

	Teacher: CORE Language Arts Grade 1 Course: Language Arts Grade 1	Updated 2014 Month: All Months	
S	Interactive Read-Aloud & Literature Discussion		
e	Essential Questions	Content	Skills
p	What is reading?	When listening to and discussing a story students will know how to THINK WITHIN THE TEXT.	WHEN LISTENING TO A STORY STUDENTS WILL
t		TOPICS:	
e	Why do we read?	Everyday Events: (eating, playing, seasons, weather, shopping, games)	
m		Familiar Topics: (animals, pets, families, food, plants, school, friends, growing, senses, neighborhood, weather, seasons, health) Content Beyond Immediate Experiences: (historical animals, zoo animals in nature, space, environment, nutrition)	follow the events of a p events
b	What do effective readers do?	THEMES:Humor: (play with words) Obvious Themes: (sharing friends, belonging, growing, responsibility, behavior) Themes Going Beyond Everyday Events	
e			follow the plots that ha patterns such as accum circular structure
r			discuss interesting and a text

identify the problem in

recognize characters an
important details after i

analyze illustrations to i
information

interpret the words whi
story of factual informa

What is reading?

When listening to and discussing a story students will know how to THINK BEYOND THE TEXT.

TOPICS:

develop new vocabular
and apply in discussion

derive meaning of new
context

identify what the story
hearing the beginning

mimic the teacher's intc
when joining in on refra
text

evaluate stress and ton
listening and afterward

WHEN LISTENING TO A
STORY STUDENTS WILL

Why do we read?	Everyday Events: (eating, playing, seasons, weather, shopping, games)	
What do effective readers do?	<p>Familiar Topics: (animals, pets, families, food, plants, school, friends, growing, senses, neighborhood, weather, seasons, health)Content Beyond Immediate Experiences: (historical animals, zoo animals in nature, space, environment, nutrition)</p> <p>THEMES:Humor: (play with words) Obvious Themes: (sharing friends, belonging, growing, responsibility, behavior)Themes Going Beyond Everyday Events</p>	<p>apply background know considering the content their problems</p> <p>make connections betw experiences</p> <p>predict what will happe text</p> <p>predict what a characte do</p> <p>infer characters' feeling</p> <p>interpret the illustratiore</p>
What is reading?	<p>When listening to and discussing a story students will know how to THINK ABOUT THE TEXT.</p> <p>TOPICS:</p>	WHEN LISTENING TO A STORY STUDENTS WILL
Why do we read?	Everyday Events: (eating, playing, seasons, weather, shopping, games)	

	<p>Familiar Topics: (animals, pets, families, food, plants, school, friends, growing, senses, neighborhood, weather, seasons, health) Content Beyond Immediate Experiences: (historical animals, zoo animals in nature, space, environment, nutrition)</p>	<p>recognize texts that are established sequences : days, months, seasons</p>
<p>What do effective readers do?</p>	<p>THEMES:Humor: (play with words) Obvious Themes: (sharing friends, belonging, growing, responsibility, behavior) Themes Going Beyond Everyday Events</p>	<p>recognize that an author and an artist illustrated</p> <p>compare how texts are each other</p> <p>define and distinguish fiction and nonfiction texts</p> <p>apply specific vocabulary from texts: author, illustrator, book, character, problem</p>

Shared & Performance Reading Essential Questions	Content	Skills
What is reading?	When reading together or taking roles in reading a shared text students will know how to THINK WITHIN THE TEXT	WHEN READING TOGETHER ROLES IN READING A SHARED TEXT STUDENTS WILL BE ABLE TO
Why do we read?		Track print left to right : with the assistance of a pointer with pointing under words, or pointing to words
What do effective readers do?	THEMES: Humor: (silly situations, language play) Familiar Themes: (sharing, friends, belonging, growing, responsibility, behavior)	Recognize the meaning through repeated reading Recognize important information and restate it in discussion.
		Read along with others

demonstrating high acc

read along with fluency

recognize and reflect siri
in the voice while readi

recognize and read rep
patterns

notice spaces to define

mimic the teacher's exp

notice and interpret infi
pictures

Recognize a core of high
as signposts in continuc

What is reading?

When reading together or taking roles in reading a shared text students will know how to THINK BEYOND THE TEXT

predict what will happen

Why do we read?

THEMES:

interpret characters' feelings while reading

What do effective readers do?

Humor: (silly situations, language play)

show anticipation in the reading

	Familiar Themes: (sharing, friends, belonging, growing, responsibility, behavior)	apply background know experience to contribut interpretation predict what a characte preparation for reading infer a character's feelir
What is reading?	When reading together or taking roles in reading a shared text students will know how to THINK ABOUT THE TEXT	identify and discuss title illustrator
Why do we read?	THEMES:	differentiate when text: nonfiction
What do effective readers do?	Humor: (silly situations, language play)	recognize texts that are

		<p>established sequences : days of the week, season</p> <p>recognize how layout of affects the way you read</p> <p>relate information in the experience</p>
<p>Writing</p> <p>Essential Questions</p>	<p>Content</p>	<p>Skills</p>
<p>What is writing?</p>	<p>Craft:</p>	<p>Create a picture book about writing.</p>
<p>Why do we write?</p>		
<p>What do effective writers do?</p>	<p>A picture book is a form of writing</p>	<p>Clearly communicate the intended for the reader</p>

What is writing?

Conventions:

Place words in lines starting at the top and going down to the bottom.

Why do we write?

Text Layout

What do effective writers do?

Capitalization

Use spaces between words

Punctuation

Demonstrate knowledge of punctuation and use of upper case letters of the alphabet

Spelling

Handwriting

Capitalize "I"

Show awareness of first capital letters in words

Notice the use of ending punctuation during interactive writing

		Use conventional symbols (ie. letters)
What is writing?	Writing process:	Write some words with appropriate for sound: (beginning and ending)
Why do we write?	Rehearsing/Planning	Leave appropriate space
What do effective writers do?	Drafting/Revising	Hold pencil with satisfaction
		Use a preferred hand for writing
		Write letters left to right
		Write letters legibly
		Purpose:
		Write name and date on
	Editing and Proofreading	Oral Language:
	Publishing	Generate ideas through and teacher
	Sketching and Drawing	Look for ideas and topics

experiences, shared throu

Viewing Seft as a Writer

Use story telling to gene
language

Tell stories in chronolog

Retell stories in chronol

Gathering
Seeds/Resources/Exper
Writing:

Make a list of ideas on t

Record information in v

Use drawings to share c
thinking

Content, Topic, Theme:

Choose topics that one cares about

Choose topics that are i

Observe carefully (object people, places, actions) about them

Select topics for story o

Inquiry/Research:

Participate actively in e; remember details that c writing and drawing

Remember important la

Producing a Draft:

Use drawings to tell abc story

Uses words and drawin; story

Write a continuous mes topic

Understanding the Proc

Understand that spacin; helps your audience rea

Use drawings to plan a :

Create drawings that ar

Phonics, Spelling, & Word Study Essential Questions	Content	Skills
How are letters connected to sounds?	pre-reading skills	Students will print their capital at the beginning case letters
How are letters connected to the structure of words?	A person's name starts with a capital and all the other letters are lower case	Students will locate give names within a text by l
How can these connections help in reading and writing?	Words and names can be recognized by noticing the visual features of letters	Students will recognize in a sentence begins wit last word comes before
How are letters connected to sounds?	The first word in a sentence is on the Left and begins with a capital and the last word comes on the Right before the period	Students will match pict that have end parts tha look alike/rhyme
How are letters connected to the structure of words?	Some words have end parts that rhyme/sound alike	Students will write the l sound they hear in a wc
How can these connections help in reading and writing?	Sounds can be heard in a sequence phonetic/letter skills	Students will recognize letters using class name
How are letters connected to the structure of words?	Letters have names	Students will match lett the beginning of a word

<p>How are letters connected to sounds? How are letters connected to the structure of words? How can these connections help in reading and writing?</p> <p>O Interactive Read Aloud & Literature Discussion</p> <p>c Essential Questions</p>	<p>Sounds can be matched to letter names in words</p> <p>word solving skills</p> <p>Content</p>	<p>Skills</p>
<p>t o b e r</p> <p>What is reading?</p> <p>Why do we read?</p> <p>What do effective readers do?</p>	<p>When listening to and discussing a story students will know how to THINK WITHIN THE TEXT.</p> <p>TOPICS:</p> <p>Everyday Events: (eating, playing, seasons, weather, shopping, games)</p> <p>Familiar Topics: (animals, pets, families, food, plants, school, friends, growing, senses, neighborhood, weather, seasons, health)Content Beyond Immediate Experiences: (historical animals, zoo animals in nature, space, environment, nutrition)</p> <p>THEMES:Humor: (play with words) Obvious Themes: (sharing friends, belonging, growing, responsibility, behavior)Themes Going Beyond Everyday Events</p>	<p>WHEN LISTENING TO A STORY STUDENTS WILL</p> <p>follow the events of a p events</p> <p>follow the plots that ha patterns such as accum circular structure</p> <p>discuss interesting and a text</p> <p>identify the problem in</p> <p>recognize characters an important details after i</p> <p>analyze illustrations to i information</p>

		<p>interpret the words whi story of factual informa</p> <p>develop new vocabular and apply in discussion derive meaning of new context</p> <p>identify what the story i hearing the beginning</p> <p>mimic the teacher's intc when joining in on refra text</p> <p>evaluate stress and toni listening and afterward</p>
What is reading?	<p>When listening to and discussing a story students will know how to THINK BEYOND THE TEXT.</p> <p>TOPICS:</p>	<p>WHEN LISTENING TO AI STORY STUDENTS WILL</p>
Why do we read?	<p>Everyday Events: (eating, playing, seasons, weather, shopping, games)</p> <p>Familiar Topics: (animals, pets, families, food, plants, school, friends, growing, senses, neighborhood, weather, seasons, health)Content Beyond Immediate Experiences: (historical animals, zoo animals in nature, space, environment, nutrition)</p>	<p>apply background know considering the content their problems</p>
What do effective readers do?	<p>THEMES:Humor: (play with words) Obvious Themes: (sharing friends, belonging, growing, responsibility, behavior)Themes Going Beyond Everyday Events</p>	<p>make connections betw experiences</p> <p>predict what will happe text</p> <p>predict what a characte do</p> <p>infer characters' feeling</p>
What is reading?	<p>When listening to and discussing a story students will know how to THINK ABOUT THE TEXT.</p> <p>TOPICS:</p>	<p>interpret the illustrati WHEN LISTENING TO AI STORY STUDENTS WILL</p>

Why do we read?	<p>Everyday Events: (eating, playing, seasons, weather, shopping, games)</p> <p>Familiar Topics: (animals, pets, families, food, plants, school, friends, growing, senses, neighborhood, weather, seasons, health)</p> <p>Content Beyond Immediate Experiences: (historical animals, zoo animals in nature, space, environment, nutrition)</p>	recognize texts that are established sequences : days, months, seasons
What do effective readers do?	<p>THEMES:Humor: (play with words)</p> <p>Obvious Themes: (sharing friends, belonging, growing, responsibility, behavior)</p> <p>Themes Going Beyond Everyday Events</p>	<p>recognize that an author and an artist illustrated</p> <p>compare how texts are each other</p> <p>define and distinguish fiction nonfiction texts</p> <p>apply specific vocabulary texts: author, illustrator book, character, problem</p>
Shared and Performance Reading		
Essential Questions	Content	Skills
What is reading?	When reading together or taking roles in reading a shared text students will know how to THINK WITHIN THE TEXT	WHEN READING TOGETHER ROLES IN READING A SHARED TEXT STUDENTS WILL BE ABLE TO
Why do we read?		Track print left to right ; with the assistance of text pointer wither pointing under words, or pointing to words
What do effective readers do?	<p>THEMES:</p> <p>Humor: (silly situations, language play)</p> <p>Familiar Themes: (sharing, friends, belonging, growing, responsibility, behavior)</p>	<p>Recognize the meaning through repeated reading</p> <p>Recognize important information and restate it in discussion.</p> <p>Read along with others demonstrating high accuracy read along with fluency recognize and reflect situation in the voice while reading</p>

		recognize and read repetitive patterns notice spaces to define
What is reading?	When reading together or taking roles in reading a shared text students will know how to THINK BEYOND THE TEXT	mimic the teacher's expectations notice and interpret information in pictures Recognize a core of high quality signposts in continuous text predict what will happen
Why do we read?	THEMES:	interpret characters' feelings while reading
What do effective readers do?	Humor: (silly situations, language play) Familiar Themes: (sharing, friends, belonging, growing, responsibility, behavior)	show anticipation in the reading apply background knowledge and experience to contribute to interpretation predict what a character's actions will be prepare for reading infer a character's feelings
What is reading?	When reading together or taking roles in reading a shared text students will know how to THINK ABOUT THE TEXT	identify and discuss title and illustrations
Why do we read?	THEMES:	differentiate when text is fiction or nonfiction
What do effective readers do?	Humor: (silly situations, language play) Familiar Themes: (sharing, friends, belonging, growing, responsibility, behavior)	recognize texts that are familiar established sequences such as days of the week, seasons recognize how layout of text affects the way you read relate information in text to own experience
Writing		
Essential Questions	Content	Skills
What is writing?	Craft:	Use language to communicate
Why do we write?		
What do effective writers do?	Understand that the writer is using language to communicate meaning. Writers write about what is known and remembered.	Write about what is known and remembered. Tell about experiences that one would talk about to others

	Writers write the way they talk.	Write a title and author cover of a book or story
What is writing?	A book or story has a title and author on the cover.	
Why do we write?	Conventions:	Understand that layout illustrations are important meaning of a text
What do effective writers do?	Text Layout Capitalization	
	Punctuation	Use a capital letter for the sentence
	Spelling Handwriting	Use capital letters at the beginning of familiar proper nouns
		Place a period at the end of a sentence
		Spell 25 high frequency words
		Use some phonogram words
		Attempt unknown word analysis
		Begin to write letters to sounds
		Spell CVC words correctly
		Attempt unknown word parts
		Construct phonetic spelling that is readable
		Use word wall to check spelling

What is writing?
 Why do we write?
 What do effective writers do?

Writing process:
 Rehearsing/Planning
 Drafting/Revising
 Editing and Proofreading
 Publishing

 Sketching and Drawing

 Viewing Seft as a Writer

Form upper and lower c
 efficiently in manuscrip
 Purpose:
 Write name and date o

 Oral Language:
 Generate ideas through
 and teacher
 Look for ideas and topic
 expiences, shared throu
 Use story telling to gene
 language
 Tell stories in chronolog
 Retell stories in chronol

 Gathering
 Seeds/Resources/Exper
 Writing:
 Make a list of ideas on t

 Record information in v

 Use drawings to share c
 thinking

 Content, Topic, Theme:
 Choose topics that one
 cares about
 Choose topics that are i
 Observe carefully (obje
 people, places, actions)
 about them
 Select topics for story o

 Inquiry/Research:
 Participate actively in e
 remember details that c
 writing and drawing
 Remember important la

		<p>Producing a Draft:</p> <p>Use drawings to tell abc story</p> <p>Uses words and drawing story</p> <p>Write a continuous mes topic</p> <p>Understanding the Proc</p> <p>Understand that spacine helps your audience rea</p> <p>Use drawings to plan a :</p> <p>Create drawings that ar written text and increas understanding and enjo</p> <p>Use drawings to repres things and ideas</p> <p>Take risks as a writer</p> <p>View self as a writer</p> <p>Have a list of topics in n</p> <p>Initiate writing indepen</p>
Phonics, Spelling, & Word Study		
Essential Questions	Content	Skills
How are letters connected to sounds?	pre-reading skills	Students will hear and k and ending sounds in w rime)
How are letters connected to the structure of words?		
How can these connections help in reading and writing?	Words have beginning and ending parts (onset and rime)	Students will recognize of letters in words
	Letters have distinctive features	Students will generate p "s" to nouns
	Letters are embedded in words	

	Known high-frequency words help in reading and writing	
	Nouns can be made plural phonetic/letter skills	Students will build and frequency words.
	How are letters connected to sounds? How are letters connected to the structure of words? How can these connections help in reading and writing?	Students can sort letter their distinctive feature
	How are letters connected to sounds? How are letters connected to the structure of words? How can these connections help in reading and writing?	
N	Interactive Read Aloud & Literature Discussion	
	Essential Questions	Content
v	What is reading?	When listening to and discussing a story students will know how to THINK WITHIN THE TEXT.
e		TOPICS:
m	Why do we read?	Everyday Events: (eating, playing, seasons, weather, shopping, games)
b		Familiar Topics: (animals, pets, families, food, plants, school, friends, growing, senses, neighborhood, weather, seasons, health) Content Beyond Immediate Experiences: (historical animals, zoo animals in nature, space, environment, nutrition)
e	What do effective readers do?	THEMES:Humor: (play with words) Obvious Themes: (sharing friends, belonging, growing, responsibility, behavior) Themes Going Beyond Everyday Events
r		follow the events of a p events follow the plots that ha patterns such as accum circular structure

		<p>recognize important information and restate it in discussion</p> <p>discuss interesting and important details from a text</p> <p>identify the problem in a text</p> <p>recognize characters and important details after reading a text</p> <p>analyze illustrations to identify important information</p> <p>interpret the words and phrases in a story of factual information</p> <p>develop new vocabulary and apply it in discussion</p> <p>derive meaning of new words from context</p> <p>identify what the story is about after hearing the beginning</p> <p>mimic the teacher's intonation when joining in on refracting a text</p> <p>evaluate stress and tone in listening and afterward</p>
What is reading?	<p>When listening to and discussing a story students will know how to THINK BEYOND THE TEXT.</p> <p>TOPICS:</p>	WHEN LISTENING TO A STORY STUDENTS WILL
Why do we read?	<p>Everyday Events: (eating, playing, seasons, weather, shopping, games)</p> <p>Familiar Topics: (animals, pets, families, food, plants, school, friends, growing, senses, neighborhood, weather, seasons, health)Content Beyond Immediate Experiences: (historical animals, zoo animals in nature, space, environment, nutrition)</p>	<p>apply background knowledge considering the content of their problems</p>
What do effective readers do?	<p>THEMES:Humor: (play with words) Obvious Themes: (sharing friends, belonging, growing, responsibility, behavior)Themes Going Beyond Everyday Events</p>	<p>make connections between experiences</p>

		<p>predict what will happen in text</p> <p>predict what a character will do</p> <p>infer characters' feelings</p> <p>interpret the illustrations</p>
<p>What is reading?</p>	<p>When listening to and discussing a story students will know how to THINK ABOUT THE TEXT.</p> <p>TOPICS:</p>	<p>WHEN LISTENING TO A STORY STUDENTS WILL</p>
<p>Why do we read?</p>	<p>Everyday Events: (eating, playing, seasons, weather, shopping, games)</p> <p>Familiar Topics: (animals, pets, families, food, plants, school, friends, growing, senses, neighborhood, weather, seasons, health)</p> <p>Content Beyond Immediate Experiences: (historical animals, zoo animals in nature, space, environment, nutrition)</p>	<p>recognize texts that are established sequences : days, months, seasons</p>
<p>What do effective readers do?</p>	<p>THEMES:Humor: (play with words)</p> <p>Obvious Themes: (sharing friends, belonging, growing, responsibility, behavior)</p> <p>Themes Going Beyond Everyday Events</p>	<p>recognize that an author and an artist illustrated</p> <p>compare how texts are each other</p> <p>define and distinguish fiction and nonfiction texts</p> <p>apply specific vocabulary to texts: author, illustrator, book, character, problem</p>
<p>Shared & Performance Reading</p>		
<p>Essential Questions</p>	<p>Content</p>	<p>Skills</p>
<p>What is reading?</p>	<p>When reading together or taking roles in reading a shared text students will know how to THINK WITHIN THE TEXT</p>	<p>WHEN READING TOGETHER WITH ROLES IN READING A SHARED TEXT STUDENTS WILL BE ABLE TO</p>
<p>Why do we read?</p>		<p>Track print left to right : with the assistance of a pointer with pointing under words, or pointing to words</p>
<p>What do effective readers do?</p>	<p>THEMES:</p>	<p>Recognize the meaning</p>

		through repeated readi
	Humor: (silly situations, language play) Familiar Themes: (sharing, friends, belonging, growing, responsibility, behavior)	Recognize important in restate it in discussion.
		Read along with others demonstrating high acc read along with fluency recognize and reflect sii in the voice while readi recognize and read repe patterns notice spaces to define
		mimic the teacher's exp notice and interpret infi pictures Recognize a core of high as signposts in continuc
What is reading?	When reading together or taking roles in reading a shared text students will know how to THINK BEYOND THE TEXT	predict what will happe
Why do we read?	THEMES:	interpret characters' fee while reading
What do effective readers do?	Humor: (silly situations, language play) Familiar Themes: (sharing, friends, belonging, growing, responsibility, behavior)	show anticipation in the reading apply background know experience to contribut interpretation predict what a characte preparation for reading infer a character's feelir
What is reading?	When reading together or taking roles in reading a shared text students will know how to THINK ABOUT THE TEXT	identify and discuss title illustrator
Why do we read?	THEMES:	differentiate when text: nonfiction
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Writing Essential Questions	behavior) Content	relate information in th experience Skills
<p>What is writing?</p> <p>Why do we write?</p> <p>What do effective writers do?</p>	<p>Craft:</p> <p>Writers use natural language to talk about an experience , event, or topic.</p> <p>An appropriate title captures the essence of a poem, story or informational book.</p> <p>Writers organize one part, idea or group of ideas on each page.</p> <p>Writers use vocabulary appropriate for a topic.</p>	<p>Write in the way one wi an experience, event, o</p> <p>Select an appropriate ti story, or informational I</p> <p>Tell one part, idea or gr each page of a book.</p> <p>Use vocabulary appropri</p>
<p>What is writing?</p>	<p>Conventions:</p>	<p>Reinforce previously int</p>
<p>Why do we write?</p>	<p>Text Layout</p>	<p>Use conventional sente (noun - verb)</p>
<p>What do effective writers do?</p>	<p>Capitalization</p> <p>Punctuation</p> <p>Spelling</p> <p>Handwriting</p>	<p>Use noun and verb agre</p> <p>Correctly use periods at sentence</p> <p>Spell an increased numl frequency words</p> <p>Say words slowly to hea</p>

What is writing?
Why do we write?
What do effective writers do?

Writing process:
Rehearsing/Planning
Drafting/Revising
Editing and Proofreading
Publishing
Sketching and Drawing
Viewing Seft as a Writer

write a letter that repre
Represent many consor
sounds with letters
Include a vowel in each
Use simple resources to
(word walls or personal
Return to the left margi
line
Write letters in groups t
Form upper and lower c
proportionately
Reinforce previously ta
Purpose:
Write for a specific purp
Choose type of text to f
Audience:
Write with an understai
meant to be read by otl
Think about the people
writing and what they v
Include information tha
need to understand the
Gathering Seeds/Resou
with Writing:
Gather information thre
Content/Topic/Theme:
Select information that
topic
Stay focused on a topic
Inquiry/Research
Ask questions and gath
topic
Understanding the Proc
Use writing conference:

		<p>writing</p> <p>Understand that writers: other writers</p> <p>Understand that writers: writing in response to p feedback</p> <p>Rereading:</p> <p>Reread writing each day to write</p> <p>Reread stories to be sur clear</p> <p>Reread the text to be su missing words or inform</p> <p>Review drawings to revi deleting) information</p> <p>Editing for Conventions</p> <p>Edit for the spelling of k</p> <p>Using Tools:</p> <p>Using beginning referer walls)</p> <p>Use drawing to plan a n</p> <p>Use writing time efficien quality work</p>
<p>Phonics, Spelling, & Word Study</p>		
<p>Essential Questions</p>	<p>Content</p>	<p>Skills</p>
<p>How are letters connected to sounds?</p> <p>How are letters connected to the structure of words?</p> <p>How can these connections help in reading and writing?</p>	<p>pre-reading skills</p> <p>Some letters are called consonants and some are called vowels</p>	<p>Students will identify vc consonants in words</p>
<p>How are letters connected to sounds?</p>	<p>Every word has a vowel</p> <p>Phonetic/Letter Skills:</p>	<p>Students will examine c patterns to help look fo expand their knowledge work</p>
<p>How are letters connected to the structure of words?</p> <p>How can these connections help in reading and writing?</p>	<p>Common letter patterns in words help us decode many new words and generate</p>	<p>Students will use the let to decode and generate</p>

	more words in writing	
	There are common letter patterns for all the short vowel sounds	Students will use the high words they know and new learning as anchors to new on their reading
	Known high-frequency words help in reading and writing	
How are letters connected to sounds? How are letters connected to the structure of words? How can these connections help in reading and writing?	Word Solving Skills: The first letter of a word is an important feature that helps us solve words	Students will notice which words start like a word they know
D Interactive Read Aloud & Literature Discussion		
e Essential Questions	Content	Skills
c What is reading?	When listening to and discussing a story students will know how to THINK WITHIN THE TEXT.	WHEN LISTENING TO A STORY STUDENTS WILL
e Why do we read?	TOPICS: Everyday Events: (eating, playing, seasons, weather, shopping, games)	
b	Familiar Topics: (animals, pets, families, food, plants, school, friends, growing, senses, neighborhood, weather, seasons, health)Content Beyond Immediate Experiences: (historical animals, zoo animals in nature, space, environment, nutrition)	follow the events of a plot
e What do effective readers do?	THEMES:Humor: (play with words) Obvious Themes: (sharing friends, belonging, growing, responsibility, behavior)Themes Going Beyond Everyday Events	
r		follow the plots that have patterns such as accumulation and circular structure recognize important information and restate it in discussion

		<p>discuss interesting and a text</p> <p>identify the problem in</p> <p>recognize characters and important details after</p> <p>analyze illustrations to information</p> <p>interpret the words which story of factual information</p> <p>develop new vocabulary and apply in discussion</p> <p>derive meaning of new context</p> <p>identify what the story is hearing the beginning</p> <p>mimic the teacher's intonation when joining in on refracting text</p> <p>evaluate stress and tone listening and afterward</p> <p>Summarize the text after</p> <p>Identify when and why solved</p> <p>ask questions when meaning understanding is interrupted</p> <p>identify details from illustrations support points made in</p>
<p>What is reading?</p>	<p>When listening to and discussing a story students will know how to THINK BEYOND THE TEXT.</p>	<p>WHEN LISTENING TO A STORY STUDENTS WILL</p>
<p>Why do we read?</p>	<p>TOPICS:</p> <p>Everyday Events: (eating, playing, seasons, weather, shopping, games)</p> <p>Familiar Topics: (animals, pets, families, food, plants, school, friends, growing, senses, neighborhood, weather, seasons, health)</p> <p>Content Beyond Immediate Experiences: (historical animals, zoo animals in nature, space, environment, nutrition)</p>	<p>apply background knowledge considering the content their problems</p>
<p>What do effective readers do?</p>	<p>THEMES: Humor: (play with words)</p>	<p>make connections between</p>

	Obvious Themes: (sharing friends, belonging, growing, responsibility, behavior) Themes Going Beyond Everyday Events	experiences predict what will happen in text predict what a character will do infer characters' feelings interpret the illustrations use evidence from the text to make predictions make connections between texts and discuss similarities Develop new concepts by listening to and discussing
What is reading?	When listening to and discussing a story students will know how to THINK ABOUT THE TEXT.	WHEN LISTENING TO AND DISCUSSING A STORY STUDENTS WILL
Why do we read?	TOPICS: Everyday Events: (eating, playing, seasons, weather, shopping, games) Familiar Topics: (animals, pets, families, food, plants, school, friends, growing, senses, neighborhood, weather, seasons, health) Content Beyond Immediate Experiences: (historical animals, zoo animals in nature, space, environment, nutrition)	recognize texts that are established sequences such as days, months, seasons
What do effective readers do?	THEMES: Humor: (play with words) Obvious Themes: (sharing friends, belonging, growing, responsibility, behavior) Themes Going Beyond Everyday Events	recognize that an author and an artist illustrated compare how texts are different from each other define and distinguish between fiction and nonfiction texts apply specific vocabulary to analyze texts: author, illustrator, character, problem Identify some aspects of a text such as beginning, end, and

Shared & Performance Reading Essential Questions	Content	Skills
<p>What is reading?</p> <p>Why do we read?</p> <p>What do effective readers do?</p>	<p>When reading together or taking roles in reading a shared text students will know how to THINK WITHIN THE TEXT</p> <p>THEMES:</p> <p>Humor: (silly situations, language play)</p> <p>Familiar Themes: (sharing, friends, belonging, growing, responsibility, behavior)</p>	<p>order, and ending</p> <p>identify similarities and differences among texts that are based on the same topic or are on the same topic</p> <p>identify the characteristics of some authors and illustrators</p> <p>identify words that the author uses to make the story or content more interesting</p> <p>compare different versions of a story, rhyme, or tradition</p> <p>have opinions about texts and provide a basis for opinions (why do you like or not like it?)</p> <p>WHEN READING TOGETHER WITH OTHERS, STUDENTS WILL BE ABLE TO:</p> <p>Track print left to right ; with the assistance of a pointer with pointing under words, or pointing to words</p> <p>Recognize the meaning through repeated reading</p> <p>Recognize important information and restate it in discussion.</p> <p>Read along with others demonstrating high accuracy</p> <p>read along with fluency</p> <p>recognize and reflect similarities in the voice while reading</p> <p>recognize and read repeated patterns</p> <p>notice spaces to define words</p> <p>mimic the teacher's expression</p> <p>notice and interpret information</p>

What is reading?	When reading together or taking roles in reading a shared text students will know how to THINK BEYOND THE TEXT	pictures Recognize a core of high as signposts in continuous predict what will happen
Why do we read?	THEMES:	interpret characters' feelings while reading
What do effective readers do?	Humor: (silly situations, language play) Familiar Themes: (sharing, friends, belonging, growing, responsibility, behavior)	show anticipation in the reading apply background knowledge experience to contribute interpretation predict what a character's preparation for reading infer a character's feelings
What is reading?	When reading together or taking roles in reading a shared text students will know how to THINK ABOUT THE TEXT	identify and discuss title illustrator
Why do we read?	THEMES:	differentiate when text: nonfiction
What do effective readers do?	Humor: (silly situations, language play) Familiar Themes: (sharing, friends, belonging, growing, responsibility, behavior)	recognize texts that are established sequences such as days of the week, seasons recognize how layout of affects the way you read relate information in their experience
Writing		
Essential Questions	Content	Skills
What is writing?	Craft:	Present ideas in a logical
Why do we write?	Writers present ideas in logical sequence	Write an author page at end of a book that tells author (pictures or writing)
What do effective writers do?	An author's page talks about the author. Authors use dedication to honor a person.	Dedicate a story to someone the dedication on the inside page, etc.
What is writing?	Conventions:	Reinforce previously introduced

<p>Why do we write? What do effective writers do?</p>	<p>Text Layout Capitalization</p> <p>Punctuation Spelling</p> <p>Handwriting</p>	<p>Understand that the pri can be placed in a varie page</p> <p>Place titles and heading appropriate place on a</p>
<p>What is writing? Why do we write? What do effective writers do?</p>	<p>Writing process: Rehersing/Planning Drafting/Revising Editing and Proofreading Publishing Sketching and Drawing Viewing Seft as a Writer</p>	<p>Reinforce previously ta Purpose: Write for a specific purp Choose type of text to f</p> <p>Audience: Write with an understai meant to be read by otl Think about the people writing and what they v</p> <p>Include information tha need to understand the</p> <p>Gathering Seeds/Resou with Writing: Gather information thrc</p> <p>Content/Topic/Theme: Select information that topic Stay focused on a topic</p> <p>Inquiry/Research Ask questions and gath topic</p> <p>Understanding the Proc Use writing conference: writing Understand that writers: other writers Understand that writers: writing in response to p feedback</p>

Phonics, Spelling, & Word Study Essential Questions	Content	Skills
<p>How are letters connected to sounds?</p> <p>How are letters connected to the structure of words?</p> <p>How can these connections help in reading and writing?</p> <p>How are letters connected to sounds?</p> <p>How are letters connected to the structure of words?</p> <p>How can these connections help in reading and writing?</p>	<p>pre-reading skills</p> <p>Phonetic/Letter Skills:</p> <p>Words have a middle sound</p> <p>Words have a last sound</p> <p>Words have a first and last sound</p> <p>A letter has 2 forms, upper and lower case</p>	<p>Rereading: Reread writing each day to write Reread stories to be sure clear Reread the text to be sure missing words or inform Review drawings to revise (deleting) information</p> <p>Editing for Conventions Edit for the spelling of k</p> <p>Using Tools: Using beginning reference (walls)</p> <p>Use drawing to plan a narrative Use writing time efficiently for quality work</p> <p>Hear, say and match words with middle sound</p> <p>Hear, say and match words with same last sound</p> <p>Change the first or last sound to make a new word</p> <p>Recognize and use upper letters</p> <p>Discriminate between vowels</p>

	Some letters are consonants and others are vowels Every word has a vowel A group of 2 or 3 consonants is a consonant cluster	Hear each sound in a cc
	How are letters connected to sounds? How are letters connected to the structure of words? How can these connections help in reading and writing?	word solving skills
J	Interactive Read Aloud & Literature Discussion	
a	Essential Questions	Content
n	What is reading?	When listening to and discussing a story students will know how to THINK WITHIN THE TEXT.
u		TOPICS:
a	Why do we read?	Everyday Events: (eating, playing, seasons, weather, shopping, games)
r		Familiar Topics: (animals, pets, families, food, plants, school, friends, growing, senses, neighborhood, weather, seasons, health)Content Beyond Immediate Experiences: (historical animals, zoo animals in nature, space, environment, nutrition)
y	What do effective readers do?	THEMES:Humor: (play with words) Obvious Themes: (sharing friends, belonging, growing, responsibility, behavior)Themes Going Beyond Everyday Events
		follow the events of a p events
		follow the plots that ha patterns such as accum circular structure
		recognize important inf restate it in discussion
		discuss interesting and a text
		identify the problem in

		<p>recognize characters and important details after reading</p> <p>analyze illustrations to identify important information</p> <p>interpret the words and phrases in the story of factual information</p> <p>develop new vocabulary and apply in discussion</p> <p>derive meaning of new words in context</p> <p>identify what the story is about after hearing the beginning</p> <p>mimic the teacher's intonation when joining in on refracting text</p> <p>evaluate stress and tone in listening and afterward</p>
<p>What is reading?</p>	<p>When listening to and discussing a story students will know how to THINK BEYOND THE TEXT.</p>	<p>WHEN LISTENING TO A STORY STUDENTS WILL</p>
<p>Why do we read?</p>	<p>TOPICS:</p> <p>Everyday Events: (eating, playing, seasons, weather, shopping, games)</p> <p>Familiar Topics: (animals, pets, families, food, plants, school, friends, growing, senses, neighborhood, weather, seasons, health)</p> <p>Content Beyond Immediate Experiences: (historical animals, zoo animals in nature, space, environment, nutrition)</p>	<p>apply background knowledge considering the content of their problems</p>
<p>What do effective readers do?</p>	<p>THEMES: Humor: (play with words)</p> <p>Obvious Themes: (sharing friends, belonging, growing, responsibility, behavior)</p> <p>Themes Going Beyond Everyday Events</p>	<p>make connections between experiences</p> <p>predict what will happen in the text</p> <p>predict what a character will do</p> <p>infer characters' feelings</p>
<p>What is reading?</p>	<p>When listening to and discussing a story</p>	<p>WHEN LISTENING TO A</p>

Why do we read?	<p>students will know how to THINK ABOUT THE TEXT.</p> <p>TOPICS:</p> <p>Everyday Events: (eating, playing, seasons, weather, shopping, games)</p> <p>Familiar Topics: (animals, pets, families, food, plants, school, friends, growing, senses, neighborhood, weather, seasons, health)</p> <p>Content Beyond Immediate Experiences: (historical animals, zoo animals in nature, space, environment, nutrition)</p>	STORY STUDENTS WILL
What do effective readers do?	<p>THEMES:Humor: (play with words)</p> <p>Obvious Themes: (sharing friends, belonging, growing, responsibility, behavior)</p> <p>Themes Going Beyond Everyday Events</p>	<p>recognize texts that are established sequences : days, months, seasons</p> <p>recognize that an autho and an artist illustrated</p> <p>compare how texts are each other</p> <p>define and distinguish f nonfiction texts</p> <p>apply specific vocabular texts: author, illustrator book, character, proble</p>
Shared & Performance Reading		
Essential Questions	Content	Skills
What is reading?	When reading together or taking roles in reading a shared text students will know how to THINK WITHIN THE TEXT	WHEN READING TOGET ROLES IN READING A SH STUDENTS WILL BE ABL
Why do we read?		Track print left to right ; with the assistance of tl pointer wither pointing under words, or pointin of words
What do effective readers do?	<p>THEMES:</p> <p>Humor: (silly situations, language play)</p> <p>Familiar Themes: (sharing, friends, belonging, growing, responsibility, behavior)</p>	<p>Recognize the meaning through repeated readi</p> <p>Recognize important inl restate it in discussion.</p> <p>Read along with others demonstrating high acc read along with fluency</p>

		recognize and reflect s in the voice while readi recognize and read repe patterns notice spaces to define
What is reading?	When reading together or taking roles in reading a shared text students will know how to THINK BEYOND THE TEXT	mimic the teacher's exp notice and interpret infi pictures Recognize a core of high as signposts in continu predict what will happe
Why do we read?	THEMES:	interpret characters' fee while reading
What do effective readers do?	Humor: (silly situations, language play) Familiar Themes: (sharing, friends, belonging, growing, responsibility, behavior)	show anticipation in the reading apply background know experience to contribut interpretation predict what a characte preparation for reading infer a character's feelir
What is reading?	When reading together or taking roles in reading a shared text students will know how to THINK ABOUT THE TEXT	identify and discuss title illustrator
Why do we read?	THEMES:	differentiate when text: nonfiction
What do effective readers do?	Humor: (silly situations, language play) Familiar Themes: (sharing, friends, belonging, growing, responsibility, behavior)	recognize texts that are established sequences : days of the week, seaso recognize how layout of affects the way you rea relate information in th experience
Writing		
Essential Questions	Content	Skills
What is writing?	Craft:	Write stories that have series of things that ha ending.
Why do we write?		
What do effective writers do?	Stories have a beginning, middle and end.	Introduce ideas followe details and examples.

<p>What is writing? Why do we write? What do effective writers do?</p>	<p>Written ideas are followed by supportive details and examples</p> <p>Information can be written in a unique or surprising way to grab a reader's attention.</p> <p>Conventions:</p> <p>Text Layout Grammar Capitalization</p> <p>Punctuation Spelling Handwriting</p>	<p>State information in a unique way.</p> <p>Reinforce previously introduced</p> <p>Use prepositional phrases</p> <p>Write in past tense (I wrote yesterday)</p> <p>Use upper case letters in titles</p> <p>Use periods, exclamation marks, question marks in writing</p> <p>Say words to break the spell</p> <p>Represent consonant blends with letter clusters in words</p> <p>Spell 50 High-Frequency Words</p>
<p>What is writing? Why do we write? What do effective writers do?</p>	<p>Writing Process:</p> <p>Rehearsing/Planning</p> <p>Drafting/Revising Editing/Proofreading</p> <p>Publishing Sketching and Drawing Viewing self as a writer</p>	<p>Reinforce previously taught</p> <p>Purpose: Tell whether a piece of writing is for an informational text or a persuasive text</p> <p>Gathering seeds/resources with writing:</p> <p>Make lists to plan for writing</p> <p>Content, Topic, Theme: Select own topics for informational writing and state what interests them about the topic</p>

Inquiry and research:
Take notes or make sketches
remembering information
Remember important information
topic in order to write a

Rereading:
(with teacher support)
Reread writing each day
to write
Reread stories to be sure
clear
Reread the text to be sure
missing words or information
Review drawings to revise
(deleting) information

Adding Information:
(with teacher modeling)
Add words, phrases or sentences
the writing more interesting

Add words, phrases or sentences
provide more information
Add dialogue to provide
provide narration (in quotation
bubbles)

Using Tools and Techniques
(with teacher modeling)
Add letters, words, phrases
using a carrot, sticky notes
by adding new pages
Cross out words or sentences

Editing for Conventions
Check and correct letter
orientation

Select best pieces of writing
collection
Self-evaluate own writing
what is good about it and

Phonics, Spelling, & Word Study	Content	techniques were used Make attempts to solve Try out techniques othe
Essential Questions	Content	Skills
<p>How are letters connected to sounds? How are letters connected to the structure of words? How can these connections help in reading and writing?</p>	pre-reading skills	
<p>How are letters connected to sounds? How are letters connected to the structure of words? How can these connections help in reading and writing?</p>	<p>Phonetic/Letter Skills:</p> <p>Initials are the capital first letter of your first name and first letter of your last name</p> <p>Some words have parts that are the same</p>	<p>Write initials</p> <p>Find parts that are the s words</p>
<p>How are letters connected to sounds? How are letters connected to the structure of words? How can these connections help in reading and writing?</p>	<p>Word Solving Skills:</p> <p>Synonyms are words that mean about the same</p>	<p>Recognize and match w synonyms</p>
F Interactive Read Aloud & Literature Discussion		
e Essential Questions	Content	Skills
b What is reading?	<p>When listening to and discussing a story students will know how to THINK WITHIN THE TEXT.</p>	<p>WHEN LISTENING TO AI STORY STUDENTS WILL</p>
r u Why do we read?	<p>TOPICS:</p> <p>Everyday Events: (eating, playing, seasons, weather, shopping, games)</p> <p>Familiar Topics: (animals, pets, families, food, plants, school, friends, growing, senses, neighborhood, weather, seasons, health)Content Beyond Immediate Experiences: (historical animals, zoo animals in nature, space, environment, nutrition)</p>	<p>follow the events of a p events</p>
r What do effective readers do?	<p>THEMES:Humor: (play with words) Obvious Themes: (sharing friends,</p>	

<p>y</p>	<p>belonging, growing, responsibility, behavior) Themes Going Beyond Everyday Events</p>	<p>follow the plots that have patterns such as accumulation circular structure</p> <p>recognize important information restate it in discussion</p> <p>discuss interesting and a text</p> <p>identify the problem in</p> <p>recognize characters and important details after</p> <p>analyze illustrations to information</p> <p>interpret the words which story of factual information</p> <p>develop new vocabulary and apply in discussion</p> <p>derive meaning of new context</p> <p>identify what the story is hearing the beginning</p> <p>mimic the teacher's intention when joining in on refracting text</p> <p>evaluate stress and tone listening and afterward</p>
<p>What is reading?</p>	<p>When listening to and discussing a story students will know how to THINK BEYOND THE TEXT.</p>	<p>WHEN LISTENING TO A STORY STUDENTS WILL</p>
<p>Why do we read?</p>	<p>TOPICS:</p> <p>Everyday Events: (eating, playing, seasons, weather, shopping, games)</p> <p>Familiar Topics: (animals, pets, families, food, plants, school, friends, growing, senses, neighborhood, weather, seasons, health) Content Beyond Immediate Experiences: (historical animals, zoo animals in nature, space, environment, nutrition)</p>	<p>apply background knowledge considering the content their problems</p>

What do effective readers do?	THEMES:Humor: (play with words) Obvious Themes: (sharing friends, belonging, growing, responsibility, behavior)Themes Going Beyond Everyday Events	make connections between experiences predict what will happen in text predict what a character will do infer characters' feelings
What is reading?	When listening to and discussing a story students will know how to THINK ABOUT THE TEXT.	interpret the illustrations WHEN LISTENING TO A STORY STUDENTS WILL
Why do we read?	TOPICS: Everyday Events: (eating, playing, seasons, weather, shopping, games) Familiar Topics: (animals, pets, families, food, plants, school, friends, growing, senses, neighborhood, weather, seasons, health)Content Beyond Immediate Experiences: (historical animals, zoo animals in nature, space, environment, nutrition)	recognize texts that are established sequences such as days, months, seasons
What do effective readers do?	THEMES:Humor: (play with words) Obvious Themes: (sharing friends, belonging, growing, responsibility, behavior)Themes Going Beyond Everyday Events	recognize that an author and an artist illustrated compare how texts are different from each other define and distinguish fiction from nonfiction texts apply specific vocabulary to texts: author, illustrator, book, character, problem
Shared & Performance Reading		
Essential Questions	Content	Skills
What is reading?	When reading together or taking roles in reading a shared text students will know how to THINK WITHIN THE TEXT	WHEN READING TOGETHER WITH ROLES IN READING A SHARED TEXT STUDENTS WILL BE ABLE TO
Why do we read?		Track print left to right ; with the assistance of a pointer with pointing

<p>What do effective readers do?</p>	<p>THEMES:</p> <p>Humor: (silly situations, language play)</p> <p>Familiar Themes: (sharing, friends, belonging, growing, responsibility, behavior)</p>	<p>under words, or point in of words</p> <p>Recognize the meaning through repeated reading</p> <p>Recognize important information and restate it in discussion.</p> <p>Read along with others demonstrating high accuracy</p> <p>read along with fluency recognize and reflect skill in the voice while reading</p> <p>recognize and read repeated patterns</p> <p>notice spaces to define</p> <p>mimic the teacher's expression</p> <p>notice and interpret information in pictures</p> <p>Recognize a core of high quality signposts in continuous text</p> <p>predict what will happen</p>
<p>What is reading?</p>	<p>When reading together or taking roles in reading a shared text students will know how to THINK BEYOND THE TEXT</p>	<p>predict what will happen</p>
<p>Why do we read?</p>	<p>THEMES:</p>	<p>interpret characters' feelings while reading</p>
<p>What do effective readers do?</p>	<p>Humor: (silly situations, language play)</p> <p>Familiar Themes: (sharing, friends, belonging, growing, responsibility, behavior)</p>	<p>show anticipation in the reading</p> <p>apply background knowledge and experience to contribute to interpretation</p> <p>predict what a character will do</p> <p>preparation for reading</p> <p>infer a character's feelings</p>
<p>What is reading?</p>	<p>When reading together or taking roles in reading a shared text students will know how to THINK ABOUT THE TEXT</p>	<p>identify and discuss title and illustrations</p>
<p>Why do we read?</p>	<p>THEMES:</p>	<p>differentiate when text is fiction or nonfiction</p>
<p>What do effective readers do?</p>	<p>Humor: (silly situations, language play)</p>	<p>recognize texts that are established sequences such as days of the week, seasons</p>

Writing Essential Questions	Content	Skills
	Familiar Themes: (sharing, friends, belonging, growing, responsibility, behavior)	recognize how layout of affects the way you rea
		relate information in th experience
What is writing?	Craft:	Put the facts or informa informational writing.
Why do we write?	Information and facts are written in order.	Include facts and detail: writing.
What do effective writers do?	Information writing includes facts and details	Provide supportive desc examples to explain the
	Important ideas are explained in writing.	Put together the relatec or text.
	Related details on a topic are organized together.	
What is writing?	Conventions:	Reinforce previously int
Why do we write?	Text Layout	Use modifiers (red dres
What do effective writers do?	Grammar	Increase number of high
	Capitalization	
	Punctuation	
	Spelling	
	Handwriting	
What is writing?	Writing Process:	Reinforce previously ta
Why do we write?	Rehearsing/Planning	Purpose:
What do effective writers do?	Drafting/Revising	Tell whether a piece of or an informational text
	Editing/Proofreading	Gathering seeds/resour with writing:
	Publishing	Make lists to plan for w
	Sketching and Drawing	
	Viewing self as a writer	Content, Topic, Theme:
		Select own topics for in writing and state what i the topic

Inquiry and research:
Take notes or make sketches
remembering information
Remember important information
topic in order to write a

Rereading:
(with teacher support)
Reread writing each day
to write
Reread stories to be sure
clear
Reread the text to be sure
missing words or information
Review drawings to revise
(deleting) information

Adding Information:
(with teacher modeling)
Add words, phrases or sentences
the writing more interesting

Add words, phrases or sentences
provide more information
Add dialogue to provide
provide narration (in quotation
bubbles)

Using Tools and Techniques
(with teacher modeling)
Add letters, words, phrases
using a carrot, sticky notes
by adding new pages
Cross out words or sentences

Editing for Conventions
Check and correct letter
orientation

Select best pieces of writing
collection
Self-evaluate own writing
what is good about it and

Phonics, Spelling, & Word Study	Content	Skills
Essential Questions		techniques were used Make attempts to solve Try out techniques othe
How are letters connected to sounds? How are letters connected to the structure of words? How can these connections help in reading and writing?	pre-reading skills	
How are letters connected to sounds? How are letters connected to the structure of words? How can these connections help in reading and writing?	Phonetic/Letter Skills: A vowel can have a sound like its name and this is called its long sound A vowel can have a sound that is different from its name and this is called its short sound	Recognize, say and sort vowel sounds
How are letters connected to sounds? How are letters connected to the structure of words?	Word Solving Skills: Some words go together because of what they mean	Categorize words that g
How can these connections help in reading and writing?	"es" is added to some words to make them plural. The "s" at the end sounds like /z/ A contraction is 1 word made from 2 words. A letter or letters are left out and an apostrophe is put in You can change parts of words to make new words	Add "es" to words that s, ss, tch, and zz to mak Locate and write an apc letters are left out in co Change the first, last, m letters to make new wo
M Interactive Read Aloud & Literature Discussion		
a Essential Questions	Content	Skills
r What is reading?	When listening to and discussing a story students will know how to THINK WITHIN	WHEN LISTENING TO AI STORY STUDENTS WILL

c		THE TEXT.	
h	Why do we read?	TOPICS:	
		Everyday Events: (eating, playing, seasons, weather, shopping, games)	
		Familiar Topics: (animals, pets, families, food, plants, school, friends, growing, senses, neighborhood, weather, seasons, health)Content Beyond Immediate Experiences: (historical animals, zoo animals in nature, space, environment, nutrition)	follow the events of a p events
	What do effective readers do?	THEMES:Humor: (play with words) Obvious Themes: (sharing friends, belonging, growing, responsibility, behavior)Themes Going Beyond Everyday Events	
			follow the plots that ha patterns such as accum circular structure
			recognize important inf restate it in discussion
			discuss interesting and a text
			identify the problem in
			recognize characters an important details after
			analyze illustrations to i information
			interpret the words whi story of factual informa
			develop new vocabular and apply in discussion
			derive meaning of new context
			identify what the story hearing the beginning
			mimic the teacher's intc when joining in on refra text
			evaluate stress and toni

		listening and afterward provide specific example from the text to support
What is reading?	When listening to and discussing a story students will know how to THINK BEYOND THE TEXT.	WHEN LISTENING TO A STORY STUDENTS WILL
Why do we read?	<p>TOPICS:</p> <p>Everyday Events: (eating, playing, seasons, weather, shopping, games)</p> <p>Familiar Topics: (animals, pets, families, food, plants, school, friends, growing, senses, neighborhood, weather, seasons, health)Content Beyond Immediate Experiences: (historical animals, zoo animals in nature, space, environment, nutrition)</p>	apply background knowledge considering the content their problems
What do effective readers do?	<p>THEMES:Humor: (play with words)</p> <p>Obvious Themes: (sharing friends, belonging, growing, responsibility, behavior)Themes Going Beyond Everyday Events</p>	<p>make connections between experiences</p> <p>predict what will happen in text</p> <p>predict what a character will do</p> <p>infer characters' feelings</p> <p>interpret the illustrations</p> <p>Discuss specific examples to support or justify their responses</p>
What is reading?	When listening to and discussing a story students will know how to THINK ABOUT THE TEXT.	WHEN LISTENING TO A STORY STUDENTS WILL
Why do we read?	<p>TOPICS:</p> <p>Everyday Events: (eating, playing, seasons, weather, shopping, games)</p> <p>Familiar Topics: (animals, pets, families, food, plants, school, friends, growing, senses, neighborhood, weather, seasons, health)Content Beyond Immediate Experiences: (historical animals, zoo animals in nature, space, environment,</p>	recognize texts that are established sequences : days, months, seasons

<p>What do effective readers do?</p>	<p>nutrition)</p> <p>THEMES:Humor: (play with words) Obvious Themes: (sharing friends, belonging, growing, responsibility, behavior)Themes Going Beyond Everyday Events</p>	<p>recognize that an author and an artist illustrated</p> <p>compare how texts are each other</p> <p>define and distinguish fiction and nonfiction texts</p> <p>apply specific vocabulary to texts: author, illustrator, book, character, problem</p> <p>Differentiate realistic, fiction and informational text</p>
<p>Shared & Performance Reading</p>		
<p>Essential Questions</p>	<p>Content</p>	<p>Skills</p>
<p>What is reading?</p>	<p>When reading together or taking roles in reading a shared text students will know how to THINK WITHIN THE TEXT</p>	<p>WHEN READING TOGETHER WITH OTHERS, STUDENTS WILL BE ABLE TO TAKE ON DIFFERENT ROLES IN READING A SHARED TEXT</p>
<p>Why do we read?</p>		<p>Track print left to right ; with the assistance of a pointer with pointing under words, or pointing to words</p>
<p>What do effective readers do?</p>	<p>THEMES:</p> <p>Humor: (silly situations, language play) Familiar Themes: (sharing, friends, belonging, growing, responsibility, behavior)</p>	<p>Recognize the meaning through repeated reading</p> <p>Recognize important information and restate it in discussion.</p> <p>Read along with others demonstrating high accuracy</p> <p>read along with fluency</p> <p>recognize and reflect on what is heard in the voice while reading</p> <p>recognize and read repeated patterns</p> <p>notice spaces to define words</p> <p>mimic the teacher's expression</p> <p>notice and interpret information in pictures</p>

What is reading?	When reading together or taking roles in reading a shared text students will know how to THINK BEYOND THE TEXT	Recognize a core of high as signposts in continuous predict what will happen
Why do we read?	THEMES:	interpret characters' feelings while reading
What do effective readers do?	Humor: (silly situations, language play)	show anticipation in the reading
	Familiar Themes: (sharing, friends, belonging, growing, responsibility, behavior)	apply background knowledge experience to contribute interpretation
What is reading?	When reading together or taking roles in reading a shared text students will know how to THINK ABOUT THE TEXT	predict what a character's preparation for reading
Why do we read?	THEMES:	infer a character's feelings
What do effective readers do?	Humor: (silly situations, language play)	identify and discuss title illustrator
	Familiar Themes: (sharing, friends, belonging, growing, responsibility, behavior)	differentiate when text: nonfiction
		recognize texts that are established sequences: days of the week, seasons
		recognize how layout of affects the way you read
		relate information in their experience
Writing		
Essential Questions	Content	Skills
What is writing?	Craft:	Show steps in enough detail can follow a sequence
Why do we write?		
What do effective writers do?	Details help a reader follow a sequence in writing	Use time appropriately tool to sequence events
	Writers use time to organize sequence	Learn new words or phrases and try them in writing
	Writing includes new words and phrases	
What is writing?	Writing Process:	Purpose:
Why do we write?		Choose paper to match organization
What do effective writers do?	Rehearsing/Planning	

<p>What is writing? Why do we write? What do effective writers do?</p> <p>Phonics, Spelling, & Word Study Essential Questions</p>	<p>Drafting/Revising Editing/Proofreading</p> <p>Publishing Sketching and Drawing Viewing self as a writer</p> <p>Conventions:</p> <p>Text Layout Grammar Capitalization Punctuation Spelling Handwriting</p> <p>Content</p>	<p>Genre/Form: Select from a variety of text that will fit the purp</p> <p>Editing for conventions: Edit for spelling errors t and making another att</p> <p>Reinforce previously int</p> <p>Spell 75 High-Frequency</p> <p>Skills</p>
<p>How are letters connected to sounds? How are letters connected to the structure of words? How can these connections help in reading and writing? How are letters connected to sounds? How are letters connected to the structure of words? How can these connections help in reading and writing?</p> <p>How are letters connected to sounds? How are letters connected to the structure of words? How can these connections help in reading and writing?</p> <p>How are letters connected to sounds? How are letters connected to the structure of words? How can these connections help in reading and writing?</p>	<p>pre-reading skills</p> <p>Phonetic/Letter Skills:</p> <p>Some consonant clusters stand for 1 sound that is different from either letter's sound, called consonant digraphs</p> <p>Word Solving Skills:</p> <p>You can look at the pattern you know to help you read a word</p> <p>You can read compound words by finding the 2 smaller words</p> <p>You can make a word several times to learn the sequence of letters</p>	<p>Hear and sort the sound digraph at the beginning words</p> <p>Categorize words accor</p> <p>Build, read and write co</p> <p>Build words to apply a s learn new words</p>

A p r i l	Interactive Read Aloud & Literature Discussion		
	Essential Questions	Content	Skills
r	What is reading?	When listening to and discussing a story students will know how to THINK WITHIN THE TEXT.	WHEN LISTENING TO A STORY STUDENTS WILL
i	Why do we read?	<p>TOPICS:</p> <p>Everyday Events: (eating, playing, seasons, weather, shopping, games)</p> <p>Familiar Topics: (animals, pets, families, food, plants, school, friends, growing, senses, neighborhood, weather, seasons, health)</p> <p>Content Beyond Immediate Experiences: (historical animals, zoo animals in nature, space, environment, nutrition)</p>	follow the events of a p events
l	What do effective readers do?	<p>THEMES:Humor: (play with words)</p> <p>Obvious Themes: (sharing friends, belonging, growing, responsibility, behavior)</p> <p>Themes Going Beyond Everyday Events</p>	follow the plots that ha patterns such as accum circular structure
			recognize important inf restate it in discussion
			discuss interesting and a text
			identify the problem in
			recognize characters an important details after
			analyze illustrations to i information
			interpret the words whi story of factual informa
			develop new vocabular and apply in discussion
			derive meaning of new context
			identify what the story i

<p>What is reading?</p>	<p>When listening to and discussing a story students will know how to THINK BEYOND THE TEXT.</p>	<p>hearing the beginning</p> <p>mimic the teacher's intc when joining in on refra text</p> <p>evaluate stress and ton listening and afterward</p> <p>WHEN LISTENING TO AI STORY STUDENTS WILL</p>
<p>Why do we read?</p>	<p>TOPICS:</p> <p>Everyday Events: (eating, playing, seasons, weather, shopping, games)</p> <p>Familiar Topics: (animals, pets, families, food, plants, school, friends, growing, senses, neighborhood, weather, seasons, health)Content Beyond Immediate Experiences: (historical animals, zoo animals in nature, space, environment, nutrition)</p>	<p>apply background know considering the content their problems</p>
<p>What do effective readers do?</p>	<p>THEMES:Humor: (play with words) Obvious Themes: (sharing friends, belonging, growing, responsibility, behavior)Themes Going Beyond Everyday Events</p>	<p>make connections betw experiences</p> <p>predict what will happe text</p> <p>predict what a characte do</p> <p>infer characters' feeling</p>
<p>What is reading?</p>	<p>When listening to and discussing a story students will know how to THINK ABOUT THE TEXT.</p>	<p>interpret the illustratiore</p> <p>WHEN LISTENING TO AI STORY STUDENTS WILL</p>
<p>Why do we read?</p>	<p>TOPICS:</p> <p>Everyday Events: (eating, playing, seasons, weather, shopping, games)</p> <p>Familiar Topics: (animals, pets, families, food, plants, school, friends, growing, senses, neighborhood, weather, seasons, health)Content Beyond Immediate Experiences: (historical animals, zoo animals in nature, space, environment, nutrition)</p>	<p>recognize texts that are established sequences : days, months, seasons</p>

<p>What do effective readers do?</p> <p>Shared & Performance Reading</p> <p>Essential Questions</p>	<p>THEMES:Humor: (play with words) Obvious Themes: (sharing friends, belonging, growing, responsibility, behavior)Themes Going Beyond Everyday Events</p> <p>Content</p>	<p>recognize that an author and an artist illustrated</p> <p>compare how texts are each other</p> <p>define and distinguish fiction nonfiction texts</p> <p>apply specific vocabulary texts: author, illustrator, book, character, problem</p> <p>Skills</p>
<p>What is reading?</p> <p>Why do we read?</p> <p>What do effective readers do?</p> <p>What is reading?</p>	<p>When reading together or taking roles in reading a shared text students will know how to THINK WITHIN THE TEXT</p> <p>THEMES:</p> <p>Humor: (silly situations, language play) Familiar Themes: (sharing, friends, belonging, growing, responsibility, behavior)</p> <p>When reading together or taking roles in reading a shared text students will know</p>	<p>WHEN READING TOGETHER ROLES IN READING A SHARED TEXT STUDENTS WILL BE ABLE TO</p> <p>Track print left to right ; with the assistance of a pointer wither pointing under words, or pointing to words</p> <p>Recognize the meaning through repeated reading</p> <p>Recognize important information and restate it in discussion.</p> <p>Read along with others demonstrating high accuracy read along with fluency recognize and reflect similarities in the voice while reading recognize and read repeated patterns notice spaces to define words</p> <p>mimic the teacher's expression notice and interpret information in pictures</p> <p>Recognize a core of high frequency words as signposts in continuous text predict what will happen</p>

Why do we read?	how to THINK BEYOND THE TEXT THEMES:	interpret characters' feelings while reading
What do effective readers do?	Humor: (silly situations, language play) Familiar Themes: (sharing, friends, belonging, growing, responsibility, behavior)	show anticipation in the reading apply background knowledge to contribute to interpretation predict what a character's feelings will be prepare for reading infer a character's feelings identify and discuss title and illustrations
What is reading?	When reading together or taking roles in reading a shared text students will know how to THINK ABOUT THE TEXT	
Why do we read?	THEMES:	differentiate when text is fiction or nonfiction
What do effective readers do?	Humor: (silly situations, language play) Familiar Themes: (sharing, friends, belonging, growing, responsibility, behavior)	recognize texts that are established sequences such as days of the week, seasons recognize how layout of text affects the way you read relate information in text to own experience
Writing		
Essential Questions	Content	Skills
What is writing?	Craft:	Use a variety of beginnings to engage the reader (leads)
Why do we write?	Writers use a variety of beginnings to engage the reader	Show evidence of using language from other texts
What do effective writers do?	Write using language learned from books	Use endings that are interesting to the reader, or get the reader satisfied, or get the reader to want to know more about a story or text
What is writing?	Write a variety of interesting endings	Reinforce previously introduced concepts
Why do we write?	Conventions:	
What do effective writers do?	Text Layout	Use underlining and boldface to emphasize meaning
	Grammar	
	Capitalization	Read one's own writing where punctuation will be used
	Punctuation	

<p>What is writing? Why do we write?</p> <p>What do effective writers do?</p> <p>Phonics, Spelling, & Word Study Essential Questions</p>	<p>Spelling</p> <p>Handwriting</p> <p>Writing Process:</p> <p>Rehearsing/Planning Drafting/Revising Editing/Proofreading</p> <p>Publishing Sketching and Drawing Viewing self as a writer</p> <p>Content</p>	<p>Increase number of high</p> <p>Purpose: Choose paper to match organization</p> <p>Genre/Form: Select from a variety of text that will fit the purpose</p> <p>Editing for conventions: Edit for spelling errors and making another attempt</p> <p>Skills</p>
<p>How are letters connected to sounds? How are letters connected to the structure of words? How can these connections help in reading and writing?</p> <p>How are letters connected to sounds? How are letters connected to the structure of words? How can these connections help in reading and writing?</p> <p>How are letters connected to sounds? How are letters connected to the structure of words? How can these connections help in reading and writing?</p> <p>How are letters connected to sounds? How are letters connected to the structure of words? How can these connections help in reading and writing?</p>	<p>pre-reading skills</p> <p>Phonetic/Letter Skills:</p> <p>Some consonant clusters stand for 1 sound that is different from either of the letter's sound, consonant digraphs</p> <p>Word Solving Skills:</p> <p>Some words have parts that are the same</p> <p>You can find patterns that are the same in many words</p> <p>You can look at a word, say it, cover it, write it, and check it to help you learn to spell it correctly</p> <p>You can write a word, look at it, and try again to make it look right</p>	<p>Recognize, read and write words</p> <p>Identify common patterns</p> <p>Apply a study method to word</p> <p>Search for an accurate spelling word as a study method for words</p> <p>Use known word parts in new words</p>

		<p>You can notice and think about the parts of words that are tricky for you</p> <p>You can use what you know about words to read new words</p> <p>You can write words to see if you know them</p>	Produce written words
<p>M a y</p>	<p>Interactive Read Aloud & Literature Discussion</p> <p>Essential Questions</p> <p>What is reading?</p> <p>Why do we read?</p> <p>What do effective readers do?</p>	<p>Content</p> <p>When listening to and discussing a story students will know how to THINK WITHIN THE TEXT.</p> <p>TOPICS:</p> <p>Everyday Events: (eating, playing, seasons, weather, shopping, games)</p> <p>Familiar Topics: (animals, pets, families, food, plants, school, friends, growing, senses, neighborhood, weather, seasons, health)Content Beyond Immediate Experiences: (historical animals, zoo animals in nature, space, environment, nutrition)</p> <p>THEMES:Humor: (play with words) Obvious Themes: (sharing friends, belonging, growing, responsibility, behavior)Themes Going Beyond Everyday Events</p>	<p>Skills</p> <p>WHEN LISTENING TO A STORY STUDENTS WILL</p> <p>follow the events of a p events</p> <p>follow the plots that ha patterns such as accum circular structure</p> <p>recognize important inf restate it in discussion</p> <p>discuss interesting and a text</p> <p>identify the problem in</p> <p>recognize characters an important details after i</p>

		<p>analyze illustrations to i information interpret the words whi story of factual informa</p> <p>develop new vocabular and apply in discussion derive meaning of new context identify what the story i hearing the beginning</p> <p>mimic the teacher's intc when joining in on refra text</p> <p>evaluate stress and toni listening and afterward</p>
<p>What is reading?</p>	<p>When listening to and discussing a story students will know how to THINK BEYOND THE TEXT.</p> <p>TOPICS:</p>	<p>WHEN LISTENING TO AI STORY STUDENTS WILL</p>
<p>Why do we read?</p>	<p>Everyday Events: (eating, playing, seasons, weather, shopping, games)</p> <p>Familiar Topics: (animals, pets, families, food, plants, school, friends, growing, senses, neighborhood, weather, seasons, health)Content Beyond Immediate Experiences: (historical animals, zoo animals in nature, space, environment, nutrition)</p>	<p>apply background know considering the content their problems</p>
<p>What do effective readers do?</p>	<p>THEMES:Humor: (play with words) Obvious Themes: (sharing friends, belonging, growing, responsibility, behavior)Themes Going Beyond Everyday Events</p>	<p>make connections betw experiences</p> <p>predict what will happe text</p> <p>predict what a characte do</p> <p>infer characters' feeling</p>

What is reading?	When listening to and discussing a story students will know how to THINK ABOUT THE TEXT.	interpret the illustration WHEN LISTENING TO A STORY STUDENTS WILL
Why do we read?	<p>TOPICS:</p> <p>Everyday Events: (eating, playing, seasons, weather, shopping, games)</p> <p>Familiar Topics: (animals, pets, families, food, plants, school, friends, growing, senses, neighborhood, weather, seasons, health)</p> <p>Content Beyond Immediate Experiences: (historical animals, zoo animals in nature, space, environment, nutrition)</p>	recognize texts that are established sequences : days, months, seasons
What do effective readers do?	<p>THEMES:Humor: (play with words)</p> <p>Obvious Themes: (sharing friends, belonging, growing, responsibility, behavior)</p> <p>Themes Going Beyond Everyday Events</p>	<p>recognize that an author and an artist illustrated</p> <p>compare how texts are each other</p> <p>define and distinguish fiction and nonfiction texts</p> <p>apply specific vocabulary from texts: author, illustrator, book, character, problem</p>
Shared & Performance Reading Essential Questions	Content	Skills
What is reading?	When reading together or taking roles in reading a shared text students will know how to THINK WITHIN THE TEXT	WHEN READING TOGETHER WITH OTHERS IN READING A SHARED TEXT STUDENTS WILL BE ABLE TO
Why do we read?		Track print left to right ; with the assistance of a pointer with pointing under words, or pointing to words
What do effective readers do?	<p>THEMES:</p> <p>Humor: (silly situations, language play)</p> <p>Familiar Themes: (sharing, friends, belonging, growing, responsibility, behavior)</p>	<p>Recognize the meaning through repeated reading</p> <p>Recognize important information and restate it in discussion.</p>

		<p>Read along with others demonstrating high accuracy</p> <p>read along with fluency</p> <p>recognize and reflect on the voice while reading</p> <p>recognize and read repeated patterns</p> <p>notice spaces to define</p> <p>mimic the teacher's expression</p> <p>notice and interpret information in pictures</p> <p>Recognize a core of high quality text as signposts in continuous text</p> <p>predict what will happen</p>
What is reading?	When reading together or taking roles in reading a shared text students will know how to THINK BEYOND THE TEXT	
Why do we read?	THEMES:	interpret characters' feelings while reading
What do effective readers do?	Humor: (silly situations, language play)	show anticipation in the reading
	Familiar Themes: (sharing, friends, belonging, growing, responsibility, behavior)	apply background knowledge and experience to contribute to interpretation
What is reading?	When reading together or taking roles in reading a shared text students will know how to THINK ABOUT THE TEXT	predict what a character will do in preparation for reading
Why do we read?	THEMES:	infer a character's feelings
What do effective readers do?	Humor: (silly situations, language play)	identify and discuss title and illustrator
	Familiar Themes: (sharing, friends, belonging, growing, responsibility, behavior)	differentiate when text is fiction or nonfiction
Writing		recognize texts that are established sequences such as days of the week, seasons
Essential Questions	Content	Skills
What is writing?	Craft:	Vary word choice to create description and dialogue
Why do we write?		

What do effective writers do?	Word choice can create interesting description and dialogue	Write with a unique per
What is writing?	Writers have their own unique perspective	Reinforce previously int
Why do we write?	Conventions:	
What do effective writers do?	Text Layout	
	Grammar	
	Capitalization	
	Punctuation	
	Spelling	
	Handwriting	
What is writing?	Writing Process:	Rereading:
Why do we write?		(Independently)
What do effective writers do?	Rehearsing/Planning	Reread writing each day to write
	Drafting/Revising	Reread stories to be sur clear
	Editing/Proofreading	Reread the text to be su missing words or inform
	Publishing	Review drawings to revi deleting) information
	Sketching and Drawing	Adding Information:
	Viewing self as a writer	(Independently)
		Add words, phrases or s the writing more intere
		Add words, phrases or s provide more informati
		Add dialogue to provide provide narration (in qu bubbles)
		Using Tools and Technic (Independently)
		Add letters, words, phr using a carrot, sticky no by adding new pages
		Cross out words or sent
Phonics, Spelling, & Word Study		
Essential Questions	Content	Skills
How are letters connected to sounds?	pre-reading skills	

<p>How are letters connected to the structure of words? How can these connections help in reading and writing?</p>		
<p>How are letters connected to sounds?</p>	Phonetic/Letter Skills:	Say and sort words accc sounds
<p>How are letters connected to the structure of words?</p>		
<p>How can these connections help in reading and writing?</p>	Some words end in an "e" that is silent. The vowel usually has the long sound	Make, write, and read v vowels with "r"
<p></p>	When vowels are with "r" in words you blend the vowel sound with the "r"	Read, recognize and dis categorize the 2 differe consonants c and g mak
<p></p>	Some consonants make 2 or more different sounds	Recognize CVC pattern i
<p></p>	In most CVC words, the vowel is a short vowel sound	Add silent "e" to change sound to a long vowel s
<p></p>	In most CVCe words, the vowel is a long vowel sound	
<p>How are letters connected to sounds?</p>	Word Solving Skills:	Recognize, say, hear an various sounds of the "e
<p>How are letters connected to the structure of words?</p>		
<p>How can these connections help in reading and writing?</p>	When "ed" is added to a word it can sound like /d/ or /ed/ or /t/	Identify contractions co is and will
<p></p>	Sometimes "y" is changed to an "i" when "ed" is added. The ending sounds like /d/	Use syllables to solve w
<p>J Interactive Read Aloud & Literature Discussion</p>		
<p>u Essential Questions</p>	Content	Skills
<p>n What is reading?</p>	When listening to and discussing a story students will know how to THINK WITHIN THE TEXT.	WHEN LISTENING TO AI STORY STUDENTS WILL
<p>e</p>	TOPICS:	

<p>Why do we read?</p>	<p>Everyday Events: (eating, playing, seasons, weather, shopping, games) Familiar Topics: (animals, pets, families, food, plants, school, friends, growing, senses, neighborhood, weather, seasons, health) Content Beyond Immediate Experiences: (historical animals, zoo animals in nature, space, environment, nutrition)</p>	<p>follow the events of a p events</p>
<p>What do effective readers do?</p>	<p>THEMES:Humor: (play with words) Obvious Themes: (sharing friends, belonging, growing, responsibility, behavior) Themes Going Beyond Everyday Events</p>	<p>follow the plots that ha patterns such as accum circular structure</p> <p>recognize important inf restate it in discussion</p> <p>discuss interesting and a text</p> <p>identify the problem in</p> <p>recognize characters an important details after i analyze illustrations to i information</p> <p>interpret the words whi story of factual informa</p> <p>develop new vocabular and apply in discussion</p> <p>derive meaning of new context</p> <p>identify what the story i hearing the beginning</p> <p>mimic the teacher's intc when joining in on refra text</p> <p>evaluate stress and toni listening and afterward</p>
<p>What is reading?</p>	<p>When listening to and discussing a story</p>	<p>WHEN LISTENING TO AI</p>

Why do we read?	<p>students will know how to THINK BEYOND THE TEXT.</p> <p>TOPICS:</p> <p>Everyday Events: (eating, playing, seasons, weather, shopping, games)</p> <p>Familiar Topics: (animals, pets, families, food, plants, school, friends, growing, senses, neighborhood, weather, seasons, health)Content Beyond Immediate Experiences: (historical animals, zoo animals in nature, space, environment, nutrition)</p>	<p>STORY STUDENTS WILL</p> <p>apply background know considering the content their problems</p>
What do effective readers do?	<p>THEMES:Humor: (play with words) Obvious Themes: (sharing friends, belonging, growing, responsibility, behavior)Themes Going Beyond Everyday Events</p>	<p>make connections betw experiences</p> <p>predict what will happe text</p> <p>predict what a characte do</p> <p>infer characters' feeling</p> <p>interpret the illustrati</p>
What is reading?	<p>When listening to and discussing a story students will know how to THINK ABOUT THE TEXT.</p>	<p>WHEN LISTENING TO A STORY STUDENTS WILL</p>
Why do we read?	<p>TOPICS:</p> <p>Everyday Events: (eating, playing, seasons, weather, shopping, games)</p> <p>Familiar Topics: (animals, pets, families, food, plants, school, friends, growing, senses, neighborhood, weather, seasons, health)Content Beyond Immediate Experiences: (historical animals, zoo animals in nature, space, environment, nutrition)</p>	<p>recognize texts that are established sequences : days, months, seasons</p>
What do effective readers do?	<p>THEMES:Humor: (play with words) Obvious Themes: (sharing friends, belonging, growing, responsibility, behavior)Themes Going Beyond Everyday Events</p>	<p>recognize that an autho and an artist illustrated</p> <p>compare how texts are each other</p> <p>define and distinguish f</p>

Shared & Performance Reading Essential Questions	Content	nonfiction texts apply specific vocabular texts: author, illustrator book, character, proble Skills
<p>What is reading?</p> <p>Why do we read?</p> <p>What do effective readers do?</p>	<p>When reading together or taking roles in reading a shared text students will know how to THINK WITHIN THE TEXT</p> <p>THEMES:</p> <p>Humor: (silly situations, language play)</p> <p>Familiar Themes: (sharing, friends, belonging, growing, responsibility, behavior)</p>	<p>WHEN READING TOGETHER ROLES IN READING A SHARED STUDENTS WILL BE ABLE TO</p> <p>Track print left to right ; with the assistance of text pointer wither pointing under words, or pointing of words</p> <p>Recognize the meaning through repeated reading</p> <p>Recognize important information restate it in discussion.</p> <p>Read along with others demonstrating high accuracy read along with fluency recognize and reflect similarities in the voice while reading recognize and read repeated patterns notice spaces to define sentences</p> <p>mimic the teacher's expression notice and interpret information pictures</p> <p>Recognize a core of high frequency words in continuous text</p>
<p>What is reading?</p> <p>Why do we read?</p> <p>What do effective readers do?</p>	<p>When reading together or taking roles in reading a shared text students will know how to THINK BEYOND THE TEXT</p> <p>THEMES:</p> <p>Humor: (silly situations, language play)</p>	<p>predict what will happen in the text</p> <p>interpret characters' feelings while reading</p> <p>show anticipation in the reading</p>

	Familiar Themes: (sharing, friends, belonging, growing, responsibility, behavior)	apply background know experience to contribut interpretation predict what a characte preparation for reading infer a character's feelir identify and discuss title illustrator
What is reading?	When reading together or taking roles in reading a shared text students will know how to THINK ABOUT THE TEXT	
Why do we read?	THEMES:	differentiate when text: nonfiction
What do effective readers do?	Humor: (silly situations, language play)	recognize texts that are established sequences : days of the week, seaso
	Familiar Themes: (sharing, friends, belonging, growing, responsibility, behavior)	recognize how layout of affects the way you rea
		relate information in th experience
Writing		
Essential Questions	Content	Skills
What is writing?	Craft:	Vary word choice to cre description and dialogu
Why do we write?		
What do effective writers do?	Word choice can create interesting description and dialogue	Write with a unique per
	Writers have their own unique perspective	
What is writing?	Conventions:	Reinforce previously int
Why do we write?		
What do effective writers do?	Text Layout	Spell 100 High-Frequen
	Grammar	
	Capitalization	
	Punctuation	
	Spelling	
	Handwriting	
What is writing?	Writing Process:	Rereading:
Why do we write?		(Independently)

<p>What do effective writers do?</p>	<p>Rehearsing/Planning</p> <p>Drafting/Revising</p> <p>Editing/Proofreading</p> <p>Publishing</p> <p>Sketching and Drawing</p> <p>Viewing self as a writer</p>	<p>Reread writing each day to write</p> <p>Reread stories to be sur clear</p> <p>Reread the text to be su missing words or inform</p> <p>Review drawings to revi deleting) information</p> <p>Adding Information: (Independently) Add words, phrases or s the writing more intere:</p> <p>Add words, phrases or s provide more informati</p> <p>Add dialogue to provide provide narration (in qu bubbles)</p> <p>Using Tools and Technic (Independently) Add letters, words, phr: using a carrot, sticky no by adding new pages</p> <p>Cross out words or sent</p>
<p>Phonics, Spelling, & Word Study</p> <p>Essential Questions</p>	<p>Content</p>	<p>Skills</p>
<p>How are letters connected to sounds?</p> <p>How are letters connected to the structure of words?</p> <p>How can these connections help in reading and writing?</p> <p>How are letters connected to sounds?</p> <p>How are letters connected to the structure of words?</p> <p>How can these connections help in reading and writing?</p> <p>How are letters connected to sounds?</p> <p>How are letters connected to the structure of words?</p> <p>How can these connections help in reading and writing?</p>	<p>pre-reading skills</p> <p>Phonetic/Letter Skills:</p> <p>Word Solving Skills:</p>	<p>Reinforce previously int</p> <p>Reinforce previously int</p> <p>Reinforce previously int</p>