

A. READING

Comprehension: Use comprehension strategies to understand texts within a grade appropriate span of text complexity.

A1 (a,e)

Students will:

- Activate schema (prior knowledge)
- Build new schema (add to knowledge base)
- Make logical predictions using pictures, schema, and context
- Make and share meaningful connections between the text and their experiences (events, characters, and/or setting)
- Attempt to use and cross check a variety of sources of information within a text to decode words and construct meaning:
 - **meaning/semantics:** Does it make sense?
 - use picture clues
 - use context (predict, confirm, disconfirm)
 - reread
 - **visual/phonics:** Does it look right?
 - use letter sounds to predict, confirm, disconfirm:
 - initial consonant sound
 - sight words (see K Frye words)
 - **structure/syntacs:** Does it sound right?
 - subject/verb agreement
- Respond to texts orally, through illustrations, and in writing in a variety of ways (ask questions, make comments, share reactions, and answer questions)

Vocabulary: Develop vocabulary using knowledge of word parts and relationships.

A1(b)

Students will:

- Be exposed to and learn new vocabulary through a variety of genre and explicit instruction
- Listen to new vocabulary in multiple context to better understand its use
- Use new vocabulary words multiple times to deepen understanding
- Use positional vocabulary (under, over, on, in, etc.)
- Be introduced to plural s
- Be introduced to antonyms and synonyms

Phonological Awareness, including phonemic awareness, and Phonics (Alphabetic): Demonstrate phonological awareness, phonemic awareness, and use phonics to decode new words.

A1c

Phonological Awareness:

Students will:

- tell whether words and sounds are the same or different
- identify which word sounds different
- identify and produce rhyming words
- segment words in a sentence
- segment syllables in a word
- delete syllables in two syllable words

<ul style="list-style-type: none"> segment onset of a word (say beginning sound only) delete onset and produce rime (cat without the /c/) substitute onset to produce a new word (say mop, say it again, instead of /m/ say /t/) 	
Phonemic Awareness:	
<ul style="list-style-type: none"> hear, identify, and manipulate individual sounds in words segment phonemes/sounds in one syllable words blend sounds in one syllable words substitute initial sounds in one syllable words 	
Phonics: (to decode words)	
<ul style="list-style-type: none"> identify and say lowercase letters of the alphabet fluently identify and say uppercase letters of the alphabet fluently know order of the alphabet learn the alphabetic principle (sound- symbol relationships) <ul style="list-style-type: none"> -be exposed to short and long vowel sounds (vc, cvc) -be exposed to consonants (including both soft and hard /c/ and /g/) - be exposed to digraphs (ch, sh, th, wh) 	
words	
Fluency: Read fluently and accurately with appropriate pacing and expression.	A1(d)
Students will: <ul style="list-style-type: none"> automatically name the letters of the alphabet automatically produce and apply sound to symbol relationships automatically recognize basic sight words (Fry/sight List) 	
Concepts About Print:	
Students will understand/identify/use: <ul style="list-style-type: none"> Front and back of book Print is fixed Where to read (words vs. pictures) Where to start reading Directionality (left to right, top to bottom, return sweep) Left page before right page One to one correspondence (1:1 match when pointing) Simple punctuation (. ? ! , ") Letters make up words Words make up sentences First and last letters of a word Capital/uppercase and lowercase letters Title of book Author 	
Literary Texts: <i>Students read fiction, nonfiction, drama, and poetry.</i>	A2 (a-e)
Students will: <ul style="list-style-type: none"> Identify and describe settings and characters through exposure to traditional literature and realistic fiction 	

<ul style="list-style-type: none"> • Retell the sequence of events including essential details (beginning, middle, end, setting, and names of characters) • Answer explicit/literal questions about the text • Read a variety of poems with support • Exposure to the unique characteristics of poetry(rhyme, rhythm, cadence/beat, text structure) 	
Informational Texts: <i>Students read informational texts for different purposes.</i>	A3 (a-c)
<p>Students will:</p> <ul style="list-style-type: none"> • Ask and answer relevant questions • Be introduced to the following nonfiction features: <ul style="list-style-type: none"> - table of contents - bold type and glossary - diagrams and labels - index • Restate facts from the text • Follow one and two step written directions including picture clues 	
Persuasive Texts: <i>Although no performance indicators are stated, students are expected to have instructional experiences that help them to understand and explain sometimes authors write to convince readers of something.</i>	A4
B. Writing	
Writing Process (Interconnected Elements): Students use a writing process (pre-writing, drafting, revising, editing, publishing/sharing) to communicate their ideas.	B1 (a-d) D2 (b-e)
<p>With assistance students will:</p> <p>Message:</p> <ul style="list-style-type: none"> • Generate a list of topics/ideas to write about (pre-write) • Select a topic/idea to develop through pictures, words, and sentences (draft) • Sequence ideas, including a beginning, middle, and end (draft) • Respond to clarifying questions and suggested revisions • Revise by adding information • Edit for correct grammar, usage, and mechanics <p>Direction and Mechanics:</p> <ul style="list-style-type: none"> • Write left to right • Begin to use return sweep • Begin to use appropriate spacing between words • Begin to use end punctuation • Capitalize: <ul style="list-style-type: none"> -beginnings of sentences -people's names - I <p>Graphophonics:</p> <ul style="list-style-type: none"> • Spell sight words correctly • Write letters for sounds heard when sound spelling (beginning, middle, end) <p>Usage/Grammar:</p>	

<ul style="list-style-type: none"> • Write in complete sentences • Add an "s" to form plurals and possessives • Create legible final drafts • Form letters correctly (Handwriting Without Tears) • Share final drafts (written and/or orally) 	
Narrative: Students write stories that describe an experience.	B2 (a)
Students will: <ul style="list-style-type: none"> • Write and illustrate stories about their life experiences. 	
Argument, Analysis Expository: Students write to inform on a specific topic. (to be addressed at a later grade)	B3(a-b)
Persuasive Expository: Students write to explain likes and dislikes	B4 (a)
Students will: <ul style="list-style-type: none"> • Write and draw to explain likes and/or dislikes 	
Practical Application: (to be addressed at a later grade)	B5 (a)
C. Research	
Research: Students answer research questions by gathering information from text and non-print sources. (to be addressed at a later grade)	C1 (a-d)
D. Language	
Grammar and Usage: Students demonstrate an understanding of the parts of speech and simple sentence structures to communicate.	D1 (a-b)
See B Writing and E Speaking	
Mechanics: Students apply the rules of capitalization, punctuation, and spelling. (addressed in: B1c Writing: Interconnected Elements)	D2 (a-e)
E. Listening and Speaking	
Listening: Students use early active listening.	E1(a-b)
Students will: <ul style="list-style-type: none"> • Ask relevant questions • Listen without interrupting. 	
Speaking: Students use speaking skills to communicate.	E2 (a-d)
Students will: <ul style="list-style-type: none"> • Speak in complete sentences. • Make clear requests at appropriate times • Use nouns and verbs correctly • Use appropriate grammar including: <ul style="list-style-type: none"> - pronouns (I, me, you, he, she, they, we) - possessives (mine, my, yours, your) - helping verbs (is, are, am, was, were) - verb tenses (past and present) - plurals • Use voice level appropriate to the situation. • Share stories orally. 	

F. Media

Analysis of Media: Students understand there are differences among the kinds of information in different forms of media (to be addressed at a later grade)

F1
(a-b)

A. READING:

Comprehension: Use comprehension strategies to understand texts within a grade appropriate span of text complexity.

A1 (a,e)

Students will:

- Activate schema (prior knowledge)
 - skim, scan, browse prior to reading
- Build new schema (add to knowledge base)
- Make logical predictions using pictures, schema, and context
- Make and share meaningful connections between the text (events, characters, and/or setting) and their experiences
- Attempt to use a variety of sources of information (meaning, visual, structure) to decode words and construct meaning: (see examples of cueing systems below)
 - **meaning/semantics:** Does it make sense?
 - use picture clues
 - use context (predict, confirm, disconfirm)
 - cross check one source of information against another
 - reread
 - skip the word, read on , and reread
 - use of print variations and punctuation to aid expression
 - voice pointing
 - **visual/phonics:** Does it look right?
 - use letters and sounds (predict, confirm, disconfirm)

digraphs

- sight words (see grade 1 Fry words)

- **structure/syntax:** Does it sound right?
 - subject/verb agreement
- **structural analysis:** Do I know part of the word?
 - compound words
 - phonograms/word families/rime
 - plural s
 - possessive ('s)
 - prefixes (re, un, pre)
 - suffixes/inflectual endings (s, ing, ed, ful, er)

- Respond to texts orally, through illustrations, and in writing in a variety of ways (ask questions, make comments, share reactions, and answer questions)

Vocabulary: Develop vocabulary using knowledge of word parts and relationships. (see structural analysis)

A1(b)

Students will:

- Develop and expand listening, speaking, reading, and writing vocabulary
 - be exposed to and learn new vocabulary through a variety of genre and explicit instruction
- Listen to new vocabulary in multiple contexts to better understand its use
- Use new vocabulary words multiple times to deepen understanding

• Use common word relationships (antonyms and synonyms)	
Phonological Awareness, including Phonemic Awareness, and Phonics (Alphabetic): Demonstrate phonological awareness, phonemic awareness, and use phonics to decode new words.	A1c
Phonological Awareness:	
Students will: (see K phonological awareness review as needed)	
<ul style="list-style-type: none"> • Segment syllables in a word • Delete syllables in two and three syllable words • Segment onset of a word (say beginning sound only) • Delete onset and produce rime (cat without the /c/ /t/) 	
Phonemic Awareness:	A1c
<ul style="list-style-type: none"> • Hear, identify, isolate, and manipulate individual sounds in words and syllables • Segmenting sounds in one syllable words • Blending sounds in one syllable words • Isolate and substitute sounds in one syllable words 	
Phonics: (to decode words)	A1c
<p>a, g)</p> <ul style="list-style-type: none"> -know order of the alphabet • Learn the alphabetic principle (sound- symbol relationships) <ul style="list-style-type: none"> -short and long vowel sounds -consonants (including both soft and hard /c/ and /g/) • Apply the alphabetic principle (sound- symbol relationships) <ul style="list-style-type: none"> - short vowels (vc, cvc, ccvc, cvcc, ccvcc) - digraphs (ch, sh, th, wh) - initial blends (sl, sk, sm, sn, st, bl, cl, fl, gl, pl, br, fr, pr) - final blends (lt, mp, nd, sk, st) <p>decode)</p> <ul style="list-style-type: none"> • Blend initial, medial, and final letter sounds to decode words 	
Fluency: Read fluently and accurately with appropriate pacing and expression.	A1(d)
Students will:	
<ul style="list-style-type: none"> • Automatically name the letters of the alphabet • Automatically produce and apply sound to symbol relationships • Automatically recognize basic sight words (Frye Lists 1-2) • Read fluently: rate, meaningful phrases, expression, and intonation (refer to appendix: DRA2 WCPM and DIBELS risk bands) 	
Concepts About Print:	
Students will understand/identify/use:	
<ul style="list-style-type: none"> • Front and back of book • Print is fixed • Where to read (words vs. pictures) • Where to start reading • Directionality (left to right, top to bottom, return sweep) 	

- Left page before right page
- One to one correspondence (1:1 match when pointing)
 - simple punctuation (. ? ! , " ")
 - letters make up words
 - words make up sentences
 - first and last letters of a word
 - capital/uppercase and lowercase letters
 - title of book
 - author

Literary Texts: Students read fiction, nonfiction, drama, and poetry within a grade appropriate span of text complexity.	A2 (a-e)
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- Students will:
- Identify and describe settings and characters
 - Learn and answer questions orally about story elements (setting, characters, problem, solution, and ending)
 - traditional stories (fairy tales, folk tales, classics)
 - realistic/contemporary fiction
 - Be introduced to author's style
 - Learn how to retell stories in sequence with a beginning, middle, and end including setting, names of characters, and essential details
 - Answer questions about information found directly in the text (orally and in writing)
 - answer explicit/literal questions
 - answer inferential questions
 - answer evaluative questions
 - support answers with details from the text
 - Read dramatic scripts with support
 - Read a variety of poems with support
 - Recognize the unique characteristics of poetry (rhyme, rhythm, cadence/beat, etc.)

Informational Texts: Students read informational texts, within a grade appropriate span of text complexity, for different purposes	A3 (a-c)
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- Students will:
- Generate and answer questions pertaining to the text
 - Be introduced to nonfiction features:
 - table of contents
 - bold type
 - diagrams and labels
 - headings

- captions

- index
- glossary
- simple charts
- simple maps

<ul style="list-style-type: none"> • Restate facts from the text • Follow simple one and two step written directions with visual cues as needed 	
<p>Persuasive Texts: <i>Although no performance indicators are stated, students are expected to have instructional experiences that help them to understand and explain authors sometimes write to convince/persuade readers.</i></p>	A4
<p>B Writing:</p>	
<p>Writing Process (Interconnected Elements): Students use a writing process (pre-writing, drafting, revising, editing, publishing/sharing) to communicate their ideas.</p>	B1 (a-d) D2 (b-e)
<p>Students will:</p> <p>Message:</p> <ul style="list-style-type: none"> • Generate a list of topics/ideas to write about (pre-write) • Select a topic/idea to develop through pictures, words, and sentences (draft) • Sequence ideas, including a beginning, middle, and end (draft) • Respond to feedback given during conferencing • Revise by adding/deleting information (introduction to) • Revise by considering word choice (introduction to) • Edit with assistance for correct grammar, spelling, and mechanics <p>Direction and Mechanics:</p> <ul style="list-style-type: none"> • Write left to right • Use fluid return sweep • Use appropriate spacing between letters and words • Capitalize: <ul style="list-style-type: none"> - beginnings of sentences - people's names - I • Use end punctuation <p>Graphophonics:</p> <ul style="list-style-type: none"> • Spell sight words correctly and/or use resources (Frye List 1) • Use correct letters when sound spelling <ul style="list-style-type: none"> - initial and final consonant sounds - initial digraphs (ch, sh, th, wh) - initial consonant blends (sn, sm, sk, st) (bl, cl, fl, gl, pl, sl) (br, fr, pr) - short vowels (vc, cvc, ccvc, cvcc, ccvcc) - final digraphs (ch, sh, th) - final consonant blends (lt,sk,st,mp, nd) - short vowel word families (see page 205 Word Journeys) 	
<p>Usage/Grammar:</p> <ul style="list-style-type: none"> • Write in complete sentences • Add an "s" to form plurals • Add 's or ' to form possessives (introduction to) • Form letters correctly (Handwriting Without Tears) 	

<ul style="list-style-type: none"> Fluently write capital/uppercase and lowercase letters with appropriate size, formation and placement 	
Publishing / Sharing	
<ul style="list-style-type: none"> Create legible final drafts Share final drafts (written and/or orally) 	
Narrative: Students write stories that describe an experience.	B2 (a)
Students will:	
<ul style="list-style-type: none"> Write brief narrative stories including simple story elements (setting, characters, beginning, middle, end, problem, solution) 	
Argument, Analysis Expository: Students write to inform on a specific topic (to be addressed at a later grade level)	B3(a-b)
Persuasive Expository: Students write to explain likes and dislikes	B4 (a)
Students will:	
<ul style="list-style-type: none"> Write and draw to explain likes and/or dislikes Support opinions with 2 or more details. 	
Practical Application:	B5 (a-c)
Students will:	
<ul style="list-style-type: none"> Write friendly letters or notes with support including date, greeting, body, closing 	
C. Research	
C1 Research: Students answer research questions by gathering information from text and non-print sources.	C1 (a-d)
Students will:	
<ul style="list-style-type: none"> Collectively and individually generate relevant questions Be introduced to a variety of resources Be introduced to procedures for selecting material Practice selecting appropriate leveled reading materials Collect information for a specific purpose Organize findings Share information gathered orally and/or visually 	
D. Language	
Grammar and Usage: Students demonstrate an understanding of the parts of speech and simple sentence structures to communicate. See B Writing and E Speaking	D1 (a-b)
Mechanics: Students apply the rules of capitalization, punctuation, and spelling. (addressed in: B1c Interconnected Elements)	D2 (a-e)
E. Listening and Speaking	
Listening: Students use early active listening.	E1(a-b)
Students will:	
<ul style="list-style-type: none"> Ask relevant questions Listening without interrupting Follow one and two step oral directions 	

Speaking: Students use speaking skills to communicate.	E2 (a-d)
<p>Students will:</p> <ul style="list-style-type: none"> • Make clear requests at appropriate times • Use nouns and verbs correctly • Use appropriate grammar including: <ul style="list-style-type: none"> - pronouns (I, me, you, he, she, they, we) - possessives (mine, my, yours, your) - helping verbs (is, are, am, was, were) - verb tenses (past and present) - plurals • Use eye contact when speaking /presenting • Use voice level appropriate to the situation. • Orally share stories, information, and express opinions 	
F. Media	
Analysis of Media: Students understand there are differences among the kinds of information in different forms of media	F1 (a-b)
<p>Students will:</p> <ul style="list-style-type: none"> • Identify three different types of media (print, technology, people) 	

A. READING:

Comprehension: Use comprehension strategies to understand texts within a grade appropriate span of text complexity.

A1 (a,e)

Students will:

- Activate schema (prior knowledge)
 - skim, scan, browse prior to reading
- Build new schema (add to knowledge base)
- Make logical predictions using pictures, schema, and context
- Make and share meaningful connections between the text (events, characters, and/or setting) and their experiences
- Use sensory imagery (using senses)
- Use questioning (author, text, and self)
- Determine importance (main idea / theme)
- Use a variety of sources of information (meaning, visual, structure) to decode words and construct meaning:
 - **meaning/semantics:** Does it make sense?
 - use picture clues
 - use context (predict, confirm, disconfirm)
 - literal understanding (reading the lines)
 - inferential understanding (reading between the lines)
 - interpretative/critical/evaluative (reading beyond the lines)
 - cross check one source of information against another
 - reread for clarification (self-monitoring)
 - develop an understanding of sentences and paragraphs
 - skip the word, read on, and reread (confirm/disconfirm)
 - determine who is speaking when reading dialogue
 - use print variations and punctuation to aid expression / understanding
 - **visual/phonics:** Does it look right? (see Phonics A1c)
 - use letters and sounds (predict, confirm, disconfirm)
 - initial, medial, and final consonant sounds
 - sight words (see Frye lists)
 - **structure of language/syntax:** Does it sound right?
 - **structural analysis:** Do I know part of the word?
 - base words
 - prefixes (re, un, pre, tri)
 - suffixes/inflectual endings (s, es, ing, ed, ful, er, ness)

mice)

- plural s

<ul style="list-style-type: none"> • identify and read compound words • identify and read contractions • ownership ('s) (boys, boys', boy's) <p>• Respond to texts orally, through illustrations, and in writing in a variety of ways (ask questions, make comments, share reactions, and answer questions)</p>	
<p>Vocabulary: Develop vocabulary using knowledge of word parts and relationships. (see structural analysis)</p>	<p>A1(b)</p>
<p>Students will:</p> <ul style="list-style-type: none"> • Develop and expand their listening, speaking, reading, and writing vocabulary explicit instruction • Be introduced to parts of speech (nouns, verbs, adjectives) • Use common word relationships (antonyms and synonyms) <p>Use knowledge of word structure (common base words and suffixes)</p> <p>Use context clues, including diagrams or illustrations</p> <ul style="list-style-type: none"> • Be exposed to the dictionary as a resource 	<p>R-2-3.1 R-2-2.1 R-2-2.1</p>
<p>Phonological Awareness, including Phonemic Awareness, and Phonics (Alphabetics): Demonstrate phonological awareness, phonemic awareness, and use phonics to decode new words.</p>	<p>A1c</p>
<p>Students will:</p> <p>Phonological Awareness: (see K-1 section as needed)</p> <ul style="list-style-type: none"> • Identify/discriminate rhyming words • Segment and identify number of syllables in multisyllabic words <p>Phonemic Awareness:</p> <ul style="list-style-type: none"> • Hear, identify, isolate and manipulate individual sounds in words and syllables • Segment sounds in words and syllables • Blend sounds in words and syllables • Substitute sounds in words <p>Phonics: (to decode words)</p> <ul style="list-style-type: none"> • Know order of the alphabet • Decode by applying the alphabetic principle: <ul style="list-style-type: none"> - initial, medial, and final consonant sounds - short vowels (vc, cvc, ccvc, cvcc, ccvcc) - long vowel patterns (cvce, cvvc) (reference Word J. and W.T.Way) - R-controlled vowels (ar, er, ir, or, ur) - abstract vowel patterns (oi, oy, ou, ow) - digraphs: initial (ch, sh, th, wh, ph) final (ck, ch, sh, th, ng) - initial blends (sl, sk, sm, sn, st, sp, sw, sc, bl, cl, fl, gl, pl, br, fr, pr, cr, dr, tr, gr, tw) - complex consonants (qu, str, shr, spl, thr) - final blends (ld, lt, lk, mp, nd, nt, sk, sp, st) <p>decode) words</p>	<p>R-2-1</p>
<p>Fluency: Read fluently and accurately with appropriate pacing and expression.</p>	<p>A1(d)</p>

Students will:	
<ul style="list-style-type: none"> • Automatically produce and apply sound to symbol relationships • Automatically recognize basic sight words (Fry Lists 1-4) • Read fluently (meaningful phrases, expression, and intonation) <ul style="list-style-type: none"> - refer to Appendix: DRA2 WCPM and DIBELS risk bands • Read dialogue with support 	
Literary Texts: Students read fiction, nonfiction, drama, and poetry within a grade appropriate span of text complexity.	A2 (a-e)
Students will:	
<ul style="list-style-type: none"> • Identify and describe settings and characters • Learn and answer questions both orally and in writing about story elements <ul style="list-style-type: none"> - setting, characters, events, problem, solution, and ending - traditional stories (fairy tales, folk tales, classics) - realistic/contemporary fiction • Begin to develop a sense of author's style • Retell stories in sequence including: events and essential details from the beginning, middle, and end, setting and names of characters (plot) • Answer questions about information found directly in the text (orally and in writing) <ul style="list-style-type: none"> - answer explicit/literal questions - answer inferential questions (e.g., What helped Luke to solve his problem?) - answer evaluative questions - support answers with details from the text - make logical predictions (what might happen next?) • Begin to understand figurative language (simile and metaphor) • Identify the author's message (theme) For example: lessons learned by characters • Read dramatic scripts • Read a variety of poems • Recognize characteristics of poetry (rhyme, rhythm, cadence/beat, text structure) 	
Informational Texts: <i>Students read informational texts, within a grade appropriate span of text complexity, for different purposes</i>	A3 (a-c)
Students will:	
<ul style="list-style-type: none"> • Generate and answer relevant questions pertaining to the text • Connect information within a text, e.g., by combining or comparing details presented • Recognize generalizations/main idea 	
good pets?)	R-2-8.1 R-2-8.2 R-2-8.3
from them:	R-2-7.1
<ul style="list-style-type: none"> - table of contents - diagrams, illustrations, and labels - captions - headings - bold type - lists/bullets 	

<ul style="list-style-type: none"> - alphabetical order - charts and graphs - scale drawings - maps - index - glossary - verso page (copyright date) <ul style="list-style-type: none"> • Restate facts from the text • Follow one and two step written directions 	
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<p>Persuasive Texts: <i>Although no performance indicators are stated, students are expected to have instructional experiences that help them to understand and explain sometimes authors write to convince readers of something.</i></p>	<p>A4</p>
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<p>B Writing:</p>	
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<p>Writing Process (Interconnected Elements): Students use a writing process (pre-writing, drafting, revising, editing, publishing/sharing) to communicate their ideas.</p>	<p>B1 (a-d) D2 (b-e)</p>
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<p>Students will:</p> <p>Message:</p> <ul style="list-style-type: none"> • Generate a list of topics/ideas to write about (pre-write) • Select a topic/idea to develop through pictures, words, and sentences (draft) <ul style="list-style-type: none"> - introduction to audience and purpose • Sequence ideas, including a beginning, middle, and end (draft) • Respond to feedback given during conferencing • Revise by adding/deleting information (conferencing) • Revise by considering word choice with support (conferencing) • Edit with assistance for correct grammar, usage, and mechanics <p>Direction and Mechanics:</p> <ul style="list-style-type: none"> • Use fluid return sweep • Use appropriate spacing between letters and words • Capitalize: <ul style="list-style-type: none"> - beginnings of sentences - proper names (people, pets, and places) - I - titles of books • Use end punctuation 	
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<p>Graphophonics:</p> <ul style="list-style-type: none"> • Spell sight words correctly and/or use resources (Fry Lists 1-3) • Use correct letters when sound spelling: <ul style="list-style-type: none"> *** Students working at the Letter Name Stage will need direct instruction in: <ul style="list-style-type: none"> - initial and final consonant sounds (Letter Name: A) - initial digraphs (ch, sh, th, wh) (Letter Name: B) 	
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- initial consonant blends (Letter Name: B)
 - review from grade 1: (sn, sm, sk, st) (bl, cl, fl, gl, pl, sl)
 - to be covered in grade 2: sl, sp, sw, sc, br, fr, pr, cr, dr, tr, gr, tw
- short vowels (vc, cvc, ccvc, cvcc, ccvcc) (Letter Name: C)
- final digraphs (ck, ch, sh, th, ng) (Letter Name: E)
- final consonant blends (Letter Name: E)
 - review from grade 1: ft, sk, st, mp, nd
 - to be covered in grade 2: lt, lk, lp, nk, nt, ng
- short vowel word families (see page 208 Word Journeys)
- use known word families/patterns to spell new words (analogy)

*** Students working at the Within Word Stage will need direct instruction in:

- Long vowels (Vce) (Within Word Feature: F)
- Other Common Long Vowels: ai, ay, ee, ea, igh, y, oa, ow, long u (Within Word: H)
- apply known long vowel patterns to spell new words (analogy)
- R-Controlled Vowels (ar - star, er - teacher) (Within Word:G)
- apply known r-controlled vowel patterns to spell new words (analogy)
- Complex Consonants: qu, shr, thr, spl, spr, str (Within Word: I)
- Abstract Vowels: ou, ow, oi, oy (Within Word:J)
- apply known abstract vowel patterns to spell new words (analogy)
- Uses knowledge of segmenting syllables to spell multisyllabic words (intro.)

Usage/Grammar:

- Write in complete sentences
- Use nouns, pronouns, verbs, and adjectives appropriately
- Add an "s" to form plurals
- Add 's or ' to form possessives (expand awareness of)
- Fluently write the alphabet with appropriate size, formation, and on-line
- Use correct spacing between letters and words
- Use fluid return sweep

Publishing / Sharing

- Create legible final drafts
- Share final drafts (written and/or orally)

Narrative: Students write stories that describe an experience.	B2 (a)
Students will: <ul style="list-style-type: none"> • Write brief narrative stories including simple story elements (setting, characters, beginning, middle, end, problem, solution) • Be introduced to a variety of graphic organizers to aid organization 	
Argument, Analysis Expository: Students write to inform on a specific topic (to be addressed at a later grade level)	B3(a-b)
Persuasive Expository: Students write to explain likes and dislikes	B4 (a)
Students will: <ul style="list-style-type: none"> • State an opinion in writing and support with 3 or more details. 	
Practical Application:	B5 (a-c)

Students will: • Write a personal letter including: date, salutation, body, closing, and signature	
C. Research	
C1 Research: Students answer research questions by gathering information from text and non-print sources. (also see Informational Texts A3)	C1 (a-d)
Students will: • <i>Collectively and individually generate questions</i> • Locate a variety of resources with support • Be introduced to procedures for selecting material • Practice selecting appropriate leveled reading materials • Gather and record information pertaining to their question(s) information • Share information gathered orally and/or visually	
D. Language	
Grammar and Usage: Students demonstrate an understanding of the parts of speech and simple sentence structures to communicate.	D1 (a-b)
See B: Writing and E: Speaking	
Mechanics: Students apply the rules of capitalization, punctuation, and spelling. (addressed in: B1c Interconnected Elements)	D2 (a-e)
E. Listening and Speaking	
Listening: Students use early active listening.	E1(a-b)
Students will: • Ask relevant questions at appropriate times • Participate in small group and whole class discussions without interrupting • Follow one and two step oral directions	
Speaking: Students use speaking skills to communicate.	(a-d)
Students will: • Make clear requests at appropriate times • Speak using eye contact, clear enunciation, and appropriate volume and rate. • Share stories and information and support opinions using oral and visual examples.	
F. Media	
Analysis of Media: Students understand there are differences among the kinds of information in different forms of media	F1 (a-b)
Students will: • Identify different types of media	

A. READING:

Comprehension: Use a range of strategies as they read including constant monitoring, searching, connecting and inferring to deepen their understanding of the author's message.

A1 (a,f)

Students will:

- Activate schema (prior knowledge)
 - skim, scan, browse prior to reading
- Build new schema (add to knowledge base)
- Make logical predictions using pictures, schema, and context
- Make and share meaningful connections between the text (events, characters, and/or setting) and their experiences
- Use sensory imagery: for ex. visualization (use senses to construct meaning)
- Use questioning (author, text, and self)
- Determine importance (main idea/theme)
- Infer
- Respond to question about a text:
 - answer explicit/literal questions (orally and in writing)
 - answer inferential questions (orally and in writing)
 - answer evaluative questions (orally and in writing)
 - support answers with details from the text (orally and in writing)
- Effectively apply and integrate the following knowledge to decode and construct meaning: (Most students will have the following knowledge and need direct instruction in how to apply and integrate when reading running text.)
 - **meaning/semantics:** Does it make sense?
 - use of picture clues
 - use context (predict, confirm, disconfirm)
 - literal understanding (reading the lines)
 - inferential understanding (reading between the lines)
 - interpretative/critical (reading beyond the lines)
 - cross check one source of information against another
 - reread for clarification (self monitoring)
 - use understanding of sentences and paragraphs
 - skip the word, read on, and reread (confirm/disconfirm)
 - determine who is speaking when reading dialogue
 - use print variations and punctuation to aid expression
 - use knowledge of various genre (fables)
 - recognizes multiple meanings
 - **visual/phonics:** Does it look right?
 - use letter sounds to predict, confirm, disconfirm
 - initial, medial, and final consonant sounds
 - sight words (see list)
 - **structure of language/syntax:** Does it sound right?
 - subject/verb agreement (includes intro. to irregular plurals -mouse-mice)
 - **structural analysis:** Do I know part of the word?

- prefixes (re, un, pre, dis, tri)
- suffixes/inflectional endings (s, es, ing, ed, ful, er,ly, ness)
- base and root words (introduction)
- syllable types
 - silent e (note)
 - vowel combination (nail)
 - r-controlled (bird)
 - introduction to open and closed syllables
- identify and read contractions
- identify and read compound words
- ownership ('s)
- Respond to texts orally, through illustrations, and in writing in a variety of ways (ask questions, make comments, share reactions, and answer questions)

A1(b-c)
R-3-2

Vocabulary: Develop vocabulary using knowledge of word parts and relationships.

Students will:

- Through direct instruction, expand and use their listening, speaking, reading, and writing vocabulary effectively
- Be exposed to and learn new vocabulary through a variety of genre
- Determine the meaning of unknown words by using a variety of strategies including using the context of the text, word connections, and a dictionary.
- Through direct instruction apply knowledge to determine the meaning of unknown words through these strategies:

R-3-1.1

- context
- word structures: prefixes, suffixes, base words, root words
- word patterns (variant spellings for consonants or vowels)
- antonyms/synonyms
- similes
- metaphores
- idioms
- multi-meaning words
- homonyms and homophones
- abbreviations
- endings showing comparisons (big, bigger, biggest)
- develop dictionary and thesaurus skills

R-3-1.1

Phonological Awareness, including Phonemic Awareness, and Phonics (Alphabetics):

Demonstrate phonological awareness, phonemic awareness, and use phonics to decode new words.

A1c

Phonological Awareness: (refer to grade 2 if needed)

Phonemic Awareness:

- Hear, identify, isolate and manipulate individual sounds in words and syllables
- Segment sounds in words and syllables
- Blend sounds in words and syllables
- Substitute sounds in words

Phonics: (to decode words)

- Decode multisyllabic words by applying the alphabetic principle:
 - initial, medial, and final consonant sounds
 - short vowels (vc, cvc, ccvc, cvcc, ccvcc)
 - long vowel patterns (cvce, cvvc) (reference Word J. and W.T.Way)
 - R-controlled vowels (ar, er, ir, or, ur)
 - abstract vowel patterns (oi, oy, ou, ow)
 - digraphs: initial (ch, sh, th, wh, ph) final (ck, ch, sh, th, ng)
 - initial blends (sl, sk, sm, sn, st, sp, sw, sc, bl, cl, fl, gl, pl, br, fr, pr, cr, dr, tr, gr, tw)
 - complex consonants (qu, str, shr, spl, thr)
 - final blends (ld, lt, lk, mp, nd, nt, sk, sp, st)
 - chunking and blending - sounding out (use of analogy and word families to decode)
- Fluently blend initial, medial, and final letter sounds and phonograms to decode words

Fluency: Read fluently and accurately with appropriate pacing and expression.

A1(d)

Students will:

- Automatically recognize basic sight words (Fry Lists 1-5)
- Read text, including dialogue, fluently with meaningful phrases, appropriate pacing, expression, and intonation
 - refer to Appendix: DRA2 and DIBELS risk bands

A2

Literary Texts: Students read fiction, nonfiction, drama, and poetry within a grade appropriate span of text complexity.

(a-e),
R-3-4

Students will:

- Determine what characters are like by how the author or illustrator portrays them.
- Analyze and describe character traits using supporting details
- Develop a sense of author's style
- Identify or describe setting

R-3-4.1
R-3-4.1,

- Identify or describe and summarize plot (major events, problem/solution)

4.2

and fables)

- Summarize key ideas/plot in sequence

R-3-4.2

support

R-3-5.2

- answer explicit/literal questions
- answer inferential questions about conflict, problem/solution
- answer evaluative questions
- support answers with details from the text
- make logical predictions

R-3-5.3

R-3-5.1

- Identify the narrator

- Identify and understand the use of common figurative language including similes, onomatopoeia, metaphor, alliteration, idioms

- Identify author's basic message/lesson

• Understand and discuss the unique characteristics of poetry (rhyme, rhythm, cadence/beat, text structure)

Informational Texts: Students read informational texts, within a grade appropriate span of text complexity, for different purposes	A3 (a-e)
Students will:	
<ul style="list-style-type: none"> • Generate questions, with support, that can be answered using text features and information found within the text. 	
<ul style="list-style-type: none"> • Use the following nonfiction features to aid comprehension and locate information: <ul style="list-style-type: none"> - table of contents - diagrams and labels - headings - bold type - captions (parenthetical information) - lists/bullet points/inserted information -alphabetical order - charts, graphs, illustrations - scale drawings - time lines - maps - cross sections/cut aways - index - glossary - verso page (copyright date) - transition words/phrases 	R-3-7
• Add to knowledge base and/or clarify existing ideas	
• Summarize information or ideas orally and in writing	
• Use information from the text to answer questions about main idea and/or details	R-3-7.2
main idea	R-3-7.3
• Connect information within different parts of the text (e.g., a caption and the main text)	R-3-8.1
• Identify or create appropriate titles (main idea) when given text passages	R-3-8.2
• Make inferences about cause/effect, problem/solution based on text	R-3-8.3
• Form judgments/opinions about central ideas in text	R-3-8.3
• Distinguish fact from opinion	R-3-8.4
• Follow simple two and three step written directions.	
A4 Persuasive Texts: Students read persuasive texts within a grade appropriate span of text complexity, to analyze the persuasive writing.	A4 (a-b)
Students will:	
• Identify the author's purpose.	
• Identify persuasive details used by the author.	

B Writing:

Writing Process (Interconnected Elements): Students use a writing process (pre-writing, drafting, revising, editing, publishing/sharing) with an emphasis on the development of a central idea, for a variety of audiences and purposes.

B1(a-h)
D2(a-c)

Students will:

Message:

- Select a purpose for writing.
- Pre-write using graphic organizers.
- Establish an organized structure and maintain focus.
- Include an introduction and conclusion.
- Write coherent paragraph(s) using supporting sentences.
- Learn to peer conference with assistance.
- Engage in conversations with peers or/and teacher to clarify or develop message
- Edit for correct grammar usage, and mechanics with support.
- Create legible final drafts.

Direction and Mechanics:

- Use fluid return sweep with margins
- Use appropriate spacing between words and letters
- Capitalize:
 - beginnings of sentences
 - proper nouns (I, names, titles, initials, places, days of the week, holidays, months)
 - titles of books, stories, and poems
- Use end punctuation effectively
- Use commas in a series
- Use apostrophes in contractions and singular possessives
- Begin to use dialogue punctuation with support

Graphophonics:

- Spell sight words correctly and/or use resources (Fry Lists 4-5, review 1-3 as needed)
- Make logical/strategic attempts when sound spelling:
 - **Letter Name spellers, refer to grade 2 Word Study**
 - **Within Word spellers refer to the following:**

Students will expand their knowledge and use of the following:

- Long vowels (vce) (long /u/ addressed here - cute) (*Within Word-feature F*)
- Other Common Long Vowels: ai, ay, ei, ee(r), ea(r), ie, igh, y, icc
oa, oe/o, occ, ow (*Within Word - feature H*)
- Uses known long vowel patterns to spell new words (analogy)
- Common homophones using the right word (meaning)
 - to, two, too no, know here, hear for, four be, bee
 - one, won there, their deer, dear hi, high eight, ate
 - sun, son rode, road

- R-Controlled Vowels: (*Within Word - feature G*)
 - ar (dollar), er (her), ir (girl), or (word), ur (burn), ear (earth)
 - ar (sharp)
 - or (born), oar (soar), ore (store)

- Uses known r-controlled vowel patterns to spell new words (analogy)
- Complex Consonants: (*Within Word-feature I*)
 - digraph: qu,
 - triple-letter blends: squ, scr,shr, thr, spl, spr, str
- Sound-alike final consonant patterns: ck, k, ch, tch, ge, dge,
- Soft consonants: g (gel) c (cell)
- Silent consonants: gn, kn, mb, wr
- Abstract Vowels: (*Within Word -feature J*)
 - ou (ouch), ow, (now)
 - oi (oil), oy (boy)
 - u: (ruby, tube), ew:(blew), ou:(you), oo:(school), ue:(blue), ui:(fruit)
 - oo:(book) ou:(could)
 - au:(August) aw:(yawn) al:(false) wa:(want, wasp)
- Uses known abstract vowel patterns to spell new words (analogy)
- Uses knowledge of segmenting syllables to spell multisyllabic words (intro.)
 - Syllable Juncture spellers, refer to grade 4 Word Study

Usage/Grammar:

- Write in complete sentences
- Add an "s" to form plurals
- Add 's or ' to form possessives
- Understand and correctly use subject / verb agreement
- Use pronouns accurately
- Understand and use adjectives / adverbs
- Understand and use adjectives effectively including comparative adjectives (big, bigger) and superlative (big, biggest) (refer to *Write Source* pp. 423-424)

Publishing / Sharing

- Create legible final drafts
- Share final drafts (written and/or orally)

Narrative: Students write narratives that relate events, ideas, observations, or recollections.	B2(a-c)
Students will:	
<ul style="list-style-type: none"> • Write brief descriptive paragraph(s) • Write brief descriptive stories with one or two developed story elements. (stories/paragraphs)	
<ul style="list-style-type: none"> • Include sensory details in paragraphs and short stories 	
Argument, Analysis Expository: Students write to identify and explain a position to an identified audience. (to be addressed in grade 5)	B3(a-b)
Persuasive Expository: Students write to persuade a targeted audience.	B4(a)
Students will:	
statements.	
- examples: book reviews, personal responses, letters	
Practical Application: Students write letters, other requests for information, or directions for completing a process.	B5(a-b)
Students will:	

- Write personal letters/notes
signature

C. Research

Research: Students identify and answer research questions by gathering information from Print and Non-Print Resources following the conventions of documentation.

C1(a-e)

Students will:

- Self-select appropriate leveled reading materials
- Locate and access information by using organizational features. (see Informational Texts A3)
- Collect, evaluate, and organize information for a specific purpose.
- Share information gathered using subject specific vocabulary.
- Understand plagiarism and identify sources used.

D. Language

D1 Grammar and Usage: Students use the parts of speech, and vary sentence structures to communicate.

D1(a-b)

Students will:

- Use forms of nouns, verbs, adjectives, adverbs, prepositions, conjunctions, pronouns, and interjections correctly.
- Speak and write in simple, compound, and complex sentences.
- Speak and write using a variety of sentence types: declarative, exclamatory, interrogative, and imperative

D2 Mechanics: Students apply the rules of capitalization, punctuation, and spelling to communicate. (see also: B1c Writing: Interconnected Elements)

D2(a-c)

E. Listening and Speaking

Listening: Students apply active listening skills

E1(a-c)

Students will:

- Attend appropriately to classmates and adults.
- Make relevant comments
- Ask clarifying questions
- Listen without interrupting
- Follow multiple step oral instructions

Speaking: Students use active speaking skills to communicate effectively in a variety of environments.

E2(a-c)

Students will:

- Explain ideas clearly and respond to questions with appropriate information.
- Speak using eye contact, clear enunciation, and appropriate volume and rate.
- Orally share stories, information, and express opinions using examples

F. Media

Analysis of Media: Students explain that the same information can have different effects when presented through different forms of media.

F1(a-b)

Students will:

- Acknowledge, discuss, and compare the effects of the same information through different forms of media (books, movies, newspapers, magazines, television, and the internet)
- Discuss the many roles of media (inform, persuade, entertain, etc.)

A. READING:

Comprehension: use a range of strategies as they read including constant monitoring, searching, connecting and inferring to deepen their understanding of the author's message.

A1 (a,f)

Students will:

- Activate schema (prior knowledge)
 - skim, scan, browse prior to reading
- Build new schema (add to knowledge base)
- Make logical predictions using pictures, schema, and context
- Make and share meaningful connections between the text (events, characters, and/or setting) and their experiences
- Use sensory imagery (use senses to construct meaning)
- Respond to question about a text:
 - answer explicit/literal questions (orally and in writing)
 - answer inferential questions (orally and in writing)
 - answer evaluative questions (orally and in writing)
 - support answers with details from the text (orally and in writing)
- Generate questions of author, text, and self, which lead to deeper understand of text
- Determine importance (main idea/theme)
- Infer
- Effectively apply and integrate the following knowledge to decode and construct meaning: (Most students will have the following knowledge and need direct instruction in how to apply and integrate when reading running text.)
 - **meaning/semantics:** Does it make sense?
 - use of picture clues
 - use context (predict, confirm, disconfirm)
 - literal understanding (reading the lines)
 - inferential understanding (reading between the lines)
 - interpretative/critical (reading beyond the lines)
 - disconfirm
 - reread for clarification (self monitoring)
 - use understanding of sentences and paragraphs
 - skip the word, read on, and reread (confirm/disconfirm)
 - determine who is speaking when reading dialogue
 - use print variations and punctuation to aid expression
 - use knowledge of various genre (tall tales)
 - recognize multiple meanings
 - **visual/phonics:** Does it look right?
 - use letter sounds to predict, confirm, disconfirm
 - initial, medial, and final consonant sounds
 - sight words (see list)
 - **structure of language/syntax:** Does it sound right?

<ul style="list-style-type: none"> • subject/verb agreement (includes intro. to irregular plurals -mouse-mice) - structural analysis: word parts Do I know part of the word? <ul style="list-style-type: none"> • prefixes (re, un, pre, dis, tri) • suffixes/inflectual endings (s, es, ing, ed, ful, er,ly, ness) • base and root words (introduction) • syllables types: <ul style="list-style-type: none"> - closed (not) - open (no) - silent e (note) - vowel combination (nail) - r-controlled (bird) - consonant l-e (table) • identify and read contractions • identify and read compound words • ownership ('s) • Respond to texts orally, through illustrations, and in writing in a variety of ways (ask questions, make comments, share reactions, and answer questions) 	
<p>Vocabulary: Develop vocabulary using knowledge of word parts and relationships.</p>	<p>A1(b-c)</p>
<p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate ownership of appropriate vocabulary by effectively using a word in different modes for different purposes. • Through direct instruction expand and use their listening, speaking, reading, and writing vocabulary effectively • Be exposed to and learn new vocabulary through a variety of genre • Determine the meaning of unknown words by using a variety of strategies including using the context of the text, word connections, and a dictionary. • Through direct instruction apply knowledge to determine the meaning of unknown words through these strategies: <ul style="list-style-type: none"> - context - word structures: prefixes, suffixes, base words, root words, - antonyms/synonyms - similies - metaphores - idioms - multi-meaning words - homonyms and homophones - abbreviations - endings showing comparisons (big, bigger, biggest) - develop dictionary and thesaurus skills 	<p>R-4-2 R-4-2.1, 3.1, 3.2</p>
<p>Phonological Awareness, including phonemic awareness, and Phonics (Alphabetics): Demonstrate phonological awareness, phonemic awareness, and use phonics to decode new words.</p>	<p>A1c</p>
<p>Phonological Awareness: (refer to grade 2 if needed)</p>	

Phonemic Awareness: (refer to grade 3 if needed)	
Phonics: (to decode words)	
<ul style="list-style-type: none"> • Decode multisyllabic words by applying the alphabetic principle: <ul style="list-style-type: none"> - initial, medial, and final consonant sounds - short vowels (vc, cvc, ccvc, cvcc, ccvcc) - long vowel patterns (cvce, cvvc) (reference Word J. and W.T.Way) - R-controlled vowels (ar, er, ir, or, ur) - abstract vowel patterns (oi, oy, ou, ow) - digraphs: initial (ch, sh, th, wh, ph) final (ck, ch, sh, th, ng) - initial blends (sl, sk, sm, sn, st, sp, sw, sc, bl, cl, fl, gl, pl, br, fr, pr, cr, dr, tr, gr, tw) - complex consonants (qu, str, shr, spl, thr) - final blends (ld, lt, lk, mp, nd, nt, sk, sp, st) 	R-4-1
decode)	
Fluency: Read fluently and accurately with appropriate pacing and expression.	A1(d)
Students will:	
<ul style="list-style-type: none"> • Automatically recognize basic sight words (Frye Lists 1-6) • Read texts, including dialogue, fluently with meaningful phrases, appropriate pacing, expression, and intonation <ul style="list-style-type: none"> - refer to Appendix: DRA2 and DIBELS risk bands 	
Literary Texts: Students read fiction, nonfiction, drama, and poetry within a grade appropriate span of text complexity.	A2 (a-e) R-4-4
Students will:	
<ul style="list-style-type: none"> • Analyze and describe character traits with supportive detail from the text 	R-4-4.1
<ul style="list-style-type: none"> • Discuss characteristics of author's style 	
<ul style="list-style-type: none"> • Distinguish basic structures differences of varying genre (fairy tales, folktales, legends, tall tales, and fables) 	
and end, setting and names of characters; identify or describe problem/solution and major events/plot	R-4-4.1, 4.2
<ul style="list-style-type: none"> • Answer questions about the text <ul style="list-style-type: none"> - answer explicit/literal questions (orally and in writing) - answer inferential questions (orally and in writing) - answer evaluative questions (orally and in writing) - support answers with details from the text (orally and in writing) 	R-4-5.3
<ul style="list-style-type: none"> • Identify the narrator 	R-4-5.4
of thoughts, words, or actions that reveal characters' traits; describe changes in characters over time	R-4-5.2
<ul style="list-style-type: none"> • Identify and understand the use of common figurative language including similes, exaggeration, onomatopoeia, metaphor, alliteration, personification, idioms 	
<ul style="list-style-type: none"> • Identify author's message/theme 	R-4-5.5
<ul style="list-style-type: none"> • Develop understanding of implicitly stated themes 	
<ul style="list-style-type: none"> • Understand and discuss the unique characteristics of poetry (rhyme, rhythm, cadence/beat, text structure) 	

Informational Texts: Students read informational texts, within a grade appropriate span of text complexity, for different purposes	A3 (a-e)
<p>Students will:</p> <ul style="list-style-type: none"> • Generate questions, that can be answered using text features and information found within the text. • Use nonfiction features to aid comprehension and locate information <ul style="list-style-type: none"> - table of contents - diagrams and labels - bold or italicized headings or subheadings - bold type - captions (parenthetical information) - lists/bullet points/inserted information - alphabetical order to 3rd letter (dictionary skills) - charts or graphs - illustrations - scale drawings - time lines - maps - cross sections/cut aways - index - glossary - verso page (copyright date) - transition words or phrases - author's notes • Add to knowledge base and/or clarify existing ideas • Use information from the text to answer questions related to explicitly stated main ideas or key details R-4-7.2 • Organize information to show understanding through charting, mapping, paraphrasing, or summarizing R-4-7.3 • Connect information within a text or across texts R-4-8.1 • Synthesize information within or across texts by, for example, constructing titles, formulating assertions or controlling ideas R-4-8.2 • Make inferences about text including author's purpose; draw basic conclusions, or form relevant judgments or opinions about central ideas R-4-8.3 • Distinguish fact from opinion R-4-8.4 • Make inferences about causes or effects R-4-8.5 • Determine importance and summarize key information or ideas orally and in writing • Follow simple two and three step written directions. 	
A4 Persuasive Texts: Students read persuasive texts within a grade appropriate span of text complexity, to analyze the persuasive writing.	A4 (a-b)
<p>Students will:</p> <ul style="list-style-type: none"> • Identify the author's purpose. • Identify persuasive details used by the author. 	

B Writing:

Writing Process (Interconnected Elements): Students use a writing process (pre-writing, drafting, revising, editing, publishing/sharing) with an emphasis on the development of a central idea, for a variety of audiences and purposes.

B1(a-h)
D2(a-c)

Students will:

Message:

- Select a purpose for writing.
- Pre-write using graphic organizers.
- Establish an organized structure and maintain focus.
- Include an introduction and conclusion.
- Write coherent paragraphs using supporting sentences.
- Learn to peer conference with assistance.
- Engage in conversations with peers or/and teacher to clarify or develop message
- Explore and experiment with voice.
- Edit for correct grammar usage, and mechanics with support.
- Create legible final drafts.

Direction and Mechanics:

- Use return sweep with margins
- Use appropriate spacing between words
- Capitalize:
 - beginnings of sentences
 - proper nouns (I, names, titles, initials, places, days of the week, holidays, months)
 - titles of books, stories, and poems
- Use end punctuation effectively and correctly
- Use commas in a series, compound sentences, dates, and addresses
- Use apostrophes in contractions
- Use apostrophes in singular and plural possessives
- Use hyphens to divide a word at the end of a line
- Punctuate simple dialogue

Graphophonics:

- Spell sight words correctly and/or use resources (Fry Lists 5-6, review 1-4 as needed)
- Make logical/strategic attempts when sound spelling:
 - **Letter Name spellers, refer to grade 2 Word Study**
 - **Within Word spellers refer to the following:**

Students will expand their knowledge and use of the following:

- Long vowels (Vce) (long /u/ addressed here - cute) (*Within Word-feature F*)
- Other Common Long Vowels: ai, ay, ei, ee(r), ea(r), ie, igh, y, iCC
oa, oe/o, oCC, ow (*Within Word - feature H*)

- Uses known long vowel patterns to spell new words (analogy)
- Common homophones using the right word (meaning)
to, two, too no, know here, hear for, four be, bee

one, won there, their deer, dear hi, high eight, ate
sun, son rode, road

- R-Controlled Vowels: (*Within Word - feature G*)
 - ar (dollar), er (her), ir (girl), or (word), ur (burn), ear (earth)
 - ar (sharp)
 - or (born), oar (soar), ore (store)
- Uses known r-controlled vowel patterns to spell new words (analogy)
- Complex Consonants: (*Within Word-feature I*)
 - digraph: qu,
 - triple-letter blends: squ, scr,shr, thr, spl, spr, str
- Sound-alike final consonant patterns: ck, k, ch, tch, ge, dge,
- Soft consonants: g (gel) c (cell)
- Silent consonants: gn, kn, mb, wr
- Abstract Vowels: (*Within Word -feature J*)
 - ou (ouch), ow, (now)
 - oi (oil), oy (boy)
 - u: (ruby, tube), ew:(blew), ou:(you), oo:(school), ue:(blue), ui:(fruit)
 - oo:(book) ou:(could)
 - au:(August) aw:(yawn) al:(false) wa:(want, wasp)
- Uses known abstract vowel patterns to spell new words (analogy)
- Uses knowledge of segmenting syllables to spell multisyllabic words (intro.)
 - **Syllable Juncture spellers, refer to the following:**
- Doubling with ed & ing (Syllable Juncture Feature:K)
- e-Drop with ed & ing (Syllable Juncture Feature:K)
 - see page 149-152 *Word Journeys*
- Syllable patterns at the juncture: Open and closed syllables: introduction with 2 syllable words (Syllable Juncture Feature: L)
 - Open syllables: vcv pattern (usually long vowel sound) **meter, Friday** (vcv pattern indicated in bold)
 - Closed syllables: vccv pattern (usually short vowel sound) **enjoy, classic** (vccv pattern indicated in bold)
- **Introduction** to Syllable Stress (see *Word Journeys* pp. 156-157)
 - conceptual understanding of stressed and unstressed syllables
 - homographs (stress can change the meaning of a word (record, record))
- Plurals (see *Word Journeys* pp. 162-164)
 - add s
 - add es
 - change y to i
- Possessives (see *Word Journeys* pp. 162-164)
 - add 's
 - add '
- Prefixes and suffixes (see *Word Journeys* pp. 164-165)

<ul style="list-style-type: none"> - doubling with suffixes - E-drop with suffixes - Words ending in y with suffixes - no change with suffixes <ul style="list-style-type: none"> • Expand knowledge of homophones and the effect spelling has on meaning (see <i>Word Journeys</i> p. 166) <p>Usage, Grammar, and Conventions:</p> <ul style="list-style-type: none"> • Write in complete sentences - simple and compound • Use paragraph form: indenting, main idea, supporting details • Understand and correctly use subject / verb agreement • Use pronouns accurately • Understand and use adjectives effectively including comparative adjectives (big, bigger) and superlative (big, biggest) (refer to <i>Write Source</i> pp. 423-424) • Understand and use adverbs effectively (refer to <i>Write Source</i> p. 426) <p>Publishing / Sharing</p> <ul style="list-style-type: none"> • Create legible final drafts • Share final drafts (written and/or orally) 	
Narrative: Students write narratives that relate events, ideas, observations, or recollections.	B2(a-c)
<p>Students will:</p> <ul style="list-style-type: none"> • Write brief descriptive paragraph(s) • Write brief descriptive stories with 2 or more developed story elements and a clear beginning, middle, and end • Establish a problem and solution • Provide insight through expanded details so that theme emerges • Include sensory details in paragraphs and short stories 	<p>W-4-4.1</p> <p>W-4-4.2</p>
Argument, Analysis Expository: Students write to identify and explain a position to an identified audience. (to be addressed in grade 5)	B3(a-b)
In response to literary or informational text, and in original informational writing (reports or procedures):	W-4-2, W-4-6
<ul style="list-style-type: none"> • Select appropriate information to set context/background • Connect what has been read to prior knowledge • State and maintain a focus when responding to a given question • Make inferences about content, events, characters, setting, or common themes • Use specific and sufficient details and references to text to support focus • Organize ideas, using transition words/phrases and write a conclusion 	<p>W-4-2.1</p> <p>W-4-2.3</p> <p>W-4.3.1</p> <p>W-4-3.2</p> <p>W-4-3.3</p> <p>W-4-3.4</p>
Persuasive Expository: Students write to persuade a targeted audience.	B4(a)
<p>Students will:</p> <p>statements.</p> <ul style="list-style-type: none"> - examples: book reviews, personal responses, letters 	
Practical Application: Students write letters, other requests for information or directions for completing a process.	B5(a-b)
<p>Students will:</p> <ul style="list-style-type: none"> • Write personal letters/notes 	

signature

C. Research

Research: Students identify and answer research questions by gathering information from Print and Non-Print Resources following the conventions of documentation.

C1(a-e)

Students will:

- Self-select appropriate leveled reading materials

A3)

- Collect, evaluate, and organize information for a specific purpose.
- Share information gathered using subject specific vocabulary.

appendix)

D. Language

D1 Grammar and Usage: Students use the parts of speech, and vary sentence structures to communicate.

D1(a-b)

Students will:

- Use forms of nouns, verbs, adjectives, adverbs, prepositions, conjunctions, pronouns, and interjections correctly.
- Speak and write in simple, compound, and complex sentences.
- Speak and write using a variety of sentence types: declarative, exclamatory, interrogative, imperative

D2 Mechanics: Students apply the rules of capitalization, punctuation, and spelling to communicate. (see also: B1c Writing: Interconnected Elements)

D2(a-c)

E. Listening and Speaking

Listening: Students apply active listening skills

E1(a-c)

Students will:

- Attend appropriately to classmates and adults.
- Make relevant comments
- Ask clarifying questions
- Listen without interrupting
- Follow multiple step oral instructions

Speaking: Students use active speaking skills to communicate effectively in a variety of environments.

E2(a-c)

Students will:

- Explain ideas clearly and respond to questions with appropriate information.
- Speak using eye contact, clear enunciation, and appropriate volume and rate.
- Orally share stories, information, and express opinions using examples

F. Media

Analysis of Media: Students explain that the same information can have different effects when presented through different forms of media.

F1(a-b)

Students will:

different forms of media (books, movies, newspapers, magazines, television, and the internet)

- Recognize and discuss the many roles of media (inform, persuade, entertain, etc.)