

| Phonemic Awareness (1.4) a, b, c, d, e Letter Recognition (1.5) c | Concepts of Print (1.5) a, b, c (1.7) a, b, d, f Phonics/Decoding (1.6) a, d, e, f | Comprehension Fiction (1.7) c, e (1.9) a, b, c, d, f, g | Comprehension Non-Fiction (1.10) a, b, c, d, e, f | Vocabulary (1.2) a, c, d (1.8) b, d, e Spelling (1.6) h (1.13) f Fluency (1.9) i (1.10) h | Independent Writing Genre Target: About Fiction and Personal (Draw and Write) Description, Explanation, Story B-M-E | |
|--|--|--|--|--|---|--|
| | | | | | Composition (1.13) a, b, g | Usage & Mechanics Handwriting (1.12) a, b, c (1.13) d, e (1.14) |
| <p><u>Review phonemic awareness/Letter recognition:</u> Bb/b/, Cc/c/, Dd/d/, Ff/f/, Gg/g/, Hh/h/, Jj/j/, Kk/k/, Ll/l/, Mm/m/, Nn/n/, Pp/p/, Qq/kw/, Rr/r/, Ss/s/, Tt/t/, Vv/v/, Ww/w/, Xx/ks/, Yy/y, Zz/z/</p> <p><u>Letter recognition:</u> Aa, Ee, Ii, Oo, Uu, Nursery rhymes and poems</p> <p><u>Rhyming:</u> produce words that rhyme</p> <p>Phonemes: count in word; blend, delete, add, and substitute sounds in VC and CVC words</p> <p>Set 1: Short a and i words Set 2: Short o, e, and u words</p> <p>Build Words: Use word families based on short vowel sounds: See Phonics and Decoding Table for families/rimes.</p> <p>Phonics Set 1 Targets m, s, c, t with short a</p> <p>Phonics Set 2 Targets n, f, p with short a, i</p> <p>Phonics Set 3 Targets b, r, h, g with short u, e, o; Review familiar families</p> <p>Phonics Set 4 Targets d, w, l, x with short o; i Review familiar families</p> <p>Phonics Set 5 Targets y, k, v with short e; o Review familiar families</p> <p>Phonics Set 6 Targets q, j, z with short u; e Review familiar families</p> | <p>Concepts of Print <u>Directionality:</u> tracking sentence/left to right; return sweep <u>Sentence:</u> Capital letter, space between words, end punctuation <u>Word Boundary:</u> first & last letter <u>Punctuation:</u> Period, Question Mark</p> <p>Title, author, illustrator, Table of contents, page numbers, pictures</p> <p>Applying Word Knowledge to Decode Single Syllable Words Use beginning consonant sound Use ending consonant sound Use patterns: onset and rime Blend sounds</p> <p>Decoding Strategy Look at word Think about letter sounds Blend the Sounds Check: Is it a word I know? Does it make sense?</p> <p>Reread & Self-Correct <u>Meaning:</u> Does it make sense? <u>Structure:</u> Does it sound right? <u>Visual:</u> Does it look right?</p> | <p>Genre Targets Realistic Fiction & Make Believe/Fantasy <u>Real vs. Make Believe</u> <u>Story structure:</u> Character, Setting, and Sequence of events/ cause and effect of events Beginning, Middle, End (B-M-E) <u>Make Connections:</u> Text-Self, Text-Text <u>Set Purpose for Reading</u></p> <p>Review Comprehension Strategies <u>Predict/Infer:</u> Think about the title, the illustrations, and what has been read to tell what will happen next <u>Evaluate:</u> Do I like what I have read? Do I agree or disagree with it? Am I learning what I wanted to learn? How good a job has the author done? <u>Summarize:</u> Think about the main idea or important parts of the story. Tell the important things in your own words.</p> <p>Comprehension Skills <u>Making inferences</u> <u>Drawing conclusions</u> <u>Clarifying cause and effect</u> <u>Sequencing events</u> using <i>first, next, then, last</i> <u>Noting detail</u> <u>Compare and Contrast:</u> alike/different</p> <p>Model Graphic Organizers Listing 3-Column Story structure</p> | <p>Genre Targets Concept Books & Informational Texts <u>Difference between Nonfiction and Fiction</u> <u>Preview and Make Predictions</u> using Text Features: Cover, Title, Headings, Pictures <u>Make Connections:</u> Text-Self, Text-Photographs <u>Set Purpose for Reading</u> <u>Identify Topic/Main Idea</u> <u>Summarize</u> using pictures <u>Ask and Answer Questions:</u> Who, What, Where, When, Why, How Questions <u>Evaluate of Information</u></p> <p>Comprehension Skills Compare and contrast details Noting details Categorize and Classify Compare and Contrast Drawing conclusions</p> <p>Model Graphic Organizers <u>T-Chart for Comparison</u> compare information <u>Venn Diagram:</u> compare information from 2 books Cause/Effect</p> | <p>Vocabulary <u>Understand Meaning</u> <u>Use picture clues</u> <u>Build vocabulary</u> school, number, animal, shape words; animal sounds; words for feelings, senses, food, days of week Words from shared and interactive reading</p> <p>Written Vocabulary <u>High Frequency Grade Sight Words</u>, e.g., <i>I, see, my, like, a, to; and, go, is; here, for, here; said, the; she, are, he; on, my, they, have; see, can, get, not, we, to, in, do, me, said</i> <u>Anchor/High Frequency words for text</u></p> <p>Fluency: Familiar Texts Automatically read familiar Sight and High Frequency Words Use End Punctuation (. ? !) to guide reading Specialized print: OUCH</p> <p>Spelling Build Pattern Words <u>Words with</u> m, s, c, t; n, f, p; b, r, h, g; Short a, i <u>Words with</u> d, w, l, x, y, k, v, qu, j, z; Short o, e, u</p> <p>Student Developmental Level Based on <u>Words Their Way</u> and <u>Word Journeys</u></p> | <p>Shared/Interactive Writing Write and Revise: Stories, Informational Texts, Rhyme/Poem, Functional Lists & Informational Charts</p> <p>Independent Writing Draw a picture of <u>personal experience/event</u>; label and write about it; Draw and write a page for a <u>class informational book/Make own informational book</u>; Draw in <u>response to a prompt</u> and then write about drawing; Draw and write <u>science observations</u> <u>Share writing with others</u></p> <p>Writing About Reading <u>Draw to show how a character feels</u> -- write about drawing or a speech bubble to show feelings <u>Draw a funny or important part of the story</u> -- write to explain the drawing</p> <p>Prewriting Hear Professional & Peer Writing Talk about Ideas for drawing and writing Draw Pictures Orally List Ideas Talk with peer</p> | <p>Composing Clear Topic Sense of sequence, use of order words Ordered fact/information Together picture and writing carry meaning Revises picture and/or text to add detail or make more specific</p> <p>Grammar Vocabulary noun/naming; adjective/describing</p> <p>Capitalization Beginning of sentence, pronoun I, day of week, person's name</p> <p>Punctuation Period & Question Mark</p> <p>Sentences Complete Sentences</p> <p>Spelling Picture Dictionary Familiar High Frequency Words Phonetic Spelling for unknown words Classroom resources</p> <p>Handwriting Zaner Blosler Resources Capital and lower case manuscript formation Word Spacing Left to Right/Top to Bottom Pencil grip</p> <p>Word Processing Scope and Sequence Skills</p> |

| Phonemic Awareness (1.4) c, d, e Phonics/Decoding (1.6) a, b, c, d, e | Concepts of Print (1.5) a, b, c, d (1.7) a, b, d, f Decoding (1.6) a- f; (1.7) a, d | Comprehension Fiction (1.7) c, e, f (1.9) a, b, c, d, e, f, g | Comprehension Non-Fiction (1.10) a, b, c, d, e, f, g | Vocabulary (1.2) a, c, d (1.8) b, d, e Dictionary (1.11) a, b Spelling (1.6) h (1.13) f Fluency (1.9) i (1.10) h | Independent Writing Genre Target: About Fiction, Personal, Letter Description, Explanation, Persuasion Story B-M-E | |
|--|--|---|--|---|--|---|
| | | | | | Composition (1.13) a, b, g | Usage & Mechanics Handwriting (1.12) a, b, c (1.13) d, e (1.14) |
| <p>Phoneme Principles <u>For oral activities below</u> use short and long vowel sounds + ending single, double, or blended consonants; beginning single, blends, or r- blended consonant sounds</p> <p><u>Add and delete</u> to change word</p> <p>Identify if <u>middle vowel</u> is same or different in set of CVC words</p> <p><u>Blend sounds</u> words/word parts</p> <p><u>Segment</u> CVC and CVCe sounds</p> <p>Phonics Target Set 1: Double final consonants, ss, ll, tt, ff, nn, gg; zz, + ck Blend short a CVC words, including -ack and -ap Plurals with -s /s/ and /z/ <u>Review</u> short u CVC words</p> <p>Target Set 2: <u>Verb endings</u>, -s, -ed, -ing Blend short i CVC words, including -ip and -in, ick, ill <u>Possessives</u> with 's <u>Review</u> short a CVC words</p> <p>Target Set 3: <u>Initial r clusters</u>: br, tr, pr, fr, dr, gr <u>Blend</u> short i CVC words, including ick, ill <u>Contractions</u> with 's <u>Review</u> short i CVC words; Verb endings: -s, -ed, -ing Possessives with 's</p> | <p>Concepts of Print <u>Letters</u>: identify letters and produce letter sound <u>Directionality</u>: tracking sentence/left to right; return sweep; sentence carried to next page <u>Sentence</u>: Capital letter, space between words, end punctuation <u>Word</u>: match spoken words with print <u>Punctuation</u>: Period, Question & Exclamation marks, possessive apostrophe, contraction apostrophe, comma Read own writing <u>Book Concepts</u>: cover, title, author, illustrator, table of contents, page numbers, pictures, map</p> <p>Decoding Strategy Look at word Think about letter sounds Look for word parts Blend the Sounds Check: Is it a word I know? Does it make sense?</p> <p>Decode Single Syllable Words Use beginning sound Use ending sound Use onset and rime Blend sounds</p> <p>Reread & Self-Correct Does it make sense? Does it sound right? Does it look right?</p> | <p>Genre Targets Realistic Fiction & Make Believe/Fantasy <u>Real vs. Make Believe</u> <u>Story structure/Vocabulary</u>: Character, Setting, and Sequence of Events/ Cause and Effect of Events, Important Events, Problem <u>Beginning, Middle, End (B-M-E)</u> <u>Name character telling a story</u> <u>Make Connections to make meaning</u>: Text-Self, Text-Text <u>Set Purpose for Reading</u> Comprehension Strategies <u>Predict</u>: Make, confirm, and revise predictions as read <u>Evaluate</u>: Do I like what I have read? Do I agree or disagree with it? Am I learning what I wanted to learn? How good a job has the author done? <u>Question</u>: Ask yourself questions as you read: Who, What, Where, When, Why, How <u>Summarize</u>: Think about the main idea or important parts of the story. Tell important things in own words. <u>Visualizing</u>: Picture in your minds the things the author describes or that characters do.</p> <p>Comprehension Skills <u>Retell</u>: Topic, Main Idea, Details/Summarizing using</p> | <p>Genre Targets Concept Books, Informational & Functional Texts Leveled Books, Big Books, Article, Content Selection, Directions to Make <u>Difference between Nonfiction and Fiction</u> <u>Preview and Make Predictions</u> before and during reading using Text <u>Features</u>: Cover, Title, Headings, Pictures <u>Text Features</u>: photographs, captions, labels, diagram <u>Make Connections</u>: Text-Self, Text-Photographs <u>Set Purpose for Reading</u> <u>Identify place/setting</u> <u>Identify Topic, Main Idea, Details/ Summarizing</u> using pictures + recall <u>Evaluate</u>: Do I like what I have read? Do I agree or disagree with it? Am I learning what I wanted to learn? How good a job has the author done <u>Question</u>: Ask yourself questions as you read: Who, What, Where, When, Why, How <u>Evaluate of Information</u></p> <p>Comprehension Skills Compare and contrast</p> | <p>Vocabulary <u>Use picture clues</u> <u>Build Vocabulary</u> size, color, number, seasons, sounds, place, family, weather, noise, and position (prepositions) words; months of year; words from content and stories; words that are opposites (antonyms) <u>Reference Resources</u> Picture and personal dictionaries <u>First Letter Alphabetical Order</u> Written Vocabulary <u>High Frequency Grade Sight Words</u>, e.g., <i>of, by, some, look, there; come, your, read, their; more, these, could, who, her, was, would, ours, all, give, eat, why, first, call, color</i> <u>Anchor/High Frequency words for text</u></p> <p>Fluency/Expression Read Familiar Texts <u>Automatically Sight and High Frequency Words</u> <u>Apply cues</u>: phonics, meaning, and language structure Use <u>End Punctuation</u> (. ? !) <u>Specialized print</u>: OUCH Spelling <u>CV and CVC Words</u>: short a with n, t, d <u>CV and CVC Words</u>: short i with n, t, m, g, t, d <u>CVC Words</u>: short a, i</p> | <p>Shared/Interactive Writing Write and Revise: Letter Stories, Informational Texts, Rhyme/Poem, Alternative Ending, Functional Lists & Informational Charts</p> <p>Independent Writing <u>Draw a picture of personal experience/event</u>; label and write about it; <u>Draw and write a page for a class informational book/Make own informational book</u>; <u>Draw in response to a prompt</u> and then write about drawing; <u>Draw and write about own feelings</u> in a journal <u>Draw and write science observations</u> <u>Share writing with others</u></p> <p>Writing About Reading <u>Draw to show how a character feels</u> -- write about drawing or write a speech bubble to show feelings <u>Draw a funny or important part of the story</u> -- write to explain the drawing <u>Draw then Write</u>: Story B-M-E</p> <p>Prewriting Hear Professional & Peer Writing</p> | <p>Composing Clear Topic Sense of sequence, use of order words Ordered facts/information Revises picture and/or text to add detail or make more specific</p> <p>Grammar Vocabulary noun/naming; adjective/describing singular/plural Capitalization Beginning of sentence, pronoun I, day of week, month, person's name</p> <p>Punctuation Period and Question & Exclamation marks</p> <p>Sentences Complete Sentences Naming part/Action part, Telling or Asking sentences</p> <p>Usage: I or me</p> <p>Spelling Picture Dictionary Familiar High Frequency Words Phonetic Spelling for unknown words Classroom resources</p> <p>Handwriting Zaner Blosler Resources Capital and lower case manuscript formation Word Spacing Left to Right/Top to Bottom Pencil grip</p> <p>Word Processing</p> |

| | | | | | | |
|--|---|--|---|---|---|--|
| <p>Target Set 4: <u>Initial clusters</u> with l; bl, cl, pl, gl, fl, sl, spl <u>Blend short o</u> CVC words, including -ot, -ock, -op, -og, ob <u>Review</u> CVC words with r clusters and 's contractions</p> <p>Target Set 5: <u>Initial clusters</u> with sl, sp, st, sn, sc, sk, sch, sm, sw; <u>end cluster</u> st, ack, double letters <u>Blend short e</u> CVC words, including -et -ed, -en, ell, est. esk, eck, ess <u>Silent Letters:</u> kn, wr, gn <u>Review:</u> clusters with l; bl, cl, fl, gl, pl, sl; short o words</p> <p>Target Set 6: <u>Initial triple clusters</u> spl, spr, scr, str CVC words <u>Blend short u</u> CVC words, including ub, ug, uck, ub <u>Review:</u> Silent letters, kn, wr, gn and short e</p> <p>Target Set 7: <u>Initial diagraphs</u> sh, th, wh, ch; final digraphs sh, th, ch <u>Blend short vowels</u> CVC words, including -ash, -ush <u>Review:</u> short u, triple clusters</p> <p>Target Set 8: <u>Introduce long vowel pattern CVCe:</u> long a; soft c /s/and g /j/; final nd, ng, nk <u>Review:</u> diagraphs sh, th, wh, ch, tch</p> <p>Target Set 9: <u>Introduce long vowel pattern CVCe:</u> long i; including -ite, ide <u>Contractions</u> <u>Review:</u> soft c /s/and g /j/; final nd, ng, nk</p> | <p>Monitor/Clarify for Meaning</p> <p>Does what I'm reading make sense? Reread, read ahead, or use illustrations to clarify understanding.</p> | <p>pictures and recall <u>Sequence events</u> using <i>first, next, then, last</i> <u>Making inferences</u> <u>Drawing conclusions</u> <u>Cause and effect</u> <u>Noting detail</u> <u>Compare and Contrast:</u> alike/different <u>Make generalization</u> Model Graphic Organizers 3-Column Story Structure Flow chart/sequence map 2-Column cause/effect</p> | <p>details, fiction/nonfiction Noting details Draw conclusions Sort, Categorize/Classify Model Graphic Organizers Flow chart/sequence map Bubble/cluster/web 3-column Classification Chart K-W-L Chart</p> | <p>with r blends cr, dr, gr, tr <u>CV and CVC Words:</u> short o with n, t, x, p <u>CVC Words:</u> short e with n, t, d, s <u>CVC Words:</u> initial sh, wh, th <u>CVCe Words:</u> Long a <u>CVCe Words:</u> Long i</p> <p>Student Developmental Level Based on <u>Words Their Way</u> and <u>Word Journeys</u></p> | <p>Talk about Ideas Draw Pictures Orally List Ideas Bubble/web/cluster organizer Asking questions</p> | <p>Scope and Sequence Skills</p> |
|--|---|--|---|---|---|--|

| Phonemic Awareness (1.4) c, d, e Phonics/Decoding (1.6) a, b, c, d, e | Concepts of Print (1.5) a, b, c, d (1.7) a, b, d, f Decoding (1.6) a- f; (1.7) a, d | Comprehension Fiction (1.7) c, e, f (1.9) a, b, c, d, e, f, g | Comprehension Non-Fiction (1.10) a, b, c, d, e, f, g | Vocabulary (1.2) a, c, d (1.8) b, d, e Dictionary (1.11) a, b Spelling (1.6) h (1.13) f Fluency (1.9) i (1.10) h | Independent Writing Rubric Genre Targets: Personal, Persuasive Letter, Description, Story B-M-E, Informational Text | |
|---|--|---|---|--|--|---|
| | | | | | Composition (1.13) a, b, g | Usage & Mechanics Handwriting (1.12) a, b, c (1.13) d, e (1.14) |
| <p>Phoneme Principles <u>For oral activities below</u> use vowel and consonant sounds from HM spelling list, including blends, digraphs and doubles; and endings (-s, -ed, -ing)</p> <p><u>Add and delete</u> to change word</p> <p>Identify if <u>middle vowel</u> is same or different in set of CVC words</p> <p><u>Blend sounds</u> words/word parts</p> <p><u>Segment</u> CVC and CVCe sounds</p> <p>Phonics Target Set 1: Blend long o (CV, CVCe) Long u (CVVe), Long e (CV, CVCe) words; Final Clusters ft, lk, nt Vowel Pairs ee, ea, ai, ay <u>Review</u> Long l (CvCe) Contractions, Long o (CV, CVCe) Long u (CVCe); Final Clusters ft, lk, nt; Long e (CV, CVCe; Vowel Pairs ee, ea</p> <p>Target Set 2: Vowel Pairs oa, ow; oo, ew, ue, ou, /oo/; compound words; Long l (ie, igh)</p> <p><u>Review</u> Vowel Pairs ai, ay; Vowel Pairs oa, ow; short sound for oo; compound words</p> | <p>Concepts of Print <u>Letters:</u> identify letters and produce letter sound <u>Directionality:</u> tracking sentence/left to right; return sweep; sentence carried to next page <u>Sentence:</u> Capital letter, space between words, end punctuation <u>Word:</u> match spoken words with print <u>Punctuation:</u> Period, Question & Exclamation marks, possessive apostrophe, contraction apostrophe, comma Read own writing <u>Book Concepts:</u> cover, title, author, illustrator, table of contents, page numbers, pictures, map</p> <p>Decoding Strategy Look at word Think about letter sounds Look for word parts Blend the Sounds Check: Is it a word I know? Does it make sense?</p> <p>Decode Single Syllable Words Use beginning sound Use ending sound Use onset and rime Blend sounds</p> <p>Reread & Self-Correct Does it make sense? Does it sound right? Does it look right?</p> | <p>Genre Targets Realistic Fiction & Make Believe/Fantasy; Poetry <u>Story Structure:</u> setting (where & when), characters, problem, events, ending <u>Story Vocabulary:</u> main problem; solution; setting, important events; characters; sequence words such as <i>first, next, then, last</i>; fantasy and realism; Beginning, Middle, End (B-M-E) of story; <u>Poetry Vocabulary:</u> poetry, rhyme, stanzas, describe, fantasy vs realism <u>Poetry Concepts:</u> words that imitate sounds (e.g., pop, boom, crunch); words that begin with the same sound <u>Set Purpose:</u> Preview and make predictions before and during reading using pictures and what happens; revise predictions <u>Ask and Answer Questions:</u> “right there” (literal) and “think and search” (explicit inferential) <u>Make Connections to make meaning:</u> Text-Self, Text-Text <u>Distinguish Fantasy from Realistic Fiction:</u> could events really happen?</p> | <p>Genre Targets Concept Books, Informational & Functional Texts Leveled Books, Big Books, Article, Content Selection, Directions to Make <u>Difference between Nonfiction and Fiction</u> <u>Set Purpose for Reading:</u> preview and make predictions before and during reading using text features: Cover, Title, Headings, Pictures; support predictions with clues from the text or background knowledge <u>Text Features:</u> title, photographs, captions, diagram, labels <u>Make Connections:</u> Text-self, Text-world/ background knowledge, Photographs- self or world/background knowledge <u>Identify:</u> topic (what selection is about), main idea(s) (most important idea(s) about the topic) Details (information about a main idea) <u>Categorize and Classify Information:</u> sort things into given categories; group related/similar things together and identify a label for the group; understand</p> | <p>Vocabulary Build Vocabulary related to texts and Word Study pattern <u>Picture and personal dictionaries</u> <u>First Letter Alphabetical Order</u> Written Vocabulary <u>High Frequency</u> <u>Grade Sight Words</u>, Fluency/Expression Read Familiar Texts <u>Automatically read sight</u> and high frequency words <u>Apply cues:</u> phonics, meaning, and language structure <u>Use End Punctuation</u> (. ? !) <u>Specialized print:</u> OUCH</p> <p><u>Spelling</u> HM Themes 6-8 <u>Long o and u:</u> CVCe, CV <u>Long e:</u> CVe, ee, ea, e <u>Long a:</u> ai, ay <u>Long o:</u> oa, ow <u>Vowel sounds in book</u> and <i>moon</i> <u>Vowel sound in cow</u></p> <p>Adding –s to naming words Words ending with –ed and -ing</p> | <p>Shared/Interactive Writing Persuasive Letter, Class Story based on familiar character, Summary of Read Aloud Nonfiction & Fiction books, Trait description of a character, Acrostic Poem, Functional Lists & Informational Charts</p> <p>Independent Writing <u>Description of place, thing, or event:</u> choosing a topic, brainstorming and organizing details, using sensory language and exact words <u>Informational Writing:</u> draw and write a page for a class informational book or make own book <u>Story:</u> selecting characters and problem, including interesting detail, planning beginning/middle/end, choosing a title. <u>Weekly Center Activity/ Journal:</u> draw and write in response to a prompt based on own feelings or experiences or a familiar topic</p> <p>Writing About Reading <u>Draw to show how a character feels</u> -- write about drawing or write a speech bubble to show feelings</p> | <p>Composing Clear Topic Sense of sequence, use of order words Ordered facts/information Revises picture and/or text to add detail or make more specific</p> <p>Grammar Vocabulary noun/naming words; adjective/describing words, singular/plural</p> <p>Capitalization Beginning of sentence, pronoun I, day of week, month, person's name</p> <p>Punctuation Period and Question & Exclamation marks</p> <p>Sentences Complete Sentences Naming part/Action part, Telling or Asking sentences</p> <p>Usage: I or me</p> <p>Spelling Picture Dictionary Familiar High Frequency Words Phonetic Spelling for unknown words Classroom resources Application of word study patterns</p> <p>Handwriting Zaner Bloser Resources Capital and lower case manuscript formation Word Spacing Pencil grip</p> |

Target Set 3: Base Words and Endings -s, -ed, -ing; Vowel Pairs ou, ow, /oo/; syllabication

Review Vowel pairs oo, ew, ue, ou; /oo/; Long I (ie, igh) Base Words and Endings -s, -ed, -ing; Vowel Pairs ou, ow (/ou/)

Monitor/Clarify for Meaning

Does what I'm reading make sense? Reread, read ahead, or use illustrations to clarify understanding.

Ö

Evaluate: Do I like what I have read? Do I agree or disagree with it? Am I learning what I wanted to learn? How good a job has the author done?
Visualizing: Picture in your minds the things the author describes or that characters do .

Comprehension Strategies

Summarize: Think about the main idea or important parts of the story. Tell important things in own words.

Draw Conclusions about a Character based on what the character does, says, & thinks.

Question: Ask yourself questions as you read: Who, What, Where, When, Why, How and read to find the answers

Comprehension Skills

- Cause and effect
- Making predictions
- Making inferences
- Making generalizations and explain
- Answer opinion questions and support ideas
- Compare and Contrast: alike/different
- Sequence events
- Noting detail
- Sequence events

Model Graphic Organizers

- 3-Column Story Structure (beginning, middle, end)
- Story Map: Setting (Where & When), Characters (Who), Problem (What is wrong), Events (How does the character try to solve the problem), Ending (How is the problem solved)
- Flow chart/sequence map
- 2-Column cause/effect
- T-chart: Real vs Make-Believe

terms *classify* and *categorize*
Summarize: Think about the main idea or important parts of the selection. Tell important things in own words.
Ask and Answer Questions: "right there" (literal) and "think and search" (explicit inferential)
Ask yourself questions as you read: Who, What, Where, When, Why, How and read to find the answers
Evaluate: Do I like what I have read? Do I agree or disagree with it? Am I learning what I wanted to learn? Is the information clear? Is there enough information for me to understand the topic/what's happening? How good a job has the author done?

Comprehension Skills

- Making predictions
- Noting details
- Drawing conclusions
- Making generalizations
- Cause/effect
- Compare and contrast

Model Graphic Organizers

- Bubble/cluster/web
- 2-column Classification Chart
- K-W-L Chart

Student Developmental Level Based on Words Their Way and Word Journeys

Draw a funny or important part of the story -- write to explain the drawing
Draw then Write about: Story B- M-E

Writing in Content

Draw and write science observations

Prewriting

- Hear Professional & Peer Writing
- Talk about Ideas
- Draw Pictures
- Orally List Ideas
- Graphic Organizer: bubble, web, or cluster
- Ask questions

Share writing with others

Word Processing
[Scope and Sequence Skills](#)

| Phonemic Principles (1.4) c, d, e | Phonics/Decoding (1.6) a, b, c, e, f Fluency (1.9) f (1.10) h | Comprehension Fiction (1.9) c, d, e, f, g, h | Comprehension Non-Fiction (1.10) a, b, d, e, f, g | Word Knowledge (1.6) f Reference Resource (1.11) a, b Vocabulary | Writing Genre Targets: Informational Patterned Book and Friendly Letter | |
|---|--|---|--|--|---|--|
| | | | | | Composition Written Expression (1.13) a, b, c | Usage & Mechanics (1.12) a, b, c (1.13) d, e, f; (1.14) |
| <p>Phonemic Awareness Orally delete initial phoneme in single-syllable words/ identify rimes that are "secret word inside" Example: /y/ /ă/ /m/ blend to say <u>yam</u> to identify <u>am</u>.</p> <p>Orally delete final phoneme(s) in single-syllable words Example 1: /ch/ /i/ /l/ /ē/ blend to say <u>chilly</u> to identify <u>chill</u></p> <p>Example 2: /dr/ /i/ /z/ blend to say <u>dries</u> to identify <u>dry</u></p> <p>Example 3: /fl/ /ă / /sh/ /ĕ/ /z/ blend to say <u>flashes</u> to identify <u>flash</u></p> <p>Example 4: /f/ /ə/ /n/ /ē/ /z/ blend to say <u>funnies</u> to identify <u>fun</u></p> <p>Orally Segment Spelling Words</p> <p>Substitute medial or final vowel sounds with r-controlled vowel sounds <u>or</u>, <u>ore</u></p> <p>Example 1: Change the /ou/ in <u>pouch</u> to /ôr/ to say <u>porch</u></p> <p>Example 2: Change the /oo/ in <u>chew</u> to /ôr/ to say <u>chore</u></p> <p>Substitute medial vowel sounds, including /ôr/ /ûr/ /îr/ with short and long vowel sounds.</p> | <p>Phonics <u>Sounds for y:</u> long e; long i Base words and <u>Endings:</u> -es, -ies; -ed; -ing <u>Endings:</u> -er, -est <u>Vowel Pairs:</u> oi, o; aw, au <u>r-Controlled Vowels:</u> or, ore, er, ir, ur, ar Prefixes: un-, re- Suffixes: -ful, -ly, -y</p> <p>Decoding Strategy Look at Word Look for Word Parts Think about Letter Sounds Blend the Sounds Check: Does it make sense? Is it a word I know?</p> <p>Reread & Self-Correct Meaning: Does it make sense? Structure: Does it sound right? Visual: Does it look right?</p> <p>Fluency with Familiar Texts Automatically Read <u>Familiar High Frequency</u> Words Use Punctuation and Specialized Print to guide reading Read with Meaningful Expression: phrasing and emphasis</p> | <p>Genre Targets Realistic Fiction & Fantasy Story Vocabulary: Character, Setting, Problem, Events Realism vs. Fantasy Characteristics Make Connections: Text-Self, Text-Text Story Structure: Beginning, Middle, End Make Predictions and Use Story to Confirm Retell Ask and Answer Who, What, Where, When, Why, How Questions Identify who is telling the story</p> <p>Comprehension Skills Reread to Clarify Understanding Note Important Details Make Inferences Draw Conclusions Identify Cause & Effect Distinguish Realism from Fantasy Identify Main Idea of a Selection Compare and Contrast Sequence Events</p> <p>Graphic Organizers <u>2-column T-Chart</u> <u>Venn Diagram</u> <u>Web or Cluster:</u> Main Idea/Details</p> | <p>Genre Targets Social Studies and Science Informational Texts Difference between nonfiction and fiction Use Text Features to Preview and Make Meaning: Cover, Title, Headings, Illustrations/ Photographs, Captions, Table of Contents Make Connections: Text-Self, Text-Text Identify Topic Ask and Answer Who, What, Where, When, Why, How Questions</p> <p>Comprehension Skills Reread to Clarify Understanding Locate Information Categorize Information Identify Main Idea Note Important Details Make Inferences Draw Conclusions Sequence Events Understand Cause & Effect</p> <p>Summarize Using Graphic Organizers <u>Web or Cluster:</u> Main Idea/Supporting Details <u>Chart</u> (may use pictures) to Categorizes Information <u>Venn Diagram</u></p> | <p>Word Analysis <u>Verb Endings:</u> -ed, -ing <u>Plural Endings:</u> -s, -es, -ies <u>Prefix:</u> un-, re-, dis- <u>Suffixes:</u> -y, -ful, -ly</p> <p>Spelling Grade-Level Targets <u>Final Long i sound:</u> y as in <u>fly</u> <u>Vowel sound in coin:</u> oi, oy <u>Vowel+ r sound:</u> as in <u>store, car</u> <u>Adding -er and -est</u> to words</p> <p>Common Sight Words</p> <p>Student Developmental Level Based on <u>Words Their Way</u> and <u>Word Journeys</u></p> <p>Dictionary Alphabetical Order by first letter Picture Dictionary</p> <p>Vocabulary Sort words into categories Sense Words Feeling Words Content Vocabulary <u>Book Vocabulary:</u> Cover, Title, Author, Illustrator</p> | <p>Follow Established Workshop Routine Informational Patterned Book Format Teacher-selected Model Friendly Letter Format Date, Greeting, Body, Closing, Signature</p> <p>Prewriting Hear Professional & Peer Writing Brainstorm Ideas by Drawing Pictures, Listing Ideas, Completing Graphic Organizer Talk with peer Note-taking</p> <p>Organizing Clear Topic Grouping Related Ideas Sequencing Ideas</p> <p>Revising to Elaborate Interesting & Specific Details Connect to Topic Descriptive sensory words Technical Vocabulary in Nonfiction Illustrations Connect to Meaning</p> <p>Author's Voice Writer's Voice adds interest Natural Sounding Sentences</p> | <p>Grammar Naming Word: Noun Pronouns that show ownership: his, her, its, their, my, your</p> <p>Capitalization Beginning of Sentence Proper Nouns Pronoun I</p> <p>Punctuation Period & Question Mark Exclamation Mark Comma in Greeting, Closing, and Date Apostrophes in simple Contractions</p> <p>Sentences Complete Sentences</p> <p>Spelling Correctly Spells: 3 and 4 letter short vowel words Familiar High Frequency Words Uses Classroom Resources to Spell</p> <p>Handwriting Letter Formation Word Spacing Sentence Written On Lines and Spaced Indentation</p> <p>Word Processing Implement Word <u>Processing Skills Scope and Sequence</u>.</p> |