The Reading K-5
Binder
Reading Model
Kindergarten Reading
Grade 1 Reading
Grade 2 Reading
Grade 3 Reading
Grade 4 Reading
Grade 5 Reading
Elementary Reading Model
Grades K-5

&

Elementary Reading Curriculum
Grades K-5

Revised September 2009

The York County School Division
302 Dare Road
Yorktown, VA  23692
Introduction

During the fall of 2000, the York County School Division began to develop an elementary reading model in response to an outside audit of Division reading programs. The scope of the reading audit addressed six key areas: programs, time on task, materials, assessment, staffing and staff development, and plans for the future. The auditor interviewed stakeholders across the Division, including: classroom teachers, Title I reading teachers, reading specialists, elementary principals, School Board Office personnel, and the Division technology team. The auditor presented an overview, findings, and recommendations in the report to the School Board in October 2000.

In response to the findings and recommendations of the reading audit, the Division formed a steering committee to review current research on best practices in reading instruction and synthesize audit findings into a Division elementary reading model. The steering committee reviewed numerous resources, including, but not limited to, the following:

1. *Report of the National Reading Panel*, 2000, National Institute of Child Health and Human Development


3. *Improving the Reading of America’s Children: 10 Research-Based Principles*, 1999, Center for the Improvement of Early Reading Achievement


5. *Guided Reading: Good First Teaching for All Children*, Irene C. Fountas and Gay Su Pinnell, 1996, Heinemen


The application of the current body of research on reading development indicated the need for a balanced reading program. Such a model integrates phonemic awareness, phonics instruction, reading fluency, reading comprehension, teacher education, and technology into the total reading program.

Committed to the goal of every child reading on grade level, the York County School Division reading model offers a framework for strong classroom instruction in oral language acquisition, phonemic awareness, phonics, vocabulary development, spelling, reading strategies for comprehension, and fluency. The model also provides a hierarchy
of research-based interventions, focusing on early intervention, diagnosis of difficulties, and frequent assessment and monitoring.

Within the structure of the York County School Division reading model, teachers place students in flexible instructional reading groups. To facilitate reading instruction in small groups, each school maintains a Literacy Room, complete with leveled texts. Literacy Rooms afford easy access to a wide variety of literature, with books consistently leveled according to a gradient of difficulty.

Reading specialists level books using benchmarks from the Rigby PM Benchmark Kit. The kit also serves as the Division’s assessment tool for monitoring growth in reading to ensure that teachers have a consistent and common standard for matching readers with print. Every reading teacher has a copy of each of the following resources to assist in the leveling process:

- **Guided Reading: Good First Teaching for All Children**, Irene C. Fountas and Gay Su Pinnell, 1996, Heinemann
- **Guiding Readers and Writers Grades 3-6: Teaching Comprehension, Genre, and Content Literacy**, Irene C. Fountas and Gay Su Pinnell, 2000, Heinemann

Using this body of knowledge, new acquisitions can be leveled as the Literacy Rooms expand. A leveling chart provides correlations to other systems and assists teachers in leveling material.

In summary, the York County School Division reading model serves as the framework for comprehensive reading instruction in the elementary school. In his 1997 testimony before Congress, the Acting Chief of the Child Development and Behavior Branch of the National Institute of Child Health and Human Development (NICHD) at the National Institutes of Health (NIH), Reid Lyon, noted, “We have learned that for 85 to 90 percent of poor readers, prevention, and early intervention programs that combine instruction in phoneme awareness, (explicit) phonics, spelling, reading, fluency, and reading comprehension strategies provided by well-trained teachers, can increase reading skills to average levels.” The York County School Division elementary reading model meets this challenge by relying on sound research in the teaching of reading as the program’s foundation. The reading model permits teachers to apply best instructional practices and engage in ongoing professional development that supports classroom reading instruction. In addition, the reading model offers flexibility for teachers to individualize and differentiate reading instruction to meet the learning needs of each child.
Reading Model

Learning to read is the essential work of childhood.

The York County School Division believes that early literacy is critical for students to succeed in school and in our rapidly changing world. The Division’s elementary reading model presents a balanced and integrated approach to reading and language arts instruction. Emphasis is placed on building phonemic awareness and phonics skills within the context of literature-rich instruction and across grade levels. Assessment of student learning occurs frequently, so that students receive instruction, remediation, and enrichment to increase their reading achievement.

The York County School Division reading model outlines a plan for instruction comprised of the following key components:

- An uninterrupted 90-minute block of reading and language arts instruction for grades K-3;
- Ninety minutes of reading and language arts instruction for grades 4 and 5. The 90 minutes may be divided into two blocks of time; however, teachers should have no less than 30 minutes of uninterrupted instructional time devoted to reading and only one break should exist within the required 90 minutes of instruction;
- Small, flexible instructional reading groups;
- A common tool for assessing and determining students’ instructional reading level;
- Daily word study activities and lessons including phonics, spelling, vocabulary, and writing skills;
- Literacy rooms with leveled reading materials accessible to all teachers;
- A hierarchy of interventions for remediation, including timetables and tools for evaluating progress;
- Instructional technology, and
- Ongoing professional development.

This model, developed following a system-wide Reading Audit, proactively addressed Goal 3 set by the School Board at that time: The York County School Division will promote higher academic expectations and career opportunities for all students. Objectives within this goal included the evaluation of current interventions/teaching
designs, professional development in reading, expansion of recommended current reading programs, and further development of a repertoire of reading strategies.

An objective within Goal 3 set the expectation that incremental growth as measured by a common monitoring tool would occur at or above the following rate:

- 75% of students enrolled in grade 3 reading at or above grade level by June 30, 2001;
- 80% of students enrolled in grade 3 reading at or above grade level by June 30, 2002, and
- 90% of students enrolled in grade 3 reading at or above grade level by June 30, 2003.

The objective of 75% of third graders reading at or above grade level by June 30 2001, was achieved as measured by reading performance scores on the Stanford 9 Achievement Test administered in the fall of 2000.

In 2009 the School Board established new goals that included an emphasis on No Child Left Behind targets. Goal 1 states as follows:

York County students will consistently demonstrate excellence in the skills and knowledge needed for citizenship and productive participation in the global community.

Objectives within Goal 1 specifically related to reading focus on achievement by all students:

- The Division and each school will meet or exceed annual NCLB targets and goals.
- By 2014, the difference in the SOL Pass rate of Middle School African American and Caucasian students will not exceed 10 percentage points for math and reading.
- The statewide rank of the York County School Division in SOL performance in English and Math for students with disabilities will improve by five ranking placements annually.

The York County School Division reading model was first revised in June 2003 to reflect the adoption of Scott Foresman Reading (2002), the new reading series. The York County School Division reading model was revised again as follows:

- June 2004 – The model was revised to reflect the change in the school division’s
use of Breakthrough in kindergarten and the updated K-5 English curriculum.

- Summer 2006 and 2007 – The model was revised to reflect updates in the school division’s monitoring of students’ progress in reading.
- August 2008 – The model was revised to reflect updates in the division's monitoring students' progress in reading as well as changes in the grade 4/5 reading block schedule necessitated by the requirements of the new math model.
- August 2009 – The model was revised to reflect the School Board adopted Strategic Plan, goals and objectives as well as changes in the delivery of reading instruction based on best practices. In addition, several assessments were modified or deleted.
Essential Practices

The English Standards of Learning for Virginia Public Schools provide the basis for instruction. The English Standards of Learning Teacher Resource Guides and the YCSD English Curriculum Guides amplify the standards and equip classroom teachers with tools for implementing the following essential practices.

**Daily:**
1. Students hear text read aloud.
2. Teachers provide direct instruction in reading skills and strategies using the Division reading model.
3. Students read orally (e.g., choral reading, echo reading, buddy reading, other oral reading to increase fluency).
4. Students participate in a language practice activity for English skills.
5. Teachers provide instruction in a word study activity for phonics, spelling, and/or vocabulary skills.
6. Students engage in a writing activity (e.g., response journals, content logs, stories, letters, other expository writing).
7. Teachers monitor reading comprehension through questioning, conferencing, and/or other assessment.

**Three to Five Times a Week:**
1. Classroom teachers conduct flexible instructional reading groups.
2. Teachers model and instruct using the writing process.
3. Students self-select and read material at their independent reading level, e.g., Accelerated Reader® books, classroom libraries, fiction, and informational text.
4. Students practice reading skills and respond to literature.

**Quarterly:**
1. In designated quarters, teachers determine the instructional reading level of each student using the Rigby PM Benchmark Assessment Kit. In the 1st, 2nd, and 4th quarters, teachers screen students using the Phonological Awareness Literacy Screening (PALS) instrument.
2. Students complete Accelerated Reader® and independent reading goals each quarter.

3. Students produce a minimum of two pieces of writing reflecting the entire writing process.

The Division reading model requires a 90-minute uninterrupted block for reading instruction in grades K-3, 90 minutes of reading instruction in grades 4-5, flexible instructional reading groups, monitoring using the Rigby PM Benchmark Kit and the Scott Foresman 2002 reading materials in grades K – 5 as appropriate. Instructional activities for the whole class and for small groups are selected by the teacher and based on the individual needs of students within a particular classroom. Teachers organize small groups based on instructional need (i.e., whether the child is above, on, or below grade level in reading).

The following sections provide a sampling of instructional techniques for the 90-minute uninterrupted block of reading. Suggestions for configuring small groups provide a starting point for teachers as they individualize instruction to meet the unique learning needs in their classrooms. A reading curriculum for each grade level details the scope, sequence, and content of reading instruction.

Scott Foresman is a resource and guide to needed skills; however, not all stories need to be read by all students. Teachers can substitute other resources as appropriate, as consistent with the practice of differentiation.
# Suggested Instructional Techniques for the Reading Block

<table>
<thead>
<tr>
<th>Whole Group Instructional Activities</th>
<th>Teacher-Directed, Small, Flexible Instructional Groups</th>
<th>Independent/Group Reading Skills Activities</th>
<th>Independent/Group Writing Skills Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approximately 30 minutes</td>
<td>Approximately 20 minutes</td>
<td>Approximately 20 minutes</td>
<td>Approximately 20 minutes</td>
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<tr>
<td><strong>The teacher and/or student will:</strong></td>
<td><strong>The student will:</strong></td>
<td><strong>The student will:</strong></td>
<td><strong>The student will:</strong></td>
</tr>
<tr>
<td>• Introduce unit concept</td>
<td>• Read stories on each child’s instructional reading level</td>
<td>• Self-select (AR®), read, and respond to literature on independent level</td>
<td>• Write original pieces using appropriate technology or other writing materials</td>
</tr>
<tr>
<td>• Introduce and/or review literature</td>
<td>• Decode and study phonemic and phonetic elements of language</td>
<td>• Use instructional software for reading independently or in small groups</td>
<td>• Use technology such as Storybook Weaver for creative writing</td>
</tr>
<tr>
<td>• Build background</td>
<td>• Engage in wide variety of reading comprehension strategies</td>
<td>• Listen to a book independently or in a small group using appropriate technology</td>
<td>• Engage in writing projects at various stages of process: prewriting, drafting, revising, editing, and publishing</td>
</tr>
<tr>
<td>• Develop Vocabulary</td>
<td>• Identify, define, and use unfamiliar vocabulary</td>
<td>• Practice English skills independently (comprehension, alphabetic, phonics, spelling) at literacy centers</td>
<td>• Write in journal (reading response log, free writing, content area reflections)</td>
</tr>
<tr>
<td>• Model reading process</td>
<td>• Determine patterns, rules, and strategies for spelling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Model writing process</td>
<td>• Review and reinforce strategies not mastered</td>
<td>• Conduct research for reading projects</td>
<td></td>
</tr>
<tr>
<td>• Engage in daily language practice</td>
<td>• Monitor and assess growth in reading</td>
<td>• Practice reading orally individually or with a partner</td>
<td></td>
</tr>
<tr>
<td>• Examine spelling patterns, rules and conventions</td>
<td>• Regroup as needed</td>
<td>• Complete a reading project</td>
<td></td>
</tr>
</tbody>
</table>
90-Minute Reading Block and Sample Instructional Models

In each school, there is a copy of *Guided Reading: Good First Teaching for All Children* (1996) by Irene C. Fountas and Gay Su Pinnell. Chapters 3-5 thoroughly discuss and provide options for conducting small instructional reading groups, designing and organizing the learning environment, and managing the classroom. Teachers cluster instructional reading groups based on children’s reading levels (above, on, or below grade level).

Technology offers many options for teachers as they tailor classroom experiences to the needs of their students. Software, such as Living Books, Read and Write TextHelp, Writing with Symbols, Storybook Weaver®, Inspiration, and Kidspiration, complements classroom instruction and provides an avenue for students to practice and apply skills. During the reading block, the use of technology can effectively match students with practice activities customized to improve reading achievement.

Reading specialists in each school have a selection of professional books on reading that may include the following titles:

- *Rtf* (Mellard & Johnson)
- *Reciprocal Teaching at Work* (Oczkus)
- *Small-Group Reading Instruction* (Tyner)
- *Small-Group Reading Instruction 3-8* (Tyner and Green)
- *Building Academic Vocabulary* (Marzano and Pickering)
- *101 Reading Activities: A Multisensory Approach* (Hanrahan & McSweeny)
- *Building the Reading Brain, PreK-3* (Wolfe & Nevills)
- *How the Brain Learns to Read* (Sousa)
- *The Fluent Reader* (Rasinski)
- *Building Background Knowledge for Academic Achievement* (Marzano)
- *Guided Reading* (Fountas and Pinnell)
- *Guiding Readers and Writers - Grades 3-6* (Fountas and Pinnell)
- *Matching Books to Readers* (Fountas and Pinnell)
- *Teaching the Struggling Reader* (Lyons)
- *Differentiating Textbooks* (Forsten, Grant and Hollas)
- *Rtf: The Classroom Connection for Literacy* (Kemp and Eaton)
- *Literature Circles* (Harvey Daniels)
- *Reading Essentials* (Regie Routman)
- *Literacy Links* (Laura Robb)
- *Strategies that Work* (Harvey and Goudvis)
- *Mosaic of Thought* (Keene and Zimmerman)
- *Differentiation in Action* (Dodge)
- *Guided Reading in Grades 3 - 6* (Schulman)
- *Words Their Way* (Bear, Invernezzi, Templeton, Johnston)
Reading With Meaning (Debbie Miller)  
On Solid Ground (Taberski)  
Snapshots (Hoyt)  
Scoring Rubrics in the Classroom (Arter and McTighe)  
Good-bye Round Robin (Opitz and Rasinski)  
Revisit, Reflect, Retell (Hoyt)  
The Daily Five (Boushey and Moser)

Four suggested models are presented for teachers to use as appropriate, although the possibilities for configuring the reading block are endless. Within the block, teachers cluster instructional reading groups based on reading level (above, on, or below grade level). Teachers determine the instructional reading level using common assessment tools detailed on page 19 of the reading model. Teachers are encouraged to experiment with the suggestions to develop a plan best suited to the needs of their individual students.
Sample Model A

Whole Group Instruction:
Teacher instructs lesson on reading skill
Approximately 20 minutes

Small Group (3) Rotation: Approximately 20 minutes each
Each group’s activity can be adjusted to meet the individual learning needs of the students. For example, the self-selection of literature should reflect selections at the student’s independent reading level. Writing frames may be used for students below grade level. Extensions to the writing may be provided as enrichment for students above grade level.

All students receive 20 minutes of teacher-directed small group instruction and then rotate to two 20-minute independent activities or to one 40-minute activity.

<table>
<thead>
<tr>
<th>Teacher-Directed Instructional Group 20 minutes</th>
<th>Independent Group 20 minutes</th>
<th>Independent Group 20 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>For example, students are matched to print at their instructional reading level and participate in learning skills and strategies appropriate to their reading level.</td>
<td>For example, students read independently a self-selected book (such as AR®) and respond to the literature in written form (e.g., response journal, story map).</td>
<td>For example, students work to develop original writing samples using the Power Writing model. If time permits, students may use technology such as HyperStudio® or Storybook Weaver® to publish.</td>
</tr>
</tbody>
</table>

OR

Independent Group 60 minutes
For example, students work independently or cooperatively on one activity, lesson, project, or assignment, including Power Writing, reading skills practice, response to literature.

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 3</td>
<td>Group 1</td>
<td>Group 2</td>
</tr>
<tr>
<td>Group 2</td>
<td>Group 3</td>
<td>Group 1</td>
</tr>
</tbody>
</table>

Whole Group Instruction:
Word Study Activity (Phonics, Spelling, or Vocabulary)
Approximately 10 minutes
Sample Model B

This model provides a suggested block where small group instruction and independent work opportunities are lengthened. Perhaps a previous lesson warrants intensive skill work. Instructional time requirement may dictate the use of an entire hour for students to work independently or cooperatively on a project.

**Small Group (3) Rotation:** Approximately 30 minutes each
Each group’s activity can be adjusted to meet the individual learning needs of the students. For example, the self-selection of literature should reflect selections at the student’s independent reading level. Writing frames may be used for students below grade level. Extensions to the writing may be provided as enrichment for students above grade level.

All students receive 30 minutes of teacher-directed small group instruction and then rotate to two 30-minute independent activities or to one 60-minute activity.

<table>
<thead>
<tr>
<th>Teacher-Directed Instructional Group</th>
<th>Independent Group</th>
<th>Independent Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 minutes</td>
<td>30 minutes</td>
<td>30 minutes</td>
</tr>
<tr>
<td>For example, students are matched to print at their instructional reading level and participate in learning skills and strategies appropriate to their reading level.</td>
<td>For example, students read independently a self-selected book (such as AR®) and respond to the literature in written form (e.g., response journal, story map).</td>
<td>For example, students use technology to complete a lesson related to specific readings skills and strategies previously taught by the teacher.</td>
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<tr>
<td>OR</td>
<td></td>
<td></td>
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<tr>
<td>60 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent Group 60 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For example, students work independently or cooperatively on one activity, lesson, project, or assignment. They may be using technology for research, moving through several stages of writing, or working collaboratively on a novel unit.</td>
<td>For example, students use technology to complete a lesson related to specific readings skills and strategies previously taught by the teacher.</td>
<td>For example, students work independently or cooperatively on one activity, lesson, project, or assignment. They may be using technology for research, moving through several stages of writing, or working collaboratively on a novel unit.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 3</td>
<td>Group 1</td>
<td>Group 2</td>
</tr>
<tr>
<td>Group 2</td>
<td>Group 3</td>
<td>Group 1</td>
</tr>
</tbody>
</table>
Sample Model C

**Whole Group Instruction:**
Teacher instructs using word study activity (Phonics, Spelling, or Vocabulary).
Approximately 15 minutes

**Small Group (3) Rotation:** Approximately 15 minutes each
Each group’s activity can be adjusted to meet the individual learning needs of the students. For example, the self-selection of literature should reflect selections at the student’s independent reading level. Writing frames may be used for students below grade level. Extensions to the writing may be provided as enrichment for students above grade level.

All students receive 15 minutes of teacher-directed small group instruction and then rotate to two 15-minute independent activities or to one 30-minute activity.

<table>
<thead>
<tr>
<th>Teacher-Directed Instructional Group</th>
<th>Independent Group 15 minutes</th>
<th>Independent Group 15 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 minutes</td>
<td>For example, students explore strategies and skills for reading comprehension, decoding, and fluency in instructional groups.</td>
<td>For example, students use technology to reinforce reading skills, research information, or write original compositions.</td>
</tr>
<tr>
<td>For example, students work independently or in cooperative groups to study word patterns and relationships using word sorts or other activities.</td>
<td>For example, students work independently or cooperatively on one activity, lesson, project, or assignment, including self-selection of literature and personal response.</td>
<td></td>
</tr>
<tr>
<td>OR Independent Group 30 minutes</td>
<td>Group 1</td>
<td>Group 2</td>
</tr>
<tr>
<td>Group 3</td>
<td>Group 1</td>
<td>Group 2</td>
</tr>
<tr>
<td>Group 2</td>
<td>Group 3</td>
<td>Group 1</td>
</tr>
</tbody>
</table>

**Whole Group Instruction/Independent Practice:**
Teacher instructs on reading or writing skills. Students practice independently. Approximately 30 minutes
Sample Model D

This model is adapted from *The Daily Five*, written by G. Boushey and J. Moser (Stenhouse Publishers, 2006). All students receive whole group instruction for 6 to 12 minutes. (Whole group instruction should not last longer than the age of the child.) The students then participate in teacher-directed, small, flexible instructional groups or independent/group reading or writing skills activities for 15 to 30 minutes. The teacher can create small directed groups based on the skills that students need. After the small group time, the process is repeated beginning with 6 to 12 minutes of whole group instruction.

Using this model, a teacher may be able to see more than three small instructional groups in the ninety minute block.

<table>
<thead>
<tr>
<th>Whole Group Instruction: 6 to 12 minutes</th>
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</thead>
<tbody>
<tr>
<td>Teacher-Directed, Small, Flexible Instructional Groups 15-30 minutes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Whole Group Instruction: 6 to 12 minutes</th>
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</thead>
<tbody>
<tr>
<td>Teacher-Directed, Small, Flexible Instructional Groups 15-30 minutes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Whole Group Instruction: 6 to 12 minutes</th>
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</thead>
<tbody>
<tr>
<td>Teacher-Directed, Small, Flexible Instructional Groups 15-30 minutes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Whole Group Instruction: 6 to 12 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher-Directed, Small, Flexible Instructional Groups 15-30 minutes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Whole Group Instruction: 6 to 12 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher-Directed, Small, Flexible Instructional Groups 15-30 minutes</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Whole Group Instruction: 6 to 12 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher-Directed, Small, Flexible Instructional Groups 15-30 minutes</td>
</tr>
</tbody>
</table>
Monitoring and Assessment

Monitoring Tools to Determine Placement of Students
(Below, On/Above Grade Level):

1. Rigby PM Benchmark Kit
2. PALS
3. Letter and Sound Recognition (Kindergarten, Quarter 3)
4. STAR Reading™ Computer Diagnostic Assessment
5. SOL (grades 4, 5)
6. DRP (Grade 5, Quarter 4)

Ongoing Classroom Monitoring and Assessment to Determine Qualitative Grade for Report Cards:

1. Scott Foresman Benchmark or Skills Tests (Note: The Scott Foresman selection tests are optional, based on student need. They are not required by YCSD.)
2. Vocabulary Assessments (based on instructional reading group)
3. Teacher-Made Assessments
4. Daily Performance
5. Spelling Assessments include Words Their Way and/or Scott Foresman based on developmental and instructional needs
6. Language Arts Programs Available Through Technology
Schedule for Reading Monitoring
and Assessment to Determine
Placement for Grades K-5
York County School Division

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Quarter 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade K</td>
<td>PALS Letter Recognition</td>
<td>PALS Mid-Year* Letter Recognition Sound Recognition</td>
<td>Letter Recognition Sound Recognition</td>
<td>PALS Rigby</td>
</tr>
<tr>
<td>Grade 1</td>
<td>PALS Rigby**</td>
<td>PALS Mid-Year* Rigby STAR</td>
<td>Rigby STAR</td>
<td>PALS Rigby** STAR</td>
</tr>
<tr>
<td>Grade 2</td>
<td>PALS Rigby** STAR</td>
<td>PALS Mid-Year* Rigby STAR</td>
<td>Rigby STAR</td>
<td>PALS Rigby** STAR</td>
</tr>
<tr>
<td>Grade 3</td>
<td>PALS STAR (PALS Intervention Students)</td>
<td>PALS STAR</td>
<td>STAR Rigby</td>
<td>STAR Reading SOL</td>
</tr>
<tr>
<td>Grade 4</td>
<td>STAR</td>
<td>STAR</td>
<td>STAR Rigby</td>
<td>STAR Reading SOL</td>
</tr>
<tr>
<td>Grade 5</td>
<td>STAR</td>
<td>STAR</td>
<td>STAR Rigby</td>
<td>DRP STAR Reading SOL</td>
</tr>
</tbody>
</table>

Revised June 20, 2011

*Select students, select schools based on yearly PALS Regulatory Memos

**For Quarters 1 and 4, a Rigby running record is given when students appear to be below grade level.

Note: Provide extended time on STAR.
## Intervention/Remediation Plan

Additional reading interventions will be available to students based on individual level of need. The duration of a specific intervention depends on the student’s present level of reading performance. Teachers use assessments tailored to the intervention before students exit any given program.

<table>
<thead>
<tr>
<th>Student’s Level of Need</th>
<th>Intervention</th>
</tr>
</thead>
</table>
| Greatest Need           | 1. Reading Recovery™ (grade 1) [Title I]  
                          | 2. Wilson Fundations™(grades K-2) [Title I]  
                          | 3. Individual with Reading Specialist (grades K-5)  
                          | 4. Group with Reading Specialist (grades K-5)  
                          | 5. Making Connections™ (grades 1-5) |
| Moderate Need           | 6. Additional instruction outside the teacher work day (grades K-5)  
                          | 7. Additional instruction from classroom teacher, within or outside of student day (grades K-5) |
| Some Need               | 8. Computer Assistance – Instructional software (grades K-5) |
| Little Need             | 9. Instructional suggestions for parents to use at home (grades K-5) |

**Notes:**
- Groups with the reading specialist do not take the place of flexible instructional reading groups taught by the classroom teacher.
- If more than one intervention is used, then the interventions should complement one another.
- Intervention number 6 necessitates building level allocation of resources to provide stipends for teachers to work beyond contract hours. Principals approve and structure additional instructional opportunities at each building.
- Intervention number 7 indicates times when occasional after or before school tutoring may be necessary. These sessions do not require a stipend since they are within the classroom teacher’s contract time.

Revised 8-07
### Required Resources

<table>
<thead>
<tr>
<th><strong>Reading Instruction</strong></th>
<th>2010 Virginia English Standards of Learning and Curriculum Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Literature based reading instruction: Skills, lessons, and selected stories from classroom libraries, school literacy rooms, and Scott Foresman Reading 2002,</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Word Study Instruction</strong></th>
<th><em>Words Their Way</em>&lt;br&gt;(Phonics, Vocabulary, and Spelling)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Scott Foresman Reading 2002</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Monitoring Tools</strong></th>
<th>Rigby PM Benchmark Kits 1 and 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PALS (Phonological Awareness Literacy Screening)</td>
</tr>
<tr>
<td></td>
<td>STAR Reading™ Computer Diagnostic Assessment</td>
</tr>
<tr>
<td></td>
<td>DRP</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Assessment Tools</strong></th>
<th>Ongoing and frequent assessment in reading is recognized as a best practice. A menu of ongoing classroom assessments is listed on p. 18.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Intervention</strong></th>
<th>Resources from the PALS website including Electronic Lesson Plans</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Reading Practice</strong></th>
<th>Self-selected materials include classroom libraries, Accelerated Reader®, fiction, and informational text. Teacher selected materials to include literacy room, trade books, fiction, and informational text.</th>
</tr>
</thead>
</table>

Ongoing and frequent assessment in reading is recognized as a best practice. A menu of ongoing classroom assessments is listed on page 18.
<table>
<thead>
<tr>
<th>Grade Level</th>
<th>PM Benchmark Kit Level</th>
<th>Guided Reading: Making It Work Level</th>
<th>Reading Recovery® Level</th>
<th>Fountas/ Pinnell Level</th>
<th>Basal Reading Series Level</th>
<th>Grade Level Equivalency (RL)</th>
<th>DRA Testing Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>K (Readiness)</td>
<td>1</td>
<td>Emergent</td>
<td>1</td>
<td>A</td>
<td>Readiness</td>
<td>A, 1</td>
<td></td>
</tr>
<tr>
<td>K (Readiness)</td>
<td>2</td>
<td>Emergent</td>
<td>2</td>
<td>B</td>
<td>PP1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Grade 1 (Pre-primer)</td>
<td>3</td>
<td>Emergent</td>
<td>3</td>
<td>C</td>
<td>1.0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Grade 1 (Pre-primer)</td>
<td>4</td>
<td>Emergent</td>
<td>4</td>
<td>C</td>
<td>1.1</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Grade 1 (Pre-primer)</td>
<td>5</td>
<td>Emergent</td>
<td>5</td>
<td>D</td>
<td>PP2</td>
<td>1.1</td>
<td></td>
</tr>
<tr>
<td>Grade 1 (Pre-primer)</td>
<td>6</td>
<td>Emergent</td>
<td>6</td>
<td>D</td>
<td>1.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 1 (Pre-primer)</td>
<td>7</td>
<td>Progressing</td>
<td>7</td>
<td>E</td>
<td>PP3</td>
<td>1.2</td>
<td></td>
</tr>
<tr>
<td>Grade 1 (Pre-primer)</td>
<td>8</td>
<td>Progressing</td>
<td>8</td>
<td>F</td>
<td>Primer</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td>Grade 1 (Pre-primer)</td>
<td>9</td>
<td>Progressing</td>
<td>9</td>
<td>F</td>
<td>1.4</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Grade 1 (Pre-primer)</td>
<td>10</td>
<td>Progressing</td>
<td>10</td>
<td>F</td>
<td>Grade 1</td>
<td>1.6</td>
<td></td>
</tr>
<tr>
<td>Grade 1 (Pre-primer)</td>
<td>11</td>
<td>Progressing</td>
<td>11</td>
<td>G</td>
<td>1.4</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Grade 1 (Pre-primer)</td>
<td>12</td>
<td>Progressing</td>
<td>12</td>
<td>G</td>
<td>1.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 1</td>
<td>13</td>
<td>Transitional</td>
<td>13</td>
<td>H</td>
<td>Grade 1</td>
<td>1.6</td>
<td></td>
</tr>
<tr>
<td>Grade 1</td>
<td>14</td>
<td>Transitional</td>
<td>14</td>
<td>H</td>
<td>1.7</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Grade 1</td>
<td>15</td>
<td>Transitional</td>
<td>15</td>
<td>I</td>
<td>1.8</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Grade 1 (late)</td>
<td>16</td>
<td>Transitional</td>
<td>16</td>
<td>I</td>
<td>1.9</td>
<td></td>
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</tr>
<tr>
<td>Grade 2 (early)</td>
<td>17</td>
<td>Transitional</td>
<td>17</td>
<td>J</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 2 (early)</td>
<td>18</td>
<td>Transitional</td>
<td>18</td>
<td>J</td>
<td>Grade 2</td>
<td>2.1</td>
<td></td>
</tr>
<tr>
<td>Grade 2</td>
<td>19</td>
<td>Transitional</td>
<td>19</td>
<td>K</td>
<td>2.2-2.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 2</td>
<td>20</td>
<td>Fluent</td>
<td>20</td>
<td>K</td>
<td>Grade 2</td>
<td>2.4-2.5</td>
<td></td>
</tr>
<tr>
<td>Grade 2</td>
<td>21</td>
<td>Fluent</td>
<td>21</td>
<td>L</td>
<td>2.6-2.7</td>
<td>24-28</td>
<td></td>
</tr>
<tr>
<td>Grade 2</td>
<td>22</td>
<td>Fluent</td>
<td>22</td>
<td>M</td>
<td>2.8-2.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 3</td>
<td>23</td>
<td>Fluent</td>
<td>23</td>
<td>N</td>
<td>Grade 3</td>
<td>3.0-3.3</td>
<td></td>
</tr>
<tr>
<td>Grade 3</td>
<td>24</td>
<td>Fluent</td>
<td>24</td>
<td>O</td>
<td>3.4-3.6</td>
<td>34-38</td>
<td></td>
</tr>
<tr>
<td>Grade 3</td>
<td>25</td>
<td>Advanced Fluent</td>
<td>25</td>
<td>P</td>
<td>3.7-3.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 4</td>
<td>26</td>
<td>Advanced Fluent</td>
<td>26</td>
<td>Q</td>
<td>Grade 4</td>
<td>4.0-4.3</td>
<td></td>
</tr>
<tr>
<td>Grade 4</td>
<td>27</td>
<td>Advanced Fluent</td>
<td>27</td>
<td>R</td>
<td>4.4-4.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 4</td>
<td>28</td>
<td>Advanced Fluent</td>
<td>28</td>
<td>S</td>
<td>Grade 5</td>
<td>4.7-4.9</td>
<td></td>
</tr>
<tr>
<td>Grade 5</td>
<td>29</td>
<td>Advanced Fluent</td>
<td>29</td>
<td>UV</td>
<td>5.0-5.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 5</td>
<td>30</td>
<td>Advanced Fluent</td>
<td>30</td>
<td>W</td>
<td>5.6-6.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

22
## Lexile Equivalencies

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Basal Levels/PALS</th>
<th>Lexile Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Readiness</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>*PP1 (A)</td>
<td></td>
</tr>
<tr>
<td>Grade 1</td>
<td>*PP1 (A)</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>PP2 (B)</td>
<td>200L-400L</td>
</tr>
<tr>
<td></td>
<td>PP3 (C)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Primer (1,1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>First</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*First (1,2)</td>
<td></td>
</tr>
<tr>
<td>Grade 2</td>
<td>*First (1,2)</td>
<td>200L-400L</td>
</tr>
<tr>
<td></td>
<td>Second (2.1)</td>
<td>300L-500L</td>
</tr>
<tr>
<td></td>
<td>*Second (2.2)</td>
<td>300L-500L</td>
</tr>
<tr>
<td></td>
<td></td>
<td>300L-500L</td>
</tr>
<tr>
<td>Grade 3</td>
<td>*Second (2.2)</td>
<td>300L-500L</td>
</tr>
<tr>
<td></td>
<td>Third</td>
<td>500L-700L</td>
</tr>
<tr>
<td>Grade 4</td>
<td>Fourth</td>
<td>650L-850L</td>
</tr>
<tr>
<td>Grade 5</td>
<td>Fifth</td>
<td>800L-899L</td>
</tr>
</tbody>
</table>

*Levels overlap to allow for growth that spans between grade levels. A student’s end of the year reading level may continue to the beginning of the following year.*

Adapted from PALS 2008 (Phonological Awareness Literacy Screening), University of Virginia
YCSD Quarterly On-Grade Level Reading Criteria: Grade K

The following criteria are **all** required for determining on-grade level ratings for report cards and for reading groups.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>End of First Quarter</th>
<th>End of Second Quarter</th>
<th>End of Third Quarter</th>
<th>End of Fourth Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rigby Instructional Level</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>For quarters 1-3, a Rigby running record is given when students are above-grade level in reading. Any student can be retested with Rigby if a teacher finds that assessment results do not reflect the reading level typically demonstrated by a student.</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Letter Recognition</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Letter and sound recognition are evaluated through PALS in quarters 1, 2, and 4. Students who did not meet the PALS benchmark are retested for letter and sound recognition at the end of the quarter to determine if they meet the benchmarks.</td>
<td>12 letters Use PALS (lowercase)</td>
<td>23 letters Use PALS or YCSD letter-sound sheet</td>
<td>52 letters (upper &amp; lowercase)</td>
<td>26 letters Use PALS</td>
</tr>
<tr>
<td>Sound Recognition</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 sounds Use PALS.</td>
<td></td>
<td>17 sounds Use PALS or YCSD letter-sound sheet</td>
<td>20 sounds Use PALS</td>
<td></td>
</tr>
<tr>
<td>PALS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PALS Mid-Year components for all students are group rhyme, group beginning sounds, alphabet recognition, letter sounds, spelling, and concept of word (COW) list.</td>
<td>Exceeds PALS benchmark (28) by 10 points</td>
<td>Exceeds PALS Mid-Year minimum (71) by 10 points</td>
<td>N/A</td>
<td>Exceeds PALS benchmark (81) by 10 points</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Criteria</th>
<th>End of First Quarter</th>
<th>End of Second Quarter</th>
<th>End of Third Quarter</th>
<th>End of Fourth Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigby Instructional Level</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>For quarters 1 and 4, a Rigby running record is given when students are below-grade level in reading.</td>
<td>5</td>
<td>11</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td><strong>STAR Instructional Level-IRL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extended time is provided for all students on the STAR assessment. Students who are at/above Rigby level 7 take the STAR assessment. Any student can be retested with STAR or retested with alternate Rigby if a teacher finds that assessment results do not reflect the reading level typically demonstrated by a student.</td>
<td>N/A</td>
<td>1.5</td>
<td>1.7</td>
<td>1.9</td>
</tr>
<tr>
<td><strong>PALS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PALS Mid-Year components for all students are spelling and word recognition.</td>
<td>Exceeds PALS benchmark (39) by 10 points</td>
<td>Exceeds PALS Mid-Year minimum (31) by 10 points</td>
<td>N/A</td>
<td>Exceeds PALS benchmark (35) by 10 points</td>
</tr>
</tbody>
</table>
YCSD Quarterly On-Grade Level Reading Criteria: Grade 2

The following criteria are **all** required for determining on-grade level ratings for report cards and for reading groups.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>End of First Quarter</th>
<th>End of Second Quarter</th>
<th>End of Third Quarter</th>
<th>End of Fourth Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigby Instructional Level</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>For quarters 1 and 4, a Rigby running record is given when students are below-grade level in reading.</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td><strong>STAR Instructional Level-IRL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extended time is provided for all students on the STAR assessment. Any student can be retested with STAR or retested with alternate Rigby if a teacher finds that assessment results do not reflect the reading level typically demonstrated by a student.</td>
<td>2.2</td>
<td>2.5</td>
<td>2.7</td>
<td>2.9</td>
</tr>
<tr>
<td><strong>PALS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PALS Mid-Year components for all students are spelling and word recognition. If a student has met the PALS high benchmark, this counts toward grade 2 quarter 1 &amp; 4 assessment requirements.</td>
<td>Exceeds PALS benchmark (35) by 10 points</td>
<td>Exceeds PALS Mid-Year minimum (40) by 10 points</td>
<td>N/A</td>
<td>Exceeds PALS benchmark (54) by 10 points</td>
</tr>
</tbody>
</table>
**YCSD Quarterly On-Grade Level Reading Criteria: Grade 3**

The following criteria are all required for determining on-grade level ratings for report cards and for reading groups.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>End of First Quarter</th>
<th>End of Second Quarter</th>
<th>End of Third Quarter</th>
<th>End of Fourth Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigby Instructional Level</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Each quarter, a Rigby running record is given when students are below-grade level in reading. In Quarter 3 if a student has already met the benchmark of 25, there is no need to give the Rigby.</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td><strong>STAR Instructional Level-IRL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extended time is provided for all students on the STAR assessment. Any student can be retested with STAR or retested with alternate Rigby if a teacher finds that assessment results do not reflect the reading level typically demonstrated by a student.</td>
<td>3.2</td>
<td>3.5</td>
<td>3.7</td>
<td>3.9</td>
</tr>
<tr>
<td><strong>PALS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administer PALS according to YCSD guidelines. PALS Mid-Year is given in Quarter 2 to students who receive PALS intervention as well as students being considered for this service.</td>
<td>Exceeds PALS benchmark (54) by 10 points</td>
<td>Exceeds PALS Mid-Year minimum (59) by 10 points</td>
<td>N/A</td>
<td>Exceeds PALS benchmark (65) by 10 points</td>
</tr>
<tr>
<td><strong>Reading SOL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Grade 3 SOL (when available) Pass</td>
</tr>
</tbody>
</table>
YCSD Quarterly On-Grade Level Reading Criteria: Grade 4

The following criteria are all required for determining on-grade level ratings for report cards and for reading groups.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>End of First Quarter</th>
<th>End of Second Quarter</th>
<th>End of Third Quarter</th>
<th>End of Fourth Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigby Instructional Level</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Each quarter, a Rigby running record is given when students are below-grade level in reading. In Quarter 3 if a student has already met the benchmark of 28, there is no need to give the Rigby.</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td><strong>STAR Instructional Level-IRL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extended time is provided for all students on the STAR assessment. Any student can be retested with STAR or retested with alternate Rigby if a teacher finds that assessment results do not reflect the reading level typically demonstrated by a student.</td>
<td>4.2</td>
<td>4.5</td>
<td>4.7</td>
<td>4.9</td>
</tr>
<tr>
<td><strong>Reading SOL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 3 SOL Pass</td>
<td>Grade 4 SOL (when available) Pass</td>
<td>N/A</td>
<td>N/A</td>
<td>Grade 4 SOL (when available) Pass</td>
</tr>
</tbody>
</table>
YCSD Quarterly On-Grade Level Reading Criteria: Grade 5

The following criteria are all required for determining on-grade level ratings for report cards and for reading groups.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>End of First Quarter</th>
<th>End of Second Quarter</th>
<th>End of Third Quarter</th>
<th>End of Fourth Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rigby Instructional Level</td>
<td>29</td>
<td>29</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Each quarter, a Rigby running record is given when students are below-grade level in reading. In Quarter 3 if a student has already met the benchmark of 30, there is no need to give the Rigby.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAR Instructional Level-IRL</td>
<td>5.2</td>
<td>5.5</td>
<td>5.7</td>
<td>5.9</td>
</tr>
<tr>
<td>Extended time is provided for all students on the STAR assessment. Any student can be retested with STAR or retested with alternate Rigby if a teacher finds that assessment results do not reflect the reading level typically demonstrated by a student.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DRP Instructional Level</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>52</td>
</tr>
<tr>
<td>Reading SOL</td>
<td>Grade 4 SOL Pass</td>
<td>N/A</td>
<td>N/A</td>
<td>Grade 5 SOL (when available) Pass</td>
</tr>
</tbody>
</table>

Grade 5 SOL (when available)
Curriculum Guide

Reading/Kindergarten
# Reading / Unit 1 / Kindergarten

## Standards of Learning
- English K.1, K.4, K.5, K.6, K.7, K.8, K.9, K.10, K.11, K.12

## Scott Foresman Unit
- **Unit 1**
  - Getting to Know Us
  - Suggested Time Frame: 6 weeks

## Scott Foresman Literature
- Mary Wore Her Red Dress
- The Wheels on the Bus
- From Head to Toe
- Mice Squeak, We Speak
- Big and Little
- All I Am

## Required Resources
- Scott Foresman Reading (2002), Getting to Know Us, Teacher Edition, Grade K, Unit 1
- English Standards of Learning Curriculum Framework, Grade K, (2003), Virginia Department of Education
- Accelerated Reader

## Supplemental Resources
- Create Independent Learners: Teacher-Tested Strategies for All Ability Levels, P. Pavelka (1999)
- Guided Reading, I. Fountas & G. Pinnell (1996)
- PALS
- Rigby PM Benchmark Kit
- Words Their Way, Bear et al. (2000)
- Words Their Way Interactive CD ROM (2001)

## Additional Classroom Interventions
- Utilize available instructional software for specific skill isolation and reinforcement.
- Employ best practices for effective intervention from PALS-K Teacher's Manual, 2000-2001, pp. 53-60. The manual makes multiple suggestions for combining these activities into seamless lessons:
  1. Phonological Awareness: Rhyme
     - Rhyming Bingo
     - Odd One Out
     - Squirrel in a Tree
  2. Phonological Awareness: Beginning Sounds
     - Beginning Sound Concentration
     - Go Fish
     - Snap!
  3. Alphabet Knowledge
     - ABC Walk
     - Alphabet Scrapbook
  4. Letter-Sound Knowledge and Phonics

## Correlation to YCSD English Curriculum Guide
- This first unit of Kindergarten reading curriculum correlates with the following units in the YCSD Kindergarten English Curriculum Guide:
  - Unit I Communication Skills
  - Unit II Vocabulary Development
  - Unit III Word Study
  - Unit IV Concepts of Print
  - Unit V Comprehension/Fiction and Nonfiction
  - Unit VI Composition
  - Unit VII Handwriting

## Related Standards:

## Technology Standards:
- C/T 5.4

## Monitoring:
- PALS, Rigby PM Benchmark Kits 1 & 2, STAR Reading

## Assessment:
- Scott Foresman Tests, Teacher-Made Assessments, Daily Performance
### Phonemic Awareness/Phonics Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Grade Level</th>
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<tbody>
<tr>
<td>Use drama to retell familiar stories, rhymes, and poems. (K.1)</td>
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<td>Hold printed material in the correct way and turn pages appropriately.</td>
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<td>Listen to a variety of literary forms, including predictable texts,</td>
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<td>patterned texts, poems, fairy tales, legends, stories, and informational</td>
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<td>texts to include fiction and nonfiction print materials and tradebooks,</td>
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<td>which reflect the SOL in English, history and social science, science, and</td>
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<tr>
<td>mathematics. (K.1)</td>
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<td>Participate in choral speaking and echo reading of short poems,</td>
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<td>rhymes, songs, and stories with repeated patterns and refrains.</td>
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<td>Identify words that rhyme. (K.1)</td>
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<td>General rhyming words based on a rhyming rhythm. (K.1)</td>
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<tr>
<td>Supply an appropriate word to complete a familiar nursery rhyme or</td>
<td>(K.1)</td>
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<tr>
<td>predictable text with rhyming lines.</td>
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<td>Focus on speech sounds. (K.4)</td>
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<td>Supply a word that has the same beginning sound as a spoken word. (K.4)</td>
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<tr>
<td>Identify and sort pictures of objects whose names share the same</td>
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<tr>
<td>beginning or ending sounds.</td>
<td>(K.4)</td>
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<td>Recognize and name rapidly and with ease upper and lowercase letters</td>
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<tr>
<td>in sequence and in random order.</td>
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<td>Match uppercase and lowercase letter pairs. (K.7)</td>
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<td>Isolate initial consonants in single-syllable words. (K.7)</td>
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**Note:** Prior to instruction, determine students' instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students' instructional reading levels. Some activities are appropriate for independent student work. By the end of kindergarten, students should read instructionally at or above Rigby Level 2.

- Develop oral language and phonemic awareness through activities using *Phonics Songs and Rhymes Flip Chart*.
- Use sentence strips and a pocket chart together with *Phonics Songs and Rhymes Flip Chart* in a reading center so that students may manipulate the text.
- Create and model concept sorts such as “All My Friends Photograph Sort” (*Words Their Way*, 2000, p. 115). Follow concept sorts with related opportunities for drawing and labeling, cutting and pasting, and/or writing. Develop concept sorts for story selections in Scott Foresman and students’ daily life experiences (*Words Their Way*, 2000, pp. 100-101, 112, 115-117).
- As students experience each piece of literature, reread as appropriate for rhyme, letter identification, sound identification, and emerging word identification.
- Read a variety of alphabet books. Encourage children to talk about what they see in the pictures. Have the students join in reading the letters on each page. Let them predict what letters come next. Using an alphabet or word card as a model, the students can:
  - Trace the letter in sand
  - Form the letter with ropes of clay
  - Draw the letter with fingerpaint in plastic bags
  - Form the letter with colored glue
  - Form the letter using paper strips and other tactile materials, such as buttons, tiles, macaroni, etc.
  - Add letters and special words and pictures giving meaning to personal alphabet books.
  - Teach students the song, “Willoughby, Wallaby, Woo.” Encourage them to experiment with the rhymes at the end of the stanza by substituting their own names.
  - Designate a bulletin board area to make an ABC Wall. Attach cards with letters. By each letter add a picture of a key object whose name begins with the letter. Select appropriate words to add to the word wall throughout the year, and use the word wall for center and group activities (Scott Foresman, 2002, pp. 17, 33, 51, 85, 123, 141, 159, 195).
  - Write each student’s first name on a sentence strip to play “Starting with Children’s Names” in which students learn letters of the alphabet by analyzing one student’s name each day (*Words Their Way*, 2000, p. 124-125). Identify other words that begin with the same letter as the student’s name.
  - Play “Alphabet Eggs” to match capital and lowercase letters (*Words Their Way*, 2000, p. 128).
  - Write simple rhymes and songs on chart paper for students to read from memory and develop a concept of word as in “Rhymes for Reading” (*Words Their Way*, 2000, p. 134).
  - Sort pictures into groups under letters representing the beginning sounds of key words from a familiar text. Select letters such as M and S to sort that are articulated very differently. Begin with contrasting two letters and gradually increase the sort difficulty by adding up to four sounds to sort. Use the selected letters with a key picture for a sound association as headers for the sort. Begin with direct sorts in which the teacher models what is expected. Follow sorts with related opportunities for drawing, labeling, cutting, pasting, and/or writing. Follow guidelines for beginning sound picture sorts (*Words Their Way*, 2000, pp. 106-108).
### Comprehension Skills

- Use drama to retell familiar stories, rhymes, and poems. (K.1)
- Hold printed material in the correct way and turn pages appropriately. (K.5)
- Identify the front cover, back cover, and title page of a book. (K.5)
- Distinguish print from pictures. (K.5)
- Follow text with a finger, pointing to each word as it is read from left to right and top to bottom. (K.5)
- Locate words, letters, spaces, and lines of text. (K.5)
- Locate periods, question marks, and exclamation points. (K.5)
- Read and explain own drawings and writings. (K.6)
- Recognize and identify common signs, logos, and labels. (K.6)
- Apply knowledge that print conveys a message. (K.6)
- Make predictions based on illustrations or portions of the text. (K.8)
- Link knowledge from own experiences to make sense of and talk about the text. (K.8)
- Use vocabulary from a story in discussions and retellings. (K.8)
- Use descriptive language to talk about characters, settings, and events of a story. (K.8)
- Identify the roles of an author and illustrator. (K.8)

### Note:
Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work. By the end of kindergarten, students should read instructionally at or above Rigby Level 2.

- With all pieces of literature, identify the front cover, back cover, and title page. Demonstrate the left to right, top to bottom directionality of print. As appropriate, match voice with print by pointing to words so that students associate the oral phonemes, syllables, words, and phrases with their written forms. Monitor students’ understanding of concepts of print using a checklist.
- Activate students’ prior knowledge before reading texts. Use graphic organizers to represent students’ prior knowledge.
- Create and model concept sorts such as “All My Friends Photograph Sort” (Words Their Way, 2000, p. 115). Follow concept sorts with related opportunities for drawing and labeling, cutting and pasting, and/or writing. Develop concept sorts for story selections in Scott Foresman and students’ daily life experiences (Words Their Way, 2000, pp. 100-101, 112, 115-117).
- Model how to figure out challenging words using a variety of strategies during reading.
- With pieces of literature, choose times to discuss the author and illustrator. Locate their web sites from which to share information about them and their work.
- Reread stories, letting students read along as they remember the dialogue. Encourage them to make comments about the pictures or about story events as they go along.
- Share personal responses to the literature selections for the unit, building upon prior knowledge and personal experience. Compare students in the class to characters in the selections.
- Reflect on learning from texts read. Represent students’ learning in graphic organizers such as charts, maps, lists, and labeled pictures.
- Create centers for exploring content area skills/concepts related to selections read. Prepare, for example, a center related to the five senses. Include objects for all five senses. Provide models of the five senses words for students to use when drawing and labeling the objects. (Scott Foresman, 2002, p. 82)
- Sequence stories, using a variety of activities and forms, including, but not limited to:
  - Use pre-made picture cards to let students sequence the story by manipulating the cards and retelling the story orally;
  - Divide a large sheet of paper into thirds, allowing students to illustrate the beginning, middle, and end of the story;
  - Use shapes related to the story as templates on which to draw/write each event from the story. String onto a necklace. Staple to make a flip book. Glue into a wreath/circle design to illustrate the cycle of events.
- Create and read aloud class books. Create a big book with students’ photographs. Leave a slightly larger space than normal between first and last names. Use this class book as a starting off point to learn about words. For example, clap, jump, and count the number of words in students’ names. Locate and touch the space between students’ first and last names. Demonstrate how this word work relates to other familiar texts such as signs in the school (e.g. the school’s name) by touching, clapping, and jumping the words on the signs.
- Use “Cut-Up Sentences” from familiar texts to develop concepts of print including one-to-one match, letter, word, spaces between words, capital letters, lowercase letters, punctuation marks, and left to right (Words Their Way, 2000, pp. 134-135).
- Identify and discuss the common signs, logos, and labels used in the classroom, school, and community.
## Reading / Unit 1 / Kindergarten

### Writing Skills

- Produce artwork or a written response that demonstrates comprehension of a story read aloud. (K.8)
- Use standard letter formation (uppercase and lowercase). (K.9)
- Use standard number formation. (K.9)
- Use appropriate pencil grip. (K.9)
- Recognize and identify own first and last names and the first names of classmates. (K.6, K.10)
- Know that the first letter of first and last names are capital letters. (K.10)
- Write own first and last names for a variety of purposes. (K.10)
- Write daily for a variety of purposes. (K.11)
- Write on assigned or self-selected topics. (K.11)
- Generate text to communicate and make meaning, whether this is by drawings, letter strings, scribbles, letter approximations, phonetically spelled words or other graphic representations. (K.11)
- Use *skill and practice* and word processing software. (K.12)

### Writing Activities

**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work. By the end of kindergarten, students should read instructionally at or above Rigby Level 2.

- Create a Writing Center, stocked with a variety of writing implements, papers, models, and tools. Program, add, and delete items as pertinent to each unit or story.
- Make a word wall chart, displaying the letters of the alphabet, and adding important words related to themes throughout the year. This becomes a model for students to use as they become more independent writers.
- Label parts of the room with word or sentence cards. Post charts with color words, students’ names, etc. to use as models.
- Incorporate morning messages into the daily routine. Discuss and write about news relevant to the class. Select one sentence to write such as, “Today is the first day of kindergarten.” Say the sentence and hold up a finger for each word. Stretch and write the words. Model and discuss concepts of print while writing. Read the sentence aloud and track the print. Invite students to point and read (*Words Their Way*, 2000, 136-137)
- Design center activities for exploring and practicing name writing in a variety of mediums. Some activities include:
  - Write the student's name on a card and provide various items such as buttons, rice, pasta, pipe cleaners, feathers, etc. for the student to glue over the model.
  - Write the student's name in yellow highlighter on handwriting paper and allow the student to trace it in pencil.
  - Give the student a model of his/her name. Let the student cut letters from newspapers or magazines to recreate his/her name and glue it down.
  - Use stamps to stamp out the name.
  - Provide sandpaper, raised glue, or felt letters as a kinesthetic reinforcement
  - Encourage students to learn to recognize and print the names of others students in the room.
- Use interactive writing to make a class book about students’ favorite clothes. Follow the format of *Mary Wore Her Red Dress* and use the students own names (Scott Foresman, 2002, pp. 21-23). Model how to write from left-to-right and top to bottom, how to leave spaces between words, and how to stretch out words. Add digital pictures of students to each page and write color words in the corresponding color for extra support. Invite the class to choral read the completed book, with students’ work in alphabetical order, while the teacher points to the words. Ask students to identify their own names. Place the book in a center for students to read with partners. Note that interactive writing is very effective when used with individuals or partners.
- Establish a shared writing routine to use with small groups or the whole class to model how what is said can be written, how to make decisions when writing, and how to make the message clear to readers. Incorporate shared writing during morning messages, story retellings, and other writing experiences.
- Generate shared writing for a book about the class’s favorite colors after reading *Mary Wore Her Red Dress* (Scott Foresman, 2002, p. 27). Illustrate the book. Invite students to choral read the completed book, with students’ work in alphabetical order, while the teacher points to the words. Ask students to identify their own names and the color words. Place the book in a center for students to read with partners.
- Create individual “I Can” books about what children can do at school or at home (Scott Foresman, 2002, p. 9).
- Create a display of class members’ families. Draw rings of intersecting circles on butcher paper so that there is a circle for each child and one for the teacher. Model how to draw and label a picture of yourself and your family, then ask students to do the same. Lead a discussion about family members (Scott Foresman, 2002, p. 115).
- Introduce and add pages to the class diary through shared writing (Scott Foresman, 2002, pp. 41, 75, 111, 149, 185, and 221).
- Send class-made books home with a parent journal. Ask each child’s parents to read class-made books to and with their child. Include parent directions in the journal for reading and reinforcing concepts of print such as identifying the front cover, back cover, title page, a word, a letter, a period, etc. Provide space in the journal for parents to write positive comments about the class book before returning the journal and class book to school.
- Write/dictate/draw a letter to a friend or family member.
- Practice writing uppercase and lowercase alphabet letters in a personal alphabet book.
- Structure regular opportunities for independent writing for a variety of audiences and purposes.
# Reading / Unit 2 / Kindergarten

## Standards of Learning
- English K.1, K.4, K.5, K.6, K.7, K.8, K.9, K.10, K.11, K.12

## Scott Foresman Unit
- **Unit 2** A World of Wonders
- **Suggested Time Frame:** 6 weeks

## Scott Foresman Literature
- Mouse Mess
- Miss Bindergarten Gets Ready for Kindergarten
- Growing Vegetable Soup
- Dinner at the Panda Place
- Follow the Leader
- Funny Cakes

## Required Resources
- Scott Foresman Reading (2002), A World of Wonders, Teacher Edition, Grade K, Unit 2
- English Standards of Learning Curriculum Framework, Grade K, (2003), Virginia Department of Education
- Accelerated Reader

## Supplemental Resources
- Create Independent Learners: Teacher-Tested Strategies for ALL Ability Levels, P. Pavelka (1999)
- Revisit, Reflect, Retell, L. Hoyt (1999)

## Additional Classroom Interventions
1. Phonological Awareness: Rhyme
   - Rhyming Bingo
   - Odd One Out
   - Squirrel in a Tree
2. Phonological Awareness: Beginning Sounds
   - Beginning Sound Concentration
   - Go Fish
   - Snap!
3. Alphabet Knowledge
   - ABC Walk
   - Alphabet Scrapbook

## Correlation to YCSD English Curriculum Guide
- This second unit of Kindergarten reading curriculum correlates with the following units in the YCSD Kindergarten English Curriculum Guide:
  - Unit I Communication Skills
  - Unit II Vocabulary Development
  - Unit III Word Study
  - Unit IV Concepts of Print
  - Unit V Comprehension/Fiction and Nonfiction
  - Unit VI Composition
  - Unit VII Handwriting

## Related Standards:

## Technology Standards:
- C/T 5.4

## Monitoring:
- PALS, Rigby PM Benchmark Kits 1 & 2, STAR Reading

## Assessment:
- Scott Foresman Tests, Teacher-Made Assessments, Daily Performance
# Reading / Unit 2 / Kindergarten

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<td>- Discriminate between large phonological units of running speech: sentences, words, syllables. (K.1)</td>
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<td>- Demonstrate the concept of word by dividing spoken sentences into individual words. (K.1)</td>
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<td>- Identify and supply a word that rhymes with a spoken word. (K.4)</td>
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<td>- Break a sentence down into individual words. (K.4)</td>
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<td>- Break a word down into individual syllables by clapping. (K.4)</td>
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<td>- Recognize that a word breaks down into individual phonemes. (K.4)</td>
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<tr>
<td>- Recognize how phonemes sound when spoken in isolation and write the grapheme (letter) that represents the spoken sound: /m/, /b/, /s/, /t/, /f/, /a/. (K.4, K.7)</td>
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<td>- Supply a word that has the same beginning or ending sound (phoneme) as a spoken word. (K.4)</td>
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<td>- Develop concept sorts for story selections in Scott Foresman and students’ daily life experiences. Follow concept sorts with related opportunities for drawing and labeling, cutting and pasting, and/or writing (<em>Words Their Way</em>, 2000, pp. 100-101, 112, 115-117).</td>
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<td>- As students experience each piece of literature, reread as appropriate for rhyme, letter identification, sound identification, and emerging word identification.</td>
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<td>- Read a variety of alphabet books. Encourage students to talk about what they see in the pictures. Have the students join in reading the letters on each page. Let them predict what letters come next.</td>
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<td>- Add letters and special words and pictures to personal alphabet books. Create individual, personalized sound books to help with learning letter sounds that are challenging for students. Give students several sheets of paper on which to draw and label pictures of objects beginning with /w/, or another challenging sound, on each sheet to make into a book. Vary the process for different letter books by allowing students to choose large stickers, magazine cutouts, or computer printouts of items beginning with the sound to put in their books.</td>
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<tr>
<td>- Incorporate use of ABC wall during instruction to further develop students’ understanding of letter, sound, and word (Scott Foresman, 2002, pp. 17, 35, 53, 91, 131, 169, 205).</td>
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<td>- Write simple rhymes and songs on chart paper for students to read from memory and develop a concept of word as in “Rhymes for Reading” (<em>Words Their Way</em>, 2000, p. 134).</td>
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<td>- Select pictures of single syllable -at family words such as cat, bat, mat, and hat for “Matching and Sorting Rhyming Pictures.” Select a few pictures such as bee, nail, and fly that do not rhyme with cat. Display two pictures that rhyme and one that does not for the student to sort. Model how to select two pictures, name each slowly, listen for a rhyme, and repeat the process with a new pair to ensure the correct match is made (<em>Words Their Way</em>, 2000, p. 118; Scott Foresman, 2002, pp. 218, AR1).</td>
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<td>- Sort pictures into groups under letters representing the beginning sounds of key words from a familiar text. Select letters such as M and S to sort that are articulated differently. Begin with contrasting two letters and gradually increase the sort difficulty by adding up to four sounds to sort. Use the selected letters with a key picture for a sound association as headers for the sort. Begin with direct sorts in which the teacher models what is expected. Follow guidelines for beginning sound picture sorts (<em>Words Their Way</em>, 2000, pp. 106-108).</td>
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<td>- Select some letters students need to work on and some which they know well for a game of “Alphabet Concentration” in which students match the upper and lowercase letters (<em>Words Their Way</em>, 2000, p. 128).</td>
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<td>- Prepare a game of “Letter-Sound Concentration.” Select letters studied and corresponding pictures that begin with these letter sounds for matching in a game of “Letter-Sound Concentration” (<em>Words Their Way</em>, 2000, p. 128).</td>
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## Reading / Unit 2 / Kindergarten

### Comprehension Skills
- Hold printed material in the correct way and turn pages appropriately. (K-5)
- Identify the front cover, back cover, and title page of a book. (K-5)
- Locate words, letters, spaces, and lines of text. (K-5)
- Locate periods, question marks, and exclamation points. (K-5)
- Read and explain own drawing and writings. (K-6)
- Recognize and identify common signs, logos, and labels. (K-6)
- Apply knowledge that print conveys a message. (K-6)
- Locate high frequency words (a, the, can, at, I, am) and phrases in familiar text. (K-6)
- Make predictions based on illustrations or portions of the text. (K-8)
- Link knowledge from own experiences to make sense of and talk about the text. (K-8)
- Retell a story in own words or re-enact it, arranging the events in the correct sequence (beginning, middle and end). (K-8)
- Use vocabulary from a story in discussions and retellings. (K-8)
- Use descriptive language to talk about characters, settings, and events of a story. (K-8)
- Respond to simple questions about the content of a book. (K-8)

### Comprehension Activities

**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work. By the end of kindergarten students should read instructionally at or above Rigby Level 2.

- With all pieces of literature, identify the front cover, back cover, and title page. Demonstrate the left to right, top to bottom directionality of print. As appropriate, match voice with print by pointing to words so that students associate the oral phonemes, syllables, words, and phrases with their written forms.
- Activate students’ prior knowledge before reading texts. Use graphic organizers to represent students’ prior knowledge.
- Develop concept sorts for story selections in Scott Foresman and students’ daily life experiences. Follow concept sorts with related opportunities for drawing and labeling, cutting and pasting, and/or writing (*Words Their Way*, 2000, pp. 100-101, 112, 115-117).
- Introduce the kinds of animals students will read about in “Bears and Bunnies” (Scott Foresman, 2002, p. 123). Lead a discussion about where these and other animals live and their habitats. Invite students to select several and draw four habitats. Create a chart with four columns, each with its own habitat picture at the top. Categorize the animals by their habitats. Label the habitats.
- Build background knowledge on the animals and habitat around the school. Take a nature walk around the school to identify the kinds of animals, plants, etc. they see. Invite students to draw what they saw on the walk. Cut out the pictures, sort them by category, and glue by categories on posters. Label the categories such as “Plants We Saw” and “Birds We Saw” (Scott Foresman, 2002, p. 9). Refer back to these charts to compare/contrast with animals and their habitats from selections read in the unit.
- Prepare students for reading. Select a few key vocabulary words to clarify before reading. For example, for *Ship A-Sailing*, locate and share a model of a ship to point out the parts referred to in the story.
- Create centers for exploring content area skills/concepts related to selections read. Prepare, for example, a world map that shows where elephants, lions, monkeys, and giraffes live. Make picture cards for students to match to the places on the map that shows where the animals live. Indicate on the map where students live. (Scott Foresman, 202, p. 128).
- Reread stories, letting students read along as they remember the dialogue. Encourage them to make comments about the pictures or about story events as they go along. Demonstrate how to make predictions and share personal knowledge and experiences related to selections, and encourage students to do the same.
- Reflect on learning from texts read. Represent students’ learning in graphic organizers such as charts, maps, lists, and labeled pictures.
- Write or dictate sentences about the characters, setting, or events in texts read. Illustrate the writing.
- Locate high frequency words “a” and “the” in *Mouse Mess* and other familiar texts such as labels around the room/school, and in morning messages. Post high frequency words on the word wall.
- Identify and discuss the meaning of common signs, logs, and labels used in the classroom, school, and community.
## Reading / Unit 2 / Kindergarten

### Writing Skills
- Recognize and identify own first and last names and the first names of classmates. (K.6, K.10)
- Produce artwork or a written response that demonstrates comprehension of a story read aloud. (K.8)
- Use standard letter formation (uppercase and lowercase). (K.9)
- Use standard number formation. (K.9)
- Use appropriate pencil grip. (K.9)
- Know that the first letter of first and last names are capital letters. (K.10)
- Write first and last names for a variety of purposes. (K.10)
- Write left to right and top to bottom. (K.11)
- Write daily for a variety of purposes. (K.11)
- Write on assigned or self-selected topics. (K.11)
- Write without resistance when given the necessary time, place, and materials. (K.11)
- Generate text to communicate and make meaning, whether this is by drawings, letter strings, scribbles, letter approximations, phonetically spelled words or other graphic representations. (K.11)
- Use skill and practice and word processing software. (K.12)

### Writing Activities

**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work. By the end of kindergarten students should read instructionally at or above Rigby Level 2.

- **Create a Writing Center stocked with a variety of writing implements, papers, models, and tools.** Program, add, and delete items as pertinent to each unit or story you teach.
- **Make a word wall chart, displaying the letters of the alphabet, and adding important words related to themes throughout the year.** This becomes a model for students to use as they become more independent writers.
- **Label important parts of the room with word or sentence cards.** Have charts with color words, the students’ names, etc. available as models. Discuss the purpose of signs and logos.
- **Incorporate morning messages into the daily routine.** Discuss and write about news relevant to the class. Select one sentence to write such as, “Today we will go on a nature walk.” Say the sentence and hold up a finger for each word. Stretch and write the words. Model and discuss concepts of print while writing. Read the sentence aloud and track the print. Invite students to point and read (Words Their Way, 2000, 136-137). Identify high frequency words studied so far.
- **Use interactive writing to write and illustrate a class book about objects (naming words) in the kindergarten classroom using high frequency words “a” or “the.”** Ask students to choose an object in the room to label with the/a and a naming word as in Monster Mop (Scott Foresman, 2002, p. 35). Label the object in the room on a sentence strip, affix the label to/near the object, draw the object on a page of the book, and label the object on the page. Model how to write from left-to right and top to bottom, how to leave spaces between words, and how to stretch out words. Invite the class to read the labels in the classroom and choral read the completed book. Choral read while different students point to the words. Ask the students to identify the high frequency words and naming words. Place the book in a center for students to read with partners. Note that interactive writing is very effective when used with individuals or partners.
- **Generate shared writing for a class book focusing on what students like about kindergarten after Miss Bindergarten Gets Ready for Kindergarten (Scott Foresman, 2002, p. 65).** Incorporate students’ first and last names in the book: Joe Smith likes to sing in kindergarten. Take digital pictures of students doing what they like and compose the text on the computer. Invite students to choral read the completed book while the teacher points to the words. Count the number of words on a page, locate a student’s name, find capital letter at the beginning of a name, find a period, locate action words and naming words, etc. Place the book in a center for students to read with partners.
- **Read Growing Vegetable Soup (Scott Foresman, 2002, p. 95).** Lead a discussion about growing vegetables in a garden. Ask students what kinds of vegetables they would like to grow in a garden. Ask students to draw a picture of garden showing themselves and their favorite vegetable. Write a naming word such as carrots to label the picture (Scott Foresman, 2002, p. 109). Help students write their words through interactive writing.
- **Add pages to the class diary through shared writing experiences (Scott Foresman, 2002, pp. 43, 81, 159, 195, 231).**
- **Create graphic organizers to record information in stories read or information about selected topics.**
- **Write or dictate the ingredients for a favorite recipe after reading Bunny Cakes (Scott Foresman, 2002, p. 209).** Write a rebus recipe. Draw action words next to the ingredients to show what to do with them (Scott Foresman, 2002, p. 225). Research the Internet (www.nickjr.com) to find examples of simple rebus recipes to read and make before students begin their own recipes. Make some of the students’ rebus recipes.
- **Structure regular opportunities for independent writing on topics of student interest.**
- **Create writing assignments in which students write their first and last names.** Supply models of students’ first and last names using a rough texture for the letters. Demonstrate to individual students correct letter formation for letters in first and last names as well as proper spacing between first and last names. Verbalize letter formation directions i.e. “To make the letter W, I make my pencil go down up, down up.” Practice forming letters in the air, on sandpaper, and/or in a tray of sand before writing the letter on paper. Allow time for guided/ independent practice.
- **Add each letter studied to personal alphabet books, practicing letter formation.** Encourage students to draw pictures beginning with each letter as well.
- **Make a compare and contrast chart, choosing four books studied.** Focus on the theme or other skill from the unit.
## Standards of Learning

| English     | K.1, K.4, K.5, K.6, K.7, K.8, K.9, K.10, K.11, K.12 |

## Scott Foresman Unit

| Unit 3 | So Much To Do! | Suggested Time Frame: 6 weeks |

### Scott Foresman Literature

- Cat’s Colors
- Lilly’s Purple Plastic Purse
- No, No, Titus
- Ginger
- Mrs. McNosh Hangs Up Her Wash
- Raccoons and Ripe Corn

### Required Resources

- Scott Foresman Reading (2002), So Much To Do!, Teacher Edition, Grade K, Unit 3
- English Standards of Learning Curriculum Framework, Grade K, (2003), Virginia Department of Education
- Accelerated Reader

### Supplemented Resources

- Create Independent Learners: Teacher-Tested Strategies for ALL Ability Levels, P. Pavelka (1999)
- Revisit, Reflect, Retell, L. Hoyt (1999)

### Additional Classroom Interventions

- Employ best practices for effective intervention from PALS-K Teacher’s Manual, 2000-2001, pp. 53-60. The manual makes multiple suggestions for combining these activities into seamless lessons:
  1. Phonological Awareness: Rhyme
     - Rhyming Bingo
     - Odd One Out
     - Squirrel in a Tree
  2. Phonological Awareness: Beginning Sounds
     - Beginning Sound Concentration
     - Go Fish
     - Snap!
  3. Alphabet Knowledge
     - ABC Walk
     - Alphabet Scrapbook
  4. Letter-Sound Knowledge and Phonics
     - Simon Says Sounds
     - Sort by Sound
     - Show Me!


### Correlation to YCSD English Curriculum Guide

This third unit of Kindergarten reading curriculum correlates with the following units in the YCSD Kindergarten English Curriculum Guide:

- Unit I Communication Skills
- Unit II Vocabulary Development
- Unit III Word Study
- Unit IV Concepts of Print
- Unit V Comprehension/Fiction and Nonfiction
- Unit VI Composition
- Unit VII Handwriting

### Related Standards


### Technology Standards

- C/T 5.4

### Monitoring

- PALS, Rigby PM Benchmark Kits 1 and 2, STAR Reading

### Assessment

- Scott Foresman Tests, Teacher-Made Assessments, Daily Performance
## Phonics Skills

### Awareness/Phonemic Activities

- Create individual, personalized sound books to help with learning letter sounds that are challenging for students.
- Add letters and special words and pictures to personal alphabet books.
- Incorporate use of ABC wall during instruction to further develop students’ understanding of letter, sound, and meaning.

### Phonemic Awareness/Phonics Activities

- Recognize how phonemes sound when spoken in isolation and write the grapheme (letter) that represents the spoken sound (/c/ /k/ /l/ /n/ /i/ /h/ /r/). (K.4, K.7)
- Determine the order of speech sounds (phonemes) in a given word by answering the following questions: 1) What is the beginning sound you hear? 2) What is the ending sound you hear? (K.4)
- Supply a word that has the same beginning or ending sound (phoneme) as a spoken word. (K.4)
- Identify and sort pictures of objects whose names share the same beginning or ending sounds. (K.4)
- Blend three given phonemes to make words (e.g., the teacher says /cl/ /l/ /l/ and the student blends the phonemes to say the word “cat”). (K.4)
- Recognize and name rapidly and with ease upper and lowercase letters in sequence and in random order. (K.7)
- Match uppercase and lowercase letter pairs. (K.7)

### Note:

- Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work. By the end of kindergarten students should read instructionally at or above Rigby Level 2.
- Use sentence strips and a pocket chart together with *Phonic Songs and Rhymes Flip Chart* in a reading center so that children may manipulate text.
- As students experience each piece of literature, reread as appropriate for rhyme, letter identification, sound identification, and emerging word identification.
- Read a variety of alphabet books. Encourage children to talk about what they see in the pictures. Have the students join in reading the letters on each page. Let them predict what letters come next.
- Create an Alphabet Center, where students can make the letter in all kinds of different materials. Using an alphabet card as a model, the children can:
  - Trace the letter in sand/colored rice on metal cookie sheets
  - Draw the letter with fingerprint in plastic bags
  - Form the letter with colored glue
  - Form the letter using paper strips and other related tactile materials, such as buttons for the dot on the lowercase i and j, gum drops for g, Kix cereal for k
  - Place magnetic letters on metal cookie sheets
- Use shapes representative of a letter being studied and encourage students to find pictures in magazines that also begin with that sound. For example, use a construction paper cut-out of a hand for the letter h. Find pictures in magazines that begin with h, cut them out and paste them to the hand (hat, horse, etc.).
- Incorporate use of ABC wall during instruction to further develop students’ understanding of letter, sound, and word (Scott Foresman, 2002, pp. 17, 53, 91, 167, 203).
- Add letters and special words and pictures to personal alphabet books.
- Prepare “Cut-Up Sentences” from a familiar text for a center activity in which students put the text in order (Words Their Way, 2000, pp. 106-108).
- Construct a “Soundline” or “Soundline.” Write uppercase and lowercase letters on clothespins. Mount and laminate pictures beginning with these sounds on small squares for matching to letters on the clothespins (Words Their Way, 2000, p. 131).
- Select three-letter CVC words containing sounds studied (cat, pin, Sam) from reading, class writing, or students’ names. Stretch a word slowly and demonstrate how to identify the first/last sound of the word. Guide students through this process by stretching a word and asking, “Which sound did you hear at the beginning/end?” Ensure students understand the concepts of first/beginning and last/end before starting this activity. Form a line and identify who is first/last, and relate this to the first/last sounds in words.
## Reading / Unit 3 / Kindergarten

### Comprehension Skills

- Use drama to retell familiar stories, rhymes, and poems. (K.1)
- Locate words, letters, spaces, and lines of text. (K.5)
- Locate periods, question marks, and exclamation points. (K.5)
- Read and explain own drawings and writings. (K.6)
- Explain that print provides information. (K.6)
- Retell information gathered from looking at a picture or from listening to a text read aloud. (K.6)
- Locate high frequency words (like, is, big, in, it, but) and phrases in familiar text. (K.6)
- Make predictions based on illustrations or portions of the text. (K.8)
- Link knowledge from own experiences to make sense of and talk about the text. (K.8)
- Use vocabulary from a story in discussions and retellings. (K.8)
- Respond to simple questions about the content of a book. (K.8)
- Use descriptive language to talk about characters, settings, and events of a story. (K.8)

### Comprehension Activities

**Note:** Prior to instruction, determine students' instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students' instructional reading levels. Some activities are appropriate for independent student work. By the end of kindergarten students should read instructionally at or above Rigby Level 2.

- With all pieces of literature, identify the front cover, back cover, and title page. Demonstrate the left to right, top to bottom directionality of print. As appropriate, match voice with print by pointing to words so that students associate the oral phonemes, syllables, words, and phrases with their written forms.
- Reread stories, letting students read along as they remember the dialogue. Encourage them to make comments about the pictures or about story events as they go along.
- Activate students’ prior knowledge about central topics before reading texts. Use graphic organizers to represent students' prior knowledge. For example, lead a discussion about raccoons to prepare students for reading *Raccoons and Ripe Corn* (Scott Foresman, 2002, p. 205). List what students know about raccoons. Revisit the list after reading the story to add new information. Accompany information listed with simple pictures.
- Develop concept sorts to build vocabulary and background knowledge for story selections. Follow concept sorts with related opportunities for drawing and labeling, cutting and pasting, and/or writing (*Words Their Way*, 2000, pp. 100-101, 112, 115-117). Prepare, for example, a creature concept sort before reading *No! No! Titus* (*Words Their Way CD ROM*, 2000; Scott Foresman, 2002, p. 96).
- Select illustrations from *Ginger* (Scott Foresman, 2002, 134) which students can learn information important to the text such as the clues facial expressions can give about what characters are feeling. Invite students to describe the information they learn about Ginger from several pictures, and explain how this can help them make predications about what will happen in the story.
- Ask children what common signs mean. Point out that there are now words and that we get information from the illustrations. Examine illustrations in texts and show information learned from them (Scott Foresman 2002, p. 177).
- Make a three-column chart labeled beginning, middle, and end for a story such as *Raccoons and Ripe Corn*. Enlist students’ help to retell what happened in the story. Sequence events using words such as before, after, and next. Determine where the raccoons were during each part of the story, and sketch a picture representing each place on the chart (Scott Foresman, 2002, p. 219).
- Organize “Be the Sentence” (*Words Their Way*, 2000, p. 135). Build short, familiar sentences by designating students to represent the words in the sentence. Select sentences with high frequency words when possible. Write the sentence on the board. Give each child a large card with one word from the sentence on it, and say the word. Monitor as students work together to build the sentence. Combine this activity with the morning message (*Words Their Way*, 2000, p. 136).
- Lead a game of “Simon Says.” Ask students to explain why they stood up, sat down, etc. Note that when something happens, there is a cause, or reason why it happens. Identify cause-effect situations in *Lily's Purple Plastic Purse* (Scott Foresman, 2002, p. 57). Use words such as before and after to retell the cause-effect situations.
- Dramatize stories to demonstrate cause and effect (Scott Foresman, 2002, pp. 44, 118, 194-195).
- Locate high frequency words “like” and “is” in *Cat’s Colors* (Scott Foresman, 2002, p. 21) and other familiar texts such as labels around the room/school and morning messages. Post high frequency words on the word wall.
## Reading / Unit 3 / Kindergarten

### Writing Skills

- Recognize and identify own first and last names and the first names of classmates. (K.6, K.10)
- Produce artwork or a written response that demonstrates comprehension of a story read aloud. (K.8)
- Use standard letter formation (uppercase and lowercase). (K.9)
- Use standard number formation. (K.9)
- Use appropriate pencil grip. (K.9)
- Form letters and space own first and last name. (K.10)
- Know that the first letter of first and last names are capital letters. (K.10)
- Write first and last names for a variety of purposes. (K.10)
- Write left to right and top to bottom. (K.11)
- Write daily for a variety of purposes. (K.11)
- Write on assigned or self-selected topics. (K.11)
- Write without resistance when given the necessary time, place, and materials. (K.11)
- Generate text to communicate and make meaning, whether this is by drawings, letter strings, scribbles, letter approximations, phonetically spelled words, or other graphic representations. (K.11)
- Use skill and practice and word processing software. (K.12)

### Writing Activities

**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work. By the end of kindergarten students should read instructionally at or above Rigby Level 2.

- Practice writing uppercase and lowercase letters in personal alphabet books.
- Select materials such as pictures, objects, and books for the writing center that can be used to write about topics related to the unit.
- Write continuations of books read such as *Cat's Colors*. Choose another color and write or draw another page for the book (Scott Foresman, 2002, p. 41). Model expectations.
- Write morning messages about news relevant to the class. Select one sentence to write such as, “Are we ready to do our play?” Say the sentence and hold up a finger for each word. Stretch a short word in the sentence such as “we” while writing it. Model and discuss concepts of print while writing. Read the sentence aloud and track the print. Invite students to point and read (*Words Their Way*, 2000, 136-137). Identify high frequency words.
- Integrate “Beginning-Middle-End: Finding Phonemes in Sound Boxes” into modeled and interactive writing. Stretch familiar three-letter words fluidly to better hear and write the phonemes. Make a rectangle with three even parts, and select three sound markers such as pennies. Place a marker in the appropriate sound box, moving from left to right through the stretched word, for each new phoneme as it is heard. Try a variation of sound boxes using a three-pocket holder and three large letter cards each with one letter needed to write the selected word (*Words Their Way*, 2000, 121).
- Use interactive writing when working with individuals or partners as well as large groups.
- Create graphic organizers to record information in stories read or information about selected topics.
- Add to the class diary through shared writing experiences (Scott Foresman, 2002, pp. 43, 81, 117, 157, 193, 229).
- Send class-made books home with a parent journal.
- Structure regular opportunities for independent writing on topics of student interest.
- Create writing assignments in which students write their first and last names. Supply models of students’ first and last names using a rough texture for the letters as needed. Demonstrate to individual students correct letter formation for letters in first and last names as well as proper spacing between first and last names. Verbalize letter formation directions i.e. “To make the letter W, I make my pencil go down up, down up.” Practice forming letters in the air, on sandpaper, and/or in a tray of sand before writing the letter on paper if needed. Allow time for guided and independent practice.
# Reading / Unit 4 / Kindergarten

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K-13
**Reading / Unit 4 / Kindergarten**

| Phonemic Awareness/Phonics Skills | Note: Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/ flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work. By the end of kindergarten students should read instructionally at or above Rigby Level 2. Use Phonic Songs and Rhymes Flip Chart Read aloud each rhyme several times, encouraging the students to join in with you. Emphasize the initial consonant sound of the letter being investigated. • Use sentence strips and a pocket chart together with Phonic Songs and Rhymes Flip Chart in a reading center so that children may manipulate the text. • As students experience each piece of literature, reread as appropriate for rhyme, letter identification, sound identification, and emerging word identification. • Read a variety of alphabet books. Encourage children to talk about what they see in the pictures. Have the students join in reading the letters on each page. Let them predict what letters come next. • Use shapes representative of a letter being studied and encourage students to find pictures in magazines that also begin with that sound. For example, use the shape of a mouse for the letter M and cut-out of a kite for the letter K. Find pictures in magazines that begin with K, cut them out and paste them to the kite. • Add letters and special words and pictures to personal alphabet books. • Create individual, personalized sound books to help with learning letter sounds that are challenging for students. Give students several sheets of paper on which to draw and label pictures of objects beginning with /w/, or another challenging sound, on each sheet to make into a book. Vary the process for different letter books by allowing students to choose large stickers, magazine cutouts, or computer printouts of items beginning with the sound to put in their books. • Sort pictures into groups under letters representing the beginning sounds of key words from a familiar text. Select letters such as N G, and W to sort. Begin with contrasting two letters and gradually increase the sort difficulty by adding up to four sounds to sort. Use a key picture as a header for a sound association. Begin with direct sorts in which the teacher models what is expected. Follow guidelines for beginning sound picture sorts (Words Their Way, 2000, pp. 106-108: Words Their Way CD ROM, 2001). • Integrate “Beginning-Middle-End: Finding Phonemes in Sound Boxes” into modeled and interactive writing. Stretch familiar three-letter words fluidly to better hear the sounds and write the letters. Make a rectangle with three even parts, and select three sound markers such as pennies. Place a marker in the appropriate sound box, moving from left to right through the stretched word, for each new phoneme as it is heard. Try a variation of sound boxes using a three-pocket holder and three large letter cards each with one letter needed to write the selected word (Words Their Way, 2000, 121). • Organize “It’s in the Bag-A Phoneme Blending Game.” Select a dozen objects from around the room, a familiar story, or a unit of study from science, etc. Select a puppet to help with this activity. Show the students the objects and name them, then place them in a bag for the puppet to peak in and name one of the objects by saying it very slowly for the children to guess the object. Vary the activity by selecting objects that begin/end with the same sound (Words Their Way, 2000, 122). Challenge students to supply a word that begins/ends with the same sound as the objects. |
# Reading / Unit 4 / Kindergarten

## Comprehension Skills

- Use drama to retell familiar stories, rhymes, and poems. (K.1)
- Follow text with a finger pointing to each word as it is read from left to right and from top to bottom. (K.5)
- Locate words, letters, spaces, and lines of text. (K.5)
- Match voice with print in syllables, words, and phrases. (K.5)
- Locate periods, question marks, and exclamation points. (K.5)
- Read and explain own drawings and writing. (K.6)
- Explain that print provides information. (K.6)
- Retell information gathered from looking at a picture or from listening to a text read aloud. (K.6)
- Locate high frequency words (look, see, my, we, little, have) and phrases in familiar text. (K.6)
- Name the topic of a nonfiction selection. (K.8)
- Make predictions based on illustrations or portions of the text. (K.8)
- Link knowledge from own experiences to make sense of and talk about the text. (K.8)
- Use vocabulary from a story in discussions and retellings. (K.8)
- Respond to simple questions about the content of a book. (K.8)

## Comprehension Activities

**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work. By the end of kindergarten students should read instructionally at or above Rigby Level 2.

- With all pieces of literature, identify the front cover, back cover, and title page. Demonstrate the left to right, top to bottom directionality of print. As appropriate, match voice with print by pointing to words so that students associate the oral phonemes, syllables, words, and phrases with their written forms.
- Reread stories, letting students read along as they remember the dialogue. Encourage them to make comments about the pictures or about story events as they go along.
- Activate students’ prior knowledge before reading texts. Use graphic organizers to represent students’ prior knowledge.
- Select an illustration from which students can learn information important to the text such as a fact, the setting, a central event in the story, or a cause/effect relationship. Look at the pictures in Looking for Crabs (Scott Foresman, 2002, p. 21) to determine why the family could not find crabs, and state this as a cause-effect relationship: Because the crabs hid, the family could not find them.
- Create centers for exploring content area skills/concepts related to selections read. Place, for example, crab shells in a center for students to draw, describe, and label after reading Looking for Crabs (Scott Foresman 2002, p. 21).
- Make a three-column chart labeled beginning, middle, and end for a story such as In the Rain with Baby Duck. Enlist students’ help to retell what happened in each part of the story. Sequence events using words such as before, after, and next. Sketch a picture representing each event on the chart (Scott Foresman, 2002, p. 69).
- Use puppets to act out a story such as In the Rain with Baby Duck. Help students make puppets of the characters and work in small groups to act out what happens in the story using the puppets (Scott Foresman, 2002, p. 73).
- Create a circle graphic organizer with pictures depicting the major events of the geese’s migration in Honk! Honk! A Story of Migration. Draw arrows from one event to the next, and then retell the story using the graphic organizer. Parallel the cycle of migration with the cycle of the seasons.
- Develop concept sorts to build vocabulary and background knowledge for story selections. Follow concept sorts with related opportunities for drawing and labeling, cutting and pasting, and/or writing (Words Their Way, 2000, pp. 100-101, 112, 115-117). Prepare, for example, a transportation concept sort (Words Their Way CD ROM, 2001). After reading On the Go (Scott Foresman, 2002, p. 131), add pictures of other types of transportation found in the story to the concept sort and sort again.
- Collect pairs of shoes such as gym shoes, construction boots, flip flops, and boots. Pantomime what might happen when a person wears these shoes. Relate how students used what they know to predict what might happen when wearing the shoes to predicting what will happen next in stories. Find clues in Shoes Like Miss Alice’s that helped readers predict what would happen next in the story (Scott Foresman, 2002, p. 209).
- Locate high frequency words “we” and “have” in Three Little Kittens (Scott Foresman, 2002, p. 167) and texts such as posters and student work around the room/school and morning messages. Post high frequency words on the word wall.
### Reading / Unit 4 / Kindergarten

<table>
<thead>
<tr>
<th>Writing Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Produce artwork or a written response that demonstrates comprehension of a story read aloud. (K.8)</td>
</tr>
<tr>
<td>• Use standard letter formation (uppercase and lowercase). (K.9)</td>
</tr>
<tr>
<td>• Use standard number formation. (K.9)</td>
</tr>
<tr>
<td>• Use appropriate pencil grip. (K.9)</td>
</tr>
<tr>
<td>• Form letters and space own first and last name. (K.10)</td>
</tr>
<tr>
<td>• Know that the first letter of first and last names are capital letters. (K.10)</td>
</tr>
<tr>
<td>• Write first and last names for a variety of purposes. (K.10)</td>
</tr>
<tr>
<td>• Write left to right and top to bottom. (K.11)</td>
</tr>
<tr>
<td>• Write daily for a variety of purposes. (K.11)</td>
</tr>
<tr>
<td>• Write on assigned or self-selected topics. (K.11)</td>
</tr>
<tr>
<td>• Write without resistance when given the necessary time, place, and materials. (K.11)</td>
</tr>
<tr>
<td>• Generate text to communicate and make meaning, whether this is by drawings, letter strings, scribbles, letter approximations, or other graphic representations. (K.11)</td>
</tr>
<tr>
<td>• Use skill and practice and word processing software. (K.12)</td>
</tr>
</tbody>
</table>

### Note:
Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work. By the end of kindergarten students should read instructionally at or above Rigby Level 2.

- Practice writing uppercase and lowercase letters in personal alphabet books.
- Select materials such as pictures, objects, and books for the writing center that can be used to write about topics related to the unit.
- Write morning messages about news relevant to the class. Select one sentence to write such as, "Thank you for getting ready so fast." Say the sentence and hold up a finger for each word. Write the sentence. Select a word such as fast to stretch while writing it. Model and discuss concepts of print while writing. Read the sentence aloud and track the print. Invite students to point and read (*Words Their Way*, 2000, pp. 136-137). Identify high frequency words.
- Set up a center with a model of a crab's habitat for students to investigate, draw, label, and describe in their journals.
- Make a class book about crabs based on the information in *Looking for Crabs* and on the Internet.
- Lead a discussion about different places students have gone on vacation. Ask students if they could go anywhere in the world, where would they go and what would they do? Draw pictures showing where students would go (setting) and what they would do there (event). Write captions describing the pictures. (Scott Foresman, 2002, p. 31).
- Invite each student to bring in a photograph or draw a picture of a special family celebration for a bulletin board. Write captions for the pictures/photographs.
- Make individual books about special times students have had with a family member, a friend, or the whole family (Scott Foresman, 2002, p. 39).
- Lead a discussion about what students do that makes them happy. Determine what made baby duck and Grampa Duck happy in the story *In the Rain with Baby Duck*. Model writing a journal entry about what makes you happy. Assist students as needed with writing their own journal entry about something that makes them happy (Scott Foresman, 2002, p. 81).
- Remind students that the goose in *Honk! Honk! A Migration Story* took the child on an adventure to the nesting grounds. Lead a discussion about the different places students would like to go and why (Scott Foresman, 2002, p. 99). Ask students to draw a picture of where the goose might take them on an exciting adventure. Write a story about the adventure. Give the story a title. Identify high frequency words in the writing. Identify locations on a map.
- Lead a discussion about how students are *On the Go* (Scott Foresman, 2002, p. 131). Ask how they get to school each day. Create a chart about how students get to school. Ask students to draw a picture about they get to school to put on the chart. Include students’ first and last names on the pictures. Label the chart with the different types of transportation. Determine how many students walk, ride a school bus, ride in a car, ride in a van, etc.
- Use interactive writing when working with individuals or partners as well as large groups.
- Add pages to the class diary through shared writing experiences (Scott Foresman, 2002, pp. 43, 79, 115, 145, 153, 189, 225).
- Send class-made books home with a parent journal.
# Reading / Unit 5 / Kindergarten

<table>
<thead>
<tr>
<th>Standards of Learning</th>
<th>Scott Foresman Unit</th>
<th>Suggested Time Frame: 6 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>English K.1, K.4, K.5, K.6, K.7, K.8, K.9, K.10, K.11, K.12</td>
<td>Unit 5 Off We Go!</td>
<td></td>
</tr>
</tbody>
</table>

## Scott Foresman Literature
- Jump Into the Jungle
- Listen Buddy
- Five Little Ducks
- Corduroy
- I Need a Lunch Box
- Franklin Plays the Game

## Required Resources
- Scott Foresman Reading (2002), Off We Go!, Teacher Edition, Grade K, Unit 5
- English Standards of Learning Curriculum Framework, Grade K, (2003), Virginia Department of Education
- Accelerated Reader
- Guided Reading, I. Fountas & G. Pinnell (1996)
- Rigby PM Benchmark Kit
- Words Their Way
- Words Their Way Interactive CD ROM (2001)

## Supplemental Resources
- Create Independent Learners: Teacher-Tested Strategies for ALL Ability Levels, P. Pavelka (1999)
- Revisit, Reflect, Retell, L. Hoyt (1999)
- Literacy Room: Rigby Leveled Texts 1-30
- Instructional Software/Productivity Tools:
- Unit-By-Unit Web Support: http://www.sfreading.com

## Additional Classroom Interventions
  The manual makes multiple suggestions for combining these activities into seamless lessons:
  1. Phonological Awareness: Rhyme
     - Rhyming Bingo
     - Odd One Out
     - Squirrel in a Tree
  2. Phonological Awareness: Beginning Sounds
     - Beginning Sound Concentration
     - Go Fish
     - Snap!
  3. Alphabet Knowledge
     - ABC Walk
     - Alphabet Scrapbook
  4. Letter-Sound Knowledge and Phonics
     - Simon Says Sounds
     - Sort by Sound
     - Show Me!
  5. Concept of Word
     - Morning Message Magic
     - Rhyming for Reading
  6. Word Recognition
     - Around the World With Words
     - Match the Rhyming Word
     - Blend the Sounds (Make a Word)

## Correlation to YCSD English Curriculum Guide
- This fifth unit of Kindergarten reading curriculum correlates with the following units in the YCSD English Curriculum Guide:
  - Unit I Communication Skills
  - Unit II Vocabulary Development
  - Unit III Word Study
  - Unit IV Concepts of Print
  - Unit V Comprehension/Fiction and Nonfiction
  - Unit VI Composition
  - Unit VII Handwriting

## Related Standards
- English K.2, K.3; H/SS K.3, K.4, K.5, K.8; Math K2, K.3, K.5, K.6, K.12, K.15, K.16; Science K4, K8

## Technology Standards
- C/T 5.4

## Monitoring
- PALS, Rigby PM Benchmark Kits 1 and 2, STAR Reading

## Assessment
- Scott Foresman Tests, Teacher-Made Assessments, Daily Performance
### Reading / Unit 5 / Kindergarten

**Phonemic Awareness/Phonics Skills**

- Listen to a variety of literary forms, including predictable texts, patterned texts, poems, fairy tales, legends, stories, and informational texts. (K.1)
- Participate in choral speaking and echo reading of short poems, rhymes, songs, and stories with repeated patterns and refrains. (K.1)
- Identify and supply a word that rhymes with a spoken word. (K.4)
- Supply a word that has the same beginning or ending sound (phoneme) as a spoken word. (K.4)
- Identify and sort pictures of objects whose names share the same beginning or ending sounds (phonemes). (K.4)
- Blend three given phonemes to make words (e.g., the teacher says /c/ /a/ /t/, and the student blends the phonemes to say the word cat). (K.4)
- Segment single syllable words into onset and rime. (K.4)
- Segment one-syllable words into sounds (phonemes). (K.4)
- Segment multisyllabic words into syllables. (K.4)
- Recognize and say the common sounds of all letters. (K.7)
- Write the grapheme that represents the spoken sound: /j/, /v/, /kw/, /e/, /ks/, /y/ (K.7)
- Blend onsets (/c/) and rimes (-at) to form words (cat). (K.7)

**Phonemic Awareness/Phonics Activities**

**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work. By the end of kindergarten students should read instructionally at or above Rigby Level 2.

- Read a variety of alphabet books. Encourage children to talk about what they see in the pictures. Have the students join in reading the letters on each page. Let them predict what letters come next.
- Play “Initial Consonant Follow the Path” games (*Words Their Way* CD ROM, 2001).
- Sort pictures into groups under letters representing the beginning sounds of key words from a familiar text. Select letters such as V, Y, and G to sort. Begin with contrasting two letters and gradually increase the sort difficulty by adding up to four sounds to sort. Use a key picture as a header for a sound association. Begin with direct sorts in which the teacher models what is expected. Follow guidelines for beginning sound picture sorts (*Words Their Way*, 2000, pp. 106-108; *Word Their Way* CD ROM, 2001).
- Say pairs of words aloud from reading selections for students to repeat and give a thumbs-up sign if both words end with the same sound.
- Integrate “Beginning-Middle-End: Finding Phonemes in Sound Boxes” into modeled and interactive writing. Stretch familiar three-letter words fluidly to better hear the sounds and write the letters. Make a rectangle with three even parts, and select three sound markers such as pennies. Place a marker in the appropriate sound box, moving from left to right through the stretched word, for each new phoneme as it is heard. Try a variation of sound boxes using a three-pocket holder and three large letter cards each with one letter needed to write the selected word (*Words Their Way*, 2000, 121).
- Organize “It’s in the Bag-A Phoneme Blending Game.” Select a dozen objects from around the room, a familiar story, or a unit of study from science, etc. Select a puppet to help with this activity. Show the students the objects and name them, then place them in a bag for the puppet to peak in and name one of the objects by saying it very slowly for the children to guess the object. Vary the activity by selecting objects that begin/end with the same sound (*Words Their Way*, 2000, 122). Challenge students to supply a word that begins/ends with the same sound as the objects.
- Play “Red Light” with a small group of students. Line up students. Designate a goal line. Say a CVC word such as red after which students must say another word ending with the same sound. Move up a step when saying a correct answer. Return to the starting line when providing an incorrect answer (Scott Foresman, 2002, p. 128).
- Model how to blend and segment CVC words such as ten, hen, pet, and let into onset and rime. Provide guided practice opportunities.
- Model how to blend three phonemes of CVC words to make words. Provide guided practice.
- Create individual, personalized sound books to help with learning letter sounds that are challenging for students. Give students several sheets of paper on which to draw and label pictures of objects beginning with /l/, or another challenging sound, on each sheet to make into a book (Scott Foresman, 2002, p. 227). Use large stickers, magazine cutouts, or computer printouts of items beginning with the sound for variation.
### Comprehension Skills

- Use drama to retell familiar stories, rhymes, and poems. (K.1)
- Follow text with a finger pointing to each word as it is read from left to right and from top to bottom. (K.5)
- Locate words, letters, spaces, and lines of text. (K.5)
- Locate periods, question marks, and exclamation points. (K.5)
- Match voice with print in syllables, words, and phrases. (K.5)
- Read and explain own drawings and writings. (K.6)
- Explain that print provides information. (K.6)
- Locate high frequency words (do, not, what, one, two, three, red, yellow, blue) and phrases in familiar text. (K.6)
- Recognize ten high frequency words (Each student may know a different set of words.). (K.6)
- Make predictions based on illustrations or portions of the text. (K.8)
- Link knowledge from personal experiences to make sense of and talk about the text. (K.8)
- Give evidence of understanding meaning, including the who, what, when, where, why, and how of what is being read aloud. (K.8)
- Use vocabulary from a story in discussions and retellings. (K.8)
- Identify the roles of an author and illustrator. (K.8)

### Comprehension Activities

**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work. By the end of kindergarten students should read instructionally at or above Rigby Level 2.

- With all pieces of literature, identify the front cover, back cover, and title page. Demonstrate the left to right, top to bottom directionality of print. As appropriate, match voice with print by pointing to words so that students associate the oral phonemes, syllables, words, and phrases with their written forms.
- Reread stories, letting students read along with you as they remember the dialogue. Encourage them to make comments about the pictures or about story events as they go along.
- Use “Cut-Up Sentences” from familiar texts to develop concepts of print including one-to-one match, letter, word, spaces between words, capital letters, lowercase letters, punctuation marks, and left to right (*Words Their Way*, 2000, pp. 134-135).
- Preview *Jump into the Jungle* by looking at the photographs to make conclusions about the animals. Ask students what kinds of animals they see, whether they are real or make-believe, and where they can be found (Scott Foresman, 2002, p. 22).
- Make a t-chart with the headings “Pets” and “Wild Animals” on the board after reading *Jump into the Jungle*. Read the headings. Show picture cards for various animals. Classify the animals and discuss what makes each animal a pet or a wild animal (Scott Foresman, 2002, p. 27).
- Review the story *Listen Buddy* with students. Divide the class into groups of three or four to pantomime an event from the story as other students in the class draw conclusions about what is happening and how the characters are feeling (Scott Foresman, 2002, p. 74).
- Develop and ask students 5W’s and H questions for selections read such as *Five Little Ducks* (Scott Foresman, 2002, pp. 106-107).
- Develop riddles about animals/objects with which students are familiar for students to solve. Relate how students use their background knowledge to drawing conclusions from stories using their background knowledge, picture clues, and the information provided in the stories (Scott Foresman, 2002, p. 139).
- Lead a discussion about how Corduroy felt when he knocked over the lamp. Draw pictures showing how Corduroy looked when after he and the lamp fell down (Scott Foresman, 2002, p. 149). Encourage students to include facial expressions to indicate Corduroy’s feelings as the illustrator of *Ginger* did in Unit 3. Lead a discussion about the role of illustrators in helping readers understand a book.
- Locate high frequency words “red,” “yellow,” and “blue” in *I Need a Lunch Box* (Scott Foresman, 2002, p. 169) and texts such as posters and student work around the room/school and morning messages. Post high frequency words on the word wall.
- Play games such as Bingo and Concentration with selected sight words from the word wall. Start with only a few sight words and increase the number as students become familiar with more.
# Reading / Unit 5 / Kindergarten

### Writing Skills

- Produce artwork or a written response that demonstrates comprehension of a story read aloud. (K.8)
- Use standard letter formation (uppercase and lowercase). (K.9)
- Use standard number formation. (K.9)
- Use appropriate pencil grip. (K.9)
- Write first and last names for a variety of purposes. (K.10)
- Write left to right and top to bottom. (K.11)
- Write daily for a variety of purposes. (K.11)
- Write on assigned or self-selected topics. (K.11)
- Write without resistance when given the necessary time, place, and materials. (K.11)
- Generate text to communicate and make meaning. (K.11)
- Use skill and practice and word processing software. (K.12)

### Writing Activities

**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work. By the end of kindergarten students should read instructionally at or above Rigby Level 2.

- Practice writing uppercase and lowercase letters in personal alphabet books.
- Select materials such as pictures, objects, and books for the writing center that can be used to write about topics related to the unit.
- Write morning messages about news relevant to the class. Select one sentence to write such as, “Are we ready to do our play?” Say the sentence and hold up a finger for each word. Stretch a short word in the sentence such as “we” while writing it. Model and discuss concepts of print while writing. Read the sentence aloud and track the print. Invite students to point and read (*Words Their Way*, 2000, 136-137). Identify high frequency words.
- Use interactive writing when working with individuals or partners as well as large groups.
- Make rhyme books. Write sentences in which two words rhyme (Scott Foresman, 2002, p. 71).
- Make a “What Is It?” riddle book. Follow this format: What is it? It is not ___. It is not ___. It is not ___. It is a ___. (Scott Foresman, 2002, p. 80).
- Make counting books for at least the numbers 1 through 5. Label the pictures with the number and naming word for each group of objects drawn on a page (Scott Foresman, 2002, p. 116).
- Make color books. Include the words red, blue, and yellow. Follow this format: This is a red ___. Draw a picture to complete each sentence (Scott Foresman, 2002, p. 190).
- Write journal entries on topics related to texts read. Provide prompts and discuss possible responses prior to writing. Provide, for example, the following choices for journal writing after reading *Franklin Plays the Game:* “Tell about a game you would like to play, how you learned to play a sport, or something you practice so you get better” (Scott Foresman, 2002, p. 211).
- Add pages to the class diary through shared writing experiences (Scott Foresman, 2002, pp. 43, 81, 117, 155, 191, 237).
- Send class-made books home with a parent journal.
# Reading / Unit 6 / Kindergarten

<table>
<thead>
<tr>
<th>Standards of Learning</th>
<th>English</th>
<th>K.1, K.4, K.5, K.6, K.7, K.8, K.9, K.10, K.11, K.12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scott Foresman Unit</td>
<td>Unit 6</td>
<td>Open the Doors</td>
</tr>
<tr>
<td>Scott Foresman</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literature</td>
<td></td>
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</tr>
<tr>
<td>• Zoom! Zoom! Zoom! I’m Off to the Moon!</td>
<td></td>
<td></td>
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<tr>
<td>• Hush! A Thai Lullaby</td>
<td></td>
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<tr>
<td>• Flower Garden</td>
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<tr>
<td>• The Wolf’s Chicken Stew</td>
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<tr>
<td>• Machines at Work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• A House is a House for Me</td>
<td></td>
<td></td>
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<tr>
<td>Required Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• English Standards of Learning Curriculum Framework, Grade K, (2003), Virginia Department of Education</td>
<td></td>
<td>• PALS</td>
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<tr>
<td>• Accelerated Reader</td>
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<td>• Rigby PM Benchmark Kit</td>
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<td>• Accelerated Reader</td>
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<td>• Words Their Way by Bear et al. (2000)</td>
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<td>• Accelerated Reader</td>
<td></td>
<td>• Words Their Way Interactive CD ROM (2001)</td>
</tr>
<tr>
<td>Supplemental</td>
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<tr>
<td>Resources</td>
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<tr>
<td>• Making the Connection: Learning Skills Through Literature K-2, P. Pavelka (1995)</td>
<td></td>
<td>• Literacy Room: Rigby Leveled Texts 1-30</td>
</tr>
<tr>
<td>• Revisit, Reflect, Retell, L. Hoyt (1999)</td>
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<td>• Instructional Software/Productivity Tools:</td>
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<tr>
<td>• Revisit, Reflect, Retell, L. Hoyt (1999)</td>
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<td>• Unit-By-Unit Web Support:</td>
</tr>
<tr>
<td>Additional Classroom Interventions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Employ best practices for effective intervention from PALS-K Teacher’s Manual, 2000-2001, pp. 53-60. The manual makes multiple suggestions for combining these activities into seamless lessons:</td>
<td></td>
<td>5. Concept of Word</td>
</tr>
<tr>
<td>1. Phonological</td>
<td></td>
<td>• Morning Message Magic</td>
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<tr>
<td>Awareness: Rhyme</td>
<td></td>
<td>• Rhyming for Reading</td>
</tr>
<tr>
<td>· Rhyming Bingo</td>
<td></td>
<td>6. Word Recognition</td>
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<tr>
<td>· Odd One Out</td>
<td></td>
<td>· Around the World With Words</td>
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<tr>
<td>· Squirrel in a Tree</td>
<td></td>
<td>· Match the Rhyming Word</td>
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<tr>
<td>2. Phonological</td>
<td></td>
<td>· Blend the Sounds (Make a Word)</td>
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<tr>
<td>· Beginning Sound Concentration</td>
<td></td>
<td>• Use or adapt activities and games from <strong>Phonemic Awareness in Young Children: A Classroom Curriculum</strong> by Adams, Foorman, Lundberg &amp; Beeler (1998).</td>
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<tr>
<td>· Snap!</td>
<td></td>
<td>• Use or adapt activities and games from <strong>Phonemic Awareness in Young Children: A Classroom Curriculum</strong> by Adams, Foorman, Lundberg &amp; Beeler (1998).</td>
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<td>· ABC Walk</td>
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<tr>
<td>· Alphabet Scrapbook</td>
<td></td>
<td>• Use or adapt activities and games from <strong>Phonemic Awareness in Young Children: A Classroom Curriculum</strong> by Adams, Foorman, Lundberg &amp; Beeler (1998).</td>
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<tr>
<td>Knowledge and Phonics</td>
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<td>• Use or adapt activities and games from <strong>Phonemic Awareness in Young Children: A Classroom Curriculum</strong> by Adams, Foorman, Lundberg &amp; Beeler (1998).</td>
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<tr>
<td>· Sort by Sound</td>
<td></td>
<td>• Use or adapt activities and games from <strong>Phonemic Awareness in Young Children: A Classroom Curriculum</strong> by Adams, Foorman, Lundberg &amp; Beeler (1998).</td>
</tr>
</tbody>
</table>

**Suggested Time Frame**

6 weeks

**Correlation to YCSD English Curriculum Guide**

This last unit of Kindergarten reading curriculum correlates with the following units in the YCSD Kindergarten English Curriculum Guide:

- Unit I Communication Skills
- Unit II Vocabulary Development
- Unit III Word Study
- Unit IV Concepts of Print
- Unit V Comprehension/Fiction and Nonfiction
- Unit VI Composition
- Unit VII Handwriting

**Related Standards:** English K.2, K.3; H/SS K.3, K.4, K.5, K.6; Math K2, K.3, K.5, K.16; Science K4, K8

**Technology Standards:** C/T 5.4

**Monitoring:** PALS, Rigby PM Benchmark Kits 1 and 2, STAR Reading

**Assessment:** Scott Foresman Tests, Teacher-Made Assessments, Daily Performance
Reading / Unit 6 / Kindergarten

Phonemic Awareness/Phonics Skills

- Listen to a variety of literary forms, including predictable texts, patterned texts, poems, fairy tales, legends, stories, and informational texts. (K.1)
- Participate in choral speaking and echo reading of short poems, rhymes, songs, and stories with repeated patterns and refrains. (K.1)
- Supply a word that has the same beginning or ending sound (phoneme) as a spoken word. (K.4)
- Identify and sort pictures of objects whose names share the same beginning or ending sounds (phonemes). (K.4)
- Blend three given phonemes to make words (e.g., the teacher says /c/ /a/ /t/, and the student blends the phonemes to say the word cat). (K.4)
- Segment single syllable words into onset and rime. (K.4)
- Segment one-syllable words into sounds (phonemes). (K.4)
- Segment multisyllabic words into syllables. (K.4)
- Recognize and say the common sounds of all letters. (K.7)
- Write the grapheme that represents the spoken sound: /z/, /u/. (K.7)
- Blend onsets (/c/) and rimes (-at) to form words (cat). (K.7)

Note: Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/ flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work. By the end of kindergarten students should read instructionally at or above Rigby Level 2.

- Develop oral language and phonemic awareness through activities using Phonics Songs and Rhymes Chart.
- Use sentence strips and a pocket chart together with Phonics Songs and Rhymes Flip Chart in a reading center so that students may manipulate the text.
- Reread selected literature for rhyme as well as letter, sound, and word identification.
- Add letters, pictures, and words to personal alphabet books.
- Select four familiar word families for a game of “Match!” Look for four pictures per word family (bug, mug, rug, jug; cat, hat, bat, rat; pig, big, dig, wig; can, fan, man, pan). Review pictures and corresponding words prior to playing. Provide eight pictures to each student to place face-down in a stack. Turn a picture face up at the same time from each deck. Say “Match!” if the pictures belong to the same word family. The first person to say “Match!” wins the matching cards, and the person with the most matches wins (Words Their Way, 2000, p. 170).
- Make words using consonant and phonogram cards. Mix the consonant cards and place them face down. Place the phonogram cards face up. Take turns turning over a consonant card and try to make a new word. Write “real” words on paper (Scott Foresman, 2002, p. 52).
- Play “Change My Word” (Scott Foresman, 2002, p. 55). Use magnetic letters to make a familiar CVC word on the board. Place consonants that will be useful in creating new words nearby for students to select when making new words by changing only one letter of the original CVC word. Say the old word before making a new word. Say the new word. State the change made. Segment and then blend the onset and rime. Emphasize the onset by separating it from the rime, touching the onset while saying the sound and then touching the rime when saying the rime. Push the onset and rime together and say the whole word.
- Organize a game of “Remember.” Draw a cat on the board and ask one child in the circle to name a word that begins like cat. Ask the next student to repeat the word of the previous student and provide another word beginning with c/k. Continue around the circle, and after many words c/k/ words have been given, start again with another word such as pen (Scott Foresman, 2002, p. 128).
- Play “Show Me.” Create individual three-letter folded pocket holders and letter cards for students. Select a CVC word for students to make in their pocket holders using the letter cards and then display the word when the teacher says “Show Me” (Words Their Way, 2000, p. 173). Segment and blend sounds in words.
### Comprehension Skills

- Use drama to retell familiar stories, rhymes, and poems. (K.1)
- Follow text with a finger pointing to each word as it is read from left to right and from top to bottom. (K.5)
- Locate words, letters, spaces, lines of text, and punctuation marks. (K.5)
- Match voice with print in syllables, words, and phrases. (K.5)
- Read and explain own writing and drawings. (K.6)
- Explain that print provides information. (K.6)
- Locate high frequency words (here, to, up, get, where, and, you, that, go) and phrases in familiar text. (K.6)
- Make predictions based on illustrations or portions of the text. (K.8)
- Link knowledge from personal experiences to make sense of and talk about the text. (K.8)
- Give evidence of understanding meaning, including the who, what, when, where, why, and how of what is being read aloud. (K.8)
- Use vocabulary from a story in discussions and retellings. (K.8)
- Identify roles of an author and an illustrator. (K.8)
- Name the topic of a nonfiction selection. (K.8)

### Comprehension Activities

**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work. By the end of kindergarten students should read instructionally at or above Rigby Level 2.

- With all pieces of literature, identify the front cover, back cover, and title page. Demonstrate the left to right, top to bottom directionality of print. As appropriate, match voice with print by pointing to words so that students associate the oral phonemes, syllables, words, and phrases with their written forms.
- Reread stories, letting students read along with you as they remember the dialogue. Encourage them to make comments about the pictures or about story events as they go along.
- Summarize the main idea of each story read and discussed in class. Include who, what, when, where, why, and how information.
- Sequence stories using pictures, text, and/or other organizers in whole group, small groups, or as individuals.
- Make, confirm, and revise predictions as you move through pieces of literature.
- Use “Cut-Up Sentences” from familiar texts to develop concepts of print including one-to-one match, letter, word, spaces between words, capital letters, lowercase letters, punctuation marks, and left to right (Words Their Way, 2000, pp. 134-135).
- Give children index cards with the words here, to, and up written on them. Say the sentences using these words. Ask students to hold up the correct card when they hear the sight word (Scott Foresman, 2002, p. 38). Locate high frequency words around the room/school and in morning messages. Post high frequency words on the wall.
- Arrange students in small groups with pairs of objects such as a red ball and an orange. Ask how these two things are alike and how they are different. Invite groups to share their objects and summarize how they are alike and different. Share that telling how things are alike and different will help them understand and remember what they read (Scott Foresman, 2002, p. 65).
- Ask students to think about how the parts of Hush! A Thai Lullaby were alike and how they were different (Scott Foresman, 2002, p. 71).
- Reread pp. 22-26 of Hush! A Thai Lullaby. Use a Venn Diagram to show how water buffalo and elephants are alike and different (Scott Foresman, 2002, p. 74).
- Lead a discussion about actions the girl and her father do in Flower Garden to make a garden. Pantomine the actions (Scott Foresman, 2002, p. 106).
- Prepare sets of index cards with three- and four-letter words. Sort the cards by the number of letters. Encourage students to find other words to add to each group. Challenge students to name other ways to sort the cards such as beginning and ending sound (Scott Foresman, 2002, p. 107).
- Play games such as Bingo and Concentration with selected sight words from the word wall. Start with only a few sight words and increase the number as students become familiar with more.
# Reading / Unit 6 / Kindergarten

## Writing Skills

- Produce artwork or a written response that demonstrates comprehension of a story read aloud. (K.8)
- Use standard letter formation (uppercase and lowercase). (K.9)
- Use standard number formation. (K.9)
- Use appropriate pencil grip. (K.9)
- Write first and last names for a variety of purposes. (K.10)
- Write left to right and top to bottom. (K.11)
- Write daily for a variety of purposes on assigned or self-selected topics. (K.11)
- Write without resistance when given the necessary time, place, and materials. (K.11)
- Generate text to communicate and make meaning. (K.11)
- Use *skill and practice* and word processing software. (K.12)

## Writing Activities

**Note:** Prior to instruction, determine students' instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students' instructional reading levels. Some activities are appropriate for independent student work. By the end of kindergarten students should read instructionally at or above Rigby Level 2.

- Practice writing uppercase and lowercase letters in personal alphabet books.
- Select materials such as pictures, objects, and books for the writing center that can be used to write about topics related to the unit.
- Write morning messages about news relevant to the class. Select one sentence to write such as, “Are we ready to do our play?” Say the sentence and hold up a finger for each word. Stretch a short word in the sentence such as “we” while writing it. Model and discuss concepts of print while writing. Read the sentence aloud and track the print. Invite students to point and read (*Words Their Way*, 2000, pp. 136-137). Identify high frequency words.
- Use interactive writing when working with individuals or partners as well as large groups.
- Visit NASA Quest at [http://quest.arc.nasa.gov/](http://quest.arc.nasa.gov/) to learn more about space and space travel. Write about something new learned about space or space travel either from *Zoom! Zoom! I’m Off to the Moon!* or from the web site (Scott Foresman, 2002, p. 43).
- Compare and contrast students' sizes with that of animals. Write these sentences and draw pictures to go with them: I am bigger than a ___. I am smaller than a ___. (Scott Foresman, 2002, p. 71)
- Add pages to the class diary through shared writing experiences (Scott Foresman, 2002, pp. 45, 81, 117, 155, 193, 233).
- Send class-made books home with a parent journal.
# Reading / Unit 1 / Grade 1

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## Required Resources
- Scott Foresman Reading for Virginia (2002), Good Times We Share, Teacher Edition, Grade 1, Unit 1
- English Standards of Learning Curriculum Framework–Grade 1 (2003), Virginia Department of Education
- Accelerated Reader
- Guided Reading, I. Fountas & G. Pinnell (1996)
- PALS
- Rigby PM Benchmark Kit
- Words Their Way, Bear et al. (2000)
- Words Their Way Interactive CD ROM (2001)

## Supplemental Resources
- *Create Independent Learners: Teacher-Tested Strategies for ALL Ability Levels*, Pavelka (1999)
- Literacy Room: Rigby Leveled Texts 1-30
- Instructional Software/Productivity Tools
- Unit-By-Unit Web Support: [http://www.sfreading.com](http://www.sfreading.com)

## Additional Classroom Interventions
- Utilize available instructional software for specific skill isolation and reinforcement.
- Employ best practices for effective intervention from *PALS 1-3 Teacher’s Manual*, 2000-2001, pp. 78-84. The manual makes multiple suggestions for combining these activities into seamless lessons:
  1. Oral Reading Fluency
     - Paired Reading
     - Radio Reading
     - Timed Repeated Reading
  2. Alphabet Naming
     - ABC Walk
     - Alphabet Scrapbook
  3. Concept of Word
     - Dictated Captions
     - Language Experience Approach (LEA)
     - Cloze Procedures
     - Cut-up Sentences
  4. Phonemic Awareness
     - Push It Say It Procedures
- Beginning-Middle-End: Finding Phonemes in Sound Boxes
- Picture Puzzles
- Use strategies from *Words Their Way*, 2000, to provide additional practice in word study.
  1. Phonemic Awareness
     - Rhyme and Pattern Stories, p. 64
     - Picture Sorts, pp. 63-66
     - Match and Sort, p. 118
     - Rhyming Families, p.176
  2. Alphabet Sounds
     - Beginning and Ending Dominoes, p. 170
     - Word Maker, p. 173
  3. Short Vowel Families
     - Show Me, p. 172
     - Go Fish, p. 177
     - Bug Race, p. 180

## Correlation to YCSD English Curriculum Guide
This first unit of the Grade 1 reading curriculum correlates with the following units in the YCSD Grade 1 English Curriculum Guide:
- Unit I Communication Skills
- Unit II Word Study
- Unit III Comprehension/Strategies
- Unit IV Comprehension/Fiction
- Unit V Comprehension/Nonfiction & Simple Reference Materials
- Unit VI Composition
- Unit VII Handwriting

## Related Standards:
- English 1.1, 1.2, 1.3, 1.11; H/SS 1.7, 1.8, 1.9; Math 1.1, 1.8, 1.9, 1.15, 1.19, 1.20; Science 1.1, 1.4, 1.5

## Technology Standards:
- C/T: 5.4

## Monitoring:
PALS, Rigby PM Benchmark Kits 1 and 2, STAR Reading

## Assessment:
Scott Foresman Tests, Teacher-Made Assessments, Daily Performance Assessments, Daily Performance
### Reading / Unit 1 / Grade 1

#### Word Study (Phonics, Vocabulary, and Spelling) Skills

- Identify the onset and rime of words. (1.4)
- Generate words that rhyme with a teacher-given word. (1.4)
- Segment words by saying each sound. (1.4)
- Blend separately spoken phonemes to make word parts and words with one to three syllables. (1.4)
- Sort picture cards by beginning and ending phoneme. (1.4)
- Apply knowledge of beginning and ending consonants and short vowels in single-syllable words by recognizing beginning and ending consonant sounds, separating the sounds in a word, blending separately spoken phonemes to make a word, and spelling words. (1.6)
- Accurately decode unknown, orthographically regular, single-syllable words and nonsense words (e.g., sit, zot), using letter-sound mappings to sound them out. (1.6)
- Apply knowledge of word patterns to decode unfamiliar words by recognizing word patterns by recognizing word patterns CVC, using onsets and rimes to create, read, and spell new words that include blends such as the l and r blends and digraphs including ch, sh, th, and wh. (1.6)
- Read and spell common high-frequency sight words. (1.6)

#### Word Study (Phonics, Vocabulary, and Spelling) Activities

**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- With all vocabulary and spelling conduct teacher-directed letter and sound word sorts (Words Their Way 2000 pp. 63-64, 107).
- Use magnetic letters, letter tiles, or letter cards to manipulate letters, words, and family patterns.
- Prepare a blank dictionary for each student. Create an alphabet scrapbook. Students practice writing uppercase and lowercase letters, cut out letters from magazines and newspapers, draw pictures, cut and paste pictures, and add high frequency words to their alphabet scrapbooks (Words Their Way, 2000, p. 127).
- Prepare and play letter spin to match upper and lowercase letters (Words Their Way, 2000, pp. 128-129).
- Use simple seasonal pattern cut outs, such as fall leaves, apples, etc., to create a matching game for alphabet practice (Words Their Way, 2000, p. 128).
- Use generic Bingo gameboards, programmed with pictures that will rhyme with called words, to play Rhyming Bingo (Words Their Way, 2000, p. 120).
- Provide rhyming picture cards for Rhyming Concentration (Words Their Way, 2000, p. 120).
- Reinforce student understanding of word families by using word Family Wheels and Flipcharts (Words Their Way, 2000, pp. 171-172).
- Make a word wall chart/bulletin board, displaying high frequency words, commonly used sight words and student-generated words. Add new words to these lists as you progress through the unit.
- Label important parts of the room with picture/word cards or sentence strips.
- Post charts with color words, children’s names, etc., in the classroom as models.
- Participate in daily word study activities (Words Their Way, 2000, pp. 75-81).
- Identify beginning, middle, and end phonemes by using sound boxes and lettered cards (Words Their Way, 2000, p. 121).
- Use word banks (Words Their Way, 2000, pp. 152, 165).
- Utilize shared writing of morning messages to emphasize topics for phonics, vocabulary, and word study. Refer to Payne and Schulman's Getting the Most Out of Morning Messages and Other Shared Writing Lessons (1998).
- Sound boxes serve as a concrete way to demonstrate how words are made up of separate phonemes. Refer to one variation on page 121 of Words Their Way. Encourage students to expand and write additional words using the original sound box. For example, say, “If you can make the word bat, then you can make the word cat.” Students can then make sat, mat, fat, etc.

#### Lunch

1. Complete picture sorts for initial consonants.
2. Create Word Family Wheels and Flip Charts for -an, -ap and -at (Words Their Way, 2000, p. 171).
3. Use Phonics Songs and Rhymes Charts 1 and 2 and the corresponding audio tapes to identify initial consonants Mm, Rr, Ss, Bb, Tt, Cc, Nn, and Pp and short vowel phonograms (Scott Foresman, 2002, pp. 30, 60).
4. Introduce the word wall and its use. Add high frequency words red, blue, yellow, I, see, and a (Scott Foresman, 2002, pp. 31, 61). Integrate word wall use into daily routine.
5. Use the corresponding phonics readers and leveled texts to identify initial consonants, short vowel phonograms, and sight words (Scott Foresman, 2002).

#### My Family’s Market

1. Use Phonics Songs and Rhymes Charts 3 and 4 and the corresponding audio tapes to identify consonants Ff, Gg, Ll, Hh, Dd, and Kk and short vowel phonograms to connect sound to letter (Scott Foresman, 2002, pp. 94, 124).
Reading / Unit 1 / Grade 1: Word Study (cont’d)

2. Add high frequency words big, have, it, is, in, and little to the word wall. Integrate word wall use into daily routine.
4. Make a number book using items from the market.
5. Construct a flipbook of vocabulary words, and draw a picture to illustrate each definition.
6. Use phonics readers, leveled texts, and sight words to identify consonants/short vowel phonograms (Scott Foresman, 2002).

• Tumble Bumble
  1. Use Phonics Songs and Rhymes Charts 5 and 6 to identify consonants Jj, Ww, Vv, Yy, Xx, Zz, and Qq (Scott Foresman, 2002, pp. 160, 190).
  2. Add high frequency words get, what, we, one, two, and three to the word wall. Integrate word wall use into daily routine.
  3. List the animals from the story on a chart paper. Ask students to think of rhyming words for each animal.
  4. Use phonics readers and leveled texts to identify the consonant Jj, Ww, Vv, Zz, Qq, Xx, Yy, short vowel phonograms, and sight words.
  5. Play Show Me using individual pockets found to assist with word families and short vowels (Words Their Way, 2000, pp. 172-173).
  6. Provide sentences to complete using word wall words (Scott Foresman, 2002, p. 205).
### Comprehension Skills
- Demonstrate concepts of print and spoken word by tracking print from left to right and top to bottom, following print from one line to the next line (return sweep), and matching spoken words to print. (1.5)
- Identify letters, words, and sentences. (1.5)
- Differentiate between letters and words by recognizing spaces between words in sentences; locating capital letters in sentences; locating periods, question marks, and exclamation points, speech bubbles, and quotation marks; recognizing that a sentence starts with a capital letter and ends with a period, question mark, or exclamation point. (1.5)
- Use prior knowledge to interpret pictures. (1.7)
- Use titles and pictures to make predictions about text. (1.7)
- Use knowledge of the story or topic to make predictions about vocabulary and text. (1.7)
- Notice when words or sentences do not make sense in context. (1.7)
- Reread and self-correct when text does not make sense. (1.7)
- Read a wide variety of self-selected and teacher-selected stories, poems, and informational texts aloud. (1.8)
- Practice reading in texts on the independent reading level to develop accuracy, fluency, and expression. (1.8)
- Draw on prior knowledge to make predictions before and during reading. (1.9)
- Identify the topic or main idea of a short fiction or nonfiction selection. (1.9)
- Create artwork or a written response that shows comprehension of a selection. (1.9)
- Extend the story orally or with drawings. (1.9)
- Retell stories and events, using beginning, middle, and end. (1.9)
- Use a picture dictionary to locate unfamiliar words. (1.10)

### Comprehension Activities
**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- Maintain a classroom library related to reading theme, current social studies/science topics, seasonal activities, famous people.
- Keep a reading journal, which may include activities from guided reading lessons.
- Identify front cover, back cover, and title page of all pieces of literature.
- Demonstrate left to right, top to bottom, directionality of print.
- Conduct a picture walk through the story, predicting and discussing anticipated outcomes.
- Introduce new vocabulary from the story. These words can be written on index cards and saved in student’s word bank.
- Lead students through guided reading of the story using choral reading and independent reading. Key elements of a balanced literacy program can be found in *Guided Reading*, Fountas & Pinnell (1996). Ideas for setting up and managing learning centers can be found *Creating the Child Centered Classroom*, S. Schwartz & M. Pollishuke (Chp. 7).
- Use interactive writing to generate a story in small groups. Record the story on chart paper or on the board. Allow students to write words and sounds they know. As a group, correct misspellings fill in letters for sounds not heard and review conventions of the language. When the story is complete, have students read the work aloud using a pointer to check for one-to-one correspondence.
- Write a sentence from the story on a piece of paper or on a sentence strip. Cut up the sentence, leaving one word on each piece. Scramble the words. Put the sentence back together.
- Use instructional software, e.g., Reading Mansions, for independent reading skills practice.
- Provide classroom books at students’ independent level for take home reading and independent classroom reading.
- Read Accelerated Reader books and complete comprehension tests.
- Provide time for students to record themselves reading throughout the year. Allow students to listen to the cassette periodically to call attention to reading growth: text level, text length, reading strategies, attention to punctuation, accuracy, fluency, and expression.
- **Lunch**
  1. Model how to make predictions about the story and encourage students to make predictions based on the title, illustrations, and their background knowledge. Predict what will happen next on each page by drawing pictures and using color cues for the items they think the mouse will eat next.
  2. Give three possible choices for the main idea of the story. Discuss reasons for the best phrase to tell the main idea (Scott Foresman, 2002, p. 46).
  3. Recall what the mouse ate for lunch. Confirm answers by looking through the story. Create a sequence flipbook illustrating ordered story events.
  4. Introduce classifying by writing the categories *Animals, Colors,* and *Foods* on a chart. Categorize words from the story on the chart.
5. Create a flipbook showing fact and fantasy pictures from the story.

- **My Family’s Market**
  1. Divide the class into two teams, the Real team and the Make Believe team. The Real team is to find books that show things that could really happen and give facts. The Make Believe team is to find books that tell about make believe things that could not really happen. Justify book selections (Scott Foresman, 2002, p. 123).
  2. Revisit the corresponding Phonics Songs and Rhymes to identify the main idea of each.
  3. Create reader response journals in which to write and illustrate reactions to this and other texts read.
  4. Display *My Family’s Market*, ask children to identify the author, review the contents of the selection, and identify why the author may have written the story.
  5. Create a story map of *My Family’s Market*. Model how to use a picture dictionary to look up unfamiliar words.

- **Bumble Jumble**
  1. Model how to respond to the story in a reader response journal. Create a list of animals met in the story and identify their actions.
  2. Describe simple directions for students to follow. Use the sequential words first, next, and last.
  3. Retell the story in sequence. Use Scott Foresman Graphic Organizer Transparency 10.
  4. Distribute paper divided into thirds with columns labeled *First, Next, and Last*. Invite students to draw a picture in each box showing what happened first, next, and last in *Tumble Bumble* and write a sentence for each picture. Model how to use a picture dictionary to look up unfamiliar words.
  5. Determine why the author may have named the book *Tumble Bumble*. 


Reading / Unit 1 / Grade 1

Writing Skills

• Use previous experiences to generate ideas. (1.12)
• Participate in teacher-directed brainstorming activities. (1.12)
• Participate in teacher-directed prewriting strategies, such as webbing, clustering, and semantic mapping, to
organize ideas. (1.12)
• Participate in teacher-directed charting activities to organize information. (1.12)
• Write a sentence that focuses on one topic. (1.12)
• Write simple, complete sentences. (1.12)
• Begin to elaborate ideas by using descriptive words (adjectives) when writing about people, places, things, and
events. (1.12)
• Spell high-frequency sight words and phonetically regular words correctly in final copies. (1.12)
• Sound out words in order to spell them phonetically. (1.12)
• Use print resources in the classroom in order to spell words. (1.12)
• Use end punctuation correctly. (1.12)
• Use capital letters correctly. (1.12)
• Use familiar writing forms, including lists, letters, stories, reports, messages, and poems. (1.12)
• Distinguish draft writing from final-product writing. (1.12)
• Use a word processor to publish writing. (1.12)
• Share writing with others. (1.12)

Note: Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework
for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific
activities for use with other books/resources that meet students’ instructional reading levels. Some activities are
appropriate for independent student work.

• Create and illustrate original stories using instructional software, e.g., Paint, Write and Play. Students who are not
proficient in word processing may dictate the story.
• Create a Writing Center, stacked with a variety of writing implements, papers, models, and tools. Program, add,
and delete items as pertinent to each unit or story.
• Make a word wall chart/bulletin board, displaying high frequency words, commonly used sight words, and words
generated by students. Add to the list as you progress through the unit.
• Label important parts of the room with word/picture or sentence cards. Have charts with color words, children’s
names, etc., available as models.
• Write teacher-guided interactive sentences. Students can write sentences together either in whole or small
groups to establish correct writing format, e.g., beginning sentences with capital letters, spacing between words,
rereading sentence to confirm correct word order, using correct punctuation. Explanations and examples for
group experience stories are in Words Their Way, p. 163.
• Arrange simple cut-up sentences in the correct order and write them correctly on paper (Words Their Way, 2000,
• Create a dictionary using word wall words, words generated by students, and special words of the day.
• Write a reaction in a writing response log/journal.
• Write individual dictations (Words Their Way, 2000, p. 163) to a story.
• Reinforce writing through use of weekly centers (Words Their Way, 2000, p. 163). Chapters 4 and 5 of Guided
Reading (1996) discuss writing centers.
• Use word banks and personal readers to reinforce word skills and writing (Words Their Way, 2000, pp. 152, 162).
• Model and use the writing process to prewrite, draft, revise, edit, and publish. Teaching Writing, G. E. Thompkins
(2000) provides examples of writing workshop.
• Provide opportunities for sharing writing.
• Access the LightSpan Network Learning Activities, K-2, Writing, for ideas aligned to these writing skills.
• Structure shared, interactive, and independent writing activities.
• Provide activities to create class books. Send home with individual students to read with parents or individually to
promote fluency.
• Connect spelling, reading, and writing using Have-A-Go (Create Independent Learners, 1999, p. 60-63).
• Lunch
1. Incorporate Daily Routines Journal Writing topics into daily journal writing (Scott Foreman, 2002, pp. 20, 54).
2. Create a class book in which each sentence contains a student’s name and favorite color. For example, John
likes green apples.
3. Create a class list of nouns. Write and illustrate nouns on a chart.
4. Use naming words to create an Our Favorites chart. Sort favorite things into appropriate categories. Develop
a class big book of favorites.
5. Create a class list of favorite foods to eat for lunch. Illustrate each food. Create a graph labeled Favorite
Lunch Foods. Lead a discussion about information depicted in the graph. Create an interactive display with
questions and answers to correspond with the graph.
6. Write about a lunchtime experience and illustrate. Brainstorm ideas as a class and then write drafts. Compile
revised and edited stories into a class book.
7. Apply skills from daily edits to writing.
Reading / Unit 1 / Grade 1: Writing (cont’d)

- **My Family’s Market**
  1. Incorporate Daily Routines Journal Writing topics into daily journal writing (Scott Foreman, 2002, pp. 84, 118).
  2. Identify families within the story. Determine the number of family members. Use number words to complete this sentence: There are _____ people in the family. Identify the number of family members in each student’s family. Create a class graph depicting the number of families represented with 2, 3, 4, etc. family members. Display and invite students to interpret the graph.
  3. Ask each student to draw a picture of something in the story, write a sentence about the picture, and underline the naming word in the sentence.
  4. Write one or more sentences about a family member.
  5. Create a class big book entitled *Our Class Family Album*.
  6. Read Phonics Songs and Rhymes poster 4 to identify words beginning with /Hh/. Monitor as students trace one hand on construction paper, cut it out, and write “Hand” in the center. Help students write words from the poem beginning with /Hh/ on each of the fingers and the thumb.
  7. Apply skills from daily edits to writing.

- **Tumble Bumble**
  1. Incorporate Daily Routines Journal Writing topics into daily journal writing (Scott Foreman, 2002, pp. 148, 184).
  2. Distribute drawing paper and have children fold paper in half. Ask children to draw a rhyming picture such as House, Mouse or Cat, Hat and then write the rhyming words.
  3. Create a *Fun with Friends* class big book.
  4. Make a Writing Process Chart. Display the chart in the writing center, and refer to the chart before each step of the writing process for writing assignments taken to final draft (Scott Foresman, 2002, p. 199). Share examples of draft writing and final product writing. Lead a discussion of how draft writing differs from final product writing.
  5. Create a *Let’s Play* class big book. Share Let’s Play stories from an authors’ chair.
  6. Use *Kidspiration* to create concept maps of selected animals. Partner students for writing sentences explaining one of the concept maps.
  7. Vote on the class’s favorite big book. Create a graph to represent the results of the vote. Label the graph. Ask questions about the graph for students to answer. Write a sentence summarizing the most important information in the graph.
  8. Apply skills from daily edits to writing.
# Reading / Unit 2 / Grade 1

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**Correlation to YCSD English Curriculum Guide**
- This second unit of the Grade 1 reading curriculum correlates with the following units in the YCSD Grade 1 English Curriculum Guide:
  - Unit I Communication Skills
  - Unit II Word Study
  - Unit III Comprehension/Strategies
  - Unit IV Comprehension/Fiction
  - Unit V Comprehension/Nonfiction & Simple Reference Materials
  - Unit VI Composition
  - Unit VII Handwriting

**Technology Standards:**
- C/T: 5.4
### Reading / Unit 2 / Grade 1

#### Word Study (Phonics, Vocabulary, and Spelling) Skills

- Isolate and manipulate phonemes. (1.4)
- Count phonemes in words with a maximum of three syllables. (1.4)
- Generate words that rhyme with a teacher-given word. (1.4)
- Blend separately spoken phonemes to make word parts and words with one to three syllables. (1.4)
- Identify whether the middle vowel sound is the same or different in one-syllable words. (1.4)
- Sort picture cards by beginning and ending phoneme. (1.4)
- Apply knowledge of beginning and ending consonants and short vowels in single-syllable words by recognizing beginning and ending consonant sounds, separating the sounds in a word, blending separately spoken phonemes to make a word, and spelling words. (1.6)
- Accurately decode unknown, orthographically regular, single-syllable words and nonsense words (e.g., *sit*, *zot*), using letter-sound mappings to sound them out. (1.6)
- Apply knowledge of word patterns to decode unfamiliar words by recognizing word patterns by recognizing word patterns CVC, using onsets and rimes to create, read, and spell new words that include blends such as the *l* and *r* blends and digraphs including *ch*, *sh*, *th*, and *wh*. (1.6)
- Use vowel patterns CVC, VC, and CVCC in decoding and spelling single-syllable words. (1.6)
- Read and spell common, high-frequency sight words, including *the*, *said*, and *come*. (1.6)

#### Activities

- **Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

  - Use magnetic letters, letter tiles, or letter cards to manipulate letters, words, and family patterns.
  - Prepare a blank dictionary for each student. Create an alphabet scrapbook. Students practice writing uppercase and lowercase letters, cut out letters from magazines and newspapers, draw pictures, cut and paste pictures, and add high frequency words to their alphabet scrapbooks (*Words Their Way*, 2000, p. 127).
  - Prepare and play letter spin to match upper and lowercase letters (*Words Their Way*, 2000, pp. 128-129).
  - Use simple seasonal pattern cut outs, such as pumpkins, apples, etc., to create a matching game for alphabet practice (*Words Their Way*, 2000, p. 128).
  - Use generic Bingo gameboards, programmed with pictures that will rhyme with called words, to play Rhyming Bingo (*Words Their Way*, 2000, p. 120).
  - Provide rhyming picture cards for Rhyming Concentration (*Words Their Way*, 2000, p. 120).
  - Reinforce student understanding of word families by using word Family Wheels and Flipcharts (*Words Their Way*, 2000, pp. 171-172).
  - Make a word wall chart/bulletin board, displaying high frequency words, commonly used sight words and student-generated words. Add new words to these lists as you progress through the unit.
  - Label important parts of the room with picture/word cards or sentence strips.
  - Post charts with color words, children’s names, etc., in the classroom as models.
  - Participate in daily word study activities (*Words Their Way*, 2000, pp. 75-81).
  - Identify beginning, middle, and end phonemes by using sound boxes and lettered cards (*Words Their Way*, 2000, p. 121).
  - Utilize shared writing of morning messages to emphasize topics for phonics, vocabulary, and word study. Refer to Payne and Schulman’s *Getting the Most Out of Morning Messages and Other Shared Writing Lessons* (1998).
  - Make and write words with letter-labeled cubes (*Words Their Way*, 2000, p. 179).
  - **The Nap/Oh, Cats!**
    1. Generate –at family words and print on die-cut cat or cat pattern.
    2. Create –at family flipbook or wheel (*Words Their Way*, 2000, p. 171).
    3. Identify words with short a using *Phonics Songs and Rhymes* Chart 1 (Scott Foresman, 2002, p. 10k).
    4. Complete a “letter hunt” for final consonants, *n*, *t*, *d*, *p*, *g*, and *m* in text. Record findings.
    5. Make flip book and label each flap with vocabulary word. Illustrate definition and tally the number of times selected words are found within the story.
    7. Create puzzles with short a words (Scott Foresman, 2002, p. 10g).
  - **Look at That!/Can You Find It?**
    1. Record short vowel a words found within the text on magnifying glass template.
    2. Identify words with final consonants *b*, *k*, *s*, *r*, *f*, and *l* in daily read alouds.
    3. Identify words with short a using *Phonics Songs and Rhymes* Chart 2 (Scott Foresman, 2002, p. 44k).
    4. Create word games such as Scrambles with spelling words.
    5. Make a class book called *Can You Find It?*
    6. Prepare a game of Go Fish with words ending in a single consonant (Scott Foresman, 2002, p. 44g).
7. Read aloud short vowel a words from Word Wall and from around the room/school.

**What Did I See?/I Went Walking**
1. Walk around the school, note observations, and write about the experience. Identify words with short i, final ck, and high frequency words.
2. Sing favorite farm tunes. Clap when short a or i sounds are sung.
3. Identify words with short i using Phonics Songs and Rhymes Chart 3 (Scott Foresman, 2002, p. 72k).
4. Record short i words on a “kicking” foot pattern.
5. Sort short i words by phonograms.
6. Create flipbook of vocabulary action words. Use magazine pictures to cut and paste the definitions.

**Fish Mix/How Many Fish?**
1. Identify words with short i using Phonics Songs and Rhymes Chart 4 (Scott Foresman, 2002, p. 116k) and phonics readers.
2. Introduce high frequency words and vocabulary words and have volunteers make a sentence for each word and add to word wall.
3. Practice blending using magnetic word families –in, -ish, and –ix.
4. Make a list of words that end with the letter x (/ks/) sound.
5. Partner students to write spelling words on word cards, and then cut each word apart, letter by letter in a zigzag pattern. Trade puzzles. Practice reading and spelling the words.
6. Use Phonics Reader “Will Rick Get His Wish?” to do a word hunt for all short i and –ix/-ish words.
7. Use high frequency words to play a “Fish for Words” game, using a ruler and a string with a magnet. Put paper clips on the word cards and have students “fish” a word out and read it to the class.
8. Play a short i word sort game.

**Jog, Frog, Jog/Tadpole to Frog**
1. Locate short o words using Phonics Songs and Rhymes Chart 5 (Scott Foresman, 2002, p. 150k).
2. Connect sounds to letters by using magnetic word families and tiles.
3. Make a flipbook of singular and plural nouns.
4. Use the high frequency words with fill in the blank sentences and add words to the word wall.
5. Highlight vocabulary words in each sentence using Story Vocabulary Chart 9 and 10.
6. Give pairs of children consonant letter cards h g p l f r m p s t b d j and 6 short o letter cards. Partner students to spell short o and –s plural words using the cards. Record words on a list.
7. Play a word wall scramble game with spelling and high frequency words (Scott Foresman, 2002, p. 157d).
8. Illustrate vocabulary words at the art center.

**A Big Job/Sweet Potato Pie**
1. Locate short o words using Phonics Songs and Rhymes Chart 6 (Scott Foresman, 2002, p. 172k).
2. Connect sounds to letters by using –op/-ot magnetic chunks and letters with letter tiles or magnetic letters.
3. Use Story Vocabulary Charts 11 and 12 to highlight vocabulary and high frequency words in sentences at the writing center.
4. Buddy read phonics story “A Big Job” and phonics reader “The Pots on The Top” to practice reading short o and –s/-ing ending words.
5. Practice writing spelling words. Make colorful O’s with markers or stamps.
6. Pantomime actions for word wall words.
7. Partner students to practice spelling words by tracing them on each other’s backs with a finger.
8. Create silly sentences using the high frequency words of the week.
9. Develop a vocabulary review game such as “All About Me” in which students read and define/use words in a sentence (Scott Foresman, 2002, p. 203).
Comprehension Skills

- Demonstrate concepts of print and spoken word by tracking print from left to right and top to bottom, following print from one line to the next line (return sweep), and matching spoken words to print. (1.5)
- Identify letters, words, and sentences. (1.5)
- Differentiate between letters and words by recognizing spaces between words in sentences; locating capital letters in sentences; locating periods, question marks, and exclamation points, speech bubbles, and quotation marks; recognizing that a sentence starts with a capital letter and ends with a period, question mark, or exclamation point. (1.5)
- Use titles and pictures to make predictions about text. (1.7)
- Use pictures to confirm vocabulary choice. (1.7)
- Use knowledge of the story or topic to make predictions about vocabulary and text. (1.7)
- Reread to confirm vocabulary choice. (1.7)
- Reread and self-correct when text does not make sense. (1.7)
- Read a wide variety of self-selected and teacher-selected stories, poems, and informational texts aloud. (1.8)
- Practice reading in texts on the independent reading level to develop accuracy, fluency, and expression. (1.8)
- Preview reading material by looking at the book's cover and illustrations, and by reading titles/headings. (1.9)
- Choose a purpose for reading by looking at the illustrations, determining prior knowledge, and predicting outcome of the selection. (1.9)
- Make and confirm predictions based on illustrations or portions of the text. (1.9)
- Use knowledge from experience to make sense of and talk about a text. (1.9)
- Identify characters, setting, and important events. (1.9)
- Answer simple who, what, when, where, why, and how questions about a selection. (1.9)

Comprehension Activities

Note: Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- Maintain a classroom library of books related to reading theme, current social studies and science topics, seasonal activities, famous people, and/or other interests.
- Keep a reading journal, which may include activities from guided reading lessons.
- Identify front cover, back cover, and title page of all pieces of literature.
- Demonstrate left to right, top to bottom, directionality of print.
- Conduct a picture walk through the story, predicting and discussing anticipated outcomes.
- Introduce new vocabulary from the story. These words can be written on index cards and saved in student's word bank.
- Lead students through a guided reading of the story using a combination of choral reading and independent reading. Details explaining the key elements of a balanced literacy program can be found in *Guided Reading* by Fountas and Pinnell. Additional ideas for setting up and managing learning centers can be found in Chapter 7 of *Creating the Child-Centered Classroom* (1991) by Susan Schwartz and Mindy Pollishuke.
- Use the following reading strategies: Think about the story. Do I know a word that looks like this one? Reread your sentence. Read ahead, Make a good guess, Does it make sense? Does it look right? For a detailed list of reading prompts see *Guided Reading* by Fountas and Pinnell p. 161.
- Write a sentence from the story on a piece of paper or on a sentence strip. Cut up the sentence, leaving one word on each piece. Scramble the words, then lead students to put the sentence back together.
- Provide predictable and pattern book reading experiences.
- Have classroom books available at students’ independent level for take home reading and independent classroom reading.
- Use instructional software, e.g., Reading Mansions, for independent reading skills practice.
- Read Accelarated Reader books and complete comprehension tests.
- Organize listening centers.
- Provide time for students to record themselves reading throughout the year. Allow students to listen to the cassette periodically to call attention to reading growth: text level, text length, reading strategies, attention to punctuation, accuracy, fluency, and expression.
- *The Nap/Oh, Cats!*
  1. Generate a concept map about prior knowledge of cats.
  2. Model how to use context clues to figure out difficult words.
  3. Demonstrate understanding of story events by illustrating the beginning, middle, and ending on a three-fold paper.
  4. Encourage discussion of thoughts, feelings, and reflections of the story.
  5. Retell the story in own words on cassette tape and add to listening center.
- *Look at That!/Can You Find It?*
  1. Predict story events.
  2. Take a picture walk through the story and record class predictions and observations.
  3. Model how to use context clues to figure out difficult words.
  5. Compare the children in *Can You Find It*? with the boy in *Look at That!* in a Venn diagram.
6. Identify author and title.
7. Create a chart showing the characters, setting, and important events.

**What Did I See? I Went Walking**
1. Predict what the boy will find on his walk.
2. Illustrate and discuss the setting in the story.
3. Generate a list of what the boy saw on his walk.
4. Identify author and title.
5. Make a flipbook showing the characters, setting, and important events.

**Fish Mix/How Many Fish?**
2. Use the big book story *Fish Faces* to make connections in reading selections.
3. Compare and contrast the types of fish.
4. Use the leveled reading practice for evaluating setting of story.
5. Take a picture walk through the stories focusing on the actual photos of fish on each page.
6. Create fish in their setting at the art center.
7. Identify author and title.
8. Draw pictures of the characters, setting, and important events.

**Jog, Frog, Jog/Tadpole to Frog**
1. Create word web about frogs and what they like to do.
2. Preview and predict by taking a picture walk through the stories.
3. Model how to use context clues to figure out difficult words.
4. Sequence the growth cycle of a frog using a graphic organizer similar to the one on page 165. Retell the text using the graphic organizer.
5. Read and discuss “About the Author” on p. 166.
6. Create a flipbook with who, what, when, where, why, and how questions and answers about the text.
7. Make a Venn diagram to compare real frogs and make believe frogs in the stories.
8. Identify author, title, and author’s purpose.

**The Big Job/Sweet Potato Pie**
1. Lead a discussion about cause and effect the selection. Model how to think about cause and effect (Scott Foresman, 2002, pp. 194-195).
2. Demonstrate cause and effect relationships by creating a flip book. Retell the events using the flipbook.
3. Compare and contrast both stories using Venn diagram.
4. Ask who, what, when, where, why, and how questions about the story.
5. Create a graphic organizer showing the author, title, characters, setting, and important events.
Reading / Unit 2 / Grade 1

### Writing Skills

- Use previous experiences to generate ideas. (1.12)
- Participate in teacher-directed brainstorming activities. (1.12)
- Participate in teacher-directed prewriting strategies, such as webbing, clustering, and semantic mapping, to organize ideas. (1.12)
- Participate in teacher-directed charting activities to organize information. (1.12)
- Write a sentence that focuses on one topic. (1.12)
- Write simple, complete sentences. (1.12)
- Begin to elaborate ideas by using descriptive words (adjectives) when writing about people, places, things, and ideas. (1.12)
- Spell high-frequency sight words and phonetically regular words correctly in final copies. (1.12)
- Sound out words in order to spell them phonetically. (1.12)
- Use print resources in the classroom in order to spell words. (1.12)
- Use end punctuation correctly. (1.12)
- Begin each sentence with a capital letter. (1.12)
- Use familiar writing forms, including lists, letters, stories, reports, messages, and poems. (1.12)
- Distinguish draft writing from final-product writing. (1.12)
- Use a word processor to publish writing. (1.12)
- Share writing with others. (1.12)

### Writing Activities

**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- Create and illustrate original stories using instructional software, e.g., *Paint, Write and Play*. Students who are not proficient in word processing may dictate the story.
- Create a Writing Center, stocked with a variety of writing implements, papers, models, and tools. Program, add, and delete items as pertinent to each unit or story.
- Make a word wall chart/bulletin board, displaying high frequency words, commonly used sight words, and words generated by students. Add to the list as you progress through the unit.
- Label important parts of the room with word/picture or sentence cards. Have charts with color words, children’s names, etc., available as models.
- Write teacher-guided interactive sentences. Students can write sentences together either in whole or small groups to establish correct writing format, e.g., beginning sentences with capital letters, spacing between words, rereading sentence to confirm correct word order, using correct punctuation (*Words Their Way*, 2000, p. 163).
- Create a dictionary using word wall words, words generated by students, and special words of the day.
- Write in personal journal. Teacher or student may supply idea or stem.
- Write a reaction in a writing response log/journal.
- Use word banks and personal readers to reinforce word skills and writing (*Words Their Way*, 2000, pp. 152, 162).
- Model and use the writing process to prewrite, draft, revise, edit, and publish. Writing workshop ideas are found in *Teaching Writing*, G. E. Tompkins (2000).
- Use interactive writing to generate a story in small groups. Record the story on chart paper or on the board. Allow students to write words and sounds they know. As a group, correct misspellings fill in letters for sounds you can not hear and review conventions of the language. When the story is complete, have students read the work aloud using a pointer to check for one-to-one correspondence.
- Sound boxes serve as a concrete way to demonstrate how words are made up of separate phonemes. Refer to one variation on page 121 of *Words Their Way*. Encourage students to expand and write additional words using the original sound box. For example, say, “If you can make the word all, then you can make the word fall.” Students can then make call, tall, small, etc.
- Encourage students to write independently using a sentence written during interactive writing or using a repetitive sentence from the story.
- Structure shared, interactive, and independent writing activities.
- Provide activities to create class books. Send home with individual students to read with parents or individually to promote fluency and expression.

*The Nap/Oh, Cats!*

2. Create a web with three describing words for an animal. Write a sentence using the animal’s name and information.
3. Create a class book of a favorite animal called *Oh,____!*.
4. Write two sentences about a pet you have/would like to have.
5. Respond to the story in individual reader response notebook.
7. Apply skills from daily edits to writing.

• Look at That!/Can You Find It?
  1. Complete daily journal entries (Scott Foresman, 2002, p.44i).
  2. Write and illustrate a sentence about story events.
  3. Write about the today's weather using the format in Look at That!
  4. Generate a list of classroom objects and write two sentences describing the objects. Illustrate and add caption (Scott Foresman, 2002, p. 67c).
5. Respond to the story in individual Reader Response notebook.
6. Apply skills from daily edits to writing.

• What Did I See?/I Went Walking
  2. Write about what you saw at recess or during another part of the school day.
  3. Write about our favorite place to walk.
  4. Create a class book about a walk through the school yard.
  5. Create a class book about taking a walk through a different setting such as a jungle.
  6. Respond to the story in individual Reader Response notebook.
  7. Apply skills from daily edits to writing.

• Fish Mix/How Many Fish?
  3. Make a counting book about a setting you like.
  5. Choose a picture from Fish Mix. Describe the picture giving details such as color, size and shape.
  6. Make a compare/contrast chart that tells how two fish are alike and different.
  7. Apply skills from daily edits to writing.

• Jog, Frog, Jog/Tadpole to Frog
  2. Write a sentence about a frog using two rhyming words (Scott Foresman, 2002, p.157g).
  3. Write a rhyming poem about frogs (Scott Foresman, 2002, p. 171d).
  4. Write a telling sentence for questions about frogs.
  5. Make a five-page book using the pictures on p. 165. Show and explain the growth sequence of a frog.
  6. Write about what it's like to be a tadpole from the tadpole’s point of view (Scott Foresman, 2002, p. 168).
  7. Apply skills from daily edits to writing.

• A Big Job/Sweet Potato Pie
  2. Generate a list of students’ favorite things. Use the list to create a guessing book about each student.
  3. Make a question/answer flipbook.
  4. Generate three questions to get to know someone better (Scott Foresman, 2002, p. 197d).
  5. Generate ideas and write about the students’ families’ favorite foods.
  6. Write about a chore you do at home or school.
  7. Vote on the class’s story from the unit. Create a graph to represent the results of the vote. Label the graph. Ask questions about the graph for students to answer. Write a sentence summarizing the most important information in the graph.
  8. Apply skills from daily edits to writing.
### Standards of Learning

| English          | 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.12 |

### Scott Foresman Unit

#### Let’s Learn Together

- The Big Mess
- The Little Red Hen
- Yes, We Want Some Too!
- Cat Traps
- My Buddy, Stan
- Bisquit

#### Suggested Time Frame:

- Trucks
- Communities
- Fox and Bear
- Fox and Bear Look at the Moon
- I Can Read
- Lilly Reads

#### Scott Foresman Literature

- Scott Foresman Reading for Virginia (2002), Let’s Learn Together, Teacher Edition, Grade 1, Unit 3
- English Standards of Learning Curriculum Framework–Grade 1 (2003), Virginia Department of Education
- Accelerated Reader
- Guided Reading, I. Fountas & G. Pinnell (1996)

#### Required Resources

- PALS
- Rigby PM Benchmark Kit
- Words Their Way, Bear et al. (2000)
- Words Their Way Interactive CD ROM (2001)

#### Supplemental Resources

- Create Independent Learners: Teacher-Tested Strategies for All Ability Levels, P. Pavelka (1999)
- Revisit, Reflect, Retell, L. Hoyt (1999)

#### Additional Classroom Interventions

- Employ best practices for effective intervention from PALS 1-3 Teacher’s Manual, 2000-2001, pp. 78-84. The manual makes multiple suggestions for combining these activities into seamless lessons:

  1. Oral Reading Fluency
     - Paired Reading
     - Radio Reading
     - Timed Repeated Reading
  2. Alphabet Naming
     - ABC Walk
     - Alphabet Scrapbook
  3. Concept of Word
     - Dictated Captions
     - Language Experience Approach (LEA)
     - Cloze Procedures
     - Cut-up Sentences
  4. Phonemic Awareness
     - Push It Say It Procedures
     - Beginning-Middle-End: Finding Phonemes in Sound Boxes

- Literacy Room: Rigby Leveled Texts 1-30
- Instructional Software/Productivity Tools
- Unit-By-Unit Web Support: http://www.sfreading.com

- Picture Puzzles
- Use strategies from Words Their Way, 2000, to provide additional practice in word study:

  1. Phonemic Awareness
     - Rhyme and Pattern Stories, p. 64
     - Picture Sorts, pp. 63-66
     - Match and Sort, p. 118
     - Rhyming Families, p.176
  2. Alphabet Sounds
     - Beginning and Ending Dominoes, p. 170
     - Word Maker, p. 173
  3. Short Vowel Families
     - Show Me, p. 172
     - Go Fish, p. 177
     - Bug Race, p. 180

### Correlation to YCSD English Curriculum Guide

- This third unit of the Grade 1 reading curriculum correlates with the following units in the YCSD Grade 1 English Curriculum Guide:

  - Unit I Communication Skills
  - Unit II Word Study
  - Unit III Comprehension/Strategies
  - Unit IV Comprehension/Fiction
  - Unit V Comprehension/Nonfiction & Simple Reference Materials
  - Unit VI Composition
  - Unit VII Handwriting

- Related Standards: English 1.1, 1.2, 1.3, 1.11; H/SS 1.5, 1.9, 1.10; Math 1.3, 1.9, 1.18, 1.19; Science 1.4, 1.5

- Technology Standards: C/T: 5.4

- Monitoring: PALS, Rigby PM Benchmark Kits 1 and 2, STAR Reading

- Assessment: Scott Foresman Tests, Teacher-Made Assessments, Daily Performance
## Reading / Unit 3 / Grade 1

### Word Study (Phonics, Vocabulary, and Spelling) Skills

- Segment words by saying each sound. (1.4)
- Blend separately spoken phonemes to make word part and words with one to three syllables. (1.4)
- Add, delete, or change phonemes orally to change syllables or words. (1.4)
- Identify whether the middle vowel sound is the same or different in one-syllable words. (1.4)
- Sort picture cards by beginning and ending phoneme. (1.4)
- Apply knowledge of beginning and ending consonants and short vowels in single-syllable words by recognizing beginning and ending consonant sounds, separating the sounds in a word, blending separately spoken phonemes to make a word, and spelling words. (1.6)
- Accurately decode unknown, orthographically regular, single-syllable words and nonsense words (e.g., sit, zot), using letter-sound mappings to sound them out. (1.6)
- Apply knowledge of word patterns to decode unfamiliar words by recognizing word patterns by recognizing word patterns CVC, using onsets and rimes to create, read, and spell new words that include blends such as the l and r blends and digraphs including ch, sh, th, and wh. (1.6)
- Use vowel patterns CVC, VC, and CVCC in decoding and spelling single-syllable words. (1.6)
- Read and spell common, high-frequency sight words, including the, said, and come. (1.6)

### Word Study (Phonics, Vocabulary, and Spelling) Activities

- **Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.
  - Conduct teacher-directed letter and sound word sorts (Words Their Way, 2000 pp. 63-64, 107).
  - Use magnetic letters, letter tiles, or letter cards to manipulate letters, words, and family patterns.
  - Prepare a blank dictionary for each student. Create an alphabet scrapbook. Students practice writing uppercase and lowercase letters, cut out letters from magazines and newspapers, draw pictures, cut and paste pictures, and add high frequency words to their alphabet scrapbooks (Words Their Way, 2000, p. 127).
  - Prepare and play letter spin to match upper and lowercase letters (Words Their Way, 2000, pp. 128-129).
  - Use simple seasonal pattern cut outs, such as mittens, snowflakes, etc., to create a matching game for alphabet practice (Words Their Way, 2000, p. 128).
  - Use generic Bingo gameboards, programmed with pictures that will rhyme with called words, to play Rhyming Bingo (Words Their Way, 2000, p. 120).
  - Provide rhyming picture cards for Rhyming Concentration (Words Their Way, 2000, p. 120).
  - Reinforce student understanding of word families by using word Family Wheels and Flipcharts (Words Their Way, 2000, pp. 171-172).
  - Make a word wall chart/bulletin board, displaying high frequency words, commonly used sight words and student-generated words. Add new words to these lists as you progress through the unit.
  - Label important parts of the room with picture/word cards or sentence strips.
  - Post charts with color words, children's names, etc., in the classroom as models.
  - Participate in daily word study activities (Words Their Way, 2000, pp. 75-81).
  - Identify beginning, middle, and end phonemes by using sound boxes and letter cards (Words Their Way, 2000, p. 121).
  - Use word banks (Words Their Way, 2000, pp.152, 165).
  - Utilize shared writing of morning messages to emphasize topics for phonics, vocabulary, and word study. Refer to Payne and Schulman’s Getting the Most Out of Morning Messages and Other Shared Writing Lessons (1998).
  - Use interactive writing to generate a story in small groups. Record the story on chart paper or on the board. Allow students to write words and sounds they know. As a group, correct misspellings and review conventions of the language. When the story is complete, have students read the work aloud using a pointer to check for one-to-one correspondence.
  - Sound boxes serve as a concrete way to demonstrate how words are made up of separate phonemes (Words Their Way, 2000, p. 121). Encourage students to expand and write additional words using the original sound box. For example, say, “If you can make the word sit, then you can make the word bit.” Students can then make mitt, bit, fit, etc.
  - Encourage students to write independently using a sentence written during interactive writing or using a repetitive sentence from the story.
  - **The Big Mess/The Little Red Hen**
    1. Identify words with short e using Phonics Songs and Rhymes Chart 7 and Phonics/Take-Home Readers (Scott Foresman, 2002, p. 10k).
    2. Complete picture sorts using Words Their Way short e vowel sort.
    3. Create word family wheels and Flip charts for short a phonograms: -ell and -all (Words Their Way, 2000, p. 171).
    4. Locate high frequency words. Complete an “I Found” slip for three high frequency words: I found ___ ___ ___ times. Create a flipbook with the high frequency words on the outside flaps, and the slips and a sentence.
Reading / Unit 3 / Grade 1: Word Study (cont’d)

using the word on the inside (Create Independent Learners, 1999, pp. 105-106).

5. Make a flipbook using short vowel phonograms.
6. Develop short cloze sentences using vocabulary words for partners to complete. Provide word choices.

• Yes, We Want Some Tool / Cat Traps
1. Identify words with short e using Phonics Songs and Rhymes Chart 8 and Phonics/Take-Home Readers (Scott Foresman, 2002, p. 40k).
2. Complete picture sorts using Words Their Way short e vowel sort.
3. Construct a flipbook of vocabulary words and draw a picture to illustrate the definitions.
4. Write each spelling word on an index card, place face down on table, have partners choose card and other player reads and writes the word. Alternate turns.
5. Introduce onomatopoeia by hunting for words in story that sound like their meaning such as “Meow.”
7. Create a class list of words and pictures with initial r and l blends. Categorize words.

• My Buddy Stan / Biscuit
1. Identify words with short u using Phonics Songs and Rhymes Chart 9 and Phonics/Take-Home Readers (Scott Foresman, 2002, p. 78k).
2. Complete picture sorts using Words Their Way short u vowel sort.
3. Use Phonics Readers and Take Home Reader to identify s blends and short u phonograms.
4. Illustrate vocabulary words on index cards. Write the words on the back. Partner students to guess the vocabulary word based on the picture clues.
5. Create a word wheel of short u phonograms.
7. Make collages with initial s blend pictures. Categorize words with s blends in word study notebooks.

• Trucks / Communities
1. Identify words with short u using Phonics Songs and Rhymes Chart 10 and Phonics/Take-Home Readers (Scott Foresman, 2002, p. 112k).
2. Generate list of tr- and short u words and write on cards. Decorate a shoebox like a truck with a slit cut in the top for storing the word cards. Read words aloud and file in box.
3. Sort t and tr- pictures.
4. Sort short u pictures.
5. Create flipbook to illustrate vocabulary words.
6. Locate high frequency words. Complete an “I Found” slip for three high frequency words: I found ___ ___ times. Create a flipbook with the high frequency words on the outside flaps, and the slips and a sentence using the word on the inside (Create Independent Learners, 1999, pp. 105-106).
7. Create a class book of homophones and illustrate.
8. Write letters of spelling words on large index cards. Select students to “be” the letters to spell words correctly, and the audience writes the words as the spellers align correctly.
9. Generate list of -ug and -ub words. Include nonsense words.
10. Substitute beginning blend, tr-, for beginning letter of student names.
11. Add tr- and short vowel u picture cards to classroom Word Study center.

• Fox and Bear / Fox and Bear Look at the Moon
2. Add an initial consonant to the word ill to make a new word. Substitute beginning or ending consonants and middle vowels to make new words (Scott Foresman, 2002, p. 136k).
3. Write spelling words on index cards using two colors, black for beginning consonants/ red for phonograms.
4. Make word family wheel for -ox and -est phonograms.
5. Identify final -st words in the text with highlighter tape or Wikki Stick.
6. Construct a flipbook of vocabulary words and draw a picture to illustrate the definitions.

• I Can Read / Lilly Reads
1. Identify words with short vowels using Phonics Songs and Rhymes Chart 12 and Phonics/Take-Home Readers (Scott Foresman, 2002, p. 162k).
2. Make new words by changing the onset of words with various short vowel phonograms (Scott Foresman, 2002, p. 162k).
3. Identify short vowel words within the stories by clapping, standing, or raising hand.
4. Label three bags C, V, and C. Insert consonant letter cards and vowel letter cards inside appropriate bags. Choose a letter from each bag to create a new word. Make a list of words and highlight nonsense words (Scott Foresman, 2002, p. 167a).
5. Select short vowel words with initial and/or final blends. Sort by short vowel and then by blend.
6. Play the Hopping Frog game (Words Their Way Interactive CD Rom, 2001).
7. Develop a vocabulary review game such as “Word Relay” in which students read and define/use words in a sentence (Scott Foresman, 2002, p. 187).
Comprehension Skills

- Use cues of punctuation including period, question mark, exclamation point, commas, and quotation marks to guide reading. (1.7)
- Reread and self-correct when text does not make sense. (1.7)
- Engage in reading-aloud activities voluntarily. (1.8)
- Read a wide variety of self-selected and teacher-selected stories, poems, and informational texts aloud. (1.8)
- Practice reading in texts on the independent reading level to develop accuracy, fluency, and expression. (1.8)
- Preview reading material by looking at the book’s cover and illustrations, and by reading titles/headings. (1.9)
- Choose a purpose for reading by looking at the illustrations, determining prior knowledge, and predicting outcome of the selection. (1.9)
- Make and confirm predictions based on illustrations or portions of the text. (1.9)
- Use knowledge from experience to make sense of and talk about a text. (1.9)
- Read a range of different nonfiction forms including letters, lists, recipes, newspapers, and magazines. (1.9)
- Identify the topic or main idea of a short fiction or nonfiction selection. (1.9)
- Identify characters, setting, and important events. (1.9)
- Answer simple who, what, when, where, why, and how questions about a selection. (1.9)
- Create artwork or a written response that shows comprehension of a selection. (1.9)
- Use a range of different nonfiction forms. (1.9)
- Identify characters, setting, and important events. (1.9)
- Answer simple who, what, when, where, why, and how questions about a selection. (1.9)
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- Use a range of different nonfiction forms. (1.9)

Note: Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- Maintain a classroom library of books related to reading theme, current social studies and science topics, seasonal activities, famous people, and/ or other interests.
- Keep a reading journal, which may include activities from guided reading lessons.
- Identify front cover, back cover, and title page.
- Demonstrate left to right, top to bottom, and directionality of print.
- Conduct a picture walk through the story, predicting and discussing anticipated outcomes.
- Introduce new vocabulary from the story. These words can be written on index cards and saved in student’s word bank.
- Lead students through a guided reading of the story using a combination of choral reading and independent reading. Details explaining the key elements of a balanced literacy program can be found in Guided Reading, Fountas and Pinnell. Additional ideas for setting up and managing learning centers can be found in Chapter 7 of Creating the Child-Centered Classroom (1991), Susan Schwartz and Mindy Pollishuke.
- Use the following reading strategies: Think about the story. Do I know a word that looks like this one? Reread your sentence. Read ahead. Make a good guess. Does it make sense? Does it look right? For a detailed list of reading prompts see Guided Reading (1996), Fountas and Pinnell, p. 161.
- Write a sentence from the story on a piece of paper or on a sentence strip. Cut up the sentence, leaving one word on each piece. Scramble the words, then lead students to put the sentence back together. Provide predictable and pattern book reading experiences.
- Provide predictable and pattern book reading experiences.
- Have classroom books available at students’ independent level for take-home reading and independent classroom reading.
- Use instructional software for independent reading skills practice.
- Read Accelerated Reader books and complete comprehension tests.
- Organize listening centers.
- Provide time for students to record themselves reading throughout the year. Allow students to listen to the cassette periodically to call attention to reading growth: text level, text length, reading strategies, attention to punctuation, accuracy, fluency, and expression.
- Yes, We Want Some Too!/Cat Traps

Comprehension Activities

- The Big Mess/The Little Red Hen
  1. Encourage the children to share their thoughts, opinions, and questions about the story.
  2. Create a word web about chores using Graphic Organizer Transparency 5 (Web) (Scott Foresman, 2002, p. 10m).
  3. Compare and contrast the characters using a t-chart.
  4. Explain how you are the same/different than a character.
  5. Create individual or class storyboards to aid in retelling the story (Making the Connection, 1995, pp. 8-13).
  6. Model how to write who, what, when, where, why and how questions about the selection. Record answers to questions on a graphic organizer.
  7. Draw six pictures to illustrate the story. Sequence the story from beginning to end.
Reading / Unit 3 / Grade 1: Comprehension (cont’d)

1. Make a t-chart showing animals and what they eat (Scott Foresman, 2002, p. 40m).
2. Model how to make predictions based on the illustrations and pattern in the Cat Traps.
4. Make props and/or puppets to aid in retelling the story.
5. Draw conclusions about the ways cat tries to get a snack. Justify responses. Create a chart showing each method and a conclusion about the method.
6. Make a Three Circle Map showing what happened first and what happened last. Connect the two circles with a third circle below them that tells what the story was mostly about (Revisit, Reflect, Retell, 1999, p. 9).

• My Buddy Stan/Biscuit
1. Encourage the children to share their thoughts, opinions, and questions about the story.
2. Create a concept map about puppies.
3. Lead a discussion about the responsibilities of pet ownership. List ideas. Review the chart after reading the selections to add additional information.
4. Model how to determine the main idea of the story (Scott Foresman, 2002, pp. 104-105). Write the main idea on a chart in one color, and list the details that support the main idea in a different color under the main idea. Ask groups to determine the main idea of another short text and justify their choice.
5. Draw conclusions about the story. Make cards for several things Biscuit wants before going to sleep (his blanket, a hug, etc.). Write on a chart or sentence strips: Biscuit wants __________. WHY? (Making the Connection, 1995, pp. 67).
7. Model how to use the picture dictionary and provide guided practice (Scott Foresman, 2002, pp. 111, 190-191).

• Trucks/Communities
1. Brainstorm a list of different kinds of trucks.
2. Create a concept map of trucks within the community and their uses.
3. Classify the types of jobs the workers do. Determine how their jobs alike (Scott Foresman, 2002, pp. 122-123).
4. Identify the author’s purpose. Justify choice.
5. Introduce the glossary. Invite student to make observations of its features and how to use it. Determine the order of the words (Scott Foresman, 2002, pp. 130-131).
6. Dress up as community workers. Create props. Explain job duties and reason for choosing the profession.
7. Create a graph showing students’ favorite professions.

• Fox and Bear/Fox and Bear Look at the Moon
1. Create a concept web of friendship words.
2. Model how to use cues of punctuation to guide reading. Provide time for practice in guided reading groups.
3. Create a story map of events.
4. Model how to use context clues to figure out what “it” refers to in the story (Scott Foresman, 2002, pp. 154-155).
5. Draw conclusions about friendship from the stories. Justify responses with details from the selection.
6. Create and present a readers’ theater for the selection.

• I Can Read/Lilly Reads
1. Prepare a word sort for words related to reading such as things we can read, places we can read, and how reading can make you feel. Select some words from the texts (Revisit, Reflect, Retell, 1999, pp. 25-26).
2. Discuss dialogue and identify dialogue throughout the story.
3. Illustrate the beginning, middle, and end. Write a sentence description about each story part. Retell the story using this organizer.
4. Create a concept web of feeling words.
5. Create a character pyramid of the main character with her name, two words describing physical appearance, three words describing personality, and four words describing how this character feels at a certain point in the story (Making the Connection, 1995, p. 44).
**Reading / Unit 3 / Grade 1**

### Writing Skills
- Use previous experiences to generate ideas. (1.12)
- Participate in teacher-directed brainstorming activities. (1.12)
- Participate in teacher-directed prewriting strategies, such as webbing, clustering, and semantic mapping, to organize ideas. (1.12)
- Participate in teacher-directed charting activities to organize information. (1.12)
- Write a sentence that focuses on one topic. (1.12)
- Write simple, complete sentences. (1.12)
- Begin to elaborate ideas by using descriptive words (adjectives) when writing about people, places, things, and events. (1.12)
- Spell high-frequency sight words and phonetically regular words correctly in final copies. (1.12)
- Sound out words in order to spell them phonetically. (1.12)
- Use print resources in the classroom in order to spell words. (1.12)
- Use end punctuation correctly. (1.12)
- Begin each sentence with a capital letter. (1.12)
- Use familiar writing forms, including lists, letters, stories, reports, messages, and poems. (1.12)
- Distinguish draft writing from final-product writing. (1.12)
- Use a word processor to publish writing. (1.12)
- Share writing with others. (1.12)

### Writing Activities
**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.
- Create and illustrate original stories using instructional software. Students who are not proficient in word processing may dictate the story.
- Create a Writing Center, stocked with a variety of writing implements, papers, models, and tools. Program, add, and delete items as pertinent to each unit or story you teach.
- Make a word wall chart/bulletin board, displaying high frequency words, commonly used sight words, and words generated by students. Add to the list as you progress through the unit.
- Label important parts of the room with word/picture or sentence cards. Have charts with color words, children’s names, etc., available as models.
- Write teacher-guided interactive sentences. Students can write sentences together either in whole or small groups to establish correct writing format, e.g., beginning sentences with capital letters, spacing between words, rereading sentence to confirm correct word order, using correct punctuation (Words Their Way, 2000, p. 163).
- Arrange simple cut-up sentences in the correct order and write them correctly on paper (Words Their Way, 2000, pp. 134-135).
- Create a dictionary using word wall words, words generated by students, and special words of the day.
- Write in personal journal. Teacher or student may supply idea or stem.
- Write a reaction to a story in a writing response log/journal.
- Reinforce writing through participation in weekly centers (Words Their Way, 2000, pp. 78-81).
- Use word banks and personal readers to reinforce word skills and writing (Words Their Way, 2000, pp. 152, 162).
- Use instructional software to play noun/verb games/songs.
- Model and use the writing process to prewrite, draft, revise, edit, and publish.
- Structure shared, interactive, and independent writing activities.
- Provide activities to create class books. Send home with individual students to read with parents or individually to promote fluency and expression.
- Share rough and final drafts with others.
- Connect spelling, reading, and writing using Have-A-Go (Create Independent Learners, 1999, p. 60-63).

#### Big Mess/Little Red Hen
2. Make a list of ways to help others. Create a class story about how to help others. Use Storybook Weaver.
3. Draw four ways you help at home on a piece of paper folded into quarters. Write a sentence under each picture explaining how you are helping (Scott Foresman, 2002, p. 17b).
4. Write a thank you note to someone who has helped you.
5. Write a story with repeated lines such as “Who will help me…?” and “No. No. No. I will not.”
6. Write about a time you helped someone or when someone helped you. Begin by identifying the problem, what you did to help solve the problem, and what happened because of your help.
7. Apply skills from daily edits to writing.

#### Yes, We Want Some Too/Cat Traps
2. List the animals from the story and the food each one eats. Place a check mark next to the foods people
**Reading / Unit 3 / Grade 1: Writing (cont’d)**

2. Pair students to write about how to take care of pets.  
4. Construct a noun chart using person, place, thing, and animal. Write proper nouns next to each.  
5. Write words in the story that tell about Biscuit. Write different adjectives to replace these words.  
6. Write directions for getting ready to go to bed.  
7. Apply skills from daily edits to writing.  

**My Buddy, Stan/Biscuit**

2. Pair students to write about how to take care of pets.  
4. Construct a noun chart using person, place, thing, and animal. Write proper nouns next to each.  
5. Write words in the story that tell about Biscuit. Write different adjectives to replace these words.  
6. Write directions for getting ready to go to bed.  
7. Apply skills from daily edits to writing.  

**Trucks /Communities**

1. Complete daily journal entries (Scott Foresman, 2002, p. 112i). Create a “Truck” book detailing all the jobs different types of trucks do and illustrate using the pictures in the story.  
2. Recall from the story all the different jobs trucks do. Write these jobs on a truck shaped page.  
3. Draw and label the parts of a favorite truck. Name the kind of truck this is. Alphabetize the trucks and arrange them on the wall in alphabetical order.  
4. Make a list of helpers in our community.  
5. Make a class book of people who work in your school.  
6. Group students to write a book about a community helper. Create a glossary of three to five words related to a favorite community helper to include at the end of the book. Explain how each term relates to the community helper’s job. Arrange the glossary in alphabetical order.  
7. Apply skills from daily edits to writing.  

**Fox and Bear/Fox and Bear Look at the Moon**

1. Complete daily journal entries (Scott Foresman, 2002, p. 136i). Create a word web describing the feeling words found in the stories. Select a feeling word, write it at the top of a piece of paper, draw a picture to show what makes you feel that way under the feeling word, and then write a sentence describing the picture (Scott Foresman, 2002, p. 143b). Alphabetize feeling words and bind into a book.  
3. Create a best friend ABC book. Provide describing words about best friends. Select a format such as: Hh – Helpful, a picture of a friend being helpful, and then “Best friends are helpful.”  
4. Brainstorm with partners all the things Fox and Bear did together.  
5. Draw a “Friendship Poster” including sentences about friendships.  
6. Write about something special you like to do with a friend.  
7. Apply skills from daily edits to writing.  

**I Can Read/Lilly Reads**

2. Create a list of words found in the community such as those on street signs and buildings.  
3. Partner students to write a sample dialogue between a child and a teacher. Assign one student to be the teacher and one to be the child.  
4. Write about how you learned to read.  
5. Describe what you have to do to read.  
6. Create a class *I Can Read* book. Include student photos, a sentence about each student’s favorite place to read, and an illustration of a favorite place to read.  
7. Vote on the class’s story from the unit. Create a graph to represent the results of the vote. Label the graph. Ask questions about the graph for students to answer. Write a sentence summarizing the most important information in the graph.  
8. Apply skills from daily edits to writing.
# Reading / Unit 4 / Grade 1

## Standards of Learning

| English | 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.12 |

## Scott Foresman Unit

<table>
<thead>
<tr>
<th>Unit 4</th>
<th>Favorite Things Old and New</th>
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</thead>
</table>

## Scott Foresman Literature

- Red Stone Game
- The Gingerbread Man
- The Same As You
- Cherry Pies and Lullabies
- Rose and Grandma Make the Sun Shine
- Our Family Get-Together

## Suggested Time Frame:

- 6 weeks

## Required Resources

- Scott Foresman Reading for Virginia (2002), Favorite Things Old and New, Teacher Edition, Grade 1, Unit 4
- English Standards of Learning Curriculum Framework–Grade 1 (2003), Virginia Department of Education
- Accelerated Reader
- Guided Reading, I. Fountas & G. Pinnell (1996)

## Required Resources

- PALS
- Rigby PM Benchmark Kit
- Words Their Way by Bear et al. (2000)
- Words Their Way Interactive CD ROM (2001)

## Supplemental Resources

- Create Independent Learners: Teacher-Tested Strategies for ALL Ability Levels, P. Pavelka (1999)
- Revisit, Reflect, Retell, L. Hoyt (1999)

## Additional Classroom Interventions

- Employ best practices for effective intervention from PALS 1-3 Teacher’s Manual, 2000-2001, pp. 78-84. The manual makes multiple suggestions for combining these activities into seamless lessons:
  1. Oral Reading Fluency
     - Paired Reading
     - Radio Reading
     - Timed Repeated Reading
  2. Alphabet Naming
     - ABC Walk
     - Alphabet Scrapbook
  3. Concept of Word
     - Dictated Captions
     - Language Experience Approach (LEA)
     - Cloze Procedures
     - Cut-up Sentences

## Correlation to YCSD English Curriculum Guide

- This fourth unit of the Grade 1 reading curriculum correlates with the following units in the YCSD Grade 1 English Curriculum Guide:
  - Unit I Communication Skills
  - Unit II Word Study
  - Unit III Comprehension/Strategies
  - Unit IV Comprehension/Fiction
  - Unit V Comprehension/Nonfiction & Simple Reference Materials
  - Unit VI Composition
  - Unit VII Handwriting

## Related Standards:

- English 1.1, 1.2, 1.3, 1.11; H/SS 1.1, 1.4, 1.10; Math 1.9, 1.18, 1.19; Science 1.1, 1.3, 1.5, 1.8

## Technology Standards:

- C/T: 5.4

## Monitoring:

- PALS, Rigby PM Benchmark Kits 1 and 2, STAR Reading

## Assessment:

- Scott Foresman Tests, Teacher-Made Assessments, Daily Performance
**Reading / Unit 4 / Grade 1**

<table>
<thead>
<tr>
<th>Word Study (Phonics, Vocabulary, and Spelling) Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Segment words by saying each sound. (1.4)</td>
</tr>
<tr>
<td>• Blend separately spoken phonemes to make word part and words with one to three syllables. (1.4)</td>
</tr>
<tr>
<td>• Add, delete, or change phonemes orally to change syllables or words. (1.4)</td>
</tr>
<tr>
<td>• Identify whether the middle vowel sound is the same or different in one-syllable words. (1.4)</td>
</tr>
<tr>
<td>• Sort picture cards by beginning and ending phoneme. (1.4)</td>
</tr>
<tr>
<td>• Apply knowledge of beginning and ending consonants and short vowels in single-syllable words by recognizing beginning and ending consonant sounds, separating the sounds in a word, blending separately spoken phonemes to make a word, and spelling word. (1.6)</td>
</tr>
<tr>
<td>• Accurately decode unknown, orthographically regular, single-syllable words and nonsense words (e.g., sit, zot), using letter-sound mappings to sound them out. (1.6)</td>
</tr>
<tr>
<td>• Apply knowledge of word patterns to decode unfamiliar words by recognizing word patterns by recognizing word patterns CVC, using onsets and rimes to create, read, and spell new words that include blends such as the l and r blends and digraphs including ch, sh, th, and wh. (1.6)</td>
</tr>
<tr>
<td>• Use vowel patterns CVC, VC, and CVCC in decoding and spelling single-syllable words. (1.6)</td>
</tr>
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<td>• Use some CVVC vowel patterns in decoding and spelling single-syllable words. (1.6)</td>
</tr>
<tr>
<td>• Recognize and use simple compound words. (1.6)</td>
</tr>
<tr>
<td>• Read and spell common, high-frequency sight words, including the, say, and come. (1.6)</td>
</tr>
</tbody>
</table>

**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- Participate in daily word study activities (Words Their Way, 2000, pp. 75-81).
- Identify beginning, middle, and end phonemes by using sound boxes and lettered cards (Words Their Way, 2000, p. 121).
- Use word banks (Words Their Way, 2000, pp. 152, 165).
- Secure concept of words by plenty of reading in pattern trade books, dictations, and simply rhymes.
- Utilize shared writing of morning messages to emphasize topics for phonics, vocabulary, and word study. Refer to Payne and Schulman’s Getting the Most Out of Morning Messages and Other Shared Writing Lessons (1998).

**Red Stone Game/The Gingerbread Man**
1. Identify long a CVCe words using Phonics Songs and Rhymes Chart 13 (Scott Foresman, 2002, p. 10k).
2. Use the corresponding Phonics and Take-Home Readers to identify long a phonograms.
4. Create word family wheels and flipcharts for long a phonograms: -ate and -ake (Words Their Way, 2000, pp. 171-172).
5. Form groups to hunt for long a CVCe words in familiar texts in a designated amount of time. Read words found aloud. Address any oddball words such as have that are collected (Words Their Way, 2000, p. 72, 167).
7. Create flashcards with vocabulary cards on one side and pictures or symbols of the words on the other side (Scott Foresman, 2002, p. 18a). Partner students to identify the pictures or to draw a picture to match the words. Use the word in a sentence.

**The Same As You/Cherry Pies and Lullabies**
1. Identify long a CVCe words using Phonics Songs and Rhymes Chart 14 (Scott Foresman, 2002, p. 44k).
2. Use the corresponding Phonics and Take-Home Readers to identify initial digraphs ch and th as well as long a phonograms.
3. Make new words by substituting initial letters in lake and game with initial consonants, blends, and digraphs (Scott Foresman, 2002, p. 44k).
4. Create a picture sort with ch- and th- digraphs.
5. Write spelling words on large cards. Invite children to “be” the letters and get in the correct order to spell the words while the audience writes the words.
6. Construct a flipbook of vocabulary words. Draw a picture to illustrate each definition.

**Rose and Grandma Make the Sun Shine/Our Family Get-Together**
1. Identify long o CVCe words using Phonics Songs and Rhymes Chart 15 (Scott Foresman, 2002, p. 80k).
2. Use the corresponding Phonics Reader and Take-Home Readers to identify digraphs and long o phonograms.
3. Make new words by adding initial consonants, blends, and digraphs to long o phonograms (Scott Foresman, 2002, p. 80k).
5. Form groups to hunt for long o CVCe words in familiar reading selections. Read words found aloud.
Reading / Unit 4 / Grade 1: Word Study (cont’d)

Address any oddball words such as come that are collected (Words Their Way, 2000, p. 72, 167).
6. Create a word wheel of long o phonograms.
7. Construct a flipbook of vocabulary words and draw a picture to illustrate the definitions.

• Rolling Rice Cake/The Rat and the Cat
1. Identify long i CVCé words using Phonics Songs and Rhymes Chart 16 (Scott Foreman, 2002, p. 110k).
2. Use the corresponding Phonics Reader and Take-Home Readers to identify long i phonograms.
4. Generate list of -ike and -ice words. Include nonsense words.
5. Create a flipbook to tally number of instances of high-frequency sight words found in familiar texts (Create Independent Readers, 1999, pp. 105-107).
6. Write spelling words on large cards. Invite children to “be” the letters and get in the correct order to spell the words while the audience writes the words.
7. Act out or pantomime vocabulary words.

• June and the Mule/Slim, Luke, and the Mules
1. Identify long and short u words using Phonics Songs and Rhymes Chart 17 (Scott Foreman, 2002, p. 140k). Sort long and short u words found in the rhyme on a class chart.
2. Use the corresponding Phonics Reader and Take-Home Readers to identify words with long u, initial digraphs, and final digraphs.
4. Make flipbook or word family wheel for -ute and -une phonograms.
5. Create a list of synonyms from the story.
6. Act out or pantomime vocabulary words.

• Riddle-dee Fiddle-dee-dee/The Riddles
1. Identify long e (ee, e, ey) words using Phonics Songs and Rhymes Chart 18 (Scott Foreman, 2002, p. 168k). Sort long e words found in the rhyme on a class chart.
2. Use the corresponding Phonics Reader and Take-Home Readers to identify words with long e as well as compound words.
3. Partner students to build compound words using compound word cards (Scott Foresman, 2002, p. 175c).
4. Develop a vocabulary review game such as “Bag of Laughs!” in which students read and use words in a sentence (Scott Foresman, 2002, p. 201).
### Reading / Unit 4 / Grade 1

#### Comprehension Skills

- Recognize complete sentences when reading. (1.7)
- Use intonation, pauses, and emphasis that signal the structure of the sentence when reading. (1.7)
- Use cues of punctuation including period, question mark, exclamation point, commas, and quotation marks to guide reading. (1.7)
- Reread and self-correct when text does not make sense. (1.7)
- Engage in reading-aloud activities voluntarily. (1.8)
- Read a wide variety of self-selected and teacher-selected stories, poems, and informational texts aloud. (1.8)
- Use expression and intonation to convey meaning when reading aloud. (1.8)
- Practice reading in texts on the independent reading level to develop accuracy, fluency, and expression. (1.8)
- Preview reading material by looking at the book’s cover and illustrations, and by reading titles/headings. (1.9)
- Choose a purpose for reading by looking at the illustrations, determining prior knowledge, and predicting outcome of the selection. (1.9)
- Make and confirm predictions based on illustrations or portions of the text. (1.9)
- Use knowledge from experience to make sense of and talk about a text. (1.9)
- Read a range of different nonfiction forms including letters, lists, recipes, newspapers, and magazines. (1.9)
- Identify the topic or main idea of a short fiction or nonfiction selection. (1.9)
- Identify characters, setting, and important events. (1.9)
- Answer simple who, what, when, where, why, and how questions about a selection. (1.9)
- Create artwork or a written response that shows comprehension of a selection. (1.9)
- Retell stories and events using beginning, middle, and end. (1.9)
- Use simple reference materials. (1.10)

#### Comprehension Activities

**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- Determine instructional reading level of each student using Rigby PM Benchmark Kit and STAR diagnostic.
- Maintain a classroom library of books related to reading theme, current social studies and science topics, seasonal activities, famous people, and/or other interests. Provide books at students’ independent level for take-home reading.
- Keep a reading journal, which may include activities from guided reading lessons.
- Identify front cover, back cover, and title page of all pieces of literature.
- Demonstrate left to right, top to bottom, directionality of print.
- Conduct a picture walk through the story, predicting and discussing anticipated outcomes.
- Introduce new vocabulary from the story. These words can be written on index cards and saved in student’s word bank.
- Lead students through a guided reading of the story using a combination of choral reading and independent reading.
- Use the following reading strategies: Think about the story. Do I know a word that looks like this one? Reread your sentence. Read ahead. Make a good guess. Does it make sense? Does it look right?
- Write a sentence from the story on a piece of paper or on a sentence strip. Cut up the sentence, leaving one word on each piece. Scramble the words, then lead students to put the sentence back together.
- Use instructional software for independent reading skills practice.
- Read Accelerated Reader books and complete comprehension tests.
- Organize listening centers.
- Provide time for students to record themselves reading throughout the year. Allow students to listen to the cassette periodically to call attention to reading growth: text level, text length, reading strategies, attention to punctuation, accuracy, fluency, and expression.

**Red Stone Game/The Gingerbread Man**

1. Use a Question Web to activate and assess prior knowledge about the story (Create Independent Learners, 1999, pp. 112-113).
2. Model how to use cues of punctuation to guide reading. Provide time for practice in guided reading groups.
3. Model how to clarify the pronoun “she” by using context clues from the previous sentence (Scott Foresman, 2002, p. 41).
4. Model how to identify real and fantasy aspects of the story. Make a chart for this story showing what could and what could not really happen in life. Extend the chart with real and make believe aspects of other stories (Scott Foresman, 2002, pp. 17f, 20-21).
5. Generate who, what, when, where, why, and how questions to ask peers about the selection.
6. Recreate the story in students’ own words, and act it out for the class.
7. Compare and contrast several versions of the story.
8. Prepare brown gingerbread man die-cuts with story events to sequence on a “clothes line.”

**The Same As You/Cherry Pies and Lullabies**

1. Model how to determine the theme of a text. Select another short story. Provide students with three
choices containing two obviously incorrect choices for the theme. Partner students to determine the theme and justify their choice. Lead a discussion about how to determine a story’s theme (Scott Foresman, 2002, p. 51f, 70-71).

2. Draw a large magnifying class on the board. Write predictions about the Cherry Pies and Lullabies on Post-it notes, and attach them to the display. Confirm predictions.

3. Model how to use the table of contents to locate titles and page numbers. Select other books that contain a table of contents and demonstrate use Scott Foresman, 2002, pp. 54-55).

4. List four important nouns in the selection. Summarize the story using the nouns.

5. Compare and contrast how students are like/different than the main character.

• **Rose and Grandma Make the Sun Shine/Our Family Get-Together**
  1. Brainstorm ideas about what family members can do when they get together. Record ideas on Graphic Organizer Transparency 5 (Web 2) (Scott Foresman, 2002, p. 80m).
  2. Model how to determine the main idea of a text. Fill in a main idea and supporting details chart (Scott Foresman, 2002, pp. 87f, 102-103).
  3. Make text-to-self connections by having children share what the story has in common with their own family and experiences.
  4. Give children sticky notes for use during reading. Mark a favorite part, a question they have, and a new word they learned.
  5. Invite students to bring a prop from home to share a special fact about their family.

• **Rolling Rice Cake/The Rat and the Cat**
  1. Model how to identify real and fantasy aspects of the story. Make a chart for this story showing what could and what could not really happen in life. Compare this book to a nonfiction book about animals.
  2. Model how to use intonation, pauses, and emphasis that signal the structure of the sentence when reading. Provide time for guided practice.
  4. Draw conclusions about the characters based on what they say and do. Create a t-chart to compare the characters.
  5. Partner students to determine the main idea. Provide three choices. Justify the choice.

• **June and the Mule/Slim, Luke, and the Mules**
  1. Create a concept web of desert-life words.
  2. Create a character pyramid of the main character with her name, two words describing physical appearance, three words describing personality, and four words describing how this character feels at a certain point in the story (Making the Connection, 1995, p. 44).
  3. Generate a list of questions about the story during reading. After reading, divide the questions and work in cooperative groups to answer them. Share answers with the whole group.
  5. Use a thesaurus to look up synonyms for words in the selection.

• **Riddle-dee Fiddle-dee-dee/The Riddles**
  1. Determine the author's purpose (Scott Foresman, 2002, pp. 174-175).
  2. Predict the ending of the story. Record predictions on Post-it notes to place on the magnifying glass poster. Confirm predictions.
  3. Identify real and fantasy aspects of the story. Make a chart for this story showing what could and what could not really happen in life.
  4. Create a reading recommendation list to share feelings, thoughts, and highlights from the story.
  5. Create a bar graph to show the class’s favorite riddles.
### Writing Skills

- Use previous experiences to generate ideas. (1.12)
- Participate in teacher-directed brainstorming activities. (1.12)
- Participate in teacher-directed prewriting strategies, such as webbing, clustering, and semantic mapping, to organize ideas. (1.12)
- Participate in teacher-directed charting activities to organize information. (1.12)
- Write a sentence that focuses on one topic. (1.12)
- Write simple, complete sentences. (1.12)
- Begin to elaborate ideas by using descriptive words (adjectives) when writing about people, places, things, and events. (1.12)
- Spell high-frequency sight words and phonetically regular words correctly in final copies. (1.12)
- Sound out words in order to spell them phonetically. (1.12)
- Use print resources in the classroom in order to spell words. (1.12)
- Use end punctuation correctly. (1.12)
- Begin each sentence with a capital letter. (1.12)
- Use familiar writing forms, including lists, letters, stories, reports, messages, and poems. (1.12)
- Distinguish draft writing from final-product writing. (1.12)
- Use a word processor to publish writing. (1.12)
- Share writing with others. (1.12)

### Writing Activities

**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- Create and illustrate original stories using instructional software. Students who are not proficient in word processing may dictate the story.
- Create a Writing Center, stacked with a variety of writing implements, papers, models, and tools. Program, add, and delete items as pertinent to each unit or story.
- Make a word wall chart/bulletin board, displaying high frequency words, commonly used sight words, and words generated by students.
- Label important parts of the room with word/picture or sentence cards. Have charts with color words, children’s names, etc., available as models.
- Write teacher-guided interactive sentences. Students can write sentences together either in whole or small groups to establish correct writing format, e.g., beginning sentences with capital letters, spacing between words, rereading sentence to confirm correct word order, using correct punctuation (*Words Their Way*, 2000, p. 163).
- Create a dictionary using word wall words, words generated by students, and special words of the day.
- Write in personal journal. Teacher or student may supply idea or stem.
- Write a reaction to a story in a writing response log/journal.
- Write individual dictations (*Words Their Way*, 2000, p. 163).
- Reinforce writing through participation in weekly centers (*Words Their Way*, 2000, pp. 78-81).
- Use word banks and personal readers to reinforce word skills and writing (*Words Their Way*, 2000, p. 152).
- Use instructional software to play noun/verb games/songs.
- Use interactive writing to generate a story in small groups. Record the story on chart paper or on the board. Allow students to write words and sounds they know. As a group, correct misspellings and review conventions of the language. When the story is complete, have students read the work aloud using a pointer to check for one-to-one correspondence.
- Sound boxes serve as a concrete way to demonstrate how words are made up of separate phonemes. Refer to one variation on page 121 of *Words Their Way*. Encourage students to expand and write additional words using the original sound box. For example, say, “If you can make the word ing, then you can make the word sing.” Students can then make bring, swing, etc.
- Encourage students to write independently using a sentence written during interactive writing or using a repetitive sentence from the story.
- Structure shared, interactive, and independent writing activities.
- Provide activities to create class books. Send home with individual students to read with parents or individually to promote fluency and expression.
- Share rough and final drafts with others.
- **Red Stone Game/The Gingerbread Man**
  2. List action words in the story. Use them to draw and write a summary of the story.
  3. Write an alternative ending to the story.
  4. Apply skills from daily edits to writing.
- **The Same As You/Cherry Pies and Lullabies**
1. Complete daily journal entries (Scott Foresman, 2002, p. 44i).
2. Make a Venn diagram to show how you are like/different than a family member.
3. Write a recipe for making a cherry pie.
4. Create a class book with a table of contents that includes four sections.
5. Write about something special you do or make with a family member or friend.
6. Write the words for a favorite lullaby. Illustrate. Compile into a class book.
7. Apply skills from daily edits to writing.

- Rose and Grandma Make the Sun Shine/Our Family Get-Together
  2. Bring in family pictures from home, and make a family album to share.
  3. Create a poem about a family member.
  4. Create family reunion invitations.
  5. Apply skills from daily edits to writing.

- Rolling Rice Cake/The Rat and the Cat
  2. List describing words of the Rat and the Cat.
  3. Create an animal fantasy story. Make a collection of student-made class books to place in the classroom library.
  4. Make a t-chart of favorite foods and adjectives to describe their look, feel, taste, and smell.
  5. Review end punctuation during Morning Message.
  6. Work in cooperative groups, and create a seven-day calendar of activities for the Rat and Cat.
  7. Apply skills from daily edits to writing.

- June and the Mule/Slim, Luke, and the Mules
  2. Write descriptive clues about a story character. Read descriptions aloud and have classmates guess the character.
  3. Create a postcard from one of the characters in the desert. Illustrate the front, and write a note on the back with an address.
  4. Create a class book about the desert. Focus on natural resources in the desert.
  5. Apply skills from daily edits to writing.

- Riddle-dee Fiddle-dee-dee/The Riddles
  2. Group students to write questions and answers based on information in the bar graph of students’ favorite riddles. Choose a question about the graph to ask the rest of the class.
  3. Create a class riddle book.
  4. Write how-to directions for telling jokes with friends.
  5. Apply skills from daily edits to writing.
# Reading / Unit 5 / Grade 1

## Standards of Learning

<table>
<thead>
<tr>
<th>Scott Foresman Unit</th>
<th>English Standards of Learning</th>
</tr>
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<tbody>
<tr>
<td>Unit 5</td>
<td>1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.12</td>
</tr>
</tbody>
</table>

## Suggested Time Frame:

6 weeks

## Scott Foresman Literature

- A Real Gift
- Arthur's Reading Race
- A Big Day for Jay
- Lost!
- Baby Otter Grows Up
- Foal
- What a Sight!
- Lost in the Museum
- Chompy's Afternoon
- Dinosaur Babies
- The True Story of Abbie Burgess
- The Bravest Cat!

## Required Resources

- Scott Foresman Reading for Virginia (2002), Take Me There, Teacher Edition, Grade 1, Unit 5
- English Standards of Learning Curriculum Framework–Grade 1 (2003), Virginia Department of Education
- Accelerated Reader
- Guided Reading, I. Fountas & G. Pinnell (1996)
- PALS
- Rigby PM Benchmark Kit
- Words Their Way by Bear et al. (2000)
- Words Their Way Interactive CD ROM (2001)

## Supplemental Resources

- Create Independent Learners:Teacher-Tested Strategies for ALL Ability Levels, P. Pavelka (1999)
- Revisit, Reflect, Retell , L. Hoyt (1999)
- Literacy Room: Rigby Leveled Texts 1-30
- Instructional Software/Productivity Tools
- Unit-By-Unit Web Support: [http://www.sfreading. com](http://www.sfreading.com)

## Additional Classroom Interventions

- Employ best practices for effective intervention from PALS 1-3 Teacher's Manual , 2000-2001, pp. 78-84. The manual makes multiple suggestions for combining these activities into seamless lessons:
  1. Oral Reading Fluency
  2. Paired Reading
  3. Radio Reading
  4. Timed Repeated Reading
- Alphabet Naming
  1. ABC Walk
  2. Alphabet Scrapbook
- Concept of Word
  1. Dictated Captions
  2. Language Experience Approach (LEA)
  3. Cloze Procedures
  4. Cut-up Sentences
- Phonemic Awareness
  1. Rhyme and Pattern Stories, p. 64
  2. Picture Sorts, pp. 63-66
  3. Match and Sort, p. 118
  4. Rhyming Families, p.176
- Alphabet Sounds
  1. Beginning and Ending Dominoes, p. 170
  2. Word Maker, p. 173
- Short Vowel Families
  1. Show Me, p. 172
  2. Go Fish, p. 177

## Correlation to YCSD English Curriculum Guide

This fifth unit of the Grade 1 reading curriculum correlates with the following units in the YCSD Grade 1 English Curriculum Guide:

- Unit I Communication Skills
- Unit II Word Study
- Unit III Comprehension/Strategies
- Unit IV Comprehension/Fiction
- Unit V Comprehension/Nonfiction & Simple Reference Materials
- Unit VI Composition
- Unit VII Handwriting

## Related Standards:

- English 1.1, 1.2, 1.3, 1.11; H/SS 1.1, 1.4, 1.6, 1.12; Math 1.9, 1.15, 1.20; Science 1.5, 1.6, 1.7

## Technology Standards:

C/T: 5.4

## Monitoring:

PALS, Rigby PM Benchmark Kits 1 and 2, STAR Reading

## Assessment:

Scott Foresman Tests, Teacher-Made Assessments, Daily Performance
### Reading / Unit 5 / Grade 1

#### Word Study (Phonics, Vocabulary, and Spelling) Skills
- Segment words by saying each sound. (1.4)
- Blend separately spoken phonemes to make word part and words with one to three syllables. (1.4)
- Add, delete, or change phonemes orally to change syllables or words. (1.4)
- Identify whether the middle vowel sound is the same or different in one-syllable words. (1.4)
- Sort picture cards by beginning and ending phonemes. (1.4)
- Apply knowledge of beginning and ending consonants and short vowels in single-syllable words by recognizing beginning and ending consonant sounds, separating the sounds in a word, blending separately spoken phonemes to make a word, and spelling word. (1.6)
- Accurately decode unknown, orthographically regular, single-syllable words and nonsense words (e.g., sit, zot), using letter-sound mappings to sound them out. (1.6)
- Apply knowledge of word patterns to decode unfamiliar words by recognizing word patterns by recognizing word patterns CVC, using onsets and rimes to create, read, and spell new words that include blends such as the l and r blends and digraphs including ch, sh, th, and wh. (1.6)
- Use vowel patterns CVC, VC, and CVCC in decoding and spelling single-syllable words. (1.6)
- Use some CVVC vowel patterns in decoding and spelling single-syllable words. (1.6)
- Recognize and use simple compound words. (1.6)
- Read and spell common, high-frequency sight words, including the, said, and come. (1.6)

#### Word Study (Phonics, Vocabulary, and Spelling) Activities

**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- Participate in daily word study activities (Words Their Way, 2000, pp. 75-81).
- Identify beginning, middle, and end phonemes by using sound boxes and lettered cards (Words Their Way, 2000, p. 121).
- Use word banks (Words Their Way, 2000, pp. 152, 165).
- Secure concept of words by plenty of reading in pattern trade books, dictations, and simply rhymes.
- Utilize shared writing of morning messages to emphasize topics for phonics, vocabulary, and word study. Refer to Payne and Schulman’s Getting the Most Out of Morning Messages and Other Shared Writing Lessons (1998).
- A Real Gift/Arthur’s Reading Race
  1. Identify long e (ea) words using Phonics Songs and Rhymes Chart 19 (Scott Foresman, 2002, p. 10k).
  2. Use the corresponding Phonics Reader and Take-Home Readers to identify long e (ea) words.
  5. Play Tick-Tack-Toe with partners using ea phonogram words.
  6. Illustrate past tense words. Write the words in each picture, underlining the -ed endings.
  7. Make a chart of multiple meaning words. Include the word, its meanings, and sentences using the word (Scott Foresman, 2002, p. 17a).
- A Big Day for Jay/Lost!
  1. Identify long a (ai, ay) words using Phonics Songs and Rhymes Chart 20 (Scott Foresman, 2002, p. 46k).
  2. Use the corresponding Phonics Reader and Take-Home Readers to identify long a (ai, ay) words.
  4. Form groups to hunt for long a (ai, ay) words in familiar texts in a designated amount of time. Read words found aloud. Categorize words on a class chart. Address any oddball words such as said that are collected (Words Their Way, 2000, p. 72, 167).
  5. Write each spelling word on an index card, and place index cards face down on a table. Play a game in which one student chooses a card and the other player reads and writes the word. Alternate turns.
  6. Play a contraction matching game. Match each contraction with the two words it is made from.
  7. Construct a flipbook of vocabulary words, and draw a picture to illustrate the definitions.
- Baby Otter Grows Up/Foal
  1. Identify long o (oa, ow) words using Phonics Songs and Rhymes Chart 21 (Scott Foresman, 2002, p. 86k).
  2. Use the corresponding Phonics Reader and Take-Home Readers to identify long o (oa, ow) words and words with –ing endings.
  4. Create a word wheel of long o phonograms.
  5. Act out or pantomime vocabulary words.
- What A Sight!/Lost!
<table>
<thead>
<tr>
<th>Reading / Unit 5 / Grade 1: Word Study (cont’d)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify long i (igh, ie) words using Phonics Songs and Rhymes Chart 22 (Scott Foresman, 2002, p. 116k).</td>
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<tr>
<td>2. Use the corresponding Phonics Reader and Take-Home Readers to identify long i (igh, ie) words and singular possessives.</td>
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<tr>
<td>4. Make new words from sight and tie by changing the initial consonant and then by changing the vowels (Scott Foresman, 2002, p. 116k).</td>
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<tr>
<td>5. Play the Hopping Frog Game with long vowels (Words Their Way, p. 178-179).</td>
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<tr>
<td>6. Illustrate vocabulary words at the art center.</td>
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</tbody>
</table>

**Chompy’s Afternoon/Dinosaur Babies**

| 1. Identify sounds of y using Phonics Songs and Rhymes Chart 23 (Scott Foresman, 2002, p. 156k). |
| 2. Use the corresponding Phonics Reader and Take-Home Readers to identify sounds of y. |
| 3. Select long vowel sorts for patterns with which students require more practice. Incorporate sounds of y when appropriate. |
| 4. Make flipbook or word family wheel for vowel sounds of -y. |
| 5. Create dinosaur eggs and write words on each half to create compound words. |
| 6. Practice writing spelling words using Look Cover Say Write Check (Create Independent Learners, 1999, p. 69). |
| 7. Develop short cloze sentences using vocabulary words for partners to complete. Provide vocabulary word choices. |

**The True Story of Abbie Burgess/The Bravest Cat!**

| 1. Identify long u (ew, ue) words using Phonics Songs and Rhymes Chart 24 (Scott Foresman, 2002, p. 192k). |
| 2. Use the corresponding Phonics Reader and Take-Home Readers to identify long u (ew, ue) words and words with –es endings. |
| 4. Use vocabulary words to produce a short paragraph about an emergency situation. |
| 5. Change, add, or delete one letter from spelling words. Write misspelled words on a piece of paper. Exchange misspelled word lists with a partner. Mark errors and make corrections in a different color. Write words correctly. |
| 6. Develop a vocabulary review game such as “Can You Remember” in which students read and use words in a retelling of the selected story (Scott Foresman, 2002, p. 229). |
### Reading / Unit 5 / Grade 1

#### Comprehension Skills

- Use intonation, pauses, and emphasis that signal the structure of the sentence when reading. (1.7)
- Use cues of punctuation, including period, question mark, exclamation point, commas, and quotation marks to guide reading. (1.7)
- Reread and self-correct when text does not make sense. (1.7)
- Engage in reading-aloud activities voluntarily. (1.8)
- Read a wide variety of self-selected and teacher-selected stories, poems, and informational texts aloud. (1.8)
- Use expression and intonation to convey meaning when reading aloud. (1.8)
- Practice reading in texts on the independent reading level to develop accuracy, fluency, and expression. (1.8)
- Preview reading material by looking at the book's cover and illustrations, and by reading titles/headings. (1.9)
- Choose a purpose for reading by looking at the illustrations, determining prior knowledge, and predicting outcome of the selection. (1.9)
- Make and confirm predictions based on illustrations or portions of the text. (1.9)
- Use knowledge from experience to make sense of and talk about a text. (1.9)
- Read a range of different nonfiction forms including letters, lists, recipes, newspapers, and magazines. (1.9)
- Identify the topic or main idea of a short fiction or nonfiction selection. (1.9)
- Identify characters, setting, and important events. (1.9)
- Answer simple who, what, when, where, why, and how questions about a selection. (1.9)
- Create artwork or a written response that shows comprehension of a selection. (1.9)
- Retell stories and events using beginning, middle, and end. (1.9)
- Use simple reference materials. (1.10)
- Alphabetize a list of five to eight words according to first letter. (1.10)

#### Note:
Prior to instruction, determine students' instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students' instructional reading levels. Some activities are appropriate for independent student work.

- Maintain a classroom library of books related to reading theme, current social studies and science topics, seasonal activities, famous people, and/or other interests. Provide books at students' independent reading level for take-home reading.
- Keep a reading journal, which may include activities from guided reading lessons.
- Identify front cover, back cover, and title page of all pieces of literature.
- Demonstrate left to right, top to bottom, directionality of print.
- Conduct a picture walk through the story, predicting and discussing anticipated outcomes.
- Introduce new vocabulary from the story. These words can be written on index cards and saved in student's word bank.
- Lead students through a guided reading of the story using a combination of choral reading and independent reading. *Guided Reading* (1996) by Fountas and Pinnel explains the key elements of a balanced literacy program.
- Use the following reading strategies: Think about the story. Do I know a word that looks like this one? Reread your sentence. Read ahead. Make a good guess. Does it make sense? Does it look right?
- Write a sentence from the story on a piece of paper or on a sentence strip. Cut up the sentence, leaving one word on each piece. Scramble the words, then lead students to put the sentence back together.
- Use instructional software for independent reading skills practice.
- Read Accelerated Reader books and complete comprehension tests.
- Organize listening centers for reading selections.
- Provide time for students to record themselves reading throughout the year. Allow students to listen to the cassette periodically to call attention to reading growth: text level, text length, reading strategies, attention to punctuation, accuracy, fluency, and expression.

**A Real Gift/Arthur's Reading Race**
1. Use a word web to show different ways people communicate with others (Scott Foresman, 2002, p. 10m).
2. Model how to make predictions during reading (Scott Foresman, 2002, pp. 17f, 32-33).
3. Draw a large magnifying class on the board. Write predictions about selection on Post-it notes, and attach them to the display. Confirm predictions.
4. Group students in threes to retell the story. Provide beginning, middle, and end cards. Shuffle cards and distribute. Sit or stand in order from beginning to end to retell the story. Shuffle the cards again and repeat.

**A Big Day for Jay/Lost!**
1. Create a web about ways to prevent getting lost (Scott Foresman, 2002, p. 46m).
2. Identify and list examples of fantasy and reality in the selection.
3. Compare and contrast city and forest settings (Scott Foresman, 2002, p. 60-61).
4. Make a Three Circle Map showing what happened first and what happened last. Connect the two circles with a third circle below them that tells what the story was mostly about (*Revisit, Reflect, Retell*, 1999, p. 9).
**Reading / Unit 5 / Grade 1: Comprehension (cont’d)**

- **Baby Otter Grows Up/Foal**
  1. Make a KWL chart about otters.
  2. Determine the main idea and author’s purpose for the selections.
  3. Compare what the animal mothers do to what human mothers do for their children.
  4. Sequence the growth of the foal over five months.
  5. Create a storyboard to retell the selection (*Making the Connection*, 1999, pp. 8-13).

- **What A Sight!/Lost in the Museum**
  1. Brainstorm the different museums in area.
  2. Chart cause and effect using children’s reactions to dinosaurs in the story.
  3. Use the map to describe each room in the museum (*Scott Foresman*, 2002, p. 150).
  4. *Describe incidents when students were scared in a strange place/situation.*
  5. Create a character pyramid of the main character. Start with the name, two words describing physical appearance, three words describing personality, and then four words describing how this character feels at a certain point in the story (*Making the Connection*, 1995, p. 44).

- **Chompy’s Afternoon/Dinosaur Babies**
  1. Share what readers learn about dinosaurs by previewing the selection. List topics predict they will learn more about from reading the story. Check off topics addressed in the text.
  2. Identify the main idea and author’s purpose.
  3. Create story map of events.
  4. Compare the dinosaurs in both stories, focusing on fantasy and reality.
  5. Create a storyboard to highlight the settings and characters. Retell the story using the storyboard.

- **The True Story of Abbie Burgess/The Bravest Cat!**
  1. Take a picture walk to predict the main idea of the story.
  2. Chart cause-effect relationships in the text.
  3. Partner students to be TV anchors to “report” the main idea and heroes from the story.
Reading / Unit 5 / Grade 1

**Writing Skills**
- Use previous experiences to generate ideas. (1.12)
- Participate in teacher-directed brainstorming activities. (1.12)
- Participate in teacher-directed prewriting strategies, such as webbing, clustering, and semantic mapping, to organize ideas. (1.12)
- Participate in teacher-directed charting activities to organize information. (1.12)
- Write a sentence that focuses on one topic. (1.12)
- Write simple, complete sentences. (1.12)
- Begin to elaborate ideas by using descriptive words (adjectives) when writing about people, places, things, and events. (1.12)
- Spell high-frequency sight words and phonetically regular words correctly in final copies. (1.12)
- Sound out words in order to spell them phonetically. (1.12)
- Use print resources in the classroom in order to spell words. (1.12)
- Use end punctuation correctly. (1.12)
- Begin each sentence with a capital letter. (1.12)
- Use familiar writing forms, including lists, letters, stories, reports, messages, and poems. (1.12)
- Distinguish draft writing from final-product writing. (1.12)
- Use a word processor to publish writing. (1.12)
- Share writing with others. (1.12)

**Writing Activities**

**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- Create and illustrate original stories using instructional software. Students who are not proficient in word processing may dictate the story.
- Create a Writing Center, stacked with a variety of writing implements, papers, models, and tools. Program, add, and delete items as pertinent to each unit or story.
- Make a word wall chart/bulletin board, displaying high frequency words, commonly used sight words, and words generated by students.
- Label important parts of the room with word/picture or sentence cards. Have charts with color words, children’s names, etc., available as models.
- Write teacher-guided interactive sentences. Students can write sentences together either in whole or small groups to establish correct writing format, e.g., beginning sentences with capital letters, spacing between words, rereading sentence to confirm correct word order, using correct punctuation. (Words Their Way, 2000, p. 163).
- Arrange simple cut-up sentences in the correct order and write them correctly on paper (Words Their Way, 2000, pp. 134-135).
- Create a dictionary using word wall words, words generated by students, and special words of the day.
- Write in personal journal. Teacher or student may supply idea or stem.
- Students write a reaction to a story in a writing response log/journal.
- Use word banks and personal readers to reinforce word skills and writing (Words Their Way, 2000, pp. 152, 162).
- Model phonetic spelling for temporarily recording ideas.
- Model and use the writing process to prewrite, draft, revise, edit, and publish.
- Use interactive writing to generate a story in small groups. Record the story on chart paper or on the board. Allow students to write words and sounds they know. As a group, correct misspellings and review conventions of the language. When the story is complete, have students read the work aloud using a pointer to check for one-to-one correspondence.
- Sound boxes serve as a concrete way to demonstrate how words are made up of separate phonemes (Words Their Way, 2000, p. 121). Encourage students to expand and write additional words using the original sound box. For example, say, “If you can make the word all, then you can make the word tall.” Students can then make fall, small, call, etc.
- Structure shared, interactive, and independent writing activities.
- Provide activities to create class books. Send home with individual students to read with parents or individually to promote fluency and expression.
- Share rough and final drafts with others.
- Connect spelling, reading, and writing using Have-A-Go (Create Independent Learners, 1999, p. 60-63).
- **A Real Gift/Arthur’s Reading Race**
  2. Describe a special gift you gave someone. Explain why you gave the gift to the person, how the gift helped the person, and/or made the person feel.
  3. Compare and contrast Arthur and D.W.
Reading / Unit 5 / Grade 1: Writing (cont’d)

4. Create signs to post in school.
5. Discuss how to play “I Spy.” Write “I Spy” sentences using adjectives.
6. Apply skills from daily edits to writing.

• A Big Day for Jay/Lost!
  2. Generate who, what, when, where, why, and how questions to ask peers about the selection.
  3. Create identification cards.
  4. List ways to stay safe.
  5. Create a class book about a lost child.
  6. Apply skills from daily edits to writing.

• Baby Otter Grows Up/Foal
  2. Group students to make KWL charts about horses.
  3. Compare what things a foal can do compared to a five month old baby.
  4. Create a time line of the student's developmental milestones.
  5. Create a time line of the foal’s developmental milestones.
  6. List words about what readers learned about foals. Select a word(s) from the list to complete Alpha Antics activity with the same format as Q is for Duck. Write “___ is for foal because ___.” (Revisit, Reflect, Retell, 1999, p. 149-150).
  7. Create a table of contents page for the selection based on the headings provided.
  8. Design a book about a baby animal with three to four section headings. Include a table of contents and title page. Place students’ books in a basket to read in the class library.
  9. Apply skills from daily edits to writing.

• What A Sight!/Lost in A Museum
  2. Write a post card to describe a place/museum you visited.
  3. Make a map of the classroom, school library, or a place you went on a field trip. Label each area/room. Include a picture to help readers interpret the map quickly.
  4. Write about a favorite trip.
  5. Make a possessive noun class book using photographs or digital camera pictures of students and belongings.
  6. Apply skills from daily edits to writing.

• Chompy’s Afternoon/Dinosaur Babies
  2. List factual information about dinosaurs obtained from the story.
  3. Choose a dinosaur and write sentences about the dinosaur using facts given in the selection. Compile for a class book.
  5. Apply skills from daily edits to writing.

• The True Story of Abbie Burgess/The Bravest Cat!
  2. Write a class research repost about an animal (Scott Foresman, 2002, pp. 199a-b, 199g-h, 223 c-d, 227d).
  3. Apply skills from daily edits to writing.
## Reading / Unit 6 / Grade 1

### Standards of Learning

| English | 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.12 |

### Scott Foresman Unit

<table>
<thead>
<tr>
<th>Scott Foresman Literature</th>
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<tbody>
<tr>
<td>• Bluebirds in the Garden</td>
</tr>
<tr>
<td>• The Garden</td>
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<tr>
<td>• Jordan Makes a New Friend</td>
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<tr>
<td>• Ice-Cold Birthday</td>
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<tr>
<td>• Show Time</td>
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<tr>
<td>• Do You Live in a Nest?</td>
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</tbody>
</table>

### Suggested Time Frame:

| 6 weeks |

### Required Resources

- Scott Foresman Reading for Virginia (2002), Surprise Me!, Teacher Edition, Grade 1, Unit 6
- English Standards of Learning Curriculum Framework–Grade 1 (2003), Virginia Department of Education
- Accelerated Reader
- Guided Reading, I. Fountas & G. Pinnell (1996)
- PALS
- Rigby PM Benchmark Kit
- Words Their Way by Bear et al. (2000)
- Words Their Way Interactive CD ROM (2001)

### Supplemental Resources

- Create Independent Learners: Teacher-Tested Strategies for ALL Ability Levels, P. Pavelka (1999)
- Revisit, Reflect, Retell, L. Hoyt (1999)
- Literacy Room: Rigby Leveled Texts 1-30
- Instructional Software/Productivity Tools
- Unit-By-Unit Web Support: http://www.sfreading.com

### Additional Classroom Interventions

1. Oral Reading Fluency
   - Paired Reading
   - Radio Reading
   - Timed Repeated Reading
2. Alphabet Naming
   - ABC Walk
   - Alphabet Scrapbook
3. Concept of Word
   - Dictated Captions
   - Language Experience Approach (LEA)
   - Cloze Procedures
   - Cut-up Sentences
4. Phonemic Awareness
   - Push It Say It Procedures
   - Beginning-Middle-End: Finding Phonemes in Sound Boxes
   - Picture Puzzles
   - Use strategies from Words Their Way, 2000, to provide additional practice in word study.
   - Phonemic Awareness
     - Rhyme and Pattern Stories, p. 64
     - Picture Sorts, pp. 63-66
     - Match and Sort, p. 118
     - Rhyming Families, p.176
   - Alphabet Sounds
     - Beginning and Ending Dominoes, p. 170
     - Word Maker, p. 173
   - Short Vowel Families
     - Show Me, p. 172
     - Go Fish, p. 177
     - Bug Race, p. 180ce, p. 180

### Correlation to YCSD English Curriculum Guide

This sixth unit of the Grade 1 reading curriculum correlates with the following units in the YCSD Grade 1 English Curriculum Guide:

- Unit I Communication Skills
- Unit II Word Study
- Unit III Comprehension/Strategies
- Unit IV Comprehension/Fiction
- Unit V Comprehension/Nonfiction & Simple Reference Materials
- Unit VI Composition
- Unit VII Handwriting

### Related Standards:

- English 1.1, 1.2, 1.3, 1.11; H/SS 1.10; Math 1.10; Science 1.4, 1.5, 1.7

### Technology Standards:

- C/T: 5.4

### Monitoring:

- PALS, Rigby PM Benchmark Kits 1 and 2, STAR Reading

### Assessment:

- Scott Foresman Tests, Teacher-Made Assessments, Daily Performance
Reading / Unit 6 / Grade 1

Word Study (Phonics, Vocabulary, and Spelling) Skills

- Segment words by saying each sound. (1.4)
- Blend separately spoken phonemes to make word part and words with one to three syllables. (1.4)
- Add, delete, or change phonemes orally to change syllables or words. (1.4)
- Identify whether the middle vowel sound is the same or different in one-syllable words. (1.4)
- Sort picture cards by beginning and ending phoneme. (1.4)
- Apply knowledge of beginning and ending consonants and short vowels in single-syllable words by recognizing beginning and ending consonant sounds, separating the sounds in a word, blending separately spoken phonemes to make a word, and spelling word. (1.6)
- Accurately decode unknown, orthographically regular, single-syllable words and nonsense words (e.g., sit, zot), using letter-sound mappings to sound them out. (1.6)
- Apply knowledge of word patterns to decode unfamiliar words by recognizing word patterns by recognizing word patterns CVC, using onsets and rimes to create, read, and spell new words that include blends such as the l and r blends and digraphs including ch, sh, th, and wh. (1.6)
- Use vowel patterns CVC, VC, and CVCC in decoding and spelling single-syllable words. (1.6)
- Use some CVVC vowel patterns in decoding and spelling single-syllable words. (1.6)
- Recognize and use simple compound words. (1.6)
- Read and spell common, high-frequency sight words, including the, said, and come. (1.6)

Word Study (Phonics, Vocabulary, and Spelling) Activities

Note: Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- Participate in daily word study activities (Words Their Way, 2000, pp. 75-81).
- Identify beginning, middle, and end phonemes by using sound boxes and lettered cards (Words Their Way, 2000, p. 121).
- Use word banks (Words Their Way, 2000, pp. 152, 165).
- Secure concept of words by plenty of reading in pattern trade books, dictations, and simply rhymes.
- Utilize shared writing of morning messages to emphasize topics for phonics, vocabulary, and word study. Refer to Payne and Schulman’s Getting the Most Out of Morning Messages and Other Shared Writing Lessons (1998).
- Bluebirds in the Garden/The Garden
  1. Identify r-controlled ar words using Phonics Songs and Rhymes Chart 25 (Scott Foresman, 2002, p. 10k).
  2. Use the corresponding Phonics Reader and Take-Home Readers to identify r-controlled ar words and words with the suffix -ly.
  3. Complete picture sorts using Words Their Way r-controlled ar vowel sort.
  4. Create word family wheel and flip chart for -ar phonograms: (Words Their Way, 2000, p. 171).
  5. Create lists of words with suffixes –ly, -ful, and –less. Use words in sentences.
  6. Act out or pantomime vocabulary words.

- Jordan Makes a New Friend/Ice-Cold Birthday
  1. Identify r-controlled or words using Phonics Songs and Rhymes Chart 26 (Scott Foresman, 2002, p. 36k).
  2. Use the corresponding Phonics Reader and Take-Home Readers to identify r-controlled or words and words with inflected endings.
  3. Complete picture sorts using Words Their Way r-controlled or vowel sort.
  4. Create word family wheel and flip chart for -or phonograms: (Words Their Way, 2000, p. 171).
  5. Construct a flipbook of vocabulary words, and draw a picture to illustrate the definitions.
  6. Locate and illustrate compound words.

- Show Time/Do You Live in a Nest?
  1. Identify r-controlled er, ir, ur words using Phonics Songs and Rhymes Chart 27 (Scott Foresman, 2002, p. 76k).
  2. Use the corresponding Phonics Reader and Take-Home Readers to identify r-controlled er, ie, ur words and words with comparative endings.
  3. Complete picture sorts using Words Their Way r-controlled or vowel sort.
  4. Create a word wheel of r-controlled –er, -ir, and -ur phonograms.
  5. Use magnetic letters to spell words. Leave the phonogram the same each time.
  6. Develop short cloze sentences using vocabulary words for partners to complete. Provide vocabulary word choices.

- What’s New in Mrs. Powell’s Class?/Fox on Stage
  1. Identify words with the ow (/ou/) diphthong using Phonics Songs and Rhymes Chart 28 (Scott Foresman, 2002, p. 106k).
  2. Use the corresponding Phonics Reader and Take-Home Readers to identify words with the ow (/ou/) diphthong.
Reading / Unit 6 / Grade 1: Word Study (cont’d)

3. Complete sorts for vowel patterns studied earlier that students need to review.
4. Participate in a word hunt for words with these vowel patterns.
5. Use a cow picture or die-cut to create an ow diphthong puzzle. Cut in two pieces with the initial consonant on one piece and –ow on the other. Match parts to create –ow words.
6. Create flipbook to tally number of instances of high-frequency sight words in text.
7. Partners make -ow words with letter cards with consonants written in black and –ow in red.
8. Generate list of –ow words. Include nonsense words.
10. Act out or pantomime vocabulary words.

- Doggie Art/The Snow Glory
  1. Identify words with the ou diphthong using Phonics Songs and Rhymes Chart 29 (Scott Foresman, 2002, p. 132k).
  2. Use the corresponding Phonics Reader and Take-Home Readers to identify words with the ou diphthong and words with medial consonants.
  3. Write ou diphthong words on a cloud.
  4. Use highlighter tape to identify medial consonants within the selection.
  5. Sort ou and long o words or pictures.
  7. Create a flipbook to illustrate vocabulary words.

- I’ll Join You/Leon and Bob
  1. Identify words with the vowel diphthongs oi, oy using Phonics Songs and Rhymes Chart 30 (Scott Foresman, 2002, p. 162k).
  2. Use the corresponding Phonics Reader and Take-Home Readers to identify words with the oi, oy diphthongs. Decode multisyllabic words while reading.
  3. Clap syllables in multisyllabic words.
  4. Sort –oi and –oy pictures or words.
  5. Make two large cubes and write parts of compound words on each side of the cubes. Roll and read the new compounds words.
  7. Develop a vocabulary review game such as “Lots of Laughs” in which students read and use words in a sentence to create a story (Scott Foresman, 2002, p. 197).
## Comprehension Skills

- Use intonation, pauses, and emphasis that signal the structure of the sentence when reading. (1.7)
- Use cues of punctuation including period, question mark, exclamation point, commas, and quotation marks to guide reading. (1.7)
- Reread and self-correct when text does not make sense. (1.7)
- Engage in reading-aloud activities voluntarily. (1.8)
- Read a wide variety of self-selected and teacher-selected stories, poems, and informational texts aloud. (1.8)
- Use expression and intonation to convey meaning when reading aloud. (1.8)
- Practice reading in texts on the independent reading level to develop accuracy, fluency, and expression. (1.8)
- Preview reading material by looking at the book’s cover and illustrations, and by reading titles/headings. (1.9)
- Choose a purpose for reading by looking at the illustrations, determining prior knowledge, and predicting outcome of the selection. (1.9)
- Make and confirm predictions based on illustrations or portions of the text. (1.9)
- Use knowledge from experience to make sense of and talk about a text. (1.9)
- Read a range of different nonfiction forms including letters, lists, recipes, newspapers, and magazines. (1.9)
- Identify the topic or main idea of a short fiction or nonfiction selection. (1.9)
- Identify characters, setting, and important events. (1.9)
- Answer simple who, what, when, where, why, and how questions about a selection. (1.9)
- Create artwork or a written response that shows comprehension of a selection. (1.9)
- Retell stories and events using beginning, middle, and end. (1.9)
- Use simple reference materials. (1.10)
- Alphabetize a list of five to eight words according to first letter. (1.10)

## Comprehension Activities

**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- Maintain a classroom library of books related to reading theme, current social studies and science topics, seasonal activities, famous people, and/or other interests. Provide books on students’ independent level for take-home reading.
- Keep a reading journal, which may include activities from guided reading lessons.
- With all pieces of literature, identify front cover, back cover, and title page.
- Demonstrate left to right, top to bottom, directionality of print.
- Conduct a picture walk through the story, predicting and discussing anticipated outcomes.
- Introduce new vocabulary from the story. These words can be written on index cards and saved in student’s word bank.
- Lead students through a guided reading of the story using a combination of choral reading and independent reading. Details explaining the key elements of a balanced literacy program can be found in *Guided Reading* by Fountas and Pinnell.
- Use the following reading strategies: Think about the story. Do I know a word that looks like this one? Reread your sentence. Read ahead, Make a good guess, Does it make sense? Does it look right?
- Use instructional software for independent reading skills practice.
- Read Accelerated Reader books and complete comprehension tests.
- Organize listening centers.
- Provide time for students to record themselves reading throughout the year. Allow students to listen to the cassette periodically to call attention to reading growth: text level, text length, reading strategies, attention to punctuation, accuracy, fluency, and expression.

**Bluebirds in the Garden/The Garden**
1. Take a picture walk through the story to predict what will happen. List and later confirm predictions.
2. Model use of the terms first, next, and last to sequence a story (Scott Foresman, 2002, pp. 17f, 28-29).
3. Prepare flower die-cuts with story events to sequence on a “clothes line.”
4. Generate who, what, when, where, why, and how questions to ask peers about the selection.
5. Act out the story for the class. Create and use props in the skit.

**Jordan Makes a New Friend/Ice-Cold Birthday**
1. Draw a large magnifying class on the board. Write predictions about the selection on Post-it notes, and attach them to the display. Confirm predictions.
2. Create a web about things to do on a snowy day (Scott Foresman, 2002, p. 36).
3. Set a purpose for reading after previewing the text.
5. Make text-to-self connections by having children share what the story has in common with their own family and experiences.
Reading / Unit 6 / Grade 1: Comprehension (cont’d)

6. Fold a piece of paper into four quarters. Draw a main point about the story in each quarter. Summarize
the story using the pictures.

• Show Time/Do You Live in a Nest?
  1. Make a chart showing the features of plays (Scott Foresman, 2002, pp. 86-87).
  2. Create costumes and draw a set background to perform the play. Perform the play for another class or
for parents.
  3. Lead discussion about drawing conclusions. Draw conclusions about characters based on their actions.
     Justify responses (Scott Foresman, 2002, pp. 94-95).
  4. Partner students to identify the theme of the selection. Justify response with details from the selection
     (Scott Foresman, 2002, p. 103).

• What’s New in Mrs. Powell’s Class?/Fox on Stage
  1. Choose a character from the story, and complete a Character Map. Tell how the character looks, feels,
acts, and talks.
  2. Generate a list of questions about the story during reading. After reading, divide the questions and work
in cooperative groups to answer them. Share answers with the whole group.
  3. Model how to figure out unfamiliar words using context clues.
  4. Make a Three Circle Map showing what happened first and what happened last. Connect the two circles
with a third circle below them that tells what the story was mostly about (Revisit, Reflect, Retell, 1999, p.
9).

• Doggy Art/The Snow Glory
  1. Complete a story map highlighting the actions of Henry and Mudge.
  2. Read another Henry and Mudge story. Compare how the stories are alike and how they are different.
  3. Identify the theme, and write it on a large light bulb.
  4. Chart the elements of realism and fantasy in the selection.

• I’ll Join You/Leon and Bob
  1. Make a web about what it’s like when your best friend moves away (Scott Foresman, 2002, p. 162m).
  2. Make text-to-self connections by having children share what the story has in common with their own
family and experiences.
  3. List words to describe a character in the selection. Choose one of the character’s traits to write at the top
of a piece of paper, and then draw a picture from the story that verifies that trait (Making the Connection,
  4. Divide a paper into fourths. Label and illustrate each section plot, setting, characters, and theme.
### Reading / Unit 6 / Grade 1

#### Writing Skills

- Use previous experiences to generate ideas. (1.12)
- Participate in teacher-directed brainstorming activities. (1.12)
- Participate in teacher-directed prewriting strategies, such as webbing, clustering, and semantic mapping, to organize ideas. (1.12)
- Participate in teacher-directed charting activities to organize information. (1.12)
- Write a sentence that focuses on one topic. (1.12)
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- Begin to elaborate ideas by using descriptive words (adjectives) when writing about people, places, things, and events. (1.12)
- Spell high-frequency sight words and phonetically regular words correctly in final copies. (1.12)
- Sound out words in order to spell them phonetically. (1.12)
- Use print resources in the classroom in order to spell words. (1.12)
- Use end punctuation correctly. (1.12)
- Begin each sentence with a capital letter. (1.12)
- Use familiar writing forms, including lists, letters, stories, reports, messages, and poems. (1.12)
- Distinguish draft writing from final-product writing. (1.12)
- Use a word processor to publish writing. (1.12)
- Share writing with others. (1.12)

#### Writing Activities

**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

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- Create a Writing Center, stacked with a variety of writing implements, papers, models, and tools. Program, add, and delete items as pertinent to each unit or story.
- Make a word wall chart/bulletin board, displaying high frequency words, commonly used sight words, and words generated by students.
- Label important parts of the room with word/picture or sentence cards. Have charts with color words, children’s names, etc., available as models.
- Encourage students to write independently using a sentence written during interactive writing or using a repetitive sentence from the story.
- Write a sentence from the story on a piece of paper or on a sentence strip. Cut up the sentence, leaving one word on each piece. Scramble the words, then lead students to put the sentence back together.
- Write teacher-guided interactive sentences. Students can write sentences together either in whole or small groups to establish correct writing format, e.g., beginning sentences with capital letters, spacing between words, rereading sentence to confirm correct word order, using correct punctuation (*Words Their Way*, 2000, p. 163).
- Create a dictionary using word wall words, words generated by students, and special words of the day.
- Write in personal journal. Teacher or student may supply idea or stem.
- After hearing or reading a story, students write a reaction in a writing response log/journal.
- Write individual dictations. Explanations are in *Words Their Way* p. 163.
- Reinforce writing through participation in weekly centers (*Words Their Way*, 2000, pp. 78-81).
- Use word banks and personal readers to reinforce word skills and writing. (*Words Their Way*, 2000, p. 152, 162).
- Use interactive writing to generate a story in small groups. Record the story on chart paper or on the board. Allow students to write words and sounds they know. As a group, correct misspellings, fill in letters for sounds not heard, and review conventions of the language. When the story is complete, have students read the work aloud using a pointer to check for one-to-one correspondence.
- Sound boxes serve as a concrete way to demonstrate how words are made up of separate phonemes (*Words Their Way*, 2000, p. 121). Encourage students to expand and write additional words using the original sound box. For example, say, “If you can make the word ice, then you can make the word rice.” Students can then make nice, twice, etc.
- Structure shared, interactive, and independent writing activities.
- Provide activities to create class books. Send home with individual students to read with parents or individually to promote fluency and expression.
- Share rough and final drafts with others.

**Bluebirds in the Garden/The Garden**

2. Create a chart with sentences about how to get birds to come to your garden.
3. Plant seeds. Use a plant journal to describe daily growth of the seeds.
4. Write and illustrate sentences sequencing the growth of a plant.
5. List what Toad did to get the garden to grow.
6. Write about your own experiences with gardening or taking care of a flower.
7. Apply skills from daily edits to writing.

- **Jordan Makes a New Friend/Ice-Cold Birthday**
  2. Make party invitation for a birthday.
  3. Write about a favorite birthday or other celebration.
  4. Write about something you did or could do during a storm.
  5. Write about the characters, setting, problem-solution, illustration, important event, or another aspect of the story (Scott Foresman, 2002, pp.43g-h).
  6. Apply skills from daily edits to writing.

- **Show Time/Do You Live in a Nest?**
  1. Complete daily journal entries (Scott Foresman, 2002, p. 76i).
  2. Write the steps for putting on a play.
  3. Write a play with a small group to perform for the class.
  4. Write the steps the children took to make the nest.
  5. Create a word web about a play.
  6. Apply skills from daily edits to writing.

- **What’s New in Mrs. Powell’s Class?/Fox On Stage**
  2. Make a class newsletter to send home to parents.
  3. Create an advertisement for a play.
  5. Use a web to develop ideas for having fun with friends.
  6. Apply skills from daily edits to writing.

- **Doggy Art/Snow Glory**
  2. List and draw different flowers. Create a class book about flowers.
  3. Write directions telling how to make something.
  4. Write directions to parents that tell them how to go from the front of the school building to the classroom.
  5. Create a book about pets.
  6. Apply skills from daily edits to writing.

- **I’ll Join You/Leon and Bob**
  2. Write about a time when you or someone you know moved.
  3. Write about an experience making a new friend.
  4. Write about how to make a new friend.
  5. Apply skills from daily edits to writing.
## Reading / Unit 1 / Grade 2

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<td>Words Their Way, Bear et al. (2000)</td>
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<td>Unit-By-Unit Web Support: <a href="http://www.sfreading.com">http://www.sfreading.com</a></td>
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<td>Additional Classroom Interventions</td>
<td>Assign students to flexible instructional reading groups.</td>
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<td>Use Scott Foresman Phonics readers and teacher's guides to customize instruction to individual needs.</td>
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<td>Utilize available instructional software for skill isolation and reinforcement.</td>
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<td>Administer and evaluate PALS test.</td>
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<td>&quot;Push It Say It&quot; Procedures</td>
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<tr>
<td>Correlation to YCSD English Curriculum Guide</td>
<td>This first unit of the Grade 2 reading curriculum correlates with the following units in the YCSD Grade 2 English Curriculum Guide:</td>
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<td>Unit I Communication Skills</td>
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<td>Unit II Word Study</td>
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<td>Unit III Comprehensive/Strategies</td>
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<td>Unit IV Comprehensive/Fiction</td>
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<td>Unit V Nonfiction &amp; Information Resources</td>
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<tr>
<td>Related Standards:</td>
<td>English: 2.1, 2.2, 2.3, 2.10, 2.12; H/SS: 2.6, 2.10, 2.12; Math 2.18, 2.23; Science 2.1, 2.4, 2.5</td>
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<td>Technology Standards:</td>
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<td>Monitoring:</td>
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### Reading / Unit 1 / Grade 2

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<tr>
<th><strong>Word Study (Phonics, Vocabulary and Spelling) Skills</strong></th>
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<tr>
<td>• Apply knowledge of consonants and consonant blends to decode and spell words. (2.4)</td>
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<tr>
<td>• Apply knowledge of consonant digraphs (<em>sh,wh, ch, th</em>) to decode and spell words. (2.4)</td>
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<tr>
<td>• Apply knowledge of vowel patterns, such as CV, VC, CVC, CVCE, CVVC, to decode and spell words. (2.4)</td>
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<tr>
<td>• Apply knowledge of r-controlled vowel patterns to decode and spell words. (2.4)</td>
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<tr>
<td>• Read regularly spelled one- and two-syllable words automatically. (2.4)</td>
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<tr>
<td>• Decode regular multisyllabic words. (2.4)</td>
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<tr>
<td>• Use phonetic strategies to self-correct reading when meaning breaks down. (2.4)</td>
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</table>

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<tr>
<th><strong>Word Study (Phonics, Vocabulary, and Spelling) Activities</strong></th>
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<td><strong>Note:</strong> Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.</td>
</tr>
<tr>
<td>• Construct and use word wall for spelling and vocabulary development.</td>
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<tr>
<td>• Use word mapping/graphic organizers for vocabulary and concept development.</td>
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<tr>
<td>• Develop and use a spelling dictionary.</td>
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<tr>
<td>• Use word wheels to practice word families (<em>Words Their Way</em>, 2000, p. 171).</td>
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<tr>
<td>• Use word sorts to compare long and short vowel sounds, patterns, blends, and digraphs (<em>Words Their Way</em>, 2000, pp. 62-64).</td>
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<tr>
<td>• Introduce a poem a week to whole class. Choose poems related to seasons, holidays, science, and social studies topics. Use poems to illustrate rhyme and phonetic elements such as blends, digraphs, etc. Use the poems to locate action verbs, nouns, describing words, etc. At the end of the week, illustrate the poem and glue it into a poetry journal.</td>
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<tr>
<td>• Utilize shared writing of morning messages to emphasize topics for phonics, vocabulary, and word study. Focus morning messages on topics studied in language arts, math, science, and social studies. Refer to Payne and Schulman’s <em>Getting the Most Out of Morning Messages and Other Shared Writing Lessons</em> (1998).</td>
</tr>
<tr>
<td>• Use Look, Cover, Say, Write, Check for spelling practice (<em>Create Independent Learners</em>, 1999, pp. 69-72).</td>
</tr>
<tr>
<td>• <em>Franny And Ginny/Daddy, Could I Have an Elephant?</em></td>
</tr>
<tr>
<td>1. Introduce the Word Wall and its use. Add high frequency words <em>could, have, need, then,</em> and <em>was</em> (<em>Scott Foresman, 2002, pp. 12l, 19d, 39b, 13b, 41b</em>). Incorporate word wall words into personal spelling dictionaries.</td>
</tr>
<tr>
<td>2. Identify short a, i, and u words on Phonics Songs and Rhymes Chart 1 (<em>Scott Foresman, 2002, p. 12k</em>).</td>
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<tr>
<td>3. Prepare Slide-a-Word cat, pig, and ladybug for partners to practice reading short a, i, and u words (<em>Scott Foresman, 2002, p. 12g</em>).</td>
</tr>
<tr>
<td>4. Establish word sort routine for the study of short vowels. Refer to <em>Words Their Way</em> p. 158 for specific procedures. Conduct short vowel sorts with a, i, and u words. Include words with initial l, r, and s blends. Refer to short vowel word lists on pages 365-367 in <em>Words Their Way</em>.</td>
</tr>
<tr>
<td>5. Hunt for words with short vowels a, i, and u and/or words with initial l, r, or s blends in reading texts. Categorize words in word study notebooks and on a class chart (<em>Words Their Way</em>, 2000, p. 167-168).</td>
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<tr>
<td>6. Play the Show Me Game to practice making words with short vowels. Include words with initial l, r, and s blends (<em>Words Their Way Interactive CD</em>, 2001).</td>
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<tr>
<td>7. Act out or pantomime unit vocabulary words.</td>
</tr>
<tr>
<td>• <em>The Wobbly People in Ellen’s Block House</em>/<em>Poppleton and the Grapefruit</em></td>
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<tr>
<td>1. Prepare Slide-a-Word dog and hen for partners to practice reading short o and e words.</td>
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<tr>
<td>2. Conduct word sorts with short vowels e, o, and a. Include words with final consonant blends. Refer to short vowel word lists on pages 365-367 in <em>Words Their Way</em>. Model how to do a buddy sort to help students sort by sound (<em>Words Their Way</em>, 2000, pp. 66-67).</td>
</tr>
<tr>
<td>3. Identify short e and o words on Phonics Songs and Rhymes Chart 2. Hunt for short e and o words, and categorize them in word study notebooks and on a class chart (<em>Scott Foresman, 2002, p. 44k</em>).</td>
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<tr>
<td>6. Act out or pantomime unit vocabulary words.</td>
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<tr>
<td>• <em>The Workers/Tools</em></td>
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<tr>
<td>1. Identify CVCE words using Phonics Songs and Rhymes Chart 3. Hunt for CVCE words, and categorize them in word study notebooks and on a class chart (<em>Scott Foresman, 2002, p. 70k</em>).</td>
</tr>
<tr>
<td>2. Write a CVCC word (cap) on a 3x5 index card saving the last inch on the right for the letter e to form a new word (cape). Fold the flap over and pronounce the CVCC word; unfold the flap and pronounce the CVCE word.</td>
</tr>
<tr>
<td>4. Select words from sorts to change into new words by changing one letter, digraph, or blend at the beginning of a word. Progress to creating a new word by changing any portion of the word. Record work in word study notebooks and pronounce words aloud (<em>Word Journeys</em>, 2000, pp. 92-94).</td>
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</table>
### Reading / Unit 1 / Grade 2: Word Study (cont’d)

5. Explore words with short vowels and long vowels with the CVCe pattern in a game of Flip It (*Words Their Way CD Rom*, 2001).
6. Develop vocabulary using a word web that shows the relationship of 3-4 of the vocabulary words to the word tools.

**The Green Leaf Club News/Three Little Bikers**
1. Identify words with the long e vowel sound using Phonics Songs and Rhymes Chart 4 (Scott Foresman, 2002, p. 98k).
2. Make a leaf and a tree. Generate additional words to write on the leaf and the tree according to their vowel patterns (ee, ea).
4. Play Turkey Feathers to compare visual patterns across a single long vowel (*Words Their Way Interactive CD Rom*, 2001).
5. Identify time words used in the selection, and order them from the smallest to the largest unit.
6. Act out or pantomime vocabulary words.

**House Repair/The Surprise**
1. Isolate words with the long e vowel sound using Phonics Songs and Rhymes Chart 5 (Scott Foresman, 2002, p. 132k).
2. Sort words with short and long e patterns studied previously, and add words ending with the long e sound (*Words Their Way*, 2000, pp. 358, 374).
3. Play Turkey Feathers to compare visual patterns across a single long vowel (*Words Their Way Interactive CD Rom*, 2001).
4. Develop a vocabulary review game in which students read and define/use words in a sentence (Scott Foresman, 2002, p. 155).
Reading / Unit 1 / Grade 2

Comprehension Skills

- Use prior knowledge to interpret pictures and diagrams in order to predict text. (2.5)
- Use prior knowledge to predict information. (2.7)
- Use titles and headings to generate ideas about the text. (2.7)
- Set a purpose for reading. (2.7)
- Apply phonics, meaning clues, and language structure to decode words and increase fluency. (2.7)
- Use phonics, meaning clues, and language structure strategies to reread and self-correct. (2.7)
- Practice reading in text that is on an independent reading level to develop accuracy, fluency, and expression. (2.7)
- Read fiction and nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics. (2.8)
- Use information from a selection to confirm predictions. (2.8)
- Find evidence to support predictions. (2.8)
- Use knowledge from own experiences to make sense of and talk about a topic. (2.8)
- Describe the setting and important events of a story. (2.8)
- Describe a character’s traits, feelings, and actions as presented in a story. (2.8)
- Organize information, using graphic organizers. (2.8)
- Write responses to what is read. (2.8)
- Locate titles and page numbers, using a table of contents. (2.9)
- Interpret information presented in bar graphs, charts, and pictographs. (2.9)
- Locate guide words, entry words, and definitions in dictionaries and indices. (2.9)
- Use titles and headings to generate ideas about the text. (2.7)
- Incorporate use of nonfiction texts related to SOL in other content areas into guided reading instruction to familiarize students with nonfiction text features and structures. Model how to gain information from these text features, and provide guided practice. Represent information learned in a variety of graphic organizers.
- Franny and Ginny/Daddy, Could I Have an Elephant?
  1. Play Simon Says to demonstrate copycatting. Determine why Ginny copied Franny. Lead a discussion about times when you copied someone, or when someone copied you and why. Make a list of times when it is okay/not okay to copy someone.
  2. Model how to preview and make predictions about the characters, the problem, and the genre. Make a class list about what readers do to make predictions.
  3. Model how to write in a reader response log. Write class predictions about the story in a sample response log; place a checkmark beside the predictions confirmed by reading the story. Lead a discussion about why some predictions did not come true. Explain that forming, checking, and revising predictions when reading helps us to make sense of the story (Strategies That Work, 2000, p. 280).
  4. Make a class graph entitled “Our Pets” to represent the kinds/number of pets children have at home. Interpret the graph, and write a sentence summarizing each.
  5. Create puppets (father, Tony, elephant, python, sheep, dog) to aid in retelling the story. Retell the story’s beginning (problem), middle (major events), and end (solution) (Making the Connection, 1995, pp. 8-14).
- The Wobbly People in Ellen’s Block House/Poppleton and the Grapefruit
  1. Make a Venn diagram to compare and contrast Peg and Ellen.
  2. Create a web with Kidspiration for the word friend that includes a synonym, antonym, an example, a non-example, and a definition of the word. Lead a discussion about what it means to be a friend.
  3. Model how to make predictions during reading and explain your reasoning. Encourage students to make plausible predictions based on background knowledge and information given in the story.
  4. Make a character map for Poppleton and Hudson. Describe each character’s physical characteristics and personality. Write a sentence to prove each personality trait (Making the Connection, 1995, pp. 47-48).
- The Workers/Tools
  1. Tour the school and make a list of school workers and the tools they use. Write or draw tools on index cards, and categorize tools for building, cooking, learning, arts and crafts, etc. Sort tools by their actions/functions such as tools we write with and tools that hold things together (Scott Foresman, 2002, pp. 75, 95).
  2. Model how to identify the author’s purpose. Provide time for students to determine the author’s purpose of other texts (Scott Foresman, 2002, p. 75f).
  3. Examine the pictures in the selection. Determine what information readers gain from the pictures.
<table>
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<tr>
<th>Reading / Unit 1 / Grade 2: Comprehension (cont’d)</th>
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<td>• The Green Leaf Club News/Three Little Bikers</td>
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<td>1. Model how information is conveyed through pictures, diagrams, titles, and headings in The Green Leaf Club News (Scott Foresman, 2002, p. 98-99). Determine how these text features call the readers’ attention to important information. Examine texts with these features during guided reading.</td>
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<td>2. Lead a discussion about the author’s purpose for writing the newsletter.</td>
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<td>3. Select words to describe the sights, sounds, and smells of the setting. Draw a picture of the setting (Create Independent Learners, 1999, p. 87).</td>
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<td>4. Make a flipbook identifying character, setting, and problem/solution.</td>
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<td>5. Select a section of the text to sequence. Write the events on sentence strips for groups to sequence. Ensure student use signal words as they retell the order of events.</td>
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<tr>
<td>• House Repair/The Surprise</td>
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<tr>
<td>1. Model how to make connections with the text while reading. Record in a journal entry connections to the story with life experiences, a previously read text, and knowledge about the topic of the text (Strategies That Work, 2000, pp. 265-268).</td>
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<tr>
<td>2. Model how to make inferences about the character based on what he says, thinks, and does. Identify the sentences and/or pictures that help the reader make inferences about the character, and discuss the inference made based on the sentences/pictures (Strategies That Work, 2000, pp. 277-278).</td>
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### Writing Skills

- Brainstorm for ideas. (2.11)
- Organize information with graphic organizers, such as story maps, webs, and event frames. (2.11)
- Use graphic organizers to plan their writing.
- Verbalize their writing plan to a partner or teacher.
- Write stories that include a beginning, middle, & end.
- Stay on topic.
- Write complete sentences.
- Begin to group sentences into paragraphs.
- Use adjectives to elaborate simple sentences.
- Use time-order words, such as *first*, *next*, *then*, and *last*, to sequence and organize their writing.
- Delete or add words to clarify meaning during the revising process.
- Avoid stringing ideas together with *and* or *then*.
- Begin to learn and use the writing domains of composing, written expression, and usage/mechanics.
- Use available technology to write.

### Note:

Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- Maintain a word wall for use in writing.
- Create a writing center stocked with a variety of writing implements, papers, models, and tools.
- Model writing for students through language experience, demonstration, power writing, daily news, etc.
- Incorporate shared and interactive writing into the classroom routine. Use interactive writing with small groups or individuals to tailor instruction to individual needs.
- Set up writing journals for students.
- Brainstorm a list of writing ideas to keep in front of journal or writing folder.
- Develop a list of alternatives for over used words, such as, like, said, nice, went, etc.
- Write paragraphs in the content area summarizing information learned.
- Encourage students to use varied sentence structure by using patterned writing and text innovations of familiar poems and stories.
- Provide graphic organizers to plan writing.
- Write progressive stories having one student write the beginning, another write the middle, and another write the end.
- Use whisper phones (pvc piping joined together to make a phone) to self edit writing.
- Hold peer and teacher conferences to edit and revise writing.
- Use an author’s chair to share published writing.
- Use instructional word processing software to create and illustrate original works. Students work independently or in small groups.
- Franny and Ginny/Daddy, Could I have an Elephant?
  1. Explain how readers make predictions.
  2. Write about a disagreement you had with someone and how you solved the problem.
  4. Form cooperative groups to write word problems using information in the “Our Pets” graph, and solve the word problems.
  5. Choose an unusual animal. Write three sentences about why it would be a good pet and three sentences about why it would not be a good pet.
  6. Apply skills from daily edits to writing.
- Wobbly People in Ellen’s Block House/Poppleton and the Grapefruit
  1. Begin a Marvelous Me Book. Add pages about my school, my family, things I’ve built, my friends, etc.
  2. Write a letter to a friend.
  3. Write about what it means to be a friend.
  4. Write and illustrate what you most like to do with a friend (Scott Foresman, 2002, p. 51b).
  5. Apply skills from daily edits to writing.
- The Workers/Tools
  1. Make a job book. Describe and illustrate the jobs in our school.
  2. Generate questions to ask workers in our school about tools that make their jobs easier. Assign a specific worker per pair of students to interview. Share learning with the class.
  3. Write about a responsibility you have at home or at school.
  4. Use the words *first*, *next*, *then*, and *last* to write directions on how to complete a task.
  5. Apply skills from daily edits to writing.
- The Green Leaf Club News/Three Little Bikers
  1. Describe and illustrate what you like to do, who you like to do it with, and why. Compile writing into a class book.
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<tr>
<td>2. Write about bicycle safety or safety rules for another activity. Develop a diagram and list to highlight the most important points about the topic.</td>
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<td>3. Write a few sentences to express an opinion about bicycling (Scott Foresman, 2002, p. 103h).</td>
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<td>4. Apply skills from daily edits to writing.</td>
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<td>• House Repair/The Surprise</td>
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<td>1. Write about a time when you helped a friend, or when a friend helped you.</td>
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<td>2. Trace two leaves onto a piece of paper. Cut out the leaves and write describing words about the leaves and/or things to do with leaves.</td>
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<td>3. Use Kidspiration to create a web about times when you were surprised (Scott Foresman, 2002, p. 137a).</td>
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<td>4. Write a paragraph about things you like to do in the fall.</td>
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<td>5. Vote on students’ favorite reading selections from the unit. Create a graph entitled “Our Favorite Stories.” Group students to develop 1-2 questions and answers about the graph for other students in the class to answer.</td>
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<td>6. Apply skills from daily edits to writing.</td>
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# Reading / Unit 2 / Grade 2

## Standards of Learning

**English**: 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11

## Scott Foresman Unit

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<td>- Assign students to flexible instructional reading groups.</td>
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<td>- Use Scott Foresman Phonics readers and teacher’s guides to customize instruction to individual needs.</td>
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<td>- Utilize available instructional software for skill isolation and reinforcement.</td>
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## Suggested Time Frame:

6 weeks

## Related Standards:

**English**: 2.1, 2.2, 2.3, 2.10, 2.12; **Math**: 2.9; **Science**: 2.1, 2.4, 2.5, 2.6, 2.7

**Technology Standards**: C/T: 5.3, 5.4

**Monitoring**: PALS, Rigby PM Benchmark Kits 1 and 2, STAR Reading

**Assessment**: Scott Foresman Tests, Teacher-Made Assessments, Daily Performance

## Correlation to Curriculum Guide

This second unit of the Grade 2 reading curriculum correlates with the following units in the YCSD Grade 2 English Curriculum Guide:

- **Unit I**: Communication Skills
- **Unit II**: Word Study
- **Unit III**: Comprehensive/Strategies
- **Unit IV**: Comprehensive/Fiction
- **Unit V**: Nonfiction & Information Resources
- **Unit VI**: Composition
- **Unit VII**: Editing
- **Unit VIII**: Handwriting

**Related Standards**:

**English**: 2.1, 2.2, 2.3, 2.10, 2.12; **Math**: 2.9; **Science**: 2.1, 2.4, 2.5, 2.6, 2.7

**Technology Standards**: C/T: 5.3, 5.4

**Monitoring**: PALS, Rigby PM Benchmark Kits 1 and 2, STAR Reading

**Assessment**: Scott Foresman Tests, Teacher-Made Assessments, Daily Performance
### Word Study (Phonics, Vocabulary and Spelling) Skills

- Apply knowledge of consonants and consonant blends to decode and spell words. (2.4)
- Apply knowledge of consonant digraphs (sh, wh, ch, th) to decode and spell words. (2.4)
- Apply knowledge of vowel patterns, such as CV, VC, CVC, CVCE, CVVC, CVCC, to decode and spell words. (2.4)
- Apply knowledge of r-controlled vowel patterns to decode and spell words. (2.4)
- Read regularly spelled one- and two-syllable words automatically. (2.4)
- Decode regular multisyllabic words. (2.4)
- Use phonetic strategies to self-correct reading when meaning breaks down. (2.4)

### Word Study (Phonics, Vocabulary and Spelling) Activities

**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- Construct and use word wall for spelling and vocabulary development.
- Use word mapping/graphic organizers for vocabulary and concept development.
- Develop and use a spelling dictionary. Add to dictionary as students progress through units.
- Utilize shared writing of morning messages to emphasize topics for phonics, vocabulary, and word study. Focus morning messages on topics studied in language arts, math, science, and social studies. Refer to Payne and Schulman’s *Getting the Most Out of Morning Messages and Other Shared Writing Lessons* (1998).
- Model use of phonetic strategies to self-correct reading when meaning breaks down.

**The Ugly Duckling/Duck**

1. Identify words with the long a vowel sound using Phonics Songs and Rhymes Chart 6. Search for words with ai and ay in other texts. Highlight ai and ay words with highlighter tape. Categorize words in word study notebooks and on a class chart (Scott Foresman, 2002, p. 160k).
2. Sort words with long a (ai, ay, CVCe). Include words with inflected endings –s, -es, and –ing. Consider words from long a sort by patterns (CVVC, CVCe – rail/came) and long a and short a sort by patterns (cab, praise, pay) (*Words Their Way Interactive CD*, 2001).
4. Use letter tiles, magnets, or cubes to add inflectional endings onto base words. Create a web with the base word in the center and extensions that have possible inflected endings for that base word (end, ends, ended, ending, endings).
5. Model use of phonetic strategies to self-correct reading when meaning breaks down.
6. Develop cloze sentences with blanks for vocabulary words for partners to complete.

**Eye Spy/Seeing**

1. Identify words with the long i vowel sound using Phonics Songs and Rhymes Chart 7. Search for words with the long i sound in other texts. Categorize words in word study notebooks and on a class chart (Scott Foresman, 2002, p. 188k).
2. Create a word sort for forms of long i (i, igh, y, ie) including some oddballs. Refer to the long i word list (*Words Their Way*, 2000, pp. 72, 370).
3. Play I Spy with long i words. Say, for example, I spy something that is up above us, it is blue, and it rhymes with fly. What is it?
4. Play the Racetrack Game to review long and short i patterns. Select some oddball words (*Words Their Way Interactive CD Rom*, 2001).
5. Develop cloze sentences with blanks for vocabulary words for partners to complete.

**Furry Mouse/Two Mice**

1. Identify words with r-influenced vowels using Phonics Songs and Rhymes Chart 8. Search for words with r-influenced vowels in other texts. Categorize words in word study notebooks and on a class chart (Scott Foresman, 2002, p. 208k).
2. Examine words with r-influenced vowels –er, -ur, and –ir. Begin with sorts that contrast initial r-blends (drip) with and digraphs with r-influenced vowels (girl) (*Words Their Way*, 2000, pp. 188-189).
3. Draw a bird, a berry, and a turtle. Generate other –r controlled words to go along with the pictures. Consult classroom resources as needed.
4. Act out or pantomime unit vocabulary words.

**The Old Gollywampus/Snakes**

1. Identify long o words and compound words using Phonics Songs and Rhymes Chart 9. Generate long o words. Categorize words by the vowel patterns o, oa, ow, oe in word study notebooks and on a class chart (Scott Foresman, 2002, p. 230k).
Reading / Unit 2 / Grade 2: Word Study (cont’d)

4. Create a mobile from a hanger with singular words and pictures on one side, plural words and pictures on the other side. Use one string for words that add es, one string for words that add s, and one strand for irregular plurals. Determine the rule for adding –es.
5. Act out or pantomime unit vocabulary words.

• Spiders Up Close/Anansi and the Talking Melon
  1. Identify words ending with –ce, -ge, and –se and possessives using Phonics Songs and Rhymes Chart 10. Hunt for and categorize words with hard and soft g and c in word study notebooks and on a class chart (Scott Foresman, 2002, p. 260k).
  3. Play Go Fish with soft c and soft g word cards (Words Their Way, 2002, p. 177).
  4. Develop cloze sentences with blanks for vocabulary words for partners to complete.
  5. Play Name It to review vocabulary words from the unit (Scott Foresman, 2002, p. 299)
| Comprehension Skills | • Interpret illustrations, such as diagrams, charts, graphs, and maps, to make predictions about the text. (2.7)  
• Use titles and headings to generate ideas about the text. (2.7)  
• Apply phonics, meaning clues, and language structure to decode words and increase fluency. (2.7)  
• Use phonics, meaning clues, and language structure strategies to reread and self-correct. (2.7)  
• Practice reading in text that is on an independent reading level to develop accuracy, fluency, and expression. (2.7)  
• Read fiction and nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics. (2.8)  
• Use information from the text to make and confirm predictions. (2.8)  
• Describe the setting and important events of a story. (2.8)  
• Describe a character’s traits, feelings, and actions as presented in a story. (2.8)  
• Begin to use knowledge of transition words (signal words), such as first, next, and soon, to understand how information is organized. (2.8)  
• Organize information, using graphic organizers. (2.8)  
• Ask and answer simple who, what, when, where, why, and how questions. (2.8)  
• Use a table of contents to locate information in content-area books. (2.9)  
• Interpret pictures, diagrams, and tables. (2.9)  
• Interpret information presented in bar graphs, charts, and pictographs. (2.9)  
• Locate words, using first, second, and third letter. (2.9)  
• Locate guide words, entry words, and definitions in dictionaries and indices. (2.9)  |

| Note: Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.  
• Use guided reading and think aloud strategies to gain meaning from text. Include building background, predicting, confirming predictions, locating information, paraphrasing information, and identifying story structure in every guided reading lesson.  
• Maintain a classroom library of books on current social studies and science topics, seasonal activities, famous people, poetry, and magazines.  
• Set up a reading response journal for students to respond to literature.  
• Make a story cube pop-up to retell the story and illustrate story structure. Use a gift box with an attached lid. Each side will have one of the following: setting, character, summary, title and author. Draw the story scene on the inside of the box lid. Draw a story element on tag board and fold it accordion style. Glue to bottom of box, so that it “pops” out.  
• Read Accelerated Reader books and complete comprehension tests.  
• The Ugly Duckling/Duck  
  1. Make a KWL chart about ducks to activate prior knowledge and guide reading.  
  2. Model how to use pictures, headings, and diagrams to gain information about a selection and make predictions before reading.  
  3. Use Kidspiration to make a Venn diagram to compare baby ducks to adult ducks.  
  4. Model how to locate vocabulary words by first, second, and third letter in the glossary and a dictionary. Use guide words and entry words. Provide time for guided practice.  
  5. Model Question-Answer Relationships (QAR) and make a chart to post in the classroom. Provide time for guided practice in which students explain question-answer relationships on page 184 (Making the Connection, 1997, pp. 25-28).  
• Eye Spy/Seeing  
  1. Observe skin, sugar, leaves, etc. with strong magnifying glasses and microscopes. Discuss the differences between what can be seen with the eye and the magnifying glass or microscope.  
  2. Develop a prereading word sort from important words in the text to activate prior knowledge about the sight. Challenge students to understand possible relationships of words. Verify word relations while reading the text. Reflect on new learning and sort words again based on this information (Revisit, Reflect, Retell, 1999, p. 146).  
  3. Create a list of nonfiction text features. Preview the text paying careful attention to these features to make predictions to guide reading.  
  4. Determine the sequence of how eyes work (Scott Foresman, 2002, pp. 198-199).  
  5. Specify what can be learned from the diagram of the eye. Examine nonfiction texts with diagrams. Explain what can be learned from the diagrams. Focus on how to get information from nonfiction text features in guided reading selections.  
  6. Show other optical illusions, and identify the tricks the brain plays on us.  
• Furry Mouse/Two Mice  
  1. Make a web of facts students know about mice.  
  2. Share examples of other fables read. Identify and list characteristics of fables. Identify what makes Two Mice a fable.  
  3. Model how to determine the meaning of the word content on page 219 based on context clues. |

5. Read aloud City Mouse, Country Mouse. Compare and contrast that story and Two Mice.

6. Draw a map of the main setting. Use a map key and symbols to illustrate different events in the story.

- The Old Gollywampus/Snakes
  1. Predict what an Old Gollywampus could be.
  2. Make a KWL chart for snakes.
  3. Preview Snakes. Pay careful attention to what can be learned from the illustrations, diagram, map, and chart. Lead a discussion of how these text features help readers.
  4. Brainstorm words that may be found in the story based on the preview and background knowledge. List the words, and check off vocabulary found when reading. Identify important vocabulary words in the selection that were not on the initial list, and add them.
  5. Partner students to form questions about the snakes’ lengths chart and to find the answer to their questions about the snakes’ lengths.
  6. Construct and label a graph of students’ lengths. Compare their lengths to the length of the snakes on page 240.

- Spiders Up Close/Anansi and the Talking Melon
  1. Preview Spiders Close Up. Pay careful attention to what can be learned from the photographs, captions, bold words, and diagrams. Lead a discussion of how these text features help readers.
  2. Model how to make connections with the text while reading. Record in a journal entry connections to the story with life experiences, a previously read text, and knowledge about spiders (Strategies That Work, 2000, pp. 265-268).
  3. Make a story quilt displaying the sequence of events in the Anansi selection. Divide large piece of paper into six or eight squares. Sequentially illustrate and describe the main events of the story.
  4. Draw conclusions about the characters. Justify conclusions with details from the story.
  5. Provide resources for students to research information about spiders or other animals. Design a guide to help partners begin their research about an animal. Write directions for students to locate who, what, when, where, why, and how information about the animal using the table of contents, index, charts, graphs, etc.
## Reading / Unit 2 / Grade 2

### Writing Skills
- Brainstorm for ideas. (2.11)
- Organize information with graphic organizers, such as story maps, webs, and event frames. (2.11)
- Use graphic organizers to plan their writing.
- Verbalize their writing plan to a partner or teacher.
- Write stories that include a beginning, middle, & end.
- Stay on topic.
- Write complete sentences.
- Begin to group sentences into paragraphs.
- Use adjectives to elaborate simple sentences.
- Use time-order words, such as first, next, then, and last, to sequence and organize their writing.
- Delete or add words to clarify meaning during the revising process.
- Avoid stringing ideas together with and or then.
- Begin to learn and use the writing domains of composing, written expression, and usage/mechanics.
- Use available technology to write.

### Writing Activities

#### Note:
Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- Maintain a word wall for use in writing.
- Create a writing center stocked with a variety of writing implements, papers, models, and tools.
- Model writing for students through language experience, demonstration, power writing, daily news, etc.
- Provide writing journals for students.
- Brainstorm a list of writing ideas to keep in front of journal or writing folder.
- Develop a list of alternatives for overused words, such as, like, said, nice, went, etc.
- Write paragraphs in the content area summarizing information learned.
- Use a daily language practice to demonstrate editing for spelling, usage, capitalization, and punctuation.
- Encourage students to use varied sentence structure by using patterned writing and text innovations of familiar poems and stories.
- Provide graphic organizers to plan writing.
- Write progressive stories with one student writing the beginning, another writing the middle, and another writing the end.
- Use whisper phones (pvc piping joined together to make a phone) to self edit writing.
- Hold peer and teacher conferences to edit and revise writing.
- Use an author’s chair to share published writing.
- Use instructional word processing software to create and illustrate original works. Students work independently or in small groups.

**The Ugly Duckling/Duck**
1. Make a chart with pictures and sentences about three stages in a duck’s life (Scott Foresman, 2002, p. 185).
2. Write a paragraph about what you learned about ducks from the selections.
3. Make a timeline with pictures of how you have grown. Write a sentence under each picture.
4. Brainstorm everyday activities for which there is a sequence such as brushing teeth or getting ready for school. Write sentence for each step of the sequence using signal words.

**Eye Spy/Seeing**
1. Create a class I Spy book in which each child contributes I Spy clues on the front of a page and draws the picture on the back.
2. Make and label a diagram of a familiar object. Write a paragraph to describe the parts of the object.
3. Write a paragraph about what you learned about eyes.
4. Write a paragraph explaining nonfiction text features. Incorporate some of these features into the writing.
5. Select another human body part, and write two to three facts about what that body part helps you to do and how to take care of it (Scott Foresman, 2002, p. 203c).

**Furry Mouse/Two Mice**
1. Write a paragraph about which mouse you would rather be, the outside mouse or the inside mouse. Give details to support your choice.
2. Write a fable. Begin by identifying the characters, setting, problem, conclusion, and moral (Scott Foresman, 2002, pp. 225c-d).
3. Write about a special place of your own (Scott Foresman, 2002, p. 226).
4. Write about an adventure you have had. Publish in a class book.
5. Write a paragraph explaining the features of a fable.
6. Write a descriptive paragraph about mice.

**The Old Gollywampus/Snakes**
1. Read There’s a Monster in My Closet. Write about something you are or were afraid of and why. Include how you overcame/can overcome this fear.
2. Write a story about an experience you have had with snow, or write about something you would like to do when it snows.
Reading / Unit 2 / Grade 2: Writing (cont’d)

4. Write a tongue twister about snakes (Scott Foresman, 2002, p. 230g).
5. Form groups to create original stories about why an animal does something. Publish in a class book.
6. Write questions and answers about the student lengths graph for peers to answer.

- **Spiders Up Close/Anansi and the Talking Melon**
  1. Write a paragraph about why you like/don’t like spiders. Give at least two reasons (Scott Foresman, 2002, p. 260g).
  2. Write a research report about an animal. Include nonfiction text features in the report to call readers’ attention to important information. Share the report with the class and explain why you selected these text features to help present your information.
  3. Write a letter to the elephant and warn him about talking fruits.
  4. Partner students to write a dialogue between two characters.
## Reading / Unit 3 / Grade 2

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<td>Assessment: Scott Foresman Tests, Teacher-Made Assessments, Daily Performance</td>
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</tbody>
</table>

**Scott Foresman Literature**
- How I Beat the Giants
- Play Ball
- The Storykeeper
- People, People, Everywhere!
- New Best Friends

**Required Resources**
- Scott Foresman Reading for Virginia (2002), New Beginnings: Side by Side, Teacher Edition, Grade 2, Unit 3
- English Standards of Learning Curriculum Framework–Grade 2 (2003), Virginia Department of Education
- Accelerated Reader

**Supplemental Resources**
- Create Independent Learners: Teacher-Tested Strategies for ALL Ability Levels, P. Pavelka (1999)
- Revisit, Reflect, Retell, L. Hoyt (1999)

**Additional Classroom Interventions**
- Assign students to flexible instructional reading groups.
- Use Scott Foresman Phonics readers and teacher’s guides to customize instruction to individual needs.
- Utilize available instructional software for skill isolation and reinforcement.
- Administer and evaluate PALS test.
  1. Oral Reading Fluency
  2. Alphabet Naming
  3. Letter Sounds
  4. Concept of Word
  5. Phonemic Awareness
- “Push It Say It” Procedures
- Beginning-Middle-End: Finding Phonemes in Sound Boxes
- Picture Puzzle

**Correlation to YCSD English Curriculum Guide**
- Unit I Communication Skills
- Unit II Word Study
- Unit III Comprehensive/Strategies
- Unit IV Comprehensive/Fiction
- Unit V Nonfiction & Information Resources
- Unit VI Composition
- Unit VII Editing
- Unit VIII Handwriting

**Suggested Time Frame:** 6 weeks
### Reading / Unit 3 / Grade 2

#### Word Study Skills

<table>
<thead>
<tr>
<th>Activities</th>
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<td>• Demonstrate an understanding of the meaning of contractions (2.6)</td>
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<td>• Demonstrate an understanding of what the apostrophe signifies in singular possessive words (e.g., Mary’s). (2.6)</td>
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<td>• Identify simple abbreviations including titles, such as Mr., Mrs., Ms., and Dr., calendar words, and addresses. (2.6)</td>
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<td>• Supply synonyms and antonyms for a given word. (2.6)</td>
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#### Note:
Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- Construct and use word wall for spelling and vocabulary development.
- Use word mapping/graphic organizers for vocabulary and concept development.
- Add words to the spelling dictionary and use them for editing.
- Use word wheels to practice word families (*Words Their Way*, 2000, p. 171).
- Introduce a poem a week to whole class. Choose poems related to seasons, holidays, science, and social studies topics. Use poems to illustrate rhyme and phonics elements such as blends, digraphs, etc. The poems can also be used to locate action verbs, nouns, describing words, etc. At the end of the week, have students illustrate the poem and glue into a poetry journal.
- Write the poem of the week on sentence strips and cut it up so it can be scrambled. Unscramble the poem, find the missing word, pull out all the nouns, verbs, etc.
- Utilize shared writing of morning messages to emphasize topics for phonics, vocabulary, and word study. Refer to Payne and Schulman’s *Getting the Most Out of Morning Messages and Other Shared Writing Lessons* (1998).

#### Word Study Activities

1. **How I Beat the Giants/Play Ball**
   1. Identify vowel diphthongs ou and ow using Phonics Songs and Rhymes Chart 11 (Scott Foresman, 2002, p. 304k).
   3. Use a pocket chart or magnetic board to practice blending words using ou and ow vowel patterns, consonant letters, and blends to make words. Record the words on index cards, categorize, and display them on a bulletin board with an outline of an owl and the title “A Loud Owl.”
   4. Prepare short cloze passages for students to complete using vocabulary words.

2. **The Storykeeper/People, People, Everywhere!**
   1. Identify words with r-controlled ar using Phonics Songs and Rhymes Chart 12 (Scott Foresman, 2002, p. 326k).
   2. Highlight words with r-controlled ar during reading. Create a class list of –ar words from the city in an outline of a high rise building, and list –ar words from the country in an outline of a barn (Scott Foresman, 2002, p. 326g).
   5. Prepare short cloze passages for students to complete using vocabulary words.

3. **New Best Friends/Wanted: Best Friend**
   1. Identify words with vowel patterns ew, oo, ou using Phonics Songs and Rhymes Chart 13 (Scott Foresman, 2002, p. 356k);
   2. Generate a list of /u/ words. Include words found during reading. List words spelled with ew, oo, and ou. Sort the words according to how /u/ is spelled, or develop a sort that includes words with /u/ and contrasts these words with vowel short and long vowel patterns students already know (*Word Journeys*, 2000, p. 139). Conduct buddy and writing sorts (*Words Their Way*, 2000, pp. 66-67, 372).
   3. Match the contractions to their partner words in a game of concentration.
   4. Act out or pantomime vocabulary words.
Reading / Unit 3 / Grade 2: Word Study (cont’d)

• Four Clues for Chee/Young Cam Jansen and the Dinosaur Game
  1. Identify words with r-controlled or, ore, our, and oor using Phonics Songs and Rhymes Chart 14 (Scott Foresman, 2002, p. 390k).
  2. Conduct buddy and writing sorts for r-controlled o words as in Words Their Way sort 38 (p. 358). Include spelling words.
  3. Model how to develop clues for vocabulary words (Scott Foresman, 2002, p. 390m). List 1-3 simple meaning clues for a word on one side of an index card, and write the word on the other side to use for partner or group vocabulary review.

• A Good Laugh for Cookie/Moonbear’s Pet
  1. Identify words with the sound of vowel patterns oo, ou using Phonics Songs and Rhymes Chart 15 (Scott Foresman, 2002, p. 424k).
  2. Develop a sort that includes words with /u/ as in book and could and that contrasts these words with vowel short and long vowel patterns students already know (Word Journeys, 2000, p. 139). Conduct buddy and writing sorts (Words Their Way, 2000, pp. 66-67, 372).
  4. Prepare short cloze passages for students to complete using vocabulary words.
### Comprehension Skills

- Use story structure, titles, pictures, and diagrams to check for meaning. (2.5)
- Set a purpose for reading. (2.7)
- Use print clues such as bold type, italics, and underlining to assist in reading. (2.7)
- Use phonics, meaning clues, and language structure strategies to reread and self-correct. (2.7)
- Pause at commas and periods during oral reading. (2.7)
- Practice reading in text on independent reading level to develop accuracy, fluency, and expression. (2.7)
- Read fiction and nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics. (2.8)
- Find evidence to support predictions. (2.8)
- Use knowledge from own experiences to make sense of and talk about a topic. (2.8)
- Describe the setting and important events of a story. (2.8)
- Describe a character’s traits, feelings, and actions as presented in a story. (2.8)
- Organize information, using graphic organizers. (2.8)
- Use the framework of beginning, middle, and end to retell story events. (2.8)
- Ask and answer simple who, what, when, where, why, and how questions. (2.8)
- Locate titles and page numbers, using a table of contents. (2.9)
- Locate words, using first, second, and third letter. (2.9)
- Locate guide words, entry words, and definitions in dictionaries and indices. (2.9)

### Comprehension Activities

**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- Maintain a classroom library of books on current social studies and science topics, seasonal activities, famous people, poetry, and magazines.
- Create story maps.
- Create flip books to show beginning, middle, and end of story.
- Make a poster retelling a story.
- Show understanding of story elements by creating a diorama or triorama.
- Make a character vest with a paper bag. Draw character and pictures that relate to the events of the story. Write describing words about the character.
- Set up a reading response journal for students to respond to literature.
- Use guided reading and think aloud strategies to gain meaning from text. Include building background, predicting, confirming predictions, locating information, paraphrasing information, and identifying story structure in every guided reading lesson.
- Lead students on a picture walk to preview and make predictions.
- Provide practice in locating information on specified pages in both fiction and nonfiction selections by creating tests.
- Make a story cube pop up to retell the story and illustrate story structure. Use a gift box with an attached lid. Each side will have one of the following: setting, character, summary, title and author. Draw the story scene on the inside of the box lid. Draw a story item to pop out of the box on tag board folding accordion style.
- Use details to retell the story orally or in written form.
- Increase fluency by simultaneously whisper reading a selection with one other person.
- Read Accelerated Reader books and complete comprehension tests.
- Incorporate use of nonfiction texts related to SOL in other content areas into guided reading instruction to familiarize students with nonfiction text features and structures. Model how to gain information from these text features, and provide guided practice. Represent information learned in a variety of graphic organizers.

**How I Beat the Giants/Play Ball**
1. Make a web for the word teamwork (Scott Foresman, 2002, p. 304m).
2. Identify and chart characteristics of the tall tale. Identify examples of these characteristics in the selection (Scott Foresman, 2002, pp. 306-307m).
3. Model how to summarize the text and provide practice during guided reading (Scott Foresman, 2002, pp. 311f, 318-319).
4. Ask and answer who, what when, where, why, and how questions about the text.

**The Storykeeper/People, People, Everywhere!**
1. Make a three-pocket wallet. Label the pockets urban, suburban, and rural. Find pictures of each to put in the correct pockets of the wallet.
2. Create a diorama to show the setting where you would like to live (Scott Foresman, 2002, pp. 348-349).
3. Model use of context clues to figure out difficult words. Structure guided reading lessons for students to use context clues when reading and share their thinking about how they figured out the difficult words (Scott Foresman, 2002, pp. 331f, 338-339).
4. Select guided reading texts to further explore map and community topics related to the History and Social Science SOL. Select books with a variety of nonfiction text features such as table of contents, headings, bold words, and indices. Explore how to use each feature to gain information. Explore the structure of the texts. Use the indices to locate information using the first, second, or third letter of words.
### New Best Friends/Wanted: Best Friend

1. Develop a word web about friends. Include words that tell about things friends like to do together.
2. Make text-to-self connections by having children share what the story has in common with their own experiences.
3. Create a flipbook with causes and effects from the selection. Place the causes on top and effects underneath; sequence them in the order they occurred (*Create Independent Learners*, 1999, pp. 91-99).
4. Draw conclusions about what Cat learned from this experience. Justify conclusions.
5. Summarize the selection.

### Four Clues for Chee/Young Cam Jansen and the Dinosaur Game

1. Preview Cam Jansen using the table of contents, chapter titles, and illustrations. Use this information to set a purpose for reading.
3. Identify and chart characteristics of mystery stories. Identify examples of these characteristics in the selection (*Scott Foresman*, 2002, pp. 406-407). List other mystery stories students have read.

### A Good Laugh for Cookie/Moonbear’s Pet

1. Do a picture walk and make a plot chart to predict what will happen in the story.
2. Model how to draw conclusions about the characters based on what they say and do (*Scott Foresman*, 2002, p. 429)
3. Make a story frame for the selection for students to complete.
4. Make a fold-a-story. Take a square piece of paper and fold each of the corners to the center. Label each corner with title, author, characters, and setting.
### Reading / Unit 3 / Grade 2

<table>
<thead>
<tr>
<th>Writing Skills</th>
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<tbody>
<tr>
<td>• Brainstorm for ideas. (2.11)</td>
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<tr>
<td>• Organize information with graphic organizers, such as story maps, webs, and event frames. (2.11)</td>
</tr>
<tr>
<td>• Use graphic organizers to plan their writing.</td>
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<tr>
<td>• Verbalize their writing plan to a partner or teacher.</td>
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<tr>
<td>• Write stories that include a beginning, middle, &amp; end.</td>
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<tr>
<td>• Stay on topic.</td>
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<tr>
<td>• Write complete sentences.</td>
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<tr>
<td>• Begin to group sentences into paragraphs.</td>
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<tr>
<td>• Use adjectives to elaborate simple sentences.</td>
</tr>
<tr>
<td>• Use time-order words, such as first, next, then, and last, to sequence and organize their writing.</td>
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<tr>
<td>• Delete or add words to clarify meaning during the revising process.</td>
</tr>
<tr>
<td>• Avoid stringing ideas together with and or then.</td>
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<tr>
<td>• Begin to learn and use the writing domains of composing, written expression, and usage/mechanics.</td>
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<tr>
<td>• Use available technology to write.</td>
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| Note: |
| Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work. |
| • Maintain a word wall for use in writing.  |
| • Create a writing center stocked with a variety of writing implements, papers, models, and tools.  |
| • Model writing for students through language experience, demonstration, power writing, daily news, etc.  |
| • Set up writing journals for students.  |
| • Brainstorm a list of writing ideas to keep in front of journal or writing folder.  |
| • Develop a list of alternatives for overused words, such as, like, said, nice, went, etc.  |
| • Write paragraphs in the content area summarizing information learned.  |
| • Use a daily language practice to demonstrate editing for spelling, usage, capitalization, and punctuation.  |
| • Encourage students to use varied sentence structure by using patterned writing and text innovations of familiar poems and stories.  |
| • Provide graphic organizers to plan writing.  |
| • Write progressive stories with one student writing the beginning, another writing the middle, and another writing the end.  |
| • Use whisper phones (pvc piping joined together to make a phone) to self edit writing.  |
| • Hold peer and teacher conferences to edit and revise writing.  |
| • Provide a simple rubric or checklist to guide students in editing (Write Away).  |
| • Use an author’s chair to share published writing.  |
| • Use instructional word processing software to create and illustrate original works. Students work independently or in small groups.  |
| • Connect spelling, reading, and writing using Have-A-Go (Create Independent Learners, 1999, p. 60-63).  |
| • How I Beat the Giants/Play Ball  |
| 2. Model how to develop a story map (character, setting, problem, events, resolution) for a problem that a friend helped solve. Model how to write a story based on this information. Invite students to identify the beginning, middle, and end of the story.  |
| 3. Partner students to develop a story map for a class problem and how it was solved. Write a story as a class using the story map. Label the beginning, middle, and end.  |
| 4. Create a story map for a time when you had a problem and a friend helped you. Include the characters, setting, problem, event(s) to resolve the problem, and how the problem was solved. Write a story with a beginning, middle, and end based on the story map.  |
| 5. Apply skills from daily edits to writing.  |
| • The Storykeeper/People, People, Everywhere!  |
| 2. Write a poem about a setting, such as the setting where you live.  |
| 3. Determine which kind of setting (urban, suburban, or rural) that you live in. Write a title for the poster, and draw/label pictures of things, people, and places found there. Extend this by making a simple map of the area and using the drawings to help identify key parts of the area. Include a legend, and compass rose. Write description of the area using the information on the poster/map.  |
| 4. Provide students with pictures/maps of the local area from the past and present. Create a Venn diagram to show how the areas is the same and different. Describe how this area has changed in terms of buildings, jobs, transportation, and population.  |
| 5. Apply skills from daily edits to writing.  |
| • New Best Friends/Wanted: Best Friend  |
| 2. Create posters showing what good friends do (Scott Foresman, 2002, p. 356g). Organize the poster to attract readers’ attention to key information. Write a paragraph describing what good friends do based on the poster.  |
### Reading / Unit 3 / Grade 2: Writing (cont’d)

3. Provide several examples of advertisements for things people want. Examine the advertisements for how they get readers’ attention. List these qualities. Incorporate these qualities into student-made advertisements.

4. Apply skills from daily edits to writing.

- **Four Clues for Chee/Young Cam Jansen and the Dinosaur Game**
  2. Create individual webs about your talents. Place a picture in the center of the web. Write a riddle about yourself using four clues from the web *(Revisit, Reflect, Retell, 1999, pp. 98-99)*.
  3. Write a mystery.
  4. Apply skills from daily edits to writing.

- **A Good Laugh for Cookie/Moonbear’s Pet**
  2. Write about a time you had an argument with a friend and how you solved the argument.
  3. Create a graphic organizer to show the life cycle of a frog.
  4. Apply skills from daily edits to writing.
## Reading / Unit 4 / Grade 2

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Reading / Unit 4 / Grade 2

### Word Study (Phonics, Vocabulary and Spelling) Skills

- Apply knowledge of consonants and consonant blends to decode and spell words. (2.4)
- Apply knowledge of consonant digraphs (*sh, wh, ch, th*) to decode and spell words. (2.4)
- Apply knowledge of vowel patterns, such as CV, VC, CVC, CVCE, CVVC, CVCC, to decode and spell words. (2.4)
- Apply knowledge of r-controlled vowel patterns to decode and spell words. (2.4)
- Read regularly spelled one- and two-syllable words automatically. (2.4)
- Decode regular multisyllabic words. (2.4)
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- Demonstrate an understanding of common prefixes, such as *un-, re-, dis-, pre-, mis-*. (2.6)
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- Demonstrate an understanding of the meaning of contractions. (2.6)
- Demonstrate an understanding of what the apostrophe signifies in singular possessive words (e.g., *Mary’s*). (2.6)
- Identify simple abbreviations including titles, such as *Mr., Mrs., Ms., and Dr.*, calendar words, and addresses. (2.6)
- Supply synonyms and antonyms for a given word. (2.6)

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- Use word mapping/graphic organizers for vocabulary and concept development.
- Develop and use the spelling dictionary.
- Use word wheels to practice word families (*Words Their Way*, 2000, p. 171).
- Use word sorts to compare long and short vowel sounds, patterns, blends, and digraphs (*Words Their Way*, 2000, pp. 62-64)
- Introduce a poem a week to whole class. Choose poems related to seasons, holidays, science, and social studies topics. Use poems to illustrate rhyme and phonics elements such as blends, digraphs, etc. The poems can also be used to locate action verbs, nouns, describing words, etc. At the end of the week, illustrate the poem and glue it into a poetry journal.
- Utilize shared writing of morning messages to emphasize topics for phonics, vocabulary, and word study. Refer to Payne and Schulman’s Getting the Most Out of Morning Messages and Other Shared Writing Lessons (1998).
- Connect spelling, reading, and writing using Have-A-Go (Create Independent Learners, 1999, p. 60-63).
- Use Look, Cover, Say, Write, Check for spelling practice (Create Independent Learners, 1999, pp.69-72).
- Hear the Cheers/The Great Ball Game
  1. Identify r-controlled –ear, eer using Phonics Songs and Rhymes Chart 16 (*Scott Foresman, 2002, p. 12k*).
  2. Create word wheels for words with the -eer and -ear endings (*Words Their Way*, 2000, p. 171). Use buddy and writing sorts.
  4. Act out or pantomime vocabulary words.
- Birthday Joy/The Best Older Sister
  1. Identify vowel diphthongs oi, oy using Phonics Songs and Rhymes Chart 17 (*Scott Foresman, 2002, p. 42k*).
  2. Cut pictures from magazines to glue under the headings oi and oy (*Words Their Way*, 2000, p. 157).
  5. Give each cooperative group a vocabulary word. Groups develop examples and non-examples to describe what the word means and does not mean. For example, secretly is … hiding a present for my mom, sneaking a cookie; secretly is not … telling mom where I’m putting her present, making loud noises when I’m getting a cookie, etc.
- Treasure Pie/Bruno the Baker
  1. Identify short e (ea) using Phonics Songs and Rhymes Chart 18 (*Scott Foresman, 2002, p. 72k*).
  2. Sort short e (e, ea) and long e words. Use buddy and writing sorts.
  4. Give each cooperative group a vocabulary word. Groups develop examples and non-examples to describe what the word means and does not mean.
- Paul Goes to the Ball/The Rooster Who Went to His Uncle’s Wedding
  1. Identify vowel patterns a, al, au using Phonics Songs and Rhymes Chart 19 (*Scott Foresman, 2002, p. 106k*).
  2. Develop a sort to compare a, al, au words. Use buddy and writing sorts.
  3. Build new words from ball, walk, Paul by changing beginning letters in the word (*Scott Foresman, 2002, p. 108k*).
4. Act out or pantomime vocabulary words.

- **Yawning Dawn/Missing: One Stuffed Rabbit**
  1. Identify vowel patterns aw, ough using Phonics Songs and Rhymes Chart 20 (Scott Foresman, 2002, p. 138k).
  2. Develop a sort to compare aw, ough words. Use buddy and writing sorts.
  3. Play the Racetrack Game with words containing aw, augh, a, al, au (Words Their Way, 2000, pp. 203-204).
  4. Prepare a vocabulary review game such as “Story Order” in which students use the vocabulary words listed under one story title to summarize that story (Scott Foresman, 2002, p. 177).
### Comprehension Skills

- Reread to clarify meaning. (2.5)
- Use prior knowledge to predict information. (2.7)
- Set a purpose for reading. (2.7)
- Apply phonics, meaning clues, and language structure to decode words and increase fluency. (2.7)
- Use phonics, meaning clues, and language structure strategies to reread and self-correct. (2.7)
- Practice reading in text that is on an independent reading level to develop accuracy, fluency, and expression. (2.7)
- Read fiction and nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics. (2.8)
- Use information from the text to make and confirm predictions. (2.8)
- Find evidence to support predictions. (2.8)
- Apply knowledge of story structure to predict what will happen next. (2.8)
- Use knowledge of sequence to make predictions while reading functional text such as recipes and other sets of directions. (2.8)
- Use knowledge from own experiences to make sense of and talk about a topic. (2.8)
- Describe the setting and important events of a story. (2.8)
- Identify the problem and solution presented in a story. (2.8)
- Identify the main idea. (2.8)
- Organize information, using graphic organizers. (2.8)
- Write responses to what is read. (2.8)
- Interpret pictures, diagrams, and tables. (2.9)

### Comprehension Activities

**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- Maintain a classroom library of books on current social studies and science topics, seasonal activities, famous people, poetry, and magazines.
- Create story maps.
- Create flip books to show beginning, middle, and end of story.
- Show understanding of story elements by creating a diorama or triorama.
- Set up a reading response journal for students to respond to literature.
- Use guided reading and think aloud strategies to gain meaning from text. Include building background, predicting, confirming predictions, locating information, paraphrasing information, and identifying story structure in every guided reading lesson.
- Lead students on a picture walk to preview and make predictions.
- Provide practice in locating information on specified pages in both fiction and nonfiction selections by creating tests.
- Read Accelerated Reading books and complete comprehensive tests.
- Incorporate use of nonfiction texts related to SOL in other content areas into guided reading instruction to familiarize students with nonfiction text features and structures. Model how to gain information from these text features, and provide guided practice. Represent information learned in a variety of graphic organizers.
- Structure opportunities to use glossaries and dictionaries for students to locate words by the first, second, and third letter.

**Hear the Cheers/The Great Ball Game**

1. Identify the characteristics of a myth. Use this information to predict what may happen in this myth.
2. Model how to use context clues to figure out the meaning of difficult words (Scott Foresman, 2002, p. 36-37, 39).
3. Model how to create a timeline to sequence the events in the selection. Group students to complete the timeline (Scott Foresman, 2002, p. 41).
4. Compare and contrast the advantages of animals with teeth and animals with wings in the selection. Select a chart titled “What's Better: Teeth or Wings?” on which to record the advantages of each.
5. Ask and answer who, what when, where, why, and how questions about the text for peers to answer.

**Birthday Joy/The Best Older Sister**

1. Make and confirm predictions about what will happen in the text. Chart predictions. Place a check next to predictions confirmed when reading.
3. Construct a story quilt in three cooperative groups, each using a separate chapter to sequence the story.

**Treasure Pie/Bruno the Baker**

1. Create a web for the ingredients needed to make a cake.
2. Sequence story events. Write events from the story on sentence strips. Students put them in the correct order.
3. Interpret illustrations in the selection. Identify information made clear by the way it is arranged and presented.
4. Create a door hanger with something that could really happen in the classroom on one side and something that would be fantasy on the other.
<table>
<thead>
<tr>
<th>Reading / Unit 4 / Grade 2: Comprehension (cont’d)</th>
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</thead>
<tbody>
<tr>
<td>• <em>Paul Goes to The Ball/The Rooster Who Went to His Uncle’s Wedding</em></td>
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<tr>
<td>1. Map the rooster’s journey. Use the map to retell the main events of the selection.</td>
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<tr>
<td>2. Group students to create a graphic organizer depicting examples of cause and effect in the story.</td>
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<tr>
<td>3. Choral read the parts of the story that are in quotation marks. Pay careful attention to punctuation. Pause in appropriate places and provide appropriate intonation.</td>
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<tr>
<td>• <em>Yawning Dawn/Missing: One Stuffed Rabbit</em></td>
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<tr>
<td>1. Model how to make connections with the text while reading. Record in a journal entry connections to the story with life experiences, a previously read text, and knowledge about the topic (<em>Strategies That Work</em>, 2000, pp. 265-268).</td>
</tr>
<tr>
<td>2. Lead a discussion about important decisions, like Dawn’s, that students have made and why they made these decisions.</td>
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<tr>
<td>3. Group students to create a graphic organizer depicting examples of cause and effect in the story.</td>
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<tr>
<td>4. Make a mobile of the different settings of the story. Under each setting explain what happened in that setting.</td>
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<tr>
<td>Writing Skills</td>
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<tr>
<td>• Brainstorm for ideas. (2.11)</td>
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<tr>
<td>• Organize information with graphic organizers, such as story maps, webs, and event frames. (2.11)</td>
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<tr>
<td>• Use graphic organizers to plan their writing.</td>
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<td>• Verbalize their writing plan to a partner or teacher.</td>
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<tr>
<td>• Write stories that include a beginning, middle, &amp; end.</td>
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<td>• Stay on topic.</td>
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<td>• Write complete sentences.</td>
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<td>• Begin to group sentences into paragraphs.</td>
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<tr>
<td>• Use adjectives to elaborate simple sentences.</td>
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<tr>
<td>• Use time-order words, such as first, next, then, and last, to sequence and organize their writing.</td>
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<tr>
<td>• Delete or add words to clarify meaning during the revising process.</td>
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<tr>
<td>• Avoid stringing ideas together with and or then.</td>
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<tr>
<td>• Begin to learn and use the writing domains of composing, written expression, and usage/mechanics.</td>
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<tr>
<td>• Use available technology to write.</td>
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<tr>
<th>Writing Activities</th>
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<tr>
<td><strong>Note:</strong> Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.</td>
<td></td>
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<tr>
<td>• Maintain a word wall for use in writing.</td>
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<td>• Create a writing center stocked with a variety of writing implements, papers, models, and tools.</td>
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<td>• Model writing for students through language experience, demonstration, power writing, daily news, etc.</td>
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<td>• Set up writing journals for students.</td>
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<td>• Brainstorm a list of writing ideas to keep in front of journal or writing folder.</td>
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<td>• Develop a list of alternatives to over used words, e.g., like, said, nice, went, etc.</td>
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<td>• Write paragraphs in the content area, summarizing information learned.</td>
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<td>• Use a daily language practice to demonstrate editing for spelling, capitalization, punctuation, and other conventions of the language.</td>
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<td>• Encourage students to use varied sentence structure by using patterned writing and text innovations of familiar poems and stories.</td>
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<td>• Provide graphic organizers to plan writing.</td>
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<td>• Write progressive stories having one student write the beginning, another writes the middle, and another writes the end.</td>
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<td>• Use whisper phones (pvc piping joined together to make a phone) to self edit writing.</td>
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<td>• Hold peer and teacher conferences to edit and revise writing.</td>
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<td>• Use an author’s chair to share published writing.</td>
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<td>• As an example, write book reports and present orally, using Reading Rainbow.</td>
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<tr>
<td>• Connect spelling, reading, and writing using Have-A-Go (Create Independent Learners, 1999, p. 60-63).</td>
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<tr>
<td><strong>Hear the Cheers/The Great Ball Game</strong></td>
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<td>2. Write about an experience you had playing a sport.</td>
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<td>3. Use a timeline to sequence the major events of a sports game you played in or watch. Write a paragraph about the major events that happened in the game.</td>
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<td>4. Write rules for a game you enjoy.</td>
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<td>5. Apply skills from daily edits to writing.</td>
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<td><strong>Birthday Joy/The Best Older Sister</strong></td>
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<td>2. Select a special birthday to describe, possibly a birthday that you helped plan or that you attended rather than your own birthday.</td>
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<td>3. Write about a time when you felt left out and how you or someone else helped to solve this problem.</td>
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<td>4. Write about a special experience with a sibling or relative.</td>
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<td>5. Apply skills from daily edits to writing.</td>
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<tr>
<td><strong>Treasure Pie/Bruno the Baker</strong></td>
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<tr>
<td>2. Write a recipe for your own treasure pie (Scott Foresman, 2002, p. 76).</td>
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<tr>
<td>3. Plan a special breakfast, lunch, or dinner menu (Scott Foresman, 2002, p. 101c).</td>
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<tr>
<td>4. Apply skills from daily edits to writing.</td>
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<tr>
<td><strong>Paul Goes to The Ball/The Rooster Who Went to His Uncle’s Wedding</strong></td>
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<tr>
<td>2. Write about a trip you went on to get to a special event.</td>
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<tr>
<td>3. Create a story about an animal that tries to get to a special event but experiences problems along the way like rooster does.</td>
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<tr>
<td>4. Apply skills from daily edits to writing.</td>
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</table>
Reading / Unit 4 / Grade 2: Writing (cont’d)

- Yawning Dawn/Missing: One Stuffed Rabbit
  2. Write about an important decision you made and explain why you made the decision.
  4. Apply skills from daily edits to writing.
# Reading / Unit 5 / Grade 2

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<th>Standards of Learning</th>
<th>English: 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11</th>
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<th>Scott Foresman Unit</th>
<th>My Time To Shine: All Aboard!</th>
<th>Suggested Time Frame: 6 weeks</th>
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<td>Scott Foresman Literature</td>
<td>Space Dreams, Man on the Moon, Two Lunches at the Mill, Going to Town, A True Boating Family</td>
<td>Riding the Ferry with Captain Cruz, Splash, Down in the Sea: The Jellyfish, Tex and the Big Bad T. Rex, Let’s Go Dinosaur Tracking!</td>
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<tr>
<th>Required Resources</th>
<th>English Standards of Learning Curriculum Framework–Grade 2 (2003), Virginia Department of Education</th>
<th>Accelerated Reader</th>
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<tr>
<td>• Revisit, Reflect, Retell, L. Hoyt (1999)</td>
<td>Literacy Room: Rigby Leveled Texts 1-30</td>
<td>Unit-By-Unit Web Support: <a href="http://www.sfreadingcom">http://www.sfreadingcom</a></td>
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<tr>
<th>Additional Classroom Interventions</th>
<th>Assign students to flexible instructional reading groups.</th>
<th>Use Scott Foresman readers and teacher’s guides to customize instruction to individual needs.</th>
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<tr>
<td></td>
<td>Utilize available instructional software for skill isolation and reinforcement .</td>
<td>Administer and evaluate PALS test.</td>
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<td>1. Oral Reading Fluency</td>
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<td>• Paired Reading</td>
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<td>• Timed Repeated Reading</td>
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<td>2. Alphabet Naming</td>
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<td>• Alphabet Scrapbook</td>
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<td>3. Letter Sounds</td>
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<td>• Word Study</td>
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<td>• Writing for Sounds</td>
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<td>• Blachman’s Intervention Program</td>
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<td>4. Concept of Word</td>
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<td>• Dictated Captions</td>
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<td>• Language Experience Approach</td>
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<td>• Cloze Procedures</td>
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<td>• Cut-up Sentences</td>
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<td>5. Phonemic Awareness</td>
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<td>• “Push It Say It” Procedures</td>
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<td>• Beginning-Middle-End: Finding Phonemes in Sound Boxes</td>
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<td>• Picture Puzzle</td>
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<tr>
<th>Correlation to YCSD English Curriculum Guide</th>
<th>This fifth unit of the Grade 2 reading curriculum correlates with the following units in the YCSD Grade 2 English Curriculum Guide:</th>
<th>Related Standards: English: 2.1, 2.2, 2.3, 2.10, 2.12; H/SS 2.4, 2.5, 2.6; Science 2.1, 2.6, 2.7</th>
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<td>• Unit I Communication Skills</td>
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<td>• Unit II Word Study</td>
<td>Monitoring: PALS, Rigby PM Benchmark Kits 1 and 2, STAR Reading</td>
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<td>• Unit III Comprehensive/Strategies</td>
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<td>• Unit VIII Handwriting</td>
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### Reading / Unit 5 / Grade 2

#### Word Study  
(Phonics, Vocabulary and Spelling)

**Skills**

- Apply knowledge of consonants and consonant blends to decode and spell words. (2.4)
- Apply knowledge of consonant digraphs (sh, wh, ch, th) to decode and spell words. (2.4)
- Apply knowledge of vowel patterns, such as CV, VC, CVC, CVCE, CVVC, CVCC, to decode and spell words. (2.4)
- Apply knowledge of r-controlled vowel patterns to decode and spell words. (2.4)
- Read regularly spelled one- and two-syllable words automatically. (2.4)
- Decode regular multisyllabic words. (2.4)
- Use common prefixes and suffixes to decode words. (2.6)
- Demonstrate an understanding of common prefixes, such as un-, re-, dis-, pre-, mis-. (2.6)
- Demonstrate an understanding of common suffixes, such as -er, -y, -ful, -less, -est, and –ly. (2.6)
- Demonstrate an understanding of the meaning of contractions. (2.6)
- Demonstrate an understanding of what the apostrophe signifies in singular possessive words (e.g., Mary’s). (2.6)
- Identify simple abbreviations including titles, such as Mr., Mrs., Ms., and Dr., calendar words, and addresses. (2.6)
- Supply synonyms and antonyms for a given word. (2.6)

**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- Construct and use word wall for spelling and vocabulary development.
- Use word mapping/graphic organizers for vocabulary and concept development.
- Add words to their own spelling dictionary and use them for editing.
- Use word wheels to practice word families (Words Their Way, 2000, p. 171).
- Use word sorts to compare vowel patterns, homophones, and irregular plurals (Words Their Way, 2000, pp. 62-64).
- Write the poem of the week on sentence strips. Cut it up and scramble the poem. Unscramble the poem, find the missing word, pull out all the nouns, verbs, etc.
- Introduce a poem a week to whole class. Choose poems related to seasons, holidays, science, and social studies topics. Use poems to illustrate rhyme and phonetic elements such as blends, digraphs, etc. The poems can also be used to locate action verbs, nouns, describing words, etc. At the end of the week, illustrate the poem and glue into a poetry journal.
- Create work making activities using magnetic letters, tile letters, foam letters, or letter cards. Make words from a given set of letters, words with the same first letter or sounds, words with silent letters, etc. (Guided Reading, 1996, p.174).
- Utilize shared writing of morning messages to emphasize topics for phonics, vocabulary, and word study. Refer to Payne and Schulman’s Getting the Most Out of Morning Messages and Other Shared Writing Lessons (1998).
- Connect spelling, reading, and writing using Have-A-Go (Create Independent Learners, 1999, p. 60-63).
- Use Look, Cover, Say, Write, Check for spelling practice (Create Independent Learners, 1999, pp.69-72).
- **Space Dreams/Man on the Moon**
  1. Identify words with short u (ou) using Phonics Songs and Rhymes Chart 21 (Scott Foresman, 2002, p. 182k).
  2. Sort words using the different sounds of ou.
  3. Examine words with multiple syllables. Demonstrate how to read each syllable and then blend the syllables together (Scott Foresman, 2002, p. 182l). Hunt for examples of multisyllabic words in the story.
  4. Create a Harry Homophone caterpillar. Make a head and body segment patterns. Hunt for homophone pairs to earn a body segment to decorate and add to the caterpillar. Challenge the class to extend Harry around the room.
  5. Act out or pantomime vocabulary words.
- **Two Lunches at the Mill/Going to Town**
  1. Identify words with the schwa sound using Phonics Songs and Rhymes Chart 22. Practice blending words with the schwa sound (Scott Foresman, 2002, p. 210k).
  2. Play a matching game with words that need s or es to make them plural. Match cards that need the same ending to make them plural and write them on a piece of paper.
  3. Give each cooperative group a vocabulary word. Groups develop examples and non-examples to describe what the word means and does not mean. For example, secretly is … hiding a present for my mom, sneaking a cookie; secretly is not … telling mom where I’m putting her present, making loud noises when I’m getting a cookie, etc.
- **A True Boating Family/Riding the Ferry with Captain Cruz**
  1. Identify words with vowel digraph use using Phonics Songs and Rhymes Chart 23 (Scott Foresman, 2002, p. 240k).
  3. Hunt for words with consonant + -er during reading. Examine the pronunciation of these words.
Reading / Unit 5 / Grade 2: Word Study (cont'd)

4. Prepare short cloze passages for students to complete using vocabulary words.
   - Splash!/Down in the Sea: The Jellyfish
     1. Identify words with long a (ei, eigh) using Phonics Songs and Rhymes Chart 24 (Scott Foresman, 2002, p. 262k).
     2. Sort words with short and long a. Include long a words spelled with ei, eigh.
     3. Play the Racetrack Game using sounds of long a, including ei and eigh (reined, sleigh, eight, weigh, beige, etc.) (Words Their Way, 2000, pp. 203-204).
     4. Draw pictures to show the meanings of vocabulary words.
   - Tex and the Big Bad T. Rex/Let's Go Dinosaur Tracking!
     1. Make words with the prefixes un-, dis-, and re-. Hunt for, categorize, and chart words with these prefixes found in texts. Examine the words and determine the meanings of the prefixes.
     2. Make two section flipbooks with the top having the base word and the bottom section having the base word with a prefix (eg. happy/unhappy).
     3. Prepare a vocabulary review game such as “Where in the Universe” in which students use the vocabulary words from the selections to write a brief story (Scott Foresman, 2002, p. 319).
## Comprehension Skills

- Use prior knowledge to interpret pictures and diagrams in order to predict text. (2.5)
- Use meaning clues to support decoding. (2.5)
- Use other words in a sentence to determine the meaning of a word. (2.5)
- Use the knowledge of word order including subject, verb, and adjectives to check for meaning. (2.5)
- Use story structure, titles, pictures, and diagrams to check for meaning. (2.5)
- Interpret illustrations, such as diagrams, charts, graphs, and maps to make a prediction about the text. (2.7)
- Skim text for section heading, bold print, and picture captions to set a purpose for reading. (2.7)
- Practice reading in text that is on an independent reading level to develop accuracy, fluency, and expression. (2.7)
- Read fiction and nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics. (2.8)
- Use knowledge from own experiences to make sense of and talk about a topic. (2.8)
- Describe the setting and important events of a story. (2.8)
- Describe a character’s traits, feelings, and actions as presented in a story. (2.8)
- Identify the main idea. (2.8)
- Identify the sequence of events in functional texts such as recipes or other sets of directions. (2.8)
- Follow the steps in a written set of directions. (2.8)
- Locate information in trade books and textbooks to answer questions. (2.8)

## Comprehension Activities

### Note:
Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- Maintain a classroom library of books on current social studies and science topics, seasonal activities, famous people, poetry, and magazines.
- Incorporate use of nonfiction texts related to SOL in other content areas into guided reading instruction to familiarize students with nonfiction text features and structures. Model how to gain information from these text features, and provide guided practice. Represent information learned in a variety of graphic organizers.
- Structure opportunities to use glossaries and dictionaries for students to locate words by the first, second, and third letter.
- Create story maps.
- Create flip books to show beginning, middle, and end of story.
- Make a poster retelling a story.
- Show understanding of story elements by creating a diorama or triorama.
- Set up a reading response journal for students to respond to literature.
- Use guided reading and think aloud strategies to gain meaning from text. Include building background, predicting, confirming predictions, locating information, summarizing information, and identifying story structure in every guided reading lesson.
- Lead students on a picture walk to preview and make predictions.
- Provide practice in locating information on specified pages in both fiction and nonfiction selections by creating tests.
- Make a story cube pop up to retell the story and illustrate story structure. Use a gift box with an attached lid. Each side will have one of the following: setting, character, summary, title and author. Draw the story scene on the inside of the box lid. Draw a story item on tagboard. Make it pop out of the box by folding accordion style.
- Increase fluency by simultaneously whisper reading a selection with one other person.
- Read Accelerated Reader books and complete comprehension tests.

### Space Dreams/Man on the Moon
1. Write the events of the story on one-inch strips of paper. Link strips together in the order they occurred in the story to make a “chain of events.”
2. Model how to determine the main idea (Scott Foresman, 2002, p. 187f, 202-203). Provide opportunities for students to practice finding the main idea of nonfiction and fiction texts.

### Two Lunches at the Mill/Going to Town
1. Make a Venn diagram analyzing the differences between then and now.
2. Make a drawing of Laura’s dress. Predict words that might describe her based on a preview of the selection. Write them inside the dress before reading the story. Cross out and add words to the list after reading the story.
3. Make props and/or puppets to aid in retelling the story.

### A True Boating Family/Riding the Ferry with Captain Cruz
1. Make predictions about the text based on the photographs and prior knowledge.
2. Lead a discussion about how the captain and the crew know what to do to for their jobs. Determine what might happen if he left out one of the steps.
3. Locate and show students examples of texts that contain directions to help someone do a job or complete a task. List the steps involved in the captain’s job of getting passengers across the bay safely.
<table>
<thead>
<tr>
<th>Reading / Unit 5 / Grade 2: Comprehension (cont’d)</th>
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</thead>
<tbody>
<tr>
<td>4. Select texts with simple directions for students to read to complete a task such as making a recipe or a craft. Lead a discussion about how the text features guide readers through the text. Monitor students as they follow the directions.</td>
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<tr>
<td>5. Create a bookmark on which to record facts on one side and opinions on the other about the ferry.</td>
</tr>
</tbody>
</table>
| **• Splash!/Down in the Sea: The Jellyfish**  
  1. Model how to get information from graphic sources to make predictions and to gain information about the topic (Scott Foresman, 2002, pp. 267f, 278-279). Select other texts, to include textbooks, to provide students with additional practice gaining information from graphic sources. |
| 2. Model how to figure out the meaning of difficult words by using information from context and diagrams. |
| 3. On a jellyfish shape write 3 things you know about jellyfish, 2 things you want to know about jellyfish, and 1 question you have about jellyfish. |
| 4. Make jellyfish with balloons and yarn. Label the parts of the jellyfish. |
| **• Tex and the Big Bad T. Rex/Let’s Go Dinosaur Tracking**  
  1. Lead a discussion about the information provided in the illustrations. |
| 2. Identify the main idea of the selection and the supporting details. Develop games in cooperative groups with the details from the story. |
| 3. Model how to use knowledge of prefixes and suffixes to figure out difficult words when reading. Analyze the meaning of words such as reread, disappear, and unusual (Scott Foresman, 2002, pp. 290-292). |
## Writing Skills

- Brainstorm for ideas. (2.11)
- Organize information with graphic organizers, such as story maps, webs, and event frames. (2.11)
- Use graphic organizers to plan their writing.
- Verbalize their writing plan to a partner or teacher.
- Write stories that include a beginning, middle, & end.
- Stay on topic.
- Write complete sentences.
- Begin to group sentences into paragraphs.
- Use adjectives to elaborate simple sentences.
- Use time-order words, such as *first*, *next*, *then*, and *last*, to sequence and organize their writing.
- Delete or add words to clarify meaning during the revising process.
- Avoid stringing ideas together with *and* or *or*.
- Begin to learn and use the writing domains of composing, written expression, and usage/mechanics.
- Use available technology to write.

## Writing Activities

**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- Maintain a word wall for use in writing.
- Create a writing center stocked with a variety of writing implements, papers, models, and tools.
- Model writing for students through language experience, demonstration, power writing, daily news, etc.
- Brainstorm a list of writing ideas to keep in front of journal or writing folder.
- Develop a list of alternatives to overused words, such as, like, said, nice, went, etc.
- Write paragraphs in the content area summarizing information learned.
- Use a daily language practice to demonstrate editing for spelling, capitalization, and punctuation.
- Encourage students to use varied sentence structure by using patterned writing and text innovations of familiar poems and stories.
- Provide graphic organizers to plan writing.
- Write progressive stories having one student write the beginning, another writes the middle, and another writes the end.
- Hold peer and teacher conferences to edit and revise writing.
- Use whisper phones (pvc piping joined together to make a phone) to self edit writing
- Provide a simple rubric or checklist to guide students in editing.
- Use an author’s chair to share published writing.

**Space Dreams/Man on the Moon**

1. Using the poem “Astronaut Cousins” highlight the pronouns with highlighter tape and determine who or what the pronoun refers to in the text. Write sentence pairs with proper nouns and the pronouns that could be used in their place.
2. List what career you might want to have when you grow up. Select career to write a paragraph about with a topic sentence and details.
3. Apply skills from daily edits to writing.

**Two Lunches at the Mill/Going to Town**

1. List of rhyming words and write couplets.
2. Write a paragraph comparing transportation from the past and now.
3. Apply skills from daily edits to writing.

**A True Boating Family/Riding the Ferry with Captain Cruz**

1. Create an invitation for someone to join you on the ferry. Correctly address an envelope.
2. Create a poster advertising the Staten Island Ferry. Include who, what, when, where, and why (Scott Foresman, 2002, p. 261).
3. Write the steps involved in the captain’s job.
4. Write the steps for a task that you do every day.
5. Apply skills from daily edits to writing.

**Splash!/Down in the Sea: The Jellyfish**

1. Write about an underwater adventure.
2. Write a poem about a jellyfish.
3. Select an undersea animal to research. Describe the animal and give an interesting fact about it. Make a model of the undersea animal and take digital pictures of students with the animals to include in a class book.
4. Apply skills from daily edits to writing.

**Tex and the Big Bad T. Rex/Let’s Go Dinosaur Tracking!**

1. Write a dinosaur story and support it with facts. Publish on a dinosaur shape.
2. Write a poem about a dinosaur.
3. Write a research report about dinosaurs (Scott Foresman, 2002, p. 295a).
4. Apply skills from daily edits to writing.
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<th>Standards of Learning</th>
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<th>Suggested Time Frame: 6 weeks</th>
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<td>A Good Idea, Annie’s Gifts, Wicker School Takes Action, City Green</td>
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<td>Scott Foresman Literature</td>
<td>• The Clubhouse</td>
<td>Guided Reading, I. Fountas &amp; G. Pinnell (1996)</td>
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<td>Required Resources</td>
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<td>• Making the Connection: Learning Skills Through Literature K-2, P. Pavelka (1995)</td>
<td>• Write Away</td>
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<td>• Revisit, Reflect, Retell, L. Hoyt (1999)</td>
<td>• Literacy Room: Rigby Leveled Texts 1-30</td>
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<tr>
<td>Additional Classroom Interventions</td>
<td>• Assign students to flexible instructional reading groups.</td>
<td>Instructional Software/Productivity Tools</td>
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<td></td>
<td>• Use Scott Foresman Phonics readers and teacher’s guides to customize instruction to individual needs.</td>
<td>Unit-By-Unit Web Support: <a href="http://www.sfreading.com">http://www.sfreading.com</a></td>
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<td>• Utilize available instructional software for skill isolation and reinforcement.</td>
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<td>• Administer and evaluate PALS test.</td>
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<td>1. Oral Reading Fluency</td>
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<td>• Paired Reading</td>
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<td>• Radio Reading</td>
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<td>• Timed Repeated Reading</td>
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<td>3. Letter Sounds</td>
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<td>• Writing for Sounds</td>
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<td>• Blachman’s Intervention Program</td>
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<td>4. Concept of Word</td>
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<td>• Cloze Procedures</td>
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<td>• Cut-up Sentences</td>
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<td>5. Phonemic Awareness</td>
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<td>• “Push It Say It” Procedures</td>
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<td>• Beginning-Middle-End: Finding Phonemes in Sound Boxes</td>
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<td>• Picture Puzzle</td>
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<tr>
<td>Correlation to YCSD English Curriculum Guide</td>
<td>This sixth unit of the Grade 2 reading curriculum correlates with the following units in the YCSD Grade 2 English Curriculum Guide:</td>
<td>Related Standards: English: 2.1, 2.2, 2.3, 2.10, 2.12; H/SS 2.10; Math 2.23; Science 2.1</td>
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<td>• Unit I Communication Skills</td>
<td>Technology Standards: C/T: 5.3, 5.4</td>
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<td>• Unit II Word Study</td>
<td>Monitoring: PALS, Rigby PM Benchmark Kits 1 and 2, STAR Reading</td>
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<td>• Unit III Comprehensive/Strategies</td>
<td>Assessment: Scott Foresman Tests, Teacher-Made Assessments, Daily Performance</td>
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<td>• Unit IV Comprehensive/Fiction</td>
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<td>• Unit V Nonfiction &amp; Information Resources</td>
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<tr>
<td>Word Study (Phonics, Vocabulary and Spelling) Skills</td>
<td>Reading / Unit 6 / Grade 2</td>
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<td>• Apply knowledge of consonants and consonant blends to decode and spell words. (2.4)</td>
<td><strong>Note:</strong> Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.</td>
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<td>• Apply knowledge of consonant digraphs (sh, wh, ch, th) to decode and spell words. (2.4)</td>
<td>• Construct and use word wall for spelling and vocabulary development.</td>
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<tr>
<td>• Apply knowledge of vowel patterns, such as CV, VC, CVC, CVCE, CVVC, CVCC, to decode and spell words. (2.4)</td>
<td>• Use word mapping/graphic organizers for vocabulary and concept development.</td>
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<tr>
<td>• Apply knowledge of r-controlled vowel patterns to decode and spell words. (2.4)</td>
<td>• Develop and use the spelling dictionary.</td>
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<tr>
<td>• Read regularly spelled one- and two-syllable words automatically. (2.4)</td>
<td>• Use word wheels to practice word families (Words Their Way, 2000, p. 171).</td>
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<tr>
<td>• Decode regular multisyllabic words. (2.4)</td>
<td>• Use word sorts to compare long and short vowel sounds, patterns, blends, and digraphs (Words Their Way, 2000, pp. 62-64).</td>
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<tr>
<td>• Use common prefixes and suffixes to decode words. (2.6)</td>
<td>• Introduce a poem a week to whole class. Choose poems related to seasons, holidays, science, and social studies topics. Use poems to illustrate rhyme and phonic elements such as blends, digraphs, etc. The poems can also be used to locate action verbs, nouns, describing words, etc. At the end of the week, illustrate the poem and glue it into a poetry journal.</td>
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<td>• Demonstrate an understanding of common prefixes, such as un-, re-, dis-, pre-, mis-. (2.6)</td>
<td>• Utilize shared writing of morning messages to emphasize topics for phonics, vocabulary, and word study. Refer to Payne and Schulman’s Getting the Most Out of Morning Messages and Other Shared Writing Lessons (1998).</td>
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<td>• Demonstrate an understanding of common suffixes, such as -er, -y, -ful, -less, -est, and –ly. (2.6)</td>
<td>• Connect spelling, reading, and writing using Have-A-Go (Create Independent Learners, 1999, p. 60-63).</td>
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<tr>
<td>• Demonstrate an understanding of the meaning of contractions (2.6)</td>
<td>• Use Look, Cover, Say, Write, Check for spelling practice (Create Independent Learners, 1999, pp.69-72).</td>
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<td>• Demonstrate an understanding of what the apostrophe signifies in singular possessive words (e.g., Mary’s). (2.6)</td>
<td><strong>The Clubhouse/Lemonade for Sale</strong></td>
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<tr>
<td>• Identify simple abbreviations including titles, such as Mr., Mrs., Ms., and Dr., calendar words, and addresses. (2.6)</td>
<td>1. Identify words with long e (ie, ey) and words with /f/ (gh, ph, lf) using Phonics Songs and Rhymes Chart 26 (Scott Foresman, 2002, p. 324k).</td>
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<tr>
<td>• Supply synonyms and antonyms for a given word. (2.6)</td>
<td>2. Hunt for long e (ie, ey) or words with /f/ (gh, ph, lf) in familiar texts.</td>
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<td>3. Conduct buddy and writing word sorts.</td>
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<td>4. Prepare short cloze passages for students to complete using vocabulary words.</td>
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<tr>
<td><strong>Word Study (Phonics, Vocabulary, and Spelling) Activities</strong></td>
<td><strong>Start Collecting! It's Fun/The Puddle Pail</strong></td>
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<tr>
<td>1. Identify words with long e (ei) (Phonics Songs &amp;Rhymes Chart 27, Scott Foresman, 2002, p. 360k).</td>
<td>1. Identify words with long e (ei) (Phonics Songs &amp;Rhymes Chart 27, Scott Foresman, 2002, p. 360k).</td>
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<tr>
<td>2. Sort long e words.</td>
<td>2. Sort long e words.</td>
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<td>3. Create a flipbook for singular and plural nouns in which f changes to v before adding –es.</td>
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<tr>
<td>4. Give each cooperative group a vocabulary word. Groups develop examples and non-examples to describe what the word means and does not mean. For example, secretly is … hiding a present for my mom, sneaking a cookie; secretly is not … telling mom where I’m putting her present, making loud noises when I’m getting a cookie, etc.</td>
<td>4. Give each cooperative group a vocabulary word. Groups develop examples and non-examples to describe what the word means and does not mean. For example, secretly is … hiding a present for my mom, sneaking a cookie; secretly is not … telling mom where I’m putting her present, making loud noises when I’m getting a cookie, etc.</td>
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<td><strong>Stone Soup/Stone Soup</strong></td>
<td><strong>A Good Idea/Annie's Gifts</strong></td>
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<tr>
<td>1. Identify words with r-controlled air, are using Phonics Songs and Rhymes Chart 28 (Scott Foresman, 2002, p. 390k).</td>
<td>1. Identify words with long vowels using Phonics Songs and Rhymes Chart 29 (Scott Foresman, 2002, p. 414k).</td>
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<tr>
<td>3. Draw pictures to show the meanings of vocabulary words.</td>
<td>3. Prepare short cloze passages for students to complete using vocabulary words.</td>
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<td><strong>A Good Idea/Annie’s Gifts</strong></td>
<td><strong>Wicker School Takes Action/City Green</strong></td>
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<tr>
<td>1. Identify words with long vowels using Phonics Songs and Rhymes Chart 29 (Scott Foresman, 2002, p. 414k).</td>
<td>1. Identify words with r-controlled ear (Phonics Songs &amp; Rhymes Chart 30,Scott Foresman, 2002, p. 446k).</td>
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<tr>
<td>2. Sort words with r-controlled vowels.</td>
<td>2. Sort words with r-controlled vowels.</td>
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<tr>
<td>5. Prepare a vocabulary review game.</td>
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</tbody>
</table>
## Comprehension Skills

- Use meaning clues to support decoding. (2.5)
- Use the context of the sentence to determine which of the multiple meanings of a word makes sense. (2.5)
- Use other words in a sentence to determine the meaning of a word. (2.5)
- Apply phonics, meaning clues, and language structure to decode words and increase fluency. (2.7)
- Use phonics, meaning clues, and language structure strategies to reread and self-correct. (2.7)
- Practice reading in text that is on an independent reading level to develop accuracy, fluency, and expression. (2.7)
- Read fiction and nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics. (2.8)
- Use knowledge from own experiences to make sense of and talk about a topic. (2.8)
- Describe the setting and important events of a story. (2.8)
- Describe a character’s traits, feelings, and actions as presented in a story. (2.8)
- Identify the problem and solution of a story. (2.8)
- Identify the main idea. (2.8)
- Identify the sequence of events in functional texts such as recipes or other sets of directions. (2.8)
- Follow the steps in a written set of directions. (2.8)
- Organize information, using graphic organizers. (2.8)
- Ask and answer simple who, what, when, where, why, and how questions. (2.8)
- Write responses to what was read. (2.8)
- Interpret pictures, diagrams, and tables. (2.9)
- Interpret information presented in bar graphs, charts, and pictographs. (2.9)

## Comprehension Activities

**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- Maintain a classroom library of books on current social studies and science topics, seasonal activities, famous people, poetry, and magazines.
- Incorporate use of nonfiction texts related to SOL in other content areas into guided reading instruction to familiarize students with nonfiction text features and structures. Model how to gain information from these text features, and provide guided practice. Represent information learned in a variety of graphic organizers.
- Structure opportunities to use glossaries and dictionaries for students to locate words by the first, second, and third letter.
- Create story maps.
- Create flip books to show beginning, middle, and end of story.
- Make a poster retelling a story.
- Show understanding of story elements by creating a diorama or triorama.
- Make a character vest with a paper bag. Draw character and pictures that relate to the events of the story. Write describing words about the character.
- Set up a reading response journal for students to respond to literature.
- Use guided reading and think aloud strategies to gain meaning from text. Include building background, predicting, confirming predictions, locating information, summarizing information, and identifying story structure in every guided reading lesson.
- Lead students on a picture walk to preview and make predictions.
- Provide practice in locating information on specified pages in both fiction and nonfiction selections by creating tests.
- Read Accelerated Reader books and complete comprehension tests.

**The Clubhouse/Lemonade for Sale**

1. Determine the theme of the selection. Find sentences that support the big idea.
2. Create a graphic organizer showing the steps in the children’s process for making lemonade.
3. Select other texts showing the steps in a process. Select texts with simple directions for students to read to complete a task such as making a recipe or a craft. Lead a discussion about how the text features guide readers through the text. Monitor students as they follow the directions.
4. Interpret the graphs of the lemonade sales (Scott Foresman, 2002, pp. 352-353). Develop questions about the graph for classmates to answer.
5. Select other texts containing graphs to provide additional practice with interpreting graphs and diagrams in texts. Lead a discussion about how the graphs and diagrams highlight important points in the text.

**Start Collecting! It’s Fun/The Puddle Pail**

1. Create a web for the word collections to activate prior knowledge about the topic (Scott Foresman, 2002, p. 360m).
2. Model how to use context clues to select the correct meaning of multiple meaning words (Scott Foresman, 2002, pp. 360-361). Select other texts with multiple meaning words for guided practice.
3. Model how to use context clues to determine the meaning of challenging words (Scott Foresman, 2002, p. 368-369).
4. Lead a discussion about how students are similar to and different from one of the characters.
**Reading / Unit 6 / Grade 2: Comprehension (cont’d)**

- **Stone Soup/Stone Soup**
  1. Lead a discussion about problems students have had and how they solved them.
  2. Complete an event map to show the problem and solution (*Making the Connection*, 2002, p. 103).
  3. List the steps in the process for making the soup.

- **A Good Idea/Annie’s Gifts**
  2. Model how to use context clues to select the correct meaning of multiple meaning words (Scott Foresman, 2002, p. 415).
  3. Determine the theme of the story. Find sentences that support the big idea.

- **Wicker School Takes Action/City Green**
  1. Complete an event map to show the problem and solution (*Making the Connection*, 2002, p. 103).
  2. Draw conclusions about Old Man Hammer's actions and the words he uses.
  3. Create a character pyramid for one of the characters (*Making the Connection*, 1995, 43-44).
## Writing Skills

- Brainstorm for ideas. (2.11)
- Organize information with graphic organizers, such as story maps, webs, and event frames. (2.11)
- Use graphic organizers to plan their writing.
- Verbalize their writing plan to a partner or teacher.
- Write stories that include a beginning, middle, & end.
- Stay on topic.
- Write complete sentences.
- Begin to group sentences into paragraphs.
- Use adjectives to elaborate simple sentences.
- Use time-order words, such as *first*, *next*, *then*, and *last*, to sequence and organize their writing.
- Delete or add words to clarify meaning during the revising process.
- Avoid stringing ideas together with *and* or *then*.
- Begin to learn and use the writing domains of composing, written expression, and usage/mechanics.
- Use available technology to write.

## Writing Activities

**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- Maintain a word wall for use in writing.
- Create a writing center stocked with a variety of writing implements, papers, models, and tools.
- Model writing for students through language experience, demonstration, power writing, daily news, etc.
- Set up writing journals for students.
- Brainstorm a list of writing ideas to keep in front of journal or writing folder.
- Develop a list of alternatives to over used words, such as, like, said, nice, went, etc.
- Write paragraphs in the content area summarizing information learned.
- Use a daily language practice to demonstrate editing for spelling, capitalization, punctuation, and other conventions of the language.
- Encourage students to use varied sentence structure by using patterned writing and text innovations of familiar poems and stories.
- Provide graphic organizers to plan writing.
- Write progressive stories having one student write the beginning, another writes the middle, and another writes the end.
- Use whisper phones (pvc piping joined together to make a phone) to self edit writing.
- Hold peer and teacher conferences to edit and revise writing.
- Use an author’s chair to share published writing.
- Use instructional word processing software to create and illustrate original works. Students may work independently or in small groups.

**The Clubhouse/Lemonade for Sale**
1. Make an advertisement for a favorite toy or game.
2. Write directions for how to interpret a graph.
3. Write questions and answers to correspond with the graphs.
4. Apply skills from daily edits to writing.

**Start Collecting! It’s Fun/The Puddle Pail**
1. Make a Venn diagram to compare and contrast the two characters.
2. Describe an object you collect or would like to collect. Explain why this is special to you.
3. Describe something you like to make. Write and illustrate the steps involved in making the item.
4. Apply skills from daily edits to writing.

**Stone Soup/Stone Soup**
2. Write about a problem you have had and how you solved it.
3. Write the steps for making a simple meal (Scott Foresman, 2002, p. 397th).
4. Apply skills from daily edits to writing.

**A Good Idea/Annie’s Gifts**
1. Write directions for solving a problem.
2. Write about a problem you have had and how you solved it.
3. Write about a talent wish you had. Explain why it is important to you.
4. Write about a gift you do have.
5. Apply skills from daily edits to writing.

**Wicker School Takes Action/City Green**
1. Brainstorm ideas for improving your school neighborhood (Scott Foreman, 2002, p. 446g).
2. Write a persuasive letter about an improvement to help your school (Scott Foresman, 2002, p. 451a).
3. Apply skills from daily edits to writing.
# Reading / Unit 1 / Grade 3

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<td>Guided Reading, I. Fountas &amp; G. Pinnell (1996)</td>
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<td>Supplemental Resources</td>
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<td>Making the Connection: Learning Skills Through Literature 3-6, P. Pavelka (1997)</td>
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<td>Unit-By-Unit Web Support: <a href="http://www.sfreading.com">http://www.sfreading.com</a></td>
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<tr>
<td>Additional Classroom Interventions</td>
<td>Utilize available instructional software for specific skill isolation and reinforcement.</td>
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<td>Employ best practices for effective intervention from PALS 1-3 Teacher’s Manual, 2000-2001, pp. 78-84. The manual makes multiple suggestions for combining these activities into seamless lessons:</td>
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<td>1. Word Recognition and Spelling</td>
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<td>Early Steps</td>
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<td>3. Alphabetic</td>
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<td>“Push It Say It” Procedures</td>
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<td>Beginning-Middle-End: Finding Phonemes in Sound Boxes</td>
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<td>Picture Puzzles</td>
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<td>Schedule additional reading assessments on Rigby PM Benchmark Tool as needed to correctly match students to text on their instructional level.</td>
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<td>Customize students’ lesson placement in Words Their Way as needed.</td>
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<tr>
<td>Correlation to YCSD English Curriculum Guide</td>
<td>This first unit of the Grade 3 reading curriculum correlates with the following units in the YCSD Grade 3 English Curriculum Guide:</td>
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<td>Related Standards: English: 3.1, 3.2, 3.8, 3.10, 3.11; H/SS: 3.4, 3.5, 3.6; Math 3.21, 3.22; Science 3.1, 3.4</td>
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<td>Technology Standards: C/T: 5.4</td>
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<td>Monitoring: PALS, Rigby PM Benchmark Kits 1 and 2, STAR Reading</td>
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<td>Assessment: Scott Foresman Tests, Teacher-Made Assessments, Daily Performance</td>
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</table>
# Reading / Unit 1 / Grade 3

## Word Study (Phonics, Vocabulary and Spelling) Skills

- Apply knowledge of all vowel patterns. (3.3)
- Apply knowledge of diphthongs, such as aw and oy. (3.3)
- Apply knowledge of roots. (3.3)
- Apply knowledge of affixes, such as dis-, ex-, non-, pre-, -ly, and -ness. (3.3)
- Use context clues to verify meaning and determine appropriate homophone usage. (3.3)
- Use knowledge of homonyms/homophones, such as be/bee, hear/her, and sea/see. (3.3)
- Apply knowledge of the change in tense (-ed), number (-s), and degree (-er and -est) signified by inflected endings. (3.3)
- Decode regular multisyllabic words in order to read fluently. (3.3)

## Word Study (Phonics, Vocabulary, and Spelling) Activities

### Note:
Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- With all selections, vocabulary, and spelling, provide opportunities for teacher-directed word sorts (Words Their Way, 2000, pp. 63-64).
- Include the page number where the word can be found in context. Write the definition and/or draw a picture to represent the word on the back. Place word cards in labeled envelopes for each unit, and place envelopes inside shoeboxes for English, math, science, and social studies. Review vocabulary words in five-minute sessions monthly. Sort and classify the words, define them, use them in sentences, or read the page in the text where the word is found in context (Making the Connection, 1997, p. 41).
- How I Spent My Summer Vacation/The Picture Place
  1. Make a web showing the relationship of the vocabulary words to the word imagination using Graphic Organizer Transparency 5 (Scott Foresman, 2002, p. 16b).
  3. Read Phonics Songs and Rhymes Chart 1 and identify words with short vowel sounds. Identify similar words in other texts (Scott Foresman, 2002, p. 39i).
  4. Sort spelling words according to feature.
  5. Create word sliders for Slide-a Word using short vowels, a, e, i, o, and u (Words Their Way, 2000, p. 181).
  7. Select verbs from the story to write on index cards. Write –ing and –ed on other index cards. Select a base word and an ending card. Pronounce the new word. Create a chart with the base word, -ed, and –ing as the headings to complete for each newly formed word (Scott Foresman, 2002, p. 39k).

### Goldilocks and the Three Bears/American Black Bears

1. Make a classification chart to develop vocabulary word meanings using Graphic Organizer Transparency 27. Include synonyms for vocabulary words (Scott Foresman, 2002, p. 42b).
2. Read Phonics Songs and Rhymes Chart 2 and identify words with double consonants that stand for only one sound (Scott Foresman, 2002, p. 67i). Locate similar words during independent reading. Note word and page number of text on a bookmark or Post It note. Refer to Word Hunts (Words Their Way, 2000, p. 201).
4. Play The Racetrack Game in which students move around a track and match words in their hand with words on the track to examine long vowel patterns of a, i, and o (Words Their Way, 2000, p. 203).

### Anthony Reynoso: Born to Rope/People and Horses

1. Complete a cloze exercise for vocabulary words.
2. Write rodeo in the center of a web, and brainstorm questions students have about a rodeo. Write each question on the web. Answer these questions while reading (Scott Foresman, 2002, p. 70b).
4. Locate words that contain the long e sound spelled in a variety of ways such as e, y, ie, ea, and ee in the Phonics Songs and Rhymes Chart 3 (Scott Foresman, 2002, p. 89i). Locate similar words during independent reading. Note word and page number of text on a bookmark or Post It note. Refer to Word Hunts (Words Their Way, 2000, p. 201).
5. Sort spelling words according to long e feature. Refer to Teacher Directed Sorts for Long Vowels (Words Their Way, 2000, p. 199).

### Herbie and Annabelle/What Are Viruses?

1. Predict how vocabulary words might be used in a story about a girl who has chicken pox and must stay at home. Use Graphic Organizer Transparency 23. Complete the predictogram in pairs (Scott Foresman, 2002, p. 92b).
2. Circle the long a and long o words on Phonics Songs and Rhymes Chart 4 (Scott Foresman, 2002, p. 109i). Locate long a and long o words during independent reading. Note word and page number of text on a bookmark or Post It note. Refer to Word Hunts (Words Their Way, 2000, p. 201).
Reading / Unit 1 / Grade 3: Word Study (cont’d)

3. Sort spelling words according to Long a and Short a features. Refer to Picture Sorts to Contrast Long and Short Vowels (Words Their Way, 2000, p. 198).
5. Play the Train Station Game: Long Vowel Patterns (Words Their Way, 2000, pp. 201-202).
• Allie’s Basketball Dream/How to Sink Your Foul Shots
1. Rate knowledge of vocabulary words. Use Graphic Organizer Transparency 26 (Scott Foresman, 2002, p. 112).
2. Identify words that contain the long i or long u sound on the Phonics Songs and Rhymes Chart 5 (Scott Foresman, 2002, p. 133i).
3. Sort spelling words according to long i and short i features. Refer to Teacher-Directed Word Sorts for Long Vowels (Words Their Way, 2000, p. 199).
4. Play The Classic Card Game with word cards emphasizing the long i or long u sound (Words Their Way, 2000, p. 204).
### Reading / Unit 1 / Grade 3

#### Comprehension Skills
- Use text formats to preview and set a purpose for reading. (3.4)
- Apply understanding of text structure to guide reading. (3.4)
- Use surface features of text to make meaning from text. (3.4)
- Apply understanding of language structure to make meaning from text. (3.4)
- Read familiar fiction and nonfiction with fluency and accuracy. (3.4)
- Read for a specific purpose. (3.5)
- Make a variety of connections with the text. (3.5, 3.6)
- Use specific details to make, justify, and modify predictions. (3.5)
- Gain meaning before, during, and after reading. (3.5, 3.6)
- Apply knowledge of characterization. (3.5)
- Apply knowledge of setting. (3.5)
- Make generalizations about a character based on that character’s response to a problem, the character’s goal, and what the character says to other characters. (3.5)
- Support with specific details generalizations about characters from a selection. (3.5)
- Compare two characters within a selection or between/among two or more selections. (3.5)
- Identify the author’s purpose. (3.5, 3.6)
- Draw conclusions about a character and/or the plot from a selection. (3.5)
- Organize information or events. (3.5)
- Read nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics. (3.6)
- Know the shared and distinguishing characteristics of autobiography and biography. (3.6)
- Identify details that support the main idea of a nonfiction selection. (3.6)
- Compare and contrast the lives of two people described in biographies and/or autobiographies. (3.6)

#### Comprehension Activities
**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- Maintain a classroom library of books on current social studies and science topics, seasonal activities, famous people, poetry, and magazines.
- Read Accelerated Reader books and complete comprehension tests.
- Use guided reading strategies with all pieces of literature. Think aloud with students to examine key strategies, literary elements, and improve comprehension.
- Respond to literature and literary elements in reading response journal.
- Utilize Palincsar and Brown’s reciprocal teaching method which involves predicting, clarifying, questioning, and summarizing for short, nonfiction selections in the textbook (*Revisit, Reflect, Retell*, 1999, p. 138-139).
- **How I Spent My Summer Vacation/The Picture Place**
  1. Model how to make connections with the text while reading. Record in a journal entry connections to the story with life experiences, a previously read text, and knowledge about the topic (*Strategies That Work*, 2000, pp. 265-268).
  2. Model how to think about sequence when reading. Identify events that occur in order by highlighting clue words (first, then, next, last, and finally) to help order the events. Retell what is happening in this scene in the order in which it happens. Sequence the events of the story using a graphic organizer. (Scott Foresman, 2002, pp. 25, 35, 39a).
  4. Identify characteristics of the tall tale. Identify examples of these characteristics in the selection. Determine the audience and purpose of the text (Scott Foresman, 2002, p. 39m).
- **Goldilocks and the Three Bears/American Black Bears**
  1. Lead a discussion about versions of this folk tale with which students are familiar. Predict how this version will be different than other versions of the folk tale. Record predictions in a response log. Verify predictions during reading (Scott Foresman, 2002, p. 43).
  2. Identify characteristics of a folk tale. Identify examples of these characteristics in the selection (Scott Foresman, 2002, p. 47).
  3. Model how to make inferences about the character based on what she says, thinks, and does. Identify the sentences and/or pictures that help the reader make inferences about the character, and write down the inference made based on each sentence and picture (*Strategies That Work*, 2000, pp. 277-278).
  5. Analyze how illustrations support the mood, setting, and characterization in the text (Scott Foresman, 2002, p. 67m).
- **Anthony Reynoso: Born to Rope/People and Horses**
  1. Model how to record questions as well as possible answers about the text before, during, and after reading in a reader response log (*Strategies That Work*, 2000, pp. 270-272).
### Reading / Unit 1 / Grade 3: Comprehension (cont’d)

2. Lead a discussion about purposes for writing. Identify the author’s purposes for writing this text, and support claims with support from the text and illustrations. Compare this author’s purpose with the purpose of students’ own writings (Scott Foresman, 2002, p. 77, 89a).

3. Model how to identify and chart the topic, main idea, and supporting details of a paragraph from the text. Group students to chart the information for other paragraphs (Scott Foresman, 2002, p. 89b).

4. Compare and contrast this biography with the biography of another young person (Scott Foresman, 2002, p. 83).

5. Determine characteristics of biographies.

- **Herbie and Annabelle/What Are Viruses?**
  1. Preview the text and make predictions about the characters, the problem, and the genre. Note if predictions are confirmed or contradicted when reading and explain what happened (Scott Foresman, 2002, p. 93, 95; Strategies That Work, 2000, p. 280).
  2. Demonstrate how to make connections with the text while reading. Record in a response log connections to the story with life experiences, a previously read text, and knowledge about friendship and/or chicken pox (Strategies That Work, 2000, pp. 265-268).
  3. Model thinking about cause-effect relationships. Write causes and effects from the selection on sentence strips and match them.

- **Allie’s Basketball Dream/How to Sink Your Foul Shots**
  1. Compare and contrast the traits of characters in the story.
  3. Follow the development of the character throughout the story. Draw a picture of the character, and write descriptive words around or on the character. Complete a graphic organizer showing the character’s traits and supporting evidence from the story (Making the Connection, 1997, pp. 51-52).
### Writing Skills

- Generate ideas and develop a plan for writing. (3.9)
- Focus on a central topic and group related ideas. (3.9)
- Select specific details of sight, sound, touch, taste, and smell in order to paint a verbal picture of a person, place, thing, or event. (3.9)
- Use examples from own reading as models to imitate in their writing. (3.9)
- Create verbal pictures, using precise nouns, verbs, and adjectives, that elaborate ideas within a sentence. (3.9)
- Describe events, ideas, and personal stories with accurate details and sequence. (3.9)
- Read own writing orally to check for sentence rhythm (sentence variety). (3.9)
- Select information that the audience will find interesting or entertaining. (3.9)
- Revise to eliminate details that do not develop the central idea. (3.9)
- Incorporate transitional (signal) words that clarify sequence, such as first, next, and last. (3.9)
- Apply knowledge of the writing domains of composing, written expression, and usage/mechanics. (3.9)

### Writing Activities

**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- **Utilize instructional technology.**
- **Write on Track** (1996) provides models for the process of writing, the forms of writing, the tools of learning, proofreader’s guides, and a student almanac. Use lessons and models as appropriate with the types of writing in each unit.
- Write in a journal. Respond to teacher prompt, story prompt, or write from student choice (Write on Track, 1996, pp. 77-79).
- Model the writing process for students (Write on Track, 1996, pp. 14-19).
- Apply skills from daily edits to writing.

**How I Spent My Summer Vacation/The Picture Place**

1. Brainstorm the major events of a memorable or fictitious vacation or trip. Brainstorm specific details of sight, sound, touch, taste, and smell related to the events. Demonstrate how to write about the vacation or trip. Incorporate signal words. Create an illustrated class book of the stories.
2. Write a paragraph description of the main character.
3. Model how to plan and write a self-description. Identify the audience and purpose of the writing (Scott Foresman, 2002, pp. 39c-d).

**Goldilocks and the Three Bears/American Black Bears**

1. Pretend to be Goldilocks. Write about what she learned from this experience (Scott Foresman, 2002, p. 62).
2. Write riddles about vocabulary words in the story. Provide two clues and the answer for each riddle (Scott Foresman, 2002, p. 67f).
3. Write a news report about the events at the bears’ house (Scott Foresman, 2002, p. 67d).

**Anthony Reynoso: Born to Rope/People and Horses**

1. Write a paragraph about something you like to do with a family member (Scott Foresman, 2002, p. 89d).
2. Write about something you learned from the selection.
3. Interview a classmate and write a biographical sketch. Publish an illustrated class book of biographical sketches.
4. Demonstrate how to make an outline of the selection to show how the author organized information for writing the story. Use Kidspiration. Provide time for guided practice (Scott Foresman, 2002, p.89c).

**Herbie and Annabelle/What Are Viruses**

1. Pair students to write notes in which they compliment the partner about something s/he does well (Scott Foresman, 2002, p. 90g).
2. Analyze the author’s writing style. List three words to describe the author’s style. Determine how this writing style supports the author’s purpose for writing. Imitate the author’s style.
3. Model how to plan and write an original, entertaining story about a real or fictitious event. Provide time for guided practice (Scott Foresman, 2002, p. 109c).
4. Partner students to write a definition poem about viruses (Revisit, Reflect, Retell, 1999, p. 132).

**Allie’s Basketball Dream/How to Sink Your Foul Shots**

1. List three words that describe a character from the story. Justify these descriptions with specific examples and/or page numbers from the story. Write a paragraph about the character using the information.
2. Demonstrate how to plan and write a story about a special wish and how it came/will come true. Provide time for guided practice (Scott Foreman, 2002, p. 133c).
# Reading / Unit 2 / Grade 3

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• Can You Catch Flies?  
• Guys From Space  
• Special Effects  
• Tornado Alert  
• Myths About Tornadoes  
• Danger-Icebergs!  
• Glacier Trek  
• Nights of the Pufflings  
• Spoonbill!!  
| Required Resources | • Scott Foresman Reading for Virginia (2002), Imagine That!: The Whole Wide World, Teacher Edition, Grade 3, Unit 2  
• English Standards of Learning Curriculum Framework–Grade 3 (2003), Virginia Department of Education  
• Accelerated Reader  
• Guided Reading, I. Fountas & G. Pinnell (1996)  
• PALS  
• Rigby PM Benchmark Kit  
• Words Their Way, Bear et al. (2000)  
• Words Their Way Interactive CD ROM (2001)  
| Supplemental Resources | • Create Independent Learners: Teacher-Tested Strategies for ALL Ability Levels, P. Pavelka (1999)  
• Goodbye Round Robin, M. Opitz & T. Rasinski (1999)  
• Guiding Readers and Writers Grades 3-6: Teaching Comprehension, Genre, and Content Literacy, I. Fountas & G. Pinnell (2001)  
• Making the Connection: Learning Skills Through Literature 3-6, P. Pavelka (1997)  
• Revisit, Reflect, Retell, L. Hoyt (1999)  
• Strategies That Work, S. Harvey & A. Goudvis (2000)  
• Word Journeys, K. Ganske (2000)  
• Write on Track  
• Literacy Room: Rigby Leveled Texts 1-30  
• Instructional Software/Productivity Tools  
• Unit-By-Unit Web Support: [http://www.sfreading.com](http://www.sfreading.com)  
| Additional Classroom Interventions | • Utilize available instructional software for specific skill isolation and reinforcement.  
• Employ best practices for effective intervention from PALS 1-3 Teacher’s Manual, 2000-2001, pp. 75-84. The manual makes multiple suggestions for combining these activities into seamless lessons:  
  1. Word Recognition and Spelling  
    • Early Steps  
    • Phonograms  
  2. Oral Reading Fluency  
    • Paired Reading  
    • Radio Reading  
    • Timed Repeated Reading (TRR)  
  3. Alphabetics  
    • Alphabet Scrapbook  
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    • Blachman’s Intervention Program  
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    • Beginning-Middle-End: Finding Phonemes in Sound Boxes  
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• Customize students’ lesson placement in Words Their Way as needed  
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• Unit I Communication Skills  
• Unit II Word Study  
• Unit III Comprehension/Strategies  
• Unit IV Comprehension/Fiction  
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| Monitoring: | PALS, Rigby PM Benchmark Kits 1 and 2, STAR Reading  
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3-7
### Reading / Unit 2 / Grade 3

#### Word Study (Phonics, Vocabulary and Spelling) Skills

- Apply knowledge of all vowel patterns. (3.3)
- Apply knowledge of diphthongs, such as aw and oy. (3.3)
- Apply knowledge of roots. (3.3)
- Apply knowledge of affixes, such as dis-, ex-, non-, pre-, -ly, and -ness. (3.3)
- Use knowledge of homonyms/homophones, such as be/be, hear/here, and sea/see. (3.3)
- Use context clues to verify meaning and determine appropriate homophone usage. (3.3)
- Apply knowledge of the change in tense (-ed), number (-s), and degree (-er and -est) signified by inflected endings. (3.3)
- Decode regular multisyllabic words in order to read fluently. (3.3)

#### Word Study (Phonics, Vocabulary, and Spelling) Activities

**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- With all selections, vocabulary, and spelling provide opportunities for teacher-directed word sorts (*Words Their Way*, 2000, pp. 63-64).
- Write each vocabulary word for each content area’s Standards of Learning on the front of an index card. Include the page number where the word can be found in context. Write the definition and/or draw a picture to represent the word on the back. Place word cards in labeled envelopes for each unit, and place envelopes inside shoeboxes for English, math, science, and social studies. Review vocabulary words in five-minute sessions monthly. Sort and classify the words, define them, use them in sentences, or read the page in the text where the word is found in context (*Making the Connection*, 1997, p. 41).
- **Fly Traps! Plants That Bite Back/Can You Catch Flies?**
  3. Create as many compound words as possible from word cards (Scott Foresman, 2002, p. 167i).
  4. Search for unfamiliar words in the text, and use context to determine meaning. List unfamiliar words in word study notebooks, and draw a picture to represent each unfamiliar word’s meaning.
- **Guys From Space/Special Effects**
  1. Make a web showing the relationship of the vocabulary words to the word space using Graphic Organizer Transparency 5 (Scott Foresman, 2002, p. 170b).
  2. Model how to use antonyms to understand unfamiliar words using the example of scary and calm (Scott Foresman, 2002, p. 170). Share examples of how students figured out unfamiliar words through use of antonyms as context clues when reading. Incorporate use of an antonym to clarify the meaning of a word in students’ own writing.
  3. Read Phonics Rhymes and Songs Chart 7. Identify words that have the oo sound as in look or spooky. Hunt for words with vowel digraph oo during independent reading, and categorize them by sound on a class chart (Scott Foresman, 2002, p. 167i).
  4. Sort vowels by sound and pattern. Compare words with the same sound but different patterns such as book and put, or contrast words with the same pattern but different sounds like book and noon (*Word Journeys*, 2000, pp. 139, 221).
- **Tornado Alert/Myths About Tornadoes**
  2. Model how to use synonyms to understand unfamiliar words using the example of smash and destroy (Scott Foresman, 2002, p. 190). Share how students figured out unfamiliar words through use of synonyms as context clues when reading. Incorporate use of a synonym to clarify the meaning of a word in students’ own writing.
  3. Read Phonics Rhymes and Songs Chart 8. Identify ou words with different sounds. Brainstorm and record a list of words that rhyme with selected ou words (Scott Foresman, 2002, p. 207i).
  4. Create words by adding initial letter and blend cards to the phonograms –oud and –ouse (Scott Foresman, 2002, p. 207j).
  5. Sort ou words by sound. Contrast words with the same pattern but different sounds like out, could, and you (Scott Foresman, 2002, p. 207j; *Word Journeys*, 2000, pp. 139, 221).
- **Danger-Icebergs!/Glacier Trek**
Reading / Unit 2 / Grade 3: Word Study (cont’d)

2. Explore word analogies using antonym, synonym, and part-to-whole relationships. Model how to write analogies using vocabulary words (Scott Foresman, 2002, p. 225f). Invite students to record an unfamiliar word found when reading on a Post-It note; create word analogies to develop understanding of the unfamiliar words (Making the Connection, 1997, p. 45).

3. Model how to use context clues to figure out the correct meaning of a word in First Mate’s Log (Scott Foresman, 2002, p. 210). Hunt for multiple meaning words during reading. Write and share how to figure out the correct meaning using context clues.

4. Conduct buddy and writing sorts for hard and soft c and g words from the selection, and/or complete Hard and Soft c and g Across Vowels Sort 55 (Words Their Way, 2000, p. 359). Refer to Word Journeys p. 138 for the principle associated with hard and soft c and g; additional words for sorting are found on pages 201-203 and 220.


   • Nights of the Pufflings/Spoonbill!
     1. Classify words by their part of speech using Graphic Organizer Transparency 25. Consult a dictionary to determine parts of speech (Scott Foresman, 2002, p. 228b).
     2. Model how to use context clues to determine the correct meaning of a homophone using Bird Rescue (Scott Foresman, 2002, p. 228). Hunt for homophones during reading. Write and share how to figure out the correct meaning using context clues.
     5. Sort long and short o spelling words by sound and pattern. Refer to Word Journeys p. 135 for a sample short and long vowel sort. Locate additional words for sorting in Word Journeys (p. 217), Words Their Way Sort 36 (p. 358), and Words Their Way Interactive CD Rom The Many Patterns of Long o.
## Comprehension Skills

- Use text formats to preview and set a purpose for reading. (3.4)
- Apply understanding of text structure to guide reading. (3.4)
- Use surface features of text to make meaning from text. (3.4)
- Apply understanding of language structure to make meaning from text. (3.4)
- Read familiar fiction and nonfiction with fluency and accuracy. (3.4)
- Read for a specific.3.5)
- Make a variety of connections with the text. (3.5, 3.6)
- Use specific details to make, justify, and modify predictions. (3.5)
- Gain meaning before, during, and after reading. (3.5, 3.6)
- Compare and contrast settings, characters, and events. (3.5)
- Organize information or events. (3.5)
- Summarize major points in a selection.(3.5, 3.6)
- Read nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics. (3.6)
- State in own words the main idea of a nonfiction selection. (3.6)
- Identify details that support the main idea of a nonfiction selection. (3.6)
- Organize, using graphic organizers such as a Venn diagram or time line, information by chronological sequence, by cause-effect relationship, and through comparing and contrasting. (3.6)
- Draw conclusions about what has been read. (3.6)
- Make decisions about which resource is best for locating a given type of information. (3.7)
- Locate selected information in glossaries, dictionaries, thesauruses, encyclopedias, atlases, and other print and online reference materials. (3.7)
- Retrieve information from electronic sources. (3.7)
- Use the Internet to find information on a given topic.(3.7)
- Use a printer to create hard copies of information retrieved from electronic sources. (3.7)

## Comprehension Activities

### Note:
Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- Maintain a classroom library of books on current social studies and science topics, seasonal activities, famous people, poetry, and magazines.
- Read Accelerated Reader books and complete comprehension tests.
- Use guided reading strategies with all pieces of literature. Think aloud with students to examine key strategies, literary elements, and improve comprehension.
- Respond to literature and literary elements in reading response journal.
- Utilize Palincsar and Brown’s reciprocal teaching method which involves predicting, clarifying, questioning, and summarizing for short, nonfiction selections in the textbook (Revisit, Reflect, Retell, 1999, p. 138-139).
- **Fly Traps! Plants that Bite Back/Can You Catch Flies?**
  1. Demonstrate how to interpret diagrams (Scott Foresman, 2002, pp. 151, 159).
  2. Compare and contrast carnivorous plants with other plants using a Venn diagram (Scott Foresman, 2002, p. 157).
  3. Identify the author’s use of comparison and contrast on page 157 (Scott Foresman, 2002).
  4. Create a chart to show information gleaned from graphics. Ensure charts reflect how the graphics compliment the text (Scott Foresman, 2002, p. 167a).
  5. Determine and chart the topic, main idea, and supporting details of several paragraphs in the selection (Scott Foresman, 2002, p. 167b).
- **Guys From Space/Special Effects**
  1. Preview and make predictions about the characters, the problem, and the genre. Note if predictions are confirmed or contradicted when reading and explain what happened (Strategies That Work, 2000, p. 280).
  2. Compare and contrast realistic fiction and fantasy using Kidspiration.
  3. Identify the characters, places, and things in the story that can/cannot happen in real life (Scott Foresman, 2002, p. 187a).
  4. Create a flipbook that shows the sequence of events in the story (Create Independent Learners, 1999, p. 97).
- **Tornado Alert/Myths About Tornadoes**
  1. Create a KWL about tornadoes to set a purpose for reading (Scott Foresman, 2002, p. 191).
  2. Model how to make connections with the text while reading. Record in a journal entry connections to the story with life experiences, a previously read text, and knowledge about tornadoes (Strategies That Work, 2000, pp. 265-268).
  3. Select unfamiliar words from the text. Create a chart to show the context clues given and each word’s meaning (Scott Foresman, 2002, p. 207a).
  4. Identify and chart what the diagram on p. 196 shows, the helpful parts, and what the reader learns from the diagram. Interpret diagrams from other texts (Scott Foresman, 2002, p. 207b).
Reading / Unit 2 / Grade 3: Comprehension (cont’d)

• Danger-Icebergs!/Glacier Trek
  1. Prepare a prereading word sort from important words in the text to activate prior knowledge about the topic. Guide students to understand possible relationships of words. Verify word relations while reading the text. Reflect on new learning and sort words again based on this information (Revisit, Reflect, Retell, 1999, p. 146).
  2. Write sentences that convey facts and opinions from the text on index cards to distribute to partners. Create a flowchart to demonstrate what makes a statement a fact or an opinion (Scott Foresman, 2002, p. 225a).
  3. Identify the purposes of selections read in this unit. Create a class chart with these headings: the title of the selection, types of details, and author’s purpose. Complete the chart with selections from this unit and other texts (Scott Foresman, 2002, p. 225b).
  4. Draw or write the most important information from the selection in the six boxes of a folded piece of construction paper. Use this information to summarize the text (Making the Connection, 1997, p. 94).
  5. Form groups to generate a research question based on the topic, select appropriate resources, record relevant information in a graphic organizer, and share information learned with the class.

• The Night of the Pufflings/Spoonbill!
  1. Model how to record questions as well as possible answers about the text before, during, and after reading in a reader response log (Strategies That Work, 2000, pp. 270-272).
  4. Distinguish between important ideas and details in the selection and record them on a t-chart (Scott Foresman, 2002, p. 247b).
Reading / Unit 2 / Grade 3

Writing Skills

- Generate ideas and develop a plan for writing. (3.9)
- Focus on a central topic and group related ideas. (3.9)
- Select specific details of sight, sound, touch, taste, and smell in order to paint a verbal picture of a person, place, thing, or event. (3.9)
- Use examples from own reading as models to imitate in their writing. (3.9)
- Create verbal pictures, using precise nouns, verbs, and adjectives, that elaborate ideas within a sentence. (3.9)
- Describe events, ideas, and personal stories with accurate details and sequence. (3.9)
- Read own writing orally to check for sentence rhythm (sentence variety. (3.9)
- Select information that the audience will find interesting or entertaining. (3.9)
- Revise to eliminate details that do not develop the central idea. (3.9)
- Incorporate transitional (signal) words that clarify sequence, such as first, next, and last. (3.9)
- Apply knowledge of the writing domains of composing, written expression, and usage/mechanics. (3.9)

Writing Activities

Note: Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- Utilize instructional technology.
- Write on Track (1996) provides models for the process of writing, the forms of writing, the tools of learning, proofreader’s guides, and a student almanac. Use lessons and models as appropriate with the types of writing in each unit.
- Write in a journal. Respond to teacher prompt, story prompt, or write from student choice (Write on Track, 1996, pp. 77-79).
- Model the writing process for students (Write on Track, 1996, pp. 14-19).
- Use a proofreader’s guide to accurately punctuate sentences, paragraphs, and stories (Write on Track, 1996, pp. 294-305).
- Fly Traps! Plants That Bite Back/Can You Catch Flies?
  1. Write at least one paragraph that tells about a favorite fruit, vegetable, or flower. Clearly state the main idea of each paragraph, give details about the subject, and tell why it’s your favorite (Scott Foresman, 2002, p. 167d).
  3. Write a short story about a meeting between an insect and a flytrap. Use a title that helps readers understand the main idea of the story. Include a diagram to feature important information about the meeting (Scott Foresman, 2002, p. 167d).
  4. Compare and contrast two objects using Kidspiration, and write a comparison-contrast paragraph using this information.
- Guys From Space/Special Effects
  1. Create a humorous poem about a creature from outer space (Scott Foresman, 2002, p. 187c-d).
  2. Rewrite the ending of the story (Scott Foresman, 2002, p. 187d).
- Tornado Alert/Myths About Tornadoes
  1. Write about and illustrate an experience you had during a storm. Select specific details of sight, sound, touch, taste, and smell in order to paint a verbal picture of the experience. Use a Sense Web to help get details into writing (Making the Connection, 1997, pp. 110-111). Publish the stories in a class book.
  2. Describe the kind of damage that a tornado can do (Scott Foresman, 2002, p. 205).
  3. Create a t-chart about what to do and what not to do in the event of a tornado. Write 1-2 paragraphs based on the t-chart.
  4. Write a terquain about a tornado or other storm. Write the topic on line 1, two or three words about the topic on line 2, and a feeling or synonym related to the topic on line 3 (Revisit, Reflect, Retell, 1999, p. 92).
- Danger-Icebergs!/Glacier Trek
  1. Create a graphic organizer to sequence the events that led to the sinking of the Titanic. Write a paragraph using signal words to describe these events in the order they occurred.
  2. Write a short television news report about the sinking of the Titanic as though it had just happened. Complete a Question Web with who, what, when, where, why, and how information about the event before writing the report. Present the news flash to the class (Scott Foresman, 2002, p. 225d; Create Independent Learners, 1999, pp. 112-113).
  3. Imagine you were one of the passengers aboard the Titanic who survived. Write a page for a diary dated April 15, 1912, and tell what it was like the night of the accident (Scott Foresman, 2002, p. 225d).
  4. Compare how the writers of the two selections present information. Use details of the texts to support your answer (Scott Foresman, 2002, p. 225).
Reading / Unit 2 / Grade 3: Writing (cont’d)

- **Nights of the Pufflings/Spoonbill**
  1. Write about an experience with birds or another animal (Scott Foresman, 2002, p. 229). Create verbal pictures, using precise nouns, verbs, and adjectives that elaborate ideas within sentences.
  2. Write a descriptive paragraph about a favorite animal. Include vivid sensory details to help readers picture the animal. Use a Sense Web to help get details into writing (Scott Foresman, 2002, p. 247d; Making the Connection, 1997, pp. 110-111).
  2. Create a Venn diagram about how puffins and spoonbills are alike and different. Write a descriptive paragraph comparing and contrasting the two birds (Scott Foresman, 2002, p. 247d).
# Reading / Unit 3 / Grade 3

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## Reading / Unit 3 / Grade 3

### Word Study (Phonics, Vocabulary and Spelling)

#### Skills
- **Apply knowledge of all vowel patterns.** (3.3)
- **Apply knowledge of diphthongs, such as aw and oy.** (3.3)
- **Apply knowledge of roots.** (3.3)
- **Apply knowledge of affixes, such as dis-, ex-, non-, pre-, -ly, and -ness.** (3.3)
- **Use knowledge of homonyms/homophones, such as be/bee, hear/here, and sea/see.** (3.3)
- **Use context clues to verify meaning and determine appropriate homophone usage.** (3.3)
- **Apply knowledge of the change in tense (-ed), number (-s), and degree (-er and -est) signified by inflected endings.** (3.3)
- **Decode regular multisyllabic words in order to read fluently.** (3.3)

### Word Study (Phonics, Vocabulary, and Spelling) Activities

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<td></td>
</tr>
<tr>
<td><strong>What Do Authors Do?/Super Senses</strong></td>
<td></td>
</tr>
<tr>
<td>1. Make a web showing the relationship of the vocabulary words to the word information using Graphic Organizer Transparency 5 (Scott Foresman, 2002, p. 260b).</td>
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</tr>
<tr>
<td>2. Record words with multiple meanings on a vocabulary bookmark when reading. Write in the word study notebook how to use context to determine the correct meaning of the words in the selection (Making the Connection, 1997, p. 37).</td>
<td></td>
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<tr>
<td>5. Build words with silent letters and create a class list (Scott Foresman, 2002, p. 283i).</td>
<td></td>
</tr>
<tr>
<td><strong>Tops and Bottoms/Food From Plants</strong></td>
<td></td>
</tr>
<tr>
<td>1. Model how to use an antonym as a context clue to figure out a word’s meaning when reading (Scott Foresman, 2002, p. 286).</td>
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<tr>
<td>2. Create a flipbook for a vocabulary word. Include synonyms, antonyms, a sentence using the word, a dictionary definition, and then a definition in the student’s own words (Creating Independent Learners, 1999, p. 102).</td>
<td></td>
</tr>
<tr>
<td>3. Introduce r-controlled spelling words with Songs and Rhymes Chart 12. Identify words with r-controlled vowels (Scott Foresman, 2002, p. 309i).</td>
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</tr>
<tr>
<td>4. Build words using different consonants with the phonograms –ear. Sort words by vowel sound (Scott Foresman, 2002, p. 309j).</td>
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<tr>
<td>6. Play the Racetrack Game with words containing r-influenced vowel patterns (Words Their Way, 2000 p. 203-204).</td>
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</tr>
<tr>
<td><strong>Mom’s Best Friend/Louis Braille</strong></td>
<td></td>
</tr>
<tr>
<td>1. Rate knowledge of vocabulary words using Graphic Organizer Transparency 26 (Scott Foresman, 2002, p. 312b).</td>
<td></td>
</tr>
<tr>
<td>2. Model how to use context to determine the meaning of words.</td>
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<tr>
<td>3. Introduce base words with Songs and Rhymes Chart 13. (Scott Foresman, 2002, p. 327i). Circle base words, and put a square around the added word parts. Lead a discussion about how the added word parts impact the meaning of the words. Categorize words, for example, by tense (jumps), manner (friendly), and number (puppies).</td>
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<tr>
<td>5. Locate words that contain base words during independent reading. List and categorize words found on class chart. Identify the base word and other word parts such as prefixes, suffixes, and inflected endings. Color code word parts. Lead a discussion about how the added word parts impact the meaning of the words.</td>
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<tr>
<td>6. Sort spelling words by sound and pattern (-er, -or, -ist). Determine how the suffixes –er, -or, and –ist impact the meaning of the spelling words.</td>
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</tbody>
</table>
Reading / Unit 3 / Grade 3: Word Study (cont’d)

- Brave as a Mountain Lion/Spiders
  1. Fold a sheet of paper into four to six sections. Label each section with a vocabulary word and illustrate the word.
  2. Model how to use context to determine the meaning of words (Scott Foresman, 2002, p. 330).
  3. Locate base words and suffixes on Phonics Songs and Rhymes Chart 14. Circle base words and draw a square around suffixes. Lead a discussion about how the added word parts impact the meaning of the words.
  4. Provide groups of four students each with a suffix card, -ness, -ly, -ful, or -ous. Display 20 base word cards. Build as many words as possible in five minutes. Share lists with the class (Scott Foresman, 2002, p. 351).

- Your Dad Was Just Like You/Games and Sports
  1. Create and play Jeopardy or Pictionary with vocabulary words from units 1-3.
  2. Create a vertical flipbook with one digraph on the top of each flap, an "I Found ___ ___ times." slip on the inside of the flap, and a sentence using the word next to the slip (Create Independent Learners, 1999, pp. 105-106).
  4. Model how to use knowledge of base words, prefixes, suffixes, and inflected endings to figure out words when reading (Scott Foresman, 2002, p. 373).
  5. Create word trees to emphasize how words grow from base words. Refer to Words That Grow From Root Words and Base Words (Words Their Way, 2000, p. 259).
### Reading / Unit 3 / Grade 3

#### Comprehension Skills

- Use text formats to preview and set a purpose for reading. (3.4)
- Apply understanding of text structure to guide reading. (3.4)
- Use surface features of text to make meaning from text. (3.4)
- Apply understanding of language structure to make meaning from text. (3.4)
- Read familiar fiction and nonfiction with fluency and accuracy. (3.4)
- Read for a specific purpose. (3.5)
- Make a variety of connections with the text. (3.5, 3.6)
- Use specific details to make, justify, and modify predictions. (3.5)
- Gain meaning before, during, and after reading. (3.5, 3.6)
- Compare and contrast settings, characters, and events. (3.5)
- Organize information or events. (3.5)
- Summarize major points in a selection. (3.5, 3.6)
- Read nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics. (3.6)
- State in own words the main idea of a nonfiction selection. (3.6)
- Identify details that support the main idea of a nonfiction selection. (3.6)
- Organize, using graphic organizers such as a Venn diagram or time line, information by chronological sequence, by cause-effect relationship, and through comparing and contrasting. (3.6)
- Draw conclusions about what has been read. (3.6)
- Make decisions about which resource is best for locating a given type of information. (3.7)
- Locate selected information in glossaries, dictionaries, thesauruses, encyclopedias, atlases, and other print and online reference materials. (3.7)
- Retrieve information from electronic sources. (3.7)
- Use the Internet to find information on a given topic. (3.7)
- Use a printer to create hard copies of information retrieved from electronic sources. (3.7)

#### Comprehension Activities

**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- Maintain a classroom library of books on current social studies and science topics, seasonal activities, famous people, poetry, and magazines.
- Read Accelerated Reader books and complete comprehension tests.
- Use guided reading strategies with all pieces of literature. Think aloud with students to examine key strategies, literary elements, and improve comprehension.
- Respond to literature and literary elements in reading response journal.
- Utilize Palincsar and Brown’s reciprocal teaching method which involves predicting, clarifying, questioning, and summarizing for short, nonfiction selections in the textbook (*Revisit, Reflect, Retell*, 1999, p. 138-139).
- **What Do Authors Do?/Super Senses**
  1. Preview the text paying careful attention to the illustrations.
  2. Determine the steps an author takes to get a book published. Write the steps on a staircase chart (Scott Foresman, 2002, p. 283a). Write the steps on sentence strips. Partner students to put the steps in order.
  3. Compare and contrast the books that the authors in the selection are writing (Scott Foresman, 2002, p. 283b).

- **Tops and Bottoms/Food From Plants**
  1. Identify characteristics of folk tales. Lead a discussion about how knowledge of these characteristics helps readers understand the folk tales. Identify examples of these characteristics in this selection (Scott Foresman, 2002, p. 287, 289).
  3. Select two key words to summarize the story. Write the reason for choosing the two words (*Revisit, Reflect, Retell*, 1999, pp. 4-5).
  4. Summarize the story by developing and answering who, what, when, where, why, and how questions about Hare or Bear. Represent the information on a web (Scott Foresman, 2002, p. 309a).
  5. Divide the story into episodes. Model how to complete a sequence chart with the headings first, next, after that, and finally for the first episode. Group students to complete the same activity with a different episode. (Scott Foresman, 2002, p. 309b).

- **Mom’s Best Friend/Louis Braille**
  1. Identify ways the author organizes information, and explain how these choices help the reader better understand the text (Scott Foresman, 2002, pp. 315, 321, 327a).
  2. Write a story about a child getting ready for school. Write each step on a different sentence strip. Give each section to a different student. Ask students to sequence the sentence strips so that the story makes sense. Explore what would happen if some of the parts were switched.
3. Summarize a text on a large piece of construction paper that is folded into six parts. Draw and/or write the most important information from the selection in the boxes. Monitor partners as they summarize a text (Making the Connection, 1997, p. 94).

4. Determine how a reader can tell that this is a nonfiction text (Scott Foresman, 2002, p. 321).

5. Form research questions about other ways animals help people, select one to research as a group, select the most appropriate reference sources, record relevant information in a graphic organizer, and share information learned with the class (Scott Foresman, 2002, p. 310h, 327f).

- Brave as a Mountain Lion/Spiders
  1. Generate and record questions as well as possible answers about the text before, during, and after reading in a reader response log (Strategies That Work, 2000, pp. 270-272).
  2. Model how to form a mental picture of a scene in the text. Create a Sense Web using Kidspiration to record mental images of a selected scene (Scott Foresman, 2002, pp. 333, 339, 351a; Create Independent Learners, 1999, p. 111).
  3. Compare and contrast the characteristics of realistic and fantasy stories. Identify specific details in this story that make it realistic (Scott Foresman, 2002, p. 351b).
  4. Create analogies using word pairs related to the story (Scott Foresman, 2002, p. 45). Refer to Pavelka’s Making the Connection (p. 45) and Marzano’s Classroom Instruction that Works (pp.26-28) for more information about analogies.

- Your Dad Was Just Like You/Games and Sports
  1. Write sentences containing generalizations on sentence strips. Group students to identify clue words that indicate a generalization. Brainstorm times when the generalization isn’t true.
  2. Chart clue words and generalizations from the story (Scott Foresman, 2002, p. 373a).
  3. Create a graphic organizer to show context clues used to figure out a difficult word in this selection. Use the same process after independent reading (Scott Foresman, 2002, p. 373b).
  4. Model how to synthesize information learned from reading by reading the text like a writer, and provide time for guided practice. Attend to the content of the text, your thinking process while reading, and the writer’s craft. Record observations about each area in a three-column chart. Include inferences and questions made during reading in the reading process column (Strategies That Work, 2000, pp. 163-164).
### Reading / Unit 3 / Grade 3

#### Writing Skills

- Generate ideas and develop a plan for writing. (3.9)
- Focus on a central topic and group related ideas. (3.9)
- Select specific details of sight, sound, touch, taste, and smell in order to paint a verbal picture of a person, place, thing, or event. (3.9)
- Use examples from own reading as models to imitate in their writing. (3.9)
- Create verbal pictures, using precise nouns, verbs, and adjectives, that elaborate ideas within a sentence. (3.9)
- Describe events, ideas, and personal stories with accurate details and sequence. (3.9)
- Read own writing orally to check for sentence rhythm (sentence variety. (3.9)
- Revise to eliminate details that do not develop the central idea. (3.9)
- Incorporate transitional (signal) words that clarify sequence, such as first, next, and last. (3.9)
- Apply knowledge of the writing domains of composing, written expression, and usage/mechanics. (3.9)

#### Writing Activities

**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- Utilize instructional technology.
- Write on Track (1996) provides models for the process of writing, the forms of writing, the tools of learning, proofreader’s guides, and a student almanac. Use lessons and models as appropriate with the types of writing in each unit.
- Write in a journal. Respond to teacher prompt, story prompt, or write from student choice (Write on Track, 1996, pp. 77-79).
- Model the writing process for students (Write on Track, 1996, pp. 14-19). Reading / Unit 4/ Grade 3.
- Apply skills from daily edits to writing.
- **What Do Authors Do?/Super Senses**
  1. Choose a favorite chore, sport, or hobby. Write at least two paragraphs that tell how you do this activity. Include clue words to show the order in which the steps are done. Incorporate diagrams to show steps in the process. Publish writing in a class book.
  2. Think about the rules for playing a game. Number the rules in order from most important to least important. Write one to two paragraphs about the rules of the game. Use signal words (Scott Foresman, 2002, p. 283).
  3. Write directions for how to make a simple drawing. Include signal words. Test the quality of the directions by asking a partner to follow the directions.
  4. Use Kidspiration to compare and contrast two books written by different authors or two books written by the same author. Develop two paragraphs, one explaining how the writing in the two books is alike and one explaining how it differs.
- **Tops and Bottoms/Food From Plants**
  1. Create an attribute graph for the characters. Evaluate each attribute on a scale of 1 to 10 for Rabbit and Bear (Revisit, Reflect, Retell, 1999, p.112). Write a paragraph explaining how the two characters are alike and different.
  2. Write an original folk tale, or retell a familiar one. Be sure to include a moral or a lesson at the end of your fable (Scott Foresman, 2002, p. 309d).
  3. Group students to develop interview questions for Bear or Hare about what happened in the story. Determine who will conduct the interview and who will pretend to be the character. Record the character’s answers, summarize the interview, select a quote to prepare a news brief (Scott Foresman, 2002, p. 309f).
- **Mom’s Best Friend/Louis Braille**
  1. Write a paragraph explaining ways that a farm animal or other domesticated animal is useful to people (Scott Foresman, 2002, p. 327d).
  2. Research and then write about how a different animal is useful to people (Scott Foresman, 2002, p. 310h, 327f).
  3. Summarize how the mom trained Ursula. Include clue words to show the order in which the mom trained Ursula.
  4. Describe a dog guide’s day, or part of a day, from the view of the dog guide.
- **Brave as a Mountain Lion/Spiders**
  1. Summarize the selection.
  2. Write a script that tells what to do in a task that is difficult for you in school (Create Independent Learners, 1999, pp. 120-121).
  3. Write about a time when you had a difficult task to do. Ask yourself these questions to get started: What was the task? Why was it difficult? How did I handle it? (Scott Foresman, 2002, p. 351d).
  4. Write about a time when you helped someone or when someone helped you.
<table>
<thead>
<tr>
<th>Reading / Unit 3 / Grade 3: Writing (cont’d)</th>
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<tbody>
<tr>
<td>• <strong>Your Dad Was Just Like You/Games and Sports</strong></td>
</tr>
<tr>
<td>1. Write one to three paragraphs about something a family member does.</td>
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<tr>
<td>2. Write one or two paragraphs comparing and contrasting two family members. Write about your own family or another family you know about, such as a famous family or a television family (Scott Foresman, 2002, pp. 373c-d).</td>
</tr>
<tr>
<td>3. Use generalization words and phrases such as always, never, most, everyone, all, and all the time to write a humorous story. Illustrate the parts of the story that include the generalizations.</td>
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<tr>
<td>4. Write a paragraph about several things that you do to prepare for a sport or other activity that you participate in with your family or friends (Scott Foresman, 2002, p. 373d).</td>
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</table>
### Reading / Unit 4 / Grade 3

#### Standards of Learning

- English 3.3, 3.4, 3.5, 3.6, 3.7, 3.9

#### Scott Foresman Unit

- Unit 4 Picture This!: From Past to Present

#### Suggested Time Frame:

- 6 weeks

#### Scott Foresman Literature

- Ananse’s Feast
- The Fox and the Stork
- Sam and the Lucky Money
- What to Do with Money
- Thunder Cake
- Firetalking
- One Grain of Rice
- One of the Greatest Inventions
- The Woman Who Outshone the Sun
- Iguana

#### Required Resources

- Scott Foresman Reading for Virginia (2002), Picture This!: From Past to Present, Teacher Edition, Grade 3, Unit 4
- English Standards of Learning Curriculum Framework–Grade 3 (2003), Virginia Department of Education
- Accelerated Reader
- Guided Reading, I. Fountas & G. Pinnell (1996)
- PALS
- Rigby PM Benchmark Kit
- Words Their Way, Bear et al. (2000)
- Words Their Way Interactive CD ROM (2001)

#### Supplemental Resources

- Create Independent Learners: Teacher-Tested Strategies for ALL Ability Levels, P. Pavelka (1999)
- Guiding Readers and Writers Grades 3-6: Teaching Comprehension, Genre, and Content Literacy, I. Fountas & G. Pinnell (2001)
- Making the Connection: Learning Skills Through Literature 3-6, P. Pavelka (1997)
- Revisit, Reflect, Retell, L. Hoyt (1999)
- Write on Track
- Literacy Room: Rigby Leveled Texts 1-30
- Instructional Software/Productivity Tools
- Unit-By-Unit Web Support: http://www.sfreading.com

#### Additional Classroom Interventions

- Utilize available instructional software for specific skill isolation and reinforcement.
- Implement strategies outlined in the Schools Teaching Early Phonological Awareness Skills (STEPS) Phonological Awareness Participant Manual, authored by Forbes, Gray, and Bankson (2000) for the DOE.
- Employ best practices for effective intervention from PALS 1-3 Teacher’s Manual, 2000-2001, pp. 75-84. The manual makes multiple suggestions for combining these activities into seamless lessons:
  1. Word Recognition and Spelling
     - Early Steps
     - Phonograms
  2. Oral Reading Fluency
     - Paired Reading
     - Radio Reading
     - Timed Repeated Reading (TRR)
  3. Alphabetics
     - Alphabet Scrapbook
     - Word Study
     - Writing for Sounds
     - Blachman’s Intervention Program
  4. Concept of Word
     - Dictated Captions
     - Language Experience Approach (LEA)
     - Cloze Procedures
     - Cut-up Sentences
  5. Phonemic Awareness
     - “Push It Say It” Procedures
     - Beginning-Middle-End: Finding Phonemes in Sound Boxes
     - Picture Puzzles
- Schedule additional reading assessments on Rigby PM Benchmark Tool as needed.
- Customize students’ lesson placement in Words Their Way as needed.

#### Correlation to YCSD English Curriculum Guide

This fourth unit of the Grade 3 reading curriculum correlates with the following units in the YCSD Grade 3 English Curriculum Guide:

- Unit I Communication Skills
- Unit II Word Study
- Unit III Comprehension/Strategies
- Unit IV Comprehension/Fiction
- Unit V Comprehension/Nonfiction & Information Resources
- Unit VI Composition
- Unit VII Editing
- Unit VIII Handwriting

#### Related Standards:

- English: 3.1, 3.2, 3.8, 3.10, 3.11; H/SS: 3.4, 3.5, 3.8, 3.12; Math 3.8, 3.13, 3.15, 3.16; Science 3.4

#### Technology Standards:

- C/T: 5.4

#### Monitoring:

- PALS, Rigby PM Benchmark Kits 1 and 2, STAR Reading

#### Assessment:

- Scott Foresman Tests, Teacher-Made Assessments, Daily Performance
### Reading / Unit 4 / Grade 3

**Word Study (Phonics, Vocabulary and Spelling) Skills**
- Apply knowledge of all vowel patterns. (3.3)
- Apply knowledge of diphthongs, such as aw and oy. (3.3)
- Apply knowledge of roots. (3.3)
- Apply knowledge of affixes, such as dis-, ex-, non-, pre-, -ly, and -ness. (3.3)
- Use knowledge of homonyms/homophones, such as be/be, hear/here, and sea/see. (3.3)
- Use context clues to verify meaning and determine appropriate homophone usage. (3.3)
- Apply knowledge of the change in tense (-ed), number (-s), and degree (-er and -est) signified by inflected endings. (3.3)
- Decode regular multisyllabic words in order to read fluently. (3.3)

**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- Write each vocabulary word for each content area’s Standards of Learning on the front of an index card. Include the page number where the word can be found in context. Write the definition and/or draw a picture to represent the word on the back. Place word cards in labeled envelopes for each unit, and place envelopes inside shoeboxes for English, math, science, and social studies. Review vocabulary words in five-minute sessions monthly. Sort and classify the words, define them, use them in sentences, or read the page in the text where the word is found in context (Making the Connection, 1997, p. 41).
- **Ananse’s Feast/The Fox and the Stork**
  1. Model how to use context clues to determine the meaning of multiple-meaning words (Scott Foresman, 2002, p. 14).
  2. Create a web to show how vocabulary words relate to the word feast using Graphic Organizer Transparency 4-Web 1 (Scott Foresman, 2002, p. 14b).
  3. Locate initial and final consonant blends on Phonics Songs and Rhymes Chart 16 (Scott Foresman, 2002, p. 37i).
- **Sam and the Lucky Money/What to Do with Money**
  1. Rate knowledge of vocabulary words using Graphic Organizer Transparency 26 (Scott Foresman, 2002, p. 40b).
  2. Model how to use context clues to confirm word meanings (Scott Foresman, 2002, p. 40).
- **Thunder Cake/Firetalking**
  1. Locate initial and final consonant blends on Phonics Songs and Rhymes Chart 17 (Scott Foresman, 2002, p. 61i).
  2. Create a class chart categorizing words from independent reading that contain three-letter blends.

### Word Study (Phonics, Vocabulary, and Spelling) Activities

- **One Grain of Rice/One of the Greatest Inventions**
  2. Model how to use language structure clues to figure out word meanings (Scott Foresman, 2002, p. 90).
  3. Underline singular possessives and circle plural possessives on Phonics Songs and Rhymes Chart 19 (Scott Foresman, 2000, p. T115i).
  4. Add s and ‘ to words to complete phrases that show ownership. Explain what is owned and who owns it. Specify if there is more than one owner (Scott Foresman, 2002, p. 115j).
  5. Hunt for singular and plural possessives during independent reading. Categorize words found in a word study journal and on a class chart (Words Their Way, 2000, pp. 65, 201).
**Reading / Unit 4 / Grade 3: Word Study (cont’d)**

- *The Woman Who Outshone the Sun/Iguana*
  1. Create a word web with a synonym, antonym, example, and non-example for a vocabulary word using Graphic Organizer Transparency 5 (Scott Foresman, 2002, p. 118b).
  2. Model how to use antonyms as context clues to word meaning when reading (Scott Foresman, 2002, p. 118).
  4. Conduct open, buddy, and writing sorts for spelling words according to the different r-influenced vowels (*Words Their Way*, 2000, pp. 66-67, 188, 199, 358).
### Reading / Unit 4 / Grade 3

**Comprehension Skills**
- Use text formats to preview and set a purpose for reading. (3.4)
- Apply understanding of text structure to guide reading. (3.4)
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**Comprehension Activities**

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- Read Accelerated Reader books and complete comprehension tests.
- Use guided reading strategies with all pieces of literature. Think aloud with students to examine key strategies, literary elements, and improve comprehension.
- Respond to literature and literary elements in reading response journal.
- **Ananse’s Feast/The Fox and the Stork**
  1. Identify characteristics of folk tales. Lead a discussion about how knowledge of these characteristics, including lessons they may teach, helps readers understand the folk tales. Identify examples of these characteristics in this selection (Scott Foresman, 2002, p. 17).
  2. Model how to make connections with the text while reading. Record in a journal entry connections to the story with life experiences, a previously read text, and knowledge about folk tales (Strategies That Work, 2000, pp. 265-268).
  3. Model how to make inferences about the character based on what he says, thinks, and does. Identify the sentences and/or pictures that help the reader make inferences about the character, and write down the inference made based on each sentence and picture (Strategies That Work, 2000, pp. 277-278). Relate these inferences to the theme of the story (Scott Foresman, 2002, pp. 19, 21, 29, 37a).
  4. Create a graphic organizer to compare and contrast Ananse’s and Akye’s feasts (Scott Foresman, 2002, p. 37b).
  5. Determine the characteristics of a fable (Scott Foresman, 2002, p. 35). Compare characteristics of fables and folk tales.
- **Sam and the Lucky Money/What to Do with Money**
  1. Model how to make connections with the text while reading. Record in a journal entry connections to the story with life experiences, a previously read text, and knowledge about the topic (Strategies That Work, 2000, pp. 265-268).
  2. Demonstrate how to draw conclusions about the setting of the story (Scott Foresman, 2002, pp. 45, 53).
  3. Create a t-chart listing the different settings in the story and clues in the story that help readers visualize the settings (Scott Foresman, 2002, p. 61a).
  4. Create a t-chart showing the selfish and generous sides of Sam. Create a similar t-chart for a character in another text (Scott Foresman, 2002, 61b).
- **Thunder Cake/Firetalking**
  1. Preview the text and make predictions about the characters, the problem, and the genre. Note if predictions are confirmed or contradicted when reading and explain what happened (Scott Foresman, 2002, pp. 71, 73; Strategies That Work, 2000, p. 280).
Reading / Unit 4 / Grade 3: Comprehension (cont’d)

4. Lead a discussion about what the character and readers learn in this story. Create a web that shows the theme and justifications using specific supporting details (Scott Foresman, 2002, p. 87b).
5. Model how to retell the story. Determine the title, author, main idea, key characters, setting, problem, key events, and resolution. Make props to support the retelling (Revisit, Reflect, Retell, 1999, p. 43). Invite groups of students to retell a guided reading book following this format.

- One Grain of Rice/One of the Greatest Inventions
  1. Preview the text and make predictions about the characters, the problem, and the genre. Note if predictions are confirmed or contradicted when reading and explain what happened (Scott Foresman, 2002, pp. 91, 97, 99, 109, 115b; Strategies That Work, 2000, p. 280).
  2. Model how to compare and contrast while reading to help make sense of the story (Scott Foresman, 2002, pp. 95, 103).
  3. Synthesize information learned from reading by reading the text like a writer. Attend to the content of the text, your thinking process while reading, and the writer’s craft. Record observations about each area in a three-column chart. Include inferences and questions made during reading in the reading process column (Strategies That Work, 2000, pp. 163-164).
  4. Compare and contrast Rani and the raja using a Venn diagram (Scott Foresman, 2002, p. 115a).
  5. Lead a discussion about the characteristics of narratives and folk tales. Model how to identify and chart the details in the story that make it a narrative and that make it a folk tale. (Scott Foresman, 2002, p. 107).
  6. Form groups to generate a research question on India, select appropriate resources, record relevant information in a graphic organizer, and share information learned with the class (Scott Foresman, 2002, p. 88g).

- The Woman Who Outshone the Sun/Iguana
  1. Preview the text paying careful attention to the illustrations. Predict what the story will be about. Read to confirm and revise predictions (Scott Foresman, 2002, pp. 119, 125, 127, 129, 133, 137a).
  2. Chart difficult words, their meanings, and the context clues used to determine their meanings (Scott Foresman, 2002, p. 137b).
  3. Reflect on the story with a small group by selecting important words about the story to put in Alphaboxes. Justify word selections by explaining how they relate to the story. Emphasize quality, not quantity, of word selections (Revisit, Reflect, Retell, 1999, pp. 16-17).
<table>
<thead>
<tr>
<th>Writing Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Generate ideas and develop a plan for writing. (3.9)</td>
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<td>• Focus on a central topic and group related ideas. (3.9)</td>
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<td>• Select specific details of sight, sound, touch, taste, and smell in order to paint a verbal picture of a person, place, thing, or event. (3.9)</td>
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<td>• Use examples from own reading as models to imitate in their writing. (3.9)</td>
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<td>• Create verbal pictures, using precise nouns, verbs, and adjectives, that elaborate ideas within a sentence. (3.9)</td>
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<td>• Describe events, ideas, and personal stories with accurate details and sequence. (3.9)</td>
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<tr>
<td>• Read own writing orally to check for sentence rhythm (sentence variety. (3.9)</td>
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<td>• Select information that the audience will find interesting or entertaining. (3.9)</td>
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<td>• Revise to eliminate details that do not develop the central idea. (3.9)</td>
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<td>• Incorporate transitional (signal) words that clarify sequence, such as first, next, and last. (3.9)</td>
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<td>• Apply knowledge of the writing domains of composing, written expression, and usage/mechanics. (3.9)</td>
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<td>Note: Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.</td>
</tr>
<tr>
<td>• Utilize instructional technology.</td>
</tr>
<tr>
<td>• Write on Track (1996) provides models for the process of writing, the forms of writing, the tools of learning, proofreader’s guides, and a student almanac. Use lessons and models as appropriate with the types of writing in each unit.</td>
</tr>
<tr>
<td>• Write in a journal. Respond to teacher prompt, story prompt, or write from student choice (Write on Track, 1996, pp. 77-79).</td>
</tr>
<tr>
<td>• Model the writing process for students (Write on Track, 1996, pp. 14-19).</td>
</tr>
<tr>
<td>• Apply skills from daily edits to writing.</td>
</tr>
<tr>
<td>• Ananse’s Feast/The Fox and the Stork</td>
</tr>
<tr>
<td>1. Write a letter to Ananse inviting him to a feast at your home. Use descriptive words for the five senses (Scott Foresman, 2002, p. 37d).</td>
</tr>
<tr>
<td>2. Write a character sketch comparing and contrasting Ananse and Akye. Include how they look, act, think, and feel (Scott Foresman, 2002, p. 37d).</td>
</tr>
<tr>
<td>3. Write a character sketch for a favorite character (Scott Foresman, 2002, pp. 37c-d).</td>
</tr>
<tr>
<td>4. Read several fables, and write an original fable imitating the style of one of the writers. Illustrate and publish in a class book.</td>
</tr>
<tr>
<td>5. Write a journal entry about a time when you or someone you know was greedy.</td>
</tr>
<tr>
<td>• Sam and the Lucky Money/What to Do with Money</td>
</tr>
<tr>
<td>1. Write a prediction in a journal about what will happen to Sam and the lucky money (Scott Foresman, 2002, p. 41).</td>
</tr>
<tr>
<td>2. Write a paragraph about what you would buy with Sam’s lucky money.</td>
</tr>
<tr>
<td>3. Write about a time when you had to make an important decision.</td>
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<tr>
<td>4. Compile character riddles for a class book. Write a riddle about a character using 5-10 clues. Order clues from least to most likely to give the answer away. Write “Who is it?” and “Answer: ___” at the bottom of the riddle (Revisit, Reflect, Retell, 1999, pp. 98-99. Write the answers on the back of the page.</td>
</tr>
<tr>
<td>5. Summarize “What to Do with Money.”</td>
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<tr>
<td>• Thunder Cake/Firetalking</td>
</tr>
<tr>
<td>1. Write a journal entry from the grandmother’s view about how to help her granddaughter overcome her fear of lightening (Scott Foresman, 2002, p. 87d).</td>
</tr>
<tr>
<td>2. Write a thank you letter telling what you have learned from that person (Scott Foresman, 2002, p. 87d).</td>
</tr>
<tr>
<td>3. Select a fear someone else has and write a remedy for overcoming the fear.</td>
</tr>
<tr>
<td>4. Create a narrative about a time you had a fear that someone else helped you to overcome, or write about a fear that you helped someone else overcome. Illustrate and compile stories in a class book.</td>
</tr>
<tr>
<td>• One Grain of Rice/One of the Greatest Inventions</td>
</tr>
<tr>
<td>1. Compare and contrast the illustrations in this selection with the illustrations in Thunder Cake or any other text. Include impact of the illustrations on the reader.</td>
</tr>
<tr>
<td>2. Write a folk tale relating to a math concept such as doubling.</td>
</tr>
<tr>
<td>3. Write a narrative about a good deed you did (Scott Foresman, 2002, p. 115d).</td>
</tr>
<tr>
<td>4. Rewrite part of the story from the raja’s point of view (Scott Foresman, 2002, p. 115m).</td>
</tr>
<tr>
<td>5. Write about the importance of numbers. Draw from what you learned in both selections (Scott Foresman, 2002, p. 115d).</td>
</tr>
<tr>
<td>• The Woman Who Outshone the Sun/Iguana</td>
</tr>
<tr>
<td>1. Pretend you are one of the children in the story. Describe Lucia and tell what you think of her (Scott Foresman, 2002, p. 126).</td>
</tr>
<tr>
<td>2. Pretend you are a villager. Tell what you saw and learned from the experience with Lucia and the river (Scott Foresman, 2002, p. 132).</td>
</tr>
<tr>
<td>3. Write about a time when you learned an important lesson.</td>
</tr>
<tr>
<td>4. Summarize what you learned about iguanas from the two selections.</td>
</tr>
</tbody>
</table>
## Standards of Learning

<table>
<thead>
<tr>
<th>English Standards of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3, 3.4, 3.5, 3.6, 3.7, 3.9</td>
</tr>
</tbody>
</table>

## Scott Foresman Unit

### Scott Foresman Literature
- Flight: The Journey of Charles Lindbergh
- A Place in the Sky
- Chibi: A True Story from Japan
- The Physical World
- Brave Irene

### Required Resources
- Scott Foresman Reading for Virginia (2002), Picture This!: Are We There Yet?, Teacher Edition, Grade 3, Unit 5
- English Standards of Learning Curriculum Framework–Grade 3 (2003), Virginia Department of Education

### Supplemental Resources
- Create Independent Learners: Teacher-Tested Strategies for ALL Ability Levels, P. Pavelka (1999)
- Guiding Readers and Writers Grades 3-6: Teaching Comprehension, Genre, and Content Literacy, I. Fountas & G. Pinnell (2001)
- Making the Connection: Learning Skills Through Literature 3-6, P. Pavelka (1997)

### Additional Classroom Interventions
- Utilize available instructional software for specific skill isolation and reinforcement.
- Employ best practices for effective intervention from PALS 1-3 Teacher's Manual, 2000-2001, pp. 75-84. The manual makes multiple suggestions for combining these activities into seamless lessons:
  1. Word Recognition and Spelling
     - Early Steps
     - Phonograms
  2. Oral Reading Fluency
     - Paired Reading
     - Radio Reading
     - Timed Repeated Reading (TRR)
  3. Alphabets
     - Alphabet Scrapbook
     - Word Study
     - Writing for Sounds
     - Blachman's Intervention Program
  4. Concept of Word
     - Dictated Captions
     - Language Experience Approach (LEA)
     - Cloze Procedures
     - Cut-up Sentences
  5. Phonemic Awareness
     - "Push It Say It" Procedures
     - Beginning-Middle-End: Finding Phonemes in Sound Boxes
     - Picture Puzzles
     - Schedule additional reading assessments on Rigby PM Benchmark Tool as needed.

## Correlation to YCSD English Curriculum Guide

This fifth unit of the Grade 3 reading curriculum correlates with the following units in the YCSD Grade 3 English Curriculum Guide:
- Unit I Communication Skills
- Unit II Word Study
- Unit III Comprehension/Strategies
- Unit IV Comprehension/Fiction
- Unit V Comprehension/Nonfiction & Information Resources
- Unit VI Composition
- Unit VII Editing
- Unit VIII Handwriting

### Related Standards
- English 3.1, 3.2, 3.8, 3.10, 3.11; H/SS: 3.5, 3.6, 3.11, 3.12; Math 3.13, 3.14, 3.15, 3.16, 3.18, 3.19, 3.21, 3.22; Science 3.3, 3.6, 3.7, 3.9, 3.11

### Technology Standards
- C/T: 5.4

### Monitoring
- PALS, Rigby PM Benchmark Kits 1 and 2, STAR Reading

### Assessment
- Scott Foresman Tests, Teacher-Made Assessments, Daily Performance
Reading / Unit 5 / Grade 3

Word Study (Phonics, Vocabulary and Spelling) Skills

• Apply knowledge of all vowel patterns. (3.3)
• Apply knowledge of diphthongs, such as aw and oy. (3.3)
• Apply knowledge of roots. (3.3)
• Apply knowledge of affixes, such as dis-, ex-, non-, pre-, -ly, and -ness. (3.3)
• Use context clues to verify meaning and determine appropriate homophone usage. (3.3)
• Apply knowledge of the change in tense (-ed), number (-s), and degree (-er and -est) signified by inflected endings. (3.3)
• Decode regular multisyllabic words in order to read fluently. (3.3)

Note: Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

• Write each vocabulary word for each content area’s Standards of Learning on the front of an index card. Include the page number where the word can be found in context. Write the definition and/or draw a picture to represent the word on the back. Place word cards in labeled envelopes for each unit, and place envelopes inside shoeboxes for English, math, science, and social studies. Review vocabulary words in five-minute sessions monthly. Sort and classify the words, define them, use them in sentences, or read the page in the text where the word is found in context (Making the Connection, 1997, p. 41).

• Flight: The Journey of Charles Lindbergh/A Place in the Sky
  1. Model how to use word order and context clues to determine the meaning of homophones (Scott Foresman, 2002, p. 150).
  2. Create a web to show how vocabulary words relate to the word measured using Graphic Organizer Transparency 5 – Web 2 (Scott Foresman, 2002, p. 150b).
  3. Substitute synonyms for vocabulary words when reading the text.
  4. Underline regular and irregular nouns on Phonics Songs and Rhymes Chart 21 (Scott Foresman, 2002, p. 171i).
  5. Classify plural words. Sort spelling words according to –s or –es endings (Words Their Way, 2000, p. 229).

• Chibi: A True Story from Japan/The Physical World
  1. Lead a discussion about what students can do to figure out unfamiliar words while reading. Chart students’ ideas. Model how to look for an example or definition near the unknown word (Scott Foresman, 2002, p. 174).
  2. Create big books to help relate unfamiliar vocabulary words with known vocabulary words (Making the Connection, 1997, p. 46).
  3. Create a web to show relationships between vocabulary words using Graphic Organizer Transparency 4-Web 1 (Scott Foresman, 2002, p. 200b).
  4. Encourage students to use the sound /k/ in Phonics Rhymes and Songs Chart 22 (Scott Foresman, 2002, p. 207i). Hunt for words with the /k/ sound in other texts. Classify these words on a chart.
  5. Practice Prefix Sorts using words from the story with im-, dis-, non- and spelling words with un- and re- (Words Their Way, 2000, p. 247). Refer to Prefix Sort un-, re-, dis- on the Words Their Way Interactive CD Rom.

• Brave Irene/Water on Earth
  1. Model how to determine which meaning and pronunciation of a homophone is correct by looking for word order and context clues (Scott Foresman, 2002, p. 200).
  2. Create big books to help relate unfamiliar vocabulary words with known vocabulary words (Making the Connection, 1997, p. 46).
  3. Create a web to show relationships between vocabulary words using Graphic Organizer Transparency 4-Web 1 (Scott Foresman, 2002, p. 200b).
  4. Build words by adding prefixes im-, dis-, and non- to as many base words as possible. Classify words on a class list. Add words from independent reading to the list (Scott Foresman, 2002, p. 223j).
  5. Practice Prefix Sorts using words from the story with im-, dis-, non- and spelling words with un- and re- (Words Their Way, 2000, p. 247). Refer to Prefix Sort un-, re-, dis- on the Words Their Way Interactive CD Rom.

• More Than Anything Else/$1.50 and a Dream
  1. Create bookmarks for students to keep track of unfamiliar vocabulary words (Making the Connection, 1997, p. 37).
  2. Rate knowledge of vocabulary words using Graphic Organizer Transparency 26 (Scott Foresman, 2002, p. 226b).
  3. Circle words with inflected endings on the Phonics Songs and Rhymes Chart 24 (Scott Foresman, 2002, p. 245i).
  4. Perform written and speed sorts with words that have –ed and –ing endings (Words Their Way, 2000, p. 67).
  5. Develop automaticity in writing words with inflectional endings by playing Double Scoop (Words Their Way Interactive CD Rom, 2001).
### Reading / Unit 5 / Grade 3: Comprehension (cont’d)

- **Leah’s Pony/Giddyap!**
  1. Create a Venn diagram to show connections between two vocabulary words. Use Graphic Organizer Transparency 21 (Scott Foresman, 2002, p. 248b).
  4. Perform written and speed sorts with words that have –ed and –ing endings (*Words Their Way*, 2000, p. 67).
<table>
<thead>
<tr>
<th>Comprehension Skills</th>
<th>Reading / Unit 5 / Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use text formats to preview and set a purpose for reading. (3.4)</td>
<td><strong>Note:</strong> Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.</td>
</tr>
<tr>
<td>• Apply understanding of text structure to guide reading. (3.4)</td>
<td>• Maintain a classroom library of books on current social studies and science topics, seasonal activities, famous people, poetry, and magazines.</td>
</tr>
<tr>
<td>• Use surface features of text to make meaning from text. (3.4)</td>
<td>• Read Accelerated Reader books and complete comprehension tests.</td>
</tr>
<tr>
<td>• Apply understanding of language structure to make meaning from text. (3.4)</td>
<td>• Use guided reading strategies with all pieces of literature. Think aloud with students to examine key strategies, literary elements, and improve comprehension.</td>
</tr>
<tr>
<td>• Read familiar fiction and nonfiction with fluency and accuracy. (3.4)</td>
<td>• Respond to literature and literary elements in reading response journal.</td>
</tr>
<tr>
<td>• Read for a specific. (3.5)</td>
<td>• Flight: The Journey of Charles Lindbergh/A Place in the Sky</td>
</tr>
<tr>
<td>• Make a variety of connections with the text. (3.5, 3.6)</td>
<td>1. Model how to make judgments about ideas and situations when reading (Scott Foresman, 2002, p. 155, 165).</td>
</tr>
<tr>
<td>• Use specific details to make, justify, and modify predictions. (3.5)</td>
<td>2. Make connections with the text while reading. Record in a response log connections to the story with life experiences, a previously read text, and knowledge about the topic (Strategies That Work, 2000, pp. 265-268).</td>
</tr>
<tr>
<td>• Gain meaning before, during, and after reading. (3.5, 3.6)</td>
<td>3. Lead a discussion about what text organization means and ways to represent the organization graphically. Chart students’ ideas. Create graphic organizers that reflect the organization of the writing (Scott Foresman, 2002, p. 171b).</td>
</tr>
<tr>
<td>• Compare and contrast settings, characters, and events. (3.5)</td>
<td>4. Write three words to describe Charles Lindbergh. Justify opinions.</td>
</tr>
<tr>
<td>• Organize information or events. (3.5)</td>
<td>5. Identify characteristics of biographies. Lead a discussion about how knowledge of these characteristics helps readers understand biographies. Identify examples of these characteristics in this selection (Scott Foresman, 2002, p. 153).</td>
</tr>
<tr>
<td>• Summarize major points in a selection. (3.5, 3.6)</td>
<td>6. Compare and contrast the characteristics of biographies and autobiographies.</td>
</tr>
<tr>
<td>• Read nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics. (3.6)</td>
<td>7. Compare and contrast the lives of two people described in biographies and/or autobiographies.</td>
</tr>
<tr>
<td>• State in own words the main idea of a nonfiction selection. (3.6)</td>
<td><strong>Chibi: A True Story from Japan/The Physical World</strong></td>
</tr>
<tr>
<td>• Identify details that support the main idea of a nonfiction selection. (3.6)</td>
<td>1. Model how to use context clues to determine the correct meaning of homophones (Scott Foresman, 2002, p. 150).</td>
</tr>
<tr>
<td>• Organize, using graphic organizers such as a Venn diagram or time line, information by chronological sequence, by cause-effect relationship, and through comparing and contrasting. (3.6)</td>
<td>2. Brainstorm words or phrases that indicate opinions. Make a chart to post in the classroom.</td>
</tr>
<tr>
<td>• Draw conclusions about what has been read. (3.6)</td>
<td>3. Make a flip book stating facts and opinions about topics in the selection (Create Independent Learners, 1999, pp. 90-102).</td>
</tr>
<tr>
<td>• Make decisions about which resource is best for locating a given type of information. (3.7)</td>
<td>4. Record questions as well as possible answers about the text before, during, and after reading in a reader response log (Strategies That Work, 2000, pp. 270-272).</td>
</tr>
<tr>
<td>• Locate selected information in glossaries, dictionaries, thesauruses, encyclopedias, atlases, and other print and online reference materials. (3.7)</td>
<td>5. Generate a research question about an aviator or airplanes, select appropriate resources, record relevant information in a graphic organizer, and share information learned with the class.</td>
</tr>
<tr>
<td>• Retrieve information from electronic sources. (3.7)</td>
<td><strong>Brave Irene/Water on Earth</strong></td>
</tr>
<tr>
<td>• Use the Internet to find information on a given topic. (3.7)</td>
<td>1. Record predictions and on a chart. Note if predictions are confirmed or contradicted when reading and explain what happened (Making the Connection, 1997, pp. 84-85).</td>
</tr>
<tr>
<td>• Use specific details to make, justify, and modify predictions. (3.5)</td>
<td>2. Model how to look for clue words when reading that signal facts and opinions (Scott Foresman, 2002, p. 179, 185)</td>
</tr>
</tbody>
</table>
3. Create a fact and opinion t-chart about the selection. Underline clue words that indicate opinions. Justify choices (Scott Foresman, 2002, p. 197a).
4. Analyze a character development. Record observations and opinions on a character trait chart (Making the Connection, 1997, p. 50).

• More Than Anything Else/$1.50 and a Dream
  2. Synthesize information learned from reading by reading the text like a writer. Attend to the content of the text, your thinking process while reading, and the writer’s craft. Record observations about each area in a three-column chart. Include inferences and questions made during reading in the reading process column (Strategies That Work, 2000, pp. 163-164).
  3. Make a chart listing the titles of the stories from the book. Determine the author’s purpose for each and record it on the chart. Post the chart in the classroom and continue to add titles.
  4. Analyze the story to determine author’s purpose. Use Transparency 24 to chart what the author wants us to know and moods or feelings the author expresses to convey that message (Scott Foresman, 2002, p. 245a).

• Leah’s Pony/Giddyap!
  1. Model using synonyms to confirm word meanings (Scott Foresman, 2002, p. 248).
  3. Lead a discussion about the characteristics of historical fiction. Create a web of the details that show the story’s real setting. Compare this setting to the settings of other historical fiction texts (Scott Foresman, 2002, p. 267m).
  6. Generate a research question about this time period in Virginia, select appropriate resources, record relevant information in a graphic organizer, and share information learned with the class.
### Writing Skills

- Generate ideas and develop a plan for writing. (3.9)
- Focus on a central topic and group related ideas. (3.9)
- Select specific details of sight, sound, touch, taste, and smell in order to paint a verbal picture of a person, place, thing, or event. (3.9)
- Use examples from own reading as models to imitate in their writing. (3.9)
- Create verbal pictures, using precise nouns, verbs, and adjectives, that elaborate ideas within a sentence. (3.9)
- Describe events, ideas, and personal stories with accurate details and sequence. (3.9)
- Read own writing orally to check for sentence rhythm (sentence variety. (3.9)
- Select information that the audience will find interesting or entertaining. (3.9)
- Revise to eliminate details that do not develop the central idea. (3.9)
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- Apply knowledge of the writing domains of composing, written expression, and usage/mechanics. (3.9)

### Note:
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- Use instructional word processing software.
- Write on Track (1996) provides models for the process of writing, the forms of writing, the tools of learning, proofreader’s guides, and a student almanac. Use lessons and models as appropriate with the types of writing in each unit.
- Write in a journal. Respond to teacher prompt, story prompt, or write from student choice (Write on Track, 1996, pp. 77-79).
- Model the writing process for students (Write on Track, 1996, pp. 14-19).
- Apply skills from daily edits to writing.

#### Flight: The Journey of Charles Lindbergh/A Place in the Sky
1. Write a paragraph describing an airplane flight you have been on, or describe what you think it might be like to fly on an airplane.
2. Write a news story about an important event in the life of someone you have read about (Scott Foresman, 2002, p. 171c-d).
3. Write word problems using times and distances from the story (Scott Foresman, 2002, p. 171d).
4. Research and write a paragraph explaining how flight has changed our lives.
5. Compare and contrast the lives and careers of two aviators (Scott Foresman, 2002, p. 171d).

#### Chibi: A True Story from Japan/The Physical World
1. Compare and contrast the style of this illustrator and the style of another illustrator (Scott Foresman, 2002, p. 197f).
2. Write about a funny experience you had with an animal (Scott Foresman, 2002, p. 197d).
3. Draw a picture of your favorite animal, and write a descriptive paragraph (Scott Foresman, 2002, p. 197d).
4. Research information about Japan, and create a travel brochure focused on one aspect of Japan (Scott Foresman, 2002, p. 187f).

#### Brave Irene/Water on Earth
1. Write a paragraph about how you are like and not like Irene.
2. Write about a time when you were persistent, perhaps a time when you had to work hard to get a job done despite difficulties.
4. Reread the article “Water on Earth.” Take notes on how water vapor becomes snow. Write a paragraph that describes this process (Scott Foresman, 2002, p. 223d).
5. Research blizzards, take notes, and write a paragraph about the topic (Scott Foresman, 2002, p. 223d).

#### More Than Anything Else/$1.50 and a Dream
1. Write a paragraph about how you are like and not like Booker T. Washington.
2. Write a sequel to the story to show what Booker T. Washington might do once he can read (Scott Foresman, 2002, p. 240, 245).
3. Pretend you are Booker T. Washington, and write a diary entry. Explain what knowing how to read means to you (Scott Foresman, 2002, p. 245d).
4. Research Booker T. Washington’s life, take notes in your own words, and summarize the major events in his life.

#### Leah’s Pony/Giddyap!
1. Write a paragraph explaining how Leah changes during the story (Scott Foresman, 202, p. 265).
2. Describe one way you have changed in the last year.
4. Investigate the Great Depression. Write a group research report (Scott Foresman, 2002, pp. 267c-d).
## Reading / Unit 6 / Grade 3

### Standards of Learning

<table>
<thead>
<tr>
<th>Scott Foresman Unit</th>
<th>Suggested Time Frame: 6 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong> 3.3, 3.4, 3.5, 3.6, 3.7, 3.9</td>
<td>A Pizza the Size of the Sun</td>
</tr>
</tbody>
</table>

### Scott Foresman Literature

- The Pinata Maker
- Southwest Settlements
- Mailing May
- Early Mail Delivery
- The Extra-Good Sunday

### Required Resources

- Scott Foresman Reading for Virginia (2002), Picture This!: Imagination.kids, Teacher Edition, Grade 3, Unit 6
- English Standards of Learning Curriculum Framework–Grade 3 (2003), Virginia Department of Education
- Accelerated Reader
- Guided Reading, I. Fountas & G. Pinnell (1996)
- PALS
- Rigby PM Benchmark Kit
- Words Their Way, Bear et al. (2000)
- Words Their Way Interactive CD ROM (2001)

### Supplemental Resources

- Create Independent Learners: Teacher-Tested Strategies for ALL Ability Levels, P. Pavelka (1999)
- Guiding Readers and Writers Grades 3-6: Teaching Comprehension, Genre, and Content Literacy, I. Fountas & G. Pinnell (2001)
- Making the Connection: Learning Skills Through Literature 3-6, P. Pavelka (1997)
- Revisit, Reflect, Retell, L. Hoyt (1999)
- Write on Track
- Literacy Room: Rigby Leveled Texts 1-30
- Instructional Software/Productivity Tools
- Unit-By-Unit Web Support: http://www.sfreading.com

### Additional Classroom Interventions

- Utilize available instructional software for specific skill isolation and reinforcement.
- Employ best practices for effective intervention from PALS 1-3 Teacher’s Manual, 2000-2001, pp. 75-84. The manual makes multiple suggestions for combining these activities into seamless lessons:
  1. Word Recognition and Spelling
     - Early Steps
     - Phonograms
  2. Oral Reading Fluency
     - Paired Reading
     - Radio Reading
     - Timed Repeated Reading (TRR)
  3. Alphabetics
     - Alphabet Scrapbook
     - Word Study
     - Writing for Sounds
     - Blachman’s Intervention Program
  4. Concept of Word
     - Dictated Captions
     - Language Experience Approach (LEA)
     - Cloze Procedures
     - Cut-up Sentences
  5. Phonemic Awareness
     - “Push It Say It” Procedures
     - Beginning-Middle-End: Finding Phonemes in Sound Boxes
     - Picture Puzzles
- Schedule additional reading assessments on Rigby PM Benchmark Tool as needed.
- Customize students’ lesson placement in Words Their Way as needed

### Correlation to YCSD English Curriculum Guide

This sixth unit of the Grade 3 reading curriculum correlates with the following units in the YCSD Grade 3 English Curriculum Guide:

- Unit I Communication Skills
- Unit II Word Study
- Unit III Comprehension/Strategies
- Unit IV Comprehension/Fiction
- Unit V Comprehension/Nonfiction & Information Resources
- Unit VI Composition
- Unit VII Editing
- Unit VIII Handwriting

### Related Standards:

- English 3.1, 3.2, 3.8, 3.10, 3.11; H/SS: 3.1, 3.2, 3.4, 3.5, 3.6, 3.8; Math 3.2, 3.9, 3.10, 3.13, 3.15, 3.16, 3.24; Science 3.3, 3.4, 3.9

### Technology Standards:

- C/T: 5.4

### Monitoring:

- PALS, Rigby PM Benchmark Kits 1 and 2, STAR Reading

### Assessment:

- Scott Foresman Tests, Teacher-Made Assessments, Daily Performance
### Reading / Unit 6 / Grade 3

#### Word Study (Phonics, Vocabulary and Spelling) Skills

- Apply knowledge of all vowel patterns. (3.3)
- Apply knowledge of diphthongs, such as aw and oy. (3.3)
- Apply knowledge of roots. (3.3)
- Apply knowledge of affixes, such as dis-, ex-, non-, pre-, -ly, and -ness. (3.3)
- Use knowledge of homonyms/homophones, such as be/be, hear/here, and sea/see. (3.3)
- Use context clues to verify meaning and determine appropriate homophone usage. (3.3)
- Apply knowledge of the change in tense (-ed), number (-s), and degree (-er and -est) signified by inflected endings. (3.3)
- Decode regular multisyllabic words in order to read fluently. (3.3)

#### Note:
Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/ flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students' instructional reading levels. Some activities are appropriate for independent student work.

- Write each vocabulary word for each content area’s Standards of Learning on the front of an index card. Include the page number where the word can be found in context. Write the definition and/or draw a picture to represent the word on the back. Place word cards in labeled envelopes for each unit, and place envelopes inside shoeboxes for English, math, science, and social studies. Review vocabulary words in five-minute sessions monthly. Sort and classify the words, define them, use them in sentences, or read the page in the text where the word is found in context (Making the Connection, 1997, p. 41).

#### Word Study (Phonics, Vocabulary, and Spelling) Activities

1. **Create a flipbook for a vocabulary word.** Include synonyms, antonyms, a sentence using the word, a dictionary definition, and then a definition in the student’s own words (Create Independent Learners, 1999, pp. 69-72).

2. **Create a web to relate vocabulary words with one another using Graphic Organizer Transparency 5 – Web 2 (Scott Foresman, 2002, p. 280b).**

3. **Identify words that contain schwa vowels with Phonics Songs and Rhymes Chart 26. Underline words with schwa sounds. Examine words to reveal that the schwa sound is usually found in unstressed syllables (Scott Foresman, 2002, p. 297i).**

4. **Conduct buddy and written sorts for words with schwa in syllables accompanied by word hunts for these patterns. Categorize words found in word study notebooks and on class charts. Ganske provides background information about words with schwa vowels and many words for sorting (Word Journeys, 2000, pp. 161-162, 247-250).**

5. **Demonstrate how to use Look, Cover, Say, Write, Check method for learning to spell difficult words (Create Independent Learners, 1999, pp. 69-72).**

6. **Introduce students to words with schwa vowels with Phonics Songs and Rhymes Chart 26. Underline words with schwa sounds.**

7. **Match contractions with their two word counterparts using a variation of Alphabet Eggs (Words Their Way, 2000, pp. 126-129).**

8. **Play Building Bridges to reinforce spelling of multisyllabic words. Select words students know (Words Their Way, 2000, pp. 245-246).**

9. **Use Look, Cover, Say, Write, Check method for learning to spell difficult words (Create Independent Learners, 1999, pp. 69-72).**

10. **Create a flipbook for a vocabulary word. Include synonyms, antonyms, a sentence using the word, a dictionary definition, and then a definition in the student’s own words (Create Independent Learners, 1999, pp. 102).**

11. **Identify words that contain aw, au, and al on Phonics Songs and Rhymes Chart 28. Hunt for words that contain aw, au, an al in independent reading texts. Categorize on a class chart (Scott Foresman, 2002, p. 341i).**

12. **Conduct buddy, written, and timed sorts for spelling words and additional words with al, aw, and au in Sort 49 (Words Their Way, 2000, p. 359).**

13. **Create a web to relate vocabulary words with one another using Graphic Organizer Transparency 5 - Web 2 (Scott Foresman, 2002, p. 344b).**

14. **Create a flipbook for a vocabulary word. Include synonyms, antonyms, a sentence using the word, a dictionary definition, and then a definition in the student’s own words (Create Independent Learners, 1999, pp. 102).**

15. **Identify words that contain the ui or ew on Phonics Songs and Rhymes Chart 29. Search for words with the same vowel digraphs during independent reading. Categorize words on a class chart (Scott Foresman, 2002, p. 365i).**

16. **Conduct buddy, written, and timed sorts for words with iu and ew in Sort 40 (Words Their Way, 2000, p. 358).**

17. **Use Look, Cover, Say, Write, Check method for learning to spell difficult words (Create Independent Learners, 1999, pp. 69-72).**
Reading / Unit 6 / Grade 3: Word Study (cont’d)

- Two Bad Ants/Pandora’s Box
  2. Identify words on Phonics Songs and Rhymes Chart 30 that contain affixes. Clap syllables. Model how to decode multisyllabic words (Scott Foresman, 2002, p. 389i).
# Reading / Unit 6 / Grade 3

## Comprehension Skills

- Use text formats to preview and set a purpose for reading. (3.4)
- Apply understanding of text structure to guide reading. (3.4)
- Use surface features of text to make meaning from text. (3.4)
- Apply understanding of language structure to make meaning from text. (3.4)
- Read familiar fiction and nonfiction with fluency and accuracy. (3.4)
- Read for a specific purpose. (3.5)
- Make a variety of connections with the text. (3.5, 3.6)
- Use specific details to make, justify, and modify predictions. (3.5)
- Gain meaning before, during, and after reading. (3.5, 3.6)
- Compare and contrast settings, characters, and events. (3.5)
- Organize information or events. (3.5)
- Summarize major points in a selection. (3.5, 3.6)
- Read nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics. (3.6)
- State in your own words the main idea of a nonfiction selection. (3.6)
- Identify details that support the main idea of a nonfiction selection. (3.6)
- Organize, using graphic organizers such as a Venn diagram or time line, information by chronological sequence, by cause-effect relationship, and through comparing and contrasting. (3.6)
- Draw conclusions about what has been read. (3.6)
- Make decisions about which resource is best for locating a given type of information. (3.7)
- Locate selected information in glossaries, dictionaries, thesauruses, encyclopedias, atlases, and other print and online reference materials. (3.7)
- Retrieve information from electronic sources. (3.7)
- Use the Internet to find information on a given topic. (3.7)

## Comprehension Activities

**Note:** Prior to instruction, determine students' instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students' instructional reading levels. Some activities are appropriate for independent student work.

- Maintain a classroom library of books on current social studies and science topics, seasonal activities, famous people, poetry, and magazines.
- Read Accelerated Reader books and complete comprehension tests.
- Use guided reading strategies with all pieces of literature. Think aloud with students to examine key strategies, literary elements, and improve comprehension.
- Respond to literature and literary elements in reading response journal.
- Utilize Palincsar and Brown's reciprocal teaching method which involves predicting, clarifying, questioning, and summarizing for short, nonfiction selections in the textbook (*Revisit, Reflect, Retell*, 1999, p. 138-139).

**The Piñata Maker/Southwest Settlements**
1. Make a KWL about what students know about piñatas.
2. Identify the main idea of the selection and the supporting details.
3. Determine the steps a piñata maker takes to create a piñata. Write and illustrate the steps.
4. Write on sentence strips the steps a piñata maker goes through to make a piñata. Partner students to put the strips in order (Scott Foresman, 2002, p. 297a).
5. Formulate generalizations about the selection. Identify specific details from the selection to support the generalizations (Scott Foresman, 2002, p. 297b).

**Mailing May/Early Mail Delivery**
1. Make a diorama showing the setting of the story.
2. Compare and contrast the setting of *Mailing May* with that of another story.
3. Demonstrate how the setting affects the characters’ actions by creating a t-chart (Scott Foresman, 2002, p. 319a).
4. Justify opinions about mailing May in a Yes/No chart (Scott Foresman, 2002, p. 319b).
5. Summarize the story by answering the questions when, how, why, who, what, when, where, why, and how using a graphic organizer such as a question web (*Create Independent Learners*, 1999, p. 113).

**The Extra-Good Sunday/A Pizza the Size of the Sun**
1. Lead a discussion about how to visualize when reading. Relate visualizing to making a movie in your head. Introduce visualizing by describing a recent, familiar classroom experience in detail. Ask students what they saw, heard, etc. Transfer this experience to a descriptive passage from the selection. Provide frequent models for, and practice with, visualizing. Follow-up with a Pictionary-type group activity in which a student draws what s/he visualizes for a scene from a guided reading book, and other students guess the scene and why the person chose it (L. Hoyt, *Snapshots*, 2000, pp. 43-46).
2. Play a piece of music for students to draw or paint the picture the music creates in their minds.
3. Select details from the story and note the sense(s) the detail triggers on a chart (Scott Foresman, 2002, p. 341a).
Reading / Unit 6 / Grade 3: Comprehension (cont’d)

4. Form generalizations about Beverly Cleary’s, or another author’s, books using the words usually, generally, or mostly for each generalization (Scott Foresman, 2002, p. 341b).

5. Form generalizations about the main character. Support generalizations with specific details.

- Floating Home/Spacewalk Talk
  1. Develop an open sort with words from the story related to space shuttles such as jettisoned, fire, vibrations, portholes, atmosphere, and technicians for students to sort before reading to activate background knowledge and after reading to reflect on learning. Categorize the words and explain how the words in each category relate to each other.
  2. Create a story sequence map using Transparency 10 to focus on the most important events of the plot (Scott Foresman, 2002, p. 365a).
  3. Sequence the events that happened after a shuttle is launched (Scott Foresman, 2002, p. 365b).
  4. Form groups to generate a research question related to space shuttles or astronauts, select appropriate resources, record relevant information in a graphic organizer, and share information learned with the class.

- Two Bad Ants/Pandora’s Box
  1. Read an excerpt from another fantasy story such as James and the Giant Peach. Identify real-life and impossible events in the excerpt.
  2. Distinguish between events in the story that could happen in real-life and impossible events (Scott Foresman, 2002, p. 389a).
  3. Write events that could happen in real-life and impossible events from other fantasy stories read in class on index cards for students to sort.
  4. Analyze the ants’ decisions based on what students know from experience and what they read about in the text (Scott Foresman, 2002, p. 389b).
  5. Form generalizations about the ants.
  6. Identify characteristics of fantasy and myth. List details from “Pandora’s Box” that show it is a myth (Scott Foresman, 2002, p. 389m).
### Writing Skills

- Generate ideas and develop a plan for writing. (3.9)
- Focus on a central topic and group related ideas. (3.9)
- Select specific details of sight, sound, touch, taste, and smell in order to paint a verbal picture of a person, place, thing, or event. (3.9)
- Use examples from own reading as models to imitate in their writing. (3.9)
- Create verbal pictures, using precise nouns, verbs, and adjectives, that elaborate ideas within a sentence. (3.9)
- Describe events, ideas, and personal stories with accurate details and sequence. (3.9)
- Read own writing orally to check for sentence rhythm (sentence variety). (3.9)
- Select information that the audience will find interesting or entertaining. (3.9)
- Revise to eliminate details that do not develop the central idea. (3.9)
- Incorporate transitional (signal) words that clarify sequence, such as first, next, and last. (3.9)
- Apply knowledge of the writing domains of composing, written expression, and usage/mechanics. (3.9)

### Writing Activities

**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- **Utilize instructional technology.**
- **Write on Track** (1996) provides models for the process of writing, the forms of writing, the tools of learning, proofreader’s guides, and a student almanac. Use lessons and models as appropriate with the types of writing in each unit.
- **Write in a journal.** Respond to teacher prompt, story prompt, or write from student choice (Write on Track, 1996, pp. 77-79).
- **Model the writing process for students** (Write on Track, 1996, pp. 14-19).
- **Apply skills from daily edits to writing.**
- **The Pinata Maker/Southwest Settlements**
  1. Write a short story that has a minimum of four main events. Write the story in four sections, and illustrate each section.
  2. Write two or three paragraphs that describe a typical day in your life. Organize ideas into paragraphs that follow a time-order sequence (Scott Foresman, 2002, p. 297d).
  3. Write about the sequence of events during all or part of a typical school day. Organize ideas into paragraphs that follow a time-order sequence.
- **Mailing May/Early Mail Delivery**
  1. Pretend you are May. Create a greeting card for Grandma Mary to let her know how glad you are to see her (Scott Foresman, 2002, p. 319d).
  2. Write a friendly letter, including an addressed envelope, to share information with a grandparent or an older adult you would like to visit. Include news about recent events, questions that show concern and that encourage a reply, and a request for a visit (Scott Foresman, 2002, p. 319d).
  3. Write a story about a visit to or from a relative.
- **The Extra-Good Sunday/A Pizza the Size of a Sun**
  1. Invent a new, even more creative, chicken thigh recipe for Ramona and Beezus. Include a list of ingredients and directions for how to prepare the dish (Scott Foresman, 2002, p. 341d).
  2. Write a critique of “The Extra-Good Sunday.” Think about the meaning of the title and how it relates to the story. Be sure to include your opinion of the story and the reason for your opinion (Scott Foresman, 2002, p. 341d).
  3. Rewrite a paragraph from the story using dialogue (Scott Foresman, 2002, p. 341m).
- **Floating Home/Spacewalk Talk**
  1. Imagine you are in space with Maxine. Write a journal entry that chronicles your day. Include daily routines, experiments you would perform, and how you would end your day (Scott Foresman, 2002, p. 365d).
  2. Write a review of your favorite movie or television episode about space travel or travel to another place. Be sure to express and support your point of view (Scott Foresman, 2002, p. 365d).
  3. Write a paragraph about what you think it takes to be an astronaut.
- **Two Bad Ants/Pandora’s Box**
  1. Choose a common classroom object and describe it as an ant might see it (Scott Foresman, 2002, p. 389d).
  2. Write a letter to persuade a family member to read or not read Two Bad Ants (Scott Foresman, 2002, p. 389d).
  3. Create an ant adventure guide for ants seeking adventure in the great outdoors (Scott Foresman, 2002, p. 366g).
  4. Write a fantasy story about two real animals going on an adventure.
Curriculum Guide

Reading/Grade 4
# Reading / Unit 1 / Grade 4

## Standards of Learning

| English | 4.3, 4.4, 4.5, 4.6, 4.7 |

## Scott Foresman Unit

| Unit 1 | Seeing Is Believing: Focus on Family |

## Suggested Time Frame:

| 6 weeks |

## Scott Foresman Literature

- A Visit with Grandpa
- Understanding Horses
- Train to Somewhere
- The American Railroad
- Yingtao’s New Friend
- Making Music

## Required Resources

- Scott Foresman Reading for Virginia (2002), Seeing Is Believing: Focus on Family, Teacher Edition, Grade 4, Unit 1
- English Standards of Learning Curriculum Framework–Grade 4 (2003), Virginia Department of Education

## Supplementary Resources

- Create Independent Learners: Teacher-Tested Strategies for ALL Ability Levels, P. Pavelka (1999)
- Guiding Readers and Writers Grades 3-6: Teaching Comprehension, Genre, and Content Literacy, I. Fountas & G. Pinnell (2001)
- Making the Connection: Learning Skills Through Literature 3-6, P. Pavelka (1997)

## Additional Classroom Interventions

- Utilize available instructional software for skill isolation and reinforcement.
- Re-read selections for additional comprehension.
- Summarize reading selections in writing and orally.
- Break up stories into smaller amounts.
- Discuss selections as they are read.
- Use DRTA (Directed Reading and Thinking Activities) strategies to prepare for text comprehension and setting the stage for comprehension.
- Predict outcomes as selections are read.
- Discuss the importance of setting and how it helps set the stage for the story, and affects the story.
- Use context clues to help understand the story.
- Adjust materials and teaching for individual learners using the following guiding principles, taken from Guiding Readers and Writers Grades 3-6: Teaching Comprehension, Genre, and Content Literacy, Fountas & Pinnell (2001):
  1. Learn what students can do and build on their strengths.
  2. Have high expectations for student performance.
  3. Promote high levels of student engagement.
  4. Increase the number of high-quality texts that students know.
  5. Increase the time students spend reading.
  6. Increase the time students spend writing and the kinds of things they write.
  7. Teach students to use effective strategies in their reading and writing.
  8. Provide explicit instruction.
  9. Monitor the pace of your teaching.
  10. Be sure tasks are within students’ control.
  11. Make your directions clear, and don’t be afraid to repeat them when you need to.
  12. Be sure students understand the rationale of each assignment.
  13. Invite students to make choices.
  15. Set short-term goals for students, check in with them often, and reward success.
  16. Provide extra support to help students perform well in front of the class.
  17. Help students get started.
  18. Use technology to support students (Fountas & Pinnell, 2001, pp. 112-113). The book offers suggestions for tailoring lessons to the specific needs of students and copies are available in each elementary school library.

## Correlation to YCSD English Curriculum Guide

- Unit I Communication Skills
- Unit II Word Study
- Unit III Comprehension/Fiction
- Unit IV Comprehension/Nonfiction & Information Resources
- Unit V Comprehension
- Unit VI Editing

## Related Standards:

- English 4.1, 4.2, 4.8; H/SS: VS.1;
- Math 4.6, 4.7, 4.11, 4.20; Science 4.2

## Technology Standards:

- C/T: 5.3, 5.4

## Monitoring:

- Rigby PM Benchmark Kits 1 and 2, STAR Reading

## Assessment:

- Scott Foresman Tests, Teacher-Made Assessments, Daily Performance
## Reading / Unit 1 / Grade 4

### Word Study (Phonics, Vocabulary and Spelling) Skills

- Use context to clarify the meaning of unfamiliar words. (4.3)
- Use knowledge of synonyms and antonyms to understand the meanings of unfamiliar words. (4.3)
- Derive word meaning by using knowledge of homonyms/homophones such as read/red, no/know, hear/her. (4.3)
- Use clues in the context of a sentence, paragraph, or reading selection to predict and explain the meanings of words that have more than one meaning. (4.3)
- Use context to select the most appropriate meaning/definition of words from a glossary or dictionary. (4.3)
- Use knowledge of word origins. (4.3)
- Identify the word reference material(s) most likely to contain needed information. (4.3)

### Note:
Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- Write each vocabulary word for each content area’s Standards of Learning on the front of an index card. Include the page number where the word can be found in context. Write the definition and/or draw a picture to represent the word on the back. Place word cards in labeled envelopes for each unit, and place envelopes inside shoeboxes for English, math, science, and social studies. Review vocabulary words in five-minute sessions monthly. Sort and classify the words, define them, use them in sentences, or read the page in the text where the word is found in context. (Making the Connection, 1997, p. 41).
- Create analogies to develop understanding of unfamiliar words. (Making the Connection, 1997, p. 45).
- Create a chart organizing the spelling words by the spelling generalization.
- Construct concept webs.
- Complete cloze paragraphs.
- Identify related words using word trees. (Words Their Way, 2000, p. 259).
- Conduct teacher-directed word sorts and word hunts using appropriate unit words. (Words Their Way, 2000, p. 62).
- Create crossword puzzles, word searches, and word matching puzzles using vocabulary and spelling words.
- Provide guidance and practice with glossary and dictionary use.
- A Visit with Grandpa/Understanding Horses
  1. Sort vowel digraphs ai, ay, ea, and ee.
  2. Complete a word sort using the pattern ei, oa, oe, and ow.
  3. Create a flipbook illustrating and defining vocabulary terms.
- Train to Somewhere/The American Railroad
  1. Compete with partners in the Racetrack Game. Players advance to spaces on a game board and compare a spelling word pattern on a card to the pattern on the game space. (Words Their Way, 2000, p. 203).
  2. Identify vocabulary terms using context clues in a cloze activity.
- Yingtao’s New Friend/Making Music
  1. Create flipbooks identifying the different meanings of vocabulary terms.
  2. Make a word sort using short vowel sounds.
- Family Pictures/Family Photo/New Baby
  1. Prepare guidelines and monitor as students generate their own vocabulary jeopardy game. (Words Their Way, 2000, p. 246).
  2. Complete a word sort using long vowels a, i, and o.
- Addie in Charge/Merle Builds a Sod House
  1. Hunt for spelling words containing the patterns thr, scr, str, and squ-. Use highlighting tape to mark words found.
  2. Create a concentration card game by placing vocabulary words on individual cards and definitions on different cards. Match the cards.
**Reading / Unit 1 / Grade 4**

<table>
<thead>
<tr>
<th>Comprehension Skills</th>
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<tbody>
<tr>
<td>• Read familiar text with fluency, accuracy, and expression. (4.3)</td>
</tr>
<tr>
<td>• Explain why the author wrote the piece (identify purpose), e.g. to entertain, inform, persuade. (4.4)</td>
</tr>
<tr>
<td>• Find words or sentences that help identify the author’s purpose. (4.4)</td>
</tr>
<tr>
<td>• Find setting details and other information that help identify the author’s purpose. (4.4)</td>
</tr>
<tr>
<td>• Understand that historical fiction is a story based on facts. (4.4)</td>
</tr>
<tr>
<td>• Identify the facts contained in a piece of historical fiction. (4.4)</td>
</tr>
<tr>
<td>• Compare the use of fact and fantasy in historical fiction with other forms of literature. (4.4)</td>
</tr>
<tr>
<td>• Identify major events and supporting details. (4.4)</td>
</tr>
<tr>
<td>• Identify sensory words that describe sights, sounds, smells, and tastes and describe how they make the reader feel. (4.4)</td>
</tr>
<tr>
<td>• Know that poetry tells a story through verse. (4.4)</td>
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<tr>
<td>• Read nonfiction print materials and trade books, which reflect the Standards of Learning in history and social sciences, science, and mathematics. (4.5)</td>
</tr>
<tr>
<td>• Apply prior knowledge to make predictions and to describe the relationship between content and previously learned concepts. (4.5)</td>
</tr>
<tr>
<td>• Identify the important information and provide supporting details for each important idea in a selection to summarize the text by using tools such as graphic organizers, outlining, and notes. (4.5)</td>
</tr>
<tr>
<td>• Write responses that go beyond literal restatements in order to make connections to students’ own lives and other selections. (4.5)</td>
</tr>
<tr>
<td>• Understand that nonfiction material, such as biographies and informational text, tells us about real people, places, objects, and events. (4.5)</td>
</tr>
<tr>
<td>• Explain why the author wrote the piece. (4.5)</td>
</tr>
<tr>
<td>• Combine information from the various places in the text to draw a conclusion. (4.5)</td>
</tr>
<tr>
<td>• Distinguish between fact and opinion. (4.5)</td>
</tr>
<tr>
<td>• Make simple inferences using information from the text. (4.5)</td>
</tr>
<tr>
<td>• Select and use appropriate references, such as dictionaries, atlases, almanacs, encyclopedia, and thesauruses including online, print, and other media. (4.6)</td>
</tr>
<tr>
<td>• Select the information that is related the topic. (4.6)</td>
</tr>
</tbody>
</table>

| Note: Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work. |
| Incorporate use of nonfiction texts related to SOL in other content areas into guided reading instruction to familiarize students with nonfiction text features and structures. Represent information learned on a variety of graphic organizers. Model how to gain information from these text features, and provide guided practice. |
| Compare and contrast characters from different stories. |
| Maintain a classroom library on current social studies and science topics, seasonal activities, famous people, and poetry. |
| Use guided reading and think aloud strategies to gain meaning from text. |
| Build background for text selections using specific vocabulary. |
| Use comics to draw conclusions by omitting the last scene and allowing students to complete the comic strip. |
| Read Accelerated Reader books and complete comprehension tests. |
| Distinguish between fact and opinion in selections read. |

<table>
<thead>
<tr>
<th>Comprehension Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A Visit with Grandpa/ Understanding Horses</strong></td>
</tr>
<tr>
<td>1. Identify and chart the main events in the story and supporting details.</td>
</tr>
<tr>
<td>2. Explain the setting with a detailed picture illustrating the story and a short descriptive paragraph. Create a setting development graphic organizer (Create Independent Learners, 1999, p. 87). Discuss how the setting impacts what happens in the story (Scott Foresman, 2002, p. 43a).</td>
</tr>
<tr>
<td>3. Use highlighter tape to mark sequence signal words. Chart what each word means in the context of the selection (Scott Foresman, 2002, p. 43b).</td>
</tr>
<tr>
<td><strong>The Train to Somewhere/ The American Railroad</strong></td>
</tr>
<tr>
<td>1. Create a time line of the events in each section of the story using Timeliner software (Scott Foresman, 2002, p.69a).</td>
</tr>
<tr>
<td>2. Research, chart, and summarize changes in trains/transportation since the time of the story.</td>
</tr>
<tr>
<td>3. Identify words that signal cause-effect relationships. Look for cause-effect signal words in the selection, and create a cause and effect t-chart (Scott Foresman, 2002, p. 69b).</td>
</tr>
<tr>
<td><strong>Yingtao’s New Friend/Making Music</strong></td>
</tr>
<tr>
<td>1. Divide the story into sections and the class into teams of students to identify sequence clue words such as first, next, and last. Create sequence chains with events from the story.</td>
</tr>
<tr>
<td>2. Create Venn diagrams that compare and contrast different aspects of the selection such as how the two families eat dinner, the old and new school, and Yingtao and his sister (Scott Foresman, 2002, p. 95a).</td>
</tr>
<tr>
<td><strong>Family Pictures/Family Photo/New Baby</strong></td>
</tr>
<tr>
<td>1. Make connections with the text by discussing special events shared with family members. Share other texts students have read that relay special experiences with family members. Compare similarities and differences in the authors’ purpose.</td>
</tr>
</tbody>
</table>
2. Use the illustrations in the story to identify the author’s purpose. Select specific words and sentences that also help identify the author’s purpose. Chart how the author informs and entertains readers (Scott Foresman, 2002, p. 115a).

3. Identify facts and opinions. Write them on index cards. Compile and sort according to fact or opinion. Chart facts and opinions from the selection (Scott Foresman, 2002, p. 115b).

- *Addie in Charge/Merle Builds a Sod House*
  1. Identify sensory words and phrases. Discuss how these words impact the readers’ response to the events.
  2. Use evidence from the story to create a graphic organizer of a character’s actions. Identify the main character traits demonstrated by the character’s actions (*Learning Skills Through Literature*, p. 52).
# Reading / Unit 1 / Grade 4

## Writing Skills
- Apply knowledge of the writing domains in composing, written expression, and usage/mechanics. (4.7)
- Create a plan and organize thoughts to convey a central idea before writing. (4.7)
- Focus, organize, and elaborate to construct an effective message for the reader. (4.7)
- Purposefully shape and control language to affect readers. (4.7)
- Use specific vocabulary and vivid word choice. (4.7)
- Include sentences of varying lengths and beginnings to create a pleasant, informal rhythm. (4.7)
- Write several related paragraphs on a topic. (4.7)
- Know that unrhymed poetry has lines ending with words that do not rhyme. (4.7)
- Write rhymed, unrhymed, and patterned poetry such as cinquains, limericks, and haikus. (4.7)
- Use available technology to gather information and to aid in writing. (4.7)

## Writing Activities

**Note:** Prior to instruction, determine students' instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students' instructional reading levels. Some activities are appropriate for independent student work.

- Utilize instructional technology.
- Model the writing process (Writers Express, 1995, p. 8).
- Summarize using most important points in selection.
- Write a personal narrative from an experience in student's life (Writers Express, 1995, pp. 110-115).
- Use a buddy journal to encourage writing between students (Writers Express, 1995, pp. 105-109).
- Make sentence strips and combine using conjunctions to form compound sentences.
- Use poetry and comics to demonstrate how italics and underlining adds emphasis to words.
- Play the on-line game, 2 Bee or Notoobee, about verb conjugation (http:www.funbrain.com/verb/index.html).

### A Visit with Grandpa/Understanding Horses
1. Write E-mail message using writing prompt that includes writer’s feelings about a friend, family member, or pen pal (Scott Foresman, 2002, p. 43c-d).
2. Write a sensory poem about a recent visit with a family member or friend.
3. Apply skills from daily edits to writing.

### Train to Somewhere/The American Railroad
1. Write a paragraph explaining the effects adopting children will have on your family.
2. Keep a cause and effect journal throughout the week.
3. Apply skills from daily edits to writing.

### Yingtao’s New Friend/Making Music
1. Model how to construct a series of questions to answer about a topic, take notes, and use this information to write one or more paragraphs about the topic. Group students to research and write about China or a musical instrument. Ensure students narrow their research topics and remain focused on the topic when writing.
2. Write about, present, and demonstrate a talent you have.
3. Apply skills from daily edits to writing.

### Family Pictures/Family Photo/New Baby
1. Choose a character from the story and write a journal entry from the character’s point of view.
2. Write about an important family event and illustrate it.
3. Apply skills from daily edits to writing.

### Addie Across the Prairie/Merle Builds a Sod House
1. Write about a time when you helped someone else. Identify the cause and effect.
2. Make a flipbook of Addie’s adventures during the prairie fire. Draw a picture on each page. Write a sentence below each picture and then flip the pages to see the action. Identify the cause and effect of each picture on the back of the flipbook.
3. Apply skills from daily edits to writing.
# Reading / Unit 2 / Grade 4

<table>
<thead>
<tr>
<th>Standards of Learning</th>
<th>English</th>
<th>Suggested Time Frame: 6 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scott Foresman Unit</td>
<td>4.3, 4.4, 4.5, 4.6, 4.7</td>
<td></td>
</tr>
<tr>
<td>Scott Foresman Literature</td>
<td>The Cricket in Times Square</td>
<td>What You Always Wanted to Know About Pets</td>
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<tr>
<td></td>
<td></td>
<td>The Swimming Hole</td>
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<td></td>
<td></td>
<td>Badger Toes and Rabbit Feet</td>
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<td></td>
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<td>Komodo Dragons</td>
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<td></td>
<td>Two Uncommon Lizards</td>
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<tr>
<td>Literature</td>
<td></td>
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</tr>
<tr>
<td>Required Resources</td>
<td>Scott Foresman Reading for Virginia (2002), Seeing Is Believing: A Wider View, Teacher Edition, Grade 4, Unit 2</td>
<td>Accelerated Reader</td>
</tr>
<tr>
<td></td>
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<td>Rigby PM Benchmark Kit</td>
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<td>Words Their Way, Bear et al. (2000)</td>
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<td>Literature</td>
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<tr>
<td></td>
<td>Making the Connection: Learning Skills Through Literature 3-6, P. Pavelka (1997)</td>
<td>Writers Express</td>
</tr>
<tr>
<td>Additional Classroom Interventions</td>
<td>Utilize available instructional software for skill isolation and reinforcement.</td>
<td>Increase the time students spend reading.</td>
</tr>
<tr>
<td></td>
<td>Re-read selections for additional comprehension.</td>
<td>Increase the time students spend writing and the kinds of things they write.</td>
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<tr>
<td></td>
<td>Summarize reading selections in writing and orally.</td>
<td>Teach students to use effective strategies in their reading and writing.</td>
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<td></td>
<td>Break up stories into smaller amounts.</td>
<td>Provide explicit instruction.</td>
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<tr>
<td></td>
<td>Discuss selections as they are read.</td>
<td>Monitor the pace of your teaching.</td>
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<tr>
<td></td>
<td>Use DRTA (Directed Reading and Thinking Activities) strategies to prepare for text comprehension and setting the stage for comprehension.</td>
<td>Be sure tasks are within students’ control.</td>
</tr>
<tr>
<td></td>
<td>Predict outcomes as selections are read.</td>
<td>Make your directions clear, and don’t be afraid to repeat them when you need to.</td>
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<td></td>
<td>Discuss the importance of setting and how it helps set the stage for the story, and affects the story.</td>
<td>Be sure students understand the rationale of each assignment.</td>
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<td>Use context clues to help understand the story.</td>
<td>Invite students to make choices.</td>
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<td></td>
<td>Outline selections.</td>
<td>Provide predictability and routine.</td>
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<tr>
<td></td>
<td>Adjust materials and teaching for individual learners using the following guiding principles, taken from Guiding Readers and Writers Grades 3-6: Teaching Comprehension, Genre, and Content Literacy, Fountas &amp; Pinnell (2001):</td>
<td>Set short-term goals for students, check in with them often, and reward success.</td>
</tr>
<tr>
<td></td>
<td>1. Learn what students can do and build on their strengths.</td>
<td>Provide extra support to help students perform well in front of the class.</td>
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<tr>
<td></td>
<td>2. Have high expectations for student performance.</td>
<td>Help students get started.</td>
</tr>
<tr>
<td></td>
<td>3. Promote high levels of student engagement.</td>
<td>Use technology to support students (Fountas &amp; Pinnell, 2001, pp. 112-113).</td>
</tr>
<tr>
<td>Correlation to YCSD English Curriculum Guide</td>
<td>The second unit of the Grade 4 reading curriculum correlates with the following units in the YCSD Grade 4 English Curriculum Guide:</td>
<td>The book offers suggestions for tailoring lessons to the specific needs of students and copies are available in each elementary school library.</td>
</tr>
<tr>
<td></td>
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<td>Related Standards: English 4.1, 4.2, 4.8; H/SS: VS.1; Math 4.20; Science 4.5</td>
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<td>Technology Standards: C/T: 5.3, 5.4</td>
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<td>Monitoring: Rigby PM Benchmark Kits 1 and 2, STAR Reading</td>
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<td></td>
<td></td>
<td>Assessment: Scott Foresman Tests, Teacher-Made Assessments, Daily Performance</td>
</tr>
</tbody>
</table>
# Reading / Unit 2 / Grade 4

## Word Study (Phonics, Vocabulary and Spelling) Skills

- Use context to clarify the meaning of unfamiliar words. (4.3)
- Use knowledge of synonyms and antonyms to understand the meanings of unfamiliar words. (4.3)
- Derive word meaning by using knowledge of homonyms/homophones such as read/red, no/know, hear/here. (4.3)
- Use clues in the context of a sentence, paragraph, or reading selection to predict and explain the meanings of words that have more than one meaning. (4.3)
- Use context to select the most appropriate meaning/definition of words from a glossary or dictionary. (4.3)
- Use knowledge of word origins. (4.3)
- Identify the word reference material(s) most likely to contain needed information. (4.3)

## Word Study (Phonics, Vocabulary, and Spelling) Activities

**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- Create analogies to develop understanding of unfamiliar words (*Making the Connection*, 1997, p. 45).
- Construct concept webs.
- Complete cloze paragraphs.
- Identify related words using word trees (*Words Their Way*, 2000, p. 259).
- Conduct teacher-directed word sorts and word hunts using appropriate unit words (*Words Their Way*, 2000, p. 62).
- Use crossword puzzles, word searches, and word matching puzzles.
- Construct word wall categorizing words into meaningful groups.
- Use word mapping to find relationships between concepts and words.
- Use knowledge of spelling patterns to decode and spell words.
- Teach appropriate root words and meanings (*Words Their Way*, 2000, p. 269).

### The Cricket in Times Square/The Country Mouse and the City Mouse
1. Sort words with oi, oy and ou, ow.
3. Play “Synonym Search.” Use a thesaurus to locate synonyms of vocabulary words.

### A Big-City Dream/River of Grass
1. Identify words with hard and soft c and g in the selection.
2. Complete a cloze paragraph using vocabulary words.

### I Love Guinea Pigs/What You Always Wanted to Know About Pets
1. Write each compound spelling word on an index card. Cut them apart between the two smaller words, then mix together. Match to form the compound words.

### The Swimming Hole/Badger Toes and Rabbit Feet
1. Sort words with vowel digraphs au, aw, ough, and augh.
2. Create word analogies to relate a familiar concept to an unfamiliar concept (*Making the Connection*, 1997, p. 45).
3. Create a homophone flipbook showing on one side the first word and meaning and on the other side the other word and meaning.

### Komodo Dragon/Two Uncommon Lizards
1. Sort words with r-controlled vowels by pattern and sound (*Word Journeys*, 2000, p. 159).
### Reading / Unit 2 / Grade 4

**Comprehension Skills**

- Read familiar text with fluency, accuracy, and expression. (4.3)
- Identify setting details and other information that help identify the author’s purpose. (4.4)
- Know that fictional stories, such as fantasy, describe imaginary characters and events. (4.4)
- Understand that historical fiction is a story based on facts. (4.4)
- Identify the facts contained in a piece of historical fiction. (4.4)
- Identify major events and supporting details. (4.4)
- Identify sensory words that describe sights, sounds, smells, and tastes and describe how they make the reader feel. (4.4)
- Read nonfiction print materials and trade books, which reflect the Standards of Learning in history and social sciences, science, and mathematics. (4.5)
- Apply prior knowledge to make predictions and to describe the relationship between content and previously learned concepts. (4.5)
- Generate questions to guide reading of text through reading strategies, such as KWL (Ogle) or DRTA (Stauffer). (4.5)
- Use text set in special type styles, such as bold-faced and color, captions under pictures and graphics, and headings of sections and chapters to predict and categorize information. (4.5)
- Identify how written text and accompanying illustrations connect to convey meaning. (4.5)
- Combine information from the various places in the text to draw a conclusion. (4.5)
- Distinguish between fact and opinion. (4.5)
- Identify cause and effect relationships. (4.5)
- Identify new information learned from reading. (4.5)
- Make simple inferences using information from the text. (4.5)

**Comprehension Activities**

**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- Compare and contrast characters from different stories.
- Maintain a classroom library on current social studies and science topics, seasonal activities, famous people, and poetry.
- Use guided reading and think aloud strategies to gain meaning from text.
- Build background for text selections using specific vocabulary.
- Use comics to draw conclusions by omitting the last scene and allowing students to complete the comic strip.
- Read Accelerated Reader books and complete comprehension tests.

**The Cricket in Times Square/The Country Mouse and the City Mouse**

1. Select a scene from the text to visualize. Complete a chart with these headings: sights, sounds, feelings, taste, and smell chart with words and phrases from the text. Lead a discussion about the details that help readers visualize the scene (Scott Foresman, 2002, p. 167a).
2. Visualize mental images while reading. Select a sentence or two from the text and write or draw what you visualize (Strategies That Work, 2000, pp. 100-101, 275).
3. Formulate questions before, during, and after reading that might be answered using the selection. Record questions and possible answers in a reading journal (Strategies That Work, 2000, pp. 82-84, 272).

**A Big City Dream/River of Grass**

1. Predict how the garden will turn out (Scott Foresman, 2002, p. 171).
2. Distinguish between cause and effect. Use clue words to identify cause-effect relationships (Scott Foresman, 2002, p. 193a). Identify different cause and effects in the selection. Create a t-chart to organize information.
3. Compare and contrast the setting at the beginning and end of the story (Scott Foresman, 2002, p. 193b).

**I Love Guinea Pigs/What You Always Wanted to Know About Pets**

1. Make a KWL chart about guinea pigs.
2. Identify major events and supporting details to identify how text is organized.
3. Distinguish between fact and opinion using information from the selection. Create a class chart separating facts from opinion (Scott Foresman, 2002, pp. 211a-b).

**The Swimming Holes/Badger Toes and Rabbit Feet**

1. Summarize the content of the selection. Identify important ideas and provide details.
Reading / Unit 2 / Grade 4: Comprehension (cont’d)

2. Predict the theme of the story prior to reading. Use details and information from the selection to support findings after reading (Scott Foresman, 2002, p. 231a).
3. Identify the facts in this piece of historical fiction.
4. Make personal connections to the text, connections between texts, and/or the text and the world. Select a sentence or two from the text and complete “This reminds me of …” (Strategies That Work, 2000, pp.68-72, 265-268).

* The Komodo Dragons/Two Uncommon Lizards
  1. Preview the selection by reading section headings and subheadings and by looking carefully at the photographs (Scott Foresman, 2002, p. 235).
  2. Compare and contrast the komodo dragon with another animal (Scott Foresman, 2002, p. 235).
  3. Use context clues to clarify the meaning of unfamiliar words. Identify the context clues around unknown words that give clues to the meaning (Scott Foresman, 2002, p. 249a).
  4. Create main idea flowcharts to show that details support the main idea (Scott Foresman, 2002, p. 249b).
## Reading / Unit 2 / Grade 4

### Writing Skills
- Apply knowledge of the writing domains in composing, written expression, and usage/mechanics. (4.7)
- Create a plan and organize thoughts to convey a central idea before writing. (4.7)
- Focus, organize, and elaborate to construct an effective message for the reader. (4.7)
- Purposefully shape and control language to affect readers. (4.7)
- Use specific vocabulary and vivid word choice. (4.7)
- Include sentences of varying lengths and beginnings to create a pleasant, informal rhythm. (4.7)
- Write several related paragraphs on a topic. (4.7)
- Know that unrhymed poetry has lines ending with words that do not rhyme. (4.7)
- Write rhymed, unrhymed, and patterned poetry such as cinquains, limericks, and haikus. (4.7)
- Use available technology to gather information and to aid in writing. (4.7)

### Writing Activities

**Note:** Prior to instruction, determine students’ instructional reading level. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- Utilize instructional technology.
- Summarize using most important points in selection.
- Summarize using sequence words.
- Use and model the power writing method for any writing activity.
- Use poetry and comics to demonstrate how exclamation adds emphasis to words.
  - **The Cricket in Times Square/The Country Mouse and the City Mouse**
    1. Identify the elements of fantasy. Develop a short story using Storybook Weaver that includes these elements.
    2. Write a first-person description about your neighborhood from a cricket's point of view. Include sensory details.
    3. Apply skills from daily edits to writing.
  - **A Big City Dream/River of Grass**
    1. Write about a time when you worked with someone else on a project. Identify the cause and effect.
    2. Write a paragraph to convince others to help you with a project that you might like to do to help your community or school. Include the cause of the project and the effect it would have on the community or school.
    3. Apply skills from daily edits to writing.
  - **I Love Guinea Pigs/What You Always Wanted to Know About Pets**
    1. Write a rhymed, unrhymed, or patterned poem about a pet.
    2. Access www.gigglepoetry.com and write a humorous poem using one of the poetry examples as a model.
    3. Write a letter to a parent explaining why a guinea pig would or would not make a good pet (Scott Foresman, 2002, p. 206).
    4. Write several paragraphs about guinea pigs. Identify topic sentences and details.
    5. Apply skills from daily edits to writing.
  - **The Swimming Hole/Badger Toes and Rabbit Feet**
    1. Research features of the prairie landscape. Draw a prairie landscape and write a paragraph about the important characteristics of prairies (Scott Foresman, 2002, p. 231f).
    2. Write a personal narrative about a time when you wanted to do something but your parents or another adult said you should not. Compare how this experience was similar to and different from Laura’s.
    3. Apply skills from daily edits to writing.
  - **The Komodo Dragons/The Uncommon Lizards**
    1. Write a description of a komodo dragon. Underline adjectives.
    2. Research another wild animal and create an informational text about it. Use features of nonfiction texts such as bold words, headings, and captions.
    3. Research two other types of reptiles. Create a Venn diagram comparing and contrasting the two reptiles, then write one to three paragraphs about how the animals are alike and how they are different.
    4. Apply skills from daily edits to writing.
<table>
<thead>
<tr>
<th>Standards of Learning</th>
<th>English  4.3, 4.4, 4.5, 4.6, 4.7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scott Foresman Unit</td>
<td>Unit 3  Seeing Is Believing: Keys to Success</td>
</tr>
</tbody>
</table>
| Scott Foresman Literature | • John Henry  
|                       | • John Henry  
|                       | • Marven of the Great North Woods  
|                       | • Counting Money  
|                       | • On the Pampas  |
| Required Resources    | A Closer Look at Argentina  
|                       | • The Storm  
|                       | • Tornado Tales  
|                       | • Rikki-Tikki-Tavi  
|                       | • The Deadly Cobra  |
| Supplemental Resources | • Scott Foresman Reading for Virginia (2002), Seeing Is Believing: Keys to Success, Teacher Edition, Grade 4, Unit 3  
|                       | • English Standards of Learning Curriculum Framework–Grade 4 (2003), Virginia Department of Education  
|                       | • Accelerated Reader  
|                       | • Guided Reading, I. Fountas & G. Pinnell (1996)  
|                       | • Rigby PM Benchmark Kit  
|                       | • Words Their Way, Bear et al. (2000)  
|                       | • Words Their Way Interactive CD ROM (2001)  |
| Additional Classroom Interventions | • Create Independent Learners: Teacher-Tested Strategies for ALL Ability Levels, P. Pavelka (1999)  
|                                       | • Goodbye Round Robin, M. Opitz & T. Rasinski (1999)  
|                                       | • Guiding Readers and Writers Grades 3-6: Teaching Comprehension, Genre, and Content Literacy, I. Fountas & G. Pinnell (2001)  
|                                       | • Making the Connection: Learning Skills Through Literature 3-6, P. Pavelka (1997)  
|                                       | • Revisit, Reflect, Retell, L. Hoyt (1999)  
|                                       | • Strategies That Work, S. Harvey & A. Goudvis (2000)  
|                                       | • Word Journeys, K. Ganske (2000)  
|                                       | • Writers Express  
|                                       | • Literacy Room: Rigby Leveled Texts 1-30  
|                                       | • Instructional Software/Productivity Tools  
|                                       | • Unit-By-Unit Web Support: http://www.sfreading.com  
| Correlation to YCSD English Curriculum Guide | • Unit I Communication Skills  
|                                       | • Unit II Word Study  
|                                       | • Unit III Comprehension/Fiction  
|                                       | • Unit IV Comprehension/Nonfiction & Information Resources  
|                                       | • Unit V Comprehension  
|                                       | • Unit VI Editing  |
| Correlation to YCSD English Curriculum Guide | The third unit of the Grade 4 reading curriculum correlates with the following units in the YCSD Grade 4 English Curriculum Guide:  
|                                       | • Unit I Communication Skills  
|                                       | • Unit II Word Study  
|                                       | • Unit III Comprehension/Fiction  
|                                       | • Unit IV Comprehension/Nonfiction & Information Resources  
|                                       | • Unit V Comprehension  
|                                       | • Unit VI Editing  |
| Suggested Time Frame: | 6 weeks  |
| Related Standards: | English 4.1, 4.2, 4.8; H/SS: VS.1; Math 4.20; Science 4.5, 4.6  |
| Technology Standards: | C/T: 5.3, 5.4  |
| Monitoring: | Rigby PM Benchmark Kits 1 and 2, STAR Reading  |
| Assessment: | Scott Foresman Tests, Teacher-Made Assessments, Daily Performance  |
### Word Study (Phonics, Vocabulary and Spelling) Skills

- Use context to clarify the meaning of unfamiliar words. (4.3)
- Use knowledge of synonyms and antonyms to understand the meanings of unfamiliar words. (4.3)
- Derive word meaning by using knowledge of homonyms/homophones such as read/red, no/know, hear/here. (4.3)
- Use clues in the context of a sentence, paragraph, or reading selection to predict and explain the meanings of words that have more than one meaning. (4.3)
- Use context to select the most appropriate meaning/definition of words from a glossary or dictionary. (4.3)
- Use knowledge of word origins. (4.3)
- Identify the word reference material(s) most likely to contain needed information. (4.3)

### Word Study (Phonics, Vocabulary, and Spelling) Activities

**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- Create analogies to develop understanding of unfamiliar words (*Making the Connection*, 1997, p. 45).
- Create a chart organizing the spelling words by the spelling generalization (*Scott Foresman*, 2002, p. 39j).
- Construct word webs using concepts.
- Identify related words using word trees (*Words Their Way*, 2000, p. 259).
- Conduct teacher-directed word sorts and word hunts using appropriate unit words (*Words Their Way*, 2000, p. 62).
- Use crossword puzzles, word searches, and word matching puzzles.
- Construct word wall categorizing words into meaningful groups.
- Use word mapping to find relationships between concepts and words.
- Use knowledge of spelling patterns to decode and spell words.
- Teach appropriate root words and meanings (*Words Their Way*, 2000, p. 269).

#### John Henry/John Henry
2. Generate a student list of base words that could be changed by adding –ed or –est.
3. Model how to complete a word questioning activity for one of the vocabulary words. Write the word in context in the center of the web. Include these features on the web: A) I think this word means … , B) Synonym, C) How does this word fit in with what I already know?, D) Where or when might I find this word?, E) Why is this word important to me?, and F) Word parts I recognize. Monitor students as they work in groups to complete a word questioning activity for a different vocabulary word. Consult Janet Allen’s *Words, Words, Words: Teaching Vocabulary in Grades 4-12* (1999).

#### Marven of the Great North Woods/Counting Money
1. Construct a word sort using base words and endings of –s and –es to form plurals.
2. Identify words from the selection that have endings of –s or –es. Create a flip book using several of the words showing the base word and an illustration then the base word with the appropriate ending and an illustration.
3. Complete a vocabulary frame for one of the vocabulary words. Use Graphic Organizer Transparency 8 (Scott Foresman, 2002, p. 284b).

#### On the Pampas/A Closer Look at Argentina
2. Locate five different words in the story that contain –ed, ing, and/or –es endings. Choose two to create an accordion book with the base word and the different endings.
3. Prepare a game of “Reach the Peak” in which players must correctly add endings to selected words to win the game (*Word Journeys*, 2000, pp. 153-154).

#### The Storm/Tornado Tales
1. Construct a word sort using words with consonant sounds /j/, /ks/, and /kw/.
2. Identify words in the selection that have the following sounds: g /j/, x /ks/, and qu /kw/. Use the dictionary to find other words with the same pattern.
3. Rate knowledge of vocabulary words on a four column chart. Use Graphic Organizer Transparency 26 (Scott Foresman, 2002, p. 326b).

#### Rikki-Tikki-Tavi/The Deadly Cobra
1. Identify words in the selection that contain a base word and a suffix. Write the words, and then color-code them making base words one color and suffixes a different color.
2. Hunt for words in other texts that have a base word and a suffix. Create class list of words containing the same suffixes.
3. Rate knowledge of vocabulary words on a four column chart. Use Graphic Organizer Transparency 26 (Scott Foresman, 2002, p. 326b).
### Comprehension Skills

- Read familiar text with fluency, accuracy, and expression. (4.3)
- Explain why the author wrote the piece (identify purpose), e.g. to entertain, inform, persuade. (4.4, 4.5)
- Find words or sentences that help identify the author’s purpose. (4.4)
- Identify major events and supporting details. (4.4)
- Discuss the similarities and differences between text and previously read materials. (4.4)
- Read nonfiction print materials and trade books, which reflect the Standards of Learning in history and social sciences, science, and mathematics. (4.5)
- Apply prior knowledge to make predictions and to describe the relationship between content and previously learned concepts. (4.5)
- Generate questions to guide reading of text through reading strategies, such as KWL (Ogle) or DRTA (Stauffer). (4.5)
- Identify the important information and provide supporting details for each important idea in a selection to summarize the text by using tools such as graphic organizers, outlining, and notes. (4.5)
- Write responses that go beyond literal restatements in order to make connections to students’ own lives and other selections. (4.5)
- Understand that nonfiction material, such as biographies and informational text, tells us about real people, places, objects, and events. (4.5)
- Understand how written text and accompanying illustrations connect to convey meaning. (4.5)
- Combine information from the various places in the text to draw a conclusion. (4.5)
- Identify new information learned from reading. (4.5)
- Make simple inferences using information from the text. (4.5)
- Formulate research questions based on a topic. (4.6)
- Select and use appropriate references, such as dictionaries, atlases, almanacs, encyclopedia, and thesauruses including online, print, and other media. (4.6)
- Select the information that is related to the topic. (4.6)
- Evaluate and combine (synthesize) related information from two or more sources. (4.6)
- Identify key terms to search for information. (4.6)
- Skim to find information related to a topic. (4.6)

### Comprehension Activities

**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

1. Identify author’s purpose and the words or sentences that help identify the author’s purpose.
2. Compare and contrast characters from different stories.
3. Maintain a classroom library on current social studies and science topics, seasonal activities, famous people, and poetry.
4. Use guided reading and think aloud strategies to gain meaning from text.
5. Build background for text selections using specific vocabulary.
6. Use comics to draw conclusions by omitting the last scene and allowing students to complete the comic strip.
7. Read Accelerated Reader books and complete comprehension tests.

**John Henry/John Henry**

1. Create a web about Ferret-Faced Freddy. Determine if he would make a good friend or not. Determine the author’s purpose for including him in the tall tale (Scott Foresman, 2002, p. 281a).
2. Chart and analyze John Henry’s character traits using quotes from the story to support claims (Scott Foresman, 2002, p. 281b).
3. Construct a time line of major events in the character’s life using Timeliner.
4. Make personal connections to the text, connections between texts, and/or the text and the world. Select a sentence or two from the text and complete “This reminds me of ...” (Strategies That Work, 2000, pp.68-72, 265-268).

**Marven of the Great North/Counting Money**

1. Draw conclusions about a character in the story. Divide the story into sections and have small groups make a list of conclusions based on details from the story (Scott Foresman, 2002, p. 303a).
2. Discuss multiple meaning words and locate vocabulary terms in the story. Decide which meaning is used by identifying the context clues (Scott Foresman, 2002, p. 303b).

**On the Pampas/A Closer Look at Argentina**

1. Identify sentences that make generalizations. Underline clue words that indicate that generalizations are being made in the sentences. Note supporting facts from the text for each generalization. Find generalizations in other texts read (Scott Foresman, 2002, p. 323a).
2. Use Palincsar and Brown’s reciprocal teaching method which includes these processes: predict, clarify, question, and summarize (Revisit, Reflect, Retell, 1999, p. 138).
3. Form groups to generate a research question based on the topic, consult appropriate resources, record relevant information in a graphic organizer, and share information learned with the class.
Reading / Unit 3 / Grade 4: Comprehension (cont’d)

- **The Storm/Tornado Tales**
  1. Read the title and brainstorm prior knowledge of storms.
  2. Make predictions about what will happen next during reading. Write down a prediction on a three-column chart, note the story information that confirms the prediction in the second column, and write the prior knowledge that confirms the prediction in the third column (Scott Foresman, 2002, p. 343a).
  3. Mark new information learned about storms. Record most interesting facts in a journal entry.
  4. Form groups to generate a research question based on the topic, consult appropriate resources, record relevant information in a graphic organizer, and share information learned with the class.

- **Rikki-Tikki-Tavi/The Deadly Cobra**
  1. Draw inferences about characters and their feelings during various scenes in the selection. Record how inferences were made by drawing on what was already learned, what was known about him from real life, and what it says in the story (Scott Foresman, 2002, p. 365b).
  2. Create a character web for Rikki-Tikki-Tavi.
  3. From groups to make judgments about situations in the story. Create a web about the judgment. Identify the situation, the students’ judgment about it, and the reasons for the judgment (Scott Foresman, 2002, p. 365b).
<table>
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<tr>
<th>Reading / Unit 3 / Grade 4</th>
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<tbody>
<tr>
<td><strong>Writing Skills</strong></td>
</tr>
<tr>
<td>· Apply knowledge of the writing domains in composing, written expression, and usage/mechanics. (4.7)</td>
</tr>
<tr>
<td>· Create a plan and organize thoughts to convey a central idea before writing. (4.7)</td>
</tr>
<tr>
<td>· Focus, organize, and elaborate to construct an effective message for the reader. (4.7)</td>
</tr>
<tr>
<td>· Purposefully shape and control language to affect readers. (4.7)</td>
</tr>
<tr>
<td>· Use specific vocabulary and vivid word choice. (4.7)</td>
</tr>
<tr>
<td>· Include sentences of varying lengths and beginnings to create a pleasant, informal rhythm. (4.7)</td>
</tr>
<tr>
<td>· Write several related paragraphs on a topic. (4.7)</td>
</tr>
<tr>
<td>· Know that unrhymed poetry has lines ending with words that do not rhyme. (4.7)</td>
</tr>
<tr>
<td>· Write rhymed, unrhymed, and patterned poetry such as cinquains, limericks, and haikus. (4.7)</td>
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<tr>
<td>· Use available technology to gather information and to aid in writing. (4.7)</td>
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| Note: Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work. |
| · Utilize instructional technology. |
| · Maintain a reflective journal for expository writing (Writers Express, 1995, pp. 105-109). |
| · Summarize using the most important points in a selection. |
| · Summarize using sequence words. |
| · Use and model the power writing method for any writing activity. |
| · Students summarize a story in the middle of a large sheet of construction paper. Surround the summary with story related illustrations. Cut the paper into 6 large puzzle pieces. Pair to complete and share puzzles. |
| · Share a variety of catalogs with the class. Familiarize students with the type of writing found in a catalog. Students work individually, in small groups, or as a class to create a catalog around a specific book theme. Descriptions should include vivid vocabulary and details from the story. |
| · Create picture postcards for any given literature selection. The picture on the front should reflect the setting and theme. The message on the reverse should be written from the point of view of a character and should include plot details and problems. Exchange, read, and discuss cards. |
| · Write trading cards for characters. Include statistical charts, clear and concise descriptions, and pictures. |
| · Use a note card to record details about characters as students read. Write biographies, individually or in small groups, of the characters in any story. |
| · Apply skills from daily edits to writing. |
| · **John Henry/John Henry** |
| 1. Write a tall tale that features a main character with superhuman abilities. Include rich setting descriptions active verbs, and dialogue (Scott Foresman, 2002, p. 281c). |
| 2. Write a journal entry pretending to be John Henry. Focus on one event from the selection. |
| 3. Write about a local hero, someone in your family, school, or community. |

| · **Marven of the Great North Woods/Counting Money** |
| 1. Write an explanation of a favorite activity using transition words such as first, next, and then. |
| 2. Reflect on Marven’s system for organizing the payroll. Write about a system you developed or something you organized. Explain why you decided to do this. |
| 3. Write a paragraph about the qualities of a friend. |
| 4. Write a narrative about a positive experience with a friend. |

| · **On the Pampas/A Closer Look at Argentina** |
| 1. Create a travel brochure of Argentina in cooperative groups. Use reference sources including the Internet to locate important facts. |
| 2. Write sentences using sensory words to describe and explain illustrations in the selection. |
| 3. Write a definition poem about a vocabulary word from the text. Include these lines: name it, describe it/rename it; tell where it would be found; tell more about it; use emotion words to tell how you feel about this; and explain why you used the emotion words (Revisit, Reflect, Retell, 1999, p. 132). |

| · **The Storm/Tornado Tales** |
| 1. Access available technology to find information about tornadoes. Write a weather report to warn people about the dangers of tornadoes using the facts found (Scott Foresman, 2002, p. 343f). |
| 2. Write about a scene from the main character’s point of view. |
| 3. Describe what you would or would not do in a situation the main character faced. |

| · **Rikki-Tikki-Tavi/The Deadly Cobra** |
| 1. Write about a time you did something about which you are proud. |
| 2. Create a readers’ theater script for the story or a section of the story (Revisit, Reflect, Retell, 1999, pp. 93-94). |
# Reading / Unit 4 / Grade 4

<table>
<thead>
<tr>
<th>Standards of Learning</th>
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<td>Scott Foresman Reading for Virginia (2002), Seeing Is Believing: Timeless Stories, Teacher Edition, Grade 4, Unit 4</td>
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<tr>
<td>Chicken Farming</td>
<td>English Standards of Learning Curriculum Framework–Grade 4 (2003), Virginia Department of Education</td>
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<tr>
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<td>Related Resources:</td>
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<td>* The Baseball Hall of Fame</td>
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<td>Lou Gehrig</td>
<td>* The Disguise</td>
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<td>Guided Reading, I. Fountas &amp; G. Pinnell (1996)</td>
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<td>* * Rigby PM Benchmark Kit</td>
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<th>Additional Classroom Interventions</th>
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<tr>
<td>Revisit, Reflect, Retell, L. Hoyt (1999)</td>
<td>4. Increase the number of high-quality texts that students know</td>
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<td>* Writers Express</td>
<td>7. Teach students to use effective strategies in their reading and writing.</td>
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<tr>
<td>* Literacy Room: Rigby Leveled Texts 1-30</td>
<td>8. Provide explicit instruction.</td>
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<td>* Instructional Software/Productivity Tools</td>
<td>9. Monitor the pace of your teaching.</td>
</tr>
<tr>
<td>* Unit-By-Unit Web Support: <a href="http://www.sfreading.com">http://www.sfreading.com</a></td>
<td>10. Be sure tasks are within students’ control.</td>
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<td>*</td>
<td>11. Make your directions clear, and don’t be afraid to repeat them when you need to.</td>
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<td>*</td>
<td>12. Be sure students understand the rationale of each assignment.</td>
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<td>*</td>
<td>13. Invite students to make choices.</td>
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<td>*</td>
<td>15. Set short-term goals for students, check in with them often, and reward success.</td>
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<td>*</td>
<td>16. Provide extra support to help students perform well in front of the class.</td>
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<td>*</td>
<td>17. Help students get started.</td>
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<tr>
<td>*</td>
<td>18. Use technology to support students (Fountas &amp; Pinnell, 2001, pp. 112-113). The book offers suggestions for tailoring lessons to the specific needs of students and copies are available in each elementary school library.</td>
</tr>
</tbody>
</table>

## Correlation to YCSD English Curriculum Guide

<table>
<thead>
<tr>
<th>Correlation to YCSD English Curriculum Guide</th>
<th>Related Standards: English 4.1, 4.2, 4.8; H/SS: VS.1, VS.10; Math 4.6, 4.7, 4.19, 4.20; Science 4.1, 4.2, 4.5</th>
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<tr>
<td>The fourth unit of the Grade 4 reading curriculum correlates with the following units in the YCSD Grade 4 English Curriculum Guide:</td>
<td>Technology Standards: C/T: 5.3, 5.4</td>
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<td>Unit I Communication Skills</td>
<td>Monitoring: Rigby PM Benchmark Kits 1 and 2, STAR Reading</td>
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<td>Unit II Word Study</td>
<td>Assessment: Scott Foresman Tests, Teacher-Made Assessments, Daily Performance</td>
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<td>Unit V Comprehension</td>
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<td>Unit VI Editing</td>
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</table>
### Reading / Unit 4 / Grade 4

#### Word Study (Phonics, Vocabulary and Spelling) Skills

- Use context to clarify the meaning of unfamiliar words. (4.3)
- Use knowledge of synonyms and antonyms to understand the meanings of unfamiliar words. (4.3)
- Derive word meaning by using knowledge of homonyms/homophones such as read/red, no/know, hear/here. (4.3)
- Use clues in the context of a sentence, paragraph, or reading selection to predict and explain the meanings of words that have more than one meaning. (4.3)
- Use context to select the most appropriate meaning/definition of words from a glossary or dictionary. (4.3)
- Use knowledge of word origins. (4.3)
- Identify the word reference material(s) most likely to contain needed information. (4.3)

#### Word Study (Phonics, Vocabulary, and Spelling) Activities

**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- Construct word webs using concepts.
- Complete cloze paragraphs.
- Identify related words using word trees (*Words Their Way*, 2000, p.259).
- Conduct teacher-directed word sorts and word hunts using appropriate unit words (*Words Their Way*, 2000, p.62).
- Use crossword puzzles, word searches, and word matching puzzles.
- Construct word wall categorizing words into meaningful groups.
- Word mapping.
- Use knowledge of spelling patterns to decode and spell words.
- Teach appropriate root words and meanings (*Words Their Way*, p.269).

**Half-Chicken/Chicken Farming**

2. Post vocabulary words. Divide the class in teams and play Synonyms Races to find as many similar words as possible using a thesaurus within three minutes. Report findings to class.

**Blame It on the Wolf/What Is the Supreme Court**

1. Create a t-Chart of the formation of contractions. Write the two words on one side of the t-chart and the related contraction on the other side.
2. Use Graphic Organizer Transparency 5. Write courtroom in the center, and brainstorm other vocabulary words that relate to it. Write a sentence about how each word relates to the focus word, courtroom (Scott Foresman, 2002, p. 396b).
3. Quick write a short story using most of the vocabulary words.

**Lou Gehrig/The Baseball Hall of Fame**

1. Create cartoon strips illustrating vocabulary words.
2. Complete a vocabulary frame for one of the vocabulary words. Use Graphic Organizer Transparency 8 (Scott Foresman, 2002, p. 422b).
3. Group students to create lists of the difficult to spell spelling words and to write hints to help students spell the words. Compile a class chart of the most helpful spelling hints.

**The Disguise/Chinese Calligraphy**

1. Write analogies to explain the relationship of pairs of words (Scott Foresman, 2002, p. 444b).
2. Complete a cloze exercise using vocabulary words.

**Keepers/Have-a Ball! Cake**

1. Create a flipbook for selected vocabulary words. Under the first flap include a synonym, second flap an antonym, third flap a sentence with the word, and fourth flap a dictionary and student definition (*Create Independent Learners*, 1999, p. 102).
2. Complete a vocabulary frame for one of the vocabulary words. Use Graphic Organizer Transparency 8 (Scott Foresman, 2002, p. 422b).
3. Sort words according to CVVC and VCV rules for dividing words into syllables.
Comprehension Skills

- Read familiar text with fluency, accuracy, and expression. (4.3)
- Explain why the author wrote the piece (identify purpose), e.g. to entertain, inform, persuade. (4.4, 4.5)
- Identify setting details and other information that help identify the author’s purpose. (4.4)
- Know that fictional stories, such as fantasy, describe imaginary characters and events. (4.4)
- Understand that historical fiction is a story based on facts. (4.4)
- Identify the facts contained in a piece of historical fiction. (4.4)
- Compare the use of fact and fantasy in historical fiction with other forms of literature. (4.4)
- Identify major events and supporting details. (4.4)
- Discuss the similarities and differences between text and previously read materials. (4.4)
- Read nonfiction print materials and trade books, which reflect the Standards of Learning in history and social sciences, science, and mathematics. (4.5)
- Apply prior knowledge to make predictions and to describe the relationship between content and previously learned concepts. (4.5)
- Generate questions to guide reading of text through reading strategies, such as KWL (Ogle) or DRTA (Stauffer). (4.5)
- Use text set in special type styles, such as bold-faced and color, captions under pictures and graphics, and headings of sections and chapters to predict and categorize information. (4.5)
- Identify the important information and provide supporting details for each important idea in a selection to summarize the text by using tools such as graphic organizers, outlining, and notes. (4.5)
- Write responses that go beyond literal restatements in order to make connections to students’ own lives and other selections. (4.5)
- Understand that nonfiction material, such as biographies and informational text, tells us about real people, places, objects, and events. (4.5)
- Combine information from the various places in the text to draw a conclusion. (4.5)
- Distinguish between fact and opinion. (4.5)
- Identify new information learned from reading. (4.5)
- Make simple inferences using information from the text. (4.5)

Note: Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- Identify author’s purpose and the words or sentences that help identify the author’s purpose.
- Compare and contrast characters from different stories.
- Maintain a classroom library on current social studies and science topics, seasonal activities, famous people, and poetry.
- Use guided reading and think aloud strategies to gain meaning from text.
- Build background for text selections using specific vocabulary.
- Use comics to draw conclusions by omitting the last scene and allowing students to complete the comic strip.
- Find examples of humor in literature and respond to different viewpoints.
- Read Accelerated Reader books and complete comprehension tests.

- **Half-Chicken/Chicken Farming**
  1. Practice paraphrasing from the reading selection. Give selections from the story to teams of students. Students paraphrase selection and report findings to class.
  2. Preview the story. Formulate questions to be answered as the story is read.
  3. Make predictions about what will happen next while reading the story. Chart predictions, the reason(s) for making these predictions, and whether or not it happened (Scott Foresman, 2002, p. 393b).
- **Blame It on the Wolf/What Is the Supreme Court?**
  2. Compare and contrast the Half-Chicken and this selection. Note similarities and differences in setting, problem, climax, and ending (Revisit, Reflect, Retell, 1999, p. 51).
  3. Determine the big idea, or theme, of the story (Scott Foresman, 2002, p. 419b).
  4. Compile a story map illustrating the main ideas of the selection (Revisit, Reflect, Retell, 1999, p. 77).
  5. Distinguish fact from opinion about wolves in the selection.
- **Lou Gehrig/The Baseball Hall of Fame**
  1. Make a flipbook showing the chronological events of the selection.
  2. Lead a discussion about the differences between paraphrasing and summarizing. Chart the differences. Summarize the text.
  3. Select a passage to read and demonstrate a think aloud to clarify meaning. Ask partners to select a passage and think aloud what they do when they read it. Create a form to help students monitor what they do when they are reading. Include a rating scale for how frequently students make predictions, visualize, make connections, realize when there are problems, and fix problems (Good-Bye Round Robin, p. 14).
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<thead>
<tr>
<th>Reading / Unit 4 / Grade 4: Comprehension (cont’d)</th>
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<tbody>
<tr>
<td>• The Disguise/Chinese Calligraphy</td>
</tr>
<tr>
<td>1. Summarize the selection by creating a steps chart (Scott Foresman, 2002, p. 467a).</td>
</tr>
<tr>
<td>2. Make predictions about what will happen next while reading the story. Chart predictions, the reason(s) for making these predictions, and whether or not the prediction was confirmed (Scott Foresman, 2002, p. 467b).</td>
</tr>
<tr>
<td>3. Create a class booklet illustrating new information gained from reading about the Chinese culture. Use clip art from teacher selected web sites to illustrate the booklet.</td>
</tr>
<tr>
<td>• Keepers/Have-a-Ball Cake</td>
</tr>
<tr>
<td>1. Design a question web to identify major events and supporting details in the story (Create Independent Learners, 1999, p. 113).</td>
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<tr>
<td>2. Identify the elements of plot in the selection and create a story map (Scott Foresman, 2002, p. 485a).</td>
</tr>
<tr>
<td>3. Identify the steps in a process such as making a favorite recipe. Build flowcharts showing steps in a process (Scott Foresman, 2002, p. 485b).</td>
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### Reading / Unit 4 / Grade 4

#### Writing Skills
- Apply knowledge of the writing domains in composing, written expression, and usage/mechanics.
- Create a plan and organize thoughts to convey a central idea before writing.
- Focus, organize, and elaborate to construct an effective message for the reader.
- Purposefully shape and control language to affect readers.
- Use specific vocabulary and vivid word choice.
- Include sentences of varying lengths and beginnings to create a pleasant, informal rhythm.
- Write several related paragraphs on a topic.
- Know that unrhymed poetry has lines ending with words that do not rhyme.
- Write rhymed, unrhymed, and patterned poetry such as cinquains, limericks, and haikus.
- Use available technology to gather information and to aid in writing.

#### Note:
Prior to instruction, determine students' instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students' instructional reading levels. Some activities are appropriate for independent student work.

- Utilize instructional technology.
- Summarize using most important points in selection.
- Write a humorous personal narrative from an experience in student's life (Writers Express, 1995, pp. 110-115).
- Use a buddy journal to encourage writing between students.
- Make sentence strips and combine using conjunctions to form compound sentences.
- Use poetry and comics to demonstrate how italics and underlining adds emphasizes to words.
- Create a writing center.

#### Writing Activities

##### Half-Chicken/Chicken Farming
1. Compose a review of Half-Chicken. Read selections to the class.
2. Review the elements of a folk tale. Partner students to write a new problem for the main character and rewrite Half-Chicken. Resolve the new problem while keeping true to the main character's traits.
3. Interview a family member to learn about a story that has been passed down in the family from generation to generation. Write the story to share with the class (Scott Foresman, 2002, p. 393e).

##### Blame It on the Wolf/What Is the Supreme Court?
1. Read a play review from the local newspaper. Discuss the elements of a review. Write an effective explanation and review of the selection.
2. Write a fractured fairy tale. Begin by selecting characters and writing a brief character description. Underline adjectives used (Scott Foresman, 2002, p. 419h).

##### Lou Gehrig/The Baseball Hall of Fame
1. Evaluate and synthesize the information by creating a baseball card of Lou Gehrig. Illustrate the face of the baseball card using clip art.
2. Ask family members who their favorite heroes are and what they think makes a hero (Scott Foresman, 2002, p. 420h).
3. Research the history of baseball in the United States and create a time line of significant moments in baseball history (Scott Foresman, 2002, p. 420g). Determine what was happening in Virginia history at those times.

##### The Disguise/Chinese Calligraphy
1. Write several paragraphs about the main character of the selection. Use details from the story to support the writing.
2. Brainstorm a list of words that describe the character from the selection. Create a character diamond (Making the Connection, 1997, p. 45).
3. Write about a time when you worked hard to learn or to reach a goal. Provide the details of what you had to do to accomplish the goal.

##### Keepers/Have-a-Ball Cake
1. Brainstorm lists of favorite art, craft, or recipes that would make a good gift. Write directions explaining how to make this gift.
2. Research what your community was like in the past, draw an illustration of what it was like, and write a report. Include people, places, and things in the community in the past (Scott Foresman, 2002, p. 486g).
3. Write about a time you made a mistake and how you solved the problem.
## Reading / Unit 5 / Grade 4

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The fifth unit of the Grade 4 reading curriculum correlates with the following units in the YCSD Grade 4 English Curriculum Guide:
- Unit I Communication Skills
- Unit II Word Study
- Unit III Comprehension/Fiction
- Unit IV Comprehension/Nonfiction & Information Resources
- Unit V Comprehension
- Unit VI Editing

**Related Standards:** English 4.1, 4.2, 4.8; H/SS: VS.1, VS.2, VS.9; Math 4.6, 4.7; Science 4.5, 4.7

**Technology Standards:** C/T: 5.3, 5.4

**Monitoring:** Rigby PM Benchmark Kits 1 and 2, STAR Reading

**Assessment:** Scott Foresman Tests, Teacher-Made Assessments, Daily Performance
### Reading / Unit 5 / Grade 4

#### Word Study (Phonics, Vocabulary, and Spelling) Skills
- Use context to clarify the meaning of unfamiliar words. (4.3)
- Use knowledge of synonyms and antonyms to understand the meanings of unfamiliar words (4.3)
- Derive word meaning by using knowledge of homonyms/homophones such as read/red, no/now, hear/here. (4.3)
- Use clues in the context of a sentence, paragraph, or reading selection to predict and explain the meanings of words that have more than one meaning. (4.3)
- Use context to select the most appropriate meaning/definition of words from a glossary or dictionary. (4.3)
- Use knowledge of word origins. (4.3)
- Identify the word reference material(s) most likely to contain needed information. (4.3)

#### Word Study (Phonics, Vocabulary, and Spelling) Activities
**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- Construct word webs using concepts.
- Complete cloze paragraphs.
- Identify related words using word trees (*Words Their Way*, 2000, p. 259).
- Conduct teacher-directed word sorts and word hunts using appropriate unit words (*Words Their Way*, 2000, p. 62).
- Use crossword puzzles, word searches, and word matching puzzles.
- Construct word wall categorizing words into meaningful groups.
- Use knowledge of spelling patterns to decode and spell words.
- Teach appropriate root words and meanings (*Words Their Way*, 2000, p. 269).
- *Amazing Alice*/Keeping a Road Journal
  1. Create a flipbook using vocabulary words and synonyms. Illustrate.
  2. Divide students into groups assigning each group one of the prefixes, dis-, in-, pre-, and re-. Hunt for as many words as possible that begin with the assigned prefix.
- *A Peddler’s Dream*/Welcome to the United States
  1. Complete a vocabulary frame for one of the vocabulary words. Use Graphic Organizer Transparency 8 (Scott Foresman, 2002, p. 520b).
  2. Construct a dictionary using vocabulary terms and their antonyms. Illustrate and provide a definition for both.
  3. Identify and chart words in the selection that contain a kn-, gn-, wr-, or -mb.
  4. Divide students into groups assigning each group one of the prefixes un- or re-. Hunt for as many words as possible that begin with the assigned prefix.
- *The Race for the North Pole*/The North Pole
  1. Identify vocabulary words in the text. Partner students to create cloze sentences using vocabulary words for other students to complete. Provide context clues in the sentences.
  2. Use Graphic Organizer Transparency 5. Write adventure in the center, and brainstorm other vocabulary words that relate to it. Write a sentence about how each word relates to the focus word (Scott Foresman, 2002, p. 538b).
  3. Identify the base word of spelling words. Construct a chart showing the possessive and the plural possessive forms. Add other examples from independent reading.
- *Into the Sea*/Work in the Ocean
  2. Locate words in the text with the schwa sound. Write the words on chart paper using one color for the vowel that makes the schwa sound and another color for the rest of the word.
- *Space Probes to the Planets*/Meet the Universe’s Main Attraction … Gravity
  1. Discuss vocabulary terms. Assign specific words to groups for research. Construct a graphic organizer for each word as it relates to outer space.
  3. Locate words from the selection that contain a prefix and/or a suffix. Model how to separate words into syllables. Color-code the prefix and suffix. Challenge partners to do the same.
## Comprehension Skills

- **Reading / Unit 5 / Grade 4**

  - Read familiar text with fluency, accuracy, and expression. (4.3)
  - Understand that historical fiction is a story based on facts. (4.4)
  - Identify the facts contained in a piece of historical fiction. (4.4)
  - Identify sensory words that describe sights, sounds, smells, and tastes and describe how they make the reader feel. (4.4)
  - Read nonfiction print materials and trade books, which reflect the Standards of Learning in history and social sciences, science, and mathematics. (4.5)
  - Apply prior knowledge to make predictions and to describe the relationship between content and previously learned concepts. (4.5)
  - Generate questions to guide reading of text through reading strategies, such as KWL (Ogle) or DRTA (Stauffer). (4.5)
  - Use text set in special type styles, such as bold-faced and color, captions under pictures and graphics, and headings of sections and chapters to predict and categorize information. (4.5)
  - Identify the important information and provide supporting details for each important idea in a selection to summarize the text by using tools such as graphic organizers, outlining, and notes. (4.5)
  - Write responses that go beyond literal restatements in order to make connections to students’ own lives and other selections. (4.5)
  - Understand that nonfiction material, such as biographies and informational text, tells us about real people, places, objects, and events. (4.5)
  - Understand how written text and accompanying illustrations connect to convey meaning. (4.5)
  - Explain why the author wrote the piece. (4.5)
  - Combine information from the various places in the text to draw a conclusion. (4.5)
  - Identify new information learned from reading. (4.5)
  - Make simple inferences using information from the text. (4.5)
  - Formulate research questions based on a topic. (4.6)
  - Select and use appropriate references, such as dictionaries, atlases, almanacs, encyclopedia, and thesauruses including online, print, and other media. (4.6)
  - Select the information that is related to the topic. (4.6)
  - Evaluate and combine (synthesize) related information from two or more sources. (4.6)
  - Identify key terms to search for information. (4.6)
  - Skim to find information related to a topic. (4.6)

## Comprehension Activities

**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- Identify the author’s purpose and the words or sentences that help identify the author’s purpose.
- Compare and contrast characters from different stories.
- Maintain a classroom library on current social studies and science topics, seasonal activities, famous people, and poetry.
- Use guided reading and think aloud strategies to gain meaning from text.
- Build background for text selections using specific vocabulary.
- Use comics to draw conclusions by omitting the last scene and allowing students to complete the comic strip.
- Read Accelerated Reader books and complete comprehension tests.

**Amazing Alice/ Keeping a Road Journal**

1. Create a chart of graphic sources in the selection. Indicate the source and the type of information conveyed in chart form (Scott Foresman, 2002, p. 517b).
2. Create a summary cube identifying the key parts of the story on each side of the cube (Making the Connection, 1997, pp. 94-96).

**A Peddler’s Dream/Welcome to the United States**

1. Create a timeline of the major events in the story using TimeLiner.
2. Create a flipbook showing the key elements of the plot.
3. Create visualizing webs to record sensory images from the story (Scott Foresman, 2002, p. 535b).

**The Race for the North Pole/The North Pole**

1. Create a chart of graphic sources in the selection. Indicate the source and the type of information conveyed in chart form (Scott Foresman, 2002, p. 555a).
2. Generate questions that can be answered using details and information from illustrations in the selection.
3. Identify key terms from the text about which to formulate questions for partner research. Record information found in a graphic organizer, and share it with the class (Scott Foresman, 2002, p. 555e).
4. Synthesize information learned from reading by reading the text like a writer. Attend to the content of the text, your thinking process while reading, and the writer’s craft. Record observations about each area in a three-column chart. Include inferences and questions made during reading in the reading process column (Strategies That Work, 2000, pp. 163-164).
Reading / Unit 5 / Grade 4: Comprehension (cont’d)

• Into the Sea/Work in the Ocean
  1. Create a graphic organizer depicting four purposes for writing. Select a variety of books to organize review to determine author’s purpose, and record the titles on the graphic organizer according to the author’s purpose (Scott Foresman, 2002, p. 575a).
  2. Create a life cycle graphic organizer of the events in the life of a sea turtle (Scott Foresman, 2002, p. 575b).
  3. Prepare a pre-reading word sort from important words and/or phrases in the text to activate prior knowledge about the topic. Guide students to understand possible relationships of words and phrases such as pairs or categories of words that go together. Group students to make a list of related words that may be found in the text about the topic. Share word predictions. Verify word relations and predictions while reading the text. Reflect on new learning and sort words again based on this information (Revisit, Reflect, Retell, 1999, p. 146).
  4. Retell the expository text. Include the following information: topic, most important ideas, new information learned, setting, text structure, key information from visuals, summary, and author’s purpose (Revisit, Reflect, Retell, 1999, p. 125).

• Space Probes to the Planets/Meet the Universe’s Main Attraction … Gravity
  1. Complete a KWL about space probes and our solar system.
  2. List ways to organize writing. Identify how the author organized this text. Examine text structures further. Review a variety of books and resources to find examples of each type of text structure (Revisit, Reflect, Retell, 1999, pp. 126-127).
  3. Create an outline to highlight key information in the text (Scott Foresman, 2002, p. 595a).
  4. Identify key terms from the text about which to formulate questions for partner research. Record information found in a graphic organizer, and share it with the class (Scott Foresman, 2002, p. 595f).
Reading / Unit 5 / Grade 4

Writing Skills
- Apply knowledge of the writing domains in composing, written expression, and usage/mechanics. (4.7)
- Create a plan and organize thoughts to convey a central idea before writing. (4.7)
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Note: Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.
- Utilize instructional technology.
- Summarize using most important points in selection.
- Summarize using sequence words.
- Use and model the power writing method for any writing activity.
- Use poetry and comics to demonstrate how punctuation adds emphasis to words.
- Students summarize a story in the middle of a large sheet of construction paper. Surround the summary with story related illustrations. Cut the paper into 6 large puzzle pieces. Pair to complete and share puzzles.
- Share a variety of catalogs with the class. Familiarize students with the type of writing found in a catalog. Students work individually, in small groups, or as a class to create a catalog around a specific book theme. Descriptions should include vivid vocabulary and details from the story.
- Create picture postcards for any given literature selection. The picture on the front should reflect the setting and theme. The message on the reverse should be written from the point of view of a character and should include plot details and problems. Exchange, read, and discuss cards.
- Write trading cards for characters. Include statistical charts, clear and concise descriptions, and pictures.
- Use a notecard to record details about characters as students read. Write biographies, individually or in small groups, of the characters in any story.
  - Amazing Alice! / Keeping a Road Journal
  1. Choose an adventure or an event from your own life about which to write a narrative. Use Storybook Weaver to illustrate the narrative.
  2. Choose four events in the main character’s life, and create a flipbook. Illustrate the events on the outside and write about the events on the inside of the flaps.
  3. Keep a journal about an activity that you participate in during or outside of school.
  - A Peddler’s Dream/Welcome to the United States
  1. Begin a journal for expository writing. Model how to take notes and organize the information.
  2. Create several paragraphs explaining the story’s events recorded on Timeliner.
  3. Write about a time when you faced a challenge as Soloman did.
  - The Race for the North Pole/The North Pole
  1. Identify and form questions about explorers. Write a group report about an explorer of choice. Gather information from a variety of sources (Scott Foresman, 2002, p. 536h).
  2. Select and distribute newspaper articles about important events. Identify who, what, when, where, why, and how information. Interview a family member about an important event in his or her life. Compose a newspaper article about the event. Include who, what, when, where, why, and how information (Scott Foresman, 2002, p. 536g).
  3. Keep a learning log in which students respond to the content learned and the process by which they learned it.
  - Into the Sea/I Work in the Ocean
  1. Write a short report on the life of a sea turtle or other sea animal. Use Kidspiration to create a graphic organizer to highlight key information in the report.
  2. Compose an informational poem using three word clusters that describe a topic such as a sea turtle (Revisit, Reflect, Retell, 1999, p. 147).
  3. Create group information books about sea animals or underwater photography.
  - Space Probes to the Planets/Meet the Universe’s Main Attraction … Gravity
  1. Write a class ABC book about space probes and our solar system.
  2. Create a HyperStudio presentation about a space-related topic.
  3. Write a journal entry as though you were a scientist creating a probe or monitoring the activities of a probe in space.
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<td>English 4.1, 4.2, 4.8; H/SS: VS.1, VS.2; Math 4.6, 4.7, 4.11, 4.20; Science 4.1, 4.2, 4.3</td>
</tr>
<tr>
<td>Technology Standards:</td>
<td>C/T: 5.3, 5.4</td>
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<tr>
<td>Monitoring:</td>
<td>Rigby PM Benchmark Kits 1 and 2, STAR Reading</td>
</tr>
<tr>
<td>Assessment:</td>
<td>Scott Foresman Tests, Teacher-Made Assessments, Daily Performance</td>
</tr>
<tr>
<td>Word Study (Phonics, Vocabulary and Spelling) Skills</td>
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<td>------------------------------------------------------</td>
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<tr>
<td>• Use context to clarify the meaning of unfamiliar words. (4.3)</td>
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<tr>
<td>• Use knowledge of synonyms and antonyms to understand the meanings of unfamiliar words. (4.3)</td>
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<tr>
<td>• Derive word meaning by using knowledge of homonyms/homophones such as read/red, no/know, hear/here. (4.3)</td>
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<tr>
<td>• Use clues in the context of a sentence, paragraph, or reading selection to predict and explain the meanings of words that have more than one meaning. (4.3)</td>
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<tr>
<td>• Use context to select the most appropriate meaning/definition of words from a glossary or dictionary. (4.3)</td>
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<tr>
<td>• Use knowledge of word origins (4.3)</td>
<td></td>
</tr>
<tr>
<td>• Identify the word reference material(s) most likely to contain needed information. (4.3)</td>
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</tbody>
</table>

**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- Construct word webs using concepts.
- Complete cloze paragraphs.
- Identify related words using word trees (*Words Their Way*, 2000, p. 259).
- Conduct teacher-directed word sorts and word hunts using appropriate unit words (*Words Their Way*, 2000, p. 62).
- Use crossword puzzles, word searches, and word matching puzzles.
- Construct word wall categorizing words into meaningful groups.
- Use word mapping to find relationships between concepts and words.
- Use knowledge of spelling patterns to decode and spell words.
- Teach appropriate root words and meanings (*Words Their Way*, 2000, p. 269).
- **Koya’s Cousin Del/On the Beat**
  1. Select less common vowel patterns for students to sort. Include words that do not follow the patterns to be placed in the oddball category.
  2. Play a vowel review game such as The Racetrack Game in which students match words with the same pattern. Include a space on the game board for discarding oddball words (*Words Their Way*, 2000, p. 203-04).
  3. Create a t-chart for vocabulary words and their roots. Use a dictionary, glossary, or other source to identify word origins (Scott Foresman, 2002, p. 608b). Identify, list, and determine the meaning of other words that share the same roots.
  4. Use Graphic Organizer Transparency 5. Write performers in the center, and brainstorm other vocabulary words that relate to it. Write a sentence about how each vocabulary word relates to the word performers (Scott Foresman, 2002, p. 608b).
- **Children of Clay/Clay Old Woman and Clay Old Man**
  1. Select less common vowel patterns for students to sort. Include words that do not follow the patterns to be placed in the oddball category.
  2. Play a vowel review game such as The Racetrack Game in which students match words with the same pattern. Include a space on the game board for discarding oddball words (*Words Their Way*, 2000, p. 203-04).
  3. Determine the relationship among vocabulary words. List the vocabulary words with a sixth word that does not belong, and challenge students to cross out the word that does not belong (*Making the Connection*, 1997, p. 42).
  4. Identify action verbs in the selection. Divide the class into two teams for a game of charades in which teams act out the action verbs (Scott Foresman, 2002, p. 647f).
- **Coming Home/The Dream Keeper/Dreamer**
  1. Sort words by final /k/. Select from words found in *Words Their Way* Sort 52 on page 359 and words in *Word Journeys* on page 258.
  3. Model how to figure out words from context. Locate vocabulary words in context, predict their meanings, and confirm the most appropriate meaning/definition of each word by consulting a glossary or dictionary.
  4. Draw pictures to represent the meaning of vocabulary words.
- **Out of the Blue/A Really Bright Idea**
  1. Rate familiarity with vocabulary words using Graphic Organizer Transparency 26 (Scott Foresman, 2002, p. 668b).
  2. Create a class vocabulary book of unfamiliar words. Write each word on a piece of construction paper, and represent the word’s meaning through analogies, drawings, synonyms and antonyms, associations, etc. (*Making the Connection*, 1997, p. 36).
Reading / Unit 6 / Grade 4: Word Study (cont'd)

3. Sort spelling words by suffixes –less, -ment, and –ness. Examine meanings of the base words and then think about the meaning when the suffix is added. Explore the meaning of each suffix; determine what the suffix does when added to different base words. Brainstorm additional words with these suffixes and add them to word study notebooks. See the Words Their Way Prefix Sort on pages 247-248 for ideas that can be applied to suffix sorts (2000).

- Chocolate Is Missing/The Zoo Crew
  1. Dramatize key words from the selection using Word Theater. Form groups to select a focus word, record the page number on which it is found, write a plan for dramatizing the word, and then present the dramatization to the class to guess the word (Revisit, Reflect, Retell, 1999, pp. 168-169).
  2. Select a word sort such as sorts 86 and 87 on page 361 in Words Their Way to explore the correct placement of stress in given words. Play Stressbusters to reinforce understanding of stress in words. Consult dictionaries to confirm the accented syllable during play when challenging a player's answer (Words Their Way, 2000, pp. 243-244).
### Comprehension Skills

- Read familiar text with fluency, accuracy, and expression. (4.3)
- Find words or sentences that help identify the author’s purpose (4.4)
- Identify major events and supporting details (4.4)
- Discuss the similarities and differences between text and previously read materials. (4.4)
- Identify sensory words that describe sights, sounds, smells, and tastes and describe how they make the reader feel. (4.4)
- Know that poetry tells a story through verse. (4.4)
- Read nonfiction print materials and trade books, which reflect the Standards of Learning in history and social sciences, science, and mathematics. (4.5)
- Apply prior knowledge to make predictions and to describe the relationship between content and previously learned concepts. (4.5)
- Generate questions to guide reading of text through reading strategies, such as KWL (Ogle) or DRTA (Stauffer). (4.5)
- Identify the important information and provide supporting details for each important idea in a selection to summarize the text by using tools such as graphic organizers, outlining, and notes. (4.5)
- Write responses that go beyond literal restatements in order to make connections to students’ own lives and other selections. (4.5)
- Understand that nonfiction material, such as biographies and informational text, tells us about real people, places, objects, and events. (4.5)
- Understand how written text and accompanying illustrations connect to convey meaning. (4.5)
- Explain why the author wrote the piece. (4.5)
- Combine information from the various places in the text to draw a conclusion. (4.5)
- Distinguish between fact and opinion. (4.5)
- Identify cause and effect relationships. (4.5)
- Identify new information learned from reading. (4.5)
- Make simple inferences using information from the text. (4.5)

### Comprehension Activities

**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- Compare and contrast characters from different stories.
- Maintain a classroom library on current social studies and science topics, seasonal activities, famous people, and poetry.
- Use guided reading and think aloud strategies to gain meaning from text.
- Build background for text selections using specific vocabulary.
- Use comics to draw conclusions by omitting the last scene and allowing students to complete the comic strip.
- Read Accelerated Reader books and complete comprehension tests.
- **Koya’s Cousin Del/On the Beat**
  1. Identify five senses details that help visualize a scene (Scott Foresman, 2002, p. 628a).
  2. Create a flipbook of Koya’s reactions to the events in the story. Identify cause and effect.
  3. Select and list the most important words in the story. Cut the words out and order them for retelling the story. Use these words to write a summary of the story (Revisit, Reflect, Retell, 1999, p. 91).
- **Children of Clay/Clay Old Woman and Clay Old Man**
  1. Identify how the author organized this text. Identify other texts read that have been organized sequentially.
  2. Write supporting details that tell about the main idea on a chart. Use the details to identify the main idea of the selection and the author’s purpose (Scott Foresman, 2002, p. 647b).
  3. Create a flow chart of the steps used to create the pottery. Write or illustrate the process.
- **Coming Home/The Dream Keeper/Dreamer**
  1. Create a list of quotes from the story. Distinguish between fact and opinion. Justify why a quote is fact or opinion (Scott Foresman, 2002, p. 665a).
  2. Create a summary cube identifying the key parts of the story on each side of the cube (Making the Connection, 1997, pp. 94-96).
- **Out of the Blue/A Really Bright Idea**
  1. Complete a KWL chart about Benjamin Franklin and his contributions to society. Identify new information learned in a reader response log.
  2. Demonstrate “Read, Cover, Remember, and Retell” in which the reader reads only as much as the hand can cover, covers this section of text with a hand, remembers the most important information read, and then retells this information to a partner (Revisit, Reflect, Retell, p. 140).
  3. Select paragraphs in the story for partners to reread. Create a t-chart for the main idea and supporting details of selected paragraphs (Scott Foresman, 2002, p. 683a).
Reading / Unit 6 / Grade 4: Comprehension (cont’d)

• Chocolate Is Missing/The Zoo Crew
  1. Synthesize information learned from reading by reading the text like a writer. Attend to the content of the text, your thinking process while reading, and the writer’s craft. Record observations about each area in a three-column chart. Include inferences and questions made during reading in the reading process column (Strategies That Work, 2000, pp. 163-164).
  3. Identify the major events in the story. Create a plot map for the story (Scott Foresman, 2002, p. 709b).
### Writing Skills
- Apply knowledge of the writing domains in composing, written expression, and usage/mechanics. (4.7)
- Create a plan and organize thoughts to convey a central idea before writing. (4.7)
- Focus, organize, and elaborate to construct an effective message for the reader. (4.7)
- Purposefully shape and control language to affect readers. (4.7)
- Use specific vocabulary and vivid word choice. (4.7)
- Include sentences of varying lengths and beginnings to create a pleasant, informal rhythm. (4.7)
- Write several related paragraphs on a topic. (4.7)
- Know that unrhymed poetry has lines ending with words that do not rhyme. (4.7)
- Write rhymed, unrhymed, and patterned poetry such as cinquains, limericks, and haikus. (4.7)
- Use available technology to gather information and to aid in writing. (4.7)

### Writing Activities
**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

#### Utilize instructional technology such as Storybook Weaver, Paint, Write, and Play, or Time Liner to create finished projects.

#### Maintain a reflective journal for expository writing (Writers Express, 1995, pp. 105-109).

#### Summarize using most important points in selection.

#### Summarize using sequence words.

#### Use and model the power writing method for any writing activity.

#### Use poetry and comics to demonstrate how exclamatory and adds emphasizes to words.

**Koya’s Cousin Del/On the Beat**
1. Compose a three-line poem about a character in the text. Draw a picture of the character first, then write the character’s name on the first line, two or three words about the character on the second line, and a feeling or synonym related to the character/character’s traits on the third line (Revisit, Reflect, Retell, 1999, p. 92).
2. Partner students to silently write My Character Says entries. Select a character to become. Begin the writing with a question that the other student answers in character. Continue the conversation (Revisit, Reflect, Retell, 1999, p. 85).
3. Develop a series of questions to interview a famous person. Predict and write answers to the interview questions.

**Children of Clay/Clay Old Woman and Clay Old Man**
1. Illustrate and write directions for how to make something. Include materials needed. Invite students to trade directions and make the projects (Scott Foresman, 2002, p. 630h).
2. Research something that is made locally. Describe who makes it, where it is made, what it is used for, how it is made, where it is sold, and how much it costs.
3. Write about an activity that is important to your family. Explain what each person in your family does and why the activity is important (Scott Foresman, 2002, p. 647d).

**Coming Home/ The Dream Keeper/Dreamer**
1. Recall emotions involved when coming home from a trip or leaving home. Generate a list of these feelings and what caused them. Write a brief story about coming home or leaving home. Create a mood of suspense, humor, excitement, or peace in the story (Scott Foresman, 2002, p. 665d).
2. Research famous children’s poets. Create a one page biographical sketch about this person.
3. Read a variety of poetry. Write rhymed, unrhymed, and patterned poetry. Imitate the style of a favorite poet.

**Out of the Blue/A Really Bright Idea**
1. List the characteristics of a well-written advertisement. Evaluate several advertisements from the newspaper. Create an advertisement using characteristics of a well-written ad (Scott Foresman, 2002, p. 683c-d).
2. Create a class book or HyperStudio project about inventions from the last 200 years. Describe the invention, when it was made, who made it, where it was invented, how it was invented, and why it was invented. Include a reference to what was happening in Virginia at the time of the invention. Organize invention information in chronological order.
3. Compare/contrast the inventors Benjamin Franklin and Thomas Edison (Scott Foresman, 2002, p. 683d).
4. Research famous inventors. Select one about which to write a biographical sketch (Scott Foresman, 2002, p. 683d).

**Chocolate Is Missing/The Zoo Crew**
1. Create a t-chart showing advantages and disadvantages of pet ownership.
2. Create a HyperStudio or PowerPoint presentation persuading others to buy or adopt a particular pet. Include graphics.
3. Create a story web of humorous details from the selection. Write about a humorous event from your own life. Begin by jotting down humorous details about the event to incorporate in the story.
4. Compare and contrast a guinea pig with another animal.
## Reading / Unit 1 / Grade 5

<table>
<thead>
<tr>
<th>Standards of Learning</th>
<th>English Standards of Learning Curriculum Framework–Grade 5 (2003), Virginia DOE</th>
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<tbody>
<tr>
<td>Scott Foresman Unit</td>
<td>Unit 1 Fantastic Voyage: Relating to Others</td>
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</tbody>
</table>
| Scott Foresman Literature | • From the Diary of Leigh Botts  
                          | • The Ransomion                   
                          | • Faith and Eddie                
                          | • Say What?                      
                          | • Looking for a Home             |
| Required Resources    | • Scott Foresman Reading for Virginia (2002), Fantastic Voyage: Relating to Others, Teacher Edition, Grade 5, Unit 1  
                          | • English Standards of Learning Curriculum Framework–Grade 5 (2003), Virginia DOE |
| Supplemental Resources| • Create Independent Learners: Teacher-Tested Strategies for ALL Ability Levels, P. Pavelka (1999)  
                          | • Goodbye Round Robin, M. Opitz & T. Rasinski (1999)  
                          | • Guiding Readers and Writers Grades 3-6: Teaching Comprehension, Genre, and Content Literacy, I. Fountas & G. Pinnell (2001)  
                          | • Making the Connection: Learning Skills Through Literature 3-6, P. Pavelka (1997)  
                          | • Accelerated Reader            
                          | • Guided Reading, I. Fountas & G. Pinnell (1996)  
                          | • Rigby PM Benchmark Kit        
                          | • Words Their Way, Bear et al. (2000)  
                          | • Words Their Way Interactive CD ROM (2001) |
| Additional Classroom Interventions | • Utilize available instructional software for skill isolation and reinforcement.  
                          | • Use STAR diagnostic assessment to modify and reevaluate student's Accelerated Reader range.  
                          | • Assist students in self-selection of reading material on independent level.  
                          | • Re-read selections to increase comprehension.  
                          | • Pair read selections.  
                          | • Summarize selections, both in writing and orally.  
                          | • Read smaller quantities and summarize or discuss before proceeding.  
                          | • Provide discussion guides.  
                          | • Use DRTA (Directed Reading and Thinking Activities) strategies to prepare for text comprehension and set the stage for comprehension.  
                          | • Predict, confirm, and adjust outcomes as selections are read.  
                          | • Discuss the story elements independently. Focus on setting, characters, problem, story details, and solution.  
                          | • Model and use context clues to aid in understanding.  
                          | • Outline selections.  
                          | • Adjust materials and teaching for individual learners using the following guiding principles, taken from Guiding Readers and Writers Grades 3-6: Teaching Comprehension, Genre, and Content Literacy, Fountas & Pinnell (2001):  
                          | • 1. Learn students' abilities/build on their strengths.  
                          | • 2. Have high expectations for student performance.  
                          | • 3. Promote high levels of student engagement.  
                          | • 4. Increase the number of high-quality texts that students know.  
                          | • 5. Increase the time students spend reading.  
                          | • 6. Increase the time students spend writing.  
                          | • 7. Teach students to use effective strategies in their reading and writing.  
                          | • 8. Provide explicit instruction.  
                          | • 9. Monitor the pace of your teaching.  
                          | • 10. Be sure tasks are within students' control.  
                          | • 11. Make your directions clear, and don't be afraid to repeat them when you need to.  
                          | • 12. Be sure students understand the rationale of each assignment.  
                          | • 13. Invite students to make choices.  
                          | • 14. Provide predictability and routine.  
                          | • 15. Set short-term goals for students, check in with them often, and reward success.  
                          | • 16. Provide extra support to help students perform well in front of the class.  
                          | • 17. Help students get started.  
                          | • 18. Use technology to support students (Fountas & Pinnell, 2001, pp. 112-113). The book offers suggestions for tailoring lessons to the specific needs of students and copies are available in each elementary school library.  
                          | • Customize students' word study activities based on their development, Words Their Way (2000) |

### Correlation to YCSD English Curriculum Guide

The first unit of the Grade 5 reading curriculum correlates with the following units in the YCSD Grade 5 English Curriculum Guide:

- **Unit I** Communication Skills
- **Unit II** Word Study
- **Unit III** Comprehension/Fiction
- **Unit IV** Composition/Nonfiction & Information Resources
- **Unit V** Composition
- **Unit VI** Editing

### Related Standards

- **English**: 5.1, 5.2, 5.3, 5.9; **H/SS**: USI.1, USI.2, USI.8

### Technology Standards

- **C/T**: 5.1, 5.2, 5.3, 5.4

### Monitoring

- Rigby PM Benchmark Kits 1 and 2, STAR Reading

### Assessment

- Scott Foresman Tests, Teacher-Made Assessments, Daily Performance
# Reading / Unit 1 / Grade 5

## Word Study (Phonics, Vocabulary and Spelling) Skills

- Apply knowledge of root words, prefixes, and suffixes. (5.4)
- Continue to learn about Greek and Latin affixes. (5.4)
- Use word references and context clues to determine which meaning is appropriate in a given situation. (5.4)
- Identify the word-reference materials such as a dictionary, glossary, and thesaurus that is most likely to contain the information needed. (5.4)
- Understand that a word can be divided into root word, prefix, and suffix in order to pronounce the word. (5.4)
- Understand how a prefix changes the meaning of a root word. (5.4)

## Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
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<tbody>
<tr>
<td>1. Participate in open sorts using r-controlled vowels (Words Their Way, 2000, p. 199).</td>
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<tr>
<td>2. Make Venn diagrams showing multiple meanings of vocabulary words. Use Scott Foresman Graphic Organizer Transparency 21 as example. Partner students to make Venn diagrams for the words “switch,” “clamp,” and “medium.” Include parts of speech on the Venn diagrams (Scott Foresman, 2002, p. 22b).</td>
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<tr>
<td>3. Have each student contribute one or two multiple meaning words along with three clues to each meaning before playing. Students take turns presenting clues from both meanings so that their teammates can guess the multiple meaning word. A point is awarded for a correct answer. The teams alternate turns, and the teacher assigns clues to students at each turn.</td>
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<td>1. Compete with partners to use the Racetrack Game. Players advance to spaces on a game board and compare a spelling word pattern on a card to the pattern on the game space (Words Their Way, 2000, p. 203).</td>
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<tr>
<td>2. Play Homophone Rummy for two to six players. The player who discards all of the cards in one hand and gets the most homophone pairs wins (Words Their Way, 2000, p. 216).</td>
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<td>3. Define vocabulary words as a class. Write an original definition based on personal experience (Scott Foresman, 2002, p. 42b).</td>
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<tr>
<td>1. Play Oygo, Owgo, Oy!, and Ow! games to reinforce the spelling patterns of oi, oy, ow, and ou (Words Their Way, 2000, pp. 241-243).</td>
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<tr>
<td>2. Play Antonym Checkers in which players compete in a typical game of checkers; however, in order to be crowned, the player can only land on a space with a corresponding antonym to the synonym. Label checker game pieces in advance.</td>
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<td>3. Use Graphic Organizer Transparency 25 to identify words that name a feeling, the situation that causes the feeling, and an antonym for it (Scott Foresman, 2002, p. 66b).</td>
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<tr>
<td>1. Play Turkey Feathers. Students use word cards to compare long a and i sounds and patterns with a partner. Draw pile to earn feathers (Words Their Way, 2000, p. 202).</td>
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<tr>
<td>2. Create a word web for an unfamiliar word. Demonstrate how to do this using Scott Foresman Graphic Organizer Transparency 5 Web 2. Give a synonym and antonym for the term as well as an example and non-example (Scott Foresman, 2002, p. 88b).</td>
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<td>3. Collaborate with group members to brainstorm a list of jargon from selected area of interest, e.g., sports, music, newspaper and develop a final product, e.g., semantic chart, paragraph, oral presentation.</td>
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<tr>
<td>1. Participate in word hunts for the complex vowel spelling patterns oo and ew like in school and threw, u like in music, and augh and au like in taught and laundry.</td>
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<tr>
<td>2. Play Homophone Win, Lose, or Draw. Work in groups of four or more students. Groups guess each other’s words in a game similar to charades (Words Their Way, 2000, p. 216).</td>
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<tr>
<td>3. Create a vocabulary frame. Use Graphic Organizer Transparency 8 to study the word community. Using a picture association, a definition, and an example sentence (Scott Foresman, 2002, p. 108b).</td>
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</tbody>
</table>

### Prior to instruction, determine students’ instructional reading levels.
- Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.
- Include the page number where the word can be found in context. Write the definition and/or draw a picture to represent the word on the back. Place word cards in labeled envelopes for each unit, and place envelopes inside shoeboxes for English, math, science, and social studies. Review vocabulary words in five-minute sessions monthly. Sort and classify the words, define them, use them in sentences, or read the page in the text where the word is found in context (Making the Connection, 1997, p. 41).
- Create a chart organizing the spelling words by the spelling generalization.
- Organize vocabulary into a semantic chart.
- Use Encarta to find the etymologies of teacher-assigned words as students compete in computer scavenger hunt.
- Write a well-developed, fluent paragraph using story vocabulary words.
- From the Diary of Leigh Botts/The Rampion
## Reading / Unit 1 / Grade 5

### Comprehension Skills
- Use context to infer the correct meanings of unfamiliar words. (5.4)
- Read familiar text with fluency, accuracy, and expression (5.4)
- Understand characters are developed by what is stated in the text, speech, and actions, what other characters in the story think or say about them. (5.5)
- Understand some characters change during the story or poem and some characters stay the same. (5.5)
- Understand that the main character has a problem that generally gets resolved. (5.5)
- Identify the problem of the plot. (5.5)
- Understand plot is developed through a series of events. (5.5)
- Identify the events in sequence that led to resolution of the conflict. (5.5)
- Identify the characteristics of free verse, rhymed, and patterned poetry. (5.5)
- Read nonfiction print materials and trade books, which reflect the Standards of Learning in history and social sciences, science, and mathematics. (5.6)
- Apply prior knowledge to make predictions. (5.6)
- Use text set in special type styles, such as bold-faced and color, captions under pictures and graphics, and headings of sections and chapters to predict and categorize information. (5.6)
- Understand how text features (e.g. formats, graphics, diagrams, illustrations, chart maps) make information accessible and usable. (5.6)
- Skim material to develop a general overview or to locate specific information. (5.6)
- Form opinions and draw conclusions from the selection. (5.6)
- Locate details to support opinions, predictions, and conclusions. (5.6)
- Identify structural and organizational patterns such as cause and effect, comparison/contrast, and chronological order. (5.6)
- Identify new information learned from reading. (5.6)
- Organize information using visual representations such as charts, maps, and graphs. (5.7)

### Note:
Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for individual student work.

#### Comprehension Activities
- Incorporate use of nonfiction texts related to SOL in other content areas into guided reading instruction to familiarize students with nonfiction text features and structures. Represent information learned on a variety of graphic organizers. Model how to gain information from these text features, and provide guided practice.
- Utilize Palincsar and Brown's reciprocal teaching method, which involves groups of students in predicting, clarifying, questioning, and summarizing to better understand texts (Revisit, Reflect, Retell, 1999, p. 138-139).
- Summarize the story.
- Create a story board containing the main events from the story.
- From the Diary of Leigh Botts/The Rampanion
  1. Use a timeline to order events in the story looking for clue words such as then, while, today, first, second, etc.
  2. Lead a discussion about whether Leigh’s decision to open the lunchbox was a good idea. Construct a flipbook compiling students’ judgments of Leigh’s actions.
  3. Create a comic strip of three to five panels complete with illustrations and dialogue showing the lunchtime incident (Scott Foresman, 2002, pp. 30-34).
- Faith and Eddie/Say What?
  1. Analyze Faith as a character in fiction. Work in groups to record character traits on chart paper with proof from the story, then share with the class.
  2. Lead a discussion about how a change in setting can affect the mood, or feeling, of the story. Select stories that students have read that have a change of settings.
- Looking for a Home/What Were Orphan Trains?
  1. Organize groups to generate a set of cards containing different generalization clue words. Students select a card and use the word in a sentence that makes a generalization.
  2. Play Sequence Sentences in which a made-up story is used consisting of only eight to ten sentences. Write each sentence on an individual sentence strip. Mix up the strips. The student will read the strips and determine the correct sequence of the story and order the strips accordingly.
- Meeting Mr. Henry/Analysis of Baseball
  1. Lead a discussion about the relationship between cause and effect with the class. List connecting words (e.g., because, since, as, whenever, if, resulted in, as a result, therefore, consequently, so, so that, for this reason) on the board. Connect words to create a cause-and-effect sentence. Provide a list of effects on the board. Add a cause to each one.
  2. Write cause and effect sentences on strips of paper. Cut the strips in half so that the cause is on one piece and the effect is on the other. Distribute strips to students and have them locate the matching half.
Reading / Unit 1 / Grade 5: Comprehension (cont’d)

3. Locate cause and effect sentences from the story and record them in appropriate columns in a chart.

- *Eloise Greenfield/A City Street Car*
  1. Create a greeting card and then explain to the rest of the class who the card is for (audience), why it was made (author’s purpose), and what greeting was written (main idea).
  2. Draw pictures to show various authors’ purposes: inform, persuade, entertain, and express.
  3. Create a timeline with illustrations of the life of Eloise Greenfield.
### Writing Skills

- Apply knowledge of the writing domains of composing, written expression, and usage/mechanics. (5.8)
- Create a plan and organize thoughts before writing. (5.8)
- Focus, organize, and elaborate to construct an effective message for the reader. (5.8)
- Purposefully shape and control language to demonstrate an awareness of the intended audience. (5.8)
- Select specific information to guide the readers more purposefully through the piece. (5.8)
- Choose precise descriptive vocabulary and information to create tone and voice. (5.8)
- Include sentences of various lengths and beginnings to create a pleasant, informal rhythm. (5.8)
- Clarify writing when revising. (5.8)
- Use available technology to gather information and to aid in writing. (5.8)

### Writing Activities

**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- Use various graphic organizers to aid in planning and organizing ideas.
- Use and model the POWER writing process.
- Use instructional word processing software create and illustrate original works. Students write independently or in small groups.
- Model the writing process (Writers Express, 1995, pp. 5-11).
- Maintain a journal for ideas, expository writing, and reflections (Writers Express, 1995, pp. 105-109).
- Model and write poetry (Writers Express, 1995, pp. 177-187).
- Model and write realistic fictional narratives (Writers Express, 1995, pp. 164-169).
- Discuss the four types of sentences. Provide examples. Generate original sentences (Writers Express, 1995, p. 373).
- Use a proofreader’s guide to edit works (Writers Express, 1995, pp. 343-387).
- *From the Diary of Leigh Botts/The Rampantion*
  1. Write a journal entry about a day when the student created a new invention.
  2. Write a letter from the point of view of a principal to Leigh Botts’ mother about the cafeteria incident.
  3. Apply skills from daily edits to writing.
- *Faith and Eddie/Say What?*
  1. Write a story using transitions to show the passage of time or a change in place.
  2. Play “Super Sentence Grab Bag” in which simple sentences are written on strips and placed in a paper bag. Some subjects and predicates are repeated on more than one strip. Students pull two strips at a time, read them, and combine the two sentences into one.
  3. Apply skills from daily edits to writing.
- *Looking for a Home/What Were Orphan Trains?*
  1. Play Sentence Signals. Write the four types of sentences on the board. Designate a different corresponding signal/action for each sentence type, e.g., clapping, snapping, stomping feet, and slapping hands against thighs. Display 15-20 sentences on the overhead, covering all but the first two. Use the signals to classify each sentence.
  2. Write a biography of a family member when he or she was a young child.
  3. Apply skills from daily edits to writing.
- *Meeting Mr. Henry/Analysis of Baseball*
  1. Write a paragraph about a heroic sports figure. Explain why that person deserves respect.
  2. Play “Sentence Grab Bag.” Conjunctions are written on cards and placed in a bag. Students are given two simple sentences each. They must go to the bag and choose cards that would make a compound sentence and a complex sentence for their two sentences.
  3. Apply skills from daily edits to writing.
- *Eloise Greenfield/A City Street Today*
  1. Design your own neighborhood. Write a paragraph describing your ideal neighborhood and what makes it special.
  2. Create an autobiographical picture book with brief narrative sentences for a kindergarten/first grade audience.
  3. Apply skills from daily edits to writing.
## Reading / Unit 2 / Grade 5

### Standards of Learning

<table>
<thead>
<tr>
<th>Scott Foresman Unit</th>
<th>English Standards of Learning Curriculum Framework--Grade 5 (2003), Virginia DOE</th>
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</thead>
</table>

### Scott Foresman Literature

- The Diver and the Dolphins
- Dolphin Behavior
- The Fury of a Hurricane
- Flying into a Hurricane
- Dwaina Brooks

### Required Resources

- Scott Foresman Reading for Virginia (2002), Fantastic Voyage: My World and Yours, Teacher Edition, Grade 5, Unit 2
- English Standards of Learning Curriculum Framework--Grade 5 (2003), Virginia DOE

### Supplemental Resources

- Create Independent Learners: Teacher-Tested Strategies for ALL Ability Levels, P. Pavelka (1999)
- Guiding Readers and Writers Grades 3-6: Teaching Comprehension, Genre, and Content Literacy, I. Fountas & G. Pinnell (2001)
- Making the Connection: Learning Skills Through Literature 3-6, P. Pavelka (1997)

### Additional Classroom Interventions

- Utilize available instructional software for skill isolation and reinforcement.
- Use STAR diagnostic assessment to modify and reevaluate student’s Accelerated Reader range.
- Assist students in self-selection of reading material on independent level.
- Re-read selections to increase comprehension.
- Pair read selections.
- Summarize selections, both in writing and orally.
- Read smaller quantities and summarize or discuss before proceeding.
- Provide discussion guides.
- Use DRTA (Directed Reading and Thinking Activities) strategies to prepare for text comprehension and set the stage for comprehension.
- Predict, confirm, and adjust outcomes as selections are read.
- Discuss the story elements independently. Focus on setting, characters, problem, story details, and solution.
- Model and use context clues to aid in understanding.
- Outline selections.
- Adjust materials and teaching for individual learners using the following guiding principles, taken from Guiding Readers and Writers Grades 3-6: Teaching Comprehension, Genre, and Content Literacy, I. Fountas & G. Pinnell (2001):
  1. Learn students’ abilities/ build on their strengths.
  2. Have high expectations for student performance.
  3. Promote high levels of student engagement.
  4. Increase the number of high-quality texts that students know.
  5. Increase the time students spend reading.
  6. Increase the time students spend writing
  7. Teach students to use effective strategies in their reading and writing.
  8. Provide explicit instruction.
  9. Monitor the pace of your teaching.
  10. Be sure tasks are within students’ control.
  11. Make your directions clear, and don’t be afraid to repeat them when you need to.
  12. Be sure students understand the rationale of each assignment.
  13. Invite students to make choices.
  15. Set short-term goals for students, check in with them often, and reward success.
  16. Provide extra support to help students perform well in front of the class.
  17. Help students get started.
  18. Use technology to support students (Fountas & Pinnell, 2001, pp. 112-113).

### Correlation to YCSD English Curriculum Guide

- Unit I Communication Skills
- Unit II Word Study
- Unit III Comprehension/Fiction
- Unit IV Composition/Nonfiction & Information Resources
- Unit V Composition
- Unit VI Editing

### Related Standards

- English 5.1, 5.2, 5.3, .59; H/SS USI.3; Math 5.3, 5.18; Science 5.1, 5.6

### Technology Standards

- C/T: 5.1, 5.2, 5.3, 5.4

### Monitoring

- PALS, Rigby PM Benchmark Kits 1 and 2, STAR Reading

### Assessment

- Scott Foresman Tests, Teacher-Made Assessments, Daily Performance
## Reading / Unit 2 / Grade 5

### Word Study (Phonics, Vocabulary and Spelling)

#### Skills
- Apply knowledge of root words, prefixes, and suffixes. (5.4)
- Continue to learn about Greek and Latin affixes (5.4)
- Use word references and context clues to determine which meaning is appropriate in a given situation. (5.4)
- Identify the word-reference materials such as a dictionary, glossary, and thesaurus that is most likely to contain the information needed. (5.4)
- Understand that a word can be divided into root word, prefix, and suffix in order to pronounce the word. (5.4)
- Understand how a prefix changes the meaning of a root word. (5.4)

#### Note:
Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- Write each vocabulary word for each content area’s Standards of Learning on the front of an index card. Include the page number where the word can be found in context. Write the definition and/or draw a picture to represent the word on the back. Place word cards in labeled envelopes for each unit, and place envelopes inside shoeboxes for English, math, science, and social studies. Review vocabulary words in five-minute sessions monthly. Sort and classify the words, define them, use them in sentences, or read the page in the text where the word is found in context. (Making the Connection, 1997, p. 41).
- Create analogies to develop understanding of unfamiliar words. (Making the Connection, 1997, p. 45).
- Create a chart organizing the spelling words by the spelling generalization.
- Create an interactive word wall.
- Organize vocabulary into a semantic chart.
- Compete in computer scavenger hunt using Encarta to find the etymologies of teacher-assigned words.
- Write a well-developed, fluent paragraph using story vocabulary words.

#### The Diver and the Dolphins/Dolphin Behavior
1. Participate in open sorts using hard and soft c and g across vowels. (Words Their Way, 2000, p. 359).
2. Create synonym web chain. Use Scott Foresman Graphic Organizer Transparency 6 as an example. Introduce the use of the thesaurus to help build vocabulary. (Scott Foresman, 2002, 136b).
3. Play Concentration using paired cards with synonyms.

#### The Fury of a Hurricane/Flying Into a Hurricane
1. Sort spelling words by pattern kn, mb, st, and gh.
2. Define and use multiple meaning words. Use Scott Foresman Graphic Organizer Transparency 5 as an example. Create word webs displaying multiple meanings for mightiest, pressure, and recovered. (Scott Foresman, 2002, 158b).
3. Define vocabulary words as a class. Write an original definition based on personal experience. (Scott Foresman, 2002, 158b).

#### Dwain Brooks/Lighting Up Hope
1. List common compound words on cards. Cut the cards into two parts and have students combine them in different ways to create new compound words. (Words Their Way, 2000, p 230).
2. Play Antonym Checkers in which players compete in a typical game of checkers; however, in order to be crowned, the player can only land on a space with a corresponding antonym to the synonym labeled on the checker game pieces in advance by the teacher.
3. Use Graphic Organizer Transparency 26 to identify synonyms and antonyms for vocabulary words. Pairs of students complete the chart and then share their charts with the group. (Scott Foresman, 2002, p. 180b).

#### Everglades/Florida Everglades
1. Play Go Fish with spelling words. Students match short vowel sound word cards. (Words Their Way, 2000, p. 177).
2. Referring to a list given by the teacher students work in pairs and sort the words into columns: prefix, base word, suffix (Scott Foresman, 2002, T2151), (Words Their Way, 2000, p. 248).
3. Classify words by their parts of speech. Group words into columns: noun, verb, or adjective and then write a sentence suggesting its meaning without using the vocabulary word. Use Scott Foresman Graphic Organizer Transparency 26.

#### Missing Links/Detectives
1. Referring to a weekly spelling list, students will work in pairs and sort the words into columns: dis-, un-, mid-, and pre- (Scott Foresman, 2002, p. 233j), (Words Their Way, 2000, p. 248).
2. Play vocabulary charades using words students brainstorm related to the word mystery and the vocabulary words. Students take turns acting out the words and guessing the answer. (Scott Foresman, 2002, p. 233f).
### Comprehension Skills

- Use context to infer the correct meanings of unfamiliar words. (5.4)
- Read familiar text with fluency, accuracy, and expression. (5.4)
- Understand that the main character has a problem that generally gets resolved. (5.5)
- Identify the problem of the plot. (5.5)
- Understand plot is developed through a series of events. (5.5)
- Identify the events in sequence that led to resolution of the conflict. (5.5)
- Discuss why an author might have used particular words and phrases. (5.5)
- Discuss the similarities and differences between text and previously read materials. (5.5)
- Identify the characteristics of free verse, rhymed, and patterned poetry. (5.5)
- Read nonfiction print materials and trade books, which reflect the Standards of Learning in history and social sciences, science, and mathematics. (5.6)
- Apply prior knowledge to make predictions. (5.6)
- Identify specific information in text that supports predictions. (5.6)
- Understand how text features (e.g., formats, graphics, diagrams, illustrations, chart maps) make information accessible and usable. (5.6)
- Skim material to develop a general overview or to locate specific information. (5.6)
- Distinguish between fact and opinion. (5.6)
- Form opinions and draw conclusions from the selection. (5.6)
- Locate details to support opinions, predictions, and conclusions. (5.6)
- Identify structural and organizational patterns such as cause and effect, comparison/contrast, and chronological order. (5.6)
- Identify new information learned from reading. (5.6)
- Take notes from a variety of print resources and identify source of information and summarize important concepts. (5.7)
- Organize information using visual representations such as charts, maps, and graphs. (5.7)

### Comprehension Activities

**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- Summarize the story.
- Create a story board containing the main events from the story.
- Utilize Palincsar and Brown’s reciprocal teaching method, which involves groups of students in predicting, clarifying, questioning, and summarizing to better understand texts (*Revisit, Reflect, Retell*, 1999, p. 138-139).
- Create a story cube with each side illustrating a major scene from the story, or a character from the story, etc., depending on the skill for the unit.
- Use a recent selection of literature to help students draw conclusions. Discuss a short scenario and identify conclusions drawn by both the characters and the reader.
- Model and encourage students to use a prediction chart to guide reading. Divide paper into four columns labeled: predictions, basis, confirmation, proof. Under the heading predictions, students make several predictions about the story or book. Under the heading basis, they list why these predictions are reasonable. Under confirmation students either check that their prediction was correct, or they record what actually happened. Under proof, students list the page and details to back this confirmation.
- Use dominoes to explain the chain reaction of cause and effect. Students list chain reactions from their story or book on paper designed to be part of a chain or row of dominoes. Students may share their chain reactions with the class.
- Use instructional technology, e.g., Accelerated Reader, to determine adequate comprehension of self-selected literature.
- **The Diver and the Dolphins/Dolphin Behavior**
  1. Use a timeline to order events in the story looking for clue words such as then, while, today, first, second, etc. (Scott Foresman, 2002, p. 155a).
  2. Create a fan/flip book with the cause from the story on the top fold and the resulting effects on the remaining folds of the fan.
- **The Fury of a Hurricane/Flying Into a Hurricane**
  1. Locate and record information on how hurricanes form using information and photos gained from text. Record answers on a Venn diagram (Scott Foresman, 2002, p. 177a).
  2. Identify the effects of Hurricane Andrew then write a summary of what effects the hurricane had on South Florida (Scott Foresman, 2002, p. 177b).
- **Dwain Brooks/Lighting Up Hope**
  2. Use a flowchart to arrange steps in sandwich making (Scott Foresman, 2002, p. 195b).
**Reading / Unit 2 / Grade 5: Comprehension (cont’d)**

- **Everglades/Florida Everglades**
  1. Rewrite a passage from the viewpoint of someone else who wants to improve the land for homes. Work in cooperative groups to share viewpoints (Scott Foresman, 2002, p. 215a).
  2. Write cause and effect sentences on strips of paper. Cut the strips in half so that the cause is on one piece and the effect is on the other. Distribute strips to students and have them locate the matching half.
  3. Locate cause and effect sentences from the story and record them in appropriate columns in a chart.
- **Missing Links/Detectives**
  1. Locate details that help solve the mystery from the story. Record the details of what is known and the conclusion on a chart (Scott Foresman, 2002, p. 233a).
  2. Review the text looking for information that changed students’ initial predictions. Record findings on a prediction map (Scott Foresman, 2002, p. 233b).
## Reading / Unit 2 / Grade 5

### Writing Skills
- Apply knowledge of the writing domains of composing, written expression, and usage/mechanics. (5.8)
- Create a plan and organize thoughts before writing. (5.8)
- Focus, organize, and elaborate to construct an effective message for the reader. (5.8)
- Purposefully shape and control language to demonstrate an awareness of the intended audience. (5.8)
- Select specific information to guide the readers more purposefully through the piece. (5.8)
- Choose precise descriptive vocabulary and information to create tone and voice. (5.8)
- Include sentences of various lengths and beginnings to create a pleasant, informal rhythm. (5.8)
- Clarify writing when revising. (5.8)
- Use available technology to gather information and to aid in writing. (5.8)

### Writing Activities

**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- Use various graphic organizers to aid in planning and organizing ideas.
- Use and model the POWER writing process.
- Use instructional word processing software create and illustrate original works. Students write independently or in small groups.
- Model the writing process (Writers Express, 1995, pp. 5-11).
- Maintain a journal for ideas, expository writing, and reflections (Writers Express, 1995, pp. 105-109).
- Use a proofreader’s guide to edit works (Writers Express, 1995, pp. 343-387).
- Utilize the writers handbook to discuss, understand, and use the parts of a sentence, clauses and phrases, and parts of speech (Writers Express, 1995, pp. 371-387).
- Identify parts of a sentence, clauses and phrases, and parts of speech in original writing and the writing of others.
- Write an explanation (Writers Express, 1995, pp. 138-141).
- *The Diver and the Dolphins/Dolphin Behavior*
  1. Choose a topic of interest. Find nonfiction resources that include narration and exposition. Write an example of each kind of writing (Scott Foresman, 2002, p. T155k).
  2. Write a description from the point of view of a young dolphin about the dangers of living in the ocean (Scott Foresman, 2002, p T155d).
  3. Apply skills from daily edits to writing.
- *The Fury of a Hurricane/Flying Into a Hurricane*
  1. Research another natural disaster. Write a paragraph on safety procedures to follow in the event of a disaster (Scott Foresman, 2002, p. 177d).
  2. Write a paragraph about a thunderstorm using precise vocabulary (nouns) (Scott Foresman, 2002, p. 177g).
  3. Apply skills from daily edits to writing.
- *Dwaina Brooks/Lighting Up Hope*
  1. Write a paragraph about a time that you helped someone in your community. Revise and edit checking for proper use of capitalization and punctuation.
  2. Design a pamphlet explaining Dwaina’s group’s mission (Scott Foresman, 2002, p. 195d).
  3. Apply skills from daily edits to writing.
- *Everglades/Florida Everglades*
  1. Write a business letter to someone in a company asking for information about what their company is doing to help the environment (Scott Foresman, 2002, pp. 215c-215d, Writer’s Express). Edit for correct grammar, capitalization, spelling, punctuation and sentence structure.
  2. Illustrate postcards with animals from the Everglades including brief descriptions of the animal.
  3. Apply skills from daily edits to writing.
- *Missing Links/Detectives*
  1. Choose a favorite weekly TV drama, and write a description of an original scene they invent (Scott Foresman, 2002, p. 216b).
  2. Write a mystery.
  3. Apply skills from daily edits to writing.
# Reading / Unit 3 / Grade 5

## Standards of Learning

| English | 5.4, 5.5, 5.6, 5.7, 5.8 |

## Scott Foresman Unit

### Scott Foresman Literature
- Going with the Flow
- Drive
- Kate Shelley
- The Last Western Frontier
- The Marble Champ

### Required Resources
- Scott Foresman Reading for Virginia (2002), Fantastic Voyage: A Job Well Done, Teacher Edition, Grade 5, Unit 3
- English Standards of Learning Curriculum Framework–Grade 5 (2003), Virginia DOE

### Supplemental Resources
- Create Independent Learners: Teacher-Tested Strategies for ALL Ability Levels, P. Pavelka (1999)
- Guiding Readers and Writers Grades 3-6: Teaching Comprehension, Genre, and Content Literacy, I. Fountas & G. Pinnell (2001)
- Making the Connection: Learning Skills Through Literature 3-6, P. Pavelka (1997)

## Correlation to Curriculum Guide

The third unit of the Grade 5 reading curriculum correlates with the following units in the YCSD Grade 5 English Curriculum Guide:
- Unit I Communication Skills
- Unit II Word Study
- Unit III Comprehension/Fiction
- Unit IV Composition/Nonfiction & Information Resources
- Unit V Composition
- Unit VI Editing

## Suggested Time Frame

6 weeks

### Additional Classroom Interventions

- Utilize available instructional software for skill isolation and reinforcement.
- Use STAR diagnostic assessment to modify and reevaluate student's Accelerated Reader range.
- Assist students in self-selection of reading material on independent level.
- Re-read selections to increase comprehension.
- Pair read selections.
- Summarize selections, both in writing and orally.
- Read smaller quantities and summarize or discuss before proceeding.
- Provide discussion guides.
- Use DRTA (Directed Reading and Thinking Activities) strategies to prepare for text comprehension and set the stage for comprehension.
- Predict, confirm, and adjust outcomes as selections are read.
- Discuss the story elements independently. Focus on setting, characters, problem, story details, and solution.
- Model and use context clues to aid in understanding.
- Outline selections.
- Adjust materials and teaching for individual learners using the following guiding principles, taken from Guiding Readers and Writers Grades 3-6: Teaching Comprehension, Genre, and Content Literacy, Fountas & Pinnell (2001):
  1. Learn students’ abilities/build on their strengths.

### Related Standards

- English 5.1, 5.2, 5.3, 5.9; H/SS USI.2, USI.3, USI.8; Math 5.3, 5.12, 5.18; Science 5.1, 5.4

### Technology Standards

- C/T: 5.1, 5.2, 5.3, 5.4

### Monitoring

- Rigby PM Benchmark Kits 1 and 2, STAR Reading

### Assessment

- Scott Foresman Tests, Teacher-Made Assessments, Daily Performance
# Reading / Unit 3 / Grade 5

## Word Study (Phonics, Vocabulary and Spelling) Skills

- Apply knowledge of root words, prefixes, and suffixes. (5.4)
- Continue to learn about Greek and Latin affixes. (5.4)
- Use word references and context clues to determine which meaning is appropriate in a given situation. (5.4)
- Identify the word-reference materials such as a dictionary, glossary, and thesaurus that is most likely to contain the information needed. (5.4)
- Understand that a word can be divided into root word, prefix, and suffix in order to pronounce the word. (5.4)
- Understand how a prefix changes the meaning of a root word. (5.4)

## Word Study (Phonics, Vocabulary, and Spelling) Activities

**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- **Write each vocabulary word for each content area’s Standards of Learning on the front of an index card.** Include the page number where the word can be found in context. Write the definition and/or draw a picture to represent the word on the back. Place word cards in labeled envelopes for each unit, and place envelopes inside shoeboxes for English, math, science, and social studies. Review vocabulary words in five-minute sessions monthly. Sort and classify the words, define them, use them in sentences, or read the page in the text where the word is found in context (*Making the Connection*, 1997, p. 41).
- Create analogies to develop understanding of unfamiliar words (*Making the Connection*, 1997, p. 45).
- Play vocabulary Bingo.
- Write a well-developed, fluent paragraph using story vocabulary words.

### Going with the Flow/Drive

1. Participate in open sorts using spelling words (adding –s and –es) such as *Words Their Way* sorts 63, 64, and 81 (*Words Their Way*, 2000, pp. 360-361).
3. Design sports posters that illustrate a list of vocabulary terms from various sports (Scott Foresman, 2002, p. 261f).

### Kate Shelley/The Last Western Frontier

1. Create playing cards for Go Fish with singular nouns and their irregular plural forms. The list can be generated from *Writer’s Express*.
2. Play Vocabulary Steal the Bacon. Make duplicate sets of vocabulary cards, and distribute a card to each student on two teams. Call out the definition, and the two players with the vocabulary card (one from each team) compete to grab the “bacon” from the middle. Check to be sure that the student has the correct vocabulary word.
3. Define vocabulary words as a class. Write an original definition based on personal experience. Use Graphic Organizer Transparency 8 (Scott Foresman, 2002, p. 264b).

### The Marble Champ/The Big Ouchie: Avoiding Sports Injuries

1. Play Silent Ball. When a student catches the ball the teacher calls out a contraction and the student must spell it correctly in an allotted amount of time.
2. Use Graphic Organizer Transparency 5 to identify synonyms and antonyms and example sentences for vocabulary words (Scott Foresman, 2002, p. 288b).
3. Play Visual Vocabulary with related vocabulary words. Write each word on a slip of paper and put them into a container. On two teams, players select a word and draw clues about it on the board. The other team members have two minutes to guess the word. Teams take turns drawing words and guessing (Scott Foresman, 2002, p. 305f).

### From Bees to Honey/People and Animals

1. Use Graphic Organizer Transparency 9 (analogy frame). Students will create synonym analogies for vocabulary words (Scott Foresman, 2002, p. 308b).
2. Construct flipbooks using the spelling list of cities and states. Given a state spelling word, the student will write the corresponding capital and given the city spelling word, the student will write the corresponding state.

### Babe to the Rescue/Cry Wolf

1. Write singular and plural possessive spelling words on white boards, within cooperative groups, as they are called out by the teacher. Award points for each correctly spelled word.
2. Use Graphic Organizer Transparency 6 to create synonym chains for vocabulary words (Scott Foresman, 2002, p. 328b).
# Reading / Unit 3 / Grade 5

## Comprehension Skills
- Use context to infer the correct meanings of unfamiliar words. (5.4)
- Read familiar text with fluency, accuracy, and expression. (5.4)
- Understand characters are developed by: what is stated in the text, their speech and actions, what other characters in the story think or say about them. (5.5)
- Understand some characters change during the story or poem and some characters stay the same. (5.5)
- Understand that the main character has a problem that generally gets resolved. (5.5)
- Identify the problem of the plot. (5.5)
- Understand plot is developed through a series of events. (5.5)
- Identify the events in sequence that led to resolution of the conflict. (5.5)
- Discuss why an author might have used particular words and phrases. (5.5)
- Discuss the similarities and differences between text and previously read materials. (5.5)
- Identify the characteristics of free verse, rhymed, and patterned poetry. (5.5)
- Read nonfiction print materials and trade books, which reflect the Standards of Learning in history and social sciences, science, and mathematics. (5.6)
- Apply prior knowledge to make predictions. (5.6)
- Use text set in special type styles, such as bold-faced and color, captions under pictures and graphics, and headings of sections and chapters to predict and categorize information. (5.6)
- Skim material to develop a general overview or to locate specific information. (5.6)
- Form opinions and draw conclusions from the selection. (5.6)
- Locate details to support opinions, predictions, and conclusions. (5.6)
- Identify structural and organizational patterns such as cause and effect, comparison/contrast, and chronological order. (5.6)
- Identify new information learned from reading. (5.6)
- Organize information using visual representations such as charts, maps, and graphs. (5.7)

## Comprehension Activities

**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- Incorporate use of nonfiction texts related to SOL in other content areas into guided reading instruction to familiarize students with nonfiction text features and structures. Represent information learned on a variety of graphic organizers. Model how to gain information from these text features, and provide guided practice.
- Utilize Palincsar and Brown’s reciprocal teaching method, which involves groups of students in predicting, clarifying, questioning, and summarizing to better understand texts (*Revisit, Reflect, Retell*, 1999, p. 138-139).
- Synthesize information learned from reading by reading the text like a writer. Attend to the content of the text, your thinking process while reading, and the writer’s craft. Record observations about each area in a three-column chart. Include inferences and questions made during reading in the reading process column (*Strategies That Work*, 2000, pp. 163-164).
- Summarize the story.
- Create a story board containing the main events from the story.
- Use instructional technology, e.g., Accelerated Reader, to determine adequate comprehension of self-selected literature.
- **Going with the Flow/Drive**
  1. Create a flow chart in pairs that identify conclusions drawn from the story (Scott Foresman, 2002, p. 261b).
  2. Create a paper flower with a character name in the center. On the front of the petals write various character traits. On the back give evidence from the story for the traits.
- **Kate Shelley/The Last Western Frontier**
  1. Illustrate the main ideas of the story with appropriate captions making sure the picture and caption accurately match the text.
  2. Sequence events using a story frame with words like: then, next, after that, and the story ends when (Scott Foresman, 2002, p. 285b)
- **The Marble Champ/The Big Ouchie: Avoiding Sports Injuries**
  1. Play Plot Development in which the students name three to five events that name the rising action in the story. They will arrange the events correctly on a plot structure map (Scott Foresman, 2002, p. 305a).
  2. Pair students to create a large story map. Include the theme, characters, setting, problem, and solution. Illustrate and present to class.
- **From Bees to Honey/People and Animals**
  1. Identify steps in order about a beekeeper’s work with bees. Write the steps on bee shaped paper. String and hang as a mobile.
Reading / Unit 3 /Grade 5: Comprehension (cont’d)

- *Babe to the Rescue/Cry Wolf*
  1. Complete a Venn diagram to compare/contrast elements of the story.
  2. Create a story pyramid. Instruct students to number from 1 to 8 on a blank sheet of paper in a pyramid shape with 1 being at the top and 8 being at the bottom. Write the following directions on the overhead: On line 1, write the name of the main character; line 2, write two words describing the main character; line 3, write three words describing the setting; line 4, write four words stating the story’s problem; line 5, write five words describing one event from the story; line 6, write six words describing a second event; line 7, write seven words describing a third event; line 8, write 8 words describing the solution to the problem. Once the pyramid is complete, students write a sentence for each line.
# Reading / Unit 3 / Grade 5

## Writing Skills
- Apply knowledge of the writing domains of composing, written expression, and usage/mechanics. (5.8)
- Create a plan and organize thoughts before writing. (5.8)
- Focus, organize, and elaborate to construct an effective message for the reader. (5.8)
- Purposefully shape and control language to demonstrate an awareness of the intended audience. (5.8)
- Select specific information to guide the readers more purposefully through the piece. (5.8)
- Choose precise descriptive vocabulary and information to create tone and voice. (5.8)
- Include sentences of various lengths and beginnings to create a pleasant, informal rhythm. (5.8)
- Clarify writing when revising. (5.8)
- Use available technology to gather information and to aid in writing. (5.8)

## Writing Activities

**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.
- Use various graphic organizers to aid in planning and organizing ideas.
- Use and model the POWER writing process.
- Use instructional word processing software to create and illustrate original works. Students write independently or in small groups.
- Model the writing process (Writers Express, 1995, pp. 5-11).
- Maintain a journal for ideas, expository writing, and reflections (Writers Express, 1995, pp. 105-109).
- Research and write (Writers Express, 1995, pp. 207-236).
- Use a proofreader’s guide to edit works (Writers Express, 1995, pp. 343-387).

**Going with the Flow/Drive**
1. Write an e-mail message to a person or organization requesting information about deafness (Scott Foresman, 2002, p. 261d).
2. Write about how Mark might tell his parents about trying out for the basketball team. Students will include both narration and dialogue. They’ll share their writing with a partner (Scott Foresman, 2002, p. 261k).
3. Apply skills from daily edits to writing.

**Kate Shelley/The Last Western Frontier**
1. Search in the story for information on what life was like at that time. Write a paragraph about how students’ lives contrast with Kate Shelley’s life.
2. Write a newspaper article about a story recalled from television or from a book. Tell people about the events of the story (Scott Foresman, 2002, p. 285d).
3. Apply skills from daily edits to writing.

**The Marble Champ/The Big Ouchie: Avoiding Sports Injuries**
1. Teach verb tenses: present, past, and future. Ask students to list verbs relating to their daily activities. Then have them write two sentences about things they did yesterday and two sentences about what they plan to do tomorrow (Scott Foresman, 2002, p. 305h).
2. Have students think about playing marbles. Then have them create flyers for a marble club that will appeal to people who are unfamiliar with, but curious about, the sport.
3. Apply skills from daily edits to writing.

**From Bees to Honey/People and Animals**
1. Write a note that John Wetzler could post on a market bulletin board to communicate with other sellers about the honey he sells at the farmer’s market.
2. Review correct use of verb tenses. Write a few sentences that describe an outdoor activity, such as hiking, fishing, or camping. These can be sentences about their own experiences or things they would like to do in the future.
3. Apply skills from daily edits to writing.

**Babe to the Rescue/Cry Wolf**
1. Rewrite an event from “Babe to the Rescue” from another character’s point of view.
2. Brainstorm verbs that have to do with farm activities and write a paragraph about a visit to a farm. Include verbs in all three tenses—present, past, and future.
3. Apply skills from daily edits to writing.
## Reading / Unit 4 / Grade 5

<table>
<thead>
<tr>
<th>Standards of Learning</th>
<th>English</th>
<th>5.4, 5.5, 5.6, 5.7, 5.8</th>
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<tbody>
<tr>
<td>Scott Foresman Unit</td>
<td>Unit 4</td>
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<td>Scott Foresman Literature</td>
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<td>• The Night Alone</td>
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<tr>
<td>Suggested Time Frame:</td>
<td>6 weeks</td>
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<tr>
<td>Required Resources</td>
<td>• Scott Foresman Reading for Virginia (2002), Fantastic Voyage: Time and Time Again, Teacher Edition, Grade 5, Unit 4</td>
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<td>• English Standards of Learning Curriculum Framework—Grade 5 (2003), Virginia DOE</td>
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<td>• Accelerated Reader</td>
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<td>• Guided Reading, I. Fountas &amp; G. Pinnell (1996)</td>
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<td>• Rigby PM Benchmark Kit</td>
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<td>• Words Their Way, Bear et al. (2000)</td>
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<td>• Words Their Way Interactive CD ROM (2001)</td>
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<td>Supplemental Resources</td>
<td>• Create Independent Learners: Teacher-Tested Strategies for ALL Ability Levels, P. Pavelka (1999)</td>
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<td>• Goodbye Round Robin, M. Opitz &amp; T. Rasinski (1999)</td>
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<td>• Guiding Readers and Writers Grades 3-6: Teaching Comprehension, Genre, and Content Literacy, I. Fountas &amp; G. Pinnell (2001)</td>
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<td>• Making the Connection: Learning Skills Through Literature 3-6, P. Pavelka (1997)</td>
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<td>• Revisit, Reflect, Retell, L. Hoyt (1999)</td>
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<td>• Strategies That Work, S. Harvey &amp; A. Goudvis (2000)</td>
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<td>• Word Journeys, K. Ganske (2000)</td>
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<td>• Writers Express</td>
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<td>• Literacy Room: Rigby Leveled Texts 1-30</td>
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<td>• Instructional Software/Productivity Tools</td>
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<td>• Unit-By-Unit Web Support:</td>
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<td><a href="http://www.sfreading.com">http://www.sfreading.com</a></td>
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<td>Additional Classroom Interventions</td>
<td>• Utilize available instructional software for skill isolation and reinforcement.</td>
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<td>• Use STAR diagnostic assessment to modify and reevaluate student’s Accelerated Reader range.</td>
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<td>• Assist students in self-selection of reading material on independent level.</td>
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<td>• Re-read selections to increase comprehension.</td>
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<td>• Pair read selections.</td>
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<td>• Summarize selections, both in writing and orally.</td>
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<td>• Read smaller quantities and summarize or discuss before proceeding.</td>
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<td>• Provide discussion guides.</td>
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<td>• Use DRTA (Directed Reading and Thinking Activities) strategies to prepare for text comprehension and set the stage for comprehension.</td>
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<td>• Predict, confirm, and adjust outcomes as selections are read.</td>
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<td>• Discuss the story elements independently. Focus on setting, characters, problem, story details, and solution.</td>
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<td>• Model and use context clues to aid in understanding.</td>
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<td>• Outline selections.</td>
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<td>• Adjust materials and teaching for individual learners using the following guiding principles, taken from Guiding Readers and Writers Grades 3-6: Teaching Comprehension, Genre, and Content Literacy, Fountas &amp; Pinnell (2001):</td>
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<td>1. Learn students’ abilities/build on their strengths.</td>
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<td>2. Have high expectations for student performance.</td>
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<td>3. Promote high levels of student engagement.</td>
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<td>4. Increase the number of high-quality texts that students know.</td>
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<td>5. Increase the time students spend reading.</td>
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<td>12. Increase the time students spend writing</td>
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<td>13. Teach students to use effective strategies in their reading and writing.</td>
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<td>8. Provide explicit instruction.</td>
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<td>9. Monitor the pace of your teaching.</td>
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<td>10. Be sure tasks are within students’ control.</td>
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<td>11. Make your directions clear, and don’t be afraid to repeat them when you need to.</td>
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<td>12. Be sure students understand the rationale of each assignment.</td>
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<td>13. Invite students to make choices.</td>
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<td>15. Set short-term goals for students, check in with them often, and reward success.</td>
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<td>16. Provide extra support to help students perform well in front of the class.</td>
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<td>17. Help students get started.</td>
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<td>18. Use technology to support students (Fountas &amp; Pinnell, 2001, pp. 112-113).</td>
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<td>The book offers suggestions for tailoring lessons to the specific needs of students and copies are available in each elementary school library.</td>
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<td></td>
<td>• Customize students’ word study activities based on their development, Words Their Way (2000)</td>
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<tr>
<td>Correlation to YCSD English Curriculum Guide</td>
<td>• Unit I Communication Skills</td>
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<td>• Unit II Word Study</td>
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<td>• Unit III Comprehension/Fiction</td>
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<td>• Unit IV Composition/Nonfiction &amp; Information Resources</td>
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<td>• Unit V Composition</td>
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<td>• Unit VI Editing</td>
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<tr>
<td>Related Standards:</td>
<td>English 5.1, 5.2, 5.3, 5.9; H/SS USI.1, USI.2, USI.4; Math 5.3, 5.12; Science 5.2, 5.5</td>
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<tr>
<td>Technology Standards:</td>
<td>C/T: 5.1, 5.2, 5.3, 5.4</td>
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<td>Monitoring:</td>
<td>Rigby PM Benchmark Kits 1 and 2, STAR Reading</td>
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<tr>
<td>Assessment:</td>
<td>Scott Foresman Tests, Teacher-Made Assessments, Daily Performance</td>
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</table>
# Reading / Unit 4 / Grade 5

## Word Study (Phonics, Vocabulary and Spelling) Skills
- Apply knowledge of root words, prefixes, and suffixes. (5.4)
- Continue to learn about Greek and Latin affixes. (5.4)
- Use word references and context clues to determine which meaning is appropriate in a given situation. (5.4)
- Identify the word-reference materials such as a dictionary, glossary, and thesaurus that is most likely to contain the information needed. (5.4)
- Understand that a word can be divided into root word, prefix, and suffix in order to pronounce the word. (5.4)
- Understand how a prefix changes the meaning of a root word. (5.4)

## Word Study (Phonics, Vocabulary, and Spelling) Activities

### Activities

**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- Write each vocabulary word for each content area’s Standards of Learning on the front of an index card. Include the page number where the word can be found in context. Write the definition and/or draw a picture to represent the word on the back. Place word cards in labeled envelopes for each unit, and place envelopes inside shoeboxes for English, math, science, and social studies. Review vocabulary words in five-minute sessions monthly. Sort and classify the words, define them, use them in sentences, or read the page in the text where the word is found in context (*Making the Connection*, 1997, p. 41).
  - Create a chart organizing the spelling words by the spelling unit theme (*Words Their Way*, 1996, p. 41).
  - Create an interactive word wall.
  - Organize vocabulary into a semantic chart. Check Scott Foresman Transparencies for variations of these.
  - Write a well-developed, fluent paragraph using story vocabulary words.

### Yangs’ First Thanksgiving/ The Harvest Moon Festival
2. Make flipbooks of words in which the final e is dropped before adding –ed and –ing. Include words in which no change is made.
3. Write the different definitions of multiple meaning vocabulary words and illustrate those different meanings.

### The Jr. Iditarod Race/ Dogs in Sports
2. Play *Ring Around the World*: Divide students into an inner and outer ring. Write spelling words on cards and give each student a word. Each student spells the opposite student’s word and the group rotates.
3. Use Graphic Organizer Transparency 8 to predict the meaning of a vocabulary word (Scott Foresman, 2002, p. 384b).

### The Night Alone/ How the Sun Came
2. Play Antonym Checkers in which players compete in a typical game of checkers; however, in order to be crowned, the player can only land on a space with a corresponding antonym to the synonym labeled on the checker game pieces in advance by the teacher.
3. Use Graphic Organizer Transparency 5 to brainstorm antonyms for various words including vocabulary words (Scott Foresman, 2002, 404b).

### The Heart of a Runner/ Finding a Way to Win
1. Participate in open sorts using words with inflected endings –ed, –ing (*Words Their Way*, 2000, p.360) and words with the schwa sound within words (Scott Foresman, 2002, p. 453j).
2. Create a sentence web for the vocabulary words. Demonstrate how to do this using Scott Foresman Graphic Organizer Transparency 4 Web 1 (Scott Foresman, 2002, 426b).

### The Memory Box/ The Brain and Memory
1. Participate in open sorts using words with the schwa sound within words and in the final syllable (Scott Foresman, 2002, p. 473j).
2. Play Homophone Match and other games from *Words Their Way*. Use the word list from *Words Their Way*, 2000, pp. 218, 375).
3. Create a vocabulary frame. Use Graphic Organizer Transparency 8 to study the vocabulary words. Have students suggest a picture association, a definition, and an example sentence for each vocabulary word (Scott Foresman, 2002, p.456).
## Comprehension Skills

- Use context to infer the correct meanings of unfamiliar words. (5.4)
- Read familiar text with fluency, accuracy, and expression. (5.4)
- Understand characters are developed by: what is stated in the text, their speech and actions, what other characters in the story think or say about them. (5.5)
- Understand some characters change during the story or poem and some characters stay the same. (5.5)
- Discuss why an author might have used particular words and phrases. (5.5)
- Discuss the similarities and differences between text and previously read materials. (5.5)
- Identify the characteristics of free verse, rhymed, and patterned poetry. (5.5)
- Read nonfiction print materials and trade books, which reflect the Standards of Learning in history and social sciences, science, and mathematics. (5.6)
- Apply prior knowledge to make predictions. (5.6)
- Use text set in special type styles, such as bold-faced and color, captions under pictures and graphics, and headings of sections and chapters to predict and categorize information. (5.6)
- Understand how text features (e.g. formats, graphics, diagrams, illustrations, chart maps) make information accessible and usable. (5.6)
- Identify new information learned from reading. (5.6)

### Note:
Prior to instruction, determine students' instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students' instructional reading levels. Some activities are appropriate for independent student work.

- Incorporate use of nonfiction texts related to SOL in other content areas into guided reading instruction to familiarize students with nonfiction text features and structures. Represent information learned on a variety of graphic organizers. Model how to gain information from these text features, and provide guided practice.
- Utilize Palincsar and Brown’s reciprocal teaching method, which involves groups of students in predicting, clarifying, questioning, and summarizing to better understand texts (Revisit, Reflect, Retell, 1999, p. 138-139).
- Synthesize information learned from reading by reading the text like a writer. Attend to the content of the text, your thinking process while reading, and the writer’s craft. Record observations about each area in a three-column chart. Include inferences and questions made during reading in the reading process column (Strategies That Work, 2000, pp. 163-164).
- Summarize the story.
- Create a story board containing the main events from the story.
- Use Scott Foresman Teacher’s Resource Book comprehension pages to help students understand story elements.
- Use instructional technology, e.g., Accelerated Reader, to determine adequate comprehension of self-selected literature.

### Comprehension Activities

#### Yang’s First Thanksgiving/The Harvest Moon Festival
1. Use a Venn diagram to compare and contrast the differences between Mary and Holly and the two families.
2. Use Story Map: Narrative Text to summarize the story or part of the story (Guiding Readers and Writers, Grades 3-6, 2001, Appendix 25).

#### The Jr. Iditarod Race/Dogs in Sports
1. Choose a portion of the story to identify the main idea and details. Use the Ideas/Details graphic organizer to record the work (Guiding Readers and Writers, Grades 3-6, 2001, Appendix 35).
2. Choose an easy picture book to record the main idea and details using the Ideas/Details graphic organizer to record the work (Guiding Readers and Writers, Grades 3-6, 2001, Appendix 35).

#### The Night Alone/How the Sun Came
1. Prepare a KWL chart about students' knowledge of Mohawks. Focus on how and where they lived.
2. Use a Venn diagram to compare and contrast how Ohkw’ri’s life is like ours and the way it is different from ours.

#### The Heart of a Runner/Finding a Way to Win
1. Read aloud and discuss examples of different points of view using text such as The True Story of the Three Little Pigs and other books written on this theme.
2. Create two comic strips of a specific event from two different points of view.

#### The Memory Box/The Brain and the Memory
1. Create a t-chart showing the author’s viewpoint on winning. Entitle one column “Winning is the Most Important Thing in Running Races.” Entitle the second column: “Other Things Are More Important than Winning.” Gather and list evidence from the story, including the page numbers, for each column. Use the evidence to draw a conclusion about the author's attitude toward winning (Scott Foresman, 2002, p. 453b).
2. Draw pictures to show various authors’ purposes: inform, persuade, entertain, and express. Include the purpose of this selection.
## Writing Skills

- Apply knowledge of the writing domains of composing, written expression, and usage/mechanics. (5.8)
- Create a plan and organize thoughts before writing. (5.8)
- Focus, organize, and elaborate to construct an effective message for the reader. (5.8)
- Purposefully shape and control language to demonstrate an awareness of the intended audience. (5.8)
- Select specific information to guide the readers more purposefully through the piece. (5.8)
- Choose precise descriptive vocabulary and information to create tone and voice. (5.8)
- Include sentences of various lengths and beginnings to create a pleasant, informal rhythm. (5.8)
- Clarify writing when revising. (5.8)
- Use available technology to gather information and to aid in writing. (5.8)

## Writing Activities

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- Use various graphic organizers to aid in planning and organizing ideas.
- Use and model the POWER writing process.
- Use instructional word processing software to create and illustrate original works. Students write independently or in small groups.
- Model the writing process (Writers Express, 1995, pp. 5-11).
- Maintain a journal for ideas, expository writing, and reflections (Writers Express, 1995, pp. 105-109).
- Model and write poetry (Writers Express, 1995, pp. 177-187).
- Model and write realistic fictional narratives (Writers Express, 1995, pp. 164-169).
- Model and write a review (Writers Express, 1995, pp. 132-137).
- Use a proofreader’s guide to edit works (Writers Express, 1995, pp. 343-387).
- **Yangs’ First Thanksgiving/The Harvest Moon Festival**
  1. Write a description of holiday custom. Use the thesaurus to find clear, vivid adjectives.
  2. Group students and assign each group a holiday. Generate a list of adjectives that describe the holiday and post them on chart paper to present to the class.
  3. Apply skills from daily edits to writing.
- **The Jr. Iditarod Race/Dogs in Sports**
  1. Write an advertisement to promote a sporting event or other competition either for print or non-print media. Use persuasive words and details to convince the reader to participate (Scott Foresman, 2002, p. 401d).
  2. Use cooperative groups to expand simple sentences into vivid sentences by adding precise words/adjectives.
  3. Apply skills from daily edits to writing.
- **The Night Alone/How the Sun Came**
  1. Turn *The Night Alone* into a TV program organizing the main ideas and details of the story into paragraphs with pictures showing the action (Scott Foresman, 2002, p. 423f).
  2. Generate a list of comparatives and superlatives, and make an accordion picture strip with sentences to illustrate each word group.
  3. Apply skills from daily edits to writing.
- **The Heart of a Runner/Finding a Way to Win**
  1. Write a paragraph describing what happened at a sporting or other event (Scott Foresman, 2002, p. 453f).
  2. Write a journal entry as if you were at the track meet.
  3. Apply skills from daily edits to writing.
- **The Memory Box/The Brain and the Memory**
  1. Write about special events/traditions to include in a memory box.
  2. Create a postcard of a favorite vacation spot. Draw a picture on one side and a brief message telling the important details about the place on the other.
  3. Apply skills from daily edits to writing.
# Reading / Unit 5 / Grade 5

<table>
<thead>
<tr>
<th>Standards of Learning</th>
<th>English</th>
<th>5.4, 5.5, 5.6, 5.7, 5.8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scott Foresman Unit</td>
<td>Unit 5</td>
<td>Fantastic Voyage: Traveling On</td>
</tr>
<tr>
<td>Scott Foresman Literature</td>
<td></td>
<td>• I Want to Vote!</td>
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<td></td>
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<td>• Kids Voting USA</td>
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<td>• The Long Path to Freedom</td>
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<td>• How the Underground Railroad Got Its Name</td>
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<td>• Chester Cricket’s Pigeon Ride</td>
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<td>Required Resources</td>
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<td>• Easy Riders</td>
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<td></td>
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<td>• Passage to Freedom: The Sugihara Story</td>
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<td>• 1939</td>
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<td>• Paul Revere’s Ride</td>
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<td>• Sybil Sounds the Alarm</td>
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<tr>
<td>Supplemental Resources</td>
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<td>• Accelerated Reader</td>
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<td></td>
<td>• Guided Reading, I. Fountas &amp; G. Pinnell (1996)</td>
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<td>• Rigby PM Benchmark Kit</td>
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<td>• Words Their Way, Bear et al. (2000)</td>
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<td>• Words Their Way Interactive CD ROM (2001)</td>
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<tr>
<td>Additional Classroom Interventions</td>
<td></td>
<td>2. Have high expectations for student performance.</td>
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<td>3. Promote high levels of student engagement.</td>
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<td>4. Increase the number of high-quality texts that students know.</td>
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<td>5. Increase the time students spend reading.</td>
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<td>14. Increase the time students spend writing</td>
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<td>15. Teach students to use effective strategies in their reading and writing.</td>
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<td>8. Provide explicit instruction.</td>
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<td>9. Monitor the pace of your teaching.</td>
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<td>10. Be sure tasks are within students’ control.</td>
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<td>11. Make your directions clear, and don’t be afraid to repeat them when you need to.</td>
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<td>12. Be sure students understand the rationale of each assignment.</td>
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<td>13. Invite students to make choices.</td>
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<td>15. Set short-term goals for students, check in with them often, and reward success.</td>
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<td>16. Provide extra support to help students perform well in front of the class.</td>
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<td>17. Help students get started.</td>
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<td></td>
<td>18. Use technology to support students (Fountas &amp; Pinnell, 2001, pp. 112-113).</td>
</tr>
<tr>
<td>Correlation to YCSD English Curriculum Guide</td>
<td></td>
<td>The book offers suggestions for tailoring lessons to the specific needs of students and copies are available in each elementary school library.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Customize students’ word study activities based on their development, Words Their Way (2000)</td>
</tr>
</tbody>
</table>

The fifth unit of the Grade 5 reading curriculum correlates with the following units in the YCSD Grade 5 English Curriculum Guide:

- Unit I Communication Skills
- Unit II Word Study
- Unit III Comprehension/Fiction
- Unit IV Composition/Nonfiction & Information Resources
- Unit V Composition
- Unit VI Editing

**Technology Standards:** C/T: 5.1, 5.2, 5.3, 5.4

**Monitor:** Rigby PM Benchmark Kits 1 and 2, STAR Reading

**Assessment:** Scott Foresman Tests, Teacher-Made Assessments, Daily Performance

**Related Standards:** English 5.1, 5.2, 5.3, 5.9; H/SS USI.1, USI.2, USI.5, USI.6, USI.7; Math 5.17, 5.18, 5.19; Science 5.1, 5.5, 5.7
Reading / Unit 5 / Grade 5

**Word Study (Phonics, Vocabulary and Spelling) Skills**
- Apply knowledge of root words, prefixes, and suffixes. (5.4)
- Continue to learn about Greek and Latin affixes. (5.4)
- Use word references and context clues to determine which meaning is appropriate in a given situation. (5.4)
- Identify the word-reference materials such as a dictionary, glossary, and thesaurus that is most likely to contain the information needed. (5.4)
- Understand that a word can be divided into root word, prefix, and suffix in order to pronounce the word. (5.4)
- Understand how a prefix changes the meaning of a root word. (5.4)

**Activities**

**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- Create analogies to develop understanding of unfamiliar words (*Making the Connection*, 1997, p. 45).
- Create a chart organizing the spelling words by the spelling generalization.
- Create an interactive word wall. Add words as appropriate throughout each unit.
- Organize vocabulary into a semantic chart.
- Write a well-developed, fluent paragraph using story vocabulary words.

**I Want to Vote!/Kids Voting USA**
2. Predict and verify word meanings. Use Scott Foresman Graphic Organizer Transparency 8 as an example (Scott Foresman, 2002, p. 486b).
3. Play Concentration using paired cards with synonyms.

**The Long Path to Freedom/How the Underground Railroad Got It’s Name**
1. Sort spelling words by suffixes -able, -ible, -ant, and -ent.
2. Relate the vocabulary words to the selection topic. Use Scott Foresman Graphic Organizer Transparency 4 (Scott Foresman, 2002, 510b).
3. Build sentences (simple, compound, and complex) using the vocabulary words from the story (Scott Foresman, 2002, p. 531f).

**Chester Cricket’s Pigeon Ride/Easy Riders**
1. Build words by adding suffixes (-ous, -ion, and -ation) to a list of words (Scott Foresman, 2002, p. 559i).
2. Write rhyming couplets about the story using vocabulary words (Scott Foresman, 2002, p. 559f).
3. Distribute copies of Graphic Organizer Transparency 25 on which to record synonyms for vocabulary words to partners. Complete the chart then share charts with the group (Scott Foresman, 2002, p. 534b).

**Passage to Freedom: The Sugihara Story/1939**
2. Referring to a list given by the teacher students will work in pairs and sort the words into columns: compounds written as either one word or two words (Scott Foresman, 2002, 579j).

**Paul Revere’s Ride/Sybil Sounds the Alarm**
1. Pair students who work together to create examples of analogies using the vocabulary words (Scott Foresman, 2002, 601f).
2. Play basketball with spelling words. Put three lines of tape on the floor at varying distances from the trashcan. Divide the students into two teams. If a student from the team spells the word correctly, that student can try to shoot the tape ball into the trashcan. The line that is closest to the trashcan is one point, the middle line is three points, and the farthest is five points. The team with the most points at the end of the allotted time wins.
| Comprehension Skills | • Use context to infer the correct meanings of unfamiliar words. (5.4)  
|                       | • Read familiar text with fluency, accuracy, and expression. (5.4)  
|                       | • Understand characters are developed by: what is stated in the text, their speech and actions, what other characters in the story think or say about them. (5.5)  
|                       | • Identify the events in sequence that led to resolution of the conflict. (5.5)  
|                       | • Discuss the similarities and differences between text and previously read materials. (5.5)  
|                       | • Identify the characteristics of free verse, rhymed, and patterned poetry. (5.5)  
|                       | • Read nonfiction print materials and trade books, which reflect the Standards of Learning in history and social sciences, science, and mathematics. (5.6)  
|                       | • Apply prior knowledge to make predictions. (5.6)  
|                       | • Use text set in special type styles, such as bold-faced and color, captions under pictures and graphics, and headings of sections and chapters to predict and categorize information. (5.6)  
|                       | • Understand how text features (e.g., formats, graphics, diagrams, illustrations, chart maps) make information accessible and usable. (5.6)  
|                       | • Identify new information learned from reading. (5.6)  
|                       | • Organize information using a visual representation such as charts, maps, and graphs. (5.6)  
|                       | • Take notes from a variety of print resources and identify source of information and summarize important concepts. (5.6)  

Note: Prior to instruction, determine students' instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students' instructional reading levels. Some activities are appropriate for independent student work.  
• Incorporate use of nonfiction texts related to SOL in other content areas into guided reading instruction to familiarize students with nonfiction text features and structures. Represent information learned on a variety of graphic organizers. Model how to gain information from these text features, and provide guided practice.  
• Utilize Palincsar and Brown's reciprocal teaching method, which involves groups of students in predicting, clarifying, questioning, and summarizing to better understand texts (Revisit, Reflect, Retell, 1999, p. 138-139).  
• Create a chart depicting Question-Answer Relationships (QAR) to post in the classroom. Explain and demonstrate question-answer relationships for questions about reading selections in English as well as other content areas (Making the Connection, 1997, pp. 25-28).  
• Summarize the story.  
• Create a story board containing the main events from the story.  
• Use instructional technology, e.g., Accelerated Reader, to determine adequate comprehension of self selected literature.  
• I Want to Vote!/Kids Voting USA  
  1. Identify the setting in the beginning of the story and record it in a center circle of a word web. Add setting clues to the detail circles of the web (Scott Foresman, 2002, p. 507a).  
  2. Compare women from the past to those in the present by watching a short segment of a television program or movie in which a woman is the central character. Give oral presentations comparing women of today to the women in "I Want to Vote!"  
• The Long Path to Freedom/How the Underground Railroad Got Its Name  
  1. Create a time line of Harriet Tubman's journey using the selection. Start with the night Harriet leaves the plantation and trace the sequence of events until she reaches freedom in Pennsylvania.  
  2. Work in pairs to paraphrase a section of the reading selection. Present the original paragraph as well as each partner's version to the class for discussion.  
• Chester Cricket's Pigeon Ride/Easy Riders  
  1. Visualize what is happening in "Little Billy's Swan Rides" (Scott Foresman, 2002, pp. 532-533).  
  2. Ask a volunteer to describe a pet using only the sense of sight. Describe the pet again, this time using two other senses as well as sight. Ask the class which description helped with visualizing the pet more clearly and why.  
• Passage to Freedom: The Sugihara Story/1939  
  1. Create a chart with the students to focus on difficult words, their definitions, and the context clues used to understand the words (Scott Foresman, 2002, p. 579a).  
  2. Use guided reading prompts to discuss context clues as students read (Scott Foresman, 2002, p. 562-575).
<table>
<thead>
<tr>
<th>Reading / Unit 5 / Grade 5: Comprehension (cont’d)</th>
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</thead>
<tbody>
<tr>
<td>• <em>Paul Revere’s Ride/Sybil Sounds the Alarm</em></td>
</tr>
<tr>
<td>1. Given a chart to use, students (in groups) will paraphrase a section of the poem. Groups will present their examples of paraphrasing to the class (Scott Foresman, 2002, p. 601a).</td>
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<tr>
<td>2. Work with partners to create word webs for examples of alliteration in the selection (Scott Foresman, 2002, p. 601k).</td>
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</tbody>
</table>
### Reading / Unit 5 / Grade 5

#### Writing Skills
- Apply knowledge of the writing domains of composing, written expression, and usage/mechanics. (5.8)
- Create a plan and organize thoughts before writing. (5.8)
- Focus, organize, and elaborate to construct an effective message for the reader. (5.8)
- Purposefully shape and control language to demonstrate an awareness of the intended audience. (5.8)
- Select specific information to guide the readers more purposefully through the piece. (5.8)
- Choose precise descriptive vocabulary and information to create tone and voice. (5.8)
- Include sentences of various lengths and beginnings to create a pleasant, informal rhythm. (5.8)
- Clarify writing when revising. (5.8)
- Use available technology to gather information and to aid in writing. (5.8)

#### Note:
Prior to instruction, determine students' instructional reading level. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students' instructional reading levels. Some activities are appropriate for independent student work.
- Use various graphic organizers to aid in planning and organizing ideas.
- Use and model the POWER writing process.
- Use instructional word processing software to create and illustrate original works. Students write independently or in small groups.
- Model the writing process (Writers Express, 1995, pp. 5-11).
- Maintain a journal for ideas, expository writing, and reflections (Writers Express, 1995, pp. 105-109).
- Model and write poetry (Writers Express, 1995, pp. 177-187).
- Model and write realistic fictional narratives (Writers Express, 1995, pp. 164-169).
- Use a proofreader's guide to edit works (Writers Express, 1995, pp. 343-387).
- Use a handbook to model and guide research writing (Writers Express, 1995, pp. 207-236).
- Discuss the use of possessive pronouns (Writers Express, 1995, p. 377).
- Model, discuss, and use commas according to writing conventions (Writers Express, 1995, pp. 345-346).
- Apply skills from daily edits to writing.
- I Want to Vote! / Kids Voting USA
  1. Reflect on Lila’s personality and actions in order to write a scene describing something Lila might do in 1937, twenty years after the original story takes place.
  2. Research an event in Lila’s time. Write a brief historical fiction account of the event.
- The Long Path to Freedom / How the Underground Railroad Got Its Name
  1. Write a paragraph nominating Harriet Tubman for a medal of bravery. Support the nomination with reasons.
  2. Write a paragraph that could have been read at Tubman’s funeral. Underline subject and object pronouns.
- Chester Cricket’s Pigeon Ride / Easy Riders
  1. Recollect how Chester described New York City from his view on top of the Empire State Building. Write a description of your town as seen from a high place.
  2. Identify parts of this story which made good use of sensory details and images. Include sight, taste, smell, feel, and sound (Scott Foresman, 2002, p. 559a). Select a place in our town for Chester to visit. Use sensory details and images to describe this place.
- Passage to Freedom: The Sugihara Story / 1939
  1. Write a list of questions to find out about Mr. Sugihara’s life. Take notes from at least three sources. Organize the notes in an outline or chart to share with others.
  2. Generate a list of common prepositions. Identify prepositional phrases in students’ reading. Incorporate the use of prepositional phrases in students’ writing. Underline prepositional phrases used (Scott Foresman, 2002, p. 579h).
- Paul Revere’s Ride / Sybil Sounds the Alarm
  1. Invite students to imagine what it would be like to be farmers who are awakened by Paul Revere. Write eyewitness reports of the night from a farmer’s point of view (Scott Foresman, 2002, p. 601d).
  3. Write a research report about a person in history who did something brave or daring. Brainstorm a variety of resources that can be used to find information about the person. Model note-taking methods for students to follow in their own research.
## Reading / Unit 6 / Grade 5

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<tr>
<th>Standards of Learning</th>
<th>English 5.4, 5.5, 5.6, 5.7, 5.8</th>
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<tr>
<td>Scott Foresman Unit</td>
<td>Fantastick Voyage: Think of It!</td>
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<tr>
<td>Scott Foresman Literature</td>
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<tr>
<td>• The Baker's Neighbor</td>
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<td>• All Kinds of Money</td>
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<td>• Andy's Secret Ingredient</td>
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<td>• Bug-a-licious</td>
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<td>• In the Days of King Adobe</td>
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<td>Required Resources</td>
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<tr>
<td>• Scott Foresman Reading for Virginia (2002), Fantastick Voyage: Think of It!, Teacher Edition, Grade 5, Unit 6</td>
<td></td>
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<tr>
<td>• English Standards of Learning Curriculum Framework–Grade 5 (2003), Virginia DOE</td>
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<tr>
<td>Supplemental Resources</td>
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<tr>
<td>• Create Independent Learners: Teacher-Tested Strategies for ALL Ability Levels, P. Pavelka (1999)</td>
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<td>• Goodbye Round Robin, M. Opitz &amp; T. Rasinski (1999)</td>
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<tr>
<td>• Guiding Readers and Writers Grades 3-6: Teaching Comprehension, Genre, and Content Literacy, I. Fountas &amp; G. Pinnell (2001)</td>
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<tr>
<td>• Making the Connection: Learning Skills Through Literature 3-6, P. Pavelka (1997)</td>
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<tr>
<td>Additional Classroom Interventions</td>
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<tr>
<td>• Utilize available instructional software for skill isolation and reinforcement.</td>
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<tr>
<td>• Use STAR diagnostic assessment to modify and reevaluate student's Accelerated Reader range.</td>
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<td>• Assist students in self-selection of reading material on independent level.</td>
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<td>• Re-read selections to increase comprehension.</td>
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<td>• Pair read selections.</td>
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<td>• Summarize selections, both in writing and orally.</td>
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<td>• Read smaller quantities and summarize or discuss before proceeding.</td>
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<td>• Provide discussion guides.</td>
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<td>• Use DRTA (Directed Reading and Thinking Activities) strategies to prepare for text comprehension and set stage for comprehension.</td>
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<td>• Predict, confirm, and adjust outcomes as selections are read.</td>
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<td>• Discuss the story elements independently. Focus on setting, characters, problem, story details, and solution.</td>
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<tr>
<td>• Model and use context clues.</td>
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<td>• Outline selections.</td>
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<tr>
<td>• Adjust materials and teaching for individual learners using the following guiding principles, taken from Guiding Readers and Writers Grades 3-6: Teaching Comprehension, Genre, and Content Literacy, Fountas &amp; Pinnell (2001):</td>
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<tr>
<td>1. Learn students' abilities/build on their strengths.</td>
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</tbody>
</table>

### Suggested Time Frame:
- 6 weeks

### Related Standards:
- English 5.1, 5.2, 5.3, 5.9; H/SS USI.1, USI.2, USI.8; Math 5.3, 5.5, 5.11; Science 5.1, 5.3, 5.5, 5.7

### Technology Standards:
- C/T: 5.1, 5.2, 5.3, 5.4

### Monitoring:
- Rigby PM Benchmark Kits 1 and 2, STAR Reading

### Assessment:
- Scott Foresman Tests, Teacher-Made Assessments, Daily Performance
# Reading / Unit 6 / Grade 5

## Word Study (Phonics, Vocabulary, and Spelling) Skills

- Apply knowledge of root words, prefixes, and suffixes. (5.4)
- Continue to learn about Greek and Latin affixes. (5.4)
- Use word references and context clues to determine which meaning is appropriate in a given situation. (5.4)
- Identify the word-reference materials such as a dictionary, glossary, and thesaurus that is most likely to contain the information needed. (5.4)
- Understand that a word can be divided into root word, prefix, and suffix in order to pronounce the word. (5.4)
- Understand how a prefix changes the meaning of a root word. (5.4)

## Word Study (Phonics, Vocabulary, and Spelling) Activities

**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- Write each vocabulary word for each content area’s Standards of Learning on the front of an index card. Include the page number where the word can be found in context. Write the definition and/or draw a picture to represent the word on the back. Place word cards in labeled envelopes for each unit, and place envelopes inside shoeboxes for English, math, science, and social studies. Review vocabulary words in five-minute sessions monthly. Sort and classify the words, define them, use them in sentences, or read the page in the text where the word is found in context (*Making the Connection*, 1997, p. 41).
- Create analogies to develop understanding of unfamiliar words (*Making the Connection*, 1997, p. 45).
- Create a chart organizing the spelling words by the spelling generalization (*Scott Foresman*, 2002, p. 39j).
- Create an interactive word wall. Add words as appropriate throughout each unit.
- Organize vocabulary into a semantic chart.
- Write a well-developed, fluent paragraph using story vocabulary words.
- **The Baker's Neighbor/All Kinds of Money**
  2. Play concentration with pairs of synonyms.
  3. Conduct a word hunt. Reread the story and hunt for words with ie/ea. Then sort by long e, short e, or long i.
- **Andy's Secret Ingredient/Bug-a-licious**
  1. Sort words with diphthongs and vowel digraphs.
  2. Play word study Scattergories (*Words Their Way*, pp. 210-11) using diphthongs and digraphs.
- **In the Days of King Adobe/One Day’s Food**
  1. Record at least two meanings of the vocabulary words for the story. Reread the story to determine the correct meaning as it is used in the story.
  2. Play word Scattegories (*Words Their Way*, pp. 210-211) using r-controlled vowel words.
- **Just Telling the Truth/How to Set Up a Home Study Center**
  2. Create a vocabulary chart including synonyms and antonyms for the words from the story. Demonstrate how to do this using *Scott Foresman* Graphic Organizer Transparency 27 (*Scott Foresman*, 2002, p. 672b).
- **Is It Real?/See the Picture!**
  1. Sort words with and without suffixes. Discuss how the pronunciation of some letters within the words may change when the suffix is added.
  2. Create word webs using synonyms and related words. Divide the class into groups and instruct each group to complete a web similar to Transparency 6, Web 3 (*Scott Foresman*, 2002, p. 696b).
## Comprehension Skills

- Use context to infer the correct meanings of unfamiliar words. (5.4)
- Read familiar text with fluency, accuracy, and expression. (5.4)
- Understand some characters change during the story or poem and some characters stay the same. (5.5)
- Understand plot is developed through a series of events. (5.5)
- Identify the events in sequence that led to resolution of the conflict. (5.5)
- Discuss why an author might have used particular words and phrases. (5.5)
- Discuss the similarities and differences between text and previously read materials. (5.5)
- Identify the characteristics of free verse, rhymed, and patterned poetry. (5.5)
- Read nonfiction print materials and trade books, which reflect the Standards of Learning in history and social sciences, science, and mathematics. (5.6)
- Apply prior knowledge to make predictions. (5.6)
- Use text set in special type styles, such as bold-faced and color, captions under pictures and graphics, and headings of sections and chapters to predict and categorize information. (5.6)

## Comprehension Activities

**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- Utilize Palincsar and Brown’s reciprocal teaching method, which involves groups of students in predicting, clarifying, questioning, and summarizing to better understand texts ([Revisit, Reflect, Retell](#), 1999, p. 138-139).
- Create a chart depicting Question-Answer Relationships (QAR) to post in the classroom. Explain and demonstrate question-answer relationships for questions about reading selections in English as well as other content areas ([Making the Connection](#), 1997, pp. 25-28).
- Synthesize information learned from reading by reading the text like a writer. Attend to the content of the text, your thinking process while reading, and the writer’s craft. Record observations about each area in a three-column chart. Include inferences and questions made during reading in the reading process column ([Strategies That Work](#), 2000, pp. 163-164).
- Retell expository texts. Include the following information: topic, most important ideas, new information learned, setting, text structure, key information from visuals, summary, and author’s purpose ([Revisit, Reflect, Retell](#), 1999, p. 125).
- Summarize the story.
- Create a storyboard containing the main events from the story.
- Use instructional technology, e.g., Accelerated Reader, to determine adequate comprehension of self-selected literature.

**The Baker’s Neighbor/All Kinds of Money**
1. Use a Venn diagram to compare and contrast the differences between Pablo and Manual.
2. Practice and perform the play for other classes.

**Andy’s Secret Ingredient/Bug-a-licious**
1. List the steps Andy takes in preparing the beetles for his brownies.
2. Write the next chapter of this story.

**In the Days of King Adobe/One Day’s Food**
1. Draw a cartoon strip depicting the main events in the plot of the story.

**Just Telling the Truth/How to Set Up a Home Study Center**
1. Use Character Trait and Evidence Graphic Organizer to record Felicia’s character traits and the evidence that supports those traits ([Guiding Readers and Writers](#), 2001, Appendix 23).
2. Debate the pros and cons of having a lunch club at school. Support all opinions.

**Is It Real?/See the Picture!**
1. Place pictures of different foods in individual envelopes. Pass out a different picture of food to each student. List adjectives that describe the food. Read the lists aloud and challenge the class to name the food.
2. Share the books *Look Alikes* and *Look Alikes Jr.* by Joan Steiner with the class. Challenge students to list as many objects from the pictures as they can find.
## Reading / Unit 6 / Grade 5

### Writing Skills
- Apply knowledge of the writing domains of composing, written expression, and usage/mechanics. (5.8)
- Create a plan and organize thoughts before writing. (5.8)
- Focus, organize, and elaborate to construct an effective message for the reader. (5.8)
- Purposefully shape and control language to demonstrate an awareness of the intended audience. (5.8)
- Select specific information to guide the readers more purposefully through the piece. (5.8)
- Choose precise descriptive vocabulary and information to create tone and voice. (5.8)
- Include sentences of various lengths and beginnings to create a pleasant, informal rhythm. (5.8)
- Clarify writing when revising. (5.8)
- Use available technology to gather information and to aid in writing. (5.8)

### Writing Activities

**Note:** Prior to instruction, determine students’ instructional reading levels. Use the following activities as a framework for organizing small/flexible group, large group, and individual instruction. Teachers may modify book-specific activities for use with other books/resources that meet students’ instructional reading levels. Some activities are appropriate for independent student work.

- Use various graphic organizers to aid in planning and organizing ideas.
- Use and model the POWER writing process.
- Use instructional word processing software to create and illustrate original works. Students write independently or in small groups.
- Model the writing process (Writers Express, 1995, pp. 5-11).
- Model and write realistic fictional narratives. (Writers Express, 1995, pp. 164-169).
- Use a proofreader’s guide to edit works. (Writers Express, 1995, pp. 343-387).
- Use a handbook to model and guide research writing. (Writers Express, 1995, pp. 207-236).

- **The Baker's Neighbor/All Kinds of Money**
  1. Write a complaint letter from Manuel to the judge explaining Manuel's position.
  2. Write a scene describing an event in your life. Include a setting description and list of characters.
  3. Apply skills from daily edits to writing.

- **Andy’s Secret Ingredient/Bug-a-licious**
  1. Write a how-to essay explaining steps in a process.
  2. Write a recipe card for something bug-a-licious. Tell what ingredients go in the dish and what steps to follow to prepare it.
  3. Apply skills from daily edits to writing.

- **In the Days of King Adobe/One Day’s Food**
  1. Complete the graphic organizer in Appendix 29 of Fountas and Pinnell’s *Guiding Readers and Writers*. Write a summary of the story.
  2. Write a humorous folk tale with dialogue about interesting characters who have a problem to overcome. (Scott Foresman, 2002, pp. 669c-d).
  3. Apply skills from daily edits to writing.

- **Just Telling the Truth/How to Set Up a Home Study Center**
  1. Select and share restaurant reviews for students to read. Write a review of a favorite restaurant. Include what you had to eat. Add sensory details. Also include information on the service and prices.
  2. Write a question Felicia might send to an advice column. Switch papers and write a response.
  3. Apply skills from daily edits to writing.

- **Is It Real?/See the Picture!**
  1. Describe trompe l’oeil art.
  2. Select a favorite piece of art either from this selection or from artwork studied in art class. Write a persuasive essay to convince a classmate to feel as you do about a piece of art. (Scott Foresman, 2002, p. 711 c-d).
  3. Apply skills from daily edits to writing.