small Group: Oral Questioning Anecdotal Record Illustrations/ Drawings Journals/ Writing Samples Discussion/ Show and Tell	Teacher Modeling Morning Meeting Show & Tell Journal Writing Writing Prompts	<u>Language</u> Questioning, Listening, & Contributing: 2.1 Vocabulary & Concept Development: 4.1, 4.2 <u>Composition</u> Writing: 19.1, 19.2, 19.3 Consideration of Audience & Purpose: 20.1, 20.2 Organizing Ideas in Writing: 23.1 Evaluating Writing & Presentations: 25.1

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
		<u>Listening/Speaking/Viewing</u> 1. Use action words 2. Share/Discuss class story			
A World of Animals <i>Interesting animals are everywhere!</i>	Reading What characteristics make animals interesting?	<u>Phonemic Awareness/Phonics</u> 1. Substitute phonemes 2. Recognize initial consonants: j, d, n, w 3. Blend short <i>u</i> words <u>High-Frequency Words:</u> 1. Use high frequency words: are, he <u>Comprehension Skills</u> 1. Understand story structure: beginning, middle, end, plot 2. Compare and Contrast <u>Comprehension Strategies</u> 1. Question 2. Use phonics/decoding 3. Predict/infer 4. Summarize <u>Concepts of Print</u> 1. Recognize capitals at beginning of sentences 2. Recognize end punctuation	Teacher Observation Class Participation & Discussion	Flannel Boards Story Aprons Morning Meeting Show & Tell Readers' Theatre Drama Center	<u>Reading & Literature</u> Beginning Reading: 7.1, 7.2, 7.3 Understanding a Text: 8.1, 8.2, 8.3, 8.4, 8.5 Making Connections: 9.1 Genre: 10.1 Theme: 11.1 Nonfiction: 13.1 Poetry: 14.1 Myth, Traditional Narrative, & Classical Literature: 16.1, 16.2 Dramatic Literature: 17.1 Dramatic Reading & Performance: 18.1

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
	Word Work	<u>High-Frequency Word Practice</u> 1. Match words 2. Build sentences 3. Explore words with short u, short e, or short o	Teacher Observation	Matching Word Cards/Tiles	<u>Reading & Literature</u> Beginning Reading: 7.3
	Writing and Language	<u>Oral Language</u> 1. Use exact naming words 2. Use rhyming words 3. Use order words 4. Expand Vocabulary: comparing information, animal names <u>Writing</u> Shared Writing 1. Write a report 2. Write a book report 3. Write directions Interactive Writing 1. Write a report 2. Write a book report 3. Write directions Independent Journal Writing <u>Listening/Speaking/Viewing</u> 1. Compare information 2. Using exact words 3. Use rhyming words 4. Use animal names	Teacher Observation Individual/Small Group: Oral Questioning Anecdotal Record Illustrations/ Drawings Journals/ Writing Samples Discussion/ Show and Tell	Morning Meeting Show & Tell Teacher Modeling Journal Writing Writing Prompts	<u>Language</u> Questioning, Listening, & Contributing: 2.1 Vocabulary & Concept Development: 4.2 Structure & Origins of Modern English: 5.2 <u>Composition</u> Writing: 19.3, 19.4 Consideration of Audience & Purpose: 20.2 Revising: 21.2 Evaluating Writing & Presentations: 25.1

SUBJECT MATTER: English Language Arts

Grade: 1

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
<p>All Together Now</p> <p><i>Friends do all kinds of things together.</i></p>	<p>Reading</p> <p>Genre</p> <ul style="list-style-type: none">• Realistic fiction• Fantasy• Nonfiction• Fiction	<p><u>Phonemic Awareness/Phonics/Decoding</u></p> <ol style="list-style-type: none">1. Consonants m, s, c, t, n, f, p, b, r, h, g2. Blending short a, short I words <p><u>High-Frequency Words:</u> go, on, the, and, here, jump, not, too, we, a, find, have, one, to, who</p> <p><u>Comprehension Skills and Strategies</u></p> <ol style="list-style-type: none">1. Sequence of Events2. Cause and effect3. Compare and contrast4. Noting details5. Predict/Infer6. Summarize7. Evaluate	<p>District Testing: GRADE</p> <p>DIBELS Regularly Scheduled LNF NWF PSF</p> <p>Teacher Observation and Monitoring of Skills</p> <p>Class Participation & Discussion</p>	<p>Theme Skills Test Integrated Theme Test</p> <p>Santa-Maria Bonita website: http://www.smbsd.org/page.cfm?p=1445</p> <p>Florida Center for Reading Research http://www.fcrr.org/</p> <p>Morning Message</p> <p>“Getting to Know You” Interview</p> <p>Comparing Names</p> <p><i>The Cat Sat</i> by Lynn Munsinger</p> <p><i>The Mat</i> by Nadine Bernard</p>	<p><u>Reading & Literature</u></p> <p>Beginning Reading: 7.4, 7.6</p> <p>Understanding a Text: 8.6, 8.7, 8.8</p> <p>Genre: 10.1 Fiction: 12.1 Nonfiction: 13.1</p> <p><u>Language</u></p> <p>Vocabulary and Concept Development: 4.3</p>

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
				<i>Westcott Nan and Fan</i> by Lisa Campbell Ernst <i>We Can!</i> by Diane Hoyt- Goldsmith <i>The Big Hit</i> by Angela Shelf Medearis <i>Big Pig</i> by David McPhail	
	Word Work	<u>Spelling</u> 1. Words with: m, s, c, t, n, f, p, b, r, h, g, short a, short i <u>Vocabulary</u> 1. Animal names and sounds 2. Rhyming words 3. School words 4. Shape words 5. Words for feelings	Teacher Observation and Monitoring of skills taught	Teacher Created Word Searches Copy Spelling Words Create words with letter tiles	<u>Language</u> Structure and Origins of Modern English: 5.2 <u>Reading and Literature</u> Beginning Reading: 7.4, 7.5 Poetry: 14.1
	Writing and Language	<u>Writing</u> 1. Independent journal writing 2. Shared writing: a class story 3. Writing about animals: things we do at school; creating a new ending 4. Coached writing	Teacher Observation and Monitoring of skills taught Teacher/Student	Writing Journals/Prompts Class Alphabet Book	<u>Reading and Literature</u> Beginning Reading: 7.4 Genre: 10.1 Theme: 11.1 Poetry: 14.1

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
		<p><u>Grammar, Usage, and Mechanics</u></p> <ol style="list-style-type: none"> 1. Capital and lowercase letters 2. Beginning sentences with capital letters 3. Punctuation <p><u>Listening, Speaking, Viewing</u></p> <ol style="list-style-type: none"> 1. Listening comprehension 2. Compare and contrast 3. Using nonverbal cues 4. Listening to a story 5. Choral reading 6. Singing songs 	<p>Created Rubrics</p> <p>Conferencing</p>	<p>Interviewing</p> <p>Create lists</p> <p>Guided Writing</p> <p>Webbing/Graphic Organizers</p>	<p>Composition</p> <p>Writing: 19.6</p> <p>Consideration of Audience and Purpose: 20.1</p> <p>Standard English Conventions: 22.2</p> <p>Language</p> <p>Vocabulary and Concept Development: 4.3</p>
<p>Surprise!</p> <p><i>Things don't always turn our the way you expect</i></p>	<p>Reading</p> <p>Genre:</p> <ul style="list-style-type: none"> • Realistic fiction • Fantasy <p><u>Author Study:</u> Leo Lionni <i>Swimmy, Frederick, Alexander and the Wind-Up Mouse, Matthew's Dream, An Extraordinary Egg, It's Mine</i></p>	<p><u>Phonemic Awareness/Phonics/Decoding</u></p> <ol style="list-style-type: none"> 1. Consonants: d, w, l, x, y, k, v, qu, j, z 2. Short o, e, u 3. Blending short o, short e, short u words <p><u>High-frequency Words:</u></p> <ol style="list-style-type: none"> 1. Five, four, in, once, three, two, upon, what, do, for, I, is, me,, my, said, you, are, away, does, he, live, pull, they, where <p><u>Comprehension Skills and Strategies</u></p> <ol style="list-style-type: none"> 1. Noting details 2. Fantasy/realism 3. Story structure: cause/effect, compare/ contrast 4. Summarize 	<p>Teacher Created Tests/Quizzes</p>	<p>Santa-Maria Bonita website: http://www.smbbsd.org/page.cfm?p=1445</p> <p>Florida Center for Reading Research http://www.fcrr.org/</p> <p>Theme Skills Test/ Integrated Theme Tests</p> <p>Morning Message</p>	<p>Language</p> <p>Questioning, Listening, and Contributing: 2.1</p> <p>Oral Presentation: 3.1</p> <p>Vocabulary and Concept Development: 4.3</p> <p>Reading & Literature</p> <p>Beginning Reading: 7.4, 7.5, 7.6</p> <p>Understanding a Text: 8.6, 8.8, 8.10</p> <p>Genre: 10.1</p> <p>Fiction: 12.1</p> <p>Nonfiction: 13.1</p>

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
		5. Question 6. Monitor/clarify		Tongue Twisters Guess the Covered Word <i>The Box</i> by Andrew Clements <i>What Can a Vet Do?</i> by Gare Thompson <i>A Hut for Zig Bug</i> by Bernard Adnet	
	Word Work	<u>Spelling:</u> 1. Words with: d, w, l, x, y, k, v, qu, j, z short o, short e, short u <u>Vocabulary</u> 1. Number words 2. Fun things 3. Opposites 4. Foods 5. Days of the week 6. Homographs	Teacher Observation and Monitoring of skills taught	Teacher Created Word Searches Copy Spelling words Create words with letter tiles	<u>Language</u> Vocabulary and Concept Development: 4.6 Structure and Origins of Modern English: 5.2 <u>Reading & Literature</u> Beginning Reading: 7.4
	Writing and Language	<u>Writing</u> 1. Independent journal writing 2. Shared writing	Teacher Observation and Monitoring of	Writing Journals/Prompts	<u>Reading & Literature</u> Beginning Reading: 7.4 Genre: 10.1

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
		<ul style="list-style-type: none"> • a class letter • a class message • a diary using alliteration • writing about animals and bugs 3. Coached writing <u>Grammar, Usage & Mechanics</u> 1. Capitalizing Names 2. Word order in sentences 3. Naming words 4. Action words <u>Listening/Speaking/Viewing</u> 1. Sharing information 2. Compare and contrast 3. Main idea and details 4. Conflict resolution 5. Retell/summarize	skills taught Teacher/Student Created Rubrics Conferencing	Act out <i>action</i> words Class story Readers' Theater Guided Writing Webbing/Graphic Organizers	Theme: 11.1 Dramatic Reading and Performance: 18.1 <u>Composition</u> Writing: 19.8 Consideration of Audience and Purpose: 20.1 Standard English Conventions: 22.2 Research: 24.1 <u>Language</u> Oral Presentation: 3.1 Vocabulary and Concept Development: 4.3
Let's Look Around! <i>Interesting things happen in the world around us.</i>	Reading Genre <ul style="list-style-type: none"> • Nonfiction • Fantasy <u>Author Study:</u> Mem Fox <i>Koala Lou, Possum Magic, Wilfred</i> Gordon McDonald	<u>Phonemic Awareness/phonics/decoding</u> 1. Double final consonants; clusters with r 2. Blending more short a, short I words 3. Plurals with s; verb endings –s, -ed, -ing; 4. Possessives with 's; contractions with 's <u>High-frequency Words</u> animal, bird, cold, fall, flower, full, look, of, see, all, call, eat, every, first, never, paper, shall, why, also, blue, brown, color, funny, green, like, many, some		Santa-Maria Bonita website: http://www.smbbsd.org/page.cfm?p=1445 Florida Center for Reading Research http://www.fcrr.org/	<u>Language</u> Vocabulary and Concept Development: 4.3 Formal and Informal English: 6.1 <u>Reading & Literature</u> Beginning Reading: 7.4, 7.5, 7.6 Understanding a Text: 8.6, 8.8, 8.10

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
	<i>Partridge, Sleepy Bears</i>	<u>Comprehension skills & strategies</u> <ol style="list-style-type: none"> 1. Topic, Main idea, details/summarizing 2. Story structure 3. Fantasy/realism 4. Making predictions 5. Categorize and classify 6. Noting details 7. Question 8. Evaluate 9. Predict 		Theme Skills Test Integrated Theme Test Morning Message Word Wall Words Making words with letters ABC Order <i>Seasons</i> by Michael Medearis <i>Mr. C's Dinner</i> by Francisco Mora <i>What a Trip!</i> by Norbert Wu	Making Connections: 9.1 Genre: 10.1 Fiction: 12.1 Nonfiction: 13.1
	Word Work	<u>Spelling</u> <ol style="list-style-type: none"> 1. Short a and i sounds 2. Consonant clusters with r <u>Vocabulary</u> <ol style="list-style-type: none"> 1. Seasons of the year 2. Months of the year 3. Possessives 4. Words that describe size 5. Color words 	Spelling Pre/Post Tests Spelling Test Teacher Observation and Monitoring of skills taught	Teacher Created Word Searches Copy Spelling words Create words with letter tiles	<u>Language</u> Vocabulary and Concept Development: 4.4, 4.8 Structure and Origins of Modern English: 5.1 <u>Reading & Literature</u> Beginning Reading: 7.4

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
		6. Words that show position			
	Writing and Language What is a sentence?	<u>Writing</u> 1. Independent journal writing 2. Shared writing: a class description, a persuasive letter, a class story 3. Writing about favorite seasons; writing about favorite foods; Writing about trips 4. Coached writing <u>Grammar, Usage & Mechanics</u> 1. What is a Sentence? 2. Naming part of a sentence 3. Action part of a sentence <u>Listening, Speaking, Viewing</u> 1. Gathering information 2. Fact or opinion 3. Nonverbal cues 4. Retelling a story 5. Main idea and details	Teacher Observation and Monitoring of skills taught Teacher/Student Created Rubrics Conferencing	Journal Writing/Prompts Writing Activity: “I am thankful for...” Class Story Holidays Celebrations/Traditions	<u>Reading & Literature</u> Beginning Reading: 7.4 Genre: 10.1 Theme: 11.1 <u>Composition</u> Writing: 19.5, 19.8 Research: 24.1
Family and Friends <i>Family and friends share good times.</i>	Reading Genre <ul style="list-style-type: none"> • Nonfiction • Realistic fiction • Realistic fiction 	<u>Phonemic Awareness/Phonics/Decoding</u> 1. Blending more short o, short e, short u words 2. Clusters with <i>l, s</i> 3. Triple clusters 4. Silent letters in <i>kn, wr, gn</i> <u>High-frequency words:</u> children, come, family, father, love, mother,		Santa-Maria Bonita website: http://www.smbbsd.org/page.cfm?p=1445 Florida Center for Reading Research	<u>Language</u> Oral Presentation: 3.1 Vocabulary and Concept Development: 4.3 Formal and Informal English: 6.1 <u>Reading & Literature</u>

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
	<p><u>Author Study:</u> Jan Brett <i>The Hat, The Mitten</i></p> <p>Jan Brett's homepage http://www.janbrett.com/</p>	<p>people, picture, your, friend, girl, know, play, read, she, sing, today, write, car, down, hear, hold, hurt, learn, their, walk, would</p> <p><u>Comprehension skills & Strategies</u></p> <ol style="list-style-type: none"> 1. Compare and contrast 2. Sequence of events 3. Drawing conclusions 4. Categorize and classify 5. Making predictions 6. Evaluate 7. Summarize 8. Monitor/Clarify 		<p>http://www.fcrr.org/</p> <p>Theme Skills Test Integrated Theme Test</p> <p>Morning Message</p> <p>Making Words</p> <p>Word Wall Words</p> <p><i>Who's in a Family?</i> by Sheila Kelly and Shelley Rotner</p> <p><i>The Best Pet</i> by Anna Rich</p> <p><i>Bud's Day Out</i> by G. Brian Karas</p>	<p>Beginning Reading: 7.4, 7.5, 7.6</p> <p>Understanding a Text: 8.6, 8.8</p> <p>Making Connections: 9.1</p> <p>Genre: 10.1</p> <p>Fiction: 12.1</p>
	Word Work	<p><u>Spelling</u></p> <ol style="list-style-type: none"> 1. Short o, e, u sounds <p><u>Vocabulary</u></p> <ol style="list-style-type: none"> 1. Family words 2. Exclamatory words 3. Sensory words 4. Words and symbols on signs 	<p>Spelling Pre/Post Tests</p> <p>Teacher Observation and Monitoring of skills taught</p>	<p>Teacher Created Word Searches</p> <p>Copy Spelling Words</p> <p>Create words with letter tiles</p>	<p>Language</p> <p>Vocabulary and Concept Development: 4.4</p> <p>Reading & Literature</p> <p>Beginning Reading: 7.4</p> <p>Style and Language: 15.1</p>

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
		5. Question words 6. Noise words			
	Writing and Language	<u>Writing</u> 1. Independent journal writing 2. Shared writing; a class album, a class message, a class letter 3. Writing answers to questions 4. Writing sentences on a topic 5. Writing questions 6. Coached writing <u>Grammar, Usage & Mechanics</u> 1. Is it a sentence? 2. Telling sentences 3. Asking sentences <u>Listening/speaking/viewing</u> 1. Compare and contrast 2. Conversation 3. Retelling/summarizing 4. Reader's theater 5. Looking at Fine art 6. Environmental print	Teacher Observation and Monitoring of skills taught Teacher/Student Created Rubrics Conferencing	Journal Writing/Prompts Santa Letter Journal Writing/Prompts Interviewing Reader's Theater Examples of Fine Art	<u>Reading & Literature</u> Beginning Reading: 7.4 Genre: 10.1 Theme: 11.1 Poetry: 14.1 Dramatic Literature: 17.1 Dramatic Reading and Performance: 18.1 <u>Composition</u> Writing: 19.6, 19.8 Consideration of Audience and Purpose: 20.1 Standard English Conventions: 22.2 <u>Language</u> Discussion: 1.1 Questioning, Listening, and Contributing: 2.1 Oral Presentation: 3.1 Formal and Informal English: 6.1
Home Sweet Home <i>Everyone</i>	Reading Genre <ul style="list-style-type: none"> • Fantasy • Nonfiction 	<u>Phonemic awareness/phonics/Decoding</u> 1. Digraphs sh, th, wh, ch, tch 2. Blending long a, long I words (CVCe) 3. Final nd, ng, nk 4. Contractions	District Testing in January -- DIBELS PSF NWF	Santa-Maria Bonita website: http://www.smbbsd.org/page.cfm?p=1445	<u>Language</u> Vocabulary and Concept Development: 4.3 <u>Reading & Literature</u>

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
<p><i>has a different kind of home.</i></p>	<ul style="list-style-type: none"> • The Kite • Poetry <p><u>Author Study:</u> Tommie de Paola <i>The Art Lesson,</i> <i>The Kids' Cat Club,</i> <i>The Quilt Story, The Legend of the Blue Bonnet</i></p>	<p><u>High-frequency Words:</u> grow, light, long, more, other, right, room, small, these, could, house, how, over, own, so world, give, good, her, little, try, was, fly, our</p> <p><u>Comprehension Skills & Strategies</u></p> <ol style="list-style-type: none"> 1. Compare and contrast 2. Making generalizations 3. Cause and effect 4. Sequence of events 5. Noting details 6. Monitor/clarify 7. Question 8. Summarize 	<p>ORF</p> <p>Teacher Observation and Monitoring of skills taught</p> <p>Teacher Made Tests/Quizzes</p>	<p>Florida Center for Reading Research http://www.fcrr.org/</p> <p>Theme Skills Test Integrated Theme Test</p> <p>Morning Message</p> <p>Tongue Twisters</p> <p>Themed Word Walls</p> <p><i>Moving Day</i> by Robert Kalan <i>Me on the Map</i> by Joan Sweeney <i>The Kite</i> by Alma Flor Ada <i>Quack, quack!</i> by Dr. Seuss <i>Morning Sun</i> by Francisco X. Alaron</p>	<p>Beginning Reading: 7.4, 7.5, 7.6 Understanding a Text: 8.7, 8.8</p> <p>Genre: 10.1 Fiction: 12.1 Nonfiction: 13.1 Poetry: 14.1 Myth, Traditional Narrative, and Classical Literature: 16.1</p> <p><i>The Chipmunk</i> by Jack Prelutsky <i>A Little Egg</i> by Tina Anthony <i>A Discovery!</i> Haiku, Yayu</p>

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
	Word Work	<u>Spelling</u> 1. Words spelled with <i>sh, ch</i> 2. Long a sound; long i sound <u>Vocabulary</u> 1. Antonyms 2. Size words 3. Social Studies words 4. State and Country names 5. Base words with -ing 6. Weather words	Spelling Pre/Post Tests Teacher Observation and Monitoring of skills taught	Teacher Created Word Searches Copy Spelling words Create words with letter tiles	<u>Language</u> Vocabulary and Concept Development: 4.4, 4.6 <u>Reading and Literature</u> Beginning Reading: 7.4
	Writing and Language	<u>Writing</u> 1. Independent journal writing 2. Shared writing: an alternate ending, class letter, class paragraph 3. Writing complete sentences 4. Writing a journal entry 5. Writing a paragraph 6. Developing your writing <u>Writing Workshop: Personal Narrative</u> <u>Grammar, Usage & Mechanics</u> 1. Exclamations 2. Which kind of sentence? 3. Using <i>I</i> or <i>me</i> in sentences <u>Listening/Speaking/Viewing</u> 1. Visualizing 2. Conversation	Teacher Observation and Monitoring of skills taught Teacher/Student Created Rubrics Conferencing	Process Writing: Personal Narrative Journal Writing/Prompts Paragraph Writing Teacher/Student Created Rubrics	<u>Language</u> Discussion: 1.1 Questioning, Listening, and Contributing: 2.1 Oral Presentation: 3.2 Vocabulary and Concept Development: 4.3 <u>Reading & Literature</u> Beginning Reading: 7.4 Genre: 10.1 Theme: 11.1 Dramatic Reading and Performance: 18.1 <u>Composition</u> Writing: 19.6, 19.8 Consideration of Audience and Purpose: 20.1, 20.2 Revising: 21.1

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
		3. Compare and contrast 4. Gathering information 5. Discussion			Standard Eng. Conv.: 22.2 Organizing Ideas: 23.2
Animal Adventures <i>Real and imaginary animals have all kinds of adventures.</i>	Reading Genre <ul style="list-style-type: none"> • Fantasy • Nonfiction <u>Author Study:</u> Dr. Seuss <i>Daisy- Head Mayzie, Horton Hatches the Egg, The Lorax, The Butter Battle Book</i>	<u>Phonemic awareness/ phonics/decoding</u> 1. Blending long o (CV, CVCe), Long u (CVCe), Long e (CV, CVCe) words 2. Final clusters <i>ft, lk, nt</i> 3. Vowel pairs <i>ee, ea, ai, ay</i> <u>High-frequency words:</u> morning, found, shout, by, out, show, climb, cow, table, now, door, there, through, horse, wall, been, far, forest, goes, hungry, soon, evening, near <u>Comprehension skills & strategies</u> 1. Story structure 2. Noting details 3. Making predictions 4. Cause and effect 5. Making generalizations 6. Summarize 7. Question 8. Predict/infer		Santa-Maria Bonita website: http://www.smbsd.org/page.cfm?p=1445 Florida Center for Reading Research http://www.fcrr.org/ Theme Skills Test Integrated Theme Test Morning Message Word Wall Story Grammar <i>The Sleeping Pig</i> by Carmen Tafolla & Jan Epton Seale	<u>Language</u> Vocabulary and Concept Development: 4.3 <u>Reading & Literature</u> Beginning Reading: 7.4, 7.5, 7.6 Understanding a Text: 8.6, 8.8 Genre: 10.1 Fiction: 12.1 Nonfiction: 13.1

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
				<i>EEK! There's a Mouse in the House</i> by Wong H. Yee <i>Red-Eyed Tree Frog</i> By Joy Cowley	
	Word Work	<u>Spelling</u> 1. Words with long o, long e (ee, e, ea); ay <u>Vocabulary</u> 2. Alphabetical order 3. Fruits and vegetables 4. Rhyming words 5. Expressions of surprise 6. Parts of the body 7. Animal action words	Spelling Pre/Post Tests Teacher Observation and Monitoring of skills taught	Teacher Created Word Search Copy Spelling words Create words with letter tiles Guess the Covered Word	<u>Language</u> Structure and Origins of Modern English: 5.2 <u>Reading and Literature</u> Beginning Reading: 7.4
	Writing and Language	<u>Writing</u> 1. Independent journal writing 2. Shared writing: a letter of persuasion, a class story, a summary 3. Answering a comprehension question 4. Writing to persuade; writing a summary 5. Developing your writing <u>Reading Writing Workshop: Description</u> <u>Grammar, Usage & Mechanics</u> 1. Naming words for people and animals 2. Naming words for things and places	Teacher Observation and Monitoring of skills taught Teacher/Student Created Rubrics Conferencing	Process Writing Journal Writing/Prompts “Folder with Envelopes” (Ruby Payne) as the graphic organizer-- writing activity on animals Letter of	<u>Reading and Literature</u> Beginning Reading: 7.4 Genre: 10.1 Theme: 11.1 Dramatic Reading and Performance: 18.1 <u>Composition</u> Writing: 19.8 Consideration of Audience and Purpose: 20.2 Revising: 21.1 Standard English Conventions:

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
		3. Naming words for one or more <u>Listening/Speaking/Viewing</u> 1. Listening for enjoyment 2. Compare and contrast 3. Retelling 4. Listening for information		Persuasion	22.2 Organizing Ideas in Writing: 23.2 <u>Language</u> Vocabulary and Concept Development: 4.3
We Can Work It Out <i>Characters find unique ways to solve problems.</i>	Reading Genre <ul style="list-style-type: none"> • Realistic fiction • Fantasy • Plays <u>Author Study:</u> Gail Gibbons <i>From Seed to Plant, Dinosaurs, Chicks and Chickens</i>	<u>Phonemic Awareness/phonics/decoding</u> 1. Vowel pairs oa, ow, oo, ew, ue, ou, /oo/ 2. /oo/ sound for oo 3. Compound words long I, (ie, igh) <u>High-frequency words:</u> again, both, gone, or, want, turn, hard, afraid, any, bear, follow, most, tall, water, idea, old, piece, shoe, start, under, very, wear, build <u>Comprehension Skills & Strategies</u> 1. Problem solving 2. Sequence of Events 3. Reality/Fantasy 4. Making predictions 5. Noting details 6. Monitor/clarify 7. Question		Santa-Maria Bonita website: http://www.smbbsd.org/page.cfm?p=1445 Florida Center for Reading Research http://www.fcrr.org/ Theme Skills Test Integrated Theme Test Morning Message Making Words with Tiles <i>That Toad is Mine!</i> by Barbara Shook Hazen	<u>Language</u> Vocabulary and Concept Development: 4.3 <u>Reading & Literature</u> Beginning Reading: 7.4, 7.5, 7.6 Understanding a Text: 8.6, 8.7, 8.8 Genre: 10.1 Fiction: 12.1 Myth, Traditional Narrative, and Classical Literature: 16.1

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
				<i>Lost!</i> by David McPhail <i>If You Give A Pig a Pancake</i> by Laura Numeroff <i>The Lion and the Mouse</i> (a play adapted from Aesop)	
	Word Work	<u>Spelling</u> 1. More long o spellings (oa, ow) 2. Vowel sound in book, moon <u>Vocabulary</u> 1. Categorizing 2. Friendship 3. Multiple-meaning words 4. City words 5. Syllabication 6. House words	Spelling Pre/Post Tests Teacher Observation and Monitoring of skills taught	Teacher Created Word Searches Copy Spelling words Create words with letter tiles	<u>Language</u> Vocabulary and Concept Development: 4.5, 4.7 <u>Reading & Literature</u> Beginning Reading: 7.4
	Writing and Language Why is important to write a clear message or invitation?	<u>Writing</u> 1. Independent journal writing 2. Shared writing: writing an opinion; writing a description; a class poem 3. Writing clearly with naming words 4. Writing a message 5. Writing an invitation 6. Developing your writing	Teacher Observation and Monitoring of skills taught Teacher/Student Created Rubrics Conferencing	Process Writing Journal Writing/Prompts Write a poem Story Mapping	<u>Reading & Literature</u> Genre: 10.1 Theme: 11.1 Dramatic Reading and Performance: 18.1 <u>Composition</u> Writing: 19.5, 19.6 Consideration of Audience and

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
		<p><u>Writing Workshop: Story</u></p> <p><u>Grammar, Usage & Mechanics</u></p> <ol style="list-style-type: none"> Proper Nouns (People, Animals, Places, Things) Pronouns <p><u>Listening/Speaking/Viewing</u></p> <ol style="list-style-type: none"> Group discussion Conflict resolution Reader’s Theater Environmental print Retelling a story Conversation 			<p>Purpose: 20.1, 20.2 Revising: 21.1 Standard English Conventions: 22.2 Organizing Ideas in Writing: 23.2 <u>Language</u> Discussion: 1.1 Questioning, Listening, and Contributing: 2.1 Oral Presentation: 3.1</p>
<p>Our Earth</p> <p><i>We can all care for and enjoy Earth’s resources.</i></p>	<p>Reading</p> <p>Genre</p> <ul style="list-style-type: none"> Nonfiction Biography <p><u>Author Study:</u> Kevin Henkes <i>Chrysanthemum,</i> <i>Chester’s Way,</i> <i>Julius, the Baby of the World, Lilly’s Purple Plastic Purse</i></p>	<p><u>Phonemic awareness/phonics/decoding</u> Base words and endings – s, -ed, --ing Vowel pairs ou, ow, /oo/ Syllabication</p> <p><u>High-frequency Words:</u> about, because, draw, happy, teacher, part, tiny, always, eight, arms, seven, warm, ready, body, carry, kind, put, saw, butter, were, work, person</p> <p><u>Comprehension Skills & Strategies</u></p> <ol style="list-style-type: none"> Categorize and classify Topic, Main Idea, Details/Summarizing Drawing Conclusion Fantasy/realism Sequence of events 		<p>Santa-Maria Bonita website: http://www.smbsd.org/page.cfm?p=1445</p> <p>Florida Center for Reading Research http://www.fcrr.org/</p> <p>Theme Skills Test Integrated Theme Test</p> <p>Morning Message</p>	<p><u>Language</u> Oral Presentation: 3.1 Vocabulary and Concept Development: 4.3</p> <p><u>Reading & Literature</u> Beginning Reading: 7.4, 7.5, 7.6 Understanding a Text: 8.6, 8.8, 8.10</p> <p>Genre: 10.1 Fiction: 12.1</p> <p><u>Composition</u> Standard English Conventions:</p>

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
		6. Evaluate 7. Predict/infer 8. Summarize		Making words by adding ending Word Wall <i>The Forest</i> by Isidro Sanchez <i>Butterfly</i> by Mary Ling <i>Johnny Appleseed</i> by Patricia Demuth	22.2 Evaluating Writing and Presentations: 25.1
	Word Work	<u>Spelling</u> 1. Adding -s to Naming words 2. Vowel sound in cow 3. Words that end with -ed, -ing <u>Vocabulary</u> 1. Compound words 2. Nature words 3. Science words 4. Color and Pattern words 5. Homophones 6. Words that describe apple products	Spelling Pre/Post Tests Teacher Observation and Monitoring of skills taught	Teacher Created Word Search Copy Spelling words Create words with letter tiles	<u>Language</u> Vocabulary and Concept Development: 4.4, 4.7 Structure and Origins of Modern English: 5.2 <u>Reading & Literature</u> Beginning Reading: 7.4 Style and Language: 15.1
	Writing and Language	<u>Writing</u> 1. Independent journal writing 2. Shared writing: writing an informational paragraph; writing a character sketch 3. Writing clearly with action words 4. Writing in a Learning log 5. Developing your writing	Teacher Observation and Monitoring of skills taught Teacher/Student Created Rubrics	Process Writing Research Report: Chick Hatch Report Journal Writing/Prompts	<u>Language</u> Questioning, Listening, and Contributing: 2.1 Oral Presentation: 3.1 Formal and Informal English: 6.1

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
		<p><u>Writing Workshop: Research Report</u></p> <p><u>Grammar, Mechanics & Usage</u></p> <ol style="list-style-type: none"> 1. Action words 2. Present tense 3. Action words with –ed <p><u>Listening/Speaking/Viewing</u></p> <ol style="list-style-type: none"> 1. Assessing and Evaluating 2. Listening to summarize 3. Dramatizing a story 4. Monitoring understanding 5. Retelling a story 6. Giving a report 	Conferencing		<p><u>Reading & Literature</u> Beginning Reading: 7.4 Genre: 10.1 Theme: 11.1 Dramatic Reading and Performance: 18.1</p> <p><u>Composition</u> Writing: 19.8 Consideration of Audience and Purpose: 20.2 Revising: 21.1 Organizing Ideas in Writing: 23.2 Research: 24.1 Evaluating Writing and Presentations: 25.1</p>
<p>Special Friends</p> <p><i>Some friendships are more special than others.</i></p>	<p>Reading</p> <p>Genre</p> <ul style="list-style-type: none"> • Realistic fiction • Fiction • Folktale <p><u>Author Study:</u> Patricia Polacco <i>Thunder Cake, My Rotten Redheaded Older Brother, Thank</i></p>	<p><u>Phonemic Awareness/Phonics/Decoding</u></p> <ol style="list-style-type: none"> 1. Sounds for y 2. Base words and endings <i>-es, -ies</i> 3. Vowel pairs <i>oi, oy, aw, au</i> 4. Prefixes <i>un-</i> and <i>re-</i> 5. Suffixes <i>-ful, -ly, -y</i> <p><u>High-frequency words:</u> around, dance, else, open, talk, ever, though, ocean, after, before, buy, pretty, school, done, off, wash, only, together, watched, baby, edge, enough, garden, sharp</p>		<p>Santa-Maria Bonita website: http://www.smbstd.org/page.cfm?p=1445</p> <p>Florida Center for Reading Research http://www.fcrr.org/</p> <p>Theme Skills Test Integrated Theme</p>	<p><u>Language</u> Oral Presentation: 3.1 Vocabulary and Concept</p> <p><u>Reading & Literature</u> Beginning Reading: 7.4, 7.5, 7.6 Understanding a Text: 8.6, 8.8</p> <p>Genre: 10.1 Fiction: 12.1 Nonfiction: 13.1</p>

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
	<p><i>you, Mr. Falker</i></p> <p>What sorts of things do friends do together?</p> <p>What descriptive words can you use to describe your friend?</p>	<p><u>Comprehension Skills & Strategies</u></p> <ol style="list-style-type: none"> 1. Noting details 2. Story structure 3. Compare and contrast 4. Drawing conclusions 5. Question 6. Monitor/clarify 7. Evaluate 		<p>Test</p> <p>Morning Message</p> <p>Rhyming Words</p> <p>Making Words</p> <p><i>When I Am Old With You</i> by Angela Johnson</p> <p><i>The New Friend</i> by Maria Puncel</p> <p><i>The Surprise Family</i> by Lynn Reiser</p> <p><i>Sister Hen's Cool Drink</i> Retold by Angela Shelf Medearis</p>	<p>Poetry: 14.1 Myth, Traditional Narrative, and Classical Literature: 16.1</p> <p><u>Composition</u> Evaluating Writing and Presentations: 25.1</p>
	<p>Word Work</p>	<p><u>Spelling</u></p> <ol style="list-style-type: none"> 1. Long i sound spelled y 2. Adding –es to naming words 3. Vowel sound in coin <p><u>Vocabulary Words</u></p> <ol style="list-style-type: none"> 1. Sensory words 2. Family activity words 3. Synonyms 	<p>Teacher Observation and Monitoring of skills taught</p> <p>Spelling Pre/Post Tests</p>	<p>Teacher Created Word Search</p> <p>Copy Spelling words</p> <p>Create words with letter tiles</p>	<p><u>Language</u> Vocabulary and Concept Development: 4.4, 4.6, 4.8 Structure and Origins of Modern English: 5.2</p> <p><u>Reading & Literature</u> Beginning Reading: 7.4 Style and Language: 15.1</p>

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
		4. Feeling words 5. Possessive pronouns 6. Bird words			
	Writing and Language	<p><u>Writing</u></p> <ol style="list-style-type: none"> Independent journal writing Shared writing: writing a solution; a class newsletter; writing another version Complete sentences Response to literature: writing a comparison Developing your writing <p><u>Writing Workshop: Friendly Letter</u></p> <p><u>Grammar, Usage & Mechanics</u></p> <ol style="list-style-type: none"> Is/are Using was and were Describing what we see <p><u>Listening/Speaking/Viewing</u></p> <ol style="list-style-type: none"> Discussing conflict resolution Evaluate and assess Having a conversation Giving information Visualizing Reader’s Theater 	<p>Teacher Observation and Monitoring of skills taught</p> <p>Teacher/Student Created Rubrics</p> <p>Conferencing</p>	<p>Writing Process Friendly Letter</p> <p>Compare life <i>Then and Now</i> (Sturbridge Village)</p> <p>Journal Writing/Prompts</p> <p>Readers’ Theater</p>	<p><u>Reading & Literature</u> Genre: 10.1 Theme: 11.1 Myth, Traditional Narrative, and Classical Literature: 16.2 Dramatic Reading and Performance: 18.1</p> <p><u>Composition</u> Writing: 19.8 Consideration of Audience and Purpose: 20.1, 20.2 Revising: 21.1 Organizing Ideas in Writing: 23.2 Research: 24.1 Evaluating Writing and Presentations: 25.1</p> <p><u>Language</u> Discussion: 1.1 Questioning, Listening, and Contributing: 2.1 Oral Presentation: 3.1</p>
We Can Do It!	Reading	<p><u>Phonemic awareness/phonics/decoding</u></p> <ol style="list-style-type: none"> r-controlled vowels: or, ore, er, ir, ur, ar 	District Wide Testing	Santa-Maria Bonita website:	<u>Language</u> Oral Presentation: 3.1

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
<i>There's always a way to get something done.</i>	Genre Fantasy Realistic fiction	<p>2. Base words and endings –er, -est</p> <p><u>High-frequency words:</u> began, laugh, sure, head, divide, second, break, above, against, already, caught, begin, minute, able, eye, present, thoughts</p> <p><u>Comprehension Skills & Strategies</u></p> <ol style="list-style-type: none"> 1. Making predictions 2. Sequence of events 3. Cause and Effect 4. Story structure 5. Compare and contrast 6. Predict/infer 7. Summarize 8. Monitor/clarify 	(May/June) DIBELS PSH NWF ORF	<p>http://www.smbbsd.org/page.cfm?p=1445</p> <p>Florida Center for Reading Research http://www.fcrr.org/</p> <p>Theme Skills Test Integrated Theme Test</p> <p>Morning Message</p> <p>Opposite Riddles</p> <p>Making Words</p> <p><i>Two Greedy Bears</i> by Mirra Ginsburg</p> <p><i>Fireflies for Nathan</i> by Shulamith Levey Oppenheim</p> <p><i>The Hat (Days with Frog and Toad)</i> by Arnold Lobel</p>	<p><u>Reading & Literature</u></p> <p>Beginning Reading: 7.4, 7.5, 7.6</p> <p>Understanding a Text: 8.6, 8.7, 8.8</p> <p>Genre: 10.1 Fiction: 12.1 Poetry: 14.1 Myth, Traditional Narrative, & Classical Literature: 16.1</p>
	Word Work	<p><u>Spelling</u></p> <ol style="list-style-type: none"> 1. Vowel +r sound in store, car 2. Adding –er, -est to words 	Teacher Observation and Monitoring of	Teacher Created Word Search	<p><u>Language</u></p> <p>Vocabulary and Concept Development: 4.4, 4.8</p>

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
		<u>Vocabulary</u> 1. Content area words: math 2. Ordinal number words 3. Prefixes dis-, re- 4. Figurative language: comparisons 5. Suffix -ly 6. Clothing words	skills taught Spelling Pre/Post Tests	Copy Spelling words Create words with letter tiles	<u>Reading & Literature</u> Beginning Reading: 7.4
	Writing and Language	<u>Writing</u> 1. Independent journal writing 2. Shared Writing: writing an opinion, class poem, writing an alternate ending 3. Writing clearly with describing words 4. Book report 5. Thank-you note 6. Developing your writing <u>Writing Workshop: Instructions</u> <u>Grammar, Usage & Mechanics</u> 1. Describing what we hear, taste, smell, feel 2. Comparing (-er, -est) <u>Listening/Speaking/Viewing</u> 1. Giving a book report 2. Giving and following directions 3. Listening to retell 4. Comparing and contrasting stories	Book Report/Project with Rubrics Teacher Observation and Monitoring of skills taught Teacher/Student Created Rubrics Conferencing	Instructions to Kindergarteners on First Grade Expectations Thank you note to PTO Author's Tea Journal Writing/Prompts	<u>Reading & Literature</u> Genre: 10.1 Theme: 11.1 Myth, Traditional Narrative, and Classical Literature: 16.2 Dramatic Literature: 17.1 <u>Composition</u> Writing: 19.8 Consideration of Audience and Purpose: 20.1, 20.2 Revising: 21.1 Organizing Ideas in Writing: 23.1, 23.2 Evaluating Writing and Presentations: 25.1

SUBJECT MATTER: English Language Arts

Grade: 2

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
<p>Silly Stories</p> <p><i>Stories with silly characters and funny situations make us laugh.</i></p>	<p>Reading</p> <p>Genre</p> <ul style="list-style-type: none"> • Fantasy <p>How do you know if something is real or imaginary in a story?</p>	<p><u>Phonemic Awareness/Phonics/Decoding:</u></p> <ol style="list-style-type: none"> 1. Short vowels a, i 2. Short vowels o, u, e 3. VCCV pattern 4. CVCe: a, i <p><u>Comprehension Skills and Strategies</u></p> <ol style="list-style-type: none"> 1. Story Structure 2. Fantasy and realism 3. Predicting outcomes 4. Predict/Infer 5. Summarize 6. Monitor/Clarify <p><u>Information and Study Skills</u></p> <ol style="list-style-type: none"> 1. Reading a Chart 2. How to Follow directions 3. Genre: How-to Nonfiction 4. How to scan for information 5. Visual Literacy: Speech Balloons 6. Using a diagram 7. Locating information 	<p>District Testing: ELA GRADE (fall/spring) DIBELS ORF NWF</p> <p>Integrated Theme Tests</p> <p>Graphic Organizers</p> <p>Class participation and discussion</p> <p>Story quizzes</p> <p>Teacher-Made Tests</p>	<p>Houghton Mifflin Reading Series & all supplemental materials: <i>Phonics Library</i> <i>Little Readers</i> <i>Leveled Readers</i> <i>I Love Reading Books</i> <i>On My Way</i> <i>Practice Readers</i> <i>Teaching Resource Kits</i> <i>Extra Support Handbook</i> <i>Teacher Assessment Handbook</i> <i>Handbook for ELL</i></p> <p>Santa-Maria Bonita website: http://www.smbstd.org/page.cfm?p=1445</p> <p>Florida Center for Reading Research</p>	<p>Language</p> <p>Formal and Informal English: 6.1</p> <p>Reading & Literature</p> <p>Beginning Reading: 7.4, 7.5, 7.7</p> <p>Understanding a Text: 8.6, 8.7, 8.8, 8.9</p> <p>Making Connections: 9.1, 9.2</p> <p>Genre: 10.1 Theme: 11.1 Fiction: 12.1 Nonfiction: 13.1</p> <p>Myth, Traditional Narrative, & Classical Literature: 16.2, 16.3</p>

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
				http://www.fcrr.org/ <u>Great Leaps Reading</u> by Kenneth U. Campbell <u>Phonics Lessons</u> by Gay Su Pinnell and Irene C. Fountas <i>Dragon Gets By</i> by Dave Pilkey <i>Julius</i> by Angela Johnson <i>Mrs. Brown Went to Town</i> by Wong Herbert Yee	
	Word Work	<u>Spelling</u> 1. Short a and i sounds 2. Short e, u, and o sounds 3. Vowel-consonant –e spellings <u>Vocabulary Skills/High-Frequency Words</u> 1. High-frequency words 2. Homophones 3. Synonyms 4. Multiple-meaning words	Spelling Pre/Post Tests Teacher Observation and Monitoring of skills taught Vocabulary Quiz	Sound Spelling Cards Word Family flip Books Word Wall	<u>Language</u> Vocabulary and Concept Development: 4.3, 4.4, 4.5, 4.6 <u>Reading & Literature</u> Beginning Reading: 7.4, 7.6

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
	Writing and Language	<p><u>Writing Workshop: Story</u></p> <ol style="list-style-type: none"> 1. Writing a title 2. Writing a beginning, middle, end 3. Writing complete sentences <p><u>Grammar, Usage & Mechanics</u></p> <ol style="list-style-type: none"> 1. What is a sentence? 2. Naming parts of sentences 3. Action parts of sentences <p><u>Writing</u></p> <ol style="list-style-type: none"> 1. Writing dates 2. A character sketch 3. Adding details 4. A response-journal entry 5. A journal entry 6. Voice <p><u>Listening/Speaking/Viewing</u></p> <ol style="list-style-type: none"> 1. Conducting a choral retelling 2. Participating in a group discussion 3. Having a conversation 	<p>Teacher Observation and Monitoring of skills taught</p> <p>Teacher/Student Created Rubrics Conferencing</p>	<p>Guided Writing Author’s Chair Webbing/Graphic Organizers Peer Editing Daily Language Practice in Houghton Mifflin</p>	<p><u>Reading & Literature</u> Beginning Reading: 7.4 Dramatic Reading & Performance: 18.1</p> <p><u>Language</u> Structure and Origins of Modern English: 5.1, 5.2</p> <p><u>Composition</u> Writing: 19.5, 19.6, 19.7 Consideration of Audience and Purpose: 20.1, 20.2 Revising: 21.1 Standard English Conventions: 22.2 Organizing Ideas in Writing: 23.1, 23.2 Research: 24.1 Evaluating Writing and Presentations: 25.1</p> <p><u>Media</u> Analysis of Media: 26.1</p> <p><u>Language</u> Discussion: 1.1 Questioning, Listening, and Contributing: 2.1</p>

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
					Oral Presentations: 3.1, 3.2
<p>Nature Walk</p> <p><i>Nature can be observed and enjoyed, wherever you are.</i></p>	<p>Reading Genre</p> <ul style="list-style-type: none"> • Realistic Fiction • Nonfiction • Fables 	<p><u>Phonemic Awareness/Phonics/Decoding</u></p> <ol style="list-style-type: none"> 1. Long vowels CVCe: o, u, e, 2. Two sounds for g 3. Consonant clusters (r, l, s) 4. Two sounds for c 5. Double consonants: VCCV pattern <p><u>Comprehension Skill and Strategies</u></p> <ol style="list-style-type: none"> 1. Compare/Contrast 2. Fact and opinion 3. Categorize and clarify 4. Monitor/clarify 5. Question 6. Evaluate <p><u>Information and Study Skills</u></p> <ol style="list-style-type: none"> 1. Using a map 2. How to read instructions 3. Using a graph 4. How to read a science article 5. Using guide words in a dictionary 	<p>DIBELS Testing</p> <p>Integrated Theme Tests</p> <p>Graphic Organizers</p> <p>Class participation and discussion</p> <p>Story quizzes</p> <p>Teacher-Made Tests</p>	<p>Santa-Maria Bonita website: http://www.smbbsd.org/page.cfm?p=1445</p> <p>Florida Center for Reading Research http://www.fcrr.org/</p> <p><i>Henry and Mudge and the Starry Night</i> by Cynthia Rylant</p> <p><i>Exploring Parks with Ranger Docket</i> by Alice K. Flanagan</p> <p><i>Around the Pond: Who's Been Here?</i> by Lindsay Barrett George</p> <p><i>The Hare and the</i></p>	<p><u>Reading & Literature</u></p> <p>Beginning Reading: 7.4, 7.5, 7.7</p> <p>Understanding a Text: 8.7, 8.9</p> <p>Genre: 10.1</p> <p>Theme: 11.1</p> <p>Fiction: 12.1</p> <p>Nonfiction: 13.1</p> <p>Poetry: 14.1</p> <p>Style and Language: 15.1</p> <p>Myth, Traditional Narrative, and Classical Literature: 16.1, 16.2, 16.3</p> <p><u>Language</u></p> <p>Formal and Informal English: 6.1</p>

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
				<i>Tortoise</i> <i>The Crow and the Pitcher</i> <i>The Grasshopper and the Ants</i> <i>Belling the Cat</i> <i>The Fly on the Wagon</i>	
	Word Work	<u>Spelling</u> 1. More vowel-consonant-e spellings 2. Words with consonant clusters 3. Words with double consonants <u>Vocabulary Skills, High-frequency words</u> 1. High-frequency words 2. Compound words 3. Antonyms 4. Multiple-meaning words	Spelling Pre/Post Tests Teacher Observation and Monitoring of skills taught Vocabulary Quiz	Sound Spelling Cards Word Wall	<u>Language</u> Vocabulary and Concept Development: 4.3, 4.4, 4.6, 4.7, 4.8 <u>Reading & Literature</u> Beginning Reading: 7.4, 7.6
	Writing and Language	<u>Writing workshop: Description</u> 1. Using sensory language 2. Adding details 3. Writing complete sentences <u>Grammar, Usage & Mechanics</u> 1. Telling sentences and questions 2. Commands	Teacher Observation and Monitoring of skills taught Teacher/Student Created Rubrics	Learning Logs Guided Writing Author’s Chair Webbing/Graphic Organizers	<u>Reading & Literature</u> Beginning Reading: 7.4 Dramatic Literature: 17.1 <u>Composition</u> Consideration of Audience and Purpose: 20.1, 20.2 Revising: 21.1

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
		3. Exclamations <u>Writing</u> 1. Adding words to make complete sentences 2. Writing an answer to a question 3. Writing a paragraph 4. Main idea and details 5. A learning-log entry 6. Telling more <u>Listening/Speaking/Viewing</u> 1. Tell a story 2. Make a descriptive presentation 3. View details	Conferencing	Peer Editing Daily Language Practice in Houghton Mifflin	Standard English Conventions: 22.2 Organizing Ideas in Writing: 23.1, 23.2 Research: 24.1 Evaluating Writing and Presentations: 25.1 <u>Media</u> Analysis of Media: 26.1 <u>Language</u> Oral Presentations: 3.1
Around Town: Neighborhood and Community <i>People work hard to make their neighborhood a good place to live.</i>	Reading Genre <ul style="list-style-type: none"> • Realistic Fiction • Nonfiction 	<u>Phonemic Awareness/Phonics/Decoding</u> 1. Consonant digraphs: th, wh, ch, sh, (tch) 2. Base words and endings – er and –est 3. Vowel pairs: ai, ay 4. Compound words 5. Vowel pairs: ow, ou 6. Suffixes –ly, -ful 7. Vowel pairs: ee, ea 8. Common syllables –tion, -ture <u>Comprehension Skills & Strategies</u> 1. Making judgments 2. Topic/main idea/details	DIBELS Integrated Theme Tests Graphic Organizers Class participation and discussion Story quizzes	Santa-Maria Bonita website: http://www.smbbsd.org/page.cfm?p=1445 Florida Center for Reading Research http://www.fcrr.org/ <i>Chinatown</i> by William Low	<u>Language</u> Formal and Informal English: 6.1 <u>Reading & Literature</u> Beginning Reading: 7.4, 7.5, 7.7 Understanding a Text: 8.6, 8.7, 8.8, 8.9, 8.10 Making Connections: 9.2 Genre: 10.1 Theme: 11.1

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
		3. Problem solving 4. Making inferences 5. Summarize 6. Question 7. Predict/infer 8. Evaluate <u>Information and Study Skills</u> 1. Using a schedule 2. How to read a diagram 3. How to take notes 4. Using the phone book 5. Understanding the calendar 6. How to follow a recipe 7. Using an encyclopedia	Teacher-made tests	<i>A Trip to the Firehouse</i> by Wendy Cheyette Lewison <i>Big Bushy Mustache</i> by Gary Soto <i>Jamaica Louise James</i> by Amy Hest	Fiction: 12.1 Nonfiction: 13.1 Poetry: 14.1 Myth, Traditional Narrative, & Classical Literature: 16.2, 16.3
	Word Work What do we use a dictionary for?	<u>Spelling</u> 1. Words spelled with th, wh, sh, or ch 2. More long a spellings 3. The vowel sound in cow 4. More long e spellings <u>Vocabulary Skills/High-Frequency Words</u> 1. High-frequency words 2. Dictionary: ABC order to the third letter 3. Dictionary: beginning, middle, end 4. Using context 5. Dictionary: guide words	Spelling Pre/Post Tests Teacher Observation and Monitoring of skills taught Vocabulary Quiz	Sound Spelling Cards Student Dictionary Word Wall	<u>Reading & Literature</u> Beginning Reading: 7.4, 7.6 <u>Language</u> Vocabulary and Concept Development: 4.3, 4.4, 4.7, 4.8
	Writing and Language	<u>Writing Workshop: Friendly Letter</u> 1. Five parts of a letter 2. Telling enough 3. Using different kinds of sentences	Teacher Observation and Monitoring of skills taught	Process Writing Friendly Letters Guided Writing	<u>Reading & Literature</u> Beginning Reading: 7.4 Dramatic Literature: 17.1 Dramatic Reading and

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
		<p><u>Grammar, Usage & Mechanics</u></p> <ol style="list-style-type: none"> 1. Naming words(common nouns) 2. Special Nouns 3. One and More than one 4. Nouns that change spelling in the plural <p><u>Writing</u></p> <ol style="list-style-type: none"> 1. Using exact nouns 2. A scene? 3. Choosing what is important 4. Problem-solution paragraph 5. Writing to persuade 6. Audience <p><u>Listening/Speaking/Viewing</u></p> <ol style="list-style-type: none"> 1. Making a banner 2. Giving personal information 3. Telling a story through drama 4. Viewing illustrations of characters 	<p>Teacher/Student Created Rubrics</p> <p>Conferencing</p>	<p>Author’s Chair</p> <p>Webbing/Graphic Organizers</p> <p>Peer Editing</p> <p>Daily Language Practice in Houghton Mifflin</p>	<p>Performance: 18.1</p> <p>Composition</p> <p>Writing: 19.6, 19.7</p> <p>Consideration of Audience and Purpose: 20.1, 20.2</p> <p>Revising: 21.1</p> <p>Standard English Conventions: 22.2</p> <p>Organizing Ideas in Writing: 23.2</p> <p>Research: 24.1</p> <p>Evaluating Writing and Presentations: 25.1</p> <p>Media</p> <p>Analysis of Media: 26.1</p> <p>Language</p> <p>Questioning, Listening, and Contributing: 2.1</p> <p>Oral Presentations: 3.1</p> <p>Structure of Modern English: 5.2</p>
<p>Amazing Animals</p> <p><i>These animals do everything from the</i></p>	<p>Reading</p> <p>Genre</p> <ul style="list-style-type: none"> • Fantasy • Nonfiction • Folktale 	<p><u>Phonemic Awareness/Phonics/Decoding</u></p> <ol style="list-style-type: none"> 1. r-controlled vowel <i>ar</i> 2. r-controlled vowels <i>or, ore</i> 3. Words with <i>nd, nt, mp, ng, nk</i> 4. Base words and endings of nouns: <i>-s, -es, -ies</i> 5. Vowel pairs: <i>oa, ow</i> 	<p>DIBELS</p> <p>ORF</p> <p>Integrated Theme Tests</p> <p>Graphic</p>	<p>Santa-Maria Bonita website: http://www.smbbsd.org/page.cfm?p=1445</p> <p>Florida Center for</p>	<p>Reading & Literature</p> <p>Beginning Reading: 7.4, 7.5, 7.7</p> <p>Understanding a Text: 8.7, 8.8, 8.9, 8.10</p> <p>Genre: 10.1</p>

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
<i>incredible to the hilarious.</i>		<u>Comprehension Skills and Strategies</u> 1. Drawing conclusions 2. Text organization 3. Cause and effect 4. Question 5. Monitor/Clarify 6. Summarize <u>Information and Study Skills</u> 1. Using a Glossary 2. Interviewing 3. How to Read a Map 4. Using directions	Organizers Class participation and discussion Story quizzes Teacher-made tests	Reading Research http://www.fcrr.org <i>Officer Buckle and Gloria</i> by Peggy Rathmann <i>Ant</i> by Rebecca Stefoff <i>The Great Ball Game</i> by Joseph Bruchac	Fiction: 12.1 Nonfiction: 13.1 Poetry: 14.1 Myth, Traditional Narrative, & Classical Literature: 16.1, 16.2, 16.3 <u>Language</u> Formal and Informal English: 6.1
	Word Work	<u>Spelling</u> 1. Vowel + r sounds in car 2. Words that end with <i>nd, ng, or nk</i> 3. More long o spellings <u>Vocabulary Skills, High-frequency words</u> 1. High-frequency words 2. Dictionary entry words 3. Using a Thesaurus 4. Dictionary: parts of a dictionary entry	Spelling Pre/Post Tests Teacher Observation and Monitoring of skills taught Vocabulary Quiz	Sound Spelling Cards Word Wall	<u>Language</u> Vocabulary and Concept Development: 4.3, 4.4, 4.6, 4.7, 4.8 <u>Reading & Literature</u> Beginning Reading: 7.4, 7.6
	Writing and Language	<u>Writing Workshop: Research Report</u> 1. Finding and evaluating information 2. Using facts 3. Using exact nouns	Teacher Observation and Monitoring of skills taught	Guided Writing Author's Chair Webbing/Graphic	<u>Reading & Literature</u> Beginning Reading: 7.4 Dramatic Reading and Performance: 18.1

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
		<p><u>Grammar, Usage & Mechanics</u></p> <ol style="list-style-type: none"> 1. Words for nouns 2. Singular possessive nouns 3. Plural possessive nouns <p><u>Writing</u></p> <ol style="list-style-type: none"> 1. Writing times 2. Using i and me 3. An invitation 4. A poem 5. A news article 6. Adding details <p><u>Listening/Speaking/Viewing</u></p> <ol style="list-style-type: none"> 1. Giving a talk 2. Having a group discussion 3. Giving clear directions 	<p>Teacher/Student Created Rubrics</p> <p>Conferencing</p>	<p>Organizers</p> <p>Peer Editing</p> <p>Daily Language Practice in Houghton Mifflin</p>	<p><u>Composition</u></p> <p>Writing: 19.6, 19.7, 19.8</p> <p>Consideration of Audience and Purpose: 20.1, 20.2</p> <p>Revising: 21.1</p> <p>Standard English Conventions: 22.2</p> <p>Organizing Ideas in Writing: 23.1, 23.2</p> <p>Research: 24.1</p> <p>Evaluating Writing and Presentations: 25.1</p> <p><u>Media</u></p> <p>Analysis of Media: 26.1</p> <p>Media Production: 27.1</p> <p><u>Language</u></p> <p>Discussion: 1.1</p> <p>Oral Presentations: 3.1, 3.2</p> <p>Structure and Origins of Modern English: 5.2</p>
<p>Family Time</p> <p><i>People in a family learn from and help one another.</i></p>	<p>Reading</p> <p>Genre</p> <ul style="list-style-type: none"> • Nonfiction • Realistic Fiction • Biography 	<p><u>Phonemic Awareness/Phonics/Decoding</u></p> <ol style="list-style-type: none"> 1. The –er ending in two syllable words 2. Contractions 3. The –le ending in two-syllable words 4. Sound of y at the end of longer words 5. The prefix un 6. Base words and endings: -ed, -ing (double final consonant) 	<p>DIBELS</p> <p>ORF</p> <p>Integrated Theme Tests</p> <p>Graphic Organizers</p>	<p>Santa-Maria Bonita website: http://www.smbbsd.org/page.cfm?p=1445</p> <p>Florida Center for Reading Research</p>	<p><u>Reading & Literature</u></p> <p>Beginning Reading: 7.4, 7.5, 7.7</p> <p>Understanding a Text: 8.6, 8.9, 8.10</p> <p>Making Connections: 9.1, 9.2</p> <p>Genre: 10.1</p> <p>Theme: 11.1</p>

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
		<p>7. Silent consonants gn, kn, b</p> <p><u>Comprehension Skills and Strategies</u></p> <ol style="list-style-type: none"> 1. Making generalizations 2. Following directions 3. Making judgments 4. Sequence of events 5. Monitor/Clarify 6. Evaluate 7. Question 8. Predict/Infer <p><u>Information and Study Skills</u></p> <ol style="list-style-type: none"> 1. Parts of a book: title page and table of contents 2. Understanding and using timelines 3. How to adjust your rate of reading 4. Reference sources: electronic media 5. Taking notes 	<p>Class participation and discussion</p> <p>Story quizzes</p> <p>Teacher-made tests</p>	<p>http://www.fcrr.org/</p> <p><i>Brothers and Sisters</i> by Ellen B. Senisi</p> <p><i>Jalapeno Bagels</i> by Natasha Wing</p> <p><i>Carousel</i> by Pat Cummings</p> <p><i>Thunder Cake</i> by Patricia Polacco</p> <p><i>Reach for the Stars: The Ellen Ochoa Story</i> by Elena Alonso</p> <p><i>President Theodore Roosevelt</i> by Stephen Berman</p> <p><i>Wilma Rudolph: Olympic Track Champion</i> by Veronica Freeman Ellis</p>	<p>Nonfiction: 13.1 Poetry: 14.1</p>

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
	Word Work	<p>Spelling</p> <ol style="list-style-type: none"> 1. Words that end with –er 2. Contractions 3. The final sound in puppy 4. Words that end with –ed or –ing <p>Vocabulary Skills and Strategies</p> <ol style="list-style-type: none"> 1. High-frequency words 2. Word families 3. Dictionary: word meanings 4. Homophones 5. Dictionary: Finding words with endings 	<p>Spelling Pre/Post Tests</p> <p>Teacher Observation and Monitoring of skills taught</p> <p>Vocabulary Quiz</p>	<p>Sound Spelling Cards</p> <p>Word Family Flip Books</p> <p>Word Wall</p> <p>Student Dictionary</p> <p>Word Family Cards</p>	<p>Language Vocabulary and Concept Development: 4.3, 4.4, 4.5, 4.6, 4.7, 4.8</p> <p>Reading & Literature Beginning Reading: 7.4, 7.6</p>
	Writing and Language	<p>Writing Workshop: Personal Narrative</p> <ol style="list-style-type: none"> 1. Writing a good beginning 2. Keeping to the topic 3. Using possessive nouns <p>Grammar, Usage & Mechanics</p> <ol style="list-style-type: none"> 1. Verbs 2. Verbs that tell about now 3. Verbs that tell about the past 4. The verbs is/are; was/were <p>Writing</p> <ol style="list-style-type: none"> 1. Combining sentences 2. An opinion paragraph 3. Voice 4. Responding to a writing prompt 5. Keeping to the point 6. An information paragraph 	<p>Teacher Observation and Monitoring of skills taught</p> <p>Teacher/Student Created Rubrics</p> <p>Conferencing</p>	<p>Guided Writing</p> <p>Author’s Chair</p> <p>Webbing/Graphic Organizers</p> <p>Peer Editing</p> <p>Daily Language Practice in Houghton Mifflin</p>	<p>Reading & Literature Beginning Reading: 7.4 Dramatic Literature: 17.1 Dramatic Reading and Performance: 18.1</p> <p>Composition Writing: 19.6, 19.7 Consideration of Audience and Purpose: 20.1, 20.2 Revising: 21.1 Standard English Conventions: 22.2</p> <p>Media Media Production: 27.1</p>

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
		7. Dialogue 8. Capitalization and punctuation with quotation marks <u>Listening/Speaking/Viewing</u> 1. Giving a presentation 2. Describing a photograph 3. Taping a message 4. Putting on a play		Photographs Tape Recorder Role Playing	Language Oral Presentations: 3.1
Talent Show <i>Talented people work hard at what they love to do.</i>	Reading Genre <ul style="list-style-type: none"> Realistic fiction 	<u>Phonemic Awareness/Phonics/Decoding</u> 1. Vowel pairs: oo, ew, ue, ou 2. Long I (igh and ie) 3. Base words & endings –ed, -ing(drop final e) <u>Comprehension Skills and Strategies</u> 1. Author’s viewpoint 2. Noting details 3. Problem solving 4. Evaluate 5. Summarize 6. Question <u>Information and Study Skills</u> 1. Chapter titles and headings 2. Using a newspaper 3. Captions	DIBELS ORF Integrated Theme Tests Graphic Organizers Class participation and discussion Story quizzes Teacher-Made Tests/Quizzes	Santa-Maria Bonita website: http://www.smbbsd.org/page.cfm?p=1445 Florida Center for Reading Research http://www.fcrr.org/ <i>The Art Lesson</i> by Tomie dePaola <i>Moose Goes to a Concert</i> by Isaac Millman <i>The School Mural</i> by Sarah Valquex	Reading & Literature Beginning Reading: 7.5, 7.7 Understanding a Text: 8.7, 8.8 Making Connections: 9.1, 9.2 Genre: 10.1 Theme: 11.1 Nonfiction: 13.1 Myth, Traditional Narrative, & Classical Literature: 16.2
	Word Work	<u>Spelling</u> 1. Vowel sounds in moon and book 2. Words with long i patterns 3. More words with –ed and –ing	Spelling Pre/Post Tests Teacher	Sound Spelling Cards Word Wall	Language Vocabulary and Concept Development: 4.4, 4.7

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
		<u>Vocabulary Skills , High-frequency words</u> 1. High-frequency words 2. Word Families 3. Multiple-Meaning words 4. Using context	Observation and Monitoring of skills taught Vocabulary Quiz		<u>Reading & Literature</u> Beginning Reading: 7.4, 7.6
	Writing and Language	<u>Reading-Writing Workshop</u> 1. Sequencing steps 2. Time-order words 3. Using exact verbs <u>Grammar, Usage & Mechanics</u> 1. Other irregular verbs 2. Adjectives, including a, an and the 3. Comparing with adjectives <u>Writing</u> 1. Is it a Sentence? 2. A paragraph that explains 3. A summary 4. Paraphrasing 5. A Comparison/Contrast paragraph 6. Giving examples <u>Listening/Speaking/Viewing</u> 1. How to look at fine art 2. Compare/contrast illustrations 3. Giving nonverbal cues 4. Giving a persuasive talk	Teacher Observation and Monitoring of skills taught Teacher/Student Created Rubrics Conferencing	Guided Writing Author’s Chair Webbing/Graphic Organizers Peer Editing Daily Language Practice in Houghton Mifflin	<u>Reading & Literature</u> Beginning Reading: 7.4 Dramatic Literature: 17.1 Dramatic Reading and Performance: 18.1 <u>Composition</u> Writing: 19.6, 19.7 Consideration of Audience and Purpose: 20.1, 20.2 Revising: 21.1 Standard English Conventions: 22.2 <u>Media</u> Media Production: 27.1 <u>Language</u> Structure and Origins of Modern English: 5.1

SUBJECT MATTER: English Language Arts

Grade: 3

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
<p>Off to Adventure</p> <p><i>Adventures come in all shapes and sizes.</i></p>	<p>Reading Genre Fantasy Folktale Realistic fiction</p> <p>What does the word <i>adventure</i> mean to you?</p> <p>What does it take to turn an event into an adventure?</p> <p>*Supplement all year with non-fiction material, Standard 13 Nonfiction is not addressed in Houghton Mifflin.</p> <p>*Supplement all year with Poetry, Standard 14</p> <p>* Supplement all year with Dramatic Literature, Standard 17 Visit Theme 6, page</p>	<p><u>Comprehension Skills</u></p> <ol style="list-style-type: none"> 1. Sequence Events 2. Make Inferences 3. Understand Cause and Effect <p><u>Comprehension Strategies</u></p> <ol style="list-style-type: none"> 1. Predict/Infer 2. Summarize 3. Monitor/clarify <p><u>Information and Study Skills</u></p> <ol style="list-style-type: none"> 1. Learn parts of a book 2. Read a key 3. Use the dictionary 4. Read a map 5. Use a K-W-L Chart 	<p>District Testing: ELA GRADE DIBELS ORF Target goal: 110 cwpm – Spring Semester</p> <p>Integrated Theme Tests</p> <p>Graphic Organizers</p> <p>Class participation and discussion</p> <p>Story quizzes</p> <p>Teacher-made tests</p>	<p>Houghton Mifflin, “<i>A Nation’s Choice</i>”, 2003</p> <p>Santa-Maria Bonita website: http://www.smbsd.org/page.cfm?p=1445</p> <p>Florida Center for Reading Research http://www.fcrr.org/</p> <p><i>The Lost and Found</i> by Mark Teague</p> <p><i>The Ballad of Mulan</i> by Song Nan Zhang</p> <p><i>The Waterfall</i> by Jonathan London</p> <p>Leveled Books</p>	<p><u>Reading & Literature</u> Beginning Reading: 7.9, 7.10 Understanding Text: 8.12, 8.14, 8.15</p> <p>Genre: 10.2 Theme: 11.2 Fiction: 12.2 Poetry: 14.2</p> <p>Myth, Traditional Narrative, & Classical Literature: 16.4, 16.5, 16.6</p> <p>Dramatic Literature: 17.2 Dramatic Reading & Performance: 18.2 Analysis of Media: 26.2</p>

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
	336-339 “Henry and Ramona” by Beverly Cleary before MCAS * Standard 15.2 not addressed in HM Text -- Identify words appealing to the senses or involving direct comparisons in literature and spoken language.			Reader’s Library Soar to Success Posters: Reciprocal Teaching Strategies HM posters Practice books Challenge/Extra Support Handbooks Classroom Management Handbook Handbook for English Language Learners Theme Paperbacks World of Wonder (Springfield Republican) Story Grammar Marker	

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
				Poem of the week Readers' Theatre	
	Word Work	<p><u>Decoding Longer Words</u></p> <ol style="list-style-type: none"> 1. Structural Analysis: Base words, syllabication, inflectional endings –ed, -ing 2. Phonics: short vowels a, e, i; more short vowels o, u; vowel-consonant-e pattern <p><u>Spelling</u></p> <ol style="list-style-type: none"> 1. Short vowels a, e, i 2. More short vowels o, u 3. Vowel-consonant-e pattern <p><u>Vocabulary Skills and Expansion</u></p> <ol style="list-style-type: none"> 1. Dictionary: ABC order 2. Vocabulary: multiple-meaning words 3. Parts of a dictionary 4. Sea Creatures 5. Expand Vocabulary: battle words; camping words 	<p>Spelling Pre/Post Tests</p> <p>Teacher observation and monitoring of skills taught</p> <p>Vocabulary Quiz</p> <p>Word Dangles</p> <p>Homework</p>	<p>Practice Books</p> <p>Lexia software: Primary Reading</p> <p>Sunburst Software: Tenth Planet (phonics skills)</p> <p>Houghton Mifflin www.eduplace.com</p> <p>Word Study Lessons -- (Fountas & Pinnell)</p> <p>Words Their Way Spelling Inventory</p> <p>Rebecca Sitton spelling list</p> <p>Teacher Reading Academy</p>	<p><u>Reading and Literature</u> Beginning Reading: 7.8</p> <p><u>Language</u> Vocabulary & Concept Development: 4.9, 4.10, 4.12, 4.13, 4.14, 4.16</p>

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
				Resources Locally developed vocabulary lesson plans Elements of vocabulary picture cards (Beck)	
	Writing Workshop* * End of Year Goal: <i>Each student will write a three paragraph personal narrative essay..</i>	<u>CRAFT</u> Responds to a writing prompt Topic is fully developed (The overall effect of the paper) Central idea is clear Logical organization The degree to which the response is 1. focused 2. clearly and logically ordered 3. clarified by paragraphs) On topic from beginning to end. Strong beginning sentence “hook” and concluding sentence “clincher” Strong details (The degree to which the response includes examples that develop the main points) Details are clear and specific and support main ideas. Appropriate use of language Uses variety in word choice (strong nouns, verbs, adjectives, and adverbs) Uses variety in sentence structure Uses language to create a distinctive voice, tone	MCAS – Open Responses Teacher observation and monitoring of skills taught Conferencing Writing Samples	<i>Guiding Readers and Writers</i> by Irene Fountas & Gay Su Pinnell	<u>Composition</u> Writing: 19.10, 19.11, 19.12, 19.13 Consideration of Audience and Purpose: 20.2 Revising: 21.2, 21.3 Standard English Conventions: 22.3, 22.4, 22.5 Organizing Ideas in Writing: 23.4 Research: 24.2 Evaluating Writing and Presentations: 25.2

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
		<p>or style</p> <p><u>Conventions</u> Uses subject/verb agreement Uses noun/pronoun agreement Maintains appropriate tense throughout text Uses correct punctuation (end marks, commas for a variety of purposes, apostrophes for possession and contractions) Uses capitals appropriately (proper nouns, start of sentences and title)</p> <p><u>Editing/Revising</u> Edits own writing during and after composing Attempts to re-order words; phrases, clauses and paragraphs Uses a revising and editing checklist and dictionary to improve own writing. Uses knowledge of letter sound, word parts, word segmentation, and syllabication to monitor and correct spelling.</p> <p><u>Grammar, Usage, and Mechanics</u> 1. What is a sentence? 2. Kinds of sentences 3. Subjects and predicates</p> <p><u>Writing</u> 1. Using commas in dates and places 2. Capitalizes days and months</p>			<p><u>Language</u> Structure and Origins of Modern English: 5.5, 5.6, 5.7, 5.8</p> <p><u>Language</u> Questioning, Listening, Contributing: 2.2 Oral Presentation: 3.3, 3.4, 3.6, 3.7 Formal and Informal English: 6.3</p>

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
		3. Friendly letter 4. Response-Journal entry 5. Paragraph that explains 6. Transforms questions into statements <u>Listening/Speaking/Viewing</u> 1. Have a literature discussion 2. Introduce self and others 3. Tell a story		Classroom Discussion/Participation Retellings	
Celebrating Traditions <i>The United States has a rich cultural heritage</i>	Reading Genre <ul style="list-style-type: none"> • Personal Narrative • Photographic Nonfiction • Realistic Nonfiction • Nonfiction • Trickster Tales What is a tradition? What does it mean to	<u>Comprehension Skills and Strategies</u> 1. Author’s Viewpoint 2. Categorize and classify 3. Noting details 4. Topic, main idea, details 5. Evaluate 6. Question 7. Summarize 8. Monitor/clarify <u>Information and Study Skills</u> 1. Taking notes 2. How to take notes 3. Using the library 4. How to skim and scan 5. Conduct an interview 6. How to follow a recipe	Integrated Theme Tests Graphic Organizers Class participation and discussion Story quizzes Teacher-made tests	Santa-Maria Bonita website: http://www.smbbsd.org/page.cfm?p=1445 Florida Center for Reading Research http://www.fcrr.org/ <i>The Keeping Quilt</i> by Patricia Polacco Anthoy Reynoso: <i>Born to Rope</i> by Martha Cooper	Reading & Literature Beginning Reading: 7.9, 7.10 Understanding Text: 8.12, 8.14, 8.15, 8.16, 8.17, 8.18 Making Connections: 9.3 Genre: 10.2 Theme: 11.2 Fiction: 12.2 Poetry: 14.2 Myth, Traditional Narrative, & Classical Literature: 16.5 Dramatic Literature: 17.2 Dramatic Reading &

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
	celebrate a tradition?	7. How to follow directions 8. Outlining		and Ginger Gordon <i>The Talking Cloth</i> by Rhonda Mitchell <i>Dancing Rainbows</i> by Evelyn Clarke Mott <i>Hungry Spider</i> told by Pleasant DeSpain <i>Rabbit Races</i> told by Gayle Ross <i>Aunt Fox and the Fried Fish</i> told by Rafael Rivero Oramas	Performance: 18.2 Analysis of Media: 26.2
	Word Work	<u>Decoding Longer Words</u> 1. Structural Analysis: compound words; plurals- change y to i; contractions with ‘s, n’t, ‘re, ‘ll; plurals with words ending in ch, sh, x, s 2. Phonics: Long vowels ai, ay, ee, ea; long o sound; three-letter clusters and unexpected consonant patterns; Long i sounds (i, ie, igh)	Spelling Tests Teacher observation and monitoring of skills taught Vocabulary Quiz Word Dangles	Word of the Week	<u>Reading & Literature</u> Beginning Reading: 7.8

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
		<u>Spelling</u> 1. More long vowel spellings 2. Long o sound 3. Three-letter clusters and unexpected consonant patterns 4. The long I sound <u>Vocabulary Skills and Expansion</u> 1. Word families 2. Dictionary: guide words 3. Rhyming words 4. Dictionary: definitions 5. Vocabulary expansion: sewing words, ranching words, travel words, food words	Homework	Houghton Mifflin www.eduplace.com	<u>Language</u> Vocabulary & Concept Development: 4.9, 4.11, 4.12, 4.13, 4.15, 4.16
	Writing and Language How do you teach someone to do something that you know how to do? Why is it important to write and follow directions in order?	<u>Writing Workshop: Instructions</u> 1. Sequencing, being complete, using exact nouns <u>Grammar, usage & Mechanics</u> 1. Common nouns 2. Proper nouns 3. Singular and plural nouns 4. Special plural nouns <u>Writing</u> 1. Correcting run-on sentences	Writing Journals Teacher Observation and Monitoring of skills taught Teacher/Student Created Rubrics	Guided Writing Author's Chair Webbing/Graphic Organizers Peer Editing Daily Language Practice in Houghton Mifflin	<u>Composition</u> Writing: 19.11, 19.12 Revising: 21.2, 21.3, 22.3, 22.4, 22.5, 22.6, Organizing Ideas in Writing: 23.4 Research: 24.2 Evaluating Writing & Presentations: 25.2 <u>Language</u>

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
		2. Writing complete sentences 3. Paragraphs that compare and contrast 4. Character sketch 5. An answer to a question 6. News article 7. Compound sentences with <i>and, but</i> 8. Audience <u>Listening/Speaking/Viewing</u> 1. Follow and give oral directions 2. Take a telephone message 3. View illustrations for purpose 4. Explain a process			Structure & Origins of Modern English: 5.5, 5.6, 5.7 <u>Language</u> Questioning, Listening, Contributing: 2.2 Oral Presentation: 3.3, 3.4, 3.5, 3.7
Incredible Stories <i>Some stories are too wild to be believed!</i>	Reading Genre <ul style="list-style-type: none"> • Fantasy • Folktale In what ways might a story be <i>incredible</i> ?	<u>Comprehension Skills and Strategies</u> 1. Fantasy and realism 2. Following directions 3. Drawing conclusions 4. Story structure 5. Question 6. Evaluate 7. Predict/Infer 8. Monitor/Clarify <u>Information and Study Skills</u> 1. Using an atlas	Integrated Theme Tests Graphic Organizers Class participation and discussion Story quizzes	Santa-Maria Bonita website: http://www.smbbsd.org/page.cfm?p=1445 Florida Center for Reading Research http://www.fcrr.org/ <i>Dogzilla</i> by Dav	<u>Reading & Literature</u> Beginning Reading: 7.9, 7.10 Understanding Text: 8.11, 8.14, 8.15 Making Connections: 9.3 Genre: 10.2 Fiction: 12.2 Poetry: 14.2 Myth, Traditional Literature, & Classical Literature: 16.5

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
		2. Using charts, tables, and graphs 3. How to read a diagram 4. Using newspapers to find information 5. Using the encyclopedia	Teacher-made tests	Pilkey <i>The Mysterious Giant of Barletta</i> by Tomie dePaola <i>Raising Dragons</i> by Jerdine Nolen <i>The Garden of Abdul Gasazi</i> by Chris Van Allsburg	Dramatic Literature: 17.2 Dramatic Reading & Performance: 18.2 Media Analysis of Media: 26.2 Media Production: 27.2
	Word Work	<u>Decoding Longer Words</u> 1. Structural analysis: plurals of nouns ending in -f or -fe; word endings -er, -est; suffixes -y, -ly; prefixes un, dis, non 2. Phonics: vowel sounds in clown and lawn; vowel + r sounds; the /j/, /k/ and /kw/ sounds; homophones <u>Spelling</u> 1. Vowel sounds in clown and lawn 2. Vowel + r sounds 3. The /j/, /k/, and /kw/ sounds 4. Homophones <u>Vocabulary skills and expansion</u> 1. Using context 2. Dictionary: choosing the correct meaning	Spelling Tests Teacher observation and monitoring of skills taught Vocabulary Quiz Word Dangles	Word of the Week www.eduplace.com	Reading & Literature Beginning Reading: 7.8 Language Vocabulary & Concept Development: 4.11, 4.12, 4.13, 4.14, 4.15,

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
		3. Dictionary: Pronunciation key 4. Using a Thesaurus 5. Words for fantasy and realism 6. Italian words and phrases 7. Vocabulary expansion: farm words, garden words	Homework		4.16
	Writing and language	<p><u>Writing Workshop: Story</u></p> 1. Developing a plot; characters and setting; 2. using possessive nouns <p><u>Grammar, Usage & Mechanics</u></p> 1. Possessive nouns 2. What is a verb? 3. Present time 4. Past time and future time <p><u>Writing</u></p> 1. Using commas for direct address 2. Using commas with introductory phrases 3. Capitalization and punctuation with quotation marks 4. Journal entry 5. Thank-you note 6. Opinion paragraph 7. Dialogue <p><u>Listening/Speaking/Viewing</u></p> 1. View an illustration 2. Present a Reader’s Theatre 3. Have a conversation	Teacher Observation and Monitoring of skills taught Teacher/Student Created Rubrics	Illustrations Readers Theater	<p><u>Composition</u></p> Writing: 19.11, 19.2, 19.19 Revising: 21.2, 21.3 Standard English Conventions: 22.3, 22.4, 22.5, 22.6 Organizing Ideas in Writing: 23.3 Research: 24.2 Evaluating Writing & Presentations: 25.2 <p><u>Language</u></p> Structure & Origins of Modern English: 5.6, 5.7 <p><u>Language</u></p> Questioning, Listening, & Contributing: 2.2 Oral Presentation: 3.3, 3.4, 3.5, 3.7 Formal & Informal English:

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
		4. Hold a debate			6.2, 6.3
Animal Habitats <i>Animals coexist with people in a variety of habitats</i>	Reading Genre <ul style="list-style-type: none"> • Nonfiction • Realistic fiction What is a habitat? What are some animal habitats that you know of? How are they alike or different?	<u>Comprehension Skills and Strategies</u> <ol style="list-style-type: none"> 1. Fact and opinion 2. Compare and contrast 3. Making judgments 4. Monitor/clarify 5. Evaluate 6. Summarize <u>Information and Study Skills</u> <ol style="list-style-type: none"> 1. Multimedia resources 2. How to use SQRR 3. Skim and scan 4. Adjusting rate of reading 	Integrated Theme Tests Graphic Organizers Class participation and discussion Story quizzes Teacher-made tests	<i>Nights of the Pufflings</i> by Bruce McMillan <i>Seal Surfer</i> by Michael Foreman <i>Two Days in May</i> by Harriet Peck Taylor	Reading & Literature Beginning Reading: 7.9, 7.10 Understanding a Text: 8.12, 8.13, 8.14, 8.15, 8.17, 8.18 Making Connections: 9.3 Genre: 10.2 Theme: 11.2 Fiction: 12.2 Poetry: 14.2 Myth, Traditional Literature, & Classical Literature: 16.5 Dramatic Literature: 17.2 Dramatic Performance: 18.2 Media Analysis of Media 26.2
	Word Work	<u>Decoding Longer Words</u> <ol style="list-style-type: none"> 1. Structural Analysis: <ul style="list-style-type: none"> • syllabication and review • word endings <i>-ed, -ing</i> & changing final <i>y</i> to <i>i</i> • prefixes un, re • suffixes <i>-ful, -ly, -er</i> 2. Phonics: <ul style="list-style-type: none"> • vowel plus r sounds in hair 	Spelling Tests Teacher observation and monitoring of skills taught Vocabulary Quiz Word Dangles		Reading & Literature Beginning Reading: 7.8

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
		4. Problem-solution essay 5. Choosing what’s important 6. Using exact verbs <u>Listening/Speaking/Viewing</u> 1. Have a literature discussion 2. View and evaluate media 3. Listen to and make announcements			English: 5.6, 5.7 Discussion: 1.2 Questioning, Listening, Contributing: 2.2 Oral Presentation: 3.4, 3.5, 3.6, 3.7
Voyagers <i>No matter where they travel, voyagers have a lot in common</i>	Reading Genre <ul style="list-style-type: none"> • Historical Fiction • Realistic Fiction • Narrative Nonfiction • Biography What makes someone a voyager?	<u>Comprehension Skills and Strategies</u> 1. Making inferences 2. Predicting outcomes 3. Text organization 4. Predict/infer 5. Question 6. Monitor/clarify <u>Information and Study Skills</u> 1. Using a time line 2. How to read a diagram 3. Multimedia report 4. Using graphic organizers	Integrated Theme Tests Graphic Organizers Class participation and discussion Story Quizzes Teacher-Made Tests/Quizzes	Santa-Maria Bonita website: http://www.smbbsd.org/page.cfm?p=1445 Florida Center for Reading Research http://www.fcrr.org/ <i>Across the Wide Dark Sea</i> by Jean Van Leeuwen <i>Yunmi and Halmoni’s Trip</i> by Sook Nyul Choi <i>Trapped by the Ice!</i> by Michael McCurdy <i>Becoming a Champion: The</i>	Reading & Literature Beginning Reading: 7.9, 7.10 Understanding a Text: 8.14, 8.16, 8.18 Making Connections: 9.3 Genre: 10.2 Fiction: 12.2 Media Analysis of Media 26.2 Media Production: 27.2

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
				<i>Babe Didrikson Story</i> by Stephen Berman <i>Bill Melendez: An Artist in Motion</i> by Stephen Berman <i>Brave Bessie Coleman: Pioneer Aviator</i> by Veronica Freeman Ellis <i>Hank Greenberg: All-Around All- Star</i> by Becky Cheston	
	Word Work	<u>Decoding Longer Words</u> 1. Structural Analysis: Suffixes – less, -ness; Possessives; VCCV pattern 2. Phonics: Vowel sounds in tooth and cook; vowel sound in bought; double consonants <u>Spelling</u> 1. Vowel sounds in tooth and cook 2. Vowel sound in bought 3. VCCV pattern <u>Vocabulary Skills and Expansion</u> 1. Dictionary: syllables 2. Vocabulary: analogies 3. Dictionary: homophones	Spelling Tests Teacher observation and monitoring of skills taught Vocabulary Quiz Word Dangles Homework	Houghton Mifflin www.eduplace.com	<u>Reading & Literature</u> Beginning Reading: 7.8 <u>Language</u> Vocabulary and Concept Development: 4.11, 4.13, 4.16


Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
		4. Vocabulary expansion: Words for ship parts; family words; words used on ships			
	<p>Writing and Language</p> <p>How can we use role-play to tell a story?</p> <p>How do props help tell a story?</p>	<p><u>Writing Workshop: Description</u></p> <ol style="list-style-type: none"> Using sensory language Writing complete sentences <p><u>Grammar, Usage & Mechanics</u></p> <ol style="list-style-type: none"> Subject pronouns Object pronouns Possessive pronouns <p><u>Writing</u></p> <ol style="list-style-type: none"> Writing dates and times Writing a play Message Learning log entry Using exclamations Writing complete information <p><u>Listening/speaking/viewing</u></p> <ol style="list-style-type: none"> Present an oral book report Develop nonverbal communication skills Practice group problem solving 	<p>Teacher Observation and Monitoring of skills taught</p> <p>Teacher/Student Created Rubrics</p>	<p>Learning Logs</p> <p>Book Reports/Projects</p>	<p><u>Composition</u></p> <p>Writing: 19.12 Revising: 21.2</p> <p>Standard English Conventions: 22.3, 22.4, 22.5</p> <p>Research: 24.2 Evaluating Writing & Presentations: 25.2</p> <p><u>Language</u></p> <p>Questioning, Listening, Contributing: 2.2 Oral Presentation: 3.5 Structure and Origins of Modern English: 5.6, 5.7</p>
<p>Smart Solutions</p> <p><i>Sometimes it</i></p>	<p>Reading</p> <p>Genre</p> <ul style="list-style-type: none"> Realistic 	<p><u>Comprehension Skills and Strategies</u></p> <ol style="list-style-type: none"> Problem solving Drawing conclusions Making generalizations 	<p>Integrated Theme Tests</p> <p>Graphic</p>	<p>Santa-Maria Bonita website: http://www.smbbsd.org/page.cfm?p=14</p>	<p><u>Reading & Literature</u></p> <p>Beginning Reading: 7.9, 7.10 Understanding a Text: 8.12, 8.18</p>

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
<i>helps to look at a problem in a new way.</i>	fiction What are some good ways to solve problems?	4. Summarize 5. Predict/Infer 6. Evaluate <u>Information and Study Skills</u> 1. Following directions 2. Bilingual dictionary 3. Real-life reading	Organizers Class participation and discussion Story quizzes Teacher-Made Tests/Quizzes	45 Florida Center for Reading Research http://www.fcrr.org/ <i>Pepita Talks Twice</i> by Ofelia Dumas Lachtman <i>Poppa's New Pants</i> by Angela Shelf Medearis <i>Ramona Quimby, Age 8</i> , by Beverly Cleary	Making Connections: 9.3 Genre: 10.2 Fiction: 12.2 Poetry: 14.2 Dramatic Literature: 17.2 Dramatic Reading and Performance: 18.2 <u>Media</u> Analysis of Media 26.2
	Word Work	<u>Decoding Longer Words</u> 1. Structural Analysis: VCCCV pattern; VCV pattern, contractions 2. Phonics: Words ending with <i>-er</i> or <i>-le</i> , words beginning with a or be, soft c and g <u>Spelling</u> 1. Words ending with <i>-le</i> or <i>-er</i> 2. Words beginning with a or be 3. Contractions	Spelling Tests Teacher observation and monitoring of skills taught Vocabulary Quiz Word Dangles Homework	Word of the Week	<u>Reading & Literature</u> Beginning Reading: 7.8 <u>Language</u> Vocabulary and Concept

SUBJECT MATTER: English Language Arts

Grade: 4

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
<p>Journeys</p> <p><i>Travelers who learn about the world and about themselves</i></p> <p><u>Focus:</u> Mysteries</p>	<p>Reading and Comprehension *</p> <p>Genre</p> <ul style="list-style-type: none"> • Fiction • Personal Narrative • Nonfiction • Historical Fiction <p>What can travelers learn about the world and about themselves?</p> <p>*Supplement all themes throughout the year with informational text.</p>	<p><u>Comprehension Skills and Strategies</u></p> <ol style="list-style-type: none"> 1. Story Structure 2. Author’s Viewpoint 3. Text Organization 4. Noting Details 5. Predict/Infer 6. Summarize 7. Monitor/Clarify 8. Question <p><u>Information and Study Skills</u></p> <ol style="list-style-type: none"> 1. Taking Notes 2. Parts of a Book 3. Using a K-W-L Chart 4. Adjusting Reading Rate 5. How to Outline 	<p>District Testing: ELA GRADE (fall/spring)</p> <p>DIBELS (below benchmark only) Oral Reading fluency target goal: 118 wpm</p> <p>Integrated Theme Tests</p> <p>Graphic Organizers</p> <p>Class Participation and Discussion</p> <p>Story Quizzes</p> <p>Teacher-made tests</p>	<p>Houghton Mifflin, “A Nation’s Choice”, 2003</p> <p>Santa-Maria Bonita website: http://www.smbstd.org/page.cfm?p=1445</p> <p>Florida Center for Reading Research http://www.fcrr.org/</p> <p><i>Akiak</i> by Robert J. Blake</p> <p><i>Grandfather’s Journey</i> by Allen Say</p> <p><i>Finding the Titanic</i> by Robert D. Ballard</p> <p><i>By the Shores of Silver Lake</i> by</p>	<p><u>Reading & Literature</u></p> <p>Beginning Reading: 7.9, 7.10 Understanding Text: 8.11, 8.12, 8.14, 8.15, 8.16, 8.18 Making Connections: 9.3</p> <p>Genre: 10.2 Theme: 11.2 Fiction: 12.2 Nonfiction: 13.6, 13.7, 13.8, 13.9 Poetry: 14.3</p> <p>Style & Language: 15.3, 15.4</p>

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
				Laura Ingalls Wilder Leveled Books Reader's Library Practice book Challenge/Extra Support Handbooks Classroom Management Handbook Handbook for English Language Learners Theme Paperbacks * Scholastic News World of Wonder (Springfield Republican)	
	Word Work	<u>Decoding Longer Words – Structural Analysis/Phonics</u> 1. Base Words/Endings: -er and -est 2. Suffixes: -ly and -y	Spelling tests Teacher Observation and	Student Practice Books Lexia Software:	<u>Language</u> Formal and Informal English: 6.3

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
		<p>3. Syllabication 4. Word Roots tele and rupt</p> <p><u>Phonics and Spelling</u></p> <ol style="list-style-type: none"> 1. Short vowels a and e 2. Long vowels a and e 3. Short vowels i and o 4. Long vowels i and o 5. Short and Long vowel u 6. Homophones <p><u>Vocabulary Skills and Expansion</u></p> <ol style="list-style-type: none"> 1. Multiple meanings 2. Dictionary: <ul style="list-style-type: none"> • Alphabetical order • Guide words 3. Using a Thesaurus 4. Content words: cold-weather, travel, nautical, railroad words 5. Identify the meaning of common idioms and figurative phrases 	<p>monitoring of skills taught</p> <p>Vocabulary Quiz</p> <p>Word Dangles</p> <p>Homework</p>	<p>SOS</p> <p>Sunburst Software: Tenth Planet (phonics skills) Houghton Mifflin www.eduplace.com</p> <p>Locally developed vocabulary lesson plans</p> <p>Elements of Vocabulary Picture Cards (Beck)</p>	<p><u>Reading & Literature</u> Beginning Reading: 7.8, 7.9</p> <p><u>Language</u> Vocabulary and Concept Development: 4.10, 4.11, 4.13, 4.14, 4.15, 4.16 Structure and Origins of Modern English</p>
	<p>Writing Workshop*</p> <p>* <u>End of Year Goal:</u> <i>Each student will write a five paragraph narrative essay which includes an introductory</i></p>	<p><u>CRAFT</u> Responds to a writing prompt Topic is fully developed (The overall effect of the paper) Central idea is clear Logical organization The degree to which the response is</p> <ol style="list-style-type: none"> 1. focused 2. clearly and logically ordered 	<p>MCAS – Long composition</p> <p>Teacher observation and monitoring of skills taught</p>	<p><i>Guiding Readers and Writers</i> by Irene Fountas and Gay Su Pinnell</p>	<p><u>Composition</u> Writing: 19.9, 19.10, 19.11, 19.12, 19.13, 19.14, 19.15 Consideration of Audience and Purpose: 20.1, 20.2 Revising: 21.2, 21.3 Standard English Conventions: 22.3, 22.4, 22.5</p>

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
	<i>paragraph, three supporting paragraphs and a closing paragraph.</i>	<p>3. clarified by paragraphs) On topic from beginning to end. Strong beginning sentence “hook” and concluding sentence “clincher” Strong details (The degree to which the response includes examples that develop the main points) Details are clear and specific and support main ideas. Appropriate use of language Uses variety in word choice (strong nouns, verbs, adjectives, and adverbs) Uses variety in sentence structure Uses language to create a distinctive voice, tone or style</p> <p><u>Conventions</u> Uses subject/verb agreement Uses noun/pronoun agreement Maintains appropriate tense throughout text Uses correct punctuation (end marks, commas for a variety of purposes, apostrophes for possession and contractions) Uses capitals appropriately (proper nouns, start of sentences and title)</p> <p><u>Editing/Revising</u> Edits own writing during and after composing Attempts to re-order words; phrases, clauses and paragraphs Uses a revising and editing checklist and</p>	<p>Conferencing</p> <p>Writing samples</p>		<p>Organizing Ideas in Writing: 23.3, 23.4, 23.5 Research: 24.2 Evaluating Writing and Presentations: 25.2</p> <p><u>Language</u> Structure and Origins of Modern English: 5.5, 5.6, 5.7, 5.8</p> <p><u>Language</u> Questioning, Listening, Contributing: 2.2 Oral Presentation: 3.3, 3.4, 3.6, 3.7</p>

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
	Writing and Language	<p>dictionary to improve own writing. Uses knowledge of letter sound, word parts, word segmentation, and syllabication to monitor and correct spelling</p> <p><u>Writing Workshop: Personal Narrative</u></p> <ol style="list-style-type: none"> 1. Writing a good beginning 2. Keeping to the focus 3. Varying sentences <p><u>Grammar Usage and Mechanics</u></p> <ol style="list-style-type: none"> 1. Four kinds of sentences: declarative, interrogative, imperative, exclamatory 2. Subjects and predicates 3. Compound sentences 4. Common nouns <p><u>Writing Workshop</u></p> <ol style="list-style-type: none"> 1. Writing complete sentences 2. Using commas in dates and places 3. News article 4. Response-journal entry 5. An answer to a question 6. Friendly letter 7. Adding details 8. Giving examples 	Classroom discussion and		<p>Formal and Informal English: 6.3</p> <p><u>Composition</u> Writing: 19.9, 19.13 Consideration of Audience and Purpose: 20.2 Revising: 21.2, 21.3 Standard English Conventions: 22.3, 22.4, 22.5, 22.6 Organizing Ideas in Writing: 23.3, 23.4, 23.5</p> <p><u>Language</u> Structure and Origins of Modern English: 5.7</p>

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
		<u>Listening and Speaking</u> 1. Have a Literature discussion 2. Introduce yourself and others 3. Follow 4. Tell a story	participation Retellings		<u>Language</u> Discussion: 1.2 Questioning, Listening, and Contributing: 2.2
American Stories <i>Diversity, achievement, and spirit of the United States</i> <u>Focus:</u> Plays	Reading and Comprehension Genre <ul style="list-style-type: none"> • Fiction • Biography Why is it important to celebrate diversity? What characteristics contribute to personal achievement?	<u>Comprehension Skills and Strategies</u> 1. Sequence of Events 2. Making Inferences 3. Making Generalizations 4. Categorizing and Clarify 5. Evaluate 6. Predict/Infer 7. Summarize 8. Question <u>Information and Study Skills</u> 1. Time lines and schedules 2. Using the library 3. Using electronic resources 4. Evaluating sources		<i>Tomas and the Library Lady</i> by Pat Mora <i>Tanya's Reunion</i> by Valerie Flourney <i>Boss of the Plains</i> by Laurie Carlson <i>A Very Important Day</i> by Maggie Rugg Herold	<u>Reading & Literature</u> Beginning Reading: 7.9 Understanding a Text: 8.11, 8.12, 8.13, 8.14, 8.15, 8.16, 8.17, 8.18 Making Connections: 9.3 Genre: 10.2 Theme: 11.2 Fiction: 12.2 Nonfiction: 13.6, 13.7, 13.8
	Word Work	<u>Decoding longer words – Structural Analysis/phonics</u> 1. Contractions 2. Word roots <i>sign</i> and <i>spect</i> 3. suffixes <i>-er</i> , <i>-or</i> , and <i>-ist</i> 4. Possessives		Houghton Mifflin www.eduplace.com	<u>Reading & Literature</u> Beginning Reading: 7.8, 7.10

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
		<p><u>Phonics and Spelling</u></p> <ol style="list-style-type: none"> 1. /ou/, /ō/ 2. /ōō/, /ōō/ 3. /îr/, /âr/, /âr/ sounds 4. /ôr/, /ûr/, /yöör/ sounds <p><u>Vocabulary Skills and Expansion</u></p> <ol style="list-style-type: none"> 1. Antonyms 2. Dictionary: entry words and their meanings, multiple-meaning words 3. Using context 4. Library terms: types of library books 5. Content words: farming, types of hats, citizenship words 			<p>Language</p> <p>Vocabulary and Concept Development: 4.9, 4.10, 4.11, 4.13, 4.14, 4.15, 4.16</p> <p>Structure and Origins of Modern English: 5.6, 5.8</p> <p>Formal and Informal English: 6.3</p>
	Writing and Language	<p><u>Writing Workshop: Description</u></p> <ol style="list-style-type: none"> 1. Ordering information 2. Using sensory language 3. Sentence combining <p><u>Grammar, Usage & Mechanics</u></p> <ol style="list-style-type: none"> 1. Proper Nouns 2. Singular and plural nouns 3. Singular and plural possessive nouns <p><u>Writing</u></p> <ol style="list-style-type: none"> 1. Correcting run-on sentences 2. Essay character sketch 3. Business letter 	<p>Teacher Observation and Monitoring of skills taught</p> <p>Teacher/Student Created Rubrics</p>	<p>Writing Journals/Prompts</p>	<p><u>Reading and Literature</u></p> <p>Fiction: 12.2</p>

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
		4. Journal writing 5. Main idea and details in an essay 6. Keeping to the point 7. Voice in a journal <u>Listening and Speaking</u> 1. Present a reader's theatre 2. Performance 3. Develop telephone skills 4. Present an oral report	Teacher/Student Created Rubrics	Readers Theater	<u>Language</u> Questioning, Listening, and contributing: 2.2 Oral Presentation: 3.3, 3.4, 3.5, 3.6, 3.7
THAT'S AMAZING! <i>Fantastic Tales ranging from the mysterious to the hilarious.</i>	Reading and Comprehension Genre <ul style="list-style-type: none"> • Fantasy • Fairy Tale • Tall Tale What makes things amazing or fantastic? What makes things realistic?	<u>Comprehension Skills and Strategies</u> 1. Noting details 2. Compare and contrast 3. Fantasy and realism 4. Question 5. Monitor/Clarify 6. Evaluate <u>Information and Study Skills</u> 1. Real-life reading 2. Story chart 3. How to read a time line 4. Recording information on a Venn Diagram 5. How to read a Venn Diagram		<i>The Stranger</i> by Chris Van Allsburg <i>Cendrillon</i> by Robert D. San Souci <i>Heat Wave!</i> by Helen Ketteman	<u>Reading & Literature</u> Understanding a Text: 8.11, 8.12, 8.13, 8.14, 8.17, 8.18 Making Connections: 9.3 Genre: 10.2 Theme: 11.2 Fiction: 12.2 Nonfiction: 13.6, 13.7 <u>Language</u> Structure and Origins of Modern English: 5.8 Formal and Informal English: 6.2
	Word Work	<u>Decoding Longer Words – Structural Analysis/Phonics</u>			<u>Reading & Literature</u> Beginning Reading: 7.8, 7.9,

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
		<ol style="list-style-type: none"> 1. Compound words 2. Words with the suffix –able 3. Words ending with –ed and –ing <p><u>Phonics and Spelling</u></p> <ol style="list-style-type: none"> 1. Words that begin with a- or be- 2. Final /er/, /l/ and el sounds 3. Consonant digraphs 4. Compound words 5. Words ending with –ing and –ed <p><u>Vocabulary Skills and Expansion</u></p> <ol style="list-style-type: none"> 1. Dictionary: spelling table, pronunciation key, dividing words into syllables 2. Concept words: weather words, climate words, types of clothing 		<p>Houghton Mifflin www.eduplace.com Dictionary</p>	<p>7.10</p> <p><u>Language</u> Vocabulary and Concept Development: 4.11, 4.12, 4.13, 4.14, 4.15, 4.16 Structure and Origins of Modern English: 5.6</p>
	Writing and Language	<p><u>Writing Workshop: Story</u></p> <ol style="list-style-type: none"> 1. Developing plot, character and setting 2. Writing dialogue 3. Using possessives <p><u>Grammar, Usage and Mechanics</u></p> <ol style="list-style-type: none"> 1. Action verbs 2. Main verbs and helping verbs 3. Present, past, and future tenses <p><u>Writing</u></p> <ol style="list-style-type: none"> 1. Paraphrasing 2. Explanations 3. Writing an announcement 	<p>Teacher Observation and Monitoring of skills taught</p> <p>Teacher/Student Created Rubrics</p>		<p><u>Composition</u> Writing: 19.11 Organizing Ideas in Writing: 23.3</p> <p><u>Reading and Literature</u> Fiction: 12.2</p>

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
		4. Writing a summary 5. Audience 6. Ordering important information <u>Listening and Speaking</u> 1. Hold a conversation 2. Compare and contrast texts 3. Listen to and make an announcement			<u>Language</u> Discussion: 1.2 Structure and Origins of Modern English: 5.6
Problem Solvers <i>Young people showing initiative, courage and cooperation.</i> <u>Focus:</u> Poetry	Reading and Comprehension Genre Fiction What are some problems that you solve every day? How do you go about discovering the solution to a problem?	<u>Comprehension Skills and Strategies</u> 1. Predicting outcomes 2. Problem solving 3. Drawing conclusions 4. Story structure 5. Summarizing 6. Predict/Infer 7. Evaluate 8. Question <u>Information and Study Skills</u> 1. Following directions 2. How to use an Encyclopedia How to skim and scan		<i>My Name is Maria Isabel</i> by Alma Flor Ada <i>Marven of the Great North Woods</i> by Kathryn Lasky <i>The Last Dragon</i> by Susan Miho Nunes <i>Sing to the Stars</i> by Mary Brigid	<u>Reading & Literature</u> Beginning Reading: 7.9 Understanding a Text: 8.11, 8.12, 8.13, 8.14, 8.18 Making Connections: 9.3 Genre: 10.2 Theme: 11.2 Fiction: 12.2 Nonfiction: 13.6, 13.7, 13.8 <u>Language</u> Formal and Informal English: 6.2, 6.3

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
	Language	<ol style="list-style-type: none"> 1. Stating goals and giving reasons 2. Using supporting facts and examples 3. Subject-verb agreement <p><u>Grammar, Usage and Mechanics</u></p> <ol style="list-style-type: none"> 1. Irregular verb Be 2. Other irregular verbs 3. Adjectives 4. Comparing with adjectives <p><u>Writing</u></p> <ol style="list-style-type: none"> 1. Correcting sentence fragments 2. Writing an opinion 3. Taking notes 4. Comparison/contrast composition 5. Writing a message 6. Using commas for introductory? 7. Phrases 8. Choosing what's important 9. Writing complete information <p><u>Listening and Speaking</u></p> <ol style="list-style-type: none"> 1. Have a literature discussion 2. Dramatize a story 3. Practice group problem solving 4. Give a persuasive speech 	<p>Observation and Monitoring of skills taught</p> <p>Teacher/Student Created Rubrics</p>		<p>Structure and Origins of Modern English: 5.4, 5.6</p> <p><u>Reading and Literature</u> Fiction: 12.2</p> <p><u>Language</u> Discussion: 1.2 Questioning, Listening, and Contributing: 2.2 Oral Presentation: 3.3, 3.6</p>

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
<p>HEROES</p> <p><i>Making a difference with courage, dignity, and perseverance.</i></p> <p>Focus: Pourquoi Tales</p>	<p>Reading and Comprehension</p> <p>Genre</p> <ul style="list-style-type: none"> • Fiction • Biography <p>What makes a person a hero?</p> <p>Who are some of your heroes and why do you respect them?</p> <p>What would make you feel like a hero?</p>	<p><u>Comprehension Skills and Strategies</u></p> <ol style="list-style-type: none"> 1. Cause and effect 2. Making judgments 3. Fact and opinion 4. Evaluate 5. Predict/Infer 6. Monitor/clarify <p><u>Information and Study Skills</u></p> <ol style="list-style-type: none"> 1. Collecting data (tables and charts) 2. How to take notes 3. Newspapers/magazines 4. How to follow a recipe 5. Conduct an interview 6. How to read a chart 		<p><i>Happy Birthday, Dr. King!</i> by Kathryn Jones</p> <p><i>Gloria Estefan</i> by Sue Boulais</p> <p><i>Lou Gehrig: The Luckiest Man</i> by David A. Adler</p>	<p><u>Reading & Literature</u></p> <p>Understanding a Text: 8.12, 8.14, 8.16, 8.17</p> <p>Making Connections: 9.3</p> <p>Genre: 10.2</p> <p>Fiction: 12.2</p> <p>Nonfiction: 13.6, 13.8</p>
	<p>Word Work</p>	<p><u>Decoding Longer Words – Structural Analysis/Phonics</u></p> <ol style="list-style-type: none"> 1. Prefixes and suffixes 2. Changing final y to i 3. VCV pattern <p><u>Phonics and Spelling</u></p> <ol style="list-style-type: none"> 1. Vowel diphthongs 2. Two sounds of g 3. Two sounds of c 4. Prefixes and suffixes 5. Changing final y to i 6. VCV pattern 			<p><u>Reading and Literature</u></p> <p>Beginning Reading: 7.8, 7.9, 7.10</p> <p><u>Language</u></p> <p>Vocabulary and Concept Development: 4.9, 4.11, 4.13,</p>

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
<p>NATURE: FRIEND and FOE</p> <p><i>People reacting to Nature's bounty and beauty.</i></p>	<p>Reading and Comprehension</p> <p>Genre</p> <ul style="list-style-type: none"> • Nonfiction • Historical Fiction <p>In what ways do you interact with nature?</p> <p>How does nature affect your life?</p> <p>How do you affect nature? How can nature be a friend?</p> <p>How can nature be a foe or enemy?</p>	<p><u>Comprehension Skills and Strategies</u></p> <ol style="list-style-type: none"> 1. Following directions 2. Topic, main idea 3. Details 4. Making inferences 5. Monitor/clarify 6. Summarize 7. Predict/Infer <p><u>Information and Study Skills</u></p> <ol style="list-style-type: none"> 1. Outlining 2. How to use SQRRR 3. Adjust your reading rate 4. Synthesizing 5. How to skim and scan 6. Multimedia report 		<p><i>Salmon Summer</i> by Bruce McMillan</p> <p><i>Wildflowers</i> by Seymour Simon</p> <p><i>Skylark</i> by Patricia MacLachlan</p>	<p><u>Reading & Literature</u></p> <p>Understanding a Text: 8.18</p> <p>Making Connections: 9.3</p> <p>Genre: 10.2</p> <p>Fiction: 12.2</p> <p>Nonfiction: 13.6, 13.8</p>
	<p>Word Work</p>	<p><u>Decoding Longer Words – Structural Analysis/Phonics</u></p> <ol style="list-style-type: none"> 1. Three syllable words 2. Suffixes –less, -ness, and –ion 3. Word roots graph and tract <p><u>Phonics and Spelling</u></p> <ol style="list-style-type: none"> 1. R-controlled vowels 2. Unusual spellings 3. Silent consonants 			<p><u>Reading and Literature</u></p> <p>Beginning Reading: 7.8, 7.9, 7.10</p>

Unit/Theme (approx. 3 weeks)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources, Activities, Notes	Framework Strand/s & Standard/s
		2. Hold a debate 3. Compare and contrast media			Oral Presentation: 3.3, 3.4, 3.5, 3.6, 3.7

