



Balanced Literacy 2019-2020

**Pacing Calendars and
Teacher Guidance Documents
FULL BINDER**

Grade 4

Rationale

The Importance of a Balanced Literacy Approach

Balanced literacy has meant different things throughout the years. In the early years, the term referred to educators who were trying to find a balance between students having ample opportunities to read authentic text while explicitly teaching readers how to break the code through phonics instruction. Currently, when most educators use the term balanced literacy they refer to a literacy framework that includes time for teachers to model expert reader strategies using authentic grade level texts through read alouds and shared reading, opportunities for readers to process challenging, instructional-level texts under the guidance of the teacher; and ample chances for students to independently read authentic just right leveled text as they work toward goals that were set in a teacher-reader conference.

The Importance of Fostering Increased Independent Reading through Easy Access to Books

All children, especially at-risk students, benefit from independent reading practice, and books are the tools that provide the opportunity to practice. Recent studies on literacy development show that the best readers tend to read the most, while the poorest readers tend to read the least. Access to an abundance of books within the classroom results in increased motivation and increased reading achievement. (Kelley & Clausen, 2010; Worthy & Roser, 2010; Guthrie, 2008; Routman, 2003).

The impact of a well-stocked classroom library cannot be overstated. Simply put, easy access to quality books affects the amount of books that are read—and students who are provided with engaging books spend more time reading, exhibit more positive attitudes toward reading, and exhibit higher levels of reading achievement. (NAEP, 2002) Children who are provided with engaging books—both in the classroom and at home—spend more time reading, exhibit more positive attitudes toward reading, and exhibit higher levels of reading achievement. (NAEP, 2002)

Reading widely and frequently has positive impact on all children, whether they are avid readers or striving readers. To become proficient readers, they must first be systematically taught reading skills and strategies and then be given the opportunity to practice those skills by reading as much as possible. High reading volume of quality literature has a significant impact upon word recognition, spelling, vocabulary development, reading comprehension, and general knowledge. In order to attract and hold children's interest, the educational environment needs to be stocked with a wide variety of books. An effective classroom library needs:

- A minimum of 750 books in good condition; a wide range of reading levels and a rich variety of genres; 30% recently published titles; 50%-70% should be nonfiction (grades K-3),
- Increasing to 50-70% (grades 4-12); 15% culturally responsive titles;
- 5 new books per student, each year; and multiple copies of popular titles and text sets.

The SCCPSS philosophy of teaching literacy is based on the guiding principles for best literacy practices and embraces a comprehensive balanced literacy framework that establishes a solid foundation for reading, writing, and word knowledge. By incorporation the Georgia Standards of Excellence, the National Reading Panel's five key areas of reading, and current research, the Balanced Literacy Model guides and extends literacy learning.

K-5 Daily Reading/Language Arts Tier I Balanced Literacy Block

*Every SCCPSS school should allow for **at least** 120 minutes of Reading and Writing instruction daily.

*This document should be used daily to plan an integrated reading and writing balanced literacy block based on state standards and district curriculum.

Daily Components of Literacy	Instructional Format	Instructional Minutes	Instructional Practices such as:
Word Study/Phonics <ul style="list-style-type: none"> Builds decoding skills and oral vocabulary Builds oral and academic vocabulary Wilson Phonics by Wiley Blevins Words Their Way 	Whole Group	15 - 30 Minutes	Provide instruction on critical reading components: <ul style="list-style-type: none"> Phonemic Awareness Phonics Reading Practice Spelling and High Frequency Word Instruction Oral Language Morning Message
Read Aloud <ul style="list-style-type: none"> Supports reading and writing instruction and content-area integration Comprehension Club 	Whole Group	15 - 30 Minutes	Select various genres to <ul style="list-style-type: none"> Build Oral Vocabulary Model Fluent Reading Model Think Aloud Build Background Knowledge about the world Facilitate Discussion (Turn and Talk)
Reading Workshop			
Mini-Lesson <ul style="list-style-type: none"> Provides explicit, direct instruction, modeling, and guided practice. 	Whole Group	20 Minutes	<ul style="list-style-type: none"> Comprehension Strategies and Skills Think Aloud Anchor Charts and Graphic Organizers Vocabulary Instruction Reader's Notebooks
Guided Reading <ul style="list-style-type: none"> Meet with small groups to read and provide differentiated instruction using leveled texts. Grouping may change based on student needs. 	Small Group (approximately three rotations, 10 - 20 minutes each)	45 - 60 Minutes	Provide instruction on critical reading components: <ul style="list-style-type: none"> Decoding skills Reading comprehension strategies and skills Vocabulary development Word Study
Work Stations <ul style="list-style-type: none"> While teacher works with a small group, remaining students participate in focused workstation activities. 	Independent Practice		Design literacy workstations based on data <ul style="list-style-type: none"> Reading Workstations <ul style="list-style-type: none"> ✓ Read to self ✓ Partner reading ✓ Listening to reading ✓ Fluency practice Skill-based Workstations
Reading Workshop Closure	Whole Group	5 Minutes	Provide opportunities to check-for-understanding, for example: <ul style="list-style-type: none"> Exit slips Retelling Reader-Response Notebooks
Writing Workshop			
Mini-Lesson Provide explicit, direct instruction, modeling, and guided practice	Whole Group	10 - 15 Minutes	Provide instruction on: <ul style="list-style-type: none"> Analysis of mentor texts Grammar/mechanics Spelling Handwriting Revising/Editing Writing Process
Shared/Interactive Writing Provide instruction on: <ul style="list-style-type: none"> Pre-Writing/Planning Drafting Revising Editing/Conventions Publishing 			Engage students in <ul style="list-style-type: none"> Teacher/Student Conferences Peer Conferences Author's Chair Provide opportunities to practice the writing process <ul style="list-style-type: none"> Research projects Portfolio review
Independent Writing <ul style="list-style-type: none"> While teacher works with a small group/individual students, remaining students participate in focused writing activities. 	Independent Practice	20 - 30 Minutes	
Writing Workshop Closure	Whole Group	5 Minutes	Provide opportunities for students to share writing.

*There are ranges of time for each part of the block to allow for personalization of the block. Guided reading groups should meet between 10 to 20 minutes depending on the age and needs of each group. Campuses are encouraged to use these blocks to guide them in creating their literacy blocks.

*Intensive intervention must be provided to Tier II and Tier III students based on their specific areas of need, including language and concept development and critical comprehension skills.

Advanced Content Daily Reading/Language Arts

Balanced Literacy Block

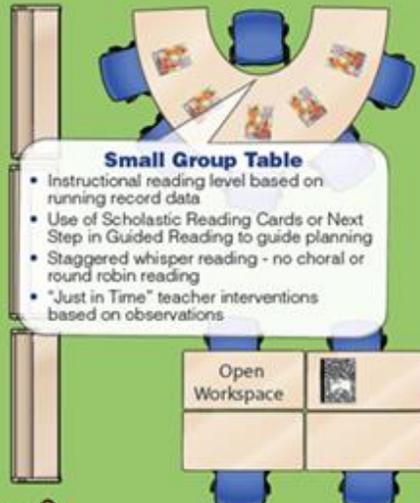
*Every SCCPSS school should allow for **at least** 120 minutes of Reading and Writing instruction daily.

*This document should be used daily to plan an integrated reading and writing balanced literacy block based on state standards and district curriculum.

Daily Components of Literacy	Instructional Format	Instructional Minutes	Instructional Practices such as:
Word Study <ul style="list-style-type: none"> Builds oral and academic vocabulary Wilson Phonics by Wiley Blevins 	Whole Group	15 - 30 Minutes	Preselect vocabulary from the Read Aloud text for Word Study. During the Read Aloud, engage students in effective research-based vocabulary instruction using: <ul style="list-style-type: none"> Word Part Recognition and Word Learning Strategies Word Definition and Context Study Word Reflection in Reader's Notebook
Read Aloud <ul style="list-style-type: none"> Supports reading and writing instruction and content-area integration Comprehension Club 	Whole Group	15 - 30 Minutes	Select various genres to <ul style="list-style-type: none"> Build Oral Vocabulary and Background Knowledge Model Fluent Reading Model Think Aloud Facilitate Discussion (Turn and Talk)
Reading Workshop			
Mini-Lesson <ul style="list-style-type: none"> Provides explicit, direct instruction, modeling, and guided practice. 	Whole Group	20 Minutes	Provide effective research-based reading instruction using: <ul style="list-style-type: none"> Academic Vocabulary and Content Vocabulary Instruction Comprehension Strategies and Skills focused on TEKS Anchor Charts, Graphic Organizers and Reader's Notebook Think Aloud
Literature Circles/Book Clubs <ul style="list-style-type: none"> Guide students to deeper understanding of what they read through structured discussion and extended written and artistic response 	Small Group (approximately three rotations, 10 -20 minutes each)	45 - 60 Minutes	Facilitate: <ul style="list-style-type: none"> Collaborative and student-centered reading Apply reading comprehension strategies and skills Discuss events and characters in the book, the author's craft, or personal experiences related to the text Engage in critical thinking and reflection as they read, discuss, and respond to books Construct meaning with other readers
Work Stations <ul style="list-style-type: none"> While teacher works with a small group, remaining students participate in focused workstation activities. 	Independent Practice		Design literacy workstations based on weekly focus TEKS and data: <ul style="list-style-type: none"> Reading Workstations <ul style="list-style-type: none"> ✓ Read to self ✓ Word Study ✓ Writing (Research) Skill-based Workstations
Reading Workshop Closure	Whole Group	5 Minutes	Provide opportunities to check-for-understanding, for example: <ul style="list-style-type: none"> Exit slips Retelling Reader-Response Notebooks
Writing Workshop			
Mini-Lesson <ul style="list-style-type: none"> Provide explicit, direct instruction, modeling, and guided practice Interactive/Shared Writing Provide instruction on: <ul style="list-style-type: none"> Pre-Writing/Planning Drafting Revising Editing/Conventions Publishing 	Whole Group	10 - 15 Minutes	Provide effective research-based writing instruction using: <ul style="list-style-type: none"> Analysis of mentor texts Grammar/mechanics Spelling Handwriting Revising/Editing Writer's Notebook
Independent Writing <ul style="list-style-type: none"> While teacher works with a small group, remaining students participate in focused writing activities. 	Independent Practice	20 – 30 Minutes	Engage students in <ul style="list-style-type: none"> Teacher/Student Conferences Peer Conferences Author's Chair Provide opportunities to practice the writing process <ul style="list-style-type: none"> Research projects Portfolio review
Writing Workshop Closure	Whole Group	5 Minutes	Provide opportunities for students to share writing.

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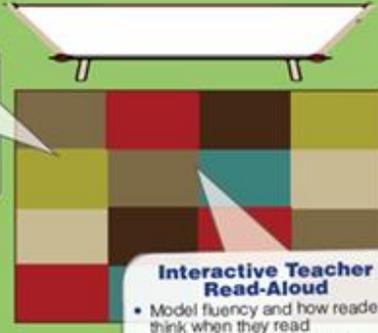


Small Group Table

- Instructional reading level based on running record data
- Use of Scholastic Reading Cards or Next Step in Guided Reading to guide planning
- Staggered whisper reading - no choral or round robin reading
- "Just in Time" teacher interventions based on observations

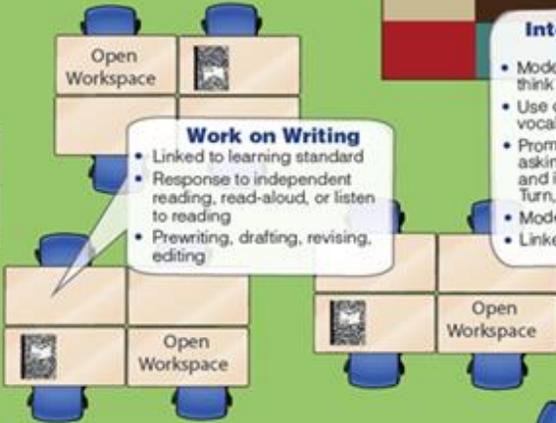
Mini-Lesson

- Demonstration and direct instruction of learning standard
- Read-aloud and independent reading and writing are linked to the mini-lesson standard
- Check for understanding



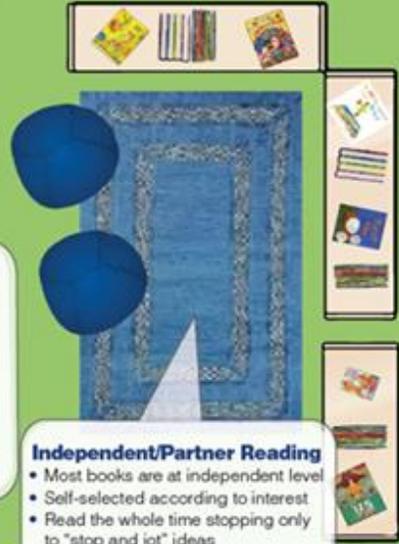
Interactive Teacher Read-Aloud

- Model fluency and how readers think when they read
- Use context to teach rich vocabulary
- Promote critical thinking by asking higher order questions and inviting students to Think, Turn, and Talk
- Model close reading strategies
- Linked to learning standard



Work on Writing

- Linked to learning standard
- Response to independent reading, read-aloud, or listen to reading
- Prewriting, drafting, revising, editing



Independent/Partner Reading

- Most books are at independent level
- Self-selected according to interest
- Read the whole time stopping only to "stop and jot" ideas
- Respond to reading during Work on Writing
- Individual book boxes or bags



Word Work

- Linked to learning standard
- Phonological awareness, phonics, spelling, word work, and word study/vocabulary
- Differentiated based on assessment
- Use of magnetic letters, white boards, manipulatives, games...rather than worksheets.



Literature Circles/Book Clubs

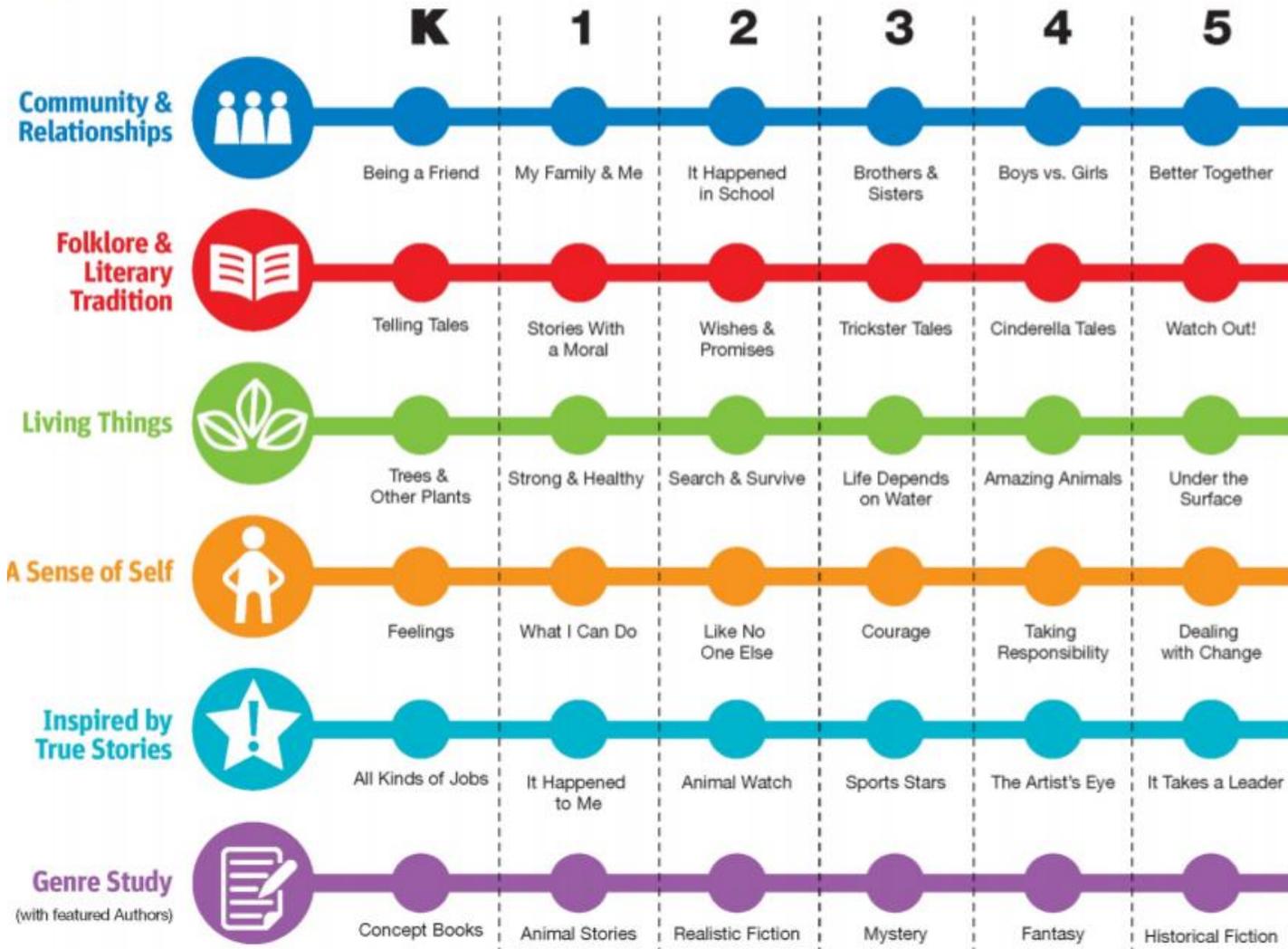
- Recommended for level Q and above
- Book chosen by the group
- Students read in many places and times of the day to prepare for discussion.
- Teacher guides discussions by listening in or providing written topics for discussion
- Teacher rotates from group to group



Listen to Reading

- Interact with text on a variety of devices
- Listen to reading above instructional level to improve vocabulary and deepen comprehension

DOOR



BOOK CLUB

TITLE	AUTHOR	LEXILE	THEME	TOPIC
My Friends	Gomi, Taro	470L	Community	Being a Friend
Lost and Found	Jeffers, Oliver	N/A	Community	Being a Friend
Margaret and Margarita/Margarita y Margaret (BIL)	Reiser, Lynn	AD180L	Community	Being a Friend
Just a Little Bit	Tompert, Ann	480L	Community	Being a Friend
Mitten, The	Brett, Jan	800L	Folklore & Literary Traditions	Telling Tales
Goldilocks and the Three Bears	Buehner, Caralyn	AD610L	Folklore & Literary Traditions	Telling Tales
Let's Play in the Forest While the Wolf is Not Around!	Rueda, Claudia	N/A	Folklore & Literary Traditions	Telling Tales
Three Billy-Goats Gruff, The	Appleby, Ellen	340L	Folklore & Literary Traditions	Telling Tales
From Seed to Dandelion (Scholastic News Nonfiction Readers: How Things Grow)	Weiss, Ellen	600L	Living Things	Trees and Other Plants
Flower Garden	Bunting, Eve	NP	Living Things	Trees and Other Plants
From Bulb to Daffodil (Scholastic News Nonfiction Readers: How Things Grow)	Weiss, Ellen	520L	Living Things	Trees and Other Plants
Wonderful Worms	Glaser, Linda	390L	Living Things	Trees and Other Plants
Maybe a Bear Ate It!	Harris, Robie H	AD40L	A Sense of Self	Feelings
Sometimes I'm Bombaloo	Vail, Rachel	AD450L	A Sense of Self	Feelings
Katie Loves the Kittens	Himmelman, John	AD330L	A Sense of Self	Feelings
If You're Happy and You Know It (Jungle Edition)	Warhola, James	N/A	A Sense of Self	Feelings
Road Builders	Hennessy, B.G.	600L	Inspired by True Stories	All Kinds of Jobs
Miss Bilingual Gets Ready for Kindergarten	Slate, Joseph	590L	Inspired by True Stories	All Kinds of Jobs
Wheels on the Truck!, The	Metzger, Steve	NP	Inspired by True Stories	All Kinds of Jobs
Kindergarten ABC	Rogers, Jacqueline	AD600L	Inspired by True Stories	All Kinds of Jobs
Today is Monday	Carle, Eric	NP	Genre Study	Concept Books
Deep Blue Sea, The	Wood, Audrey	NP	Genre Study	Concept Books
K is for Kissing a Cool Kangaroo	Andreae, Giles	NP	Genre Study	Concept Books
Ten Black Dots	Crews, Donald	AD270L	Genre Study	Concept Books

READ ALOUD

TITLE	AUTHOR	LEXILE	THEME	TOPIC
Yo! Yes?	Raschka, Chris	BR	Community	Being a Friend
My Friend is Sad (Elephant and Piggie)	Willem, Mo	BR	Community	Being a Friend
Not Norman: A Goldfish Story	Bennett, Kelly	460L	Community	Being a Friend
Chester's Way	Henkes, Kevin	570L	Community	Being a Friend
Knuffle Bunny Too	Willem, Mo	AD590L	Community	Being a Friend
Chicken Little	Emberley, Rebecca	AD500L	Folklore & Literary Traditions	Telling Tales
Three Bears, The	Galdone, Paul	610L	Folklore & Literary Traditions	Telling Tales
This is the House That Jack Built	Taback, Simms	NP	Folklore & Literary Traditions	Telling Tales
Little Red Hen, The	McQueen, Lucinda	470L	Folklore & Literary Traditions	Telling Tales
Little Red Hen (Makes a Pizza), The	Sturges, Philomen	AD320L	Folklore & Literary Traditions	Telling Tales
Are Trees Alive?	Miller, Debbie S	640L	Living Things	Trees and Other Plants
Surprise Garden, The	Halpern, Shari	470L	Living Things	Trees and Other Plants
Up, Down, and Around	Ayres, Katherine	AD180L	Living Things	Trees and Other Plants
Flip, Float, Fly: Seeds on the Move	Macken, Joann Early	650L	Living Things	Trees and Other Plants
Dandelion's Life, A (Nature Up Close)	Himmelman, John	N/A	Living Things	Trees and Other Plants
How Are You Peeling?	Freyman, Saxton and Joost Elffers	BR	A Sense of Self	Feelings
Grumpy Bird	Tankard, Jeremy	280L	A Sense of Self	Feelings
Ruthie and the (Not So) Teeny Tiny Lie	Rankin, Laura	AD490L	A Sense of Self	Feelings
Boo Hoo Bird	Tankard, Jeremy	AD250L	A Sense of Self	Feelings
Feeling Thankful	Rotner, Shelley and Sheila Kelly	AD20L	A Sense of Self	Feelings
Lola at the Library	McQuinn, Anna	AD580L	Inspired by True Stories	All Kinds of Jobs
My Mom is a Firefighter	Grambling, Lois G.	500L	Inspired by True Stories	All Kinds of Jobs
ABC of Jobs	Priddy, Roger	IG800L	Inspired by True Stories	All Kinds of Jobs
All About the Things People Do	Rice, Melanie and Chris	630L	Inspired by True Stories	All Kinds of Jobs
Bones, Bones, Dinosaur Bones	Barton, Byron	290L	Inspired by True Stories	All Kinds of Jobs
More Than One	Crews, Donald	AD340L	Genre Study	Concept Books
Very Hungry Caterpillar, The	Carle, Eric	AD460L	Genre Study	Concept Books
Ten Little Fish	Wood, Audrey	NP	Genre Study	Concept Books
Alphabet Adventure	Wood, Audrey	AD410L	Genre Study	Concept Books
Freight Train	Crews, Donald	NP	Genre Study	Concept Books

BOOK CLUB				
TITLE	AUTHOR	LEXILE	THEME	TOPIC
Chair for My Mother, A	Williams, Vera B.	640L	Community	My Family and Me
What Aunts Do Best/What Uncles Do Best	Numeroff, Laura Joffe	340L	Community	My Family and Me
Noisy Nora	Wells, Rosemary	320L	Community	My Family and Me
Peter's Chair	Keats, Ezra Jack	390L	Community	My Family and Me
Anansi the Spider	McDermott, Gerald	AD290L	Folklore & Literary Traditions	Stories With a Moral
City Mouse-Country Mouse and Two More Tales From Aesop	Wallner, John	AD500L	Folklore & Literary Traditions	Stories With a Moral
Bat's Big Game	Macdonald, Margaret Read	AD400L	Folklore & Literary Traditions	Stories With a Moral
Red Riding Hood	Marshall, James	520L	Folklore & Literary Traditions	Stories With a Moral
Healthy Me (Now I Know)	Berger, Melvin and Gilda	N/A	Living Things	Strong and Healthy
Hippo and Rabbit in Three Short Tales	Mack, Jeff	BR	Living Things	Strong and Healthy
Let's Talk Tae Kwon Do (Scholastic News Nonfiction Readers: Sports)	Falk, Laine	510L	Living Things	Strong and Healthy
How Do Dinosaurs Get Well Soon?	Yolen, Jane	AD230L	Living Things	Strong and Healthy
Houndsley and Catina and the Quiet Time	Howe, James	590L	A Sense of Self	What I Can Do
I Can't Take Bath! (Just for You!)	Smalls, Irene	240L	A Sense of Self	What I Can Do
Inch By Inch	Lionni, Leo	210L	A Sense of Self	What I Can Do
Hi! Fly Guy	Arnold, Tedd	280L	A Sense of Self	What I Can Do
Freckleface Strawberry and the Dodgeball Bully	Moore, Julianne	AD230L	Inspired by True Stories	It Happened to Me
David Goes to School	Shannon, David	BR	Inspired by True Stories	It Happened to Me
Knuffle Bunny	Willems, Mo	120L	Inspired by True Stories	It Happened to Me
I Lost My Tooth in Africa	Diakite, Penda	620L	Inspired by True Stories	It Happened to Me
Bear Wants More	Wilson, Karma	AD500L	Genre Study	Animal Studies
Days With Frog and Toad	Lobel, Arnold	320L	Genre Study	Animal Studies
Great Gracie Chase: Stop That Dog!, The	Rylant, Cynthia	AD410L	Genre Study	Animal Studies
Sheila Rae, the Brave	Henkes, Kevin	440L	Genre Study	Animal Studies

READ ALOUD				
TITLE	AUTHOR	LEXILE	THEME	TOPIC
You and Me Together	Kerley, Barbara	N/A	Community	My Family and Me
Bunny Cakes	Wells, Rosemary	550L	Community	My Family and Me
Daddy Calls Me Man	Johnson, Angela	NP	Community	My Family and Me
Let's Eat!	Zamorano, Ana	550L	Community	My Family and Me
Relatives Came, The	Rylant, Cynthia	AD940L	Community	My Family and Me
Caps for Sale (Revised Edition)	Slobodkina, Esphyr	AD480L	Folklore & Literary Traditions	Stories With a Moral
Little Boy Who Cried Wolf, The / El pastorcito mentiroso (BIL)	Bailer, Darice	N/A	Folklore & Literary Traditions	Stories With a Moral
Rabbit and the Turtle, The	Carle, Eric	AD650L	Folklore & Literary Traditions	Stories With a Moral
Hatseller and the Monkeys, The	Diakite, Baba Wague	AD650L	Folklore & Literary Traditions	Stories With a Moral
Stone Soup	Muth, Jon J.	480L	Folklore & Literary Traditions	Stories With a Moral
Busy Body Book, The	Rockwell, Lizzy	680L	Living Things	Strong and Healthy
Animal Action, ABC	Pandell, Karen	NP	Living Things	Strong and Healthy
Growing Vegetable Soup	Ehlert, Lois	140L	Living Things	Strong and Healthy
Gregory the Terrible Eater	Sharmat, Mitchell	490L	Living Things	Strong and Healthy
Eating the Alphabet	Ehlert, Lois	NP	Living Things	Strong and Healthy
How You Got So Smart	Milgrim, David	260L	A Sense of Self	What I Can Do
Birthday Basket for Tia	Mora, Pat	440L	A Sense of Self	What I Can Do
Color of His Own, A	Lionni, Leo	AD640L	A Sense of Self	What I Can Do
What Should I Make?	Nayar, Nandini	N/A	A Sense of Self	What I Can Do
Lilly's Purple Plastic Purse	Henkes, Kevin	540L	A Sense of Self	What I Can Do
Art Lesson, The	de Paola, Tomie	AD650L	Inspired by True Stories	It Happened to Me
David Gets in Trouble	Shannon, David	BR	Inspired by True Stories	It Happened to Me
Freckleface Strawberry	Moore, Julianne	AD230L	Inspired by True Stories	It Happened to Me
Ugly Vegetables	Lin, Grace	390L	Inspired by True Stories	It Happened to Me
Bigmama's	Crews, Donald	550L	Inspired by True Stories	It Happened to Me
Bear Snores On	Wilson, Karma	AD280L	Genre Study	Animal Studies
Bear's New Friend	Wilson, Karma	AD370L	Genre Study	Animal Studies
Julius, the Baby of the World	Henkes, Kevin	460L	Genre Study	Animal Studies
Always in Trouble	Demas, Corinne	AD540L	Genre Study	Animal Studies
Frog and Toad are Friends	Lobel, Arnold	400L	Genre Study	Animal Studies

BOOK CLUB

TITLE	AUTHOR	LEXILE	THEME	TOPIC
Ruby the Copycat	Rathmann, Peggy	500L	Community	It Happened in School
Best Seat in Second Grade, The	Kenah, Katharine	520L	Community	It Happened in School
Make Way for Dymonde Daniel	Grimes, Nikki	620L	Community	It Happened in School
Gym Teacher from the Black Lagoon, The	Thaler, Mike	400L	Community	It Happened in School
Magic Fish	Littledale, Freya	320L	Folklore & Literary Traditions	Wishes and Promises
Strega Nona	de Paola, Tomie	800L	Folklore & Literary Traditions	Wishes and Promises
Runaway Wok, The	Compestine, Ying Chang	750L	Folklore & Literary Traditions	Wishes and Promises
Frog Prince, The	Tarcov, Edith H.	380L	Folklore & Literary Traditions	Wishes and Promises
Plants that Eat animals (Rookie Read-About Science)	Fowler, Allan	BR	Living Things	Search and Survive
Salamander's Life, A (Nature Up Close)	Himmelman, John	NA	Living Things	Search and Survive
Emperor's Egg, The	Jenkins, Martin	AD570L	Living Things	Search and Survive
Dangerous Animals (Scholastic True or False #5)	Berger, Melvin and Gilda	N/A	Living Things	Search and Survive
Stink: The Incredible Shrinking Kid	McDonald, Megan	480L	A Sense of Self	Like No One Else
Marty McGuire	Messner, Kate	660L	A Sense of Self	Like No One Else
Giraffe's Can't Dance	Andreae, Giles	AD450L	A Sense of Self	Like No One Else
Goldie (The Puppy Place)	Miles, Ellen	590L	A Sense of Self	Like No One Else
Pierre the Penguin	Marzollo, Jean	AD580L	Inspired by True Stories	Animal Watch
Buddy: The First Seeing Eye Dog	Moore, Eva	600L	Inspired by True Stories	Animal Watch
Panda Kindergarten	Ryder, Joanne	AD1000L	Inspired by True Stories	Animal Watch
Ibis: A True Whale Story	Himmelman, John	530L	Inspired by True Stories	Animal Watch
Stink and the Great Guinea Pig Express	McDonald, Megan	640L	Genre Study	Realistic Fiction
Rich: A Dymonde Daniel Book	Grimes, Nikki	520L	Genre Study	Realistic Fiction
Homework Hassles (Ready, Freddy! #3)	Klein, Abby	540L	Genre Study	Realistic Fiction
Too Many Tamales!	Soto, Gary	670L	Genre Study	Realistic Fiction

READ ALOUD

TITLE	AUTHOR	LEXILE	THEME	TOPIC
Louder, Lili	Choldenko, Gennifer	AD520L	Community	It Happened in School
Secret Shortcut, The	Teague, Mark	570L	Community	It Happened in School
Those Shoes	Boelts, Maribeth	AD680L	Community	It Happened in School
Crazy Hair Day	Saltzberg, Barney	AD560L	Community	It Happened in School
Class from the Black Lagoon, The	Thaler, Mike	480L	Community	It Happened in School
Mouse & Lion	Burkert, Rand	AD570L	Folklore & Literary Traditions	Wishes and Promises
Talking Eggs, The	San Souci, Robert D.	AD940L	Folklore & Literary Traditions	Wishes and Promises
Two of Everything	Hong, Lily	AD540L	Folklore & Literary Traditions	Wishes and Promises
Twelve Dancing Princesses	Isadora, Rachel	N/A	Folklore & Literary Traditions	Wishes and Promises
Mud Pony, The	Cohen, Caron Lee	AD610L	Folklore & Literary Traditions	Wishes and Promises
Chameleon!	Cowley, Joy	180L	Living Things	Search and Survive
Animal Snackers	Lewin, Betsy	NP	Living Things	Search and Survive
House Spider's Life, A (Nature Up Close)	Himmelman, John	BR	Living Things	Search and Survive
Bugs for Lunch	Facklam, Margery	NP	Living Things	Search and Survive
Who Eats What?	Lauber, Patricia	620L	Living Things	Search and Survive
Two Eyes, a Nose, and a Mouth	Intrater, Roberta Grobel	20L	A Sense of Self	Like No One Else
Alexander and the Wind-Up Mouse	Lionni, Leo	490L	A Sense of Self	Like No One Else
Stand Tall, Molly Lou Melon	Lovell, Patty	AD560L	A Sense of Self	Like No One Else
Diego (BIL)	Winter, Jonah	420L	A Sense of Self	Like No One Else
Looking Like Me	Myers, Walter Dean	NP	A Sense of Self	Like No One Else
My Baby Blue Jays	Berendt, John	AD710L	Inspired by True Stories	Like No One Else
Little Pink Pup	Kerby, Johanna	AD620L	Inspired by True Stories	Like No One Else
Buzz on Bees, The	Rotner, Shelley and Anne Woodhull	AD950L	Inspired by True Stories	Like No One Else
Two Bobbies	Larson, Kriby and Mary Nethery	AD810L	Inspired by True Stories	Like No One Else
Boy, Were We Wrong About Dinosaurs!	Kudlinski, Kathleen V.	AD900L	Inspired by True Stories	Like No One Else
City Green	Disalvo-Ryan, Dyanne	AD480L	Genre Study	Realistic Fiction
If the Shoe Fits	Soto, Gary	AD730L	Genre Study	Realistic Fiction
Meet Danitra Brown	Grimes, Nikki	NP	Genre Study	Realistic Fiction
Runaway Mittens, The	Rogers, Jean	AD650L	Genre Study	Realistic Fiction
When Gorilla Goes Walking	Grimes, Nikki	N/A	Genre Study	Realistic Fiction

BOOK CLUB				
TITLE	AUTHOR	LEXILE	THEME	TOPIC
Rotten Richie and the Ultimate Dare	Polacco, Patricia	N/A	Community	Brothers & Sisters
Cockroach Cooties	Yep, Laurence	440L	Community	Brothers & Sisters
Tales of a Fourth Grade Nothing	Blume, Judy	470L	Community	Brothers & Sisters
Trivia Queen, 3rd Grade Supreme (Ruby and the Booker Boys #2)	Barnes, Derrick D.	630L	Community	Brothers & Sisters
Seven Chinese Brothers, The	Mahy, Margaret	AD820L	Folklore & Literary Traditions	Trickster Tales
Gingerbread Cowboy, The	Squires, Janet	AD800L	Folklore & Literary Traditions	Trickster Tales
Zomo the Rabbit	McDermott, Gerald	370L	Folklore & Literary Traditions	Trickster Tales
Adventures of Spider, The	Arkhurst, Joyce Cooper	710L	Folklore & Literary Traditions	Trickster Tales
Into the A, B, Sea	Rose, Deborah Lee	AD30L	Living Things	Life Depends on Water
Winter's Tail	Hatkoff, Juliana, Isabella and Craig	930L	Living Things	Life Depends on Water
Ocean Sunlight	Bang, Moly	770L	Living Things	Life Depends on Water
Magic School Bus On the Ocean Floor, The	Cole, Joanna	AD490L	Living Things	Life Depends on Water
Keep the Lights Burning, Abbie	Roop, Peter and Connie	260L	A Sense of Self	Courage
Bobby the Brave (Sometimes)	Yee, Lisa	690L	A Sense of Self	Courage
Sophie the Hero	Bergen, Lara	430L	A Sense of Self	Courage
Third Grade Angels	Spinelli, Jerry	390L	A Sense of Self	Courage
Wilma Unlimited	Krull, Kathleen	AD730L	Inspired by True Stories	Sports Stars
Family Huddle	Manning, Peyton and Eli	AD560L	Inspired by True Stories	Sports Stars
Play Ball!	Posada, Jorge	AD510L	Inspired by True Stories	Sports Stars
Mermaid Queen: The Spectacular True Story of Annette Kellerman, Who Swam Her Way to Fame, Fortune and Swimsuit History!	Corey, Shana	AD650L	Inspired by True Stories	Sports Stars
Deadly Dungeon, The (A to Z Mysteries #4)	Roy, Ron	490L	Genre Study	Mystery
Mona Mousa Code, The (Geronimo Stilton #15)	Stilton, Geronimo	550L	Genre Study	Mystery
Talking T. Rex, The (A to Z Mysteries #20)	Roy, Ron	490L	Genre Study	Mystery
Case of the Runaway Dog, The (Jigsaw Jones Mystery #7)	Preller, James	410L	Genre Study	Mystery

READ ALOUD				
TITLE	AUTHOR	LEXILE	THEME	TOPIC
I Will Never Not Ever Eat a Tomato	Child, Lauren	AD370L	Community	Brothers & Sisters
My Rotten Red Headed Older Brother	Polacco, Patricia	AD480L	Community	Brothers & Sisters
Oh, Brother!	Grimes, Nikki	N/A	Community	Brothers & Sisters
My Brother Charlie	Peete, Holly Robinson and Ryan	AD540L	Community	Brothers & Sisters
Big Red Lollipop	Khan, Rukhsana	AD410L	Community	Brothers & Sisters
Pretty Salma	Daly, Niki	AD640L	Folklore & Literary Traditions	Trickster Tales
Hunterman and the Crocodile, The	Diakite, Baba Wague	AD800L	Folklore & Literary Traditions	Trickster Tales
Gingerbread Girl, The	Ernst, Lisa Campbell	AD950L	Folklore & Literary Traditions	Trickster Tales
Tale of Tricky Fox, The	Aylesworth, Jim	AD610L	Folklore & Literary Traditions	Trickster Tales
Borreguita and the Coyote	Aardema, Verna	560L	Folklore & Literary Traditions	Trickster Tales
Common Ground: The Water, Air, and Earth We Share	Bang, Molly	740L	Living Things	Life Depends on Water
Life in a Coral Reef	Pfeffer, Wendy	N/A	Living Things	Life Depends on Water
Manfish: A Story of Jacques Cousteau	Berne, Jennifer	AD800L	Living Things	Life Depends on Water
Dolphins on the Sand	Arnosky, Jim	N/A	Living Things	Life Depends on Water
Water Hole Waiting	Kurtz, Jane and Chris	AD280L	Living Things	Life Depends on Water
Owl Moon	Yolen, Jane	630L	A Sense of Self	Courage
Thunder Cake	Polacco, Patricia	630L	A Sense of Self	Courage
Princess Knight, The	Funke, Cornelia	890L	A Sense of Self	Courage
Brave as a Mountain Lion	Scott, Ann Herbert	500L	A Sense of Self	Courage
Dot, The	Reynolds, Peter H.	AD500L	A Sense of Self	Courage
Long Shot	Paul, Chris	AD510L	Inspired by True Stories	Sports Stars
Clemente!	Perdomo, Willie	NP	Inspired by True Stories	Sports Stars
Girl Wonder: A Baseball Story in Nine Innings	Hopkinson, Deborah	380L	Inspired by True Stories	Sports Stars
Pelé, King of Soccer / Pelé, el rey del fútbol	Brown, Monica	AD820L	Inspired by True Stories	Sports Stars
Playing to Win: The Story of Althea Gibson	Deans, Karen	890L	Inspired by True Stories	Sports Stars
Detective LaRue: Letters from the Investigation	Teague, Mark	950L	Genre Study	Mystery
Web Files, The	Palatini, Margie	AD220L	Genre Study	Mystery
What Really Happened to Humpty?	Ransom, Jeanie Franz	550L	Genre Study	Mystery
Miss Nelson Is Missing!	Allard, Harry	340L	Genre Study	Mystery
Ace Lacewing, Bug Detective	Biedrzycki, David	AD560L	Genre Study	Mystery

BOOK CLUB				
TITLE	AUTHOR	LEXILE	THEME	TOPIC
Oggie Cooder	Weeks, Sarah	880L	Community	Boys vs. Girls
Broken Bike Boy and the Queen of 33rd Street, The	Flake, Sharon	590L	Community	Boys vs. Girls
Off and Running	Soto, Gary	710L	Community	Boys vs. Girls
Fudge-a-Mania	Blume, Judy	490L	Community	Boys vs. Girls
Cinderella	Karlin, Barbara	AD480L	Folklore & Literary Traditions	Cinderella Tales
Bubba, the Cowboy Prince	Ketteman, Helen	AD620L	Folklore & Literary Traditions	Cinderella Tales
Cinderella Penguin	Perlman, Janet	680L	Folklore & Literary Traditions	Cinderella Tales
Cinderellis and the Glass Hill (The Princess Tales)	Levine, Gail Carson	600L	Folklore & Literary Traditions	Cinderella Tales
Frogs	Bishop, Nic	890L	Living Things	Amazing Animals
Koko's Kitten	Patterson, Francine	610L	Living Things	Amazing Animals
Crocodile Safari	Arnosky, Jim	AD970L	Living Things	Amazing Animals
Owen and Mzee	Hatkoff, Isabella and Craig and Dr. Paula Kahumbu	AD920L	Living Things	Amazing Animals
Salsa Stories	Delacre, Lulu	760L	A Sense of Self	Taking Responsibility
Real Slam Dunk, The	Richardson, Charisse K.	590L	A Sense of Self	Taking Responsibility
Dexter the Tough	Haddix, Margaret Peterson	690L	A Sense of Self	Taking Responsibility
Drita, My Home Girl	Lombard, Jenny	690L	A Sense of Self	Taking Responsibility
Frida Kahlo (Getting to Know the World's Greatest Artists)	Venezia, Mike	840L	Inspired by True Stories	The Artist's Eye
Ish	Reynolds, Peter H.	440L	Inspired by True Stories	The Artist's Eye
Mozart (Getting to Know the World's Greatest Composers)	Venezia, Mike	NC980L	Inspired by True Stories	The Artist's Eye
Tar Beach	Ringgold, Faith	AD790L	Inspired by True Stories	The Artist's Eye
Knights of the Kitchen Table, The (Time Warp Trio)	Scieszka, Jon	630L	Genre Study	Fantasy
Felix Takes the Stage (The Deadlies)	Lasky, Kathryn	660L	Genre Study	Fantasy
Capture, The (Guardians of Ga'Hoole #1) (Movie Cover Edition)	Lasky, Kathryn	730L	Genre Study	Fantasy
Hewitt Anderson's Great Big Life	Nolen, Jerdine	N/A	Genre Study	Fantasy

READ ALOUD				
TITLE	AUTHOR	LEXILE	THEME	TOPIC
Don't Call Me Pruneface!	Ahearn, Janet Reed	AD400L	Community	Boys vs. Girls
Angel Child, Dragon Child	Surat, Michele Maria	420L	Community	Boys vs. Girls
Grace for President	Dipucchio, Kelly	570L	Community	Boys vs. Girls
Picnic at Mudsock Meadow	Polacco, Patricia	740L	Community	Boys vs. Girls
Once Upon a Cool Motorcycle Dude	O'Malley, Kevin	550L	Community	Boys vs. Girls
Cinderella	McClintock, Barbara	AD860L	Folklore & Literary Traditions	Cinderella Tales
Rough-Face Girl, The	Martin, Rafe	AD540L	Folklore & Literary Traditions	Cinderella Tales
Irish Cinderlad, The	Climo, Shirley	AD730L	Folklore & Literary Traditions	Cinderella Tales
Mufaro's Beautiful Daughters	Step toe, John	AD720L	Folklore & Literary Traditions	Cinderella Tales
Bigfoot Cinderrrrrella	Johnston, Tony	570L	Folklore & Literary Traditions	Cinderella Tales
Journey, The	Rylant, Cynthia	AD900L	Living Things	Amazing Animals
Looking for Miza	Hatkoff, Juliana, Isabella and Craig and Dr. Paula Kahumbu	920L	Living Things	Amazing Animals
Face to Face with Sharks	Doubilet, David and Jennifer Hayes	640L	Living Things	Amazing Animals
Almost Gone (Let's-Read-and-Find-Out Science)	Jenkins, Steve	AD1020L	Living Things	Amazing Animals
Eyes of Gray Wolf, The	London, Jonathan	AD760L	Living Things	Amazing Animals
Three Questions, The	Muth, Jon J.	AD410L	A Sense of Self	Taking Responsibility
Secret Olivia Told Me, The	Joy, N.	350L	A Sense of Self	Taking Responsibility
Alexander, Who Used to Be Rich Last Sunday	Viorst, Judith	AD570L	A Sense of Self	Taking Responsibility
Wangari's Trees of Peace	Winter, Jeanette	AD730L	A Sense of Self	Taking Responsibility
Great Kapok Tree, The	Cherry, Lynne	670L	A Sense of Self	Taking Responsibility
Eye for Color, An	Wing, Natasha	680L	Inspired by True Stories	The Artist's Eye
Duke Ellington	Pinkney, Andrea	AD800L	Inspired by True Stories	The Artist's Eye
Frida	Winter, Jonah	AD280L	Inspired by True Stories	The Artist's Eye
Faith Ringgold (Getting to Know the World's Greatest Artists)	Venezia, Mike	920L	Inspired by True Stories	The Artist's Eye
Spiders	Bishop, Nic	820L	Inspired by True Stories	The Artist's Eye
Night I Followed the Dog, The	Laden, Nina	530L	Genre Study	Fantasy
Porkenstein	Lasky, Kathryn	AD280L	Genre Study	Fantasy
Raising Dragons	Nolen, Jerdine	AD670L	Genre Study	Fantasy
LaRue Across America	Teague, Mark	AD900L	Genre Study	Fantasy
Diary of a Spider	Cronin, Doreen	AD510L	Genre Study	Fantasy

BOOK CLUB				
TITLE	AUTHOR	LEXILE	THEME	TOPIC
Twenty and Ten	Bishop, Claire Huchet	630L	Community	Better Together
Because of Winn Dixie	DiCamillo, Kate	610L	Community	Better Together
One Hen	Milway, Katie Smith	810L	Community	Better Together
Tiger Rising	Dicamillo, Kate	520L	Community	Better Together
Rumpelstiltskin Problem, The	Vande Velde, Vivian	890L	Folklore & Literary Traditions	Watch Out!
Skeleton Man	Bruchac, Joseph	730L	Folklore & Literary Traditions	Watch Out!
Monster's Ring, The	Coville, Bruce	550L	Folklore & Literary Traditions	Watch Out!
Werewolf versus Dragon (An Awfully Beastly Business)	Sinden, David and Matthew Morgan	N/A	Folklore & Literary Traditions	Watch Out!
Burp! The Most Interesting Book You'll Ever Read About Eating	Swanson, Diane	1050L	Living Things	Under the Surface
Skulls and Skeletons (24/7 Science Behind the Scenes: Forensic Files)	Denega, Danielle	710L	Living Things	Under the Surface
Achoo!	Romanek, Trudee	990L	Living Things	Under the Surface
Mummies Unwrapped! (24/7: Science Behind the Scenes: Mystery Files)	Grace, N.B.	820L	Living Things	Under the Surface
Music of Dolphins, The	Hesse, Karen	560L	A Sense of Self	Dealing with Change
In the Year of the Boar and Jackie Robinson	Lord, Bette Bao	730L	A Sense of Self	Dealing with Change
Danger Box, The	Balliett, Blue	750L	A Sense of Self	Dealing with Change
Anything But Typical	Baskin, Nora Raleigh	HL640L	A Sense of Self	Dealing with Change
Rosa	Giovanni, Nikki	900L	Inspired by True Stories	It Takes a Leader
Can't You Make Them Behave, King George?	Fritz, Jean	800L	Inspired by True Stories	It Takes a Leader
Testing the Ice: A True Story About Jackie Robinson	Robinson, Sharon	800L	Inspired by True Stories	It Takes a Leader
Rebel in a Dress: Adventurers	Branzei, Sylvia	790L	Inspired by True Stories	It Takes a Leader
Esperanza Rising	Ryan, Pam Muñoz	750L	Genre Study	Historical Fiction
Watsons Go to Birmingham--1963, The	Curtis, Christopher Paul	1000L	Genre Study	Historical Fiction
Elijah of Buxton	Curtis, Christopher Paul	1070L	Genre Study	Historical Fiction
Riding Freedom	Ryan, Pam Muñoz	720L	Genre Study	Historical Fiction

READ ALOUD				
TITLE	AUTHOR	LEXILE	THEME	TOPIC
Yellow Star, The	Deedy, Carmen Agra	AD550L	Community	Better Together
Leo the Snow Leopard	Hatkoff, Craig and Isabella	1050L	Community	Better Together
March On! The Day My Brother Martin Changed the World	Farris, Christine King	860L	Community	Better Together
Harvesting Hope: The Story of Cesar Chavez	Krull, Kathleen	AD800L	Community	Better Together
Freedom on the Menu	Weatherford, Carole Boston	AD660L	Community	Better Together
Tsunami!	Kajikawa, Kimiko	NC620L	Folklore & Literary Traditions	Watch Out!
Chicken Big	Graves, Keith	AD570L	Folklore & Literary Traditions	Watch Out!
Lon Po Po	Young, Ed	670L	Folklore & Literary Traditions	Watch Out!
Rumpelstiltskin	Zelinsky, Pau IO.	740L	Folklore & Literary Traditions	Watch Out!
Odious Ogre, The	Juster, Norton	AD880L	Folklore & Literary Traditions	Watch Out!
Brain, The	Simon, Seymour	900L	Living Things	Under the Surface
You Wouldn't Want to Be an Egyptian Mummy!	Stewart, David	IG950L	Living Things	Under the Surface
X-Treme X-Ray: See the World Inside Out!	Veasey, Nick	IG870L	Living Things	Under the Surface
Bones	Simon, Seymour	1020L	Living Things	Under the Surface
Charles Drew	Venezia, Mike	940L	Living Things	Under the Surface
Scaredy Squirrel	Watt, Mélanie	AD560L	A Sense of Self	Dealing with Change
Crow Call	Lowry, Lois	AD750L	A Sense of Self	Dealing with Change
Dreaming of America: An Ellis Island Story	Bunting, Eve	320L	A Sense of Self	Dealing with Change
Grandma's Records	Velaquez, Eric	780L	A Sense of Self	Dealing with Change
Zen Shorts	Muth, Jon J.	540L	A Sense of Self	Dealing with Change
Kubla Khan: The Emperor of Everything	Krull, Kathleen	1080L	Inspired by True Stories	It Takes a Leader
Now & Ben	Barretta, Gene	910L	Inspired by True Stories	It Takes a Leader
Planting the Trees of Kenya	Nivola, Claire A.	AD1030L	Inspired by True Stories	It Takes a Leader
John, Paul, George & Ben	Smith, Lane	AD660L	Inspired by True Stories	It Takes a Leader
So You Want to Be President? (Revised Edition)	St. George, Judith	N/A	Inspired by True Stories	It Takes a Leader
Hatmaker's Sign, The	Fleming, Candace	410L	Genre Study	Historical Fiction
Pink and Say	Polacco, Patricia	590L	Genre Study	Historical Fiction
Memory Coat, The	Woodruff, Elvira	AD650L	Genre Study	Historical Fiction
Just Like Josh Gibson	Johnson, Angela	AD920L	Genre Study	Historical Fiction
Ride Like the Wind	Fuchs, Bernie	AD880L	Genre Study	Historical Fiction

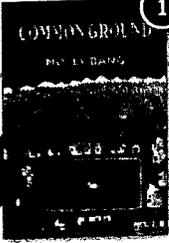
Read-Aloud Cards for In-Depth Teaching

When using the Interactive Read-Aloud Teaching Card, take note of the following features.

Before the Interactive Read-Aloud

- 1 **Book Summary** This information has been provided as a resource so that you have an understanding of the book itself and why it was chosen for inclusion in the text set. It is not intended to be read aloud or shared with students.
- 2 **Author**
- 3 **Genre/Text Type** Remember, form and format follow function. Helping students understand the characteristics of the genre and text type is important to overall comprehension.

Life Depends on Water **READ-ALoud**



Comprehension Clubs
Common Ground

1 **Summary**
Molly Bang begins with a parable that takes place long ago and that tells about too many sheep grazing on the village commons. She points out that it has always been necessary for people to conserve natural resources and that how we use water and other natural resources today is vitally important. She reminds us that Earth, like the village commons, has limited room and resources.

2 **Author** Molly Bang

3 **Genre/Text Type** Informational Text/Picture Book

4 **Book Themes/Ideas** interdependence of life on Earth; responsibility; fairness and sharing; conservation

5 **Unit Focus** Why is water so important to all living things?

6 **Author's Craft** use of repetition and parable; selection and presentation of factual information

7 **About the Author**
What is the best way to share natural resources today and preserve them for the future? This question is central to Molly Bang's thinking about our environment. Bang has a passion for science and wrote *Common Ground* to help children understand the scientific principles that affect their daily lives. She is a well-known author and illustrator of picture books, including Caldecott Honor Book *When Sophie Gets Angry—Really, Really Angry*.

8 **Key Understandings**

- In a narrative format, the parable introduces the real consequences of overusing shared natural resources.
- As she presents facts, Bang uses the refrain "in the short run" to distinguish between short-term and long-term consequences.
- Bang believes people must work together NOW to solve the problem of overuse of natural resources because the problem exists on a global scale.

9 **Suggested Stopping Points to Invite Thinking**
As you read aloud, you may wish to pause and ask students to turn and talk with partners or share whole-group comments, as noted below.

10 **Introduce the Book** *What can an old story about sheep eating grass teach us about the way people use resources—and about what Molly Bang wants us to understand about a problem people face today?* (The first page of text is page 7.)

11 Stopping Point	Prompt	Possible Responses
p. 15 Thinking Within and Beyond the Text	<i>What is happening on the commons and why is it a problem? Guide students in seeing the global problems addressed in this parable.</i>	Students may point out that fewer sheep get fed and people move
pp. 18–21 Thinking About and Beyond the Text	<i>How does Bang compare the villagers' story to things happening on Earth today? How is the sea like the village commons?</i>	She says that we use the world the way the villagers used their commons. Now fish get used up the way the grass did.
p. 25 Thinking Within and About the Text	<i>How does Bang use a pattern to share information? Why do you think she organized the book this way?</i>	She shows that using up resources seems okay at first but later causes problems. She wants us to think about how our actions affect everyone.
p. 36 Thinking Beyond the Text	<i>Do you agree or disagree with Bang's main point? Why do you think she began and ended the book in the way she did?</i>	Students may see the image of Earth as a reminder that solving this problem may save our home

12 **Summarize** We all need resources to live, but some resources are limited. Who gets them?



- 4 **Book Themes/Ideas** These tie directly to the Unit Focus, to the Key Understandings and expected learning outcomes of the particular title, and to additional titles in the unit.
- 5 **Unit Focus** This focus was first highlighted on the unit folder and should remain foremost in your thinking as you read aloud.
- 6 **Author's Craft** In alignment with effective practices around mentor texts, *Comprehension Clubs* strives to point out to learners the craft behind the presentation of information.

Common Ground

Teaching Options: Things to Notice and Do

13 Notable Text Features

Supportive The author's words seem to be written as if she is speaking directly to her readers, inviting them to consider with her the problem she poses.

Challenging Some students may need help in understanding what a parable is and why people sometimes use such stories to make an important point.

14 Vocabulary

Essential Words

commons (p. 7): a piece of land belonging to or used by everyone

fossil fuels (p. 29): fuels, such as oil and gas, made from the remains of plants or animals from long ago

reserves (p. 16): a supply of something available for use in the future

sustain (p. 33): to give support

Related Words for Discussion

conservation: protection of natural resources

parable: a simple story that tells a moral truth

responsibility: something that one is in charge of

15 Analyze the Text

Revisit the book to help students notice and cite textual evidence of the following:

Author's Purpose Molly Bang uses her words and her artwork to encourage readers to think about what might be fair and responsible ways to share water and other resources and why conservation of natural resources is so important.

Organization The author makes use of two structures within this book: cause and effect (what happens to a resource and why) and compare and contrast (past, present, future; "in the short run" and over time).

16 Connect to Book Club Books

What is the "common ground" explored in each of these books? Encourage students to link their reading to Bang's message.

Into the A, B, Sea The reader sees what sea animals do in the "common ground" of the sea.

Ocean Sunlight The "common ground" explored here encompasses all living things on Earth.

Winter's Tail By sharing what they learned from working with one dolphin, scientists helped many people who needed artificial limbs.

The Magic School Bus[®] On the Ocean Floor The ocean is the "common ground" where animals and plants share the environment.

17 Write and Respond

Encourage students to reflect on the writing they've done in their notebooks. Have them work in small groups to create "Conserve Now" posters. Each poster should focus on one natural resource. Students should

- illustrate the natural resource.
- illustrate the effects of short-term overuse of the natural resource supported by factual evidence.
- write a short paragraph that uses the facts to persuade the reader and explains how to conserve the natural resource.

18 Supporting ELLs

If students miss the meaning of the expression "common ground," the meaning of the entire story will be lost to them. Point out to students the distress of the villager on the overcrowded lawn on page 12. Contrast that with the calm and happy villagers on pages 14–15. Focus on the concept of conservation; help students understand the meaning of the repeated phrase "in the short run."

19 Additional Resources

Encourage students to find out about conservation methods such as solar panels, wind turbines, rainwater collections, and rooftop farms: www.kids.gov.

- 7 **About the Author** Providing students with information about the author, where appropriate, can deepen understanding and enliven conversation.
- 8 **Key Understandings** These reveal the heart of the instruction for every title and tie directly to information on the rest of the card, including stopping points for discussion as well as a deep analysis of author's craft.
- 9 **Suggested Stopping Points to Invite Thinking** These stopping points reinforce the Key Understandings and can be important moments for you to model citing textual evidence to support thinking within, about, and beyond the text.
- 10 **Introduce the Book** Provide students with a very brief introduction to the story and set a purpose for reading without giving away any of the deep thinking and analysis students are about to undertake as interactive listeners.

During the Read-Aloud: Reading the Text and Using the Shared Talk Routine

When a read-aloud is done well, it is a performance. In our view, reading aloud is an art akin to storytelling; the telling is as crucial to the listeners as is the tale itself. When reading aloud, your voice reflects and supports the meaning of the story.

- 11 **Use the Stopping Points and Prompts** Briefly comment, ask a question, or invite your students to share their thinking. Monitor comprehension, noting possible responses. Continue reading to the end of the book.
 - Think about the book together, citing textual evidence to back up each observation and opinion. Your students may want to turn and talk with partners or share whole-group comments.
 - Connect the book to other read-alouds or book club titles you've read and enjoyed together; note similarities and differences as well as recurring themes, big ideas, genres, text features, language and literary features, and vocabulary reflected across the text set.

Routines to Encourage Peer Talk

In shared text talk everyone is an equal partner in the meaning-making process. No one controls the conversation (although you facilitate, especially as your students are learning how to explore text analysis through an interactive read-aloud). What this means is that each member of the club must listen intently to what is being said, wait for an opening in the conversation, and slip in with his or her response. Help your students learn to use active listening and natural turn-taking.

You may feel uncomfortable allowing students to speak without first raising their hands. But try, over time, to help your students develop real conversational turn-taking, so you don't need a "traffic monitor" to signal who can speak and who must wait. To help your students succeed, spend time introducing each talk routine that encourages peer-to-peer talk.

We suggest three configurations:

Pair Talk One of the most effective ways to spark conversation and thinking is the instructional strategy, *turn and talk*. Try these guidelines:

- Students have an identified partner. At the signal "turn and talk" or "turn and talk about ____," they turn to each other (when seated on the floor or in chairs) and have time for one or two quick interchanges about the issue at hand. (If you have an uneven number of students, you can partner with a student.)
- Partners talk and then turn to another pair and quickly share a summary of what they have been saying.

Your students will easily learn the turn and talk routine with a quick share; both partners share their thoughts and always listen to each other thoughtfully and politely. After your demonstration with a partner, turn to your students and ask:

- Did you express your own ideas?
- Did you share quickly?
- Did you listen carefully to each other?

Threesome Talk After watching you demonstrate text talk with two partners, students try it themselves in a preassigned group of three. The routine is similar to pair talk, but students must be even more efficient and pace their talk so that all three can share.

Circle Talk in Two Pairs Again, demonstrate this configuration yourself before guiding your students to try it on their own. Have two partners turn to each other and talk about the text. Once your students are comfortable with this arrangement, they will be ready for the small group conversation of the book club.

After Sharing the Read-Aloud

We offer these guidelines to develop a shared academic language:

- Talk about a concept in everyday language.
- Use examples until students understand the basic concept.
- Provide the label for what students already understand (name it) and invite them to use the new vocabulary as appropriate for the age and grade.

To help focus the discussion, you may want to record students' thoughts, ideas, and questions on chart paper, or on an interactive whiteboard. Monitor and record your observations of each student's participation.

While it is certainly not necessary—or even advisable—to extend every text, some texts call for further exploration. Take your cues from your observations of student learning.

- 12) Summarize** Once you've completed the read-aloud, invite students to share their thinking. Share yours as well, but be careful not to dominate the conversation and overwhelm your students. The goal is to inspire them to talk—to engage in academic conversation about the book and topics. Acquiring the language of books and the language to talk about books is a cumulative process that builds over time, across books and discussions.

Support Student Learning

- 13) Notable Text Features** It is important for you, as the teacher, to understand the supportive and challenging features of the text. Depending on the difficulties of a given text and your knowledge of your students' abilities, you may need to reread specific passages or point out additional items to either ensure or to deepen students' understanding.

- 14) Vocabulary** We have distinguished between Tier 2 and Tier 3 words students will encounter during the read-aloud (Essential Words) from those that may not be in the book itself, but when understood, will enhance conversation and understanding (Related Words for Discussion). When meanings of words can be discovered through context, you can model and reinforce how to learn vocabulary from context clues. Where that isn't possible, you can define the words aloud for students, in student-friendly language. Definitions are provided here for your convenience.

Assess Understanding

- 15) **Analyze the Text and Cite Textual Evidence** Help students discuss short, highlighted portions of the text in depth with their classmates. Help them feel confident in the skills they are building in extending their knowledge of textual analysis. Because students will not have the text in front of them for the read-alouds, it is important to read the relevant passages aloud again.
- 16) **Connect to Book Club Books** Depending on where you are in your read-aloud and student book club cycle, you may need to modify the language provided here. But it is important to model comparing and contrasting topics, ideas, treatments, themes, genres, text features, language, literary features, and vocabulary across multiple texts.
- 17) **Write and Respond** Encouraging students to write about text provides them with the opportunity to absorb content more deeply. It also provides you with an opportunity to evaluate their comprehension and their grasp of the key ideas and understandings—both of a given title and across the theme units.

Scaffold and Extend

- 18) **Supporting ELLs** It is important to scaffold English Language Learners through the read-aloud process to ensure they are part of the growing learning community. Specific strategies are provided.
- 19) **Additional Resources** These resources provide additional research opportunities and offer a relevant technology connection to each read-aloud title.

Organizing the Reader's Notebook

We have written extensively about creating readers' notebooks as vessels for students' thinking (2001, 2006, 2012). You can make notebooks with sections or involve your students in creating their own notebooks. We have suggested that the notebook have a clear structure with tabs or labeled sections that may include those listed below.

1 A Reading List

Students list the book, date, and genre when they start reading and the date when they finish.

2 Books to Read

Students keep a list of books they are interested in reading.

3 Reading Requirements

Students tally the books they read in each genre.

4 Reading Mini-Lessons

Students take notes from the mini-lessons to use as a reference. Alternatively, they can paste in a handout with the important points.

5 Writing About Reading

Students share their thinking about their reading by writing in a variety of formats such as dialogue, letters, two-column entries, or graphic organizers.

Effective Text Talk

Thanks to the many deep conversations about books that your students have enjoyed during the interactive read-aloud, they know what effective text talk feels like and sounds like. They understand the turn-taking nature of the conversation and what it means to build on a peer's ideas and insights as you push forward as a group to make sense of the book under discussion.

This is how we characterize effective text talk:

- The club members have a shared, continually growing language they use to talk about text.
- The talk is anchored to the particular text being discussed.
- The talk centers on the text as well as the reader's personal response.
- Club members may connect the text to other texts they have read.
- One idea sparks another, so club members "piggyback" their comments.
- Club members listen actively and carefully to one another.
- Club members ask one another questions to clarify or extend the meaning they are sharing.
- The club maintains ownership of the conversation; the text is the focus.
- Club members stay on a topic long enough to gain depth and get several perspectives.
- The shared "club talk" often changes the thinking of individual members in some way.
- The conversation builds relationships and develops a sense of community among members.
- Club members care about what other members think.
- Members know how to disagree respectfully; constructive disagreement is valued rather than avoided.
- Club members can change opinions and understandings during the course of a discussion; book clubs promote fluid discussion and a flexible search for meaning.

(Fountas & Pinnell, 2006)

With every book club meeting, your students become more adept at holding deep conversations about books. It takes time and experience to learn how to analyze texts and share your analysis with others through rich, multifaceted text talk. As always, thinking within, beyond, and about the text serves as an invaluable framework to shape the talk.

Grade K | Scope & Sequence

9 pages

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UNIT	WEEK	TOPIC	FOCUS CONVENTION	MENTOR TEXT	AUTHOR
Getting Started	1	Introduction to Writing	—	Not A Box	Antoinette Portis
Getting Started	2	Introduction to Writing	—	Ten Black Dots	Donald Crews
Getting Started	3	Introduction to Writing	—	Let's Play in the Forest (When the Wolf Is Not Around)	Claudia Rueda
Getting Started	4	Introduction to Writing	—	My Lucky Day	Keiko Kasza
Getting Started	5	Introduction to Writing	—	Dinosaurs, Dinosaurs	Byron Barton
Getting Started	6	Introduction to Writing	—	Grumpy Bird	Jeremy Tankard
Getting Started	7	Introduction to Writing	—	Do Like Kyla	Angela Johnson
Getting Started	8	Introduction to Writing	Punctuating Powerfully	Pigeon Finds A Hot Dog	Mo Willems
Getting Started	9	Introduction to Writing	Spelling Well	Bunny Cakes	Rosemary Wells
Getting Started	10	Introduction to Writing	Capitalizing Correctly	What Should I Make?	Nandini Nayar
1	1	Ideas and the Writing Process	Spelling Well	What Do Wheels Do All Day?	April Jones Prince
1	2	Learning More About Ideas	Applying Basic Grammar	Ten Black Dots	Donald Crews
1	3	Learning More About Ideas	Spelling Well	Pablo's Tree	Pat Mora
Reality Check 1	—	Presentation/Publishing	—	Pablo's Tree	Pat Mora
2	1	Organization and the Writing Process	Punctuating Powerfully	Not A Box	Antoinette Portis
2	2	Learning About Organization	Spelling Well	Let's Play in the Forest (When the Wolf Is Not Around)	Claudia Rueda
2	3	Learning More About Organization	Capitalizing Correctly	A Cat and a Dog/Un Gato Y Un Perro	Claire Masurel
Reality Check 2	—	Presentation/Publishing	—	What Should I Make?	Nandini Nayar
3	1	Voice and the Writing Process	Spelling Well	Ruby in Her Own Time	Jonathan Emmett
3	2	Learning About Voice	Applying Basic Grammar	Do Like Kyla	Angela Johnson
3	3	Learning More About Voice	Spelling Well	Grumpy Bird	Jeremy Tankard
Reality Check 3	—	Presentation/Publishing	—	The Little Mouse, The Red Ripe Strawberry, And The Big Hungry Bear,	Don and Audrey Wood
4	1	Word Choice and the Writing Process	Punctuating Powerfully	Water Hole Waiting	Jane and Christopher Kurtz
4	2	Learning About Word Choice	Spelling Well	Higher! Higher!	Leslie Patricelli
4	3	Learning More About Word Choice	Capitalizing Correctly	Three Little Bears	Paul Galdone
Reality Check 4	—	Presentation/Publishing	—	Animal Action ABC	Karen Pendell
5	1	Sentence Fluency and the Writing Process	Spelling Well	Up, Down, And Around	Katherine Ayres
5	2	Learning About Sentence Fluency	Applying Basic Grammar	Bark George	Jules Feiffer
5	3	Learning More About Sentence Fluency	Spelling Well	Pigeon Finds A Hot Dog	Mo Willems
Reality Check 5	—	Presentation/Publishing	—	Dinosaurs, Dinosaurs	Byron Barton
6	1	Putting the Traits Together, Part 1	Punctuating Powerfully (review)	My Lucky Day	Keiko Kasza
6	2	Putting the Traits Together, Part 2	Capitalizing Correctly (review)	Whistle For Willie	Ezra Jack Keats
6	3	Putting the Traits Together, Part 3	Applying Basic Grammar (review)	Two of Everything	Lily Toy Hong
Reality Check 6	—	Presentation/Publishing	—	Car Washing Street, The	Denise Lewis Patrick
Wrapping Up	1	We Are Writers!	—	My River	Shari Halpern
Wrapping Up	2	Celebrating All We've Learned	—	Bunny Cakes	Rosemary Wells
				Library Mouse	Daniel Kirk

Grade 1 | Scope & Sequence

UNIT	WEEK	TRAIT/PROCESS STEP	KEY QUALITY	MODE	FOCUS CONVENTION	WRITING PROJECT	MENTOR TEXT	AUTHOR
1 Getting Started	1	Writing Process	—	—	—	—	Dear Juno	Soyung Pak
1 Getting Started	2	Prewriting	—	—	—	Getting Ready to Write Posters	My Truck Is Stuck!	Kevin Lewis and Daniel Kirk
1 Getting Started	3	Drafting	—	—	—	Travel Brochure	Hello Ocean	Pam Muñoz Ryan
1 Getting Started	4	Revision	—	—	—	Picture Book Revision	Pigsty	Mark Teague
1 Getting Started	5	Editing	—	—	—	Editing Hats	Yo! Yes?	Christopher Raschka
2	1	Ideas	Finding a Big Idea	Info./Expl.	Spelling Well	Class Wildlife Guide	Birds	Kevin Henkes
2	2	Organization	Starting With a Bold Beginning	Info./Expl.	Punctuating Powerfully	Lift-the-Flap Animal Book	Animals Should Definitely Not Wear Clothing	Judi Barrett
2	3	Voice	Expressing a Feeling	Info./Expl.	Spelling Well	Diary Entry	Roller Coaster	Marla Frazee
Reality Check 1	—	Presentation/ Publishing	—	—	—	—	Dear Juno	Soyung Pak
3	1	Word Choice	Choosing Zippy Verbs	Narrative	Capitalizing Correctly	Class Monster Book	If You're a Monster and You Know It	Rebecca and Ed Emberley
3	2	Sentence Fluency	Building Complete Sentences	Narrative	Spelling Well	Lost Animal Poster	Lost and Found	Oliver Jeffers
3	3	Ideas	Focusing on the Big Idea	Narrative	Applying Basic Grammar	Scaredy Critters Book	Scaredy Squirrel	Mélanie Watt
Reality Check 2	—	Presentation/ Publishing	—	—	—	—	Animals Should Definitely Not Wear Clothing	Judi Barrett
4	1	Organization	Creating a Mighty Middle	Info./Expl.	Spelling Well	Class Alphabet Book	Many Nations: An Alphabet of Native America	Joseph Bruchac
4	2	Voice	Communicating With Sparkle and Pizzazz	Info./Expl.	Punctuating Powerfully	Picture and Caption	The Emperor's Egg	Martin Jenkins
4	3	Word Choice	Picking "Just Right" Words	Info./Expl.	Spelling Well	Class Thanks Book	Feeling Thankful	Shelley Rotner and Sheila Kelly
Reality Check 3	—	Presentation/ Publishing	—	—	—	—	Lily Brown's Paintings	Angela Johnson
5	1	Sentence Fluency	Starting Sentences in Different Ways	Narrative	Capitalizing Correctly	Skit	The Little Red Hen (Makes a Pizza)	Philemon Sturges
5	2	Ideas	Staying With the Big Idea	Narrative	Spelling Well	New Story Event	100th Day Worries	Margery Cuyler
5	3	Organization	Finishing With an Excellent Ending	Narrative	Applying Basic Grammar	Short Story	Jeremy Draws a Monster	Peter McCarty
Reality Check 4	—	Presentation/ Publishing	—	—	—	—	The Emperor's Egg	Martin Jenkins
6	1	Voice	Reaching Out to the Reader	Info./Expl.	Spelling Well	Directions	Bigmama's	Donald Crews
6	2	Word Choice	Stretching for Never-Before-Tried Words	Info./Expl.	Punctuating Powerfully	Trail Sign	Are Trees Alive?	Debbie S. Miller
6	3	Sentence Fluency	Varying Sentence Lengths	Info./Expl.	Spelling Well	Fitness Brochure	The Busy Body Book	Lizzy Rockwell
Reality Check 5	—	Presentation/ Publishing	—	—	—	—	The Dot	Peter H. Reynolds
7	1	Ideas	Using Juicy Details	Narrative	Capitalizing Correctly	Fantasy Story	Lily Brown's Paintings	Angela Johnson
7	2	Organization	Adding a Terrific Title	Narrative	Spelling Well	Sequel	Duck on a Bike	David Shannon
7	3	Voice	Saying Thing in New Ways	Narrative	Applying Basic Grammar	Personal Narrative	The Dot	Peter Reynolds
Reality Check 6	—	Presentation/ Publishing	—	—	—	—	The Busy Body Book	Lizzy Rockwell
8	1	Word Choice	Using Words to Create Meaning	Info./Expl.	Conventions Review	Glossary	How a House Is Built	Gail Gibbons
8	2	Sentence Fluency	Making Smooth-Sounding Sentences	Info./Expl.	Conventions Review	Interview	Frida	Jonah Winter
8	3	All Traits	All Key Qualities	Info./Expl.	Conventions Review	E-mail Message	Throw Your Tooth on the Roof	Selby B. Beeler
9 Wrapping Up	1							
9 Wrapping Up	2							
9 Wrapping Up	3							
9 Wrapping Up	4							

In the final four weeks, students complete various writing activities outlined in the Teaching Guide, reflect on what they have learned throughout the year and celebrate their accomplishments.

Grade 2 | Scope & Sequence

UNIT	WEEK	TRAIT/PROCESS STEP	KEY QUALITY	MODE	FOCUS CONVENTION	WRITING PROJECT	MENTOR TEXT	AUTHOR
1 Getting Started	1	Writing Process	—	—	—	—	The Relatives Game	Cynthia Rylant
1 Getting Started	2	Prewriting	—	—	—	Story About a Friend	My Brother Charlie	Holly Robinson Peete / Ryan Elizabeth Peete
1 Getting Started	3	Drafting	—	—	—	Postcard	They Thought They Saw Him	Craig Kee Strete
1 Getting Started	4	Revision	—	—	—	Picture Book Revision	Poor Poor Puppy	Nick Bruel
1 Getting Started	5	Editing	—	—	—	Editing Eyeglasses	My Friend Is Sad	Mo Willems
2	1	Ideas	Finding a Big Idea	Narrative	Spelling Well	Fable	The Lion and the Mouse	Bernadette Watts
2	2	Organization	Starting With a Bold Beginning	Narrative	Punctuating Powerfully	Personal Narrative	I'm the Biggest Thing in the Ocean	Kevin Sherry
2	3	Voice	Expressing a Feeling	Narrative	Spelling Well	Journal Entry	Grandma's Records	Eric Velasquez
Reality Check 1	—	Presentation/ Publishing	—	—	—	—	Chameleons Are Cool	Martin Jenkins
3	1	Word Choice	Choosing Zippy Verbs	Info./Expl.	Capitalizing Correctly	Action Commentary	Pele: King of Soccer / El rey del fútbol	Monica Brown
3	2	Sentence Fluency	Building Complete Sentences	Info./Expl.	Spelling Well	Class Photo Album	I Lost My Tooth in Africa	Penda Diakité
3	3	Ideas	Focusing on the Big Idea	Info./Expl.	Applying Basic Grammar	Bigger-to-Smaller Cards	Do Unto Otters: A Book About Manners	Laurie Keller
Reality Check 2	—	Presentation/ Publishing	—	—	—	—	Goldilocks Returns	Lisa Campbell Ernst
4	1	Organization	Creating a Mighty Middle	Narrative	Spelling Well	Week-Long Log	Mice and Beans	Pam Muñoz Ryan
4	2	Voice	Communicating With Sparkle and Pizzazz	Narrative	Punctuating Powerfully	Cartoon	Diary of a Spider	Doreen Cronin
4	3	Word Choice	Picking "Just Right" Words	Narrative	Spelling Well	Animal Fantasy Story	The Lamb Who Came for Dinner	Steve Smallman
Reality Check 3	—	Presentation/ Publishing	—	—	—	—	An Egg Is Quiet	Dianna Aston
5	1	Sentence Fluency	Starting Sentences in Different Ways	Info./Expl.	Capitalizing Correctly	Class Nature Record	Storms	Melvin and Gilda Berger
5	2	Ideas	Staying With the Big Idea	Info./Expl.	Spelling Well	Pattern Book	Big & Little	Steve Jenkins
5	3	Organization	Finishing With an Excellent Ending	Info./Expl.	Applying Basic Grammar	Expert Essay	Surprising Sharks	Nicola Davies
Reality Check 4	—	Presentation/ Publishing	—	—	—	—	The Relatives Game	Cynthia Rylant
6	1	Voice	Reaching Out to the Reader	Narrative	Spelling Well	Contest Entry	The Ugly Vegetables	Grace Lin
6	2	Word Choice	Stretching for Never-Before-Tried Words	Narrative	Punctuating Powerfully	Fractured Folklore	Goldilocks Returns	Lisa Campbell Ernst
6	3	Sentence Fluency	Varying Sentence Lengths	Narrative	Spelling Well	Draw-Along	Julius	Angela Johnson
Reality Check 5	—	Presentation/ Publishing	—	—	—	—	Storms	Melvin and Gilda Berger
7	1	Ideas	Using Juicy Details	Info./Expl.	Capitalizing Correctly	Cool Critters Trading Cards	Chameleons Are Cool	Martin Jenkins
7	2	Organization	Adding a Terrific Title	Info./Expl.	Spelling Well	Table of Contents	You Can't Taste a Pickle With Your Ear	Harriet Ziefert
7	3	Voice	Saying Things in New Ways	Info./Expl.	Applying Basic Grammar	Picture Book	An Egg Is Quiet	Dianna Aston
Reality Check 6	—	Presentation/ Publishing	—	—	—	—	Grandma's Records	Eric Velasquez
8	1	Word Choice	Using Words to Create Meaning	Narrative	Conventions Review	Recollection	Chato's Kitchen	Gary Soto
8	2	Sentence Fluency	Making Smooth- Sounding Sentences	Narrative	Conventions Review	Tall Tale	The Secret Shortcut	Mark Teague
8	3	All Traits	All Key Qualities	Narrative	Conventions Review	Speech	Ish	Peter H. Reynolds
9 Wrapping Up	1							
9 Wrapping Up	2							
9 Wrapping Up	3							
9 Wrapping Up	4							

In the final four weeks, students complete various writing activities outlined in the Teaching Guide, reflect on what they have learned throughout the year and celebrate their accomplishments.

Grade 3 | Scope & Sequence

UNIT	WEEK	TRAIT/PROCESS STEP	KEY QUALITY	MODE	FOCUS CONVENTION	MENTOR TEXT	AUTHOR
1 Getting Started	1	Writing Process	—	—	—	Looking Like Me	Walter Dean Myers
1 Getting Started	2	Prewriting	—	—	—	26 Fairmount Avenue	Toni dePaola
1 Getting Started	3	Drafting	—	—	—	Superdog: The Heart of a Hero	Caralyn Buehner
1 Getting Started	4	Revision	—	—	—	Sophie the Awesome	Lara Bergen
1 Getting Started	5	Editing	—	—	—	Go, Go America	Dan Yaccarino
2	1	Ideas	Finding a Topic	Info./Expl.	Punctuating Effectively	Snow	Cynthia Rylant
2	2	Organization	Creating the Lead	Info./Expl.	Checking Spelling	The Respiratory System	Christine Taylor-Butler
2	3	Voice	Establishing a Tone	Info./Expl.	Capitalizing Correctly	Party Penguins Recipe	(chef)
Reality Check 1	—	Presentation/ Publishing	—	—	—	—	—
3	1	Word Choice	Applying Strong Verbs	Narrative	Checking Spelling	Frank & Ernest Cartoon Strip	(cartoonist)
3	2	Sentence Fluency	Crafting Well-Built Sentences	Narrative	Applying Grammar and Usage	Ron's Big Mission	Rose Blue and Corinne J. Naden
3	3	Ideas	Focusing the Topic	Narrative	Checking Spelling	Lon Po Po	Ed Young
Reality Check 2	—	Presentation/ Publishing	—	—	—	—	—
4	1	Organization	Using Sequence Words and Transition Words	Opinion	Punctuating Effectively	LaRue Across America	Mark Teague
4	2	Voice	Conveying the Purpose	Opinion	Checking Spelling	"Night at the Museum" Brochure	(publicist)
4	3	Word Choice	Selecting Striking Words and Phrases	Opinion	Applying Grammar and Usage	Bobby the Brave (Sometimes)	Lisa Yee
Reality Check 3	—	Presentation/ Publishing	—	—	—	—	—
5	1	Sentence Fluency	Varying Sentence Types	Info./Expl.	Checking Spelling	Panda Kindergarten	Joanne Ryder
5	2	Ideas	Developing the Topic	Info./Expl.	Applying Basic Grammar and Usage	Welcome to My Neighborhood!	Quiara Alegria Hudes
5	3	Organization	Structuring the Body	Info./Expl.	Structuring the Body	Brownstone Buddies Product Description	(product developer)
Reality Check 4	—	Presentation/ Publishing	—	—	—	—	—
6	1	Voice	Creating a Connection to the Audience	Narrative	Punctuating Effectively	Raising Dragons	Jerdine Nolen
6	2	Word Choice	Using Specific and Accurate Words	Narrative	Checking Spelling	WordGirl Script	(television scriptwriter)
6	3	Sentence Fluency	Capturing Smooth and Rhythmic Flow	Narrative	Applying Basic Grammar and Usage	If the Shoe Fits	Gary Soto
Reality Check 5	—	Presentation/ Publishing	—	—	—	—	—
7	1	Ideas	Using Details	Opinion	Checking Spelling	Penguins	Seymour Simon
7	2	Organization	Ending With a Sense of Resolution	Opinion	Applying Grammar and Usage	Movie Reviews: Toy Story 3	(movie reviewer)
7	3	Voice	Taking Risks to Create Voice	Opinion	Checking Spelling	Guinea Dog	Patrick Jennings
Reality Check 6	—	Presentation/ Publishing	—	—	—	—	—
8	1	Word Choice	Choosing Words That Deepen Meaning	Info./Expl.	Reviewing Conventions	An Orange in January	Dianna Hutts Aston
8	2	Sentence Fluency	Breaking the "Rules" to Create Fluency	Info./Expl.	Reviewing Conventions	"Washing Hands" Poster	(public health director)
8	3	All Traits	All Key Qualities	Info./Expl.	Reviewing Conventions	Winter's Tail	Juliana, Isabella, and Craig Hatkoff
9 Wrapping Up	1						
9 Wrapping Up	2						
9 Wrapping Up	3						
9 Wrapping Up	4						

In the final four weeks, students complete various writing activities outlined in the Teaching Guide, reflect on what they have learned throughout the year and celebrate their accomplishments.

Grade 4 | Scope & Sequence

UNIT	WEEK	TRAIT/PROCESS STEP	KEY QUALITY	MODE	FOCUS CONVENTION	MENTOR TEXT	AUTHOR
1 Getting Started	1	Writing Process	—	—	—	Because of Winn-Dixie	Kate DiCamillo
1 Getting Started	2	Prewriting	—	—	—	Clement!	Willie Perdomo
1 Getting Started	3	Drafting	—	—	—	The Hatmaker's Sign	Candace Fleming
1 Getting Started	4	Revision	—	—	—	Bobby vs. Girls (Accidentally)	Lisa Yee
1 Getting Started	5	Editing	—	—	—	Tall Tales	Charles R. Smith Jr.
2	1	Ideas	Finding a Big Idea	Info./Expl.	Punctuating Effectively	Zero Is the Leaves on a Tree	Betsy Franco
2	2	Organization	Creating the Lead	Info./Expl.	Checking Spelling	Bigfoot Article	(journalist)
2	3	Voice	Establishing a Tone	Info./Expl.	Capitalizing Correctly	Living Sunlight	Molly Bang and Penny Chisholm
Reality Check 1	—	Presentation/ Publishing	—	—	—	—	—
3	1	Word Choice	Apply Strong Verbs	Narrative	Checking Spelling	Bad Kitty	Nick Bruel
3	2	Sentence Fluency	Crafting Well-Built Sentences	Narrative	Applying Grammar and Usage	"World's Largest Twine Ball"	(travel writer)
3	3	Ideas	Focusing the Topic	Narrative	Checking Spelling	Dexter the Tough	Margaret Peterson Haddix
Reality Check 2	—	Presentation/ Publishing	—	—	—	—	—
4	1	Organization	Using Sequence Words and Transition Words	Opinion	Applying Grammar and Usage	The Shocking Truth about Energy	Loreen Leedy
4	2	Voice	Conveying the Purpose	Opinion	Checking Spelling	Water Bottle Labels	(product developer)
4	3	Word Choice	Selecting Striking Words and Phrases	Opinion	Applying Grammar and Usage	You Wouldn't Want to Be an Egyptian Mummy!	David Stewart
Reality Check 3	—	Presentation/ Publishing	—	—	—	—	—
5	1	Sentence Fluency	Varying Sentence Types	Info./Expl.	Checking Spelling	My Brother Martin	Christine King Farris
5	2	Ideas	Developing the Topic	Info./Expl.	Applying Grammar and Usage	Stillwater Doll	(toy company writer)
5	3	Organization	Structuring the Body	Info./Expl.	Checking Spelling	Spiders	Nic Bishop
Reality Check 4	—	Presentation/ Publishing	—	—	—	—	—
6	1	Voice	Creating a Connection to the Audience	Narrative	Applying Grammar and Usage	"Ultraviolet" Comic	(comic book author)
6	2	Word Choice	Using Specific and Accurate Words	Narrative	Checking Spelling	Carlos and the Squash Plant	Jan Romero Stevens
6	3	Sentence Fluency	Capturing Smooth and Rhythmic Flow	Narrative	Applying Grammar and Usage	Hello Muddah, Hello Faddah!	Allan Sherman and Lou Busch
Reality Check 5	—	Presentation/ Publishing	—	—	—	—	—
7	1	Ideas	Using Details	Opinion	Checking Spelling	Don't Let the Pigeon Drive the Bus!	Mo Willems
7	2	Organization	Ending With a Sense of Resolution	Opinion	Applying Grammar and Usage	Hope Is an Open Heart	Lauren Thompson
7	3	Voice	Taking Risks to Create Voice	Opinion	Checking Spelling	How to Eat Like a Child, Lesson #21	(playwright)
Reality Check 6	—	Presentation/ Publishing	—	—	—	—	—
8	1	Word Choice	Choosing Words That Deepen Meaning	Info./Expl.	Conventions Review	African Acrostics	Avis Harley
8	2	Sentence Fluency	Breaking the "Rules" to Create Fluency	Info./Expl.	Conventions Review	"World's Greatest Dad!" Birthday Card	(greeting card writer)
8	3	All Traits	All Key Qualities	Info./Expl.	Conventions Review	Manfish: A Story of Jacques Cousteau	Jennifer Berne
9 Wrapping Up	1						
9 Wrapping Up	2						
9 Wrapping Up	3						
9 Wrapping Up	4						

In the final four weeks, students complete various writing activities outlined in the Teaching Guide, reflect on what they have learned throughout the year and celebrate their accomplishments.

Grade 5 | Scope & Sequence

UNIT	WEEK	TRAIT/PROCESS STEP	KEY QUALITY	MODE	FOCUS CONVENTION	MENTOR TEXT	AUTHOR
1 Getting Started	1	Writing Process	—	—	—	Hewitt Anderson's Great Big Life	Jerdine Nolen
1 Getting Started	2	Prewriting	—	—	—	John, Paul, George & Ben	Lane Smith
1 Getting Started	3	Drafting	—	—	—	Tsumami!	Kimiko Kajikawa
1 Getting Started	4	Revision	—	—	—	Bud, Not Buddy	Christopher Paul Curtis
1 Getting Started	5	Editing	—	—	—	My Rotten Redheaded Older Brother	Patricia Polacco (contest writer)
2	1	Ideas	Finding a Big Idea	Info./Expl.	Punctuating Effectively	Doodle 4 Google	Ben Hillman
2	2	Organization	Creating the Lead	Info./Expl.	Checking Spelling	How Big Is It? A Big Book All About Bigness	Trudee Romanek
2	3	Voice	Establishing a Tone	Info./Expl.	Capitalizing Correctly	Achoo! The Most Interesting Book You'll Ever Read About Germs	—
Reality Check 1	—	Presentation/ Publishing	—	—	—	—	—
3	1	Word Choice	Apply Strong Verbs	Narrative	Checking Spelling	Brave as a Mountain Lion	Ann Herbert Scott
3	2	Sentence Fluency	Crafting Well-Built Sentences	Narrative	Applying Grammar and Usage	Crow Call	Lois Lowry (historian)
3	3	Ideas	Focusing the Topic	Narrative	Checking Spelling	Lincoln's Lincoln	—
Reality Check 2	—	Presentation/ Publishing	—	—	—	—	—
4	1	Organization	Using Sequence Words and Transition Words	Opinion	Applying Grammar and Usage	Eats, Shoots & Leaves	Lynne Truss
4	2	Voice	Conveying the Purpose	Opinion	Checking Spelling	The Many Rides of Paul Revere	James Cross Giblin (food writer)
4	3	Word Choice	Selecting Striking Words and Phrases	Opinion	Applying Grammar and Usage	Puffins Cereal Box	—
Reality Check 3	—	Presentation/ Publishing	—	—	—	—	—
5	1	Sentence Fluency	Varying Sentence Types	Info./Expl.	Checking Spelling	X-treme X-ray	Nick Veasey
5	2	Ideas	Developing the Topic	Info./Expl.	Applying Grammar and Usage	101 Animal Secrets	Melvin and Gilda Berger (health and safety writer)
5	3	Organization	Structuring the Body	Info./Expl.	Checking Spelling	Airline Safety Information Card	—
Reality Check 4	—	Presentation/ Publishing	—	—	—	—	—
6	1	Voice	Creating a Connection to the Audience	Narrative	Applying Grammar and Usage	J. Peterman Catalog Description	(copywriter)
6	2	Word Choice	Using Specific and Accurate Words	Narrative	Checking Spelling	Becoming Naomi León	Pam Muñoz Ryan
6	3	Sentence Fluency	Capturing Smooth and Rhythmic Flow	Narrative	Applying Grammar and Usage	Eight Days: A Story of Haiti	Edwidge Danticat
Reality Check 5	—	Presentation/ Publishing	—	—	—	—	—
7	1	Ideas	Using Details	Opinion	—	Splash Country Brochure	(publicity writer)
7	2	Organization	Ending With a Sense of Resolution	Opinion	Applying Grammar and Usage	Common Ground: The Water, Earth, and Air We Share	Molly Bang
7	3	Voice	Taking Risks to Create Voice	Opinion	Checking Spelling	LaRue for Mayor	Mark Teague
Reality Check 6	—	Presentation/ Publishing	—	—	—	—	—
8	1	Word Choice	Choosing Words That Deepen Meaning	Info./Expl.	Conventions Review	Mancala Game Brochure	(game company writer)
8	2	Sentence Fluency	Breaking the "Rules" to Create Fluency	Info./Expl.	Conventions Review	Duke Ellington	Andrea Davis Pinkney
8	3	All Traits	All Key Qualities	Info./Expl.	Conventions Review	Puppies, Dogs, and Blue Northers	Gary Paulsen
9 Wrapping Up	1						
9 Wrapping Up	2						
9 Wrapping Up	3						
9 Wrapping Up	4						

In the final four weeks, students complete various writing activities outlined in the Teaching Guide, reflect on what they have learned throughout the year and celebrate their accomplishments.

SCCPSS Word Study Weekly Schedule (Grades 3-5)

Day 1: Introduction

During Day 1 of Word Study each week, students will be in two groups. One group is cutting the sorts into pieces and one group is working with you. (Groups have different sorts based on data from the spelling inventory.)

Introduce the word sort with your group. (You should have one set pre-cut to demonstrate.) This involves a few things - first, you may want to tell them the pattern for the sort but you might want them to figure out what the patterns are themselves. So, introduction begins with going over the patterns if you choose.

Introduction also means going through the words - saying them aloud and discussing meaning. You can start this with kids - perhaps highlight the words that they may not know, and then let them finish on their own (in pairs or triads within their group). It is very important though that they know how to say the words aloud.

After the introduction, the children will sort their words into the patterns. They will also write the words in their notebook. (Some teachers devote a whole notebook to word study, or this could be a section of their Reader's Notebook.)

Be sure to meet with all groups on Day 1 or stagger the start dates for different groups.

Day 2: Building Vocabulary

First up every day – *sort the words*. The students will always sort the words first thing each day. While it may seem repetitive, the goal here is to develop speed and automaticity. The sorting will change as the week goes by, but always – sorting is first thing.

Concept Sort – A categorization task in which pictures, objects, or words are grouped by shared attributes or meaning to develop concepts and vocabulary.

Open Sort – Allow students to consider the words and set his or her own rule for sorting. For example, words could be sorted according to their initial letter, meaning, use, or part of speech.

Sort and Guess – Invite each partner to create their own rationale and sort the words, and then guess their partner's rule.

Speed Sort – Pictures or words are sorted under a timed condition. Students try to beat their own time.

No Peek Sort – Student A collects all of the words and places the key words down. Student A says one of the words and student B says that word and points to and says the key word where the word belongs.

Mix and Fix – The game begins with all of the words sorted under their appropriate keywords. Partner A turns away, while Partner B scrambles some of the sorted words. Partner A then turns around and identifies which words are out of place. The partners reverse roles.

Writing Sort – Students write the keywords at the top of the page and write the words under the appropriate key word. Another option is for students to work in partners. Student A reads the words. Student B writes the words under the appropriate keyword. Partners reverse roles.

****There are many other ideas for sorts online.**

The other thing children will do on Day 2 is work on vocabulary with the words. They can draw pictures of the words or find pictures online to represent the words. They could act out words for a partner(s) to guess. They can basically do any game that focuses on word meaning.

Day 3: The Reading-Writing Connection

After students sort the words again, Day 3 is when the word study goes even more authentic. This is a non-negotiable part of word study. Students have to find vocabulary in context.

Students may look for words that are in their sort or that fit the patterns in their sort in their “Just Right” books, in poems that the teacher shares with them, in leveled readers....whatever authentic reading materials they happen to be working with at the time. They are essentially becoming word detectives, looking for new words and adding them to the lists they already have.

Be prepared though: they will find the "Oddballs." Oddballs are the words that *should* follow a pattern (either for how it sounds or how it looks) but don't. Don't hide the oddballs. Use these words – talk about them, and then just have the kids file the words in an oddball category.

Day 4: Blind Sort and/or Games

On Day 4, kids will do a Blind Written Sort with a partner. With this exercise, Child A has the words in front of them and Child B has a notebook and pencil. Child A reads the words to Child B, who writes them in their notebook with the correct pattern. The purpose here is that you'll want the students to have the words in their vocabulary so much that they don't need the visual cue. When the words from their list are done being read and written, Child A checks the work from Child B and then they switch.

Now, you will have to change things up. After a while, students are going to get used to all these procedures. Day 4 can also be a day for word games.

Also, Day 4 could be the time of the week when students begin to use the words in context, writing stories or sentences with their words.

Day 5: Assessment

On Day 5, you will assess the groups. Students will create columns with the headers as the word patterns. You will choose three to four words per pattern to dictate to them and they will write them in the correct column. If you assign grades, give one point for spelling it correctly and one point for placing it in the correct column with the correct spelling pattern.

Also, add one word per pattern that wasn't in the sort but fits the pattern. You'll add these words to see if the students get the generalizations that they worked on over the course of the week. Make sure to use words that clearly fit the pattern - don't pick tricky words that could maybe be in two categories or fit in oddball. All you're trying to see by adding words is if students understand the generalization.

SCCPSS Word Sorts Scope and Sequence (Grades 3-5)

Letter and Picture	Letter Name-Alphabetic	
<p><u>Concept Sorts</u> sort 1: fruit/not a fruit sort 2P1: shapes (circles, triangles, squares) sort 2P2: shapes (more difficult) sort 3P1: animal/not animal sort 3P2: animal/plant/oddball sort 4: clothes sort 5: food (bread, beverages, veggies, fruit)</p> <p><u>Phonological Awareness</u> sort 6: rhyming for poem (“Hunting”) sort 7: rhyming for poem (“Open”) sort 8A: rhyming for poem (“Ant”) sort 8B: rhyming for poem (“Ant”) sort 8C: rhyming for poem (“Ant”) sort 9A: rhyming for poem (“Sun”) sort 9B: rhyming for poem (“Sun”) sort 10A: number of syllables sort 10B: number of syllables sort 11A: compound words sort 11B: compound words</p> <p><u>Alphabet Knowledge</u> sort 12: alphabet tracking sort 13: font sort/capital/lowercase letters sort 14: letter lotto board</p> <p><u>Beginning Consonant Sounds</u> sort 15: beginning sounds /s/m/ sort 16: beginning sounds /b/r/ sort 17: beginning sounds /s/m/b/r/ sort 18: beginning sounds /t/g/ sort 19: beginning sounds /n/p/ sort 20: beginning sounds /t/g/n/p/ sort 21: beginning sounds /c/h/ sort 22: beginning sounds /f/d/ sort 23: beginning sounds /c/h/d/ sort 24: beginning sounds /l/k/ sort 25: beginning sounds /j/w/ sort 26: beginning sounds /l/k/j/w/ sort 27: beginning sounds /y/z/v/</p>	<p><u>Review Sorts for Initial Sounds</u> sort 1: beginning consonants b, m, r, s sort 2: beginning consonants t, g, n, p sort 3: beginning consonants c, h, f, d sort 4: beginning consonants l, k, j, w sort 5: beginning consonants y, z, v</p> <p><u>Same-Vowel Word Families</u> sort 6: -at word family sort 7: -an and -ad word families sort 8: -ap and -ag word families sort 9: -op, -ot, and -og word families sort 10: -et, -eg, and -en word families sort 11: -ug, -ut, and -un word families sort 12: -ip, -ig, and -ill word families</p> <p><u>Diagrams and Blends Picture Sorts</u> sort:13: s, h, and sh digraphs sort 14: c, h, and ch digraphs sort 15: h, sh, and ch digraphs sort 16: th and wh digraphs sort 17: sh, ch, th, and wh digraphs sort 18: s, t, and st blends sort 19: sp, sk, and sm blends sort 20: sc, sn, and sw blends sort 21: p, l, and pl blends sort 22: pl, sl, and bl blends sort 23: cr, cl, fl, and fr blends sort 24: bl, br, gr, and gl blends sort 25: pr, tr, and dr blends sort 26: k, wh, qu, and tw blends</p>	<p><u>Mixed-Vowel Word Families</u> sort 27: -at, -ot, and -it word families sort 28: -an, -un, and -in word families sort 29: -ad, -ed, -ab, and -ob word families sort 30: -ag, -eg, -ig, -og, and -ug word families sort 31: -ill, -ell, and -all word families sort 32: -ick, -ack, -ock, and -uck word families sort 33: -ish, -ash, and -ush word families</p> <p><u>Picture Sorts for Short Vowels</u> sort 34: short a and o pictures sort 35: short i and u pictures sort 36: short e, i, o, and u pictures sort 37: initial short vowel pictures</p> <p><u>Short Vowels in CVC Words</u> sort 38: short a and o in easy CVC words sort 39: short i and u in easy CVC words sort 40: short e, i, o and u in easy CVC words sort 41: short a, i, e, with initial digraphs sort 42: short a and i with initial blends sort 43: short e, o, and u with initial blends sort 44: short vowels with final blends sort 45: short vowels with final digraphs sort 46: short vowels before ng and mp sort 47: short vowels before nt, nd, and nk</p> <p><u>Intro to r-influenced Vowels</u> sort 48: short o and or sort 49: short a and ar</p> <p><u>Contractions</u> sort 50: contractions</p>

SCCPSS Word Sorts Scope and Sequence (Grades 3-5)

Within Word Pattern	Syllables and Affixes	
<p><u>Short/Long Vowel Sounds</u> sort 1: picture sort for long and short a sort 2: picture sort for long and short i sort 3: picture sort for long and short o sort 4: picture sort for long and short u sort 5: picture sort for long and short e sort 6: review of long vowels</p> <p><u>Contrast Short/Long Vowel</u> sort 7: short a versus long a (CVCe) sort 8: short i versus long i (CVCe) sort 9: short o versus long o (CVCe) sort 10: short u versus long u (CVCe) sort 11: short vs long review (CVC and CVCe) sort 12: final /k/ sound spelled ck, ke, k</p> <p><u>Common Long Vowel Patterns</u> sort 13: short a and long a (CVCe/CVVC) sort 14: short o and long o (CVCe/CVVC) sort 15: short u and long u (CVCe/CVVC) sort 16: short e and long e (CVCe/CVVC) sort 17: short e (CVC/CVVC) and long e (CVVC) sort 18: review for CVVC (ai, oa, ee, ea)</p> <p><u>Less Common Long Vowel Patterns</u> sort 19: short/long a (CVCe/CVVC/open syllable -ay) sort 20: short/long o (CVCe/CVVC -oa/open syllable -ow) sort 21: short/long u (open syllable -ew and - ue) sort 22: short/long i (CVCe/CVCC -igh/CV open syllable -y) sort 23: short/long i (VCC) with short/long o (VCC) sort 24: review of long vowel patterns</p>	<p><u>R-Influenced Vowel Patterns</u> sort 25: ar, are, air sort 26: er, ear, eer sort 27: ir, ire, ier sort 28: or, ore, oar, w + or sort 29: ur, ure, ur-e sort 30: review of ar, schwa-plus-r, and or</p> <p><u>Diphthongs/Ambiguous Vowel Sounds</u> sort 31: long o, oi, oy sort 32: oo, oo sort 33: aw, au, o sort 34: wa, al, ou sort 35: ou, ow</p> <p><u>Complex Consonants and Clusters</u> sort 36: silent beginning consonant kn, wr, gn sort 37: triple r-blends scr, str, spr sort 38: consonant digraphs-plus-r blends and squ (thr, shr, squ) sort 39: hard and soft c and g sort 40: final e: -ce, -ve, -se, -ze sort 41: dge, ge sort 42: tch, ch</p> <p><u>High Frequency Words and Contractions</u> sort 43: high frequency words (a- and be-) sort 44: contractions</p> <p><u>Inflectional Endings for Plural and Past Tense</u> sort 45: plural endings s and es sort 46: three sounds of past tense -ed</p> <p><u>Homophones</u> sort 47: long a homophones sort 48: more long a homophones sort 49: long e homophones sort 50: long i and long o homophones</p>	<p><u>Inflected endings</u> sort 1: review vowel patterns one-syllable sort 2: adding -ing to VC/VCC patterns sort 3: adding -ing to VCe/VVC patterns sort 4: review double, e-drop, nothing sort 5: adding -ed to words sort 6: unusual past tense words sort 7: plural endings: adding -es sort 8: unusual plurals sort 9: y + inflected endings</p> <p><u>Compound Words</u> sort 10: compound words sort 11: more compound words</p> <p><u>Syllable Juncture</u> sort 12: syllable juncture (VCV/VCCV) sort 13: more syllable juncture (VCV/VCCV) sort 14: syllable juncture (VCV/VVVCV) sort 15: syllable junctures (VCCCV/VV) sort 16: open/closed syllables, inflected endings</p> <p><u>Vowel Patterns in Accented Syllables</u> sort 17: long a in accented syllables sort 18: long i in accented syllables sort 19: long o in accented syllables sort 20: long u in accented syllables sort 21: long e in accented syllables sort 22: ambiguous vowels (oy/oi, ou/ow) sort 23: more ambiguous vowels (aw, au, al) sort 24: r-influenced a sort 25: r-influenced o sort 26: words with w or /w/ sound sort 27: schwa + r spelled er, ir and ur sort 28: schwa + r and r-influenced e in er, ear, ere</p>

SCCPSS Word Sorts Scope and Sequence (Grades 3-5)

Syllables and Affixes	Derivational Relations	
<p><u>Unaccented Syllables</u> sort 29: final syllable (le) sort 30: final syllable (le, el, il, al) sort 31: final syllable (er, ar, or) sort 32: agents and comparatives sort 33: final syllables /chur/zhur/yur/ sort 34: final syllables (-en, -on, -ain, -in) sort 35: final syllable (-et, -it, -ate) sort 36: final (-y, -ey, -ie) sort 37: y + inflected endings sort 38: initial syllables (a-, de-, be-)</p> <p><u>Exploring Consonants</u> sort 39: initial hard and soft g and c sort 40: s and soft c and g in final syllable sort 41: more words with g sort 42: sound of k spelled ck, ic, x sort 43: spellings with qu sort 44: words with silent consonants sort 45: gh and ph</p> <p><u>Affixes</u> sort 46: prefixes (re-, un-) sort 47: prefixes (dis- mis-, pre-) sort 48: prefixes (ex-, non-, in-, fore-) sort 49: prefixes (uni-, bi-, tri-, numbers) sort 50: suffixes (-y, -ly, -ily) sort 51: comparatives (-er, -est) sort 52: suffixes (-ness, -ful, -less)</p> <p><u>Miscellaneous sorts</u> sort 53: homophones sort 54: homographs sort 55: i before e except after c sort 56: geography</p>	<p><u>Prefixes</u> sort 1: prefixes (in-, un-, dis-, mis-) sort 2: prefixes (pre-, fore-, post-, after-) sort 3: prefixes (re-, ex-, in-, de-) sort 4: prefixes (sub-, com-, pro-, en-)</p> <p><u>Derivational Suffixes</u> sort 5: suffixes (-y, -ly, -ily) sort 6: comparative suffixes (-er, -est, -ier, -iest) sort 7: noun suffixes (-er, -or, -ian, -ist) sort 8: suffixes (-ment, -less, -ness) sort 9: suffixes (-ary, -ery, -ory) sort 10: suffixes (-ty, -ity) sort 11: suffixes (-al, -ial, -ic) sort 12: adjective suffixes (-ful, -ous, -ious) sort 13: verb suffixes (-en, -ize, -ify)</p> <p><u>The Suffix -ion</u> sort 14: adding -ion to base words, no change sort 15: adding -ion/-ian, no change sort 16: adding -ion, e-drop, and change sort 17: adding -ation, -cation, -ition</p> <p><u>Vowel/Consonant Alternations</u> sort 18: consonant sort 19: vowel: long to short sort 20: vowel.: long to short or schwa sort 21: adding suffix -ity: vowel, schwa to short sort 22: vowel: long, short, and schwa sort 23: adding -ion: vowel, spelling change sort 24: multiple alternations</p> <p><u>Greek and Latin Elements I</u> sort 25: number prefixes (mono-, uni-, bi-, tri-) sort 26: more number prefixes sort 27: size (micro-, mega-, super-, hyper-) sort 28: roots (tele, phon, photo, graph) sort 29: more roots (geo, therm, scope, meter, logy) sort 30: roots (spect, port, form) sort 31: roots (dic, aud, vis) sort 32: roots (gress, rupt, tract, mot) sort 33: roots (fract, flect/flex, ject, mis/mit) sort 34: roots (man, scribe/script, cred, fac)</p>	<p><u>Greek and Latin Elements II</u> sort 35: roots (duc/duct sequ/sec, flu, ver/vert) sort 36: roots (bene, mal)/prefix (ante-, post-) sort 37: amounts (magni, min, poly, equ, omni) sort 38: related to the body (cap, corp, dent/don't, ped/pod) sort 39: roots (terr, astr/aster, aer, hydra/hydro) sort 40: roots (gen, mort, bio) sort 41: roots (ven/vent, junct, spir, sec/sect) sort 42: roots (jud, leg, mod, biblio)</p> <p><u>Greek and Latin Elements III</u> sort 43: roots (voc/voke, ling/lang, mem, psych) sort 44: roots (path, sens/sent, med/medi, sol) sort 45: prefixes (intra-, inter-, intro-, circum-) sort 46: roots (press, pur/purg, fus, pend) sort 47: roots (pos, loc, sist, sta/stat/stit) sort 48: roots (ced/cess/ceed, ten/tend, lit) sort 49: predictable spelling changes in root words (ceiv/cep, tain/ten, nounce/nunc)</p> <p><u>Advanced Spelling-Meaning Patterns</u> sort 50: suffixes (-ent/-ence, -ant/-ance) sort 51: suffixes (-ent/-ence/-ency, -ant/-ance.-ancy) sort 52: suffixes (-able, -ible) sort 53: adding -able and -ible (e-drop and y to i) sort 54: accent and doubling sort 55: words from French</p> <p><u>Prefix Assimilation</u> sort 56: prefix assimilation (in-) sort 57: prefix assimilation (com-) sort 58: prefix assimilation (sub-) sort 59: prefix assimilation (ex-, ob-) sort 60: prefix assimilation (ad-)</p>

SCCPSS Elementary (Grades 3-5) Spelling Inventory

The 25 words are ordered by difficulty to sample features of the letter name–alphabetic to derivational relations stages. Call out enough words so that you have at least five or six misspelled words to analyze.

Students should not study the words in advance of testing. Assure students that they will not be graded on this activity, and that they will be helping you plan for their needs. Following is a possible introduction to the assessment:

*I am going to ask you to spell some words. Spell them the best you can.
Some of the words may be easy to spell; some may be difficult.
When you do not know how to spell a word, spell it the best you can.*

Ask students to number their paper #1-25 (or as you go). Call each word aloud and repeat it. Say each word naturally, without emphasizing phonemes or syllables. Use it in a sentence, if necessary, to be sure students know the exact word. Sample sentences are provided along with the words.

- | | | |
|----------------|---|-------------------|
| 1. bed | I hopped out of bed this morning. | <i>bed</i> |
| 2. ship | The ship sailed around the island. | <i>ship</i> |
| 3. when | When will you come back? | <i>when</i> |
| 4. lump | He had a lump on his head after he fell. | <i>lump</i> |
| 5. float | I can float on the water with my new raft. | <i>float</i> |
| 6. train | I rode the train to the next town. | <i>train</i> |
| 7. place | I found a new place to put my books. | <i>place</i> |
| 8. drive | I learned to drive a car. | <i>drive</i> |
| 9. bright | The light is very bright. | <i>bright</i> |
| 10. shopping | She went shopping for new shoes. | <i>shopping</i> |
| 11. spoil | The food will spoil if it is not kept cool. | <i>spoil</i> |
| 12. serving | The restaurant is serving dinner tonight. | <i>serving</i> |
| 13. chewed | The dog chewed up my favorite sweater yesterday. | <i>chewed</i> |
| 14. carries | She carries apples in her basket. | <i>carries</i> |
| 15. marched | We marched in the parade. | <i>marched</i> |
| 16. shower | The shower in the bathroom was very hot. | <i>shower</i> |
| 17. bottle | The bottle broke into pieces on the tile floor. | <i>bottle</i> |
| 18. favor | He did his brother a favor by taking out the trash. | <i>favor</i> |
| 19. ripen | The fruit will ripen over the next few days. | <i>ripen</i> |
| 20. cellar | I went down to the cellar for the can of paint. | <i>cellar</i> |
| 21. pleasure | It was a pleasure to listen to the choir sing. | <i>pleasure</i> |
| 22. fortunate | It was fortunate that the driver had snow tires. | <i>fortunate</i> |
| 23. confident | I am confident that we can win the game. | <i>confident</i> |
| 24. civilize | They wanted to civilize the forest people. | <i>civilize</i> |
| 25. opposition | The coach said the opposition would be tough. | <i>opposition</i> |

SCCPSS Elementary (Grades 3-5) Spelling Inventory

Student's Name _____ Teacher's Name _____ Date _____

Score: _____ Spelling Stage (circle one):

Emergent
(0-7)

Letter Name-Alphabetic
(8-12) (13-18)

Within Word Pattern
(19-25) (26-37)

Syllables and Affixes
(38-42) (43-52)

Derivational Relations
(53-57) (58-62)

Features	Consonants		Short Vowels	Digraphs	Blends	Long Vowels	Other Vowels	Inflected Endings	Syllable Junctures	Unaccented Final Syllables	Harder Suffixes	Bases or Roots	Total Points
	Initial	Final											
1. bed	b	d	e										/3
2. ship		p	i	sh									/3
3. when			e	wh									/2
4. lump	l		u		mp								/3
5. float		t			fl	oa							/3
6. train		n			tr	ai							/3
7. place					pl	a-e							/2
8. drive		v			dr	i-e							/3
9. bright					br	igh							/2
10. shopping			o	sh				pping					/3
11. spoil					sp		oi						/2
12. serving							er	ving					/2
13. chewed				ch			ew	ed					/3
14. carries							ar	ies	rr				/3
15. marched				ch			ar	ed					/3
16. shower				sh			ow			er			/3
17. bottle									tt	le			/2
18. favor									v	or			/2
19. ripen									p	en			/2
20. cellar									ll	ar			/2
21. pleasure											ure	pleas	/2
22. fortunate							or				ate	fortun	/3
23. confident											ent	confid	/2
24. civilize											ize	civil	/2
25. opposition											tion	pos	/2
TOTALS		/7	/5	/6	/7	/5	/7	/5	/5	/5	/5	/5	/62

Spelling Stage Ranges:

Emergent (K, 1st): Score 0-7

Letter Name-Alphabetic (2nd): Score 8-12 or Score 13-18

Within Word Pattern (3rd, 4th): Score 19-25 or Score 26-27

Syllables and Affixes (5th): Score 38-42 or Score 43-52

Derivational Relations (Middle School): Score 53-57 or Score 58-62

Scoring the Inventory:

Score the words by checking off the features spelled correctly that are listed in the cells to the left of each word. For example, if a student spells *bed* as *bad*, he gets a check in the initial *b* cell and the final *d* cell, but not for the short vowel.

Write in the vowel used (*a*, in this case), but do not give any points for it. If a student spells *train* as *trane*, she gets a check in the initial *tr* cell and the final *n* cell, but not for the long vowel pattern. Write in the vowel pattern used (*a–e* in this case), but do not give any points for it.

Do not count reversed letters as errors but note them in the cells. If unnecessary letters are added, give the speller credit for what is correct (e.g., if *bed* is spelled *bede*, the student still gets credit for representing the short vowel).

Add the number of checks under each feature and across each word, double-checking the total score recorded in the last cell.

Using the Results:

Score 0-7: Use *Letter and Picture Sorts for Emergent Spellers*, Sorts 1-27

Score 8-12: Use *Word Sorts for Letter Name-Alphabetic Spellers*, Sorts 1-25

Score 13-18: Use *Word Sorts for Letter Name-Alphabetic Spellers*, Sorts 26-50

Score 19-25: Use *Word Sorts for Within Word Pattern Spellers*, Sorts 1-25

Score 26-27: Use *Word Sorts for Within Word Pattern Spellers*, Sorts 26-50

Score 38-42: Use *Word Sorts for Syllables and Affixes Spellers*, Sorts 1-28

Score 43-52: Use *Word Sorts for Syllables and Affixes Spellers*, Sorts 29-56

Score 53-57: Use *Word Sorts for Derivational Relations Spellers*, Sorts 1-34

Score 58-62: Use *Word Sorts for Derivational Relations Spellers*, Sorts 35-60



The First 25 Days of Reading Workshop

Why Reading Workshop?

The purpose of reading workshop is to give students opportunities to read during the school day and to provide targeted and appropriate instruction. Reading workshop allows for classrooms to become a community of readers with set expectations. The goal is for students to become independent readers and use a variety of strategies to comprehend and engage in text. Through a balanced reading program, students talk, read, and write about things in which they are genuinely interested. Teachers model and demonstrate for the students strategies that good readers use and students have the opportunity to practice these strategies during guided reading groups. Students may also participate in literature study with a group of readers to analyze and discuss text or literacy centers to reinforce strategies taught in class. Finally, students have the opportunity to apply these strategies during their independent reading and express their thoughts about their reading in response letters to their teacher.

The goals of successful Reading Workshop implementation include:

1. Teachers will have a framework and time to provide targeted and appropriate instruction.
2. Independent Reading Practice Time: Students will have time to focus on the most important literacy practice – reading a *just right* book.
3. Student Self-Management: Students learn to plan their work, manage time, problem-solve, self-evaluate, and cooperate with one another.
4. Cooperation: Students learn to respect others' time and space and to support each other as a community of readers, writers, and learners.
5. Organization: Students learn to keep class resources as well as their own books, notebooks, folders, and papers in order.
6. Student Choice within Limits: Students choose topics of personal interest to them to read and write about. Allowing students to choose their own topics motivates them to build from their own background knowledge and to experiment with new topics when they are ready.

Why a 25-day Launch?

The beginning of a new school year often involves discussion and/or modeling of procedures, behaviors, and classroom expectations. Reading Workshop also requires this same earnest and intentional effort as we establish norms for the classroom to ensure success for each student. Building a "reading community" in which students are independent is more likely when routines and procedures are purposeful and meaningful to students.

The goal of **The First 25 Days of Reading Workshop** is to establish classroom systems and the foundation for the principled habits we want readers to use throughout the year. Keep in mind that initially, many of these daily activities will take considerable time for you to model and for students to practice. However, once this is accomplished, these activities can be completed quickly allowing you time to address more content. It is recommended that you read the entire document first before planning your daily activities.

This guide is intended to be extended, condensed, or modified according to your students' needs. Please continue to revisit and support all skills and concepts that are introduced in the first few weeks through the balanced literacy model. Our ultimate goal is for students to become proficient in using these skills independently. Use your judgment, based on your students' needs to adjust instructional time dedicated to each demonstration lesson.

Things to Consider

Prior to implementing Reading Workshop, teachers will need to make several important decisions about materials. The following is a list of questions to consider before launching the reading workshop model (before the first day of school):

- Where will student reading materials be stored (e.g. reading notebooks, reading folders, individual student book bags/book boxes)?
- How will the classroom library be organized (e.g. what categories will you use for your books, if you will use baskets/bins to store categories of books, how you will label categories, and where you will house your library – on cart, on bookshelf, in bins – or will you categorize books by both guided reading levels and categories)?
- How/when will materials be introduced (e.g. mini-lesson at beginning of reading workshop, model in small group setting)?
- Where will students store classroom work (e.g. reading folder, literature study folder, reading response journal)?

- Do you have a word wall in a place where students can see the words? Is your word wall interactive or decorative?

Suggested Classroom Materials

Materials	Purpose
Classroom Rug or Carpet Squares	To be used as the established <i>gathering place</i> for students to come together for Read Aloud and whole class mini-lessons
Chart Paper	To create anchor charts recording good reading strategies, routines, and expectations
Classroom Library	To provide students with a wide selection of books for independent reading
Reading Folder	To organize reading lists, reading interests, response journal prompts, rubrics, etc.
Reading Notebook	To keep a record of independent reading (reading log), write in response to reading, record spelling words for <i>Word Work</i> , and/or to <i>Work on Writing</i>
Sticky Notes	For students to "flag" places in text during guided reading instruction and during independent reading (<i>Read to Self</i> or <i>Read to Someone</i>)
Whiteboards, Magnetic/Plastic Letters, Wikki-Stix, Clay, Letter Stamps, Colored Markers/Pencils	To be used when students do <i>Word Work</i> making spelling words
Recorded Books (on tape, CD, or computer)	To be used when students <i>Listen to Reading</i>

This list does not include everything that can be used but suggested materials that schools and teachers should consider to get started. Our goal is to set our teachers and students up for successful implementation of reading workshop by providing guidance. Teachers are encouraged to use their own creativity in selecting materials and resources in their classroom. Some of the sample anchor charts are displayed after each week to give teachers an idea of how the anchor charts could look. It is best practice to create anchor charts with the students and not ahead of time. We encourage teachers who would like to get a head start to title each anchor chart including the graphics but wait to add the content while doing the lessons with students. This will help to make the learning organic and personalized to each classroom.

A note about the alignment between this guide and the Unit Planning Guides:

The First 25 Days of Reading Workshop is designed to be used in conjunction with the Unit Planning Guides. Use the Unit Planning Guides to inform the content and skills to be taught within each unit of instruction. The demonstration lessons explicitly outline the instruction that needs to take place during the time allocated for guided reading and workstations. It is our expectation that teachers teach the standards and skills outlined in the planning guides during the Word Study/Phonics, Read Aloud, and Reading Mini-Lesson portions of the literacy block.

**The ultimate goal is to establish these systems and procedures so that you are able to begin guided reading and conduct small group reading instruction successfully by the end of the first 25 days.

Reading Workshop Launch Week One	
Teacher Goals	Student Goals
<ul style="list-style-type: none"> • Establish a Gathering Place • Model 3 Ways to Read a Book • Model how to select a Just Right book • Introduce Turn and Talk and Book Discussions • Introduce <i>Read to Self</i> 	<ul style="list-style-type: none"> • Move quickly and quietly to and from the gathering place • Practice the 3 ways of reading a book • Choose 3 appropriate books • Understand procedures for Turn and Talk and Book Discussions • Understand expectations and self-monitor during <i>Read to Self</i>
Day One – Demonstration Lessons	

Read Aloud – Introducing Transitions (10 Minutes)

- **"We will meet together for the first part of Reading Block. Our signal for large group meeting is _____ (i.e., bell, chimes, 3 claps, etc.). Our gathering place is located _____" (i.e., carpet area, reading corner, front of the room).**
- Use a timer to practice transitions with students. Note the decrease in transition time as the days progress.
- When students are at the gathering place, discuss the importance of good listening. Create an anchor chart of what good listening looks like (teacher will model examples and non-examples with student's input). Students can practice sitting in their learning positions. **"Let's make an anchor chart together and write down our ideas about what you think it might look like and sound like in our classroom when we meet in the gathering place."** For example: Criss-Cross Apple Sauce, LLP- Listening-Learning-Position, SLANT – Sit up, Sit still, Look at the speaker, Ask questions, Nod occasionally, Track with eyes
- **"Boys and girls, let's practice your ideas."** Have students return to their desks and pretend to work. After a couple seconds, signal students to come to the gathering place. Practice, going over the chart to see how they all did and check-in.
- Teach the following signals for an effective check-in: Thumbs-up, right in front of their heart, to signal if they know in their heart they are independent and successful with that behavior. Thumbs sideways if they thought they were somewhat independent and successful but could do better.
- Incorrect model – Ask someone to model the incorrect way to behave (usually a challenging student). Then ask the same student to model the appropriate behaviors.

Proceed with your Read Aloud lesson (10 Minutes) and your Reading mini-lesson (15 minutes).

3 Ways to Read a Book – Introduce 2 of the 3 ways to read a book (10 Minutes)

- **"Today class, we are going to learn two ways to read a book. Who knows what those ways are?"** Allow students to discuss what they think. Get responses from a few students.
- **"You are going to be detectives today and notice what it looks like and sounds like when we read a book two different ways. First, I will read a book using just the pictures. Pay close attention so you can turn and tell an elbow partner what you saw and heard when I'm finished."** Model reading the pictures by talking about each picture in the book.
- **"Reading the pictures is one way of reading a story. Boys and girls, what did you notice us doing?"** Allow students to discuss what they noticed. Get responses from a few students. Create an anchor chart titled **"3 Ways to read a book"**. Add: "1. Read Pictures" to the anchor chart.
- **"Now, see if you can tell what is the same and what is different after I read you the words of this book."** Read the text in the book and model metacognitive process of thinking aloud.
- **"This was our second way to read a story – reading the words. Okay, detectives, what did you notice?"** Allow students to discuss what they noticed. Get responses from a few students. Add: "2. Read Words" to the anchor chart.
- Transition to the lesson below, identifying *Read to Self* behaviors and expectations.

Read to Self – Read to Self Behaviors (30 minutes)

- **"Today we are going to practice *Read to Self*. We know that the most important thing we can do to become better readers who love to read is to spend lots of time practicing reading. Let's begin by making another chart, with our ideas of why it is so important that we read to ourselves."**
 - Top of chart - *Read to Self*
 - Under heading, write – Why: to become a better reader
- **"To become better readers is the reason why during our reading time, we will *Read to Self*. Why else do we read to ourselves?"** Allow discussion.
- Create a T-chart under "Why: to become a better reader." Write "students" on the top left and "teacher" on the top right. Brainstorm appropriate *Read to Self* behaviors. **"If our class were to do *Read to Self* independently, which means all by yourselves, what do you think it might look, sound, or feel like?"** (Record responses under "Students." Be sure "reading the whole time" is included.)
- **"These are all such good ideas. You already know a lot about how *Read to Self* looks, feels, and sounds."**
- What about the teacher? What would the teacher be doing?" Under "teacher" add: read with groups of children, read with children one at a time, listen to children read, and help children with their reading strategies.
- **"Now that we have talked about what *Read to Self* might look like, sound like, and feel like, is there anyone who would like to model, or show the class?"** Choose a student to model.
- **"Let's look while _____ models for us. Wow, _____ is certainly staying in one spot."** Point to anchor chart while observing each behavior. Provide applause. **"Who can tell us what you saw _____ doing while modeling *Read to Self*?"** Choose a few other models.
- Allow students time to use the anchor chart to practice *Read to Self* and "2 ways to Read a Book" in 3-5 minute intervals. Debrief after each interval, reviewing what students should be doing and what the teacher is doing. Assign students to specific areas to practice reading independently.

Day Two – Demonstration Lessons

Read Aloud – Introduce Turn and Talk strategy (10 Minutes)

Introduce the Turn and Talk strategy and create an anchor chart. Explain to students that during the Read Aloud, they will be asked to turn to a shoulder partner and discuss their thinking. (Teachers should identify shoulder partners at this time.)

Turn and Talk procedures for the anchor chart:

- Listen to the teacher's question.
- Turn to your shoulder partner.
- Keep your eyes on your partner.
- Discuss and share your answer to the question.
- Build on each other's ideas.

Practice the Turn and Talk strategy 3 times using topics of student interest (i.e., What is your favorite animal? What is your favorite book? What did you do this summer?)

Have students explain the Turn and Talk procedures from the anchor chart. What went well? What can we improve on? Discuss.

Proceed with your Read Aloud lesson including Turn and Talk opportunities (10 minutes) and your Reading mini-lesson.

Use established signal to bring students to the gathering place.

3 Ways to Read a Book – Model the 3rd way to read a book (5 Minutes)

- Begin by reviewing the previous day's lessons. **"Please put a thumb in the air if you remember the two ways to read a book that we learned about yesterday. Please turn and tell your shoulder partner one of the ways, and see if he or she can remember the other way."** Allow students to talk to one another.
- **"Today, we are going to look at one last way to read a book, and that is 'retelling a story I read before.' This is the book I read to you yesterday. Because I read you the words and the pictures, it is still pretty fresh in my mind, so watch closely and I'll show you what it looks like and sounds like when you retell."** Go through the book page by page, retelling the book with much detail. Add ways to read a book: "3. Retell the Story" to the anchor chart.
- **"Did you notice that I used the pictures and what I remembered from reading the words to retell the story? It is a fun way to read a book, especially a favorite book! Today, when you build your stamina in *Read to Self* time, you may choose to read the words or the pictures, or retell a book you already read."**
- Transition to the lesson below, modeling how to select a just right book

Read to Self – Model selecting a just right book (10 Minutes)

- **"Good readers have a purpose when they choose a book. The purpose for choosing a book may be because you want to learn about a certain topic or just to read a book for fun. Today we will practice selecting the right books to *Read to Self*."** Discuss the importance of choosing books that interest us as well. Share a variety of books we are interested in and those we are not. Guide discussion to favorite genres, authors, and types of books that interest each student.
- Teacher models the following:
 - Choose a book that looks interesting from the cover. (Think aloud about how the cover looks interesting.)
 - Turn to the first page and read it to yourself. (Read aloud the first page with only two mistakes.)
 - Model struggling with just a few words, but find the book interesting. (Think aloud about how you only missed two words and the book was interesting.)
 - Put it in your book bag. Explain to students that a "just right book" meets the following criteria:
 - Interesting to you
 - You know most of the words
 - You can understand what you are reading
 - You could tell someone about the book
 - The words are not too easy, not too hard
 - Choose two more books.
- Select one student to model selecting a "Just Right Book." Discuss what the student did that matched the criteria. Then select another student to model.
- Allow students to practice selecting "Just Right Books" for their *Read to Self* (independent reading) time by going to the classroom library. This practice of selecting books can be called "Shopping for Books," "Book Hunting," "Book Selection," etc. Be creative and personalize it for your classroom. These books may be placed in personalized book bags, magazine boxes,

gallon-sized Ziploc bags, etc.

- Teachers can create an anchor chart explaining how to pick a just right book.
- Transition to *Read to Self* practice sessions.

Read to Self – Practice Time (30 minutes)

- Review the *Read to Self* anchor chart and assigned areas for students to practice reading independently. Allow students time to practice *Read to Self* using the books in their book bags and "3 ways to Read a Book" in 3-5 minute intervals. Debrief after each interval, reviewing what students should be doing and what the teacher is doing.

Day Three – Demonstration Lessons

Read Aloud – Model Turn and Talk and Accountable Talk stems using a teacher selected book (10 Minutes)

Background Information for teachers on Accountable Talk: Talking is essential to learning, and when students actively engage with learning through talk, a substantial portion of instructional time will involve students in talk related to the core concepts that are being studied. Accountable Talk sharpens students' thinking by reinforcing their ability to use and create knowledge. Students engaged in accountable talk seek to clarify, support, and build upon their thinking about text and concepts. Facilitating book discussions at the end of each read aloud session will not only allow students to have meaningful discussions about text but give teachers an opportunity to address misunderstandings.

Practice moving to the gathering area to conduct a read aloud. Students then practice the Turn and Talk strategy during and after the read aloud using the following Accountable Talk stems:

- Can you say more?
- What is your evidence?
- I agree/disagree because...

Teachers may also create an anchor chart with Accountable Talk stems for students to reference.

Proceed with your Read Aloud lesson include opportunities for students to Turn and Talk, ensure that students are using the Accountable Talk stems. Proceed with teaching your Reading mini-lesson.

Use established signal to bring students to the gathering place.

Read to Self – Model previewing a book that is NOT a good fit because of interest (10 Minutes)

- Review demonstration lesson from the previous day. Select a student to model and explain how to select books that fit their interest.
- **"Today we will establish a routine for what we will do if a book is not a good fit."** Choose a book that looks interesting from the cover. (*Think aloud*)
- Turn to the first page and read it to yourself. (*Read aloud the first page with only two mistakes.*)
- Think aloud about how you don't like the book. Ask students, **"What will I do now, students?"**
- Return the book and look for another book.
- Select a student to model what to do if the book does not fit because of interest for the class. Discuss behaviors observed.
- Allow students to take turns going to the classroom library to select books and practice returning books that they are not interested in.
- The focus today is on returning books to their right place in the classroom library.
- Transition to *Read to Self* practice sessions.

Read to Self – Practice Time (20 Minutes)

- Review *Read to Self* anchor chart and assigned areas for students to practice reading independently. Allow students time to practice *Read to Self* using the books in their book bags and "3 ways to Read a Book" in 3-5 minute intervals. Debrief after each interval, reviewing what students should be doing and what the teacher is doing.

Day Four – Demonstration Lessons

Read Aloud – Introduce Book Discussions (5 minutes after Read Aloud)

- Move students into the gathering place and proceed with your Read Aloud lesson, including opportunities for students to Turn and Talk and ensure that students are using the Accountable Talk stems.
- After the read aloud allow students to discuss the book. **"Good readers are able to talk about text that they have read or heard and make connections to their lives and others around them. _____ can you tell me about your reaction to what we just read?"** Choose one student to begin the conversation, then follow-up with, **"That feels important... let's stay with that idea for a bit."** Be prepared with great follow-up questions either to clarify thinking or to encourage students to think more deeply about the text.

- Remind students of the expectations in place for active listening, hearing from many voices, and determining who will speak next. The conversation gets kids to figure out the meaning or big idea of the book.
- Encourage students to use the Accountable Talk Stems.

Proceed with teaching your Reading mini-lesson.

Use established signal to bring students to the gathering place.

Read to Self – Model selecting a book that is too difficult (10 Minutes)

- Review demonstration lesson from the previous day. Select a student to model and explain how to select books that fit their interest.
- **"Today we will establish a routine for what we will do if a book is too difficult?"** Choose a book that looks interesting from the cover. *(Think aloud about how the cover looks interesting.)*
- Turn to the first page and read it to yourself. *(Read aloud the first page with more than 5 mistakes.)*
- Think aloud about how this book is too difficult to read independently.
- Model returning the book to its proper place
- Select a student to model what to do if the book does not fit because of interest for the class. Discuss behaviors observed.
- Allow students to take turns going to the classroom library to select books and practice returning books that they are not interested in.
- The focus today is on returning books to their right place in the classroom library.
- Transition to *Read to Self* practice sessions

Read to Self – Practice Time (30 Minutes)

- Review *Read to Self* anchor chart and assigned areas for students to practice reading independently. Allow students time to practice *Read to Self* using the books in their book bags and "3 ways to Read a Book" in 3-5 minute intervals. Debrief after each interval, reviewing what students should be doing and what the teacher is doing.

Day Five – Demonstration Lessons

Read Aloud – Review Day (15 minutes)

Using a teacher selected book for Read Aloud, practice transitions from student desks to gathering area, Turn and Talk strategy using Accountable Talk stems and discussion about the book. Monitor students and provide feedback.

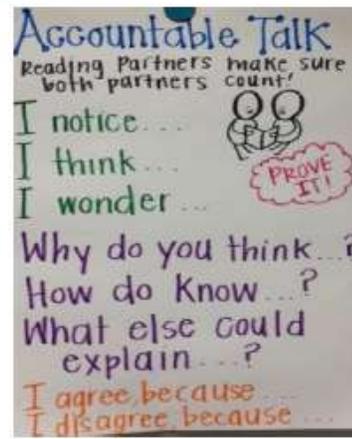
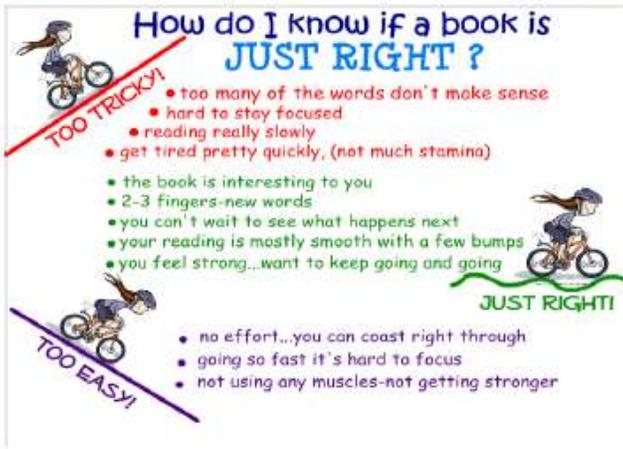
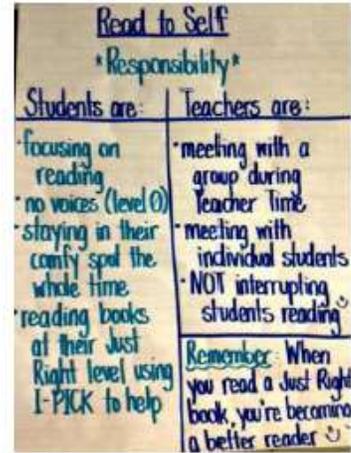
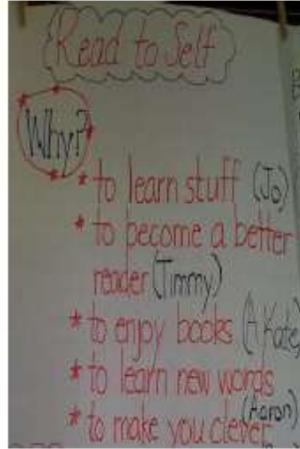
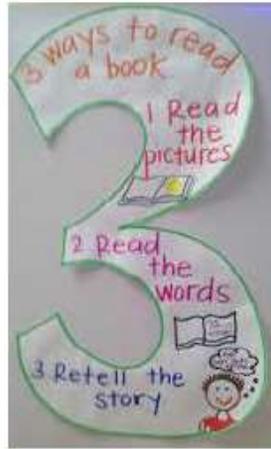
Proceed with teaching your reading mini-lesson.

Use established signal to bring students to the gathering place

Read to Self – Practice Sessions and Model completing the reading log (45 minutes)

- Review all anchor charts and allow students time to practice *Read to Self* using the books in their book bags.
- Allow for several sessions giving students 3 to 10 minutes to read quietly before debriefing. The brief after each interval should highlight positives noticed during the interval and areas needed for improvement. This debrief time should be very short.
- At the end of the *Read to Self* practice time, explain the following, **"It's the end of this rotation and my time is up for reading my *Read to Self* book today. I need to use my reading log so I can keep track of how much I am reading each day. I know good readers read lots of books, so I can record this information into my reading log in my Reading Notebook"** (Date, Title, Type of book/genre, Number of pages read, etc.). *The information recorded in the reading log will vary from grade to grade.*

Below are samples of potential anchor charts that can be created as part of the demonstration lesson for this week.



Literacy Block Launch Week Two	
Teacher Goals	Student Goals
<ul style="list-style-type: none"> Introduce <i>Read to Someone</i> Continue checking in with students at the gathering place Build stamina by gradually increasing the amount of time spend in independent practice Conduct one-on-one BOY Fluency assessment 	<ul style="list-style-type: none"> Understand expectations and self-monitor during <i>Read to Someone</i> Communicate which behaviors are independent and successful Practice <i>Read to Self</i>
Day One – Demonstration Lessons	
<p>Read Aloud (Continue to use established procedures for Read Aloud time. If necessary, repeat demonstration lessons from week one. Decisions should be based on your students. The First 25 Days of Reading Workshop can be modified to meet the needs of your students. You may have to go back to week one to reestablish routines for effective read aloud instruction.)</p> <p>Guided Reading Block – Use established signal to bring students to the gathering place</p> <p>Read to Self – Practice (15 minutes)</p> <ul style="list-style-type: none"> Review <i>Read to Self</i> anchor chart. Students will practice <i>Read to Self</i> (2-3 intervals). When all students are successful with 3 to 7 minutes, 1 minute is added to each subsequent practice. Upon hearing the signal students will transition from their “reading spots” and meet at the gathering place to debrief. <p>Introduce <i>Read to Someone</i> – Model correct behaviors (30 minutes)</p> <ul style="list-style-type: none"> “Before we brainstorm the behaviors expected when you <i>Read to Someone</i>, I’d like to teach you how to be good reading partners.” Create a <i>Read to Someone</i> anchor chart (T-Chart): “Student” and “Teacher” Select a student to model with you how to sit when they <i>Read to Someone</i>, so that elbows and knees are lined up, almost touching. This close proximity allows for children to read quietly and still be heard by their partners but not loud enough for 	

the rest of the class to hear. This sitting arrangement allows partners to look on and read the same book if they choose.

- **“See how easy it is for the two of us to share a book when we sit this way? Listen how quiet our voices can be when we sit this close.”** Model correctly and incorrectly. Add the following to the anchor chart under student side:
 - Sit EEKK-Elbow to Elbow, Knee to Knee
 - Use a soft voice
 - Read the entire time
 - Stay in one spot
 - Get started right away
 - Check for understanding
- **“Boys and girls, what do you think I will be doing while you all are reading to someone?”** Add the following to the anchor chart under the teacher side:
 - Work with students
- **“An important part of reading is being able to tell someone about what you have read. Think back to the books I have been reading to you. Put your thumb up if you remember seeing and hearing me stop at the end of every page or so to try to remember who I was reading about and what was happening. When we *Read to Someone*, we will be checking for understanding after we are done reading each page. Let me show you what that would look like. _____, will you help me?”**
- Select a student to model check for understanding. Have the student read. Then you summarize what he just read to you by saying, “_____, I just heard you read that_____.” Have the student indicate whether you are right or wrong. Then, switch roles. This time you should read and have the student summarize.
- If the student does not correctly summarize the reading, you can indicate that and read the page again.
- Review expectations for *Read to Someone* and select one to three sets of partners to come to the front with their book boxes and model the correct behaviors of *Read to Someone*, demonstrating how to take turns reading one page at a time and checking for understanding.
- Place children in locations to practice for three minutes. Signal them to return to the gathering and review *Read to Someone* chart and discuss. Repeat 3 minute practice, reviewing the expectations and behaviors observed.
- While students are reading independently, pull one student at a time to conduct the Beginning of the Year Fluency assessment. Try to assess 3 students per day.

Day Two – Demonstration Lessons

Use established signal to bring students to the gathering place.

Read to Self – Practice (15 Minutes)

- Students will practice *Read to Self* (2-3 intervals). When all students are successful with 3 to 7 minutes, 1 minute is added to each subsequent practice. Upon hearing the signal students will transition from their “reading spots” and meet at the gathering place to debrief.
- While students are reading independently, pull one student at a time to conduct the Beginning of the Year Fluency assessment. Try to assess 3 students per day.

Model Ways to Read to Someone (30 minutes)

- Review yesterday’s learning, asking students to turn to their elbow buddies and describe how their bodies look (EEKK) and what kind of voice we use while reading to someone.
- **“Today, before we practice again and work on building our stamina, I have another way to teach you about *Read to Someone*. Create a new anchor chart – “Ways to *Read to Someone*”**
- **“Yesterday when we read with our partners we had one person read while the other person followed along listening and checking for understanding. When the partner was finished reading his or her section, you switched jobs.”**
- Add “Check for Understanding – reading the same book: One partner reads while the other checks for understanding, then switch” to the anchor chart.
- **“Today we’re going to learn another way you might want to read books with your partner called “I Read, You Read”. One of you will read a page or a paragraph, and then your partner will read the exact same page or paragraph, trying to make the reading sound just like yours. The person who can read the words with little to no mistakes should go first. Can someone help me model this for the class?”**
- Select a student, begin reading aloud. Have the student follow along silently. Then, have the student read the same text, trying to make the pace and expression sound like the teachers’. After the student reads, the teacher will read the next page and the student will repeat.
- **“Class, this type of reading helps us to develop our reading fluency. Fluency is the ability to read text with speed, accuracy (which means correctly) and with proper expression. That’s why it is important that the person who makes the least**

mistakes read first.”

- Have students tell their elbow buddy how “I Read, You Read” helps them improve as readers.
- Add “I Read, You Read one book: One partner reads: the other partner reads the same part of the story. The most fluent reader reads first” to the anchor chart.
- Do repeated modeling, practice, and checking in to build stamina. Support students in choosing an appropriate reading spot for *Read to Someone*.

Day Three – Demonstration Lessons

Read to Self - Good Readers Ask Questions (15 Minutes)

- Show students (through thinking aloud) how you would mark the text with a question you have.
- Place a sticky note with a question mark on it in the text where you have a question.
- Ask students to use this same practice whenever they read. (*In the future, students can share these questions during “share” time.*)
- **“Okay, now it’s time for us to practice. Today as you *Read to Self*, use the sticky notes to identify where you have questions.”**
- Students will practice *Read to Self* (2-3 intervals). When all students are successful with 3 to 7 minutes, 1 minute is added to each subsequent practice. Upon hearing the signal, students will transition from their reading spots and meet at the gathering place to debrief.
- While students are reading independently, pull one student at a time to conduct the Beginning of the Year Fluency assessment. Try to assess 3 students per day.

Read to Someone – Model and practice *Read to Someone* focusing on Reading Different Books. (30 Minutes)

- **“There is one more strategy I would like to show you so you have choices when you *Read to Someone*. It is called ‘Read Two Different Books.’”**
- Add “Read Two Different Books – Two books: Partners read two different books and check for understanding” to anchor chart.
- **“For this *Read to Someone* choice, you and your partner can both have different books, yet still read as partners. Here is how it goes. Can I get someone to help me model this one? You get a book from your book box, and I’ll get a book from mine. What do you notice about our books?”** Allow students to share their responses with an elbow partner.
- **“My partner and I really want to read together, but my book is too hard for him. Even though my book is too hard for my partner, we can still be partners and enjoy each other’s books. Here’s how. My partner can read the first page of their book to me. I’ll keep my book closed with my finger marking my place. When you are finished reading the first page, I’ll check for understanding. Then, you’ll close your book, keeping your finger marking the page you’re on, and you’ll listen to me. When I am finished reading, you’ll check for understanding and then we’ll switch back again.”**
- Do repeated modeling, practice reading different books and checking in to build stamina. Support students in choosing an appropriate reading spot for *Read to Someone*.

Day Four – Demonstration Lessons

Read to Self - Practice (15 Minutes)

- Students will practice *Read to Self*. Remind students that they can use sticky notes to identify questions they have about the text, or if they find something of interest to them that they would like to share during the debrief time. When all students are successful with 3 - 7 minutes, 1 minute is added to each subsequent practice.
- Upon hearing the signal, students will transition from their reading spots and meet at the gathering place to debrief.
- While students are reading independently, pull one student at a time to conduct the Beginning of the Year Fluency assessment. Try to assess 3 students per day.

Read to Someone – Practice (30 Minutes)

- Review the 3 different ways to *Read to Someone*.
- Partner up students and place them around the room. Allow students to decide together which of the three ways they will read. Allow students to practice for 3-5 minute intervals.

Day Five – Demonstration Lessons

Read to Self - Comprehension debrief after *Read to Self* (25 Minutes)

“Today we are going to practice a comprehension debriefing protocol after *Read to Self*. Please bring your book with you to the gathering place for us to practice when you hear the signal to transition.”

- Students will practice *Read to Self* (2-3 intervals). When all students are successful with 3 - 7 minutes, 1 minute is added to each subsequent practice.
- While students are reading independently, pull one student at a time to conduct the Beginning of the Year Fluency

assessment. Try to assess 3 students per day.

- Upon hearing the signal, students will transition from their reading spots and meet at the gathering place to debrief.

“One of the things that I love to do when I am reading a good book is talking to other people about my book. Let’s structure how we are going to talk about our books with our friends.”

Write the following sentence stems on the board:

Comprehension Debrief Protocol – After *Read to Self*

- My book is about...
- I want to read my favorite page (part) to you...
- It is my favorite page because...

Select a student to model how the conversation should go.

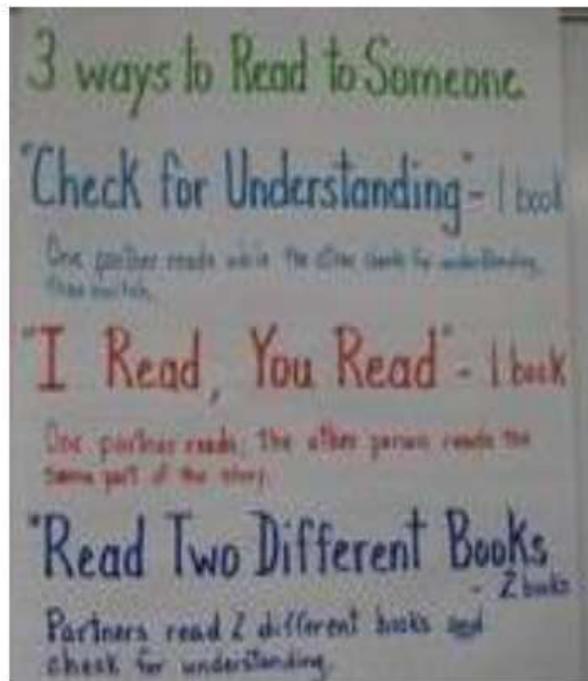
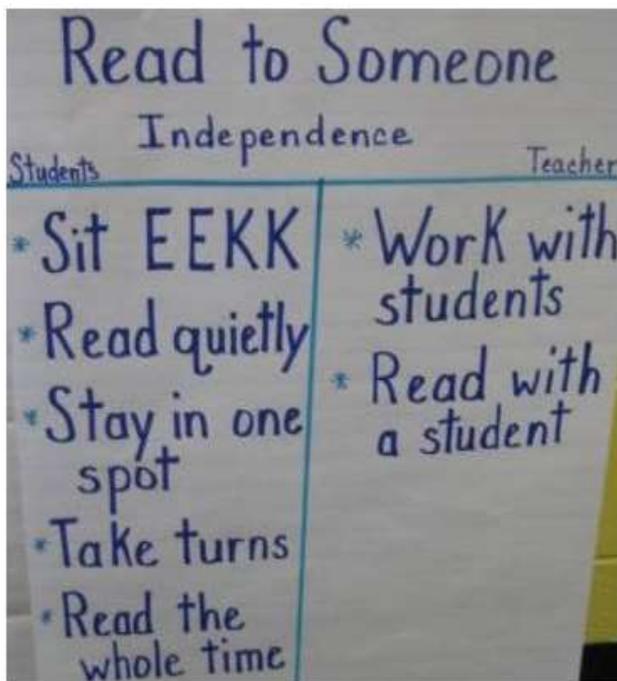
“What did you notice when my partner was talking to me?” Accept responses.

- Highlight that students should listen attentively, wait their turn, focus on the speaker, and actively participate in the discussion.
- Have students select a partner and practice the “comprehension debrief protocol.” Lean in as students are talking to one another.
- After each student has shared, wrap up the lesson by letting students know that occasionally they will be debriefing with each other and sometimes with you after *Read to Self*.

***Read to Someone* - Practice (20 Minutes)**

- Review and practice *Read to Someone* anchor charts. Review the 3 different ways to *Read to Someone*.
- Partner up students and place them around the room. Allow students to decide together which of the three ways they will read. Allow students to practice for 3-5 minute intervals.
- Debrief with students during each interval.

See below samples of potential anchor charts that can be created as part of the demonstration lesson for this week.



Literacy Block Launch Week Three	
Teacher Goals	Student Goals
<ul style="list-style-type: none">• Continue checking in with students at the gathering place	<ul style="list-style-type: none">• Communicate which behaviors are independent and successful

<ul style="list-style-type: none"> • Provide students with short intervals of independent practice • Introduce <i>Word Work</i> • Introduce <i>Listen to Reading</i> • Create a workstation management chart • Conduct one-on-one BOY Fluency assessment 	<ul style="list-style-type: none"> • Practice <i>Read to Self</i> and <i>Read to Someone</i> • Experiment with words for learning and writing • Understand expectations and self-monitor during <i>Word Work</i> • Understand expectations and self-monitor during <i>Listen to Reading</i> • Use the workstation management chart
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Day One – Demonstration Lessons

Introduce *Word Work* (20 Minutes)

In order to facilitate this independent activity, teachers will need to have materials that students can utilize in the Word Work station. Work can be done in the word work section of students’ reading notebooks.

“Today we are going to learn the procedures for how to use our spelling materials. We are going to learn how to set them up, how to use them, and how to clean them up. It is important to spell words correctly when we write, because we care about our writing and the people who will read it. Spending time practicing spelling helps us become not only better spellers and writers, but also better readers. Do you know what else? It is fun! Let’s begin by looking at some of the materials we can use to practice spelling.”

Review materials that students can use in the station.

“Now let’s make an anchor chart with our ideas about ways to set up the materials and how to explore and use them.” Create a *Word Work* Anchor Chart with the following student behaviors:

- One person takes out the materials of his or her choice and sets them up in a quiet location.
- Stay in one spot.
- Work the whole time.
- Try your best.
- Work quietly.
- Get started quickly.

“Who would like to model setting up the materials using the ideas we came up with on our anchor chart?”

Choose one student per word work material to model. Place students around the room near the word work materials.

Have that group of students practice for 2-3 minutes.

As they are working, have other students point out what they are doing based on the anchor chart. Signal students to leave the materials and come back to the gathering place for a check in. As you debrief, highlight positive behaviors observed.

“Boys and girls, today we are also learning how to pack up the materials so that they are ready for the next person who will work on words. Let’s make another anchor chart and label it ‘*Word Work—Material Cleanup Procedures.*’ Who has some ideas for how students in our room will clean up the materials?”

Allow students to discuss their ideas.

Create an anchor chart that includes the following:

- Everyone using materials helps put those materials away.
- Materials go back in the original tub.
- Return materials to the same spot.
- Leave the materials neat.
- Clean quietly.
- Get started on your new task quickly.

Send students back to their work locations and have students practice packing away their materials. Highlight correct behaviors observed. You may select another group of students to work on words. Repeat the procedures outlined while reviewing the expectations outlined on both anchor charts. *(All students may not have an opportunity to do the word work today. Keep track of students who did not have an opportunity so that they can model and practice tomorrow.)*

***Read to Someone and Read to Self – Practice* (25 Minutes)**

Begin practicing rotations and transitions between stations

- Divide your class in half. Explain that half of them will practicing *Read to Self* while the other half will be practicing *Read to Someone*.

- Review the anchor charts with expectations. Allow students to read independently for 3-5 minutes then upon hearing the signal students will transition from their “reading spots” and meet at the gathering place to debrief.
- During the debrief highlight behaviors that you noticed, reviewing expectations.
- Have students switch from *Read to Self* to *Read to Someone*. Allow 3-5 minutes of independent practice time then signal for students to come to the gathering place to debrief.
- While students are reading independently, pull one student at a time to conduct the Beginning of the Year Fluency assessment. Try to assess 3 students per day.

Day Two – Demonstration Lessons

Word Work – Review Expectations (20 Minutes)

- Review the anchor charts developed for *Word Work*. Select another group of students to model and practice how to use and pack away materials.

Remember that students should be working with words from that week’s spelling/word study objectives. Use the resources from the planning guide to select your words and strategies.

- While students are working, other students will remain at the gathering place, taking notes on the observed behaviors.
- Bring students back to the gathering place to debrief.
- Select one more group of students to model and practice how to use and pack away materials. (*Ensure that all students have had the opportunity to model and practice how to use the word work materials.*)

Read to Someone and Read to Self – Practice (25 Minutes)

Begin practicing rotations and transitions between stations.

- Divide your class in half. Explain that half of them will practice *Read to Self* while the other half will be practicing *Read to Someone*.
- Review the anchor charts with expectations. Allow students to read independently for 3-5 minutes, then upon hearing the signal, students will transition from their reading spots and meet at the gathering place to debrief.
- During the debrief, highlight behaviors that you noticed, reviewing expectations.
- Have students switch from *Read to Self* to *Read to Someone*. Allow 3-5 minutes of independent practice time, then signal for students to come to the gathering place to debrief.
- While students are reading independently, pull one student at a time to conduct the Beginning of the Year Fluency assessment. Try to assess 3 students per day.

Day Three – Demonstration Lessons

Read to Someone – Practice Coaching each other (15 Minutes)

- **“Today we are going to learn a bit about being a reading coach. Raise your hand if you have ever been reading with a partner and came to a word you didn’t know or if your partner came to a word that they didn’t know. The trick is to know when someone wants help or wants to do it alone. Good reading coaches don’t just step in and tell their partners the words right away. That doesn’t help them become better readers! Here is what it looks like to be a good reading coach.”**
- Create an anchor chart entitled “Reading Coach” and add the following:
 - Count silently to three before assisting.
 - Ask, “Do you want coaching or do you want time?”
 - If coaching, use cues to help your partner.
 - If time, sit patiently and wait.
- Select a student to be your partner and model what to do if a partner needs help during *Read to Someone*.
- Review anchor chart and highlight behaviors.

“As you all are working independently in your stations, I will be coming around to visit with you and let you know how you are doing. Practice being a good reading coach and an independent student who knows exactly what he/she should be doing.”

Read to Someone, Read to Self and Word Work – Practice (30 Minutes)

Continue practicing rotations and transitions between practice stations.

“For the past two days, we have been practicing working independently on two different reading tasks. Today I’d like to try 3. Some of you will *Read to Self*, *Read to Someone*, and *Word Work*. I have created this chart to show you all where you go for each rotation. I will use the signal to tell you all when to come to the gathering place to debrief. We will be debriefing after each rotation. Does anyone have any questions before we begin?” Address questions.

- Review the anchor charts with expectations. Allow students to work independently for 7 minutes, then upon hearing the signal, students will transition from their work locations and meet at the gathering place to debrief.

- Walk around and provide students with feedback on observed behaviors and also talk to students about what they are reading or doing.
- During the debrief, highlight behaviors that you noticed, reviewing expectations.
- Have students proceed to their next station. Allow 7 minutes of independent practice time, then signal for students to come to the gathering place to debrief.
- While students are reading independently, pull one student at a time to conduct the Beginning of the Year Fluency assessment. Try to assess 3 students per day.
- Repeat one more rotation with 7 minutes of independent work time. Signal and debrief in the gathering place.

“Well, we have completed our first day with 3 rotations. Let’s talk about what worked and what didn’t and set some goals for tomorrow, when we will be introducing one more station”

- Have students talk about what worked and what didn’t. Make a list of goals for the next day.

Day Four – Demonstration Lessons

Introduce *Listen to Reading* (10 Minutes)

In order to facilitate this independent activity, teachers will need to identify an effective mode for allowing students to listen to reading. Some options include headphones, books on tapes, books on CD with a CD player, books on the computer, etc. Each classroom teacher needs to develop a system, identifying how many students can “listen to reading” at one time. The following demonstration lesson should be done with the entire class.

- **“Today we will be learning how to be independent with *Listen to Reading*. Let’s begin by talking about why we would listen to reading. Turn to your elbow partner and talk to them about why it would be helpful to listen to reading.”** Discuss responses.
- **“There are a couple of things that I would like you all to do when you work independently in *Listen to Reading* and they are as follows...”** Create a *Listen to Reading* anchor chart with the following student behaviors:
 - Get out materials.
 - Listen to the whole story.
 - Listen to another story if time permits.
 - Follow along with pictures and/or words.
 - Stay in one spot.
 - Listen quietly.
 - Get started quickly.
 - Put materials away neatly.
- **“Just like we have done before, let’s see if there is someone who can model the right way to *Listen to Reading*.”**
- Select a student to model and practice material setup of tape/CD recorder, book, and using headphones correctly. Computers may also be used. Have student practice listening and following along with words and/or pictures.
- Debrief with students and discuss behaviors demonstrated. Highlight how students returned materials to their proper location.
- Select a few students to practice *Listen to Reading*. Stay out of the way of children’s reading. No eye contact or managing by proximity at this time. Teacher may practice sitting at the guided reading or assessment spot. Because this is engaging, students will have much more stamina to stick with this task right from the start.
- Place other students in *Read to Self*, *Read to Someone*, and *Word Work* stations.

***Read to Someone, Read to Self, and Word Work - Practice* (35 Minutes)**

Continue practicing rotations and transitions between stations.

“While these students are practicing working independently in the *Listen to Reading* station, I’d like everyone else to work in the other 3 stations. Just like yesterday, some of you will be going to *Read to Self*, *Read to Someone*, and *Word Work*. Use the chart to see where you need to go for each rotation. I will use the signal to tell you all when to come to the gathering place to debrief. We will be debriefing after each rotation. Does anyone have any questions before we begin?” Address questions.

- Review the anchor charts with expectations. Allow students to work independently for 7 minutes, then upon hearing the signal, students will transition from their work locations and meet at the gathering place to debrief.
- Walk around and provide students with feedback on observed behaviors and also talk to students about what they are reading or doing.
- During the debrief, highlight behaviors that you noticed, reviewing expectations.
- Have students proceed to their next station. Allow 7 minutes of independent practice time, then signal for students to come to the gathering place to debrief.

- While students are reading independently, pull one student at a time to conduct the Beginning of the Year Fluency assessment. Try to assess 3 students per day.
- Repeat two more rotations with 7 minutes of independent work time. Signal and debrief in the gathering place.

“Today, we have completed our first day with 4 rotations. Let’s talk about what worked and what didn’t and set some goals for tomorrow.”

- Have students talk about what worked and what didn’t. Make a list of goals for the next day.

Day Five – Demonstration Lessons

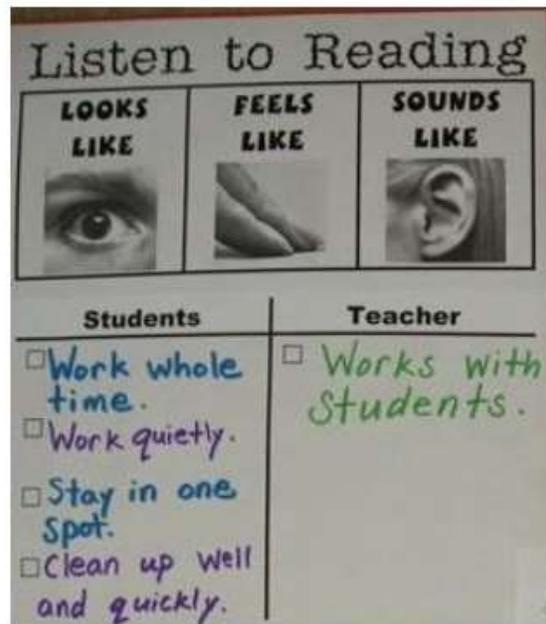
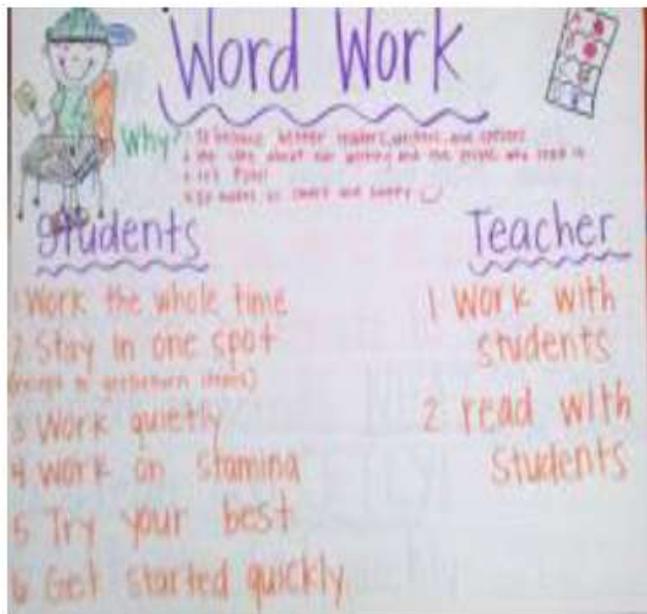
Practice 2-3 minute check-ins (5 Minutes to introduce)

“Boys and girls, for the past three weeks we have been establishing routines and procedures for working independently on improving our reading skills. Today, I would like to use all of our time to practice working in our assigned stations and having a 2 minute check-in between rotations. This is a great time for you all to tell me and your classmates about what you were doing while in your independent station. Each time, I will only call on one or two people to share or sometimes I may spend the two minutes telling you all about something that I noticed. Please use the chart to identify where you will be starting rotations and listen for the signal to come back to the gathering place.”

Listen to Reading, Word Work, Read to Self, and Read to Someone – Practice (40 Minutes)

- Allow students to work independently for 7 minutes, then upon hearing the signal, students will transition from their work locations and meet at the gathering place to debrief.
- When students come to the gathering place, set the timer for 2 minutes and select a student to discuss their independent work that they were working on. Highlight good behaviors observed.
- Have students proceed to their next station. Allow 7 minutes of independent practice time then signal for students to come to the gathering place to check-in.
- While students are reading independently, pull one student at a time to conduct the Beginning of the Year Fluency assessment. Try to assess 3 students per day.
- Repeat 2 more rotations with 7 minutes of independent work time. Signal and check-in for 2 minutes in the gathering place.

Below are samples of potential anchor charts that can be created as part of the demonstration lesson for this week.



Literacy Block Launch Week Four	
Teacher Goals	Student Goals
<ul style="list-style-type: none"> • Introduce <i>Work on Writing</i> • Continue checking in with students at the gathering place • Build stamina by gradually increasing the amount of time 	<ul style="list-style-type: none"> • Understand expectations and self-monitor during <i>Work on Writing</i> • Communicate which behaviors are independent and

spent in independent practice	<ul style="list-style-type: none"> successful Practice <i>Read to Self, Listen to Reading, Word Work, and Read to Someone</i>
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Day One – Demonstration Lessons

Introduce *Work on Writing* (20 Minutes)

“Today we are going to begin our very first day of *Work on Writing*. I know that we have been writing every day during Writing Workshop but we will be doing *Work on Writing* every day as well. Turn to an elbow partner and talk over why you think it is so important to write every day.”

Create a *Work on Writing* anchor chart with the following student behaviors:

- Write the whole time.
- Stay in one spot.
- Work quietly.
- Have choice of what to write.
- Get started quickly.
- Underline words we’re not sure how to spell and move on.

“I’d like to show you all the materials that may be used while you *Work on Writing* and how to correctly use these materials.”

The following materials may be used: notebook, pencil or pen, drawing or sketching pencils, markers, gel pens, etc.

- Introduce the materials to use during *Work on Writing* and how the materials should be used.

“Now, I am going to give you all some time to practice *Work on Writing*. Today I want you to select a piece of text to write about. You can write about the book I read to you all during the read aloud, or any of the books that you read during *Read to Self or Read to Someone*. You can use one of the following sentence stems:

This book made me think of because

My favorite part of the book was.... because

In my mind I see from this text because

I learned because

I liked/didn’t like because”

- Write the sentence stems on the board and send students to write independently at their desks. As students are working, walk around and monitor them. Offer assistance as needed.
- After 7 minutes, signal for students to come to the gathering place.
- Debrief with student to identify any struggles or concerns that they may have with Working on Writing.

***Read to Self, Read to Someone, Word Work, and Listen to Reading – Practice* (25 minutes)**

- Continue practicing rotations and transitions between stations. Do not include *Work on Writing* today.

Day Two – Demonstration Lessons

***Work on Writing – Strategy for words you can’t spell* (20 Minutes)**

- **“Yesterday, we practiced *Work on Writing* and the last thing that I put on our anchor chart was “Underline words we’re not sure how to spell and move on.” This is exactly the same thing that we do during Writing Workshop. When writers in our room come to a word they don’t know how to spell, they just write the sounds they hear, put a line under it so they can come back to it later, and then keep writing.”**
- Model what to do when writing words they can’t spell. Think aloud the following: “Last night the weirdest thing happened to me...” **“Boys and girls, let’s say that is the sentence I want to write but I don’t know how to spell *weirdest*. What should I do?”**
- Start writing the sentence on your chart tablet or on the board. Ask students to help you sound out the word *weirdest*, write the sounds they tell you, then underline the word and complete the sentence.
- **“Now, I am going to give you all some time to practice *Work on Writing*. Today I want you to write about anything you choose. You can write about what you did yesterday after school, a show you saw on TV, a book you read, anything. But I want you to practice what you should do when you get to a word you can’t spell.”**
- Send students to write independently at their desks. As students are working, walk around and monitor them. Offer assistance as needed.
- After 7 minutes, signal for students to come to the gathering place.
- Debrief with student to identify any struggles or concerns that they may have with *Working on Writing*.
- If time permits, allow a few students to share what they wrote and identify what words they had trouble spelling.

Read to Self, Read to Someone, Word Work, and Listen to Reading – Practice (25 minutes)

- Continue practicing rotations and transitions between stations. Set the timer for about 5 minutes per station with 2 minute check-ins in between.
- Use your check-ins to debrief with students, highlighting students who are doing exactly what they are supposed to.
- Do not include *Work on Writing* today.

Day Three – Demonstration Lessons

Ask Three Before Me (10 Minutes)

(You might have to ask a few students to help you with this ahead of time.)

“Boys and girls, sometimes while you are working independently, questions may come up that you need help with. You will want to come and ask me for help but I will be working with a group of students or in a conference with one of your classmates. When this happens, I would like you to ask 3 students before you ask me.”

- Model (from the perspective of a student) having a question about an activity in one of their stations.
- Model asking one child who attempts to help you but cannot.
- Then, model asking another who cannot help.
- Finally, ask a third student who gives you an answer.
- You may create an anchor chart or a visual to serve as a reminder for students. As students work in the stations today, you should conference with students individually while monitoring the students.

Read to Self, Read to Someone, Listen to Reading, Word Work, and Work on Writing – Practice (35 Minutes)

- Continue practicing rotations and transitions between stations. Set the timer for about 5-7 minutes per station with 2 minute check-ins in between.
- Use your check-ins to debrief with students, highlighting students who are doing exactly what they are supposed to.

Day Four – Demonstration Lessons

Read to Self, Read to Someone, Listen to Reading, Word Work, and Work on Writing – Practice (45 Minutes)

- Continue practicing rotations and transitions between stations. Set the timer for about 7 minutes per station with 2 minute check-ins in between.
- Use your check-ins to debrief with students, highlighting students who are doing exactly what they are supposed to.
- Explain to students that they will be spending more time doing each of the activities in their stations as time progresses but your goal is to make sure that they know what to do while they are in each station without your help.

Day Five – Demonstration Lessons

Read to Self, Read to Someone, Listen to Reading, Word Work, and Work on Writing – Practice (40 Minutes)

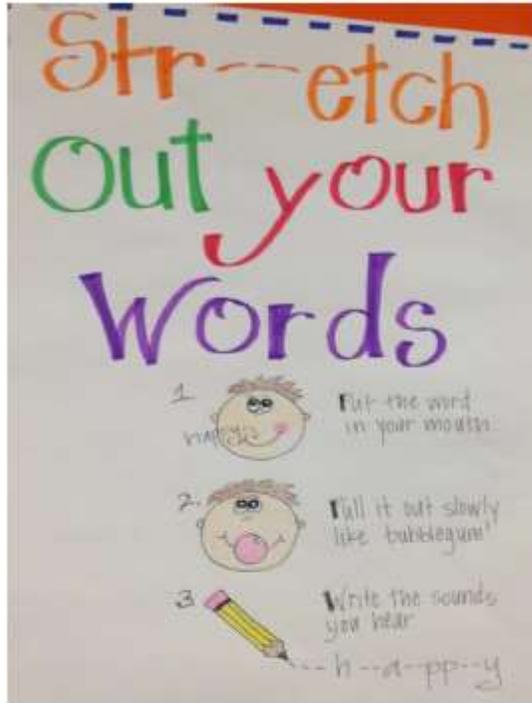
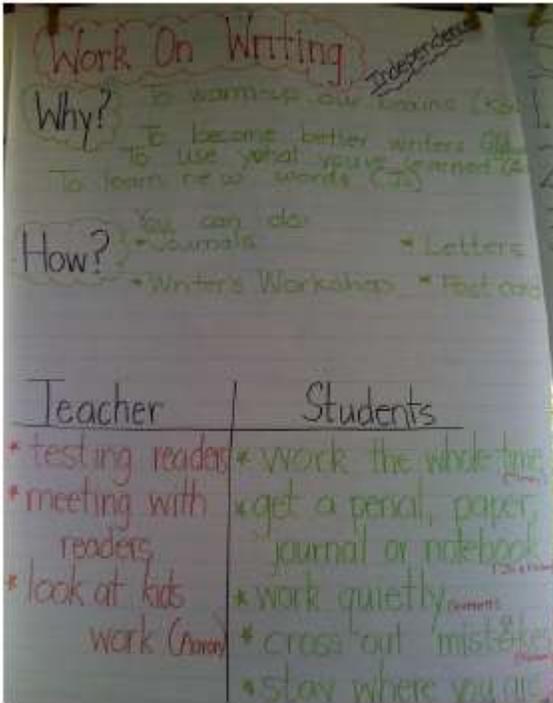
- Continue practicing rotations and transitions between stations. Set the timer for about 7 minutes per station with 2 minute check-ins in between.
- Use your check-ins to debrief with students, highlighting students who are doing exactly what they are supposed to do.

Reflection (5 Minutes)

(Teacher and students evaluate their work and behavior during independent time.)

- Are you meeting the goals of independent work time? Can students work independently without causing any disruptions? Are students using the materials correctly? Do they know where everything goes? Can students tell you why each station is important to them as readers and writers?
- Do you need support in any area? What’s working in your classroom and what’s not? Do you have a classroom community of readers? Are there areas where students may need more support or a refresher? Are students unclear about any of the expectations?
- Set a goal for next week.

Below are samples of potential anchor charts that can be created as part of the demonstration lesson for this week.



Literacy Block Launch Week Five	
Teacher Goals	Student Goals
<ul style="list-style-type: none"> Evaluate independence Work with small groups 	<ul style="list-style-type: none"> Communicate which behaviors are independent and successful Exhibit appropriate behaviors during small groups
<ul style="list-style-type: none"> This week, you will start to pull your guided reading groups as outlined in the schedule below. The schedule allows you to still monitor your students while working with a small group, as you will not be pulling a group during each rotation until the last day. You will notice a range of time for each rotation. This range takes into account the differences in time that is developmentally appropriate for each grade level. Kindergarten students should be in a guided reading group or station for about 10 minutes because of their attention span. 5th graders should be in groups for about 20 minutes. By now, you should have a sense of how long your students can work independently without losing focus. Ensure that you 	

are adequately prepared for each of your groups by planning ahead using the resources and guides that are available.

TEACHER SCHEDULE

Monday or Day One: Pull one group during Rotation 2. During Rotations 1 and 3, evaluate independence.

Tuesday or Day Two: Pull one group during Rotation 3. During Rotations 1 and 2, evaluate independence.

Wednesday or Day Three: Pull one group during Rotation 1. During Rotations 2 and 3, evaluate independence.

Thursday or Day Four: Pull one group during Rotation 1 and one group during Rotation 3. During Rotation 2, evaluate independence.

Friday or Day Five: Pull one group during each rotation.

SUGGESTED DAILY/WEEKLY ROTATION SCHEDULE

Monday (Day One)	Rotation 1 10-20 minutes	Rotation 2 10-20 minutes	Rotation 3 10-20 minutes
<i>Read to Self</i>	Group 1	Group 2	Group 3
<i>Read to Someone</i>	Group 2	Group 3	Group 4
<i>Listen to Reading</i>	Group 3	Group 4	Group 5
<i>Work on Writing</i>	Group 4	Group 5	Group 1
<i>Word Work</i>	Group 5	Group 1	Group 2

Tuesday (Day Two)	Rotation 1 10-20 minutes	Rotation 2 10-20 minutes	Rotation 3 10-20 minutes
<i>Read to Self</i>	Group 4	Group 5	Group 1
<i>Read to Someone</i>	Group 5	Group 1	Group 2
<i>Listen to Reading</i>	Group 1	Group 2	Group 3
<i>Work on Writing</i>	Group 2	Group 3	Group 4
<i>Word Work</i>	Group 3	Group 4	Group 5

Wednesday (Day Three)	Rotation 1 10-20 minutes	Rotation 2 10-20 minutes	Rotation 3 10-20 minutes
<i>Read to Self</i>	Group 2	Group 3	Group 4
<i>Read to Someone</i>	Group 3	Group 4	Group 5
<i>Listen to Reading</i>	Group 4	Group 5	Group 1
<i>Work on Writing</i>	Group 5	Group 1	Group 2
<i>Word Work</i>	Group 1	Group 2	Group 3

Thursday (Day Four)	Rotation 1 10-20 minutes	Rotation 2 10-20 minutes	Rotation 3 10-20 minutes
<i>Read to Self</i>	Group 5	Group 1	Group 2
<i>Read to Someone</i>	Group 1	Group 2	Group 3
<i>Listen to Reading</i>	Group 2	Group 3	Group 4
<i>Work on Writing</i>	Group 3	Group 4	Group 5
<i>Word Work</i>	Group 4	Group 5	Group 1

Friday (Day Five)	Rotation 1 10-20 minutes	Rotation 2 10-20 minutes	Rotation 3 10-20 minutes
<i>Read to Self</i>	Group 3	Group 4	Group 5
<i>Read to Someone</i>	Group 4	Group 5	Group 1
<i>Listen to Reading</i>	Group 5	Group 1	Group 2
<i>Work on Writing</i>	Group 1	Group 2	Group 3
<i>Word Work</i>	Group 2	Group 3	Group 4

Teacher Name: _____

Date/Time: _____



**After The First 25 Days of Reading Workshop
Observation Checklist**

What's Happening	
Whole group mini-lesson	
Checking in at the gathering place	
Guided reading/small group instruction	
Teacher conferring with one student	
Teacher assessing one student	
Students using principled habits of <i>Read to Self</i> , <i>Read to Someone</i> , <i>Work on Writing</i> , <i>Word Work</i> , and <i>Listen to Reading</i>	
The Learning Environment	Yes/No
Is there an established gathering place for students to meet?	
Is the small group teaching table ready for guided reading/small groups?	
Are anchor charts displaying principled habits for independent practice used as teaching tools?	
Do you see a classroom library with categories and/or levels clearly labeled?	
Are there books displayed in a way to "sell" new books to students?	
Whole Group Instruction	Yes/No/NA
Word Study/Phonics	
Phonics (K-2): Is the teacher providing instruction about sound/symbol relationships?	
Phonics (K-2): Are students practicing targeted sounds to read and spell words?	
Phonics (K-2): Are students using letter tiles or magnetic letters to work with words?	
Word Study (3-5): Is teacher providing instruction about correspondences, syllabication patterns, and morphology of multi-syllabic words?	
Word Study (3-5): Are students practicing skills relating to vocabulary development?	
Word Study (3-5): Are students using word sorts to determine and practice patterns?	
All (K-5): Is the instruction challenging enough to maintain student interest yet attainable for most students?	
Read Alouds – Reading to Students	
Is there evidence the teacher planned the read aloud?	
Does the teacher launch the book by creating interest?	
Does the teacher set the thinking job for the students?	
Does the teacher stop to model thinking and ask questions?	
Does the teacher ask students to "turn and talk" before answering questions?	
Mini-Lesson – Comprehension Skills and Strategies	
Is the lesson focus standard clearly displayed?	
Is the learning target clearly displayed and explained to students?	
Are students reminded of how today's lesson is part of an ongoing unit of study?	
Is the mini-lesson linked to ongoing work for the day?	
Does the lesson last less than 15 minutes?	
Mini-Lesson – Debriefing (2-3 minutes)	
Are students given an opportunity to share what they learned during previous rotations?	
Are students given an opportunity to talk about what went well during previous rotations?	
Are students encouraged to share what they need to work on to support their work?	

Guided Reading/Small Group Instruction	Yes/No/NA
Small Group Instruction	
Is the teacher meeting with a small group of students?	
Are the other students working independently and not interrupting the teacher?	
Is there evidence of planning and record keeping?	
Small Group Instruction – Before Reading (3-4 minutes)	
Are students making connections to story/text topic using partner talk?	
Does the teacher give a short summary/gist statement or cover information?	
Does the teacher frontload new words or text characteristics?	
Does the teacher set a clear purpose for the reading?	
Small Group Instruction – During Reading (7-8 minutes)	
Are students whisper-reading <i>independently</i> – not chorally, not round robin?	
Are all students reading the same book at an instructional level – 93-96% accuracy?	
Is the teacher listening to individual students read and taking anecdotal notes?	
Does the teacher provide “just in time” intervention?	
Small Group Instruction – After Reading (3-4 minutes)	
Does the teacher facilitate a discussion around a text dependent question?	
Does the teacher address an instructional need identified as students read and discuss the story?	
Work Stations	
Do students get started right away?	
Do students stay in one place?	
Are students engaged in <i>Read to Self, Read to Someone, Work on Writing, Word Work, and Listen to Reading</i> ?	
Are students reading, writing, and speaking during the entire block?	
Do you hear purposeful noise or conversation – quiet, but not silent?	
Are students reading text on their independent level – 97-100% accuracy?	

Comments:



The First 25 Days of Literature Circles (Grades 4-5)

Why Literature Circles?

Literature circles are small, temporary groups of students who gather together to read and discuss a book of their choice in order to develop comprehension and vocabulary. Students are assigned roles that support the learning by guiding the discussion in a specific and strategic way. These roles guide students to discuss various aspects of the text in an effort to deepen their understanding of the text. The literature circle model creates a learning opportunity that fosters collaboration and cooperation as students construct and revise meaning with their peers. It also provides a way for students to engage in critical thinking and reflection as they read, discuss, and respond to various types of text. Literature circles also guide students to deeper understanding of what they read through extended written and artistic response.

Structure of Literature Circles

In an ideal classroom, students will choose their own reading materials and different student groups will read different books. However, for the purpose of **The First 25 Days of Literature Circles**, students will be reading the same text. This is done solely for the purpose of scaffolding the students as they learn routines and define expectations for each of the assigned roles. Teachers are required to establish a regular, predictable schedule for reading groups to meet and discuss their reading.

The teacher facilitates discussion, moving from group to group instead of dominating conversations. Students use written or drawn notes to guide both their reading and discussion of the text. All of the discussion topics come from the students, not the teacher, who serves as a facilitator, not a group member or an instructor. Group meetings aim to be open, natural conversations about books, so personal connections, digressions, and open-ended questions are welcomed. Students are assigned specific roles and all students are expected to perform all of the roles through their double-entry journals. When books are finished, readers share with their classmates, and then new groups are formed around new reading choices. Teachers may choose to have the student groups create a culminating project when they are finished reading. Suggestions for culminating projects for different genres can be found at the end of this document.

Literature Circles Goals for Students:

- Develop personal responses to text
- Experience peer sharing of understandings, interpretations, and comments about text
- Extend students' comprehension of various genres and text selections
- Involve students in discussion, negotiation, compromise, and decision-making in a group setting
- Develop an appreciation of authors' styles
- Develop good reading strategies and a love of reading

Literature Circles and Guided Reading

An unfortunate reality that we must face is that not all of our 4th and 5th grade students are fluent readers who are reading at a 4th and 5th grade level. Teachers must use running record data to identify the reading level of each student in their classroom and create guided reading groups for students who are reading below grade level. This will ensure that students are being taught reading using text at their *instructional* level. Teachers are encouraged to plan for their struggling readers to participate in literature circles as well as guided reading groups because all students will be expected to comprehend text at a higher level by the end of the school year. Literature circles help create a classroom of REAL readers, readers who choose what they are reading and engage in literate conversations about their reading. Sample weekly schedules are included at the end of this document that can offer guidance in structuring the day to support both guided reading and literature circles. The key with any instructional approach that includes small group instruction is creating systems for students to work independently while teachers work in small groups.

Why a 25-day Launch?

The beginning of a new school year often involves discussion and/or modeling of procedures, behaviors, and classroom expectations. Literature Circles within a Reading Workshop framework also requires this same earnest and intentional effort in order to establish norms for the classroom to ensure success for each student. Building a "reading community" in which students are independent is more likely when routines and procedures are purposeful and meaningful to students.

The goal of **The First 25 Days of Literature Circles** is to provide guidance for establishing classroom systems and the foundation for the principled habits we want readers to use throughout the year. Keep in mind that initially, many of these activities will take considerable time for you to model and for students to practice. However, once this is accomplished, these activities can be completed quickly, allowing you time to address more content. It is

recommended that this entire document be read before planning your daily activities.

This guide is intended to be extended, condensed, or modified according to your students' needs and time constraints. Please continue to revisit and support all skills and concepts from our scope and sequence and planning guide documents that are introduced in the first few weeks through the suggested balanced literacy block. Our ultimate goal is for students to become proficient in using the roles and workstation skills independently. Use your judgment, based on your students' needs, to adjust instructional time dedicated to each demonstration lesson.

Things to Consider

Prior to implementing Literature Circles, teachers will need to make several important decisions about materials. The following is a list of questions to consider before launching literature circles within the reading workshop model (before the first day of school):

- Where will student reading materials be stored (e.g. reading notebooks, reading folders, individual student book bags/book boxes)?
- How will the classroom library be organized (e.g. what categories will you use for your books, if you will use baskets/bins to store categories of books, how you will label categories, and where you will house your library – on cart, on bookshelf, in bins – or will you categorize books by both guided reading levels and categories)?
- How/when will materials be introduced (e.g. mini-lesson at beginning of reading workshop, model in small group setting)?
- Where will students store classroom work (e.g. reading folder, literature study folder, reading response journal)?
- Where will the interactive word wall be located so it is visible to all students?

Suggested Classroom Materials

Materials	Purpose
Classroom Rug or Carpet Squares	To be used as the established <i>gathering place</i> for students to come together for Read Aloud and whole class mini-lessons
Chart Paper	To create anchor charts recording good reading strategies, routines, and expectations
Classroom Library	To provide students with a wide selection of books for independent reading
Reading Folder	To organize reading lists, reading interests, response journal prompts, rubrics, etc.
Reading Notebook	To keep a record of independent reading (reading log), written response to reading, record spelling words for <i>Word Study</i> , and/or to <i>Work on Writing</i>
Sticky Notes	For students to "flag" places in text during guided reading instruction and during independent reading (<i>Read to Self</i> or <i>Read to Someone</i>)
Whiteboards, Magnetic/Plastic Letters, Letter Stamps, Colored Markers/Pencils	To be used when students do <i>Word Study</i> making spelling words

This list does not include everything that can be used but suggested materials that schools and teachers should consider to get started. Our goal is to set our teachers and students up for successful implementation of literature circles by providing guidance. Teachers are encouraged to use their own creativity in selecting materials and resources in their classroom. Some of the sample anchor charts are displayed after each week to give teachers an idea of how the anchor charts could look. It is best practice to create anchor charts with the students and not ahead of time. We encourage teachers who would like to get a head start to title each anchor chart including the graphics but wait to add the content while doing the lessons with students. This will help to make the learning organic and personalized to each classroom.

A note about the alignment between this guide and the Unit Planning Guides:

The First 25 Days of Literature Circles is designed to be used in conjunction with the Unit Planning Guides. Use the Unit Planning Guides to inform the content and skills to be taught within each unit of instruction. The demonstration lessons explicitly outline the instruction that needs to take place during the time allocated for guided reading/literature circles and workstations. It is our expectation that teachers teach the standards and skills outlined in the planning guides during the Word Study/Phonics, Read Aloud, and Reading Mini-Lesson portions of the literacy block.

**The ultimate goal is to establish these systems and procedures so that literature circles and small group reading instruction are successfully launched by the end of the first 25 days.

Literature Circles Launch	
Week One	
Teacher Goals	Student Goals
<ul style="list-style-type: none"> Establish a Gathering Place Model how to select a Just Right book Introduce Turn and Talk and Book Discussions Introduce <i>Read to Self</i> Introduce <i>Read to Someone</i> Introduce <i>Double Entry Journal</i> 	<ul style="list-style-type: none"> Move quickly and quietly to and from the gathering place Practice the 3 ways of reading a book Choose 3 appropriate books Understand procedures for Turn and Talk and Book Discussions Understand expectations and self-monitor during <i>Read to Self</i> Understand expectations and self-monitor during <i>Read to Someone</i> Practice creating and responding to an entry in the <i>Double Entry Journal</i>
<p>Resources to help you create a weekly plan for conducting Literature Circles and Guided Reading, as well as documenting anecdotal notes, can be found at the end of this document.</p>	
Day One – Demonstration Lessons	
<p>Read Aloud – Introducing Transitions (10 Minutes)</p> <ul style="list-style-type: none"> "We will meet together for the first part of Reading Block. Our signal for large group meeting is _____ (i.e., bell, chimes, 3 claps, etc.). Our gathering place is located _____" (i.e., carpet area, reading corner, front of the room). Use a timer to practice transitions with students. Note the decrease in transition time as the days progress. When students are at the gathering place, discuss the importance of good listening. Create an anchor chart of what good listening looks like (teacher will model examples and non-examples with student's input). Students can practice sitting in their learning positions. "Let's make an anchor chart together and write down our ideas about what you think it might look like and sound like in our classroom when we meet in the gathering place." For example: Criss-Cross Apple Sauce, LLP- Listening-Learning-Position, SLANT – Sit up, Sit still, Look at the speaker, Ask questions, Nod occasionally, Track with eyes "Boys and girls, let's practice your ideas." Have students return to their desks and pretend to work. After a couple seconds, signal students to come to the gathering place. Practice, going over the chart to see how they all did and check-in. Teach the following signals for an effective check-in: Thumbs-up, right in front of their heart, to signal if they know in their heart they are independent and successful with that behavior. Thumbs sideways if they thought they were somewhat independent and successful but could do better. Incorrect model – Ask someone to model the incorrect way to behave (usually a challenging student). Then ask the same student to model the appropriate behaviors. <p>Proceed with your Read Aloud lesson (10 Minutes) and your Reading mini-lesson (15 minutes).</p> <p>Literature Circles – Use established signal to bring students to the gathering place.</p> <p>Read to Self – Read to Self Behaviors (30 minutes)</p> <ul style="list-style-type: none"> "Today we are going to practice <i>Read to Self</i>. We know that the most important thing we can do to become better readers who love to read is to spend lots of time practicing reading. Let's begin by making another chart, with our ideas of why it is so important that we read to ourselves." <ul style="list-style-type: none"> Top of chart - <i>Read to Self</i> Under heading, write – Why: to become a better reader "To become better readers is the reason why during our reading time, we will <i>Read to Self</i>. Why else do we read to ourselves?" Allow discussion. Create a T-chart under "Why: to become a better reader." Write "students" on the top left and "teacher" on the top right. Brainstorm appropriate <i>Read to Self</i> behaviors. "If our class were to do <i>Read to Self</i> independently, which means all by yourselves, what do you think it might look, sound, or feel like?" (Record responses under "Students." Be sure "reading the whole time" is included.) "These are all such good ideas. You already know a lot about how <i>Read to Self</i> looks, feels, and sounds." What about the teacher? What would the teacher be doing?" Under "teacher" add: read with groups of children, read with children one at a time, listen to children read, and help children with their reading strategies. "Now that we have talked about what <i>Read to Self</i> might look like, sound like, and feel like, is there anyone who would like to model, or show the class?" Choose a student to model. 	

- **"Who can tell us what you saw _____ doing while modeling *Read to Self*?"** Choose a few other models.
- Allow students time to use the anchor chart to practice *Read to Self* in 3-5 minute intervals. Debrief after each interval, reviewing what students should be doing and what the teacher is doing. Assign students to specific areas to practice reading independently.

***Read to Self* – Model selecting a just right book (10 Minutes)**

- **"Good readers have a purpose when they choose a book. The purpose for choosing a book may be because you want to learn about a certain topic or just to read a book for fun. Today we will practice selecting the right books to *Read to Self*."** Discuss the importance of choosing books that interest us as well. Share a variety of books we are interested in and those we are not. Guide discussion to favorite genres, authors, and types of books that interest each student.
- Teacher models the following:
 - Choose a book that looks interesting from the cover. (Think aloud about how the cover looks interesting.)
 - Turn to the first page and read it to yourself. (Read aloud the first page with only two mistakes.)
 - Model struggling with just a few words, but find the book interesting. (Think aloud about how you only missed two words and the book was interesting.)
 - Put it in your book bag. Explain to students that a "just right book" meets the following criteria:
 - Interesting to you
 - You know most of the words
 - You can understand what you are reading
 - You could tell someone about the book
 - The words are not too easy, not too hard
 - Choose two more books.
- Select one student to model selecting a "Just Right Book." Discuss what the student did that matched the criteria. Then select another student to model.
- Allow students to practice selecting "Just Right Books" for their *Read to Self* (independent reading) time by going to the classroom library. This practice of selecting books can be called "Shopping for Books," "Book Hunting," "Book Selection," etc. Be creative and personalize it for your classroom. These books may be placed in personalized book bags, magazine boxes, gallon-sized Ziploc bags, etc.
- Teachers can create an anchor chart explaining how to pick a just right book.

Day Two – Demonstration Lessons

Read Aloud – Introduce Turn and Talk strategy (10 Minutes)

Introduce the Turn and Talk strategy and create an anchor chart. Explain to students that during the Read Aloud, they will be asked to turn to a shoulder partner and discuss their thinking. (Teachers should identify shoulder partners at this time.)

Turn and Talk procedures for the anchor chart:

- Listen to the teacher's question.
- Turn to your shoulder partner.
- Keep your eyes on your partner.
- Discuss and share your answer to the question.
- Build on each other's ideas.

Practice the Turn and Talk strategy 3 times using topics of student interest (i.e., What is your favorite animal? What is your favorite book? What did you do this summer?)

Have students explain the Turn and Talk procedures from the anchor chart. What went well? What can we improve on? Discuss.

Proceed with your Read Aloud lesson including Turn and Talk opportunities (10 minutes) and your Reading mini-lesson (15 minutes).

Use established signal to bring students to the gathering place.

***Read to Self* – Model previewing a book that is NOT a good fit because of interest or difficult to read (15 Minutes)**

- Review demonstration lesson from the previous day. Select a student to model and explain how to select books that fit their interest.
- **"Today we will establish a routine for what we will do if a book is not a good fit or too difficult."** Choose a book that looks interesting from the cover. (*Think aloud*)
- Turn to the first page and read it to yourself. (*Read aloud the first page with only two mistakes.*)
- Think aloud about how you don't like the book. Ask students, **"What will I do now, students?"**

- Return the book and look for another book.
- Now choose a book that looks interesting from the cover. (*Think aloud about how the cover looks interesting.*)
- Turn to the first page and read it to yourself. (*Read aloud the first page with more than 5 mistakes.*)
- Think aloud about how this book is too difficult to read independently.
- Model returning the book to its proper place.
- Select a student to model what to do if the book does not fit because of interest or too difficult for the class. Discuss behaviors observed.
- Allow students to take turns going to the classroom library to select books and practice returning books that they are not interested in or too difficult.
- The focus today is on returning books to their right place in the classroom library.

Transition to *Read to Self* practice sessions.

Read to Self – Practice Time (30 minutes)

- Review the *Read to Self* anchor chart and assigned areas for students to practice reading independently. Allow students time to practice *Read to Self* using the books in their book bags in 3-5 minute intervals. Debrief after each interval, reviewing what students should be doing and what the teacher is doing.

Day Three – Demonstration Lessons

Read Aloud – Model Turn and Talk and Accountable Talk stems using a teacher selected book (10 Minutes)

Background Information for teachers on Accountable Talk: Talking is essential to learning, and when students actively engage with learning through talk, a substantial portion of instructional time will involve students in talk related to the core concepts that are being studied. Accountable Talk sharpens students' thinking by reinforcing their ability to use and create knowledge. Students engaged in accountable talk seek to clarify, support, and build upon their thinking about text and concepts. Facilitating book discussions at the end of each read aloud session will not only allow students to have meaningful discussions about text but give teachers an opportunity to address misunderstandings.

Practice moving to the gathering area to conduct a read aloud. Students then practice the Turn and Talk strategy during and after the read aloud using the following Accountable Talk stems:

- Can you say more?
- What is your evidence?
- I agree/disagree because...

Teachers may also create an anchor chart with Accountable Talk stems for students to reference.

Proceed with your Read Aloud lesson include opportunities for students to Turn and Talk, ensure that students are using the Accountable Talk stems. Proceed with teaching your Reading mini-lesson.

Use established signal to bring students to the gathering place.

Read to Self – Practice Sessions and Model completing the reading log (45 Minutes)

- Review all anchor charts and allow students time to practice *Read to Self* using the books in their book bags.
- Allow for several sessions giving students 3 to 10 minutes to read quietly before debriefing. The debrief after each interval should highlight positives noticed during the interval and areas needed for improvement. This debrief time should be very short.
- At the end of the *Read to Self* practice time, explain the following, **"It's the end of this rotation and my time is up for reading my *Read to Self* book today. I need to use my reading log so I can keep track of how much I am reading each day. I know good readers read lots of books, so I can record this information into my reading log in my Reading Notebook"** (Date, Title, Type of book (genre), Number of pages read, etc.).
- *The information recorded in the reading log will vary from grade to grade.*

Day Four – Demonstration Lessons

Read Aloud – Introduce Book Discussions (5 minutes after Read Aloud)

- Move students into the gathering place and proceed with your Read Aloud lesson, including opportunities for students to Turn and Talk and ensure that students are using the Accountable Talk stems.
- After the read aloud allow students to discuss the book. **"Good readers are able to talk about text that they have read or heard and make connections to their lives and others around them. _____ can you tell me about your reaction to what we just read?"** Choose one student to begin the conversation, then follow-up with, **"That feels important... let's stay with that idea for a bit."** Be prepared with great follow-up questions either to clarify thinking or to encourage students to think more deeply about the text.
- Remind students of the expectations in place for active listening, hearing from many voices, and determining who will speak next. The conversation gets kids to figure out the meaning or big idea of the book.

- Encourage students to use the Accountable Talk Stems.

Proceed with teaching your Reading mini-lesson.

Use established signal to bring students to the gathering place.

Introduce *Read to Someone* – Model correct behaviors (30 minutes)

- **“Before we brainstorm the behaviors expected when you *Read to Someone*, I’d like to teach you how to be good reading partners.”** Create a *Read to Someone* anchor chart (T-Chart): “Student” and “Teacher”
- Select a student to model with you how to sit when they *Read to Someone*, so that elbows and knees are lined up, almost touching. This close proximity allows for children to read quietly and still be heard by their partners but not loud enough for the rest of the class to hear. This sitting arrangement allows partners to look on and read the same book if they choose.
- **“See how easy it is for the two of us to share a book when we sit this way? Listen how quiet our voices can be when we sit this close.”** Model correctly and incorrectly. Add the following to the anchor chart under student side:
 - Sit close together (side by side)
 - Use a soft voice
 - Read the entire time
 - Stay in one spot
 - Get started right away
 - Check for understanding
- **“Boys and girls, what do you think I will be doing while you all are reading to someone?”** Add the following to the anchor chart under the teacher side:
 - Work with students
- **“An important part of reading is being able to tell someone about what you have read. Think back to the books I have been reading to you. Put your thumb up if you remember seeing and hearing me stop at the end of every page or so to try to remember who I was reading about and what was happening. When we *Read to Someone*, we will be checking for understanding after we are done reading each page. Let me show you what that would look like. _____, will you help me?”**
- Select a student to model check for understanding. Have the student read. Then you summarize what he just read to you by saying, “_____, I just heard you read that_____.” Have the student indicate whether you are right or wrong. Then, switch roles. This time you should read and have the student summarize.
- If the student does not correctly summarize the reading, you can indicate that and read the page again.
- Review expectations for *Read to Someone* and select one to three sets of partners to come to the front with their book boxes and model the correct behaviors of *Read to Someone*, demonstrating how to take turns reading one page at a time and checking for understanding.
- Place children in locations to practice for 5 minutes. Signal them to return to the gathering and review *Read to Someone* chart and discuss. Repeat 5 minute practice, reviewing the expectations and behaviors observed.

Transition to *Read to Self* practice sessions.

***Read to Self* – Practice Time (15 Minutes)**

- Review *Read to Self* anchor chart and assigned areas for students to practice reading independently. Allow students time to practice *Read to Self* using the books in their book bags in 3-5 minute intervals. Debrief after each interval, reviewing what students should be doing and what the teacher is doing.
- While students are reading independently, pull one student at a time to conduct the Beginning of the Year Running Records assessment. Try to assess 3 students per day.

Day Five – Demonstration Lessons

Read Aloud – Review Day (15 minutes)

Using a teacher selected book for Read Aloud, practice transitions from student desks to gathering area, Turn and Talk strategy using Accountable Talk stems and discussion about the book. Monitor students and provide feedback.

Proceed with teaching your reading mini-lesson.

Use established signal to bring students to the gathering place

Literature Circles – *Read to Someone* – Practice *Read to Someone* and *Writing a Journal Entry* (30 minutes)

- **“Today we are going to practice *Read to Someone* for about 15 minutes while checking for understanding. We are going to do two 5-minute intervals, then return to the gathering place. Who remembers how we should conduct ourselves when we *Read to Someone*?”**
- Select a few students to come and model for the class. Partner up students and place them around the room.
- Send students off with their partners and allow them to do two 5-minute intervals. Set your timer for 5 minutes then allow 2 minutes to debrief, highlight positive behaviors observed. After the 2nd interval, students will remain in the gathering place.

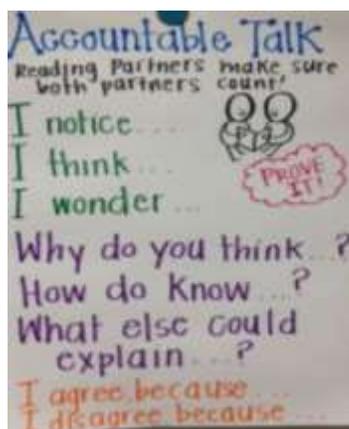
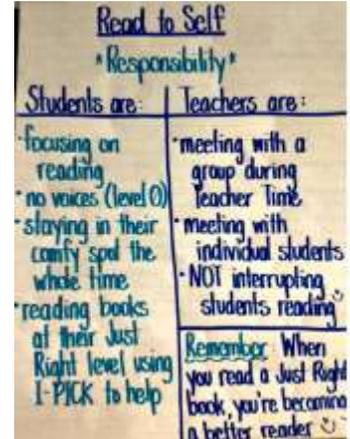
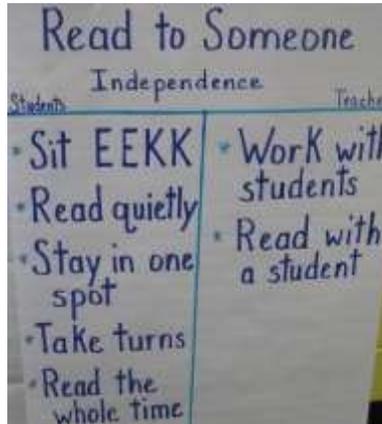
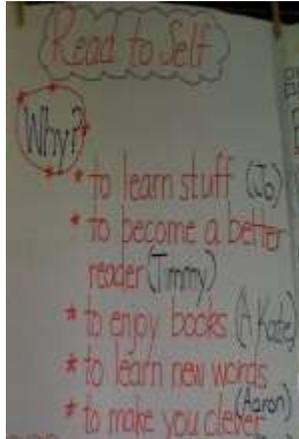
- "Next week we are going to start talking about literature circles. Today, I would like to have you practice making a journal entry about what you are reading. While you are reading your Literature Circle text, you will be expected to record entries in a double-entry journal. You may include interesting quotations from the text, questions about the text, and connections between the text and your own life. During your literature circle discussion, you will trade journals with another group member, and respond to his/her entry under the Peer Response column. These entries can be used as talking points within your group discussion. Let me show you how to do this."
- Demonstrate how to complete a double entry journal by using the read aloud text. Paraphrase or quote the text and add the page number in the first column, then record your response to the text. Your response could be an analysis of the text, a personal connection or a thoughtful question that you have about the quote.
- Allow students to return to their desks and reread the text they just read with their partner. Have students create one journal entry that they will share with their partner. Give student 7 minutes to create their entry and another 7 minutes to share their entry and respond to their partner's entry.
- Walk around and assist students as needed.

Transition to *Read to Self* practice time.

Read to Self – Practice Time (15 Minutes)

- Review *Read to Self* anchor chart and assigned areas for students to practice reading independently. Allow students time to practice *Read to Self* using the books in their book bags in 3-5 minute intervals. Debrief after each interval, reviewing what students should be doing and what the teacher is doing.
- While students are reading independently, pull one student at a time to conduct the Beginning of the Year Running Records assessment. Try to assess 3 students per day.

Below are samples of potential anchor charts that can be created as part of the demonstration lesson for this week.



Double-Entry Journal		
While you are reading your Literature Circle novel, you will be expected to record entries in a double-entry journal. You may include interesting quotations from the text, questions about the text, and connections between the text and your own life. During your literature circle discussion, you will trade journals with another group member, and respond to his/her entry under the Peer Response. You may then use these entries as talking points within your group discussion.		
Text and Page Number (Paraphrase or quote a meaningful passage.)	Response (Analyze the text, form a personal connection, or pose a thoughtful question.)	Peer Response (Ask another group member to make a comment here.)

Literature Circles Launch Week Two	
Teacher Goals	Student Goals
<ul style="list-style-type: none"> • Continue checking in with students at the gathering place • Build stamina by gradually increasing the amount of time spent in independent practice • Introduce literature circles • Introduce <i>Connector</i> role • Introduce <i>Discussion Director</i> role • Conduct one-on-one BOY Running Record assessment 	<ul style="list-style-type: none"> • Communicate which behaviors are independent and successful • Practice <i>Read to Self</i> and <i>Read to Someone</i> • Understand expectations and self-monitor during literature circle • Understand expectations and self-monitor for <i>Connector</i> role • Understand expectations and self-monitor for <i>Discussion Director</i> role
<p>Resources to help you create a weekly plan for conducting Literature Circles and Guided Reading, as well as documenting anecdotal notes, can be found at the end of this document.</p>	
<p>Day One – Demonstration Lessons</p>	
<p>Read Aloud (Continue to use established procedures for Read Aloud time. If necessary, repeat demonstration lessons from week one. Decisions should be based on your students. The First 25 Days of Literature Circles can be modified to meet the needs of your students. You may have to go back to week one to reestablish routines for effective read aloud instruction.)</p> <p>Use established signal to bring students to the gathering place.</p> <p>Literature Circles – Setting a Purpose and Introducing the <i>Connector</i> (30 Minutes) "One of the best ways for you to become a better reader who loves to read is to spend lots of time practicing reading. While it is important for you to practice reading, it is even more important that you are able to understand the text on a deeper level. This year we will be doing this through literature circles. Turn to your shoulder partner and tell them what comes to your mind when I say literature circles." Allow students to discuss. Solicit answers from volunteers to share what they discussed.</p> <ul style="list-style-type: none"> • Create an anchor chart entitled "Literature Circles". Explain that in literature circles, a group of students meet to read, write about, and discuss a book of their choice. Identify what they will need for literature circles such as books, reading notebooks, pencils, etc. Solicit responses from students to add to the chart. • "As with everything else that we have been doing in our class, we must define what literature circles should look like in our classroom." Create another anchor chart entitled "Literature Circles Expectations". Explain that these expectations are similar to the expectations that we have during our book discussions for read aloud. Be sure to include that everyone should participate, take turns, remain focused, be prepared, and be respectful. • "While you are in literature circles, there are different roles that each reader will be responsible for doing. These reading roles are essential for you to critically think about what you are reading. Today, we will learn and practice one of the roles, the <i>Connector</i>. Turn and talk to your shoulder partner about what you think the <i>Connector</i> would do in the group." • Explain that the <i>Connector's</i> job is to find parts of the story that remind of things that happened, someone else in real-life, or a character from a book or movie. There are no right answers here. Whatever the reading connects <i>you</i> with is worth sharing! Explain that these connections can be text-to-self, text-to-text, and text- to-world. • Use the text that you read during read aloud to model each type of connection that can be made. Use sticky notes to record your connection. Model jotting down notes that you can use to guide your comments along with the page number that triggered the connection. • "Today, we are going to practice making connections while reading the same text. When I send you to your desk, get your _____ books and turn to _____ on page _____. You are going to sit and read the first 3 pages, then jot down your connections on your sticky notes just like I did." • Dismiss students to get their books and read. Give each student sticky notes to record their connections. (This can also be done with their <i>Read to Someone</i> partner, especially if you have struggling readers that may have difficulty reading grade level text.) • Students will read for 7 minutes. Upon hearing the signal, students will be given about 5 minutes to record at least one connection that they made to the text. • Have students transition from their "reading spots" and meet at the gathering place to share their connections with a partner. As they talk to each other, lean in and listen. Select students to share their connections. As students share with the class, have them identify what type of connection it is. 	

- Review the expectations for literature circles and compliment students for meeting expectations or address concerns. Remind students that good readers make connections as they read.
- Transition to the *Read to Self* practice time.

Read to Self – Practice (15 minutes)

- Review *Read to Self* anchor chart. Students will practice *Read to Self* (2 intervals – 7 minutes each). Upon hearing the signal, students will transition from their “reading spots” and meet at the gathering place to debrief.
- While students are reading independently, pull one student at a time to conduct the Beginning of the Year Running Records assessment. Try to assess 3 students per day.

Day Two – Demonstration Lessons

Use established signal to bring students to the gathering place.

Literature Circles – Practice the role of *Connector* (30 minutes)

- Review anchor charts about literature circles. Ask students to turn and talk to their shoulder partner about the role that was introduced yesterday.
- Create an anchor chart for the *Connector* role. Be sure to include that the *Connector's* job is to connect what is read to personal life, feelings, experiences, news and/or other books and authors.
- A separate anchor chart can be created that focuses on the types of connections that readers can make to help them better understand the text.
- **"Today we are going to practice being *Connectors* again except that today we are going to talk about what makes a connection meaningful. Turn and talk to your shoulder partner about what makes a connection meaningful."**
- Select students to share why a connection is meaningful. As students share their ideas, add them to the anchor chart. Make sure to include that it adds to my thinking, helps me understand the text better, doesn't distract me from the text, and adds to my mental image.
- Explain the differences between a Deep Connection and a Flat Connection. Make students aware that deep connections deepen and extends our understanding of the text while a flat connection doesn't help our understanding.
- Use your read aloud text to model deep and flat connections. Be sure to show students how the connection deepens your understanding of the text.
- **"While you are participating in literature circles and you are assigned the *Connector* role, there are some sentence starters that you can use to lead the discussion around the connections that your reading group members have made to the text. Let's create an anchor chart of these possible sentence stems. Who can tell me one way that we could start sharing a connection?"** As students share responses, record the ones that make sense. Be sure to include:
 - Something similar happened to me when...
 - I can relate to part of the text because one time...
 - I felt like (character) when I...
 - This part reminds me of...
 - This book reminds me of (another text) because...
- **"We are going to practice making connections using the same text we read yesterday. When I send you to your desk, get your _____ books and turn to _____ on page _____. You are going to sit, skim the first 3 pages that you read yesterday and then read the next 3 pages, then jot down your connections on your sticky notes just like I did."**
- Dismiss students to get their books and read. Give each student sticky notes to record their connections.
- Students will read for 7 minutes. Upon hearing the signal, students will be given about 5 minutes to record at least one connection that they made to the text.
- Have students transition from their "reading spots" and meet at the gathering place to share their connections with a partner. Select students to share their connections. As students share with the class, have them identify what type of connection it is. Discuss whether the connection was deep or flat.
- Review the expectations for literature circles and compliment students for meeting expectations or address concerns. Remind students that good readers make connections as they read.
- Transition to the *Read to Self* practice time.

Read to Self – Practice (15 minutes)

- Review *Read to Self* anchor chart. Students will practice *Read to Self* (2 intervals – 7 minutes each). Upon hearing the signal, students will transition from their “reading spots” and meet at the gathering place to debrief.
- While students are reading independently, pull one student at a time to conduct the Beginning of the Year Running Records assessment. Try to assess 3 students per day.

Day Three – Demonstration Lessons

Read to Self – Good Readers Ask Questions (15 Minutes)

- Show students (through thinking aloud) how you would mark the text with a question you have.
- Place a sticky note with a question mark on it in the text where you have a question.
- Ask students to use this same practice whenever they read. (*In the future, students can share these questions during “share” time.*)
- **“Okay, now it’s time for us to practice. Today as you *Read to Self*, use the sticky notes to identify where you have questions.”**
- Students will practice *Read to Self* (2 intervals, 7 minutes each). Upon hearing the signal, students will transition from their reading spots and meet at the gathering place to debrief.
- While students are reading independently, pull one student at a time to conduct the Beginning of the Year Running Record assessment. Try to assess 3 students per day.

Literature Circles – Introduce the role of the *Discussion Director* (30 Minutes)

- Review expectations for literature circles and the *Connector* role.
- **“Today, we are going to practice a new role that will help us to think critically about text. It’s linked to the activity that we just practiced while we were practicing *Read to Self*. Why do you think good readers question the text?”**
- Allow students to discuss the importance of questioning the text. Have select students share their responses.
- Explain that the *Discussion Director* wonders about and analyzes the text, seeks to understand the text, challenges the opinions in the text, and/or critiques the text by developing a list of questions that the group can discuss about parts of the text.
- **“Let’s think about the book that we read during today’s read aloud. As I read the book, I stopped and asked you all discussion questions such as _____. This question helped you all to talk about the big ideas in the text. The best questions come from your own thoughts, feelings and concerns as you read the text. As you read _____ on page __, in your _____ book, use the sticky notes to record questions that you have about the text that would increase discussion of the text.”**
- Allow students to go to their desks, take out their _____ book, and reread the first three pages for about 7 minutes. After the time is up, give students a few minutes to write one or two questions on their sticky note.
- Put students into groups of 3, allow them to take turns sharing their questions and discussing possible answers. Each group must then select one person’s question to share with the rest of the class.
- As students share their question, discuss the parts of the text that prompted the question.
- Wrap-up demonstration lessons by explaining how questioning the text helps to deepen our understanding.

Day Four – Demonstration Lessons

Literature Circles – Practice *Discussion Director* role (30 minutes)

- Remind students that the goal of literature circles is to make them better readers by participating in rich discussions with other readers. These discussions will be powered by each of the students within each group doing their jobs
- **“Yesterday, we practiced the role of the *Discussion Director*. Who can explain why it’s important to ask questions of the text?”** Allow the students to turn and discuss possible reasons. Select a few students to share their answers with the class.
- Explain that when readers ask questions, it keeps them thinking about the ideas presented in the text which helps them understand what they are reading. Remind students that everything in literature circles should revolve around the text and extend or deepen their understanding.
- Create an anchor chart illustrating the three kinds of questions: literal, inferential, and evaluative.
- Explain the following:
 - The answers to literal questions can be found in the text. They are directly stated. We sometimes say this information is on the surface or right there in the text. For example: What is the main character's name? What happened in the story on that page?
 - The answers to inferential questions can be found in the text too, but they are implied, not directly stated. We often say the information is in between the lines or under the surface. For example: Why did the main character laugh? What do you think will happen next?
 - The answers to evaluative questions require information outside of the text. We sometimes say the information is in the head or somewhere else. For example: How are you similar to the main character? Why did the author write this book?
- Explain the importance of all three types of questions in literature circles and how each type of question builds upon each other. Have students return to their desks to practice individually and with their *Read to Someone* partner.
- Allow students to go to their desks, take out their _____ book, and turn to where they have been reading. **“Today I am**

going to read the text to you all. As I am reading, I want you to follow along and use the sticky notes to jot down a literal, inferential and evaluative question that comes to your mind.”

- As you read, walk around and monitor students to make sure they are following along. Pause occasionally to allow students to write questions. After you have read a few pages, select a few students to share their questions. Discuss the type of question shared.
- Have students read the remaining pages with their *Read to Someone* partner. Each pair must then create one of each type of question (literal, inferential, and evaluative).
- Give students 5 minutes to discuss their questions and possible responses as they would in literature circles. Then transition to *Read to Self* practice time.

Read to Self – Practice (15 Minutes)

- Students will practice *Read to Self*. Remind students that they can use the sticky notes to identify questions they have about the text, or if they find something of interest to them that they would like to share during the debrief time. Today give students 8 to 10 minutes to read independently using books from their independent reading book bags.
- Upon hearing the signal, students will transition from their “reading spots” and meet at the gathering place to debrief. During the debrief session, review the *Read to Self* anchor chart and highlight students who were doing a great job.
- While students are reading independently, pull one student at a time to conduct the Benchmark Running Records Assessment. Try to assess 3 students per day.

Day Five – Demonstration Lessons

Read to Self – Comprehension debrief after *Read to Self* (25 Minutes)

“Today we are going to practice a comprehension debriefing protocol after *Read to Self*. Please bring your book with you to the gathering place for us to practice when you hear the signal to transition.”

- Students will practice *Read to Self* (2 intervals) for 8 minutes.
- While students are reading independently, pull one student at a time to conduct the Benchmark Running Records Assessment. Try to assess 3 students per day.
- Upon hearing the signal, students will transition from their “reading spots” and meet at the gathering place to debrief.

“One of the things that I love to do when I am reading a good book is talking to other people about my book. Let’s structure how we are going to talk about our books with our friends.”

Write the following sentence stems on the board:

Comprehension Debrief Protocol – After *Read to Self*

- My book is about...
- I want to read my favorite page (part) to you...
- It is my favorite page because...

Select a student to model how the conversation should go.

“What did you notice when my partner was talking to me?” Accept responses.

- Highlight that students should listen attentively, wait their turn, focus on the speaker, and actively participate in the discussion.
- Have students select a partner and practice the “comprehension debrief protocol.” Lean in as students are talking to one another.
- After each student has shared, wrap up the lesson by letting students know that occasionally they will be debriefing with each other and sometimes with you after *Read to Self*.

Literature Circles – Practice roles of *Connector* and *Discussion Director* (20 Minutes)

- Review the anchor charts for the *Connector* and *Discussion Director* roles. Explain that today they are going to practice using a book of their choice. **“When I dismiss you, I would like you to get with your *Read to Someone* partner and select a book to read. I will give you all 10 minutes to read the text by yourself. As you are reading, I will come around and give you a role card. You will have about 5 minutes to prepare for your book discussion with your partner.”**
- Set the timer for 10 minutes and allow students time to read, while you pass out the role cards. Your goal today is to monitor and provide guidance to students who are having difficulties understanding the expectations for each role.
- After the signal to stop reading, ensure that students are making connections or developing questions for the next 5 minutes.
- The final 5 minutes will be dedicated to having students sit with their partners and have a book discussion with their partners. Be sure to walk around and lean-in as students are talking to one another, holding each person accountable for their assigned role.

See below samples of potential anchor charts that can be created as part of the demonstration lesson for this week.

Literature Circles

Group of students that meet to read, talk about and discuss a book of their choice

What You Need (tools)

- Text (book you are reading)
- Read **READING FOLDERS**
- Pencil
- Laminating Logs/Reading Journals
- Role Sheets

Literature Study Expectations

- Everyone participates
- Stay focused on the book
- Take turns talking
 - 2 fingers to add a point
 - thumb up for new point
- Be a respectful listener
 - eye contact
 - facial expressions
- Good Body Basics
- Be prepared
 - read ahead when pages
 - come with discussion points
- Voice Volume 5
- Agreeably Disagree

What connections can you make to better understand the text?

- Text-to-Self**
A connection between the book and your life or experiences.
- Text-to-Text**
A connection between the book and another book/text you have read.
- Text-to-World**
A connection between the book and events in the real world.
- Text-to-Media**
A connection between the book and something you see on TV, read on the computer, or heard in a song.

Schema



All the information in our brains

Good readers **ACTIVATE** their **SCHEMA** to help them understand what they read

Our **SCHEMA** grows.

Our **SCHEMA** changes.

Connections

Help us understand...

- how a character feels
- the setting
- the problem in the text
- why a character does something
- new information
- a character's thinking

T-S Text to self

T-T Text to text

T-W Text to world

What Makes a Connection Meaningful?

- It adds to my mental image.
- It helps me understand how a character is feeling.
- It helps me feel like I am "in" the story or similar to a character.
- It doesn't distract me or make me forget what I'm reading.
- It adds to my thinking.

Accountable Words/Phrases

For example...

- "for instance..."
- "...because..."
- "I know from reading..."
- "Based on what I read..."
- "As stated in the text..."
- "As stated by the author..."
- "On page..."

*Great options for strong specific evidence of understanding

DEEP CONNECTION

Taking what we see in text, connecting it to our S, T, W or M to **DEEPEN** and **EXTEND** our understanding of what we have read.

FLAT CONNECTION

Taking what we see in text, briefly connecting it to our S, T, W or M, but it **DOESN'T** help our understanding.

Making Connections Sentence Starters

- > Something similar happened to me when...
- > I can relate to (part of text) because one time...
- > I felt like (character) when I...
- > This part reminds me of...
- > This book reminds me of (another text) because...

(Text-to-Text) Connections

Anne Frank	Helen Keller
The text said...	It reminded me of...
Wasn't able to play outside with friends	Had a hard time playing with friends
Anne Frank got sick from Typhus disease	Helen got sick from a disease when she was born
Wrote a few short stories and letters by many	Wrote a long story which was published and read by many
Overcame Challenges: Spent 2 years in a secret apartment	Overcame Challenges: Spent and blind for her whole life
Anne & Helen	→ Pulling Bridges
Anne was held for being Jewish	Ruby was held for being blind
Anne & Helen didn't have friends	Ruby had few friends
Anne was in danger of being hurt by the end of the book	Ruby was in danger of being hurt by the end of the story
Anne turns to God to feel during difficult times	Ruby turned to God for forgiveness of her "Prayers"

The 3 Kinds of Questions

STOP

What is a wonder why? (What words disagree? Why would they not? Why would they do so?)

SLOW DOWN

How are... similar and how are... different? What caused...? What are some examples of...?

GO

Who...? What...? Where...? When...? How...?

Asking questions helps us to understand what we read!

Deep Questions

Deep questions make us **STOP** & **THINK**

Question Starters:

- Why do you think _____ did _____?
- What do you think the author meant by this quote "_____ "?
- What would you have done if you were in the story?
- Why do you think the author included this part?
- Has anything like this happened to you?

Literature Circles Launch Week Three	
Teacher Goals	Student Goals
<ul style="list-style-type: none"> • Continue checking in with students at the Gathering Place • Provide students with short intervals of independent practice • Introduce <i>Illustrator</i> • Introduce <i>Summarizer</i> • Introduce <i>Word Work</i> • Introduce <i>Word Wizard</i> • Create a workstation management chart • Conduct one-on-one Benchmark Running Record Assessments 	<ul style="list-style-type: none"> • Communicate which behaviors are independent and successful • Practice <i>Read to Self</i> and <i>Read to Someone</i> • Experiment with words for learning and writing • Understand expectations and self-monitor during <i>Illustrator</i> role practice • Understand expectations and self-monitor during <i>Summarizer</i> role practice • Understand expectations and self-monitor during <i>Word Work</i> role practice • Understand expectations and self-monitor during <i>Word Wizard</i> role practice • Use the workstation management chart
<p>Resources to help you create a weekly plan for conducting Literature Circles and Guided Reading, as well as documenting anecdotal notes, can be found at the end of this document.</p>	
<p>Day One – Demonstration Lessons</p>	
<p>Literature Circles – Introduce role of the <i>Illustrator</i> (30 Minutes)</p> <p>“Last week, we talked about literature circles. Who can share what we learned about literature circles?”</p> <ul style="list-style-type: none"> • As students share what they recall about literature circles, use this time to review information on the various anchor charts created during instruction last week. Highlight expectations, and the two roles that were introduced previously. • “Today we are going to practice another role for literature circles. Good readers make pictures in their minds as they read. This role gives you a chance to share some of your own images and visions with the other members of your reading group. Who can tell what that role could be?” Select students to respond. • Explain that the <i>Illustrator</i> or Artist can draw any kind of picture or visual that is related to the story or text that the group is reading. • Create an anchor chart for the <i>Illustrator</i> role. Be sure to include the following: <ul style="list-style-type: none"> ○ Draw some kind of picture related to the reading ○ Can be a sketch, cartoon, diagram, flowchart, or stick-figure scene ○ Draw a picture of something that happened in your book, something that it reminded you of, or a picture that shows any idea or feeling you got from the reading ○ Any kind of drawing or graphic organizer is okay – you can even label things with words if that helps <p>“I am going to send you all to your desks to read _____ in your _____ book. You are going to spend 10 minutes reading the text with your <i>Read to Someone</i> partner. Then each of you will have about 7 minutes to create an illustration related to what you just read. These illustrations do not have to be museum worthy pictures. Remember that you are creating an illustration that should enhance your comprehension of the text.”</p> <ul style="list-style-type: none"> • Dismiss students to their desks and allow them to sit with their partner for <i>Read to Someone</i>. Give them the allotted 10 minutes to read the text selected for everyone in their _____ book, set your timer. • After students are done reading, allow 7 minutes to create their illustrations. Have students come to the gathering space with their illustrations. Put students in groups of 3-4 students to share their illustrations with each other. • You may select a few students to share their illustrations with the class. During the debrief session, discuss how the illustrations help to deepen or enhance comprehension. • Transition to <i>Read to Self</i> Practice time. Allow some students to select new books if needed. <p><i>Read to Self</i> – Practice (15 Minutes)</p> <ul style="list-style-type: none"> • Review the anchor charts with expectations for <i>Read to Self</i>. Allow students to read independently for 10 minutes then upon hearing the signal students will transition from their “reading spots” and meet at the gathering place to debrief. • During the debrief highlight behaviors that you noticed, reviewing expectations. • While students are reading independently, pull one student at a time to conduct the Benchmark Running Records Assessment. Try to assess 3 students per day. 	
<p>Day Two – Demonstration Lessons</p>	
<p>Literature Circles – Introduce role of the <i>Summarizer</i> (30 Minutes)</p>	

“Yesterday, I introduced a new role for literature circles. Who can tell me about this role?”

- As students share what they recall about the *Illustrator* role, use this time to review the purpose of Literature Circles which is to help deepen their understanding of text by giving them an opportunity to discuss what they are reading with others. Highlight expectations, and the other two roles that were introduced previously.
- **“Today we are going to practice another role for literature circles. This role gives you a chance to summarize what was read for the group. Who can tell what that role could be?”** Select students to respond.
- Explain that the *Summarizer* prepares a brief summary of the assigned reading. The group discussion will start with that 1-2 minute statement that covers the key points, main highlights, and general idea of what was read.
- Create an anchor chart for the *Summarizer* role. Be sure to include the following:
 - Keep the summary short
 - Write about the main ideas or events
 - Use both your words and the author’s words
 - Do not include your opinion or how you feel about the text
 - Focus on key points, main highlights and a general idea of what was read
- **“Summarizing text is not easy, so we are going to spend some time practicing summarizing text together today. I am going to send you and your *Read to Someone* partner to your desks to read the text you read yesterday in _____ book.”**
- Dismiss students to their desks. The rest of this lesson will be done whole class with your students sitting with their *Read to Someone* partners. Walk around to ensure that students have their _____ books out and turned to the text they read the day before.
- Explain what summarization is. **“Class, do you remember what you read yesterday? What was the text about? Tell me the most important things that you remember.”** As students share responses, write them down on the board. **“Who can tell me something else about the text?”** Select about 5 students to share and write all of the information on the board. **“Look at what we’ve listed about the text, which was much longer than what we have here. That is because you have told me the most important things about the text. This is called summarization. There are some simple steps to summarization.”** Create an anchor chart. Write steps on the anchor chart while explaining them out loud. The steps include:
 - Thoroughly read the text, assigned pages or paragraphs.
 - Ask students to make notations with sticky notes in the text, or jot down notes in their notebooks of important details as they read.
 - When students have finished, direct them to turn over the paper or put aside the material and write what they remember without looking back.
 - After they have listed the details they recall, ask students to create a paragraph using just the information they remember.
- Provide time for students to share and compare their paragraphs. This process of sharing helps students review content while identifying additional important information that they may have missed in their summaries.
- **“When you follow these steps, you can easily summarize any reading assignment. Let’s see if we can summarize another part of the text.”**
- Have students turn to the next three pages and read with their partner. Encourage students to follow the steps to summarize and summarize the section with their partner.
- Put students into groups of 4 and allow them to share and compare their summaries. Each group should be given time to combine thoughts and ideas to create a summary to share with the rest of the class.
- Review the steps for summarizing and the other roles and goal for literature circles.
- Transition to *Read to Self* practice time.

***Read to Self – Practice* (15 Minutes)**

- Review the anchor charts with expectations for *Read to Self*. Allow students to read independently for 10 minutes then upon hearing the signal students will transition from their “reading spots” and meet at the gathering place to debrief.
- During the debrief highlight behaviors that you noticed, reviewing expectations.
- While students are reading independently, pull one student at a time to conduct the Benchmark Running Records Assessment. Try to assess 3 students per day.

Day Three – Demonstration Lessons

Introduce *Word Work* (15 Minutes)

In order to facilitate this independent activity, teachers will need to have materials that students can utilize in the Word Work station. Work can be done in the Word Work section of students’ reading notebooks. The words that students will be using MUST come from the resources identified in the unit planning guide that correlates to the spelling/word study objective for the week.

“During reading workshop, it is very important that you all are able to work independently while I work with students, individually or in small groups. So far, I have introduced *Read to Self* and *Read to Someone* as the two things that you could be doing while I work with students. Today we are going to learn the procedures for how to use our spelling and vocabulary materials. We are going to learn how to set them up, how to use them, and how to clean them up. It is important to spell words correctly when we write, because we care about our writing and the people who will read it. Expanding our vocabulary helps us to understand what we are reading. Spending time practicing spelling and vocabulary helps us become not only better and writers, but also better readers. Let’s begin by looking at some of the materials we can use to practice spelling and vocabulary.”

Review materials that students can use in the station.

“Now let’s make an anchor with our ideas about ways to set up the materials and how to explore and use them.” Create a *Word Work* anchor chart with the following student behaviors:

- One person takes out the materials of his or her choice and sets them up in a quiet location
- Stay in one spot
- Work the whole time
- Try your best
- Work quietly
- Get started quickly

“Who would like to model setting up the materials using the ideas we came up with on our anchor chart?”

Choose one student per spelling material to model. Place students around the room near the spelling materials. Have that group of students practice for two to three minutes.

As they are working have other students point out what they are doing right based on the anchor chart. Signal students to leave the materials and come back to the gathering place for a check in. As you debrief, highlight positive behaviors observed.

“Students today we are also learning how to pack up the materials so that they are ready for the next person who will work on words. Let’s make another anchor chart and label it ‘*Word Work—Material Cleanup Procedures.*’ Who has some ideas of how students in our room will clean up the materials?”

Allow students to discuss their ideas. Create an anchor chart that includes the following:

- Everyone using materials helps put those materials away.
- Materials go back in the original tub.
- Return materials to the same spot.
- Leave the materials neat.
- Clean quietly.
- Get started on your new task quickly.

Send students back to their work locations and have students practice packing away their materials. Highlight correct behaviors observed. You may select another group of students to work on words. Repeat the procedures outlined while reviewing the expectations outlined on both anchor charts. *(All students may not have an opportunity to do the Word Work today. Keep track of students who did not have an opportunity so that they can model and practice tomorrow.)*

Transition to the literature circles demonstration lesson for the day.

Literature Circles – Practice Summarizer role (15 Minutes)

“Yesterday I introduced the role of *Summarizer* and we practiced creating summaries. Today, I am going to send you all to your desks to read _____ in your _____ book. You are going to spend 10 minutes reading the text with your *Read to Someone* partner. Then you will have about 7 minutes to create a summary of the pages that you all just read together. Remember that your summary should be very brief, highlighting the key information from the text. Are there any questions?”

Address questions.

- Dismiss students to their desks and allow them to sit with their partner for *Read to Someone*. Give them the allotted 10 minutes to read the text selected for everyone in their _____ book, set your timer.
- After students are done reading, allow 7 minutes to create a summary together. Have students come to the gathering space with their summaries. Put students in groups of 3-4 students to share with each other.

- Select a few students to share their summary with the class. During the debrief session, discuss how the summaries help to deepen or enhance comprehension and set the tone for the discussions to follow.

Transition to *Read to Self* Practice time. Allow some students to select new books if needed.

Read to Self – Practice (15 Minutes)

- Review the anchor charts with expectations for *Read to Self*. Allow students to read independently for 10 minutes then upon hearing the signal students will transition from their “reading spots” and meet at the gathering place to debrief.
- During the debrief highlight behaviors that you noticed, reviewing expectations.
- While students are reading independently, pull one student at a time to conduct the Benchmark Running Records Assessment. Try to assess 3 students per day.

Day Four – Demonstration Lessons

Word Work – Review Expectations (15 Minutes)

- Review the anchor charts developed for *Word Work*. Select another group of students to model and practice how to use and pack away materials.

Remember that students should be working with words from that week’s spelling/word study objectives. Use the resources from the planning guide to select your spelling words.

- While students are working, other students will remain at the gathering place, taking notes on the observed behaviors.
- Bring students back to the gathering place to debrief.

Select one more group of students to model and practice how to use and pack away materials. *(Ensure that all students have had the opportunity to model and practice how to use the Word Work materials.)*

Literature Circles – Review and Practice *Illustrator* and *Summarizer* roles (15 Minutes)

- Review the anchor charts for the *Illustrator* and *Summarizer* role. Explain that today they are going to practice using a new _____ from _____ book. **“When I dismiss you, I would like you to get with your *Read to Someone* partner and turn to _____ in _____ book on page _____. I will give you all 10 minutes to read the text by yourself. As you are reading, I will come around and give you a role card. You will have about 5 minutes to prepare for your book discussion with your partner.”**
- Set the timer for 10 minutes and allow students time to read, while you pass out the role cards. Your goal today is to monitor and provide guidance to students who are having difficulties understanding the expectations for each role.
- After the signal to stop reading, ensure that students are creating graphics that relate to the text or developing effective summaries of the selected text for the next 5 minutes.
- The final 5 minutes will be dedicated to having students sit with their partners and have a book discussion with their partners. Be sure to walk around and lean-in as students are talking to one another, holding each person accountable for their assigned role.

Read to Self – Practice (15 Minutes)

- Review the anchor charts with expectations for *Read to Self*. Allow students to read independently for 10 minutes then upon hearing the signal students will transition from their “reading spots” and meet at the gathering place to debrief.
- During the debrief highlight behaviors that you noticed, reviewing expectations.
- While students are reading independently, pull one student at a time to conduct the Benchmark Running Records Assessment. Try to assess 3 students per day.

Day Five – Demonstration Lessons

Literature Circles – Introduce role of the *Word Wizard* (30 Minutes)

“Let’s review all of the different literature circle roles we have practiced so far.”

- Use the various anchor charts created during instruction to review the Literature Circle roles that students have learned so far. Highlight expectations and the responsibilities each role has to the group as a whole.

“Today we are going to practice one more role for literature circles. This role is called the *Word Wizard* and it gives you a chance to look for interesting or unusual words and find their meanings.

- Explain that the *Word Wizard* role involves choosing words that are difficult to understand, or even examples of creative language. By finding and defining these words, students help their groups to have a better understanding of the text.
- Create an anchor chart for the *Word Wizard* role with the following information:
 - Choose 3 or 4 words from the book to share with the group.
 - Copy down the sentence from the text in which the word appears. Make sure to use quotation marks around the

sentence, and to underline the vocabulary word.

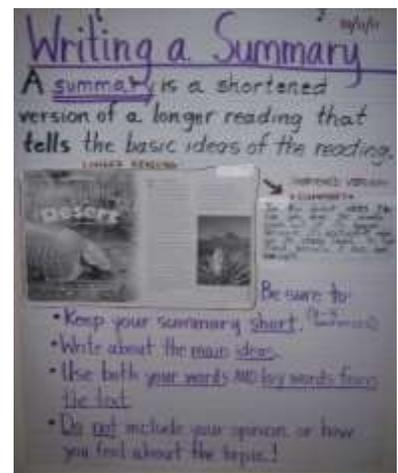
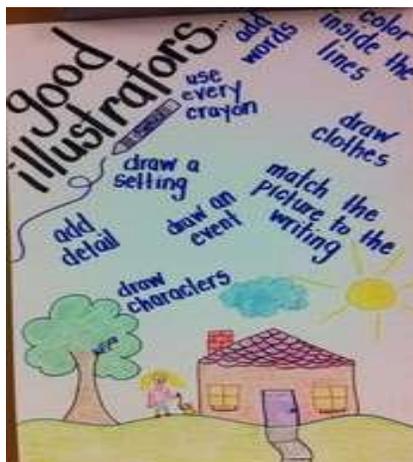
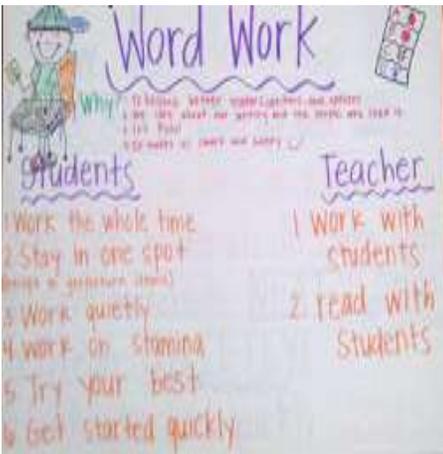
- Explain the meaning in your own words. You can use the dictionary to help you, but do not copy the definition.
- Explain why you chose that word. How does it help you understand the text better?

“I am going to send you all to your desks to read _____ in your _____ book. You are going to spend 10 minutes reading the text with your Read to Someone partner. Then each of you will have about 7 minutes to choose 3 or 4 interesting or unusual words from the text. Together, write explanations of the words you chose. Remember that you are defining words that will enhance your comprehension of the text.”

- Dismiss students to their desks and allow them to sit with their partner for *Read to Someone*. Give them the allotted 10 minutes to read the text selected for everyone in their _____ book, set your timer.
- After students are done reading, allow 7 minutes to choose and explain their words. Have students come to the gathering space with their vocabulary words. Put students in groups of 3-4 to share their words and explanations with each other.
- You may select a few students to share their explanations with the class. During the debrief session, discuss how the explanations help to deepen or enhance comprehension.

Transition to *Read to Self* Practice time. Allow some students to select new books if needed.

Below are samples of potential anchor charts that can be created as part of the demonstration lesson for this week.



Literature Circles Launch

Week Four

Teacher Goals

- Introduce *Work on Writing*
- Continue checking in with students at the Gathering Place
- Build stamina by gradually increasing the amount of time spent in independent practice
- Provide guided practice on literature circles’ roles

Student Goals

- Understand expectations and self-monitor during *Work on Writing*
- Communicate which behaviors are independent and successful
- Practice *Read to Self*, *Word Work*, and *Read to Someone*
- Practice assigned role with guidance

Resources to help you create a weekly plan for conducting Literature Circles and Guided Reading, as well as documenting anecdotal notes, can be found at the end of this document.

Day One – Demonstration Lessons

Read to Someone – Practice Coaching each other (10 Minutes)

- “Today we are going to learn a bit about being a reading coach. Raise your hand if you have ever been reading with a partner and came to a word you didn’t know or if your partner came to a word that they didn’t know. The trick is to know when someone wants help or wants to do it alone. Good reading coaches don’t just step in and tell their partners the words right away. That doesn’t help them become better readers! Here is what it looks like to be a good reading coach.”
- Create an anchor chart entitled “Reading Coach” and add the following:
 - Count silently to three before assisting.
 - Ask, “Do you want coaching or do you want time?”
 - If coaching, then use cues to help your partner.
 - If time, then sit patiently and wait.

- Select a student to be your partner and model what to do if a partner needs help during *Read to Someone*.
- Review anchor chart and highlight behaviors.

“As you all are working independently in your stations, I will be coming around to visit with you and let you know how you are doing. Practice being a good reading coach and an independent student who knows exactly what he/she should be doing.”

Literature Circles – Review and Practice *Connector, Discussion Director, Illustrator, Summarizer, and Word Wizard* roles (20 Minutes)

- Review the anchor charts for literature circles along with the *Connector, Discussion Director, Illustrator, Summarizer, and Word Wizard* roles. Explain that today they are going to practice using the same text from _____ book. **“When I dismiss you, I would like you to get with your *Read to Someone* partner and turn to _____ in _____ book on page _____. I will give you all 10 minutes to read the text by yourself. As you are reading, I will come around and give you a role card. You will have about 5 minutes to prepare for your book discussion with your partner.”**
- Set the timer for 10 minutes and allow students time to read, while you pass out the role cards. Your goal today is to monitor and provide guidance to students who are having difficulties understanding the expectations for each role.
- After the signal to stop reading, ensure that students are creating graphics that relate to the text or developing effective summaries of the selected text for the next 5 minutes.
- The final 5 minutes will be dedicated to having students sit with their partners and have a book discussion with their partners. Be sure to walk around and lean-in as students are talking to one another, holding each person accountable for their assigned role.

***Read to Self – Practice* (15 Minutes)**

- Review the anchor charts with expectations for *Read to Self*. Allow students to read independently for 10 minutes then upon hearing the signal students will transition from their “reading spots” and meet at the gathering place to debrief.
- During the debrief highlight behaviors that you noticed, reviewing expectations.
- While students are reading independently, pull one student at a time to conduct the Benchmark Running Records Assessment. Try to assess 3 students per day.

Day Two – Demonstration Lessons

Introduce *Work on Writing* (20 Minutes)

“Today we are going to begin our very first day of *Work on Writing*. I know that we have been writing every day during writing workshop but we will be doing *Work on Writing* every day as well. Turn to an elbow buddy and talk over why you think it is so important to write every day.”

Create a *Work on Writing* anchor chart with the following student behaviors:

- Write the whole time.
- Stay in one spot.
- Work quietly.
- Choice of what to write.
- Get started quickly.
- Underline words we’re not sure how to spell and move on.

“I’d like to show you all the materials that may be used while you *Work on Writing* and how to correctly use these materials.” The following materials may be used notebook, pencil or pen, drawing or sketching, markers, gel pens, etc.

- Introduce the materials to use during writing and how the materials should be used.

“Now, I am going to give you all some time to practice *Work on Writing*. Today I want you to select a piece of text to write about. You can write about the book I read to you all during the read aloud, or any of the books that you read during *Read to Self* or *Read to Someone*. You can use one of the following sentence stems:

- This book made me think of because
- My favorite part of the book was.... because
- In my mind I see from this text because
- I learned because
- I liked/didn’t like because
- Write the sentence stems on the board and send students to write independently at their desks. As students are working, walk around and monitor them. Offer assistance as needed.

- After 7 minutes, signal for students to come to the gathering place.
- Debrief with student to identify any struggles or concerns that they may have with *Working on Writing*.

Literature Circles – Practice Reading Group Planning (15 Minutes)

“I am so excited for this week of literature circles. This week we will do a modified version of a literature circles – reading groups. Ideally, each reading group would select the text that they would like to read and discuss. But for this week, I am going to assign everyone the same text to read and discuss.”

- Create a sample Reading Schedule on your board or on chart paper. Select 6 students to place into a sample reading group. Explain that once groups have been formed based on the text selection then group members must meet to formulate a plan for reading and discussing the text.
- **“Let’s pretend that these 6 students are in the same reading group. They would meet initially with me to create their reading schedule. Everyone will complete the Reading Schedule which looks like my chart I have here. The first thing we need to identify is the title of the text (book), the author and the total number of pages.”**
- Use text that you selected from _____ book to complete the top of the form. Continue to model completing the form. Explain to students that they will be meeting every other day to discuss the text. This will give them time to complete the tasks for their assigned role. Remind students that the students with the assigned roles are responsible for providing leadership in getting the discussion started around their role but the expectation is that others should have something to add to what they are contributing.
- Students should decide how many pages they are going to read before they meet again along with assigning the roles that each person will be responsible for. Since students are going to read text from their _____ books, the text should be divided into two sections.
- Explain that students will also need to decide on the number of journal entries that each person will have to complete prior to meeting again.
- Place students into groups of 6 and give each student a Reading Schedule handout or you may have students create the table in their Reading Notebooks. Use the numbered heads strategy to randomly assign students a role (1- Discussion Director, 2 – Connector, 3 – Illustrator, 4 – Word Wizard, 5 & 6 – Summarizer). Give students 5 minutes to complete the schedule.
- During the remaining time allow students to begin reading their assigned pages. Explain that they will have time during class tomorrow to work on their assigned role but for today they are encouraged to just read the text. Students may read with their *Read to Someone* partner or by themselves.

Read to Self – Practice (15 Minutes)

- Review the anchor charts with expectations for *Read to Self*. Allow students to read independently for 10 minutes then upon hearing the signal students will transition from their “reading spots” and meet at the gathering place to debrief.
- During the debrief highlight behaviors that you noticed, reviewing expectations.
- While students are reading independently, pull one student at a time to conduct the Benchmark Running Records Assessment. Try to assess 3 students per day.

Day Three – Demonstration Lessons

Work on Writing – Strategy for words you can’t spell (10 Minutes)

- **“Yesterday, we practiced *Work on Writing* and the last thing that I put on our anchor chart was “Underline words we’re not sure how to spell and move on.” This is exactly the same thing that we do during writing workshop. When writers in our room come to a word they don’t know how to spell, they just write the sounds they hear, put a line under it so they can come back to it later, then keep writing.”**
- Model what to do when writing words they can’t spell. Think aloud the following: **“Last night, the weirdest thing happened to me... Boys and girls, let’s say that that is the sentence I want to write but I don’t know how to spell weirdest. What should I do?”**
- Start writing the sentence on your chart tablet or on the board. Ask students to help you sound out the word weirdest, write the sounds they tell you, then underline the word and complete the sentence.
- **“Now, I am going to give you all some time to practice *Work on Writing*. Today I want you to write about anything you choose. You can write about what you did yesterday after school, a show you saw on TV, a book you read, anything. But I want you to practice what you should do when you get to a word you can’t spell.”**
- Send students to write independently at their desks. As students are working, walk around and monitor them. Offer assistance as needed.
- After 5 minutes, signal for students to come to the gathering place.

- Debrief with student to identify any struggles or concerns that they may have with Working on Writing.
- If time permits allow a few students to share what they wrote and identify what words they had trouble spelling.

Read to Self – Practice (15 Minutes)

- Review the anchor charts with expectations for *Read to Self*. Allow students to read independently for 10 minutes then upon hearing the signal students will transition from their “reading spots” and meet at the gathering place to debrief.
- During the debrief highlight behaviors that you noticed, reviewing expectations.
- While students are reading independently, pull one student at a time to conduct the Benchmark Running Records Assessment. Try to assess 3 students per day.
- Have students remain in the gathering place in preparation for literature circles.

Literature Circles – Independent Group Practice (20 Minutes)

To prepare for today, create a sign for each role and place a folder with the handouts for each role. Students who are assigned the same role can collaborate with each other to complete their tasks. This will give you the opportunity to meet with each group to review the expectations for their role and assist them in completing their first assigned task. You can also place all the anchor charts related to that role in proximity of that group, allowing them further scaffolding.

“Yesterday, we started our first literature circle reading group session. Today, you are going to spend the last 20 minutes of reading workshop time completing the task for your assigned role. When I dismiss you from the gathering place I need you to get your _____ book and go over to the area for your assigned role. I have prepared a folder of handouts for each role that you can use to complete your tasks. As you work, I will be walking around monitoring and offering assistance as needed. Are there any questions?” Address questions.

Circulate to each area and make sure that students know what they should be doing. Encourage students to first complete the required reading then work together to complete their task. Students who finish early should work with their spelling words in *Word Work*.

Day Four – Demonstration Lessons

Practice 2-3 minute check-ins (5 Minutes to introduce)

“Boys and girls, for the past three weeks we have been establishing routines and procedures for working independently on improving our reading skills. Today, I would like to use all of our time to practice working in our assigned stations and having a 2 minute check-in between rotations. This is a great time for you all to tell me and your classmates about what you were doing while in your independent station. Each time I will only call on one or two people to share or sometimes I may spend the two minutes tell you all about something that I noticed. Please use the chart to identify where you will be starting rotations and listen for the signal to come back to the gathering place.”

Literature Circles (Reading Groups), Word Work, Read to Self, and Work on Writing – Practice (40 Minutes)

In order to prepare for today’s rotation, create a workstation rotation chart. The chart should include Word Work, Work on Writing, Read to Self, and literature circle reading (discussion) group. For today, you will begin the discussion groups, setting the tone for how the discussions can go. The order should be Discussion Director, Summarizer, Connector, Word Wizard, and Illustrator. While the Discussion Director starts off the discussion with the question “What was the text about?” after the Summarizer shares the summary the Discussion Director can ask a follow-up question that the Connector can answer. The Discussion Director’s job is really to keep the discussion going while including everyone. Allowing everyone an opportunity to talk.

- Allow students to work independently for 7 minutes then upon hearing the signal students will transition from their “work locations” and meet at the gathering place to debrief.
- When students come to the gathering place, set the timer for 2 minutes and select a student to discuss their independent work that they were working on. Highlight good behaviors observed.
- Have students proceed to their next station. Allow 7 minutes of independent practice time then signal for students to come to the gathering place to check-in.
- Repeat two more rotation with 7 minutes of independent work time. Signal and check-in for 2 minutes in the gathering place.
- Remember to meet with each reading group for the first minute or two of their discussion time to set the tone. Walk around and monitor students to ensure that everyone is on task quickly and knows exactly what to do.

Day Five – Demonstration Lessons

Ask Three Before Me (5 Minutes)

(You might have to ask a few students to help you with this ahead of time.)

“Boys and girls, sometimes while you are working independently questions may come up that you need help with. You will want

Day One – Review

Literature Circles (Reading Groups), Word Work, Read to Self, and Work on Writing – Practice (40 Minutes)

For today, you will begin the discussion groups, setting the tone for how the discussions can go. The order should be Discussion Director, Summarizer, Word Wizard, Connector and Illustrator. While the Discussion Director starts off the discussion with the question “What was the text about?” after the Summarizer shares the summary the Discussion Director can ask a follow-up question that the Connector can answer. The Discussion Director’s job is really to keep the discussion going while including everyone. Allowing everyone an opportunity to talk.

- Allow students to work independently for 7 minutes then upon hearing the signal students will transition from their “work locations” and meet at the gathering place to debrief.
- When students come to the gathering place, set the timer for 2 minutes and select a student to discuss their independent work that they were working on. Highlight good behaviors observed.
- Have students proceed to their next station. Allow 7 minutes of independent practice time then signal for students to come to the gathering place to check-in.
- Repeat two more rotation with 7 minutes of independent work time. Signal and check-in for 2 minutes in the gathering place.
- Remember to meet with each reading group for the first minute or two of their discussion time to set the tone. Walk around and monitor students to ensure that everyone is on task quickly and knows exactly what to do.
- During the last 3 minute check-in with the class, introduce the literature circle celebration activities that each group can choose from. **“One of my favorite thing about literature circles is the celebrations that reading groups can do when they have finished reading and discussing a book. Since we all read the same text, each group will randomly select a culminating activity for your book celebration that you can complete on Monday.”**
- Place each of the following assignments on an index card and allow one person from each group to choose a card.
 - Posters advertising the text
 - Jackdaw: collect artifacts representing ideas, events, characters or themes to build a display
 - Reader-on-the-street interviews
 - Interview with the author
 - News Broadcast reporting events from the book
 - Piece of artwork interpreting the book

Reflection (5 Minutes)

(Teacher and students evaluate their work and behavior during independent time.)

- Are you meeting the goals of independent work time? Can students work independently without causing any disruptions? Are students using the materials correctly? Do they know where everything goes? Can students tell you why each station is important to them as readers and writers?
- Do you need support in any area? What’s working in your classroom and what’s not? Do you have a classroom community of readers? Are there areas where students may need more support or a refresher? Are students unclear about any of the expectations?
- Set a goal for next week.

Days Two through Five – Launch

- Several pieces of literature should be selected for discussion by the teacher. These are introduced on Tuesday to the class by giving short book talks and then making the books available for the students to browse through at the beginning of the day. The teacher will need to have multiple copies of these books. Students must then make a choice of which book they would like to read. This choice can either be indicated by signing up on a chart for a certain piece of literature or by having students mark their first and second choices on a piece of paper which they give to the teacher who then forms the groups. These groups should have 4-6 members.
- Once the groups are formed, each group will need to meet to create their reading schedule as modeled last week. Students will then carry out their planned meeting schedule, spending some days preparing for discussion groups and others meeting in the discussion groups. Teachers should plan to get the discussion started as modeled but not stay for the entire time.
- This week you will start to pull your guided reading groups, targeting students who are reading below grade level, as outlined in the schedule below. The schedule allows you to still monitor your students while working with a small group, as you will not be pulling a group during each rotation.
- By now, you should have a sense of how long your students can work independently without losing focus. As you pull groups, use the guided reading planning sheet linked in the planning guides to ensure that you are adequately prepared for each of you groups.

Monday or Day One: Pull one group during Rotation 2. During Rotations 1 and 3, evaluate independence.
Tuesday or Day Two: Pull one group during Rotation 3. During Rotations 1 and 2, evaluate independence.
Wednesday or Day Three: Pull one group during Rotation 1. During Rotations 2 and 3, evaluate independence.
Thursday or Day Four: Pull one group during Rotation 1 and one group during Rotation 3. During Rotation 2, evaluate independence.
Friday or Day Five: Pull one group during each rotation.

SUGGESTED DAILY/WEEKLY ROTATION SCHEDULE

Monday (Day One)	Rotation 1 <i>10-20 minutes</i>	Rotation 2 <i>10-20 minutes</i>	Rotation 3 <i>10-20 minutes</i>
<i>Read to Self</i>	Group 1	Group 2	Group 3
<i>Read to Someone</i> (Literature Circles) (Reading Group)	Group 2	Group 3	Group 4
<i>Work on Writing</i>	Group 3	Group 4	Group 1
<i>Word Work</i>	Group 4	Group 1	Group 2

Tuesday (Day Two)	Rotation 1 <i>10-20 minutes</i>	Rotation 2 <i>10-20 minutes</i>	Rotation 3 <i>10-20 minutes</i>
<i>Read to Self</i>	Group 4	Group 1	Group 2
<i>Read to Someone</i> (Literature Circles) (Reading Group)	Group 1	Group 2	Group 3
<i>Work on Writing</i>	Group 2	Group 3	Group 4
<i>Word Work</i>	Group 3	Group 4	Group 1

Wednesday (Day Three)	Rotation 1 <i>10-20 minutes</i>	Rotation 2 <i>10-20 minutes</i>	Rotation 3 <i>10-20 minutes</i>
<i>Read to Self</i>	Group 3	Group 4	Group 1
<i>Read to Someone</i> (Literature Circles) (Reading Group)	Group 4	Group 1	Group 2
<i>Work on Writing</i>	Group 1	Group 2	Group 3
<i>Word Work</i>	Group 2	Group 3	Group 4

Thursday (Day Four)	Rotation 1 <i>10-20 minutes</i>	Rotation 2 <i>10-20 minutes</i>	Rotation 3 <i>10-20 minutes</i>
<i>Read to Self</i>	Group 2	Group 3	Group 4
<i>Read to Someone</i> (Literature Circles) (Reading Group)	Group 3	Group 4	Group 1
<i>Work on Writing</i>	Group 4	Group 1	Group 2
<i>Word Work</i>	Group 1	Group 2	Group 3

Friday (Day Five)	Rotation 1 <i>10-20 minutes</i>	Rotation 2 <i>10-20 minutes</i>	Rotation 3 <i>10-20 minutes</i>
<i>Read to Self</i>	Group 1	Group 2	Group 3
<i>Read to Someone</i> (Literature Circles) (Reading Group)	Group 2	Group 3	Group 4
<i>Work on Writing</i>	Group 3	Group 4	Group 1
<i>Word Work</i>	Group 4	Group 1	Group 2

Illustrator

Name: _____
Book: _____

As the **ARTFUL ARTIST**, your job is to:

-  create an artistic interpretation of the text
-  create something that will lead to understanding of the text on a deeper or new level



You can focus on the characters, setting, literary devices used by the author, conflict, resolution...anything from the text.
Use the space below and/or the back of this bookmark to jot ideas you have for your artistic interpretation:

Connector

Name: _____
Book: _____

As the **Connector**, your job is to:

-  make connections to the text (text to self, text to text, text to world)
-  make connections that help you understand the text more deeply



Use the space below to jot notes, thoughts or questions:

My Connection	How It Helped Me Understand the Text

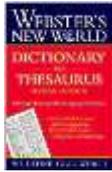
Word Wizard

Name: _____

Book: _____

As the WORD WIZARD, your job is to:

-  find words that are important, interesting, new or difficult
-  find words that will lead to deeper understanding of the text



Use the space below to jot notes, thoughts or questions:

Pg.	Word	Notes

Discussion Director

Name: _____

Book: _____

As the DISCUSSION DIRECTOR, your job is to:

-  guide the group through analyzing the text
-  ask open-ended questions that lead to discussion



Use the space below to jot notes, thoughts or questions:

Summarizer

Name: _____

Book: _____

As the **SUMMARIZER**, your job is to:

-  **sum up the part of the book that was read**
-  **Include the main events/ideas and be sure to share the gist of the selection**



You must include the important characters and events. You should not include every little detail. It is your job to refresh the memories of the group members by providing a thorough summary of the part of the text that was read. You should also sum up what happened in the previous group meeting if it helps build understanding.

Book

Title _____

Author _____

Genre _____

BLURB:

Book

Title _____

Author _____

Genre _____

BLURB:

Book

Title _____

Author _____

Genre _____

BLURB:

Culminating Project Suggestions

Genre	Project
Realistic Fiction	<ul style="list-style-type: none"> • Quadramas depicting events of the story, summarizing the conflict, climax and resolution. 
	<p>New Cereal on the Shelf</p> <ul style="list-style-type: none"> • Students invent a cereal based on a fictional book and design a cereal box that presents information about the story. <ul style="list-style-type: none"> ○ Front of box: the name of the cereal and an illustration. The name and shape of the cereal should relate to the book ○ Back of box: a game that is based on the story ○ Right side: "Ingredients", which include the main characters and the setting, and explanations of each ○ Left side: a summary, including the main conflict and resolution of the story 
Historical Fiction	<ul style="list-style-type: none"> • Prepare a travel brochure that follows the path of an historical event. • Television reporter on the scene at a where the story takes place. 
	<p>Spend a Day</p> <ul style="list-style-type: none"> • Students imagine that they are visiting the setting of the book and spending the day with one of the characters. Describe three activities from their imaginary day and draw illustrations of each one. • Descriptions can include: <ul style="list-style-type: none"> ○ details about the activities the main character chose, taking into consideration the place and time period ○ dialogue between the student and the main character, as well as any other characters from the story they may meet during their imaginary day ○ insight into the personality and motivations of the character 
Literary Nonfiction	<p>Presidential Posters</p> <ul style="list-style-type: none"> • Students create a presidential campaign poster for the subject of the biography that describes the candidate's qualities and background. • Posters can include: <ul style="list-style-type: none"> ○ traits and qualities that make this person a good leader ○ information about the person's background (family, education, hometown, etc.) ○ leadership experience a drawing or photograph of the person 

Genre	Project
	<p>Memory Box</p> <ul style="list-style-type: none"> • Students create a memory box that might have belonged to the subject of the biography, and write an explanation for each object included. • Memory boxes can include items (or pictures of items) that represent: <ul style="list-style-type: none"> ○ important information about the subject ○ things that the subject cared most about ○ the subject's background (family, education, hometown, etc.) 
Information (Expository)	<p>Photo Journal</p> <ul style="list-style-type: none"> • Students create a photo journal which includes pictures and captions depicting the main idea and details of the informational text. • Photo journals can include: <ul style="list-style-type: none"> ○ Four or five photos (or drawn pictures) that represent the most important aspects of their book. Graphic elements within the informational text can be used as a reference. ○ Captions for each photo that explains why the image is important to the book. 
	<p>Picture It</p> <ul style="list-style-type: none"> • Students create a pictorial representation of the main topic of their informational text. • Pictures can include details from the different parts of the text, as well as labels explaining how each part relates to the main topic. 

Guided Reading Groups/Literature Circle Groups Weekly Schedule

Rotation	Day 1	Day 2	Day 3	Day 4	Day 5
1					
2					
3					

Daily Observations – Literature Circles

Teachers: Use this form to record observations and notes from conferences to plan for instruction.

Week of: _____

Group	Observation Notes	Conference-Question Notes	Plans for Instruction

Teacher Name: _____

Date/Time: _____



**After The First 25 Days of Literature Circles (Grades 4-5)
Observation Checklist**

What's Happening	
Whole group mini-lesson	
Checking in at the gathering place	
Literature circles/guided reading/small group instruction	
Teacher conferring with one student	
Teacher assessing one student	
Students using principled habits of <i>Read to Self</i> , Literature Circles/Guided Reading (<i>Read to Someone</i>), <i>Work on Writing</i> , and <i>Word Work</i>	
The Learning Environment	Yes/No
Is there an established gathering place for students to meet?	
Is the small group teaching table ready for guided reading/small groups?	
Are anchor charts displaying principled habits for independent practice used as teaching tools?	
Do you see a classroom library with categories and/or levels clearly labeled?	
Are there books displayed in a way to "sell" new books to students?	
Are expectations for the various members of literature circles displayed around the room (<i>Connector</i> , <i>Discussion Director</i> , <i>Illustrator</i> , <i>Summarizer</i> , <i>Word Wizard</i>)?	
Whole Group Instruction	Yes/No/NA
Word Study	
Is teacher providing instruction about correspondences, syllabication patterns, and morphology of multi-syllabic words?	
Are students practicing skills relating to vocabulary development?	
Are students using word sorts to determine and practice patterns?	
Is the instruction challenging enough to maintain student interest yet attainable for most students?	
Read Alouds – Reading to Students	
Is there evidence the teacher planned the read aloud?	
Does the teacher launch the book by creating interest?	
Does the teacher set the thinking job for the students?	
Does the teacher stop to model thinking and ask questions?	
Does the teacher ask students to "turn and talk" before answering questions?	
Mini-Lesson – Comprehension Skills and Strategies	
Is the lesson focus standard clearly displayed?	
Is the learning target clearly displayed and explained to students?	
Are students reminded of how today's lesson is part of an ongoing unit of study?	
Is the mini-lesson linked to ongoing work for the day?	
Does the lesson last less than 15 minutes?	
Mini-Lesson – Debriefing (2-3 minutes)	
Are students given an opportunity to share what they learned during previous rotations?	
Are students given an opportunity to talk about what went well during previous rotations?	
Are students encouraged to share what they need to work on to support their work?	

Literature Circles/Guided Reading/Small Group Instruction	Yes/No/NA
Small Group Instruction	
Is the teacher meeting with a small group of students?	
Are the other students working in literature circles and not interrupting the teacher?	
Does the teacher facilitate a discussion around a text-dependent question?	
Does the teacher address an instructional need s/he identified as students read and discuss the story?	
Is there evidence of planning and record keeping?	
Work Stations	
Do students get started right away?	
Do students stay in one place?	
Are students engaged in <i>Read to Self</i> , <i>Work on Writing</i> , or <i>Word Work</i> ?	
Are students reading, writing, and speaking during the entire block?	
Do you hear purposeful noise or conversation – quiet, but not silent?	
Are students reading text on their independent level – 97-100% accuracy?	

Comments:

FOURTH GRADE Balanced Literacy Year-at-a-Glance 2019-2020

SEMESTER 1 August 5 – December 20, 2019																			
FIRST 25 DAYS																			
	Aug 5-9	Aug 12-16	Aug 19-23	Aug 26-30	Sept 3-6	Sept 9-13	Sept 16-20	Sept 23-27	Sept 30-Oct 4	Oct 7-11	Oct 14-18	Oct 21-25	Oct28 -Nov1	Nov 4-8	Nov 11-15	Nov 18-22	Dec 2-6	Dec 9-13	Dec 16-20
BALANCED LITERACY																			
RA	CC Unit 1 – Communities & Relationships						CC Unit 2 – Folklore and Literary Tradition						CC Unit 3 – Living Things						
ML	RL1	RL2	RL3	RL4	RL5	RL6	RL7& RL9	RI1	RI2	RI3									
WS	Spelling Inventory		Sorts and Daily Activities						Sorts and Daily Activities										
W W	Unit 1 Traits - Getting Started				Unit 2 Traits – Expository			RC1	Unit 3 Traits - Narrative		RC2	Unit 4 Traits – Opinion		RC3					
SOCIAL STUDIES																			
	Connect Themes	American Revolution				DBQ	Changes of the New Nation		Westward Expansion		Abolitionist & Suffrage		DBQ	Causes of the Civil War					
SCIENCE																			
	Weather and Moon				Stars, Planets, and Moon						Forecasting Weather								
	NWEA-MAP BOY												NWEA-MAP MOY						
					BL Common							BL Common						BL Common	

SEMESTER 2 January 7 – May 13, 2020																				
	Jan 7-10	Jan 13-17	Jan 21-24	Jan 27-31	Feb 3-7	Feb 10-14	Feb 17-21	Feb 24-28	Mar 2-6	Mar 9-13	Mar 23-27	Mar30-Apr3	Apr 6-10	Apr 13-17	Apr 20-24	Apr27-May1	May 4-8	May 11-15		
BALANCED LITERACY																				
RA	CC Unit 5 – Inspired by True Stories						CC Unit 4 – A Sense of Self						CC Unit 6 – Genre Study							
ML	RI4	RI5 & RI6	RI7 & RI8	RI9	RL1/RL2	RL3	RL4-6	RL7&9	RI1-RI3	RI4-RI6	RI7-RI9									
PH	Sorts and Daily Activities						Sorts and Daily Activities													
WW	Unit 5 Traits – Expository		RC4	Unit 6 Traits – Narrative		RC5	Unit 7 Traits – Opinion		RC6	Unit 8 Traits - Expository		Unit 9 Traits Wrap Up								
SOCIAL STUDIES																				
	Civil War				Reconstruction				DBQ	Review		Personal Budget		Review of Map & Globe Skills/ Information Processing						
SCIENCE																				
	Role of Organisms & Flow of Energy						Light and Sound						Force & Motion							
	NWEA-MAP MOY										GMAS		NWEA-MAP EOY							
					BL Common							BL Common						BL Common		

KEY: RA – Read Aloud ML – Reading Standard Mini-Lesson PH – Phonics Instruction/Word Work WW – Writers’ Workshop
 Assessment dates are not final – they are included to give an idea of when to expect assessments



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SCCPSS [ELA Resource Guide-grade 4](#)

Videos
[Lucy Calkins: Writer’s Workshop Mini-lessons](#)
[Lucy Calkins: Reader’s Workshop Mini-lesson](#)
Descriptive Peer Feedback (Austin’s Butterfly):
[Building Excellence in Student Work](#)

[Scholastic Digital Manager](#)
[Balanced Literacy Padlet](#)

Instructional Strategies/Resources
[FCRR – grade 4 & 5 Center Activities](#)
[Resources for the Teacher – Classroom Strategies](#)

Guided Reading
[Jan Richardson Resources](#)
[NSFGR Teaching Videos & Appendix](#)
 (password: results)

Quarter 1 • August 5 – October 11

Word Study/ Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP (35-50 min)
ELAGSE4RF3-4, ELAGSE4L4-5 Initial Spelling Inventory: Aug 5-23 <i>Administer & evaluate data determining initial student groups</i> Begin weekly Sorts & daily activities: Aug 26 Mon: <i>Introduction</i> Tues: <i>Building Vocabulary</i> Wed: <i>Reading & Writing Connection</i> Thursday: <i>Blind Sort &/or Games</i> Friday: Assessment <i>(NOTE: Additional time, support, and instructional focus may be delivered during Guided Reading, Workstation rotations, & Writing Workshop as needed.)</i>	Comprehension Club ELAGSE4SL1-6 ELAGSE4L4-5 CC Unit 1: Aug 5 – Sept 13 Communities & Relationships: <i>Boys vs. Girls (complete unit, 6 Weeks)</i> CC Unit 2: Sept 16 – Oct 11 Folklore and Literary Tradition: <i>Cinderella Tales (first 4 weeks of unit)</i> Science Topics: <i>Weather & Moon, 8/5-9/13</i> <i>Stars, Planets, & Moon, 9/16-11/1</i> Social Studies Topics: <i>Amer. Revolution, 8/12-9/13</i> <i>DBQ 9/16-9/20</i> <i>Changes of the New Nation, 9/23-10/11</i>	Daily Mini-Lesson – 20 min CC Unit 1: ELAGSE4RL1 – ELAGSE4RL3 CC Unit 2: ELAGSE4RL4, ELAGSE4RL5 Workstation Rotations – 45-60 min <ul style="list-style-type: none"> • First 25 Days – Follow 25 Day Plan • After first 25 days <ul style="list-style-type: none"> <i>Instructional Level Practice</i> Guided Reading/Teacher led small group <i>Independent Practice</i> Read to Self Read to Someone Word Work Listening to Reading Work on Writing Science/Social Studies Connections Technology Daily Closing – 5 min Assessments Performance Tasks: 4RL1-4RL6 Reading Learning Checkpoint: 9/9-9/20 BL Unit1: RL1-3 (see ACORN/Assess folder) Sample GMAS Constructed Response Items Q1 (ACORN/Assessment folder)	Daily Mini-Lesson – 10-15 min ELAGSE4W1-3, 5-8 ELAGSE4L1-2 Traits Unit 1 – Getting Started: Aug 5 – Sept 6 <i>(5-week unit)</i> Traits Unit 2 – Expository: Sept 9 – Oct 4 <i>(3-week unit)</i> Traits Reality Check 1: Oct 7 – Oct 11 <i>(1 week)</i> Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher. Apply learning to daily work on project.</i> Daily Closing – 5 min Assessments (End of Each Unit): <ul style="list-style-type: none"> – <i>BOY Benchmark Paper</i> – <i>Traits Scoring Guides (TG pg 348-354)</i> – <i>Traits-GMAS District Rubrics (see ACORN/ Traits Rubric & ALD Folder)</i>



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QUARTER 2 • October 14 – December 20

Word Study/ Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP (35-50 min)
<p>ELAGSE4RF3-4, ELAGSE4L4-5</p> <p>Weekly Sorts & daily activities: Mon: <i>Introduction</i> Tues: <i>Building Vocabulary</i> Wed: <i>Reading & Writing Connection</i> Thursday: <i>Blind Sort &/or Games</i> Friday: Assessment</p> <p><i>(NOTE: Additional time, support, and instructional focus may be delivered during Guided Reading, Workstation rotations, & Writing Workshop as needed.)</i></p>	<p>Comprehension Club ELAGSE4SL1-6, ELAGSE4L4-6</p> <p>CC Unit 2: Oct 14 – Oct 25 Folklore and Literary Tradition: <i>Cinderella Tales (weeks 4-6 of unit)</i></p> <p>CC Unit 3: Oct 28 – Dec 20 Living Things: <i>Amazing Animals (complete unit, 6 weeks)</i></p> <p>Science Topics: <i>Stars, Planets, & Moon, 9/16-11/1</i> <i>Forecasting Weather, 11/4-12/20</i></p> <p>Social Studies Topics: <i>Westward Expansion 10/14-11/1</i> <i>Abolitionist & Suffrage Movements 11/4-11/15</i> <i>DBQ 11/18-11/22</i> <i>Causes of the Civil War, 12/2-12/20</i></p>	<p>Daily Mini-Lesson – 20 min CC Unit 2: ELAGSE4RL5 – ELAGSE4RL9 CC Unit 3: ELAGSE4RI1 – ELAGSE4RI3</p> <p>Workstation Rotations – 45-60 min <i>Instructional Level Practice</i> Guided Reading/Teacher led small group <i>Independent Practice</i> Read to Self Read to Someone Word Work Listening to Reading Work on Writing Science/Social Studies Connections Technology</p> <p>Daily Closing – 5 min</p> <p>Assessments Performance Tasks: 4RL7-4RL9, 4RI1-4RI3 Reading Learning Checkpoint: BL Unit2: RL4-9 – 10/21-11/1 BL Unit3: RI1-3 – 12/9-12/20 (see ACORN/Assessment folder) Sample GMAS Constructed Response Items Q2 (ACORN/Assessment folder)</p>	<p>Daily Mini-Lesson – 10-15 min ELAGSE4W1-3, 5-8 ELAGSE4L1-2</p> <p>Traits Unit 3 – Narrative: Oct 14 – Nov 1 <i>(3-week unit)</i></p> <p>Traits Reality Check 2: Nov 4 – Nov 8 <i>(1 week)</i></p> <p>Traits Unit 4 – Opinion: Nov 11 – Dec 6 <i>(3-week unit)</i></p> <p>Traits Reality Check 3: Dec 9 – Dec 20 <i>(2 weeks)</i></p> <p>Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher. Apply learning to daily work on project.</i></p> <p>Daily Closing – 5 min</p> <p>Assessments (End of Each Unit): – MOY Writing Sample – Traits Scoring Guides <i>(TG pg 348-354)</i> – Traits-GMAS District Rubrics <i>(see ACORN/Traits Rubric & ALD Folder)</i></p>



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QUARTER 3 • January 7 – March 13

Word Study/ Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP (35-50 min)
<p>ELAGSE4RL3 ELAGSE4L4-5</p> <p>Weekly Sorts & Daily Activities:</p> <p>Mon: <i>Introduction</i> Tues: <i>Building Vocabulary</i> Wed: <i>Reading & Writing Connection</i> Thursday: <i>Blind Sort &/or Games</i> Friday: Assessment</p> <p><i>(NOTE: Additional time, support, and instructional focus may be delivered during Guided Reading, Workstation rotations, & Writing Workshop as needed.)</i></p>	<p>Comprehension Club ELAGSE4SL1-6 ELAGSE4L4-6</p> <p>CC Unit 5: Jan 7 – Feb 21 <i>Inspired by True Stories: The Artist’s Eye (complete unit, 7 wks)</i></p> <p>CC Unit 4: Feb 24 – Mar 13 <i>A Sense of Self: Taking Responsibility (wks 1-3 of 6 wks)</i></p> <p>Science Topics: <i>Role of Organisms & Flow of Energy, 1/7-2/28</i> <i>Light & Sound, 3/2-4/3</i></p> <p>Social Studies Topics: <i>Civil War, 1/7-2/14</i> <i>Reconstruction, 2/17-3/13</i></p>	<p>Daily Mini-Lesson – 20 min CC Unit 5: ELAGSE4RI4 – ELAGSE4RI9 CC Unit 4: ELAGSE4RL1 – ELAGSE4RL3</p> <p>Workstation Rotations – 45-60 min <i>Instructional Level Practice</i> Guided Reading/Teacher led small group <i>Independent Practice</i> Read to Self Read to Someone Word Work Listening to Reading Work on Writing Science/Social Studies Connections Technology</p> <p>Daily Closing – 5 min</p> <p>Assessments Performance Tasks: 4RI4–4RI9, 4RL1–4RL3 Reading Learning Checkpoint: BL Unit5: RI4-9 – 2/17-2/28 (see ACORN/Assessment folder) Sample GMAS Constructed Response Items Q3 (ACORN/Assessment folder)</p>	<p>Daily Mini-Lesson – 10-15 min ELAGSE4W1-3, 5-8 ELAGSE4L1-2</p> <p>Traits Unit 5 – Expository: Jan 7 - Jan 24 <i>(3 week unit)</i></p> <p>Traits Reality Check 4: Jan 27 – Jan 31 <i>(1 week)</i></p> <p>Traits Unit 6 – Narrative: Feb 3 – Feb 21 <i>(3 week unit)</i></p> <p>Traits Reality Check 5: Feb 24–Feb 28 <i>(1 week)</i></p> <p>Traits Unit 7 – Opinion: Mar 2 – Mar 13 <i>(weeks 1&2 of 3 week unit)</i></p> <p>Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher. Apply learning to daily work on project.</i></p> <p>Daily Closing – 5 min</p> <p>Assessments (End of Each Unit):</p> <ul style="list-style-type: none"> – <i>MOY Benchmark Paper</i> – <i>Traits Scoring Guides (TG pg 348-354)</i> – <i>Traits-GMAS District Rubrics (see ACORN/Traits Rubric & ALD Folder)</i>

• GMAS REVIEW •
Check with administration for site based pacing and expectations.



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QUARTER 4 • March 23 – May 15

Word Study/ Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP (35-50 min)
<p>ELAGSE4RL3 ELAGSE4L4-5</p> <p>Weekly Sorts & Daily Activities:</p> <p>Mon: <i>Introduction</i> Tues: <i>Building Vocabulary</i> Wed: <i>Reading & Writing Connection</i> Thursday: <i>Blind Sort &/or Games</i> Friday: Assessment</p> <p><i>(NOTE: Additional time, support, and instructional focus may be delivered during Guided Reading, Workstation rotations, & Writing Workshop as needed.)</i></p>	<p>Comprehension Club ELAGSE4SL1-6 ELAGSE4L4-6</p> <p>CC Unit 4: Mar 23 – Apr 10 <i>A Sense of Self: Taking Responsibility</i> <i>(wks 4-6 of 6 wks)</i></p> <p>CC Unit 6: Apr 13 – May 15 <i>Genre Study: Fantasy</i> <i>(complete unit, 5 Weeks)</i></p> <p>Science Topics: <i>Light & Sound, 3/2-4/3</i> <i>Force & Motion, 4/6-5/15</i></p> <p>Social Studies Topics: <i>DBQ, 3/23-3-27</i> <i>Review, 3/30-4/10</i> <i>Personal Budget, 4/13-4/24</i> <i>Review of Map & Globe</i> <i>Skills/Information Processing, 4/27-5/15</i></p>	<p>Daily Mini-Lesson – 20 min: CC Unit 4: ELAGSE4RL4 – ELAGSE4RL9 CC Unit 6: ELAGSE4RI1 – ELAGSE4RI9</p> <p>Workstation Rotations – 45-60 min <i>Instructional Level Practice</i> Guided Reading/Teacher led small group <i>Independent Practice</i> Read to Self Read to Someone Word Work Listening to Reading Work on Writing Science/Social Studies Connections Technology</p> <p>Daily Closing – 5 min</p> <p>Assessments Performance Tasks: 4RL4–4RL9, 4RI1–4RI9 Reading Learning Checkpoint: BL Unit4: RL1-9 – 4/6-4/17 BL Unit6: RI1-9 – 5/4-5/15 (see ACORN/Assessment folder) Sample GMAS Constructed Response Items Q1 (ACORN/Assessment folder)</p>	<p>Daily Mini-Lesson – 10-15 min ELAGSE4W1-3, 5-8 ELAGSE4L1-2</p> <p>Traits Unit 7 – Opinion: Mar 23 – Mar 27 <i>(week 3 of 3-week unit)</i></p> <p>Traits Reality Check 6: Mar 30 – Apr 3 <i>(1 week)</i></p> <p>Traits Unit 8 – Expository: Apr 6 – Apr 24 <i>(3-week unit)</i></p> <p>Traits Unit 9 – Wrapping Up the Year: Apr 27- May 15 <i>(3-week unit)</i></p> <p>Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher. Apply learning to daily work on project.</i></p> <p>Daily Closing – 5 min</p> <p>Assessments (End of Each Unit): – <i>EOY Benchmark Paper</i> – <i>Traits Scoring Guides (TG pg 348-354)</i> – <i>Traits-GMAS District Rubrics (see ACORN/Traits Rubric & ALD Folder)</i></p>



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Guided Reading
[Jan Richardson Resources](#)
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 (password: results)

OVERVIEW August 5 – October 11

Word Study /Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP (35-50 min)
ELAGSE4RF3-4, ELAGSE4L4-5 Initial Spelling Inventory: Aug 5-23 <i>Administer & evaluate data determining initial student groups</i> Begin weekly Sorts & daily activities: Aug 26 Mon: <i>Introduction</i> Tues: <i>Building Vocabulary</i> Wed: <i>Reading & Writing Connection</i> Thursday: <i>Blind Sort &/or Games</i> Friday: Assessment <i>(NOTE: Additional time, support, and instructional focus may be delivered during Guided Reading, Workstation rotations, & Writing Workshop as needed.)</i>	Comprehension Club ELAGSE4SL1-6 ELAGSE4L4-5 CC Unit 1: Aug 5 – Sept 13 Communities & Relationships: <i>Boys vs. Girls (complete unit, 6 Weeks)</i> CC Unit 2: Sept 16 – Oct 11 Folklore and Literary Tradition: <i>Cinderella Tales (first 4 weeks of unit)</i> Science Topics: <i>Weather & Moon, 8/5-9/13</i> <i>Stars, Planets, & Moon, 9/16-11/1</i> Social Studies Topics: <i>Amer. Revolution, 8/12-9/13</i> <i>DBQ 9/16-9/20</i> <i>Changes of the New Nation, 9/23-10/11</i>	Daily Mini-Lesson – 20 min CC Unit 1: ELAGSE4RL1 – ELAGSE4RL3 CC Unit 2: ELAGSE4RL4, ELAGSE4RL5 Workstation Rotations – 45-60 min • First 25 Days – Follow 25 Day Plan • After first 25 days <i>Instructional Level Practice</i> Guided Reading/Teacher led small group <i>Independent Practice</i> Read to Self Read to Someone Word Work Listening to Reading Work on Writing Science/Social Studies Connections Technology Daily Closing – 5 min Assessments Performance Tasks: 4RL1-4RL6 Reading Learning Checkpoint: 9/9-9/20 BL Unit1: RL1-3 (see ACORN/Assess folder) Sample GMAS Constructed Response Items Q1 (ACORN/Assessment folder)	Daily Mini-Lesson – 10-15 min ELAGSE4W1-3, 5-8 ELAGSE4L1-2 Traits Unit 1 – Getting Started: Aug 5 – Sept 6 (<i>5-week unit</i>) Traits Unit 2 – Expository: Sept 9 – Oct 4 (<i>3-week unit</i>) Traits Reality Check 1: Oct 7 – Oct 11 (<i>1 week</i>) Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher. Apply learning to daily work on project.</i> Daily Closing – 5 min Assessments (End of Each Unit): – <i>BOY Benchmark Paper</i> – <i>Traits Scoring Guides (TG pg 348-354)</i> – <i>Traits-GMAS District Rubrics (see ACORN/ Traits Rubric & ALD Folder)</i>



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	Word Study /Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP (35-50 min)
WEEKS 1 & 2: Aug 5 – Aug 16	ELAGSE4RF3 ELAGSE4L4-5 Initial Spelling Inventory: <i>Administer and evaluate data to determine initial student groups</i>	Comprehension Club ELAGSE4SL1-6 ELAGSE4L4-6 Unit 1: Communities & Relationships: Boys vs. Girls <i>Read Aloud Titles:</i> <ul style="list-style-type: none"> • Don't Call Me Pruneface! JR Ahearn • Angel Child, Dragon Child MM Surat • Grace for President K Dipucchio • Picnic at Mudsock Meadow P Polacco • One Upon a Cool Motorcycle Dude K O'Malley <i>Additional Suggested Thematic Titles:</i> <ul style="list-style-type: none"> • Oggie Cooler S Weeks • The Broken Bike Boy and the Queen of 33rd Street S Flake • Off and Running G Soto • Fudge-A-Mania J Blume Science Topics: <i>Weather & Moon</i> Social Studies Topics: <i>American Revolution</i>	Daily Mini-Lesson – 20 min <i>See Teacher Guidance Notes for specific strategies to be modeled whole group and practiced with support using Read Aloud text, then practiced independently using “Just Right” text:</i> <ul style="list-style-type: none"> • ELAGSE4RL1 – Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Workstation Rotations – 45-60 min - First 10 days of 25 day plan Daily Closing – 5 min Assessment Performance Task 4RL1	Daily Mini-Lesson – 10-15 min ELAGSE4W1-3, 5-8 ELAGSE4L1-2 Traits Unit 1 – Getting Started ELAGS4L2a Use correct capitalization. <i>Tip: Begin with one rule, then add additional examples. Allow for student discovery: pronoun I; proper nouns; first word of sentence; titles; (first word in quotes/dialogue that are complete sentences).</i> <ul style="list-style-type: none"> • Week 1 – <i>The Story Behind My Name</i> The Writing Process • Week 2 – <i>Prewriting Technique Posters</i> Prewriting Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher.</i> Daily Closing – 5 min



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	Word Study /Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP (35-50 min)
WEEKS 3 & 4: Aug 19 – Aug 30	ELAGSE4RF3 ELAGSE4L4-5 Begin weekly Sorts & daily activities: Aug 26 Mon: <i>Introduction</i> Tues: <i>Building Vocabulary</i> Wed: <i>Reading & Writing Connection</i> Thursday: <i>Blind Sort &/or Games</i> Friday: Assessment <i>(NOTE: Additional time, support, and instructional focus may be delivered during Guided Reading, Workstation rotations, & Writing Workshop as needed.)</i>	Comprehension Club ELAGSE4SL1-6 ELAGSE4L4-6 Unit 1: Communities & Relationships: Boys vs. Girls <i>Read Aloud Titles:</i> <ul style="list-style-type: none"> • Don't Call Me Pruneface! JR Ahearn • Angel Child, Dragon Child MM Surat • Grace for President K Dipucchio • Picnic at Mudsock Meadow P Polacco • One Upon a Cool Motorcycle Dude K O'Malley <i>Additional Suggested Thematic Titles:</i> <ul style="list-style-type: none"> • Oggie Cooler S Weeks • The Broken Bike Boy and the Queen of 33rd Street S Flake • Off and Running G Soto • Fudge-A-Mania J Blume Science Topics: <i>Weather & Moon</i> Social Studies Topics: <i>Amer. Revolution</i>	Daily Mini-Lesson – 20 min <i>See Teacher Guidance Notes for specific strategies to be modeled whole group and practiced with support using Read Aloud text, then practiced independently using "Just Right" text:</i> <ul style="list-style-type: none"> • ELAGSE4RL2 – Determine a theme of a story, drama, or poem from details in the text; summarize the text. Workstation Rotations – 45-60 min - Second 10 days of 25 day plan Daily Closing – 5 min Assessments Performance Task 4RL2 Sample GMAS Constructed Response Items 4RL2 (ACORN/Assessment folder)	Daily Mini-Lesson – 10-15 min ELAGSE4W1-3, 5-8 ELAGSE4L1-2 Traits Unit 1 – Getting Started ELAGS4L2a Use correct capitalization. <ul style="list-style-type: none"> • Week 3 – <i>Drafting a 35-word sentence</i> Drafting <ul style="list-style-type: none"> • Week 4 – <i>My Funny Experience</i> Revising <ul style="list-style-type: none"> • Practice GMAS writing (see ACORN/Assessment Folder) Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher.</i> Daily Closing – 5 min



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	Word Study /Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP
WEEKS 5 & 6: Sept 3 – Sept 13	ELAGSE4RF3 ELAGSE4L4-5 Weekly Sorts & daily activities: Mon: <i>Introduction</i> Tues: <i>Building Vocabulary</i> Wed: <i>Reading & Writing Connection</i> Thursday: <i>Blind Sort &/or Games</i> Friday: Assessment <i>(NOTE: Additional time, support, and instructional focus may be delivered during Guided Reading, Workstation rotations, & Writing Workshop as needed.)</i>	Comprehension Club ELAGSE4SL1-6 ELAGSE4L4-6 Unit 1: Communities & Relationships: Boys vs. Girls <i>Read Aloud Titles:</i> <ul style="list-style-type: none"> • Don't Call Me Pruneface! JR Ahearn • Angel Child, Dragon Child MM Surat • Grace for President K Dipucchio • Picnic at Mudsock Meadow P Polacco • One Upon a Cool Motorcycle Dude K O'Malley <i>Additional Suggested Thematic Titles:</i> <ul style="list-style-type: none"> • Oggie Cooler S Weeks • The Broken Bike Boy and the Queen of 33rd Street S Flake • Off and Running G Soto • Fudge-A-Mania J Blume Science Topics: <i>Stars, Planets, & Moon</i> Social Studies Topics: <i>Amer. Revolution</i>	Daily Mini-Lesson – 20 min <i>See Teacher Guidance Notes for specific strategies to be modeled whole group and practiced with support using Read Aloud text, then practiced independently using “Just Right” text:</i> <ul style="list-style-type: none"> • ELAGSE4RL3 – Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). Workstation Rotations – 45-60 min <ul style="list-style-type: none"> – Last 5 days of 25 day plan – Sept 9, routine rotations: <ul style="list-style-type: none"> <i>Instructional Level Practice</i> Guided Reading/Teacher led small group <i>Independent Practice</i> Read to Self Read to Someone Word Work Listening to Reading Work on Writing Science/Social Studies Connections Technology Daily Closing – 5 min Assessment Performance Task: 4RL3 Reading Learning Checkpoint: 9/9-9/20 BL Unit1: RL1-3 (see ACORN/Assess folder)	Daily Mini-Lesson – 10-15 min ELAGSE4W1-3, 5-8 ELAGSE4L1-2 Traits Unit 1 – Getting Started Assess: ELAGS4L2a Use correct capitalization. Introduce: ELAGS4L1e Form and use prepositional phrases. <ul style="list-style-type: none"> • Week 5 – <i>BOY BENCHMARK, see page 69</i> • Editing • Practice GMAS writing (see ACORN/Assessment Folder) • Introduce Informational Project Traits Unit 2 – Informational Project ELAGS4L1e Form and use prepositional phrases. Week 1 – Ideas: Finding a Topic <ul style="list-style-type: none"> • <i>Zero Is the Leaves on the Trees</i> Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher. Apply learning to daily work on project.</i> Daily Closing – 5 min Assessments (End of Each Unit): <ul style="list-style-type: none"> – <i>BOY Benchmark Paper</i> – Traits Scoring Guides (TG pg 348-354) – Traits-GMAS District Rubrics (see ACORN/Traits Rubric & ALD Folder)



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QUARTER 1 • Grade 4



	Word Study /Phonics	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP (35-50 min)
WEEKS 7 & 8: Sept 16 – Sept 27	ELAGSE4RF3 ELAGSE4L4-5 Weekly Sorts & daily activities: Mon: <i>Introduction</i> Tues: <i>Building Vocabulary</i> Wed: <i>Reading & Writing Connection</i> Thursday: <i>Blind Sort &/or Games</i> Friday: Assessment <i>(NOTE: Additional time, support, and instructional focus may be delivered during Guided Reading, Workstation rotations, & Writing Workshop as needed.)</i>	Comprehension Club ELAGSE4SL1-6 ELAGSE4L4-6 Unit 2: Folklore and Literary Traditions: Cinderella Tales <i>Read Aloud Titles:</i> <ul style="list-style-type: none"> • <i>Cinderella McClintock</i> • <i>The Rough-Face Girl</i> R Martin • <i>The Irish Cinderlad</i> Climo • <i>Mufaro’s Beautiful Daughters</i> Steptoe • <i>Bigfoot Cinderrrrrella</i> T Johnston <i>Additional Suggested Thematic Titles:</i> <ul style="list-style-type: none"> • <i>Cinderella</i> B Karlin • <i>Bubba, the Cowboy Prince</i> H Kettelman • <i>Cinderella Penguin</i> J Perlman • <i>Cinderellis and the Glass Hill (The Princess Tales)</i> G Levine Science Topics: <i>Stars, Planets, & Moon,</i> Social Studies Topics: <i>DBQ</i> <i>Changes of the New Nation</i>	Daily Mini-Lesson – 20 min <i>See Teacher Guidance Notes for specific strategies to be modeled whole group and practiced with support using Read Aloud text, then practiced independently using “Just Right” text:</i> <ul style="list-style-type: none"> • ELAGSE4RL4 – Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). Workstation Rotations – 45-60 min Daily Closing – 5 min Assessment Performance Task 4RL4	Daily Mini-Lesson – 10-15 min ELAGSE4W1-3, 5-8 ELAGSE4L1-2 Traits Unit 2 – Informational Project ELAGS4L1e Form and use prepositional phrases. Week 2 - Organization: Creating the Lead <ul style="list-style-type: none"> • <i>Bigfoot Article</i> Week 3 – Voice: Establishing a Tone <ul style="list-style-type: none"> • <i>Living Sunlight</i> Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher. Apply learning to daily work on project.</i> Daily Closing – 5 min



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QUARTER 1 • Grade 4



	Word Study /Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP (35-50 min)
WEEKS 9 & 10: Sept 30 – Oct 11	ELAGSE4RF3 ELAGSE4L4-5 Weekly Sorts & daily activities: Mon: <i>Introduction</i> Tues: <i>Building Vocabulary</i> Wed: <i>Reading & Writing Connection</i> Thursday: <i>Blind Sort &/or Games</i> Friday: Assessment <i>(NOTE: Additional time, support, and instructional focus may be delivered during Guided Reading, Workstation rotations, & Writing Workshop as needed.)</i>	Comprehension Club ELAGSE4SL1-6 ELAGSE4L4-6 Unit 2: Folklore and Literary Traditions: Cinderella Tales <i>Read Aloud Titles:</i> <ul style="list-style-type: none"> • Cinderella McClintock • The Rough-Face Girl R Martin • The Irish Cinderlad Climo • Mufaro’s Beautiful Daughters Steptoe • Bigfoot Cinderrrrrella TJohnston <i>Additional Suggested Thematic Titles:</i> <ul style="list-style-type: none"> • Cinderella B Karlin • Bubba, the Cowboy Prince H Kettman • Cinderella Penguin J Perlman • Cinderellis and the Glass Hill (The Princess Tales) G Levine Science Topics: <i>Stars, Planets, & Moon</i> Social Studies Topics: Changes of the New Nation	Daily Mini-Lesson – 20 min <i>See Teacher Guidance Notes for specific strategies to be modeled whole group and practiced with support using Read Aloud text, then practiced independently using “Just Right” text:</i> <ul style="list-style-type: none"> • ELAGSE4RL5 – Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. • ELAGSE4RL6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. Workstation Rotations – 45-60 min Daily Closing – 5 min Assessments Performance Task 4RL5 & 4RL6	Daily Mini-Lesson – 10-15 min ELAGSE3W1-3, 5-8 ELAGSE3L1-2 Traits Reality Check 1 <ul style="list-style-type: none"> • Introduce Narrative Writing and assign unit project for Unit 3 (pg. 106-107) • Practice GMAS writing (see ACORN/ Assessment Folder) • Assess convention standard (prepositions) • Introduce: ELAGSE4L1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. ELAGSE4L2b - Use commas and quotation marks to mark direct speech ELAGSE4L2c - Use a comma before a coordinating conjunction in a compound sentence. Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher. Apply learning to daily work on project.</i> Daily Closing – 5 min Assessment (End of Unit): <ul style="list-style-type: none"> • Assess Unit 2 project using Traits Scoring Guides for Ideas, Organization, and Voice, element A (<i>TG pg 348-354</i>) • Traits/GMAS Rubric, see ACORN



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Georgia Department of Education
[Georgia Standards of Excellence](#)
[Teacher Guidance Documents](#)
[Developmental Progression – grade 4](#)
[GMAS Achievement Level Descriptors](#)

Videos
[Lucy Calkins: Writer’s Workshop Mini-lessons](#)
[Lucy Calkins: Reader’s Workshop Mini-lesson](#)
Descriptive Peer Feedback (Austin’s Butterfly):
[Building Excellence in Student Work](#)

Instructional Strategies/Resources
[FCRR – grade 4 & 5 Center Activities](#)
[Resources for the Teacher – Classroom Strategies](#)

SCCPSS [ELA Resource Guide-grade 4](#)

[Scholastic Digital Manager](#)
[Balanced Literacy Padlet](#)

Guided Reading
[Jan Richardson Resources](#)
[NSFGR Teaching Videos & Appendix](#)
 (password: results)

OVERVIEW - Quarter 2 October 14 – December 20

Word Study /Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP (35-50 min)
ELAGSE4RF3-4, ELAGSE4L4-5 Weekly Sorts & daily activities: Mon: <i>Introduction</i> Tues: <i>Building Vocabulary</i> Wed: <i>Reading & Writing Connection</i> Thursday: <i>Blind Sort &/or Games</i> Friday: Assessment <i>(NOTE: Additional time, support, and instructional focus may be delivered during Guided Reading, Workstation rotations, & Writing Workshop as needed.)</i>	Comprehension Club ELAGSE4SL1-6, ELAGSE4L4-6 CC Unit 2: Oct 14 – Oct 25 Folklore and Literary Tradition: <i>Cinderella Tales (weeks 4-6 of unit)</i> CC Unit 3: Oct 28 – Dec 20 Living Things: <i>Amazing Animals (complete unit, 6 weeks)</i> Science Topics: <i>Stars, Planets, & Moon, 9/16-11/1</i> <i>Forecasting Weather, 11/4-12/20</i> Social Studies Topics: <i>Westward Expansion 10/14-11/1</i> <i>Abolitionist & Suffrage Movements 11/4-11/15</i> <i>DBQ 11/18-11/22</i> <i>Causes of the Civil War, 12/2-12/20</i>	Daily Mini-Lesson – 20 min CC Unit 2: ELAGSE4RL5 – ELAGSE4RL9 CC Unit 3: ELAGSE4RI1 – ELAGSE4RI3 Workstation Rotations – 45-60 min <i>Instructional Level Practice</i> Guided Reading/Teacher led small group <i>Independent Practice</i> Read to Self Read to Someone Word Work Listening to Reading Work on Writing Science/Social Studies Connections Technology Daily Closing – 5 min Assessments Performance Tasks: 4RL7-4RL9, 4RI1-4RI3 Reading Learning Checkpoint: BL Unit2: RL4-9 – 10/21-11/1 BL Unit3: RI1-3 – 12/9-12/20 (see ACORN/Assessment folder) Sample GMAS Constructed Response Items Q2 (ACORN/Assessment folder)	Daily Mini-Lesson – 10-15 min ELAGSE4W1-3, 5-8 ELAGSE4L1-2 Traits Unit 3 – Narrative: Oct 14 – Nov 1 <i>(3-week unit)</i> Traits Reality Check 2: Nov 4 – Nov 8 <i>(1 week)</i> Traits Unit 4 – Opinion: Nov 11 – Dec 6 <i>(3-week unit)</i> Traits Reality Check 3: Dec 9 – Dec 20 <i>(2 week)</i> Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher. Apply learning to daily work on project.</i> Daily Closing – 5 min Assessments (End of Each Unit): – MOY Writing Sample – Traits Scoring Guides (<i>TG pg 348-354</i>) – Traits-GMAS District Rubrics (<i>see ACORN/ Traits Rubric & ALD Folder</i>)



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	Word Study /Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP (35-50 min)
WEEKS 1 & 2: Oct 14 – Oct 25	ELAGSE4RF3 ELAGSE4L4-5 Weekly Sorts & Daily Activities: Mon: <i>Introduction</i> Tues: <i>Building Vocabulary</i> Wed: <i>Reading & Writing Connection</i> Thursday: <i>Blind Sort &/or Games</i> Friday: Assessment (NOTE: Additional time, support, and instructional focus may be delivered during Guided Reading, Workstation rotations, & Writing Workshop as needed.)	Comprehension Club ELAGSE4SL1-6 ELAGSE4L4-6 Unit 2: Folklore and Literary Traditions: Cinderella Tales <i>Read Aloud Titles:</i> <ul style="list-style-type: none"> • <i>Cinderella</i> McClintock • <i>The Rough-Face Girl</i> R Martin • <i>The Irish Cinderlad</i> Climo • <i>Mufaro’s Beautiful Daughters</i> Steptoe • <i>Bigfoot Cinderrrrrella</i> TJohnston <i>Additional Suggested Thematic Titles:</i> <ul style="list-style-type: none"> • <i>Cinderella</i> B Karlin • <i>Bubba, the Cowboy Prince</i> H Ketteman • <i>Cinderella Penguin</i> J Perlman • <i>Cinderellis and the Glass Hill (The Princess Tales)</i> G Levine Science Topics: <i>Stars, Planets, & Moon</i> Social Studies Topics: <i>Westward Expansion</i>	Daily Mini-Lesson – 20 min <i>See Teacher Guidance Notes for specific strategies to be modeled whole group and practiced with support using Read Aloud text, then practiced independently using “Just Right” text:</i> <ul style="list-style-type: none"> • ELAGSE4RL7 – Make connections between the text of a story or drama and a visual or oral presentation of the text identifying similarities and differences • ELAGSE4RL9 – Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures Workstation Rotations – 45-60 min Daily Closing – 5 min Assessments Performance Tasks: 4RL7-4RL9 Reading Learning Checkpoint: BL Unit2: RL4-9 – 10/21-11/1 (see ACORN/Assessment folder)	Daily Mini-Lesson – 10-15 min ELAGSE4W1-3, 5-8 ELAGSE4L1-2 Traits Unit 3 – Narrative Project ELAGSE4L1f. Produce complete sentences, recognizing and correcting inappropriate fragments (and run-ons). ELAGSE4L2b - Use commas and quotation marks to mark direct speech --- ELAGSE4L2c - Use a comma before a coordinating conjunction in a compound sentence. Week 1 – Word Choice: Applying Strong Verbs <ul style="list-style-type: none"> • <i>Bad Kitty</i> Week 2 – Sentence Fluency: Crafting Well-built Sentences <ul style="list-style-type: none"> • <i>World’s Largest Twine Ball</i> Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher. Apply learning to daily work on project.</i> Daily Closing – 5 min



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	Word Study /Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP (35-50 min)
WEEKS 3-5: Oct 28 – Nov 15	ELAGSE4RF3 ELAGSE4L4-5 Weekly Sorts & Daily Activities: Mon: <i>Introduction</i> Tues: <i>Building Vocabulary</i> Wed: <i>Reading & Writing Connection</i> Thursday: <i>Blind Sort &/or Games</i> Friday: Assessment (NOTE: Additional time, support, and instructional focus may be delivered during Guided Reading, Workstation rotations, & Writing Workshop as needed.)	Comprehension Club ELAGSE4SL1-6 ELAGSE4L4-6 Unit 2: Folklore and Literary Traditions: <i>Cinderella Tales</i> <i>Read Aloud Titles:</i> <ul style="list-style-type: none"> • <i>Cinderella</i> McClintock • <i>The Rough-Face Girl</i> R Martin • <i>The Irish Cinderlad</i> Climo • <i>Mufaro’s Beautiful Daughters</i> Steptoe • <i>Bigfoot Cinderrrrrella</i> TJohnston <i>Additional Suggested Thematic Titles:</i> <ul style="list-style-type: none"> • <i>Cinderella</i> B Karlin • <i>Bubba, the Cowboy Prince</i> H Ketteman • <i>Cinderella Penguin</i> J Perlman • <i>Cinderellis and the Glass Hill (The Princess Tales)</i> G Levine Science Topics: <i>Forecasting Weather</i> Social Studies Topics: <i>Westward Expansion</i> <i>Abolitionist & Suffrage Movement</i>	Daily Mini-Lesson – 20 min <i>See Teacher Guidance Notes for specific strategies to be modeled whole group and practiced with support using Read Aloud text, then practiced independently using “Just Right” text:</i> <ul style="list-style-type: none"> • ELAGSE4RI1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Workstation Rotations – 45-60 min Daily Closing – 5 min Assessments Performance Tasks: 4RI1 Reading Learning Checkpoint: BL Unit2: RL4-9 – 10/21-11/1 (see ACORN/Assessment folder)	Daily Mini-Lesson – 10-15 min ELAGSE3W1-3, 5-8 ELAGSE3L1-2 Traits Unit 3 – Narrative Project ELAGSE4L1f, ELAGSE4L2b, c, cont. Week 3 – Ideas: Focusing on the Topic <ul style="list-style-type: none"> • <i>Dexter the Tough</i> Traits Reality Check 2 <ul style="list-style-type: none"> • Introduce Opinion Writing and assign unit project for Unit 4 (pg. 144-145) • Practice GMAS writing (see ACORN/Assessment Folder) • Assess convention standard (sentence construction & quotes in dialogue) • Introduce: ELAGGSE4L1a. Use relative pronouns and relative adverbs. ELAGGSE4L1d. Order adjectives within sentences according to conventional patterns. (Introduce) ELAGGSE4L3b. Choose punctuation for effect. Traits Unit 4 – Opinion Project ELAGGSE4L1a,d; ELAGGSE4L1b see above Week 1 – Organization: Using Sequence & Transition Words <ul style="list-style-type: none"> • <i>The Shocking Truth About Energy</i> Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher</i> Daily Closing – 5 min Assessment (End of Unit): <ul style="list-style-type: none"> • Assess Unit 3 projects using Traits Scoring Guides for Word Choice and Sentence Fluency, element A, and Ideas, element B (pg 348-354) • Traits/GMAS Rubric, see ACORN



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	Word Study /Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP (35-50 min)
WEEKS 6 & 7: NOV 18 – DEC 6	ELAGSE4RF3 ELAGSE4L4-5 Weekly Sorts & Daily Activities: Mon: <i>Introduction</i> Tues: <i>Building Vocabulary</i> Wed: <i>Reading & Writing Connection</i> Thursday: <i>Blind Sort &/or Games</i> Friday: Assessment (NOTE: Additional time, support, and instructional focus may be delivered during Guided Reading, Workstation rotations, & Writing Workshop as needed.)	Comprehension Club ELAGSE4SL1-6 ELAGSE4L4-6 Unit 3: Living Things: Amazing Animals <i>Read Aloud Titles:</i> <ul style="list-style-type: none"> • The Journey C Rylant • Looking for Miza J, I and C Hatkoff & Dr P Kahumbu • Face to Face with Sharks D Doubilet & J Hayes • Almost Gone (Let's-Read-and-Find-Out-Science) S Jenkins • The Eyes of Gray Wolf J London <i>Additional Suggested Thematic Titles:</i> <ul style="list-style-type: none"> • Frogs N Bishop • Koko's Kitten F Patterson • Crocodile Safari J Arnosky • Owen and Mzee J, I and C Hatkoff & Dr. P Kahumbu Science Topics: <i>Forecasting Weather</i> Social Studies Topics: <i>DBQ</i> <i>Causes of the Civil War</i>	Daily Mini-Lesson – 20 min <i>See Teacher Guidance Notes for specific strategies to be modeled whole group and practiced with support using Read Aloud text, then practiced independently using "Just Right" text:</i> <ul style="list-style-type: none"> • ELAGSE4RI2: Determine the main idea of a text and explain how it is supported by key details; summarize the text. Workstation Rotations – 45-60 min Daily Closing – 5 min Assessments Performance Tasks 4RI2	Daily Mini-Lesson – 10-15 min ELAGSE4W1-3, 5-8 ELAGSE4L1-2 Traits Unit 4 – Opinion Project ELAGSE4L1a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). ELAGSE4L1d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). (Introduce) ELAGSE4L3b. Choose punctuation for effect. Week 2 – Voice: Conveying the Purpose <ul style="list-style-type: none"> • <i>Water Bottle Labels</i> Week 3 – Word Choice: Striking Words and Phrases <ul style="list-style-type: none"> • <i>You Wouldn't Want to be an Egyptian Mummy!</i> Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher. Apply learning to daily work on project.</i> Daily Closing – 5 min



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	Word Study /Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP (35-50 min)
WEEKS 8 & 9: Dec 9 – Dec 20	ELAGSE4RF3 ELAGSE4L4-5 Weekly Sorts & Daily Activities: Mon: <i>Introduction</i> Tues: <i>Building Vocabulary</i> Wed: <i>Reading & Writing Connection</i> Thursday: <i>Blind Sort &/or Games</i> Friday: Assessment (NOTE: Additional time, support, and instructional focus may be delivered during Guided Reading, Workstation rotations, & Writing Workshop as needed.)	Comprehension Club ELAGSE4SL1-6 ELAGSE4L4-6 Unit 3: Living Things: Amazing Animals <i>Read Aloud Titles:</i> <ul style="list-style-type: none"> • The Journey C Rylant • Looking for Miza J, I and C Hatkoff & Dr P Kahumbu • Face to Face with Sharks D Doubilet & J Hayes • Almost Gone (Let's-Read-and-Find-Out-Science) S Jenkins • The Eyes of Gray Wolf J London <i>Additional Suggested Thematic Titles:</i> <ul style="list-style-type: none"> • Frogs N Bishop • Koko's Kitten F Patterson • Crocodile Safari J Arnosky • Owen and Mzee J, I and C Hatkoff & Dr. P Kahumbu Science Topics: <i>Forecasting Weather</i> Social Studies Topics: <i>Causes of the Civil War</i>	Daily Mini-Lesson – 20 min <i>See Teacher Guidance Notes for specific strategies to be modeled whole group and practiced with support using Read Aloud text, then practiced independently using "Just Right" text:</i> <ul style="list-style-type: none"> • ELAGSE4RI3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. Workstation Rotations – 45-60 min Daily Closing – 5 min Assessments Performance Tasks 4RI3	Daily Mini-Lesson – 10-15 min ELAGSE4W1-3, 5-8 ELAGSE4L1-2 Traits Reality Check 3 <ul style="list-style-type: none"> • Introduce Information/Expository Writing and assign unit project for Unit 5 (pg. 144-145) • Practice GMAS writing (see ACORN/Assessment Folder) • Assess convention standard (relative pronouns/adverbs & adjectives) • Introduce: ELAGSE4L1f. Produce complete sentences, recognizing and correcting inappropriate (fragments and) run-ons. ELAGSE4L2b - Use commas and quotation marks to mark quotations from a text. ELAGSE4L2c - Use a comma before a coordinating conjunction in a compound sentence. Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher. Apply learning to daily work on project.</i> Daily Closing – 5 min Assessment (End of Unit): <ul style="list-style-type: none"> • Assess Unit 4 projects using Traits Scoring Guides for Organization, Voice, and Word Choice element B (pg 348-354) • Traits/GMAS Rubric, see ACORN • SELECT MOY WRITING SAMPLE FROM PORTFOLIO



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[Developmental Progression – grade 4](#)
[GMAS Achievement Level Descriptors](#)

SCCPSS [ELA Resource Guide-grade 4](#)

Videos
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Instructional Strategies/Resources
[FCRR – grade 4 & 5 Center Activities](#)
[Resources for the Teacher – Classroom Strategies](#)

Guided Reading
[Jan Richardson Resources](#)
[NSFGR Teaching Videos & Appendix](#)
 (password: results)

OVERVIEW January 7 – March 13

Word Study /Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP (35-50 min)
ELAGSE4RL3 ELAGSE4L4-5 Weekly Sorts & Daily Activities: Mon: <i>Introduction</i> Tues: <i>Building Vocabulary</i> Wed: <i>Reading & Writing Connection</i> Thursday: <i>Blind Sort &/or Games</i> Friday: Assessment (NOTE: Additional time, support, and instructional focus may be delivered during Guided Reading, Workstation rotations, & Writing Workshop as needed.)	Comprehension Club ELAGSE4SL1-6 ELAGSE4L4-6 CC Unit 5: Jan 7 – Feb 21 Inspired by True Stories: <i>The Artist’s Eye (complete unit, 7 wks)</i> CC Unit 4: Feb 24 – Mar 13 A Sense of Self: <i>Taking Responsibility (wks 1-3 of 6 wks)</i> Science Topics: <i>Role and Flow of Energy, 1/7-2/28</i> <i>Light & Sound, 3/2-4/3</i> Social Studies Topics: <i>Civil War, 1/7-2/14</i> <i>Reconstruction, 2/17-3/13</i>	Daily Mini-Lesson – 20 min CC Unit 5: ELAGSE4RI4 – ELAGSE4RI9 CC Unit 4: ELAGSE4RL1 – ELAGSE4RL3 Workstation Rotations – 45-60 min <i>Instructional Level Practice</i> Guided Reading/Teacher led small group <i>Independent Practice</i> Read to Self Read to Someone Word Work Listening to Reading Work on Writing Science/Social Studies Connections Technology Daily Closing – 5 min Assessments Performance Tasks: 4RI4–4RI9, 4RL1–4RL3 Reading Learning Checkpoint: BL Unit5: RI4-9 – 2/17-2/28 (see ACORN/Assessment folder) Sample GMAS Constructed Response Items Q3 (ACORN/Assessment folder)	Daily Mini-Lesson – 10-15 min ELAGSE4W1-3, 5-8 ELAGSE4L1-2 Traits Unit 5 – Expository: Jan 7 - Jan 24 <i>(3-week unit)</i> Traits Reality Check 4: Jan 27 – Jan 31 <i>(1 week)</i> Traits Unit 6 – Narrative: Feb 3 – Feb 21 <i>(3-week unit)</i> Traits Reality Check 5: Feb 24–Feb 28 <i>(1 week)</i> Traits Unit 7 – Opinion: Mar 2 – Mar 13 <i>(weeks 1&2 of 3-week unit)</i> Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher. Apply learning to daily work on project.</i> Daily Closing – 5 min Assessments (End of Each Unit): – <i>MOY Benchmark Paper</i> – <i>Traits Scoring Guides (TG pg 348-354)</i> – <i>Traits-GMAS District Rubrics (see ACORN/ Traits Rubric & ALD Folder)</i>



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	Word Study /Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP (35-50 min)
WEEKS 1 & 2: Jan 7 – Jan 17	ELAGSE4RF3-4 ELAGSE4L4-5 Weekly Sorts & Daily Activities: Mon: <i>Introduction</i> Tues: <i>Building Vocabulary</i> Wed: <i>Reading & Writing Connection</i> Thursday: <i>Blind Sort &/or Games</i> Friday: Assessment <i>(NOTE: Additional time, support, and instructional focus may be delivered during Guided Reading, Workstation rotations, & Writing Workshop as needed.)</i>	Comprehension Club ELAGSE4SL1-6, ELAGSE4L4-6 CC Unit 5: Inspired by True Stories: <i>The Artist’s Eye</i> <i>Read Aloud Titles:</i> <ul style="list-style-type: none"> • An Eye for Color N Wing • Duke Ellington A Pinkney • Frida J Winter • Faith Ringgold (Getting to Know the World’s Greatest Artists) M Venezia • Spiders N Bishop <i>Addition Suggested Thematic Titles</i> <ul style="list-style-type: none"> • Frida Kahlo (Getting to Know the World’s Greatest Artists) M Venezia • Ish P Reynolds • Mozart (Getting to Know the World’s Greatest Composers) M Venezia • Tar Beach F Ringgold Science Topics: <i>Role and Flow of Energy</i> Social Studies Topics: <i>Civil War</i>	Daily Mini-Lesson – 20 min <i>See Teacher Guidance Notes for specific strategies to be modeled whole group and practiced with support using Read Aloud text, then practiced independently using “Just Right” text:</i> <ul style="list-style-type: none"> • ELAGSE4RI4: Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area Workstation Rotations – 45-60 min Daily Closing – 5 min Assessment Performance Task 4RI4 Sample GMAS Constructed Response Items RI3 (ACORN/Assessment folder)	Daily Mini-Lesson – 10-15 min ELAGSE4W1-3, 5-8 ELAGSE4L1-2 Traits Unit 5 – Informational Project ELAGSE4L1f. Produce complete sentences, recognizing and correcting inappropriate (fragments and) run-ons. ELAGSE4L2b - Use commas and quotation marks to mark direct speech and quotations from a text. ELAGSE4L2c - Use a comma before a coordinating conjunction in a compound sentence. Week 1 – Sentence Fluency: Varying Sentence Types <ul style="list-style-type: none"> • <i>My Brother Martin</i> Week 2 – Ideas: Developing the Topic <ul style="list-style-type: none"> • <i>Stillwater Doll</i> Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher. Apply learning to daily work on project.</i> Daily Closing – 5 min



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QUARTER 3 • Grade 4



	Word Study /Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP (35-50 min)
WEEKS 3 & 4: Jan 21 – Jan 31	ELAGSE4RF3-4 ELAGSE4L4-5 Weekly Sorts & Daily Activities: Mon: <i>Introduction</i> Tues: <i>Building Vocabulary</i> Wed: <i>Reading & Writing Connection</i> Thursday: <i>Blind Sort &/or Games</i> Friday: Assessment <i>(NOTE: Additional time, support, and instructional focus may be delivered during Guided Reading, Workstation rotations, & Writing Workshop as needed.)</i>	Comprehension Club ELAGSE4SL1-6, ELAGSE4L4-6 CC Unit 5: Inspired by True Stories: <i>The Artist’s Eye</i> <i>Read Aloud Titles:</i> <ul style="list-style-type: none"> • An Eye for Color N Wing • Duke Ellington A Pinkney • Frida J Winter • Faith Ringgold (Getting to Know the World’s Greatest Artists) M Venezia • Spiders N Bishop <i>Addition Suggested Thematic Titles</i> <ul style="list-style-type: none"> • Frida Kahlo (Getting to Know the World’s Greatest Artists) M Venezia • Ish P Reynolds • Mozart (Getting to Know the World’s Greatest Composers) M Venezia • Tar Beach F Ringgold Science Topics: <i>Role and Flow of Energy</i> Social Studies Topics: <i>Civil War</i>	Daily Mini-Lesson – 20 min <i>See Teacher Guidance Notes for specific strategies to be modeled whole group and practiced with support using Read Aloud text, then practiced independently using “Just Right” text:</i> <ul style="list-style-type: none"> • ELAGSE4RI5 – Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. • ELAGSE4RI6 – Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. Workstation Rotations – 45-60 min Daily Closing – 5 min Assessment Performance Task 4RI5 & 4RI6 Sample GMAS Constructed Response Items 5RI6 (ACORN/Assessment folder)	Daily Mini-Lesson – 10-15 min ELAGSE4W1-3, 5-8 ELAGSE4L1-2 Traits Unit 5 – Informational Project ELAGSE4L1f, ELAGSE4L2b, c. (cont. from wks 1&2) Week 3 – Organization: Structuring the Body <ul style="list-style-type: none"> • <i>Spiders</i> Traits Reality Check 4 <ul style="list-style-type: none"> • Introduce Narrative Writing and assign unit project for Unit 6 (pg. 220-221) • Practice GMAS writing (see ACORN/Assessment Folder) • Assess convention standard (Sentence construction & citation quotes) • Introduce: ELAGGSE4L1b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb aspects. ELAGGSE4L1c. Use helping/linking verbs to convey various conditions. Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher. Apply learning to daily work on project.</i> Daily Closing – 5 min Assessments (End of Each Unit): <ul style="list-style-type: none"> • Assess Unit 5 projects Traits Scoring Guides for Sentence Fluency, element B, Ideas and Organization, element C (pg 348-354) • Traits/GMAS Rubric, see ACORN



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	Word Study /Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP (35-50 min)
WEEKS 5 & 6: Feb 3 – Feb 14	ELAGSE4RF3-4 ELAGSE4L4-5 Weekly Sorts & Daily Activities: Mon: <i>Introduction</i> Tues: <i>Building Vocabulary</i> Wed: <i>Reading & Writing Connection</i> Thursday: <i>Blind Sort &/or Games</i> Friday: <i>Assessment</i> <i>(NOTE: Additional time, support, and instructional focus may be delivered during Guided Reading, Workstation rotations, & Writing Workshop as needed.)</i>	Comprehension Club ELAGSE4SL1-6, ELAGSE4L4-6 CC Unit 5: Inspired by True Stories: <i>The Artist’s Eye</i> <i>Read Aloud Titles:</i> <ul style="list-style-type: none"> • <i>An Eye for Color</i> N Wing • <i>Duke Ellington</i> A Pinkney • <i>Frida</i> J Winter • <i>Faith Ringgold (Getting to Know the World’s Greatest Artists)</i> M Venezia • <i>Spiders</i> N Bishop <i>Addition Suggested Thematic Titles</i> <ul style="list-style-type: none"> • <i>Frida Kahlo (Getting to Know the World’s Greatest Artists)</i> M Venezia • <i>Ish</i> P Reynolds • <i>Mozart (Getting to Know the World’s Greatest Composers)</i> M Venezia • <i>Tar Beach</i> F Ringgold Science Topics: <i>Role and Flow of Energy</i> Social Studies Topics: <i>Civil War</i>	Daily Mini-Lesson – 20 min <i>See Teacher Guidance Notes for specific strategies to be modeled whole group and practiced with support using Read Aloud text, then practiced independently using “Just Right” text:</i> <ul style="list-style-type: none"> • ELAGSE4RI7 – Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. • ELAGSE4RI8 – Explain how an author uses reasons and evidence to support particular points in a text. Workstation Rotations – 45-60 min Daily Closing – 5 min Assessment Performance Task 4RI7 & 4RI8	Daily Mini-Lesson – 10-15 min ELAGSE4W1-3, 5-8 ELAGSE4L1-2 Traits Unit 6 – Narrative Project ELAGGSE4L1b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb aspects. ELAGGSE4L1c. Use helping/linking verbs to convey various conditions. Week 1 – Voice: Creating a Connection to the Audience <ul style="list-style-type: none"> • <i>Ultraviolet</i> Week 2 – Word Choice: Using Specific and Accurate Words <ul style="list-style-type: none"> • <i>Carlos and the Squash Plant</i> Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher. Apply learning to daily work on project.</i> Daily Closing – 5 min



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	Word Study /Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP (35-50 min)
WEEK 7: Feb 17 – Feb 21	ELAGSE4RF3-4 ELAGSE4L4-5 Weekly Sorts & Daily Activities: Mon: <i>Introduction</i> Tues: <i>Building Vocabulary</i> Wed: <i>Reading & Writing Connection</i> Thursday: <i>Blind Sort &/or Games</i> Friday: Assessment <i>(NOTE: Additional time, support, and instructional focus may be delivered during Guided Reading, Workstation rotations, & Writing Workshop as needed.)</i>	Comprehension Club ELAGSE4SL1-6, ELAGSE4L4-6 CC Unit 5: Inspired by True Stories: <i>The Artist’s Eye</i> <i>Read Aloud Titles:</i> <ul style="list-style-type: none"> • <i>An Eye for Color</i> N Wing • <i>Duke Ellington</i> A Pinkney • <i>Frida</i> J Winter • <i>Faith Ringgold (Getting to Know the World’s Greatest Artists)</i> M Venezia • <i>Spiders</i> N Bishop <i>Addition Suggested Thematic Titles</i> <ul style="list-style-type: none"> • <i>Frida Kahlo (Getting to Know the World’s Greatest Artists)</i> M Venezia • <i>Ish</i> P Reynolds • <i>Mozart (Getting to Know the World’s Greatest Composers)</i> M Venezia • <i>Tar Beach</i> F Ringgold Science Topics: <i>Role and Flow of Energy</i> <i>Light & Sound</i> Social Studies Topics: <i>Reconstruction</i>	Daily Mini-Lesson – 20 min <i>See Teacher Guidance Notes for specific strategies to be modeled whole group and practiced with support using Read Aloud text, then practiced independently using “Just Right” text:</i> <ul style="list-style-type: none"> • ELAGSE4RI9 – Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. Workstation Rotations – 45-60 min Daily Closing – 5 min Assessment Performance Tasks: 4RI9 Reading Learning Checkpoint: BL Unit5: RI4-9 – 2/17-2/28 (see ACORN/Assessment folder) Sample GMAS Constructed Response Items 5RI9 (ACORN/Assessment folder)	Daily Mini-Lesson – 10-15 min ELAGSE4W1-3, 5-8 ELAGSE4L1-2 Traits Unit 6 – Narrative Project ELAGGSE4L1b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb aspects. ELAGGSE4L1c. Use helping/linking verbs to convey various conditions. Week 3 – Sentence Fluency: Capturing Smooth Rhythmic Flow <ul style="list-style-type: none"> • <i>Hello Muddah, Hello Faddah!</i> Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher. Apply learning to daily work on project.</i> Daily Closing – 5 min



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	Word Study /Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP (35-50 min)
WEEKS 8 & 9: Feb 24 – Mar 6	ELAGSE4RF3-4 ELAGSE4L4-5 Weekly Sorts & Daily Activities: Mon: <i>Introduction</i> Tues: <i>Building Vocabulary</i> Wed: <i>Reading & Writing Connection</i> Thursday: <i>Blind Sort &/or Games</i> Friday: Assessment <i>(NOTE: Additional time, support, and instructional focus may be delivered during Guided Reading, Workstation rotations, & Writing Workshop as needed.)</i>	Comprehension Club ELAGSE4SL1-6, ELAGSE4L4-6 CC Unit 4: <i>A Sense of Self: Taking Responsibility</i> <i>Read Aloud Titles:</i> <ul style="list-style-type: none"> • The Three Questions J Muth • The Secret Olivia Told Me N Joy • Alexander, Who Used to Be Rich Last Sunday J Viorst • Wangari’s Trees of Peace J Winter • The Great Kapok Tre L Cherry <i>Additional Suggested Thematic Titles</i> <ul style="list-style-type: none"> • Salsa Stories L Delacre • The Real Slam Dunk C Richardson • Dexter the Tough M Haddix • My Home Girl Drita J Lombard Science Topics: <i>Role and Flow of Energy</i> <i>Light & Sound</i> Social Studies Topics: <i>Reconstruction</i>	Daily Mini-Lesson – 20 min <i>See Teacher Guidance Notes for specific strategies to be modeled whole group and practiced with support using Read Aloud text, then practiced independently using “Just Right” text:</i> <ul style="list-style-type: none"> • ELAGSE4RL1 – Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. • ELAGSE4RL2 – Determine a theme of a story, drama, or poem from details in the text; summarize the text. Workstation Rotations – 45-60 min Daily Closing – 5 min Assessments Performance Task 4RL1 & 4RL2	Daily Mini-Lesson – 10-15 min ELAGSE4W1-3, 5-8 ELAGSE4L1-2 Traits Reality Check 5 <ul style="list-style-type: none"> • Introduce Opinion Writing and assign unit project for Unit 7 (pg. 258-259) • Practice GMAS writing (see ACORN/Assessment Folder) • Assess convention standard (verbs) • Review/revisit convention standards based on student data Traits Unit 7 – Opinion Project Review/revisit conventions based on student data. Week 1 – Ideas: Using Details <ul style="list-style-type: none"> • <i>Don’t Let the Pigeon Drive the Bus</i> Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher. Apply learning to daily work on project.</i> Daily Closing – 5 min Assessments (End of Each Unit): <ul style="list-style-type: none"> • Assess Unit 6 projects using Traits Scoring Guides for Voice and Word Choice, element C, Sentence Fluency, element D (pg 348-354) • Traits/GMAS Rubric, see ACORN



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	Word Study /Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP (35-50 min)
WEEK 10: Mar 9 – Mar 13	ELAGSE4RF3-4 ELAGSE4L4-5 Weekly Sorts & Daily Activities: Mon: <i>Introduction</i> Tues: <i>Building Vocabulary</i> Wed: <i>Reading & Writing Connection</i> Thursday: <i>Blind Sort &/or Games</i> Friday: Assessment <i>(NOTE: Additional time, support, and instructional focus may be delivered during Guided Reading, Workstation rotations, & Writing Workshop as needed.)</i>	Comprehension Club ELAGSE4SL1-6, ELAGSE4L4-6 CC Unit 4: <i>A Sense of Self: Taking Responsibility</i> <i>Read Aloud Titles:</i> <ul style="list-style-type: none"> • The Three Questions J Muth • The Secret Olivia Told Me N Joy • Alexander, Who Used to Be Rich Last Sunday J Viorst • Wangari’s Trees of Peace J Winter • The Great Kapok Tre L Cherry <i>Additional Suggested Thematic Titles</i> <ul style="list-style-type: none"> • Salsa Stories L Delacre • The Real Slam Dunk C Richardson • Dexter the Tough M Haddix • My Home Girl Drita J Lombard Science Topics: <i>Light & Sound</i> Social Studies Topics: <i>Reconstruction</i>	Daily Mini-Lesson – 20 min <i>See Teacher Guidance Notes for specific strategies to be modeled whole group and practiced with support using Read Aloud text, then practiced independently using “Just Right” text:</i> <ul style="list-style-type: none"> • ELAGSE4RL3 – Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). Workstation Rotations – 45-60 min Daily Closing – 5 min Assessments Performance Task 4RL3	Daily Mini-Lesson – 10-15 min ELAGSE4W1-3, 5-8 ELAGSE4L1-2 Traits Unit 7 – Opinion Project Review/revisit conventions based on student data. Week 2 – Organization: Ending with a Sense of Resolution <ul style="list-style-type: none"> • <i>Hope is an Open Heart</i> Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher. Apply learning to daily work on project.</i> Daily Closing – 5 min



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Georgia Department of Education

[Georgia Standards of Excellence](#)
[Teacher Guidance Documents](#)
[Developmental Progression – grade 4](#)
[GMAS Achievement Level Descriptors](#)

SCCPSS [ELA Resource Guide-grade 4](#)

Videos

[Lucy Calkins: Writer’s Workshop Mini-lessons](#)
[Lucy Calkins: Reader’s Workshop Mini-lesson](#)
 Descriptive Peer Feedback (Austin’s Butterfly):
[Building Excellence in Student Work](#)

[Scholastic Digital Manager](#)
[Balanced Literacy Padlet](#)

Instructional Strategies/Resources

[FCRR – grade 4 & 5 Center Activities](#)
[Resources for the Teacher – Classroom Strategies](#)

Guided Reading

[Jan Richardson Resources](#)
[NSFGR Teaching Videos & Appendix](#)
 (password: results)

OVERVIEW March 23 – May 15

Word Study /Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP (35-50 min)
<p>ELAGSE4RL3 ELAGSE4L4-5</p> <p>Weekly Sorts & Daily Activities:</p> <p>Mon: <i>Introduction</i> Tues: <i>Building Vocabulary</i> Wed: <i>Reading & Writing Connection</i> Thursday: <i>Blind Sort &/or Games</i> Friday: Assessment</p> <p><i>(NOTE: Additional time, support, and instructional focus may be delivered during Guided Reading, Workstation rotations, & Writing Workshop as needed.)</i></p>	<p>Comprehension Club ELAGSE4SL1-6 ELAGSE4L4-6</p> <p>CC Unit 4: Mar 23 – Apr 10 <i>A Sense of Self: Taking Responsibility (wks 4-6 of 6 wks)</i></p> <p>CC Unit 6: Apr 13 – May 15 <i>Genre Study: Fantasy (complete unit, 5 Weeks)</i></p> <p>Science Topics: <i>Light & Sound, 3/2-4/3</i> <i>Force & Motion, 4/6-5/15</i></p> <p>Social Studies Topics: <i>DBQ, 3/23-3-27</i> <i>Review, 3/30-4/10</i> <i>Personal Budget, 4/13-4/24</i> <i>Review of Map & Globe Skills/Information Processing, 4/27-5/15</i></p>	<p>Daily Mini-Lesson – 20 min: CC Unit 4: ELAGSE4RL4 – ELAGSE4RL9 CC Unit 6: ELAGSE4RI1 – ELAGSE4RI9</p> <p>Workstation Rotations – 45-60 min <i>Instructional Level Practice</i> Guided Reading/Teacher led small group <i>Independent Practice</i> Read to Self Read to Someone Word Work Listening to Reading Work on Writing Science/Social Studies Connections Technology</p> <p>Daily Closing – 5 min</p> <p>Assessments Performance Tasks: 4RL4–4RL9, 4RI1–4RI9 Reading Learning Checkpoint: BL Unit4: RL1-9 – 4/6-4/17 BL Unit6: RI1-9 – 5/4-5/15 (see ACORN/Assessment folder)</p>	<p>Daily Mini-Lesson – 10-15 min ELAGSE4W1-3, 5-8 ELAGSE4L1-2</p> <p>Traits Unit 7 – Opinion: Mar 23 – Mar 27 <i>(week 3 of 3 week unit)</i></p> <p>Traits Reality Check 6: Mar 30 – Apr 3 <i>(1 week)</i></p> <p>Traits Unit 8 – Expository: Apr 6 – Apr 24 <i>(3-week unit)</i></p> <p>Traits Unit 9 – Wrap Up the Year: Apr 27- May 15 <i>(4-week unit)</i></p> <p>Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher. Apply learning to daily work on project.</i></p> <p>Daily Closing – 5 min</p> <p>Assessments (End of Each Unit): – EOY Benchmark Paper – Traits Scoring Guides (TG pg 348-354) – Traits-GMAS District Rubrics (see ACORN/Traits Rubric & ALD Folder)</p>



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	Word Study /Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP (35-50 min)
WEEKS 1 & 2: Mar 23 – Apr 3	ELAGSE4RF3-4 ELAGSE4L4-5 Weekly Word Sorts & Daily Activities: Mon - Introduction Tues - Building Vocabulary Wed - Reading & Writing Connection Thursday Blind Sort &/or Games Friday – Assessment <i>(NOTE: Additional time, support, and instructional focus may be delivered during Guided Reading, Workstation rotations, & Writing Workshop as needed.)</i>	Comprehension Club ELAGSE4SL1-6, ELAGSE4L4-6 CC Unit 4: A Sense of Self: <i>Taking Responsibility</i> <i>Read Aloud Titles:</i> <ul style="list-style-type: none"> • The Three Questions J Muth • The Secret Olivia Told Me N Joy • Alexander, Who Used to Be Rich Last Sunday J Viorst • Wangari’s Trees of Peace J Winter • The Great Kapok Tre L Cherry <i>Additional Suggested Thematic Titles</i> <ul style="list-style-type: none"> • Salsa Stories L Delacre • The Real Slam Dunk C Richardson • Dexter the Tough M Haddix • My Home Girl Drita J Lombard Science Topics: <i>Light & Sound</i> Social Studies Topics: DBQ Review	Daily Mini-Lesson – 20 min <i>See Teacher Guidance Notes for specific strategies to be modeled whole group and practiced with support using Read Aloud text, then practiced independently using “Just Right” text:</i> <ul style="list-style-type: none"> • ELAGSE4RL4 – Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). • ELAGSE4RL5 – Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. • ELAGSE4RL6 – Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. Workstation Rotations – 45-60 min Daily Closing – 5 min Assessment Performance Task 4RL4 – 4RL6	Daily Mini-Lesson – 10-15 min ELAGSE4W1-3, 5-8 ELAGSE4L1-2 Traits Unit 7 – Opinion Project Review/revisit conventions based on student data. Week 3 – Voice: Taking Risks to create voice <ul style="list-style-type: none"> • <i>How to Eat Like a Child, Lesson #21</i> Traits Reality Check 6 <ul style="list-style-type: none"> • Review Informational Writing and assign unit project for Unit 8 (pg. 296-297) • Practice GMAS writing (see ACORN/ Assessment Folder) • Assess convention standards • Review/revisit convention standards based on student data Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher. Apply learning to daily work on project.</i> Daily Closing – 5 min Assessments (End of Each Unit): <ul style="list-style-type: none"> • Assess Unit 7 projects using Traits Scoring Guides for Ideas, Organization, and Voice, element D (pg 348-354) • Traits/GMAS Rubric, see ACORN



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	Word Study /Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP (35-50 min)
WEEK 3: Apr 6 – Apr 10	ELAGSE4RF3-4 ELAGSE4L4-5 Weekly Word Sorts & Daily Activities: Mon - Introduction Tues - Building Vocabulary Wed - Reading & Writing Connection Thursday Blind Sort &/or Games Friday – Assessment <i>(NOTE: Additional time, support, and instructional focus may be delivered during Guided Reading, Workstation rotations, & Writing Workshop as needed.)</i>	Comprehension Club ELAGSE4SL1-6, ELAGSE4L4-6 CC Unit 4: A Sense of Self: <i>Taking Responsibility</i> <i>Read Aloud Titles:</i> <ul style="list-style-type: none"> • The Three Questions J Muth • The Secret Olivia Told Me N Joy • Alexander, Who Used to Be Rich Last Sunday J Viorst • Wangari’s Trees of Peace J Winter • The Great Kapok Tre L Cherry <i>Additional Suggested Thematic Titles</i> <ul style="list-style-type: none"> • Salsa Stories L Delacre • The Real Slam Dunk C Richardson • Dexter the Tough M Haddix • My Home Girl Drita J Lombard Science Topics: <i>Light & Sound</i> Social Studies Topics: <i>DBQ</i> <i>Review</i>	Daily Mini-Lesson – 20 min <i>See Teacher Guidance Notes for specific strategies to be modeled whole group and practiced with support using Read Aloud text, then practiced independently using “Just Right” text:</i> <ul style="list-style-type: none"> • ELAGSE4RL7 – Make connections between the text of a story or drama and a visual or oral presentation of the text identifying similarities and differences. • ELAGSE4RL9 – Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. Workstation Rotations – 45-60 min Daily Closing – 5 min Assessment Performance Task 4RL7 & 4RL9 Unify: Unit4_Grade4_RL1-RL9, window 4/1-4/12	Daily Mini-Lesson – 10-15 min ELAGSE5W1-3, 5-8 ELAGSE5L1-2 Traits Unit 8 – Informational Project Review/revisit conventions based on student data. Week 1 – Word Choice: Using Details <ul style="list-style-type: none"> • <i>African Acrostics</i> Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher. Apply learning to daily work on project.</i> Daily Closing – 5 min



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	Word Study /Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP (35-50 min)
WEEKS 4 & 5: Apr 13 – Apr 24	ELAGSE4RF3-4 ELAGSE4L4-5 Weekly Word Sorts & Daily Activities: Mon - Introduction Tues - Building Vocabulary Wed - Reading & Writing Connection Thursday Blind Sort &/or Games Friday – Assessment <i>(NOTE: Additional time, support, and instructional focus may be delivered during Guided Reading, Workstation rotations, & Writing Workshop as needed.)</i>	Comprehension Club ELAGSE4SL1-6, ELAGSE4L4-6 CC Unit 6: Genre Study: <i>Fantasy</i> <i>Read Aloud Titles:</i> <ul style="list-style-type: none"> • The Night I Followed the Dog N Laden • Porkenstein K Lasky • Raising Dragons J Nolen • LaRue Across America M Teague • Diary of a Spider D Cronin <i>Additional Suggested Thematic Titles:</i> <ul style="list-style-type: none"> • Knights of the Kitchen Table, The (Time Warp Trio) J Scieszka • Felix Takes the Stage (The Deadlies) K Lasky • Capture, The (Guardians of Ga’Hoole #1) (Movie Cover Edition) K Lasky • Hewitt Anderson’s Great Big Life J Nolen Science Topics: <i>Force & Motion</i> Social Studies Topics: <i>Personal Budget</i>	Daily Mini-Lesson – 20 min <i>See Teacher Guidance Notes for specific strategies to be modeled whole group and practiced with support using Read Aloud text, then practiced independently using “Just Right” text:</i> <ul style="list-style-type: none"> • ELAGSE4RI1 – Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. • ELAGSE4RI2 – Determine the main idea of a text and explain how it is supported by key details; summarize the text. • ELAGS42RI3 – Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. Workstation Rotations – 45-60 min Daily Closing – 5 min Assessment Performance Task 4RI1 – 4RI3	Daily Mini-Lesson – 10-15 min ELAGSE4W1-3, 5-8 ELAGSE4L1-2 Traits Unit 8 – Informational Project Review/revisit conventions based on student data. Week 2 – Organization: Ending with a Sense of Resolution <ul style="list-style-type: none"> • <i>World Greatest Dad! Birthday card</i> Week 3 – Traits - Informational <ul style="list-style-type: none"> • <i>Manfish</i> SELECT EOY BENCHMARK FROM PORTFOLIO Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher. Apply learning to daily work on project.</i> Daily Closing – 5 min



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	Word Study /Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP (35-50 min)
WEEKS 6: April 27 – May 1	ELAGSE4RF3-4 ELAGSE4L4-5 Weekly Word Sorts & Daily Activities: Mon - Introduction Tues - Building Vocabulary Wed - Reading & Writing Connection Thursday Blind Sort &/or Games Friday – Assessment <i>(NOTE: Additional time, support, and instructional focus may be delivered during Guided Reading, Workstation rotations, & Writing Workshop as needed.)</i>	Comprehension Club ELAGSE4SL1-6, ELAGSE4L4-6 CC Unit 6: Genre Study: <i>Fantasy</i> <i>Read Aloud Titles:</i> <ul style="list-style-type: none"> • The Night I Followed the Dog N Laden • Porkenstein K Lasky • Raising Dragons J Nolen • LaRue Across America M Teague • Diary of a Spider D Cronin <i>Additional Suggested Thematic Titles:</i> <ul style="list-style-type: none"> • Knights of the Kitchen Table, The (Time Warp Trio) J Scieszka • Felix Takes the Stage (The Deadlies) K Lasky • Capture, The (Guardians of Ga’Hoole #1) (Movie Cover Edition) K Lasky • Hewitt Anderson’s Great Big Life J Nolen Science Topics: <i>Force & Motion</i> Social Studies Topics: <i>Review of Map and Globe Skills/Information Processing</i>	Daily Mini-Lesson – 20 min <i>See Teacher Guidance Notes for specific strategies to be modeled whole group and practiced with support using Read Aloud text, then practiced independently using “Just Right” text:</i> <ul style="list-style-type: none"> • ELAGSE4RI4 – Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area • ELAGSE4RI5 – Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. • ELAGSE4RI6 – Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. Workstation Rotations – 45-60 min Daily Closing – 5 min Assessment Performance Task 4RI5 – 4RI6	Daily Mini-Lesson – 10-15 min ELAGSE4W1-3, 5-8 ELAGSE4L1-2 Traits Unit 9 – Wrapping Up the Year <ul style="list-style-type: none"> • EOY Benchmark paper (pg 338) • Reflection • Writing Folder Wrap-Up • Student Presentations Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher. Apply learning to daily work on project.</i> Daily Closing – 5 min Assessments (End of Each Unit): <ul style="list-style-type: none"> • Assess Unit 8 projects and EOY paper Word Choice, and Organization, element D, and All Traits (pg 348-354) • Traits/GMAS Rubric, see ACORN



2019-202 ELA Pacing Calendar
 Savannah-Chatham County Public School System
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	Word Study /Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP (35-50 min)
WEEKS 7 & 8: May 4 – May 15	ELAGSE4RF3-4 ELAGSE4L4-5 Weekly Word Sorts & Daily Activities: Mon - Introduction Tues - Building Vocabulary Wed - Reading & Writing Connection Thursday Blind Sort &/or Games Friday – Assessment <i>(NOTE: Additional time, support, and instructional focus may be delivered during Guided Reading, Workstation rotations, & Writing Workshop as needed.)</i>	Comprehension Club ELAGSE4SL1-6, ELAGSE4L4-6 CC Unit 6: Genre Study: <i>Fantasy</i> <i>Read Aloud Titles:</i> <ul style="list-style-type: none"> • The Night I Followed the Dog N Laden • Porkenstein K Lasky • Raising Dragons J Nolen • LaRue Across America M Teague • Diary of a Spider D Cronin <i>Additional Suggested Thematic Titles:</i> <ul style="list-style-type: none"> • Knights of the Kitchen Table, The (Time Warp Trio) J Scieszka • Felix Takes the Stage (The Deadlies) K Lasky • Capture, The (Guardians of Ga’Hoole #1) (Movie Cover Edition) K Lasky • Hewitt Anderson’s Great Big Life J Nolen Science Topics: <i>Force & Motion</i> Social Studies Topics: <i>Review of Map & Globe Skills/ Information Processing</i>	Daily Mini-Lesson – 20 min <i>See Teacher Guidance Notes for specific strategies to be modeled whole group and practiced with support using Read Aloud text, then practiced independently using “Just Right” text:</i> <ul style="list-style-type: none"> • ELAGSE4RI7 – Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. • ELAGSE4RI8 – Explain how an author uses reasons and evidence to support particular points in a text. • ELAGSE4RI9 – Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. Workstation Rotations – 45-60 min Daily Closing – 5 min Assessment Performance Tasks: 4RI7–4RI9 Reading Learning Checkpoint: BL Unit6: RI1-9 – 5/4-5/15 (see ACORN/Assessment folder)	Daily Mini-Lesson – 10-15 min ELAGSE4W1-3, 5-8 ELAGSE4L1-2 Traits Unit 9 – Wrapping Up the Year <ul style="list-style-type: none"> • EOY Benchmark paper (pg 338) • Reflection • Writing Folder Wrap-Up • Student Presentations Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher. Apply learning to daily work on project.</i> Daily Closing – 5 min

WORD STUDY/PHONICS – 15-30 min.

Instructional focus standard, ongoing

READING FOUNDATIONAL (RF)

Phonics and Word Recognition

ELAGSE4RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.

ELAGSE4RF4: Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

LANGUAGE (L)

Conventions of Standard English

ELAGSE4L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

ELAGSE4L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

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Word Study Weekly Schedule & Daily Activities:

Day 1: Introduction

During Day 1 of Word Study each week, students will be in two groups. One group is cutting the sorts into pieces and one group is working with you. (Groups have different sorts based on data from the spelling inventory.)

Introduce the word sort with your group. (You should have one set pre-cut to demonstrate.) This involves a few things - first, you may want to tell them the pattern for the sort but you might want them to figure out what the patterns are themselves. So, introduction begins with going over the patterns if you choose.

Introduction also means going through the words - saying them aloud and discussing meaning. You can start this with kids - perhaps highlight the words that they may not know, and then let them finish on their own (in pairs or triads within their group). It is very important though that they know how to say the words aloud.

After the introduction, the children will sort their words into the patterns. They will also write the words in their notebook. (Some teachers devote a whole notebook to word study, or this could be a section of their Reader's Notebook.)

Be sure to meet with all groups on Day 1 or stagger the start dates for different groups.

Day 2: Building Vocabulary

First up every day – *sort the words*. The students will always sort the words first thing each day. While it may seem repetitive, the goal here is to develop speed and automaticity. The sorting will change as the week goes by, but always – sorting is first thing.

Concept Sort – A categorization task in which pictures, objects, or words are grouped by shared attributes or meaning to develop concepts and vocabulary.

Open Sort – Allow students to consider the words and set his or her own rule for sorting. For example, words could be sorted according to their initial letter, meaning, use, or part of speech.

Sort and Guess – Invite each partner to create their own rationale and sort the words, and then guess their partner's rule.

Speed Sort – Pictures or words are sorted under a timed condition. Students try to beat their own time.

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No Peek Sort – Student A collects all of the words and places the key words down. Student A says one of the words and student B says that word and points to and says the key word where the word belongs.

Mix and Fix – The game begins with all of the words sorted under their appropriate keywords. Partner A turns away, while Partner B scrambles some of the sorted words. Partner A then turns around and identifies which words are out of place. The partners reverse roles.

Writing Sort – Students write the keywords at the top of the page and write the words under the appropriate key word. Another option is for students to work in partners. Student A reads the words. Student B writes the words under the appropriate keyword. Partners reverse roles.

****There are many other ideas for sorts online.**

The other thing children will do on Day 2 is work on vocabulary with the words. They can draw pictures of the words or find pictures online to represent the words. They could act out words for a partner(s) to guess. They can basically do any game that focuses on word meaning.

Day 3: The Reading-Writing Connection

After students sort the words again, Day 3 is when the word study goes even more authentic. This is a non-negotiable part of word study. Students have to find vocabulary in context.

Students may look for words that are in their sort or that fit the patterns in their sort in their “Just Right” books, in poems that the teacher shares with them, in leveled readers....whatever authentic reading materials they happen to be working with at the time. They are essentially becoming word detectives, looking for new words and adding them to the lists they already have.

Be prepared though: they will find the "Oddballs." Oddballs are the words that *should* follow a pattern (either for how it sounds or how it looks) but don't. Don't hide the oddballs. Use these words – talk about them, and then just have the kids file the words in an oddball category.

Day 4: Blind Sort and/or Games

On Day 4, kids will do a Blind Written Sort with a partner. With this exercise, Child A has the words in front of them and Child B has a notebook and pencil. Child A reads the words to Child B, who writes them in their notebook with the correct pattern. The purpose here is that you'll want the students to have the words in their vocabulary so much that they don't need the visual cue. When the words from their list are done being read and written, Child A checks the work from Child B and then they switch.

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Now, you will have to change things up. After a while, students are going to get used to all these procedures. Day 4 can also be a day for word games.

Also, Day 4 could be the time of the week when students begin to use the words in context, writing stories or sentences with their words.

Day 5: Assessment

On Day 5, you will assess the groups. Students will create columns with the headers as the word patterns. You will choose three to four words per pattern to dictate to them and they will write them in the correct column. If you assign grades, give one point for spelling it correctly and one point for placing it in the correct column with the correct spelling pattern.

Also, add one word per pattern that wasn't in the sort but fits the pattern. You'll add these words to see if the students get the generalizations that they worked on over the course of the week. Make sure to use words that clearly fit the pattern - don't pick tricky words that could maybe be in two categories or fit in oddball. All you're trying to see by adding words is if students understand the generalization.

DAILY READ ALOUD – 15-30 min.

Instructional focus standard, ongoing

READING FOUNDATIONAL (RF)

Phonics and Word Recognition

ELAGSE4RF3: Know and apply grade-level phonics and word analysis skills in decoding words Identify and know the meaning of the most common prefixes and suffixes.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.

FLUENCY (F)

Fluency

ELAGSE4RF4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SPEAKING AND LISTENING SKILLS (SL)

Comprehension and Collaboration

ELAGSE4SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments

ELAGSE4SL2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

ELAGSE4SL3: Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

ELAGSE4SL4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

ELAGSE4SL5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

ELAGSE4SL6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

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Teaching Strategies for Read Aloud

- Establish and revisit specific rituals and routines for your read aloud sessions. Include expectations for transitions, listening, and participation in discussions. Work with students to develop expectations and share using anchor charts
- Establish and routinely revisit rituals and routines for students’ Reader’s Notebook (*Implementation Guide*, pg. 42).
- See the *Implementation Guide*, pg 22-27, for a detailed description of the Teaching Card and Read Aloud instruction.
- Use the Book Club discussion described in the *Implementation Guide* to design whole group activities, with an emphasis on modeling and practicing Effective Text Talk (*Implementation Guide*, pg 47).

Before Read Aloud:	<ul style="list-style-type: none"> - READ the book and the ENTIRE Teaching Card - The purpose of Teaching Card is to provide information vital for communicating effectively about the text and is intended to help you plan. - Place post-its in the text at suggested stopping point – you may want to identify additional or alternate stopping points. - Locate vocabulary within the text. - Anticipate connections for teaching – i.e., How does author’s craft for this text align with your writing workshop instruction? What opportunities exist for building connections to the other books in this unit you will be reading? - Plan how you will introduce the book. How will you build student interest?
During Read Aloud:	<p style="text-align: center;">SET PURPOSE FOR DAILY READING!</p> <ul style="list-style-type: none"> - Use stopping points and prompts to comment, ask a questions, or invite students to share thinking. - THINK ABOUT THE BOOK TOGETHER – citing textual evidence to back up observations and opinions. Model your own thinking through Think Aloud. - Use routines to encourage Peer Talk. You will need set clear expectations and to explicitly teach and model peer discussion. See page 25 of the <i>Implementation Guide</i> for teaching notes. - Connect the reading to other texts and experiences the students are familiar with to develop schema. - Develop shared academic language: talk about concepts in everyday language; use examples until students understand basic concept; provide a name for what the student already understands and invite them to use the new vocabulary.

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After Read Aloud:	<ul style="list-style-type: none"> - Invite students to summarize. Encourage academic talk about the book and related topics/themes. As much as possible the teacher should facilitate and inspire <i>students'</i> contributions of ideas in the discussion. - Return to notable text features as needed – reread specific passages or point out additional items to ensure or deepen understanding - Model and reinforce learning vocabulary in context - Develop connections to other texts in unit, comparing & contrasting topics, ideas, treatment, theme, genre, text features, language, literary features and vocabulary. <p><i>Assess Understanding:</i></p> <ul style="list-style-type: none"> - Help students analyze the text and cite textual evidence, discussing short highlighted portions of the text in-depth with peers. (record data to observational checklist) - Assess understanding through student responses on Write and Respond prompts.
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Scholastic Comprehension Club unit themes and Read Aloud titles:

<p>Unit 1: Communities & Relationships: <i>Boys vs. Girls</i> Q1 – Weeks 1-6</p>	<p><i>Read Aloud Titles:</i></p> <ul style="list-style-type: none"> • Don't Call Me Pruneface! JR Ahearn • Angel Child, Dragon Child MM Surat • Grace For President K Dipucchio • Picnic at Mudsock Meadow P Polacco • One Upon a Cool Motorcycle Dude K O'Malley <p><i>Additional Suggested Thematic Titles:</i></p> <ul style="list-style-type: none"> • Oggie Cooler S Weeks • The Broken Bike Boy and the Queen of 33rd Street S Flake • Off and Running G Soto • Fudge-A-Mania J Blume <p><i>Traits Mentor Texts, in order as they occur:</i></p> <ul style="list-style-type: none"> • Because of Winn Dixie • Clemente! • The Hatmaker's Sign • Bobby vs. Girls (Accidentally) • Tall Tales • Zero is the Leaves on the Trees
<p>Unit 2: Folklore & Literary Traditions: <i>Cinderella Tales</i> Q1 – Weeks 7-10 Q2 – Weeks 1-2</p>	<p><i>Read Aloud Titles:</i></p> <ul style="list-style-type: none"> • Cinderella McClintock • The Rough-Face Girl R Martin • The Irish Cinderlad Climo • Mufaro's Beautiful Daughters Steptoe • Bigfoot Cinderrrrrella T Johnston <p><i>Additional Suggested Thematic Titles:</i></p> <ul style="list-style-type: none"> • Cinderella B Karlin • Bubba, the Cowboy Prince H Kettelman • Cinderella Penguin J Perlman • Cinderellis and the Glass Hill (The Princess Tales) G Levine <p><i>Traits Mentor Texts, in order as they occur:</i></p> <ul style="list-style-type: none"> • Bigfoot Article • Living Sunlight • Bad Kitty • World's Largest Ball of Twine

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<p>Unit 3: Living Things: <i>Amazing Animals</i> Q2 – Weeks 3-9</p>	<p><i>Read Aloud Titles:</i></p> <ul style="list-style-type: none"> • The Journey C Rylant • Looking for Miza J, I and C Hatkoff & Dr P Kahumbu • Face to Face with Sharks D Doubilet & J Hayes • Almost Gone (Let’s-Read-and-Find-Out-Science) S Jenkins • The Eyes of Gray Wolf J London <p><i>Additional Suggested Thematic Titles:</i></p> <ul style="list-style-type: none"> • Frogs N Bishop • Koko’s Kitten F Patterson • Crocodile Safari J Arnosky • Owen and Mzee J, I and C Hatkoff & Dr. P Kahumbu <p><i>Traits Mentor Texts, in order as they occur:</i></p> <ul style="list-style-type: none"> • Dexter the Tough • The Shocking Truth about Energy • Water Bottle labels • You Wouldn’t want to be an Egyptian Mummy!
<p>Unit 5: Inspired by True Stories: <i>The Artist’s Eye</i> Q3 – Weeks 1-7 NOTE: intentionally out of order</p>	<p><i>Read Aloud Titles:</i></p> <ul style="list-style-type: none"> • An Eye for Color N Wing • Duke Ellington A Pinkney • Frida J Winter • Faith Ringgold (Getting to Know the World’s Greatest Artists) M Venezia • Spiders N Bishop <p><i>Additional Suggested Thematic Titles:</i></p> <ul style="list-style-type: none"> • Frida Kahlo (Getting to Know the World’s Greatest Artists) M Venezia • Ish P Reynolds • Mozart (Getting to Know the World’s Greatest Composers) M Venezia • Tar Beach F Ringgold <p><i>Traits Mentor Texts, in order as they occur:</i></p> <ul style="list-style-type: none"> • My Brother Martin • Stillwater Doll • Spiders • Ultraviolet • Carlos and the Squash Plant • Hello Muddah, Hello Faddah!
<p>Unit 4: Sense of Self: <i>Taking Responsibility</i> Q3 – Weeks 8-10 Q4 – Weeks 1-3 NOTE: Intentionally out of order</p>	<p><i>Read Aloud Titles:</i></p> <ul style="list-style-type: none"> • The Three Questions J Muth • The Secret Olivia Told Me N Joy • Alexander, Who Used to Be Rich Last Sunday J Viorst • Wangari’s Trees of Peace J Winter • The Great Kapok Tre L Cherry <p><i>Additional Suggested Thematic Titles:</i></p> <ul style="list-style-type: none"> • Salsa Stories L Delacre • The Real Slam Dunk C Richardson

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	<ul style="list-style-type: none"> • Dexter the Tough M Haddix • My Home Girl Drita J Lombard <p><i>Traits Mentor Texts, in order as they occur:</i></p> <ul style="list-style-type: none"> • Don't Let the Pigeon Drive the Bus • Hope is an Open Heart • How to Eat Like a Child, Lesson #21 • African Acrostics
<p>Unit 6: Genre: <i>Fantasy</i> April 8 – May 17 <i>Q4 – Weeks 4-8</i></p>	<p><i>Read Aloud Titles:</i></p> <ul style="list-style-type: none"> • The Night I Followed the Dog N Laden • Porkenstein K Lasky • Raising Dragons J Nolen • LaRue Across America M Teague • Diary of a Spider D Cronin <p><i>Additional Suggested Thematic Titles:</i></p> <ul style="list-style-type: none"> • Knights of the Kitchen Table, The (Time Warp Trio) J Scieszka • Felix Takes the Stage (The Deadlies) K Lasky • Capture, The (Guardians of Ga'Hoole #1) K Lasky • Hewitt Anderson's Great Big Life J Nolen <p><i>Traits Mentor Texts, in order as they occur:</i></p> <ul style="list-style-type: none"> • World Greatest Dad! Birthday card • Manfish
<p>Social Studies Units</p>	<p>Quarter 1 Connecting Themes, American Revolution, DBQ, Changes of the New Nation</p> <p>Quarter 2 Westward Expansion, Abolitionist & Suffrage Movement, DBQ, Causes of the Civil War</p> <p>Quarter 3 Civil War, Reconstruction</p> <p>Quarter 4 DBQ, Review, Personal Budget, Review of Map & Globe Skills/ Information Processing</p> <p>Children's Literature: A list of book titles aligned to the grade level Social Studies GSE may be found at the Georgia Council for the Social Studies website: http://www.gcss.net/uploads/files/gr4socstkidsbooks.pdf</p>
<p>Science Units</p>	<p>Quarter 1 Weather and Moon, Stars, Planets, and Moon</p> <p>Quarter 2 Stars, Planets, and Moon, cont., Forecasting Weather</p> <p>Quarter 3 Role and Flow of Energy, Light and Sound</p> <p>Quarter 4 Light and Sound, cont., Force and Motion</p>

Content Area titles may be available through your Media Center. Check with your media specialist when starting a new unit to see what books you have at hand for read aloud and independent reading.

Also, don't forget to look in your Leveled Book Room resources for content related titles. Quick reference can be done using the Skills and Strategies Chart beginning on page 145 of the Implementation Guide or through the Leveled Book Room Accelerator available through Scholastic Digital Manager, <https://digital.scholastic.com/#/signin> (directions for logging in on ACORN or speak to your Academic Coach).

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READING WORKSHOP MINI-LESSONS – 20 min.

The following pages contain strategies for each standard being taught. Review them all, then select those that you feel are appropriate for your students. It is not necessary that you teach every strategy. Many of these are adaptable to other standards while reinforcing the initial purpose, and should be carried over and practiced throughout the year.

Performance Tasks are not optional and will serve as assessment data/grades. Preview these tasks to assure that you have adequate time to complete.

QUARTER 1

DATE	FOCUS STANDARD
Week 1-2	ELAGSE4RL1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Week 3-4	ELAGSE4RL2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.
Week 5-6	ELAGSE4RL3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
Reading Learning Checkpoint: 4th BL Unit 1, see ACORN/Assessment Folder	
Week 7-8	ELAGSE4RL4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
Week 9	ELAGSE4RL5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
Week 10	ELAGSE4RL6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

QUARTER 2

DATE	FOCUS STANDARD
Week 1-2	ELAGSE4RL7: Make connections between the text of a story or drama and a visual or oral presentation of the text identifying similarities and differences. ELAGSE4RL9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
Reading Learning Checkpoint: 4th BL Unit 2, see ACORN/Assessment Folder	
Week 3-5	ELAGSE4RI1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Week 6-7	ELAGSE4RI2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.
Week 8-9	ELAGSE4RI3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
Reading Learning Checkpoint: 4th BL Unit 3, see ACORN/Assessment Folder	

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QUARTER 3

DATE	FOCUS STANDARD
Week 1-2	ELAGSE4RI4 –Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
Week 3-4	ELAGSE4RI5 – Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. ELAGSE4RI6 – Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
Week 5-6	ELAGSE4RI7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears ELAGSE4RI8 – Explain how an author uses reasons and evidence to support particular points in a text.
Week 7	ELAGSE4RI9 – Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
Reading Learning Checkpoint: 4th BL Unit 5, see ACORN/Assessment Folder	
Week 8-9	ELAGSE4RL1 – Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. ELAGSE4RL2 – Determine a theme of a story, drama, or poem from details in the text; summarize the text.
Week 10	ELAGSE4RL3 – Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. (e.g., a character’s thoughts, words, or actions).

QUARTER 4

DATE	FOCUS STANDARD
Week 1-2	ELAGSE4RL4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). ELAGSE4RL5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. ELAGSE4RL6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations
Week 3	ELAGSE4RL7: Make connections between the text of a story or drama and a visual or oral presentation of the text identifying similarities and differences. ELAGSE4RL9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
Reading Learning Checkpoint: 4th BL Unit 4, see ACORN/Assessment Folder	
Week 4-5	ELAGSE4RI1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. ELAGSE4RI2: Determine the main idea of a text and explain how it is supported by key details; summarize the text. ELAGSE4RI3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

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Week 6	<p>ELAGSE4RI4: Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>ELAGSE4RI5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>ELAGSE4RI6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>
Week 7-8	<p>ELAGSE4RI7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>ELAGSE4RI8: Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>ELAGSE4RI9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>
Reading Learning Checkpoint: 4th BL Unit 6, see ACORN/Assessment Folder	

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Instructional focus standard

ELAGSE4RL1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Learning Targets:

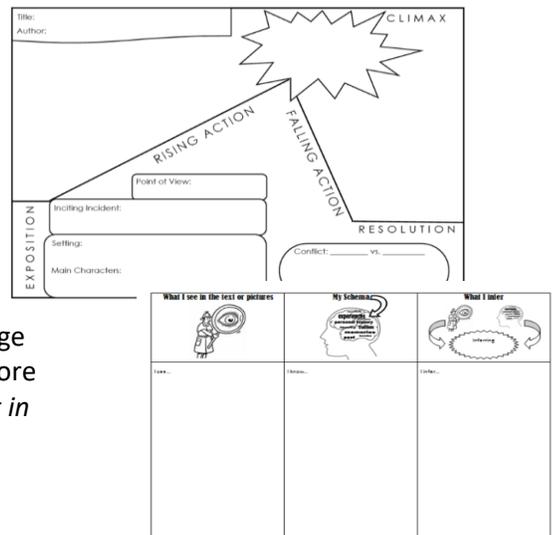
- I CAN take notes on what you read so that you can remember details from the text about things like plot, setting, and characters
- I CAN think about not only what the author is saying in words, but also what he or she wants you to think about or feel

Key Terms:

Explicit	Implicit	Inference	Rising Action	Falling Action	Problem
Solution	Plot	Characters	Setting	Climax Conflict	Resolution

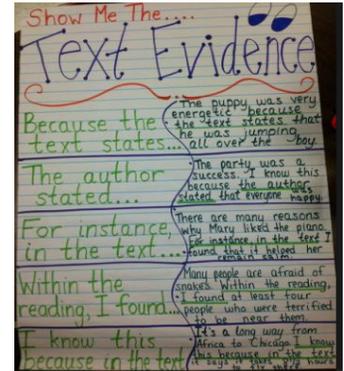
Strategies:

- Model for students what kind of information goes in their notes, focusing on literary elements and avoiding extraneous detail
- Review basic knowledge of narrative elements: plot, characters, setting, etc.
- Consistently require evidence for claims and inferences made about a text; provide explicit instruction on the nature of “inference”
- Model use of graphic organizers, close reading, and note-taking strategies for recording evidence
- Use text-based questions that require drawing inferences and finding specific evidence from texts in order to answer appropriately
- Model the use of sentence starters such as “The author says...” and “In the first passage, ...” to encourage students to provide evidence from the text. Anchor charts can be created to remind students of this practice.
- Model note-taking on what you read so that you can remember details from the text about things like plot, setting, and characters.
- Model for students what kind of information goes in their notes, focusing on literary elements and avoiding extraneous detail. *(handout in resource folder)*
- Model using schema to form inferences. Use Think Aloud to demonstrate mental processing – then encourage students to discuss their own thinking with a partner before asking them to complete the graphic organizer. *(handout in resource folder)*



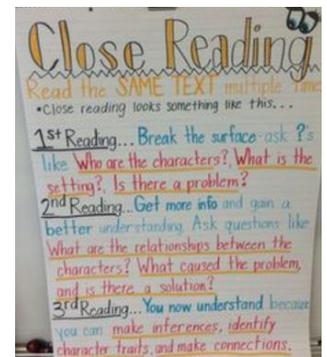
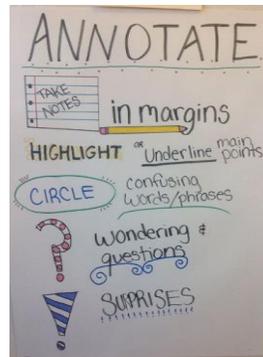
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- Model using a T-Chart to record thinking about not only what the author is saying in words, but also what he or she wants you to think about or feel (for example, if the author says someone “trudged” to school, he or she wants you to know something about how that character feels about going to school; it is different than saying someone “skipped all the way” to school)



- Consistently require evidence for claims and inferences made about a text; provide explicit instruction on the nature of “inference”. Model the use of sentence starters such as “The author says...” and “In the first passage,...” to encourage students to provide evidence from the text. Anchor charts can be created to remind students of this practice.

- Gradual release modeling of close reading and annotating explicit and implicit details (*I do, We do, You do*). Chunk the text logically – for literary texts between events. In each chunk, annotate relevant explicit details on the left hand side of the page. For each explicit annotation, create a corresponding implicit annotation on the right. (*handout in resource folder*)



Assessment

Performance Task 4RL1:

After reading aloud a chapter of a book under consideration by the class, ask students in small groups to make a chart with two columns. On the left, have them list 3-5 inferences they can make, based upon what they have just read. Scaffold understanding of the term “inference.” Have students use this knowledge to pull evidence from the text to put in the second column that supports each of their inferences. Allow students to compare the inferences they have made. Notice whether they disagree on any major points (for example, if one group infers that “Mary is a very happy girl” and another that “Mary seems unhappy,” have them discuss the reasons for their inferences and come to a consensus on how Mary felt). This discussion will provide a strong model for how we go about pulling evidence from the text to support our inferences.

Use Teacher Checklist for Performance Task 4RL1 to record mastery (teacher resource folder).

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Instructional focus standard

ELAGSE4RL2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Learning Targets:

- I CAN learn and understand the meaning of theme
- I CAN understand and use close reading strategies for determining theme (e.g., look at the characters and see how they change through the challenges they encounter in the story – the lessons they learn are usually related to the theme)
- I CAN use strategies, such as taking notes, re-reading, summarizing, and paraphrasing

Key Terms:

Theme Setting Character Drama Poem Summarize Paraphrase Plot

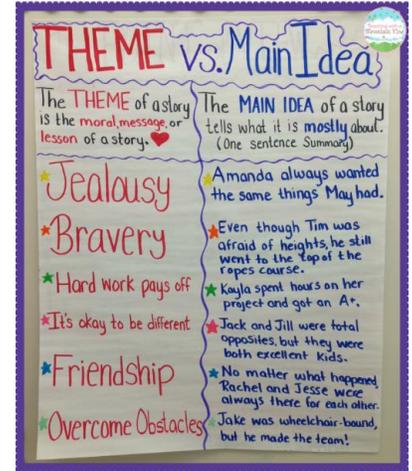
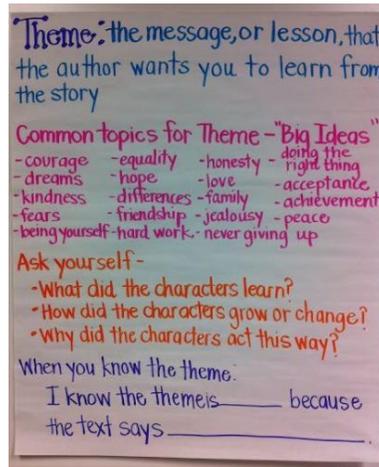
Strategies:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL2 (see above)
- Provide students with examples of themes in well-known texts
- Theme is a vague concept; provide modeling, examples, and extensive practice with finding the theme in a literary text
- Model note taking and how to summarize the text both orally and in writing
- Review basic knowledge of narrative elements: plot, characters, setting, rising and falling action, climax, conflict, and resolution
- Review structure and critical elements of story, drama, and poetry
- Use a gradual release model to teach Cornell Note-taking using the following sequence:
 1. Focus only on the paraphrasing of details portion of the organizer in the resource folder (“**Notetaking:** Details (paraphrase in your own words)”)
 2. Use details to determine main idea and recording thinking (“**Cues:** Main Idea/Key points”)
 3. Form & record questions (“**Questions**”)
 4. Model summarizing (“**Summary**”). Facilitate discussion exploring the differences between paraphrasing and summarizing.
 5. Facilitate discussion exploring uses for Cornell note taking in all areas of learning, including ideas for adjustments needed for other content areas, writing Cornell notes when no “handout” is available.
- Model SWBS(T) – “Somebody Wanted But So (Then)” – summarizing strategy. (*handout in resource folder*)
- Practice shared writing of effective summaries. Remember 4th grade summaries should reflect the full standard and include the theme and details!

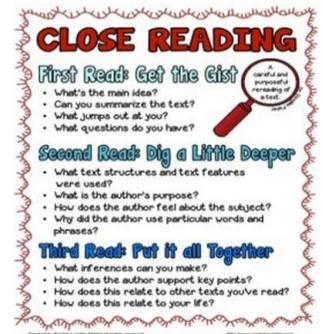
i.e., Charlotte’s Web is the story of a young pig named Wilbur, doomed to the fate of most pigs on farms, who learns the power of using friendship to support and build each other up.

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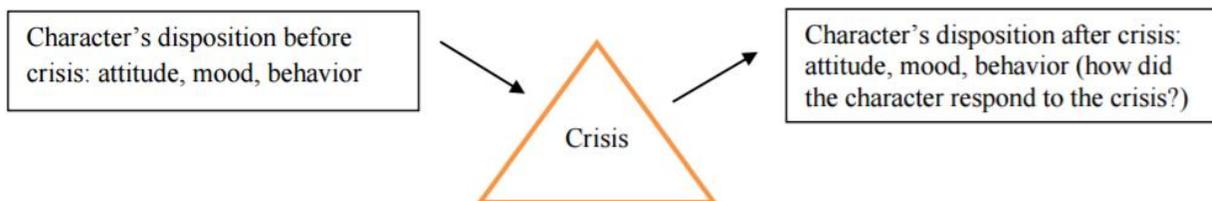
- Explicitly teach the meaning of theme, and the difference between theme and main idea. Remember, the theme is more than a single word so practice creating phrases to express specific themes. (i.e., instead of “Jealousy” the theme might be “Jealousy can affect friendships.”)



- Use close reading strategies for determining theme (e.g., look at the characters and see how they change through the challenges they encounter in the story – the lessons they learn are usually related to the theme). (*handout in resource folder*)



- Using a familiar text, have students identify theme using the following method. Model thinking about how to use this path to determine what the character learned and inferring from that what the author wants the reader to learn or experience. Allow students to practice with a partner before trying on their own. (*handout in resources folder*)



Assessment

Performance Task 4RL2:

Present students with several short texts (from multiple genres) that have a thematic connection (for example, “You can’t judge by appearances,” or “leaving home”). Provide them with effective strategies for determining theme. Ask students to record a short summary of the text in their own words. Students may work in small groups to compare their results with one another and discuss differences of opinion. Themes are often associated with abstract nouns (justice, peace, friendship); an extension activity could include making a chart of such words for the classroom.

Use Teacher Checklist for Performance Task 4RL2 to record mastery

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Instructional focus standard

ELAGSE4RL3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

Learning Targets:

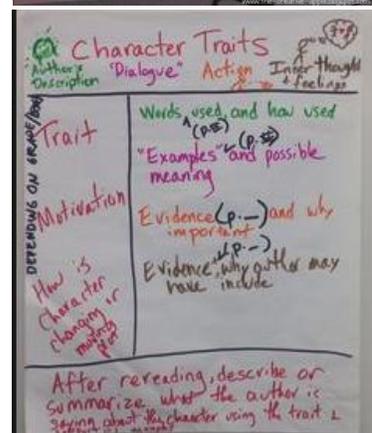
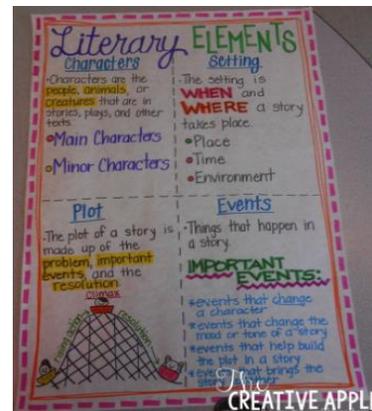
- I CAN understand and use close reading strategies to analyze characters, settings, and events in a story or drama
- I CAN use specific details from the text to aid in describing a character’s thoughts, words, or actions
- I CAN take detailed notes about characters, setting, and events and how they change over time
- I CAN think about why authors make the choices that they make as you read (e.g. for what reason is the story set in a small town rather than a big city, or why the main character is a boy instead of a girl, or a dog instead of a cat)

Key Terms:

Explicit	Implicit	Inference	Describe	Details	Rising Action	Falling Action
Problem	Setting	Climax	Conflict	Solution	Plot	Characters
Resolution						

Strategies:

- Include thoughtful discussion about an author’s choices as you read
- Model the noticing of various details from text, such as subtle characterizations through author’s word choice
- Provide explicit instruction on plot, character, setting, and characterization (definitions and examples); help students understand that this information is never an end itself, but it is a vehicle to understand the author’s message (e.g., it is not as important that the story was set on Mars as it is WHY the story was set on Mars)
- Model how to use details from the text to create an in-depth description of a character, setting, or event in a story or drama (Notice & Note strategies) Provide explicit instruction on plot, character, setting, and characterization (definitions and examples); help students understand that this information is never an end itself, but it is a vehicle to understand the author’s message (e.g., it is not as important that the story was set on Mars as it is WHY the story was set on Mars)
- Continue Cornell note taking, with emphasis on characters, setting, and events and how they change over time. Include thoughtful discussion about an author’s choices as you read, inviting students to think about why authors make the choices they do (e.g. for what reason is the story set in a small town rather than a big city, or why the main character is a boy instead of a girl, or a dog instead of a cat)

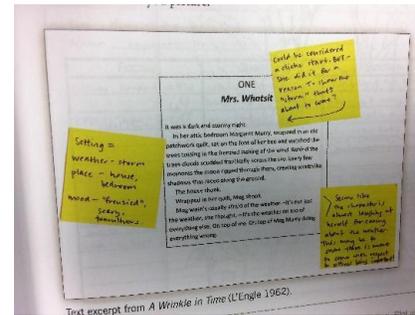


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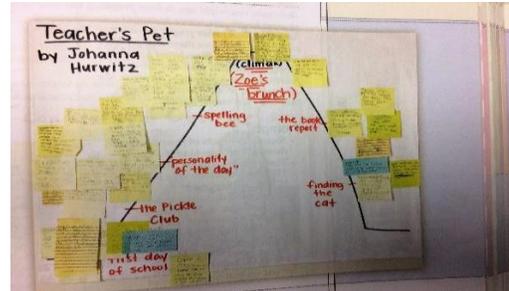
- Model Notice & Note strategies using details from the text to create an in-depth description of a character, setting, or event in a story or drama. Tell students that the signposts were designed to help you figure out how to think about a text. If you will take the time to slow down and notice them, like the signs on a road trip, you will discover all sorts of things about the text you may not have noticed before. On your journey through a text, take the time to “notice and note” what the author wrote for you to find out! Think about each question and discover possible answers. (*handout in resource folder*) (*Youtube reference: <https://goo.gl/BihKZM>*)



- Use gradual release modeling for close reading and annotating for noticing of various details from text, such as subtle characterizations through author’s word choice. Provide an excerpt of the text and guide students in locating and annotating this descriptive language.



- Work with the class to create a simple plot diagram. Think about a point of conflict in the story. Notice if the character acts differently before and after the conflict. Describe the character in a way that shows the character’s complexity, or different sides of him or her. Allow students to record thinking on post-its and place their observations on how conflict is affecting the characters.



Assessment

Performance Task 4RL3:

Help to establish a deep understanding of the literary elements of plots, character, setting, etc., by guiding students in making real world comparisons. Provide students with a graphic organizer or other guidance to apply these principles to their own lives. If the student’s life were a story, what would be the setting? Who are the characters? Who is the MAIN character? What is the plot of the story? How do you think it will end? Is it fiction or nonfiction? Students can use this exercise to experiment with writing dialogue with appropriate punctuation, they can add illustrations, and they can explore some of the nuances of characterization. What kind of a person would a “reader” perceive the student to be based on that student’s actions, thoughts, habits, words, appearance, and other circumstances? Would that perception be accurate? Why or why not?

Use Teacher Checklist for Performance Task 4RL3 to record mastery (teacher resource folder).

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Instructional focus standard

ELAGSE4RL4: *Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).*

Learning Targets:

- I CAN identify unknown words in a text
- I CAN research unknown words to discover the origin, history, or mythological connections to current definitions
- I CAN make connections between definitions and the author's use of the word in the text being read
- I CAN transfer understanding to identify similar allusions in various contexts/texts

Key Terms:

Mythology Allude/Allusion Context

Strategies:

Understand that this standard is intended to focus on vocabulary, not on the explicit teaching on mythology text.

- Use an anchor chart and think aloud to model the PAVE (prediction, association, verification, and evaluation) procedure for students. The PAVE Procedure encourages students to check the dictionary definition against the context in which the word appears. Complete the PAVE map during the mini lesson or read aloud with each encounter with the vocabulary terms or phrases.
 - Write the sentence that contains the vocabulary word on the worksheet.
 - Isolate the vocabulary word by writing it inside the box on the worksheet.
 - Predict the meaning of the vocabulary word based on the context clues provided.
 - Write one good sentence using the word that demonstrates an understanding of its meaning.
 - Verify the meaning of the word by looking it up in the dictionary and writing its definition down on the worksheet.
 - Write another good sentence using the vocabulary word based on the verified definition.
 - Draw a personal association or symbol for the word as a reminder for its definition in the box on the worksheet. (*handout in resource folder*)
- Questioning the Author is a comprehension strategy that enables students to construct meaning from texts by focusing in on the connections between events, concepts or steps. This strategy asks readers to

PAVE Map (Barrett, Fisher, & Westel, 1991)

Sentence from the text: _____

Word

Predicted Definition: _____

One Good Sentence of My Own: _____

Association or Symbol

Verified Dictionary Definition: _____

Another Good Sentence of My Own: _____

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engage with text in a meaningful way. Select a passage that is both interesting and can spur a good conversation. Decide appropriate stopping points where you think your students need to obtain a greater understanding (i.e., text structures, drawing conclusion, author’s purpose, fact & opinion). Create initial questions for each stopping point that will open a discussion. QtA strategy encourages students to ask questions of the author and the text. The following are sample questions:

- What is meant by the phrase, “Put on your thinking cap,” in para. 4?
- What is the meaning of _____ on page 2?
- Which words help the reader understand the meaning of ___ in paragraph 5?
- How does this reference help the reader understand the character in the story?
- How does this reference help the reader understand the task the character faced?

Display a short passage to your students along with one or two questions you have designed ahead of time to model how to answer questions using a think aloud. Model how to think through the questions pausing at appropriate points. Follow-up Questions (to help students connect emerging meanings with their perceptions of author intention and with other ideas in the text).

- Questioning the Author is a comprehension strategy that enables students to construct meaning from texts by focusing in on the connections between events, concepts or steps. This strategy asks readers to engage with text in a meaningful way. Select a passage that is both interesting and can spur a good conversation. Decide appropriate stopping points where you think your students need to obtain a greater understanding (i.e., text structures, drawing conclusion, author’s purpose, fact & opinion). Create initial questions for each stopping point that will open a discussion (i.e., What is the author trying to say? Why do you think the author used the following phrase? Does this make sense to you?). Display a short passage to your students along with one or two questions you have designed ahead of time to model how to answer questions using a think aloud. Model how to think through the questions pausing at appropriate points. Follow-up Questions (to help students connect emerging meanings with their perceptions of author intention and with other ideas in the text): Why do you think the author chose to use this phrase or wording in this specific spot? Did the author explain this clearly? Did the author tell us why? Why do you think the author tells us this now? – Introduce the strategy and establish its purpose Ask students to read and work through the questions you have prepared for the read aloud. *(handout in resource folder)*

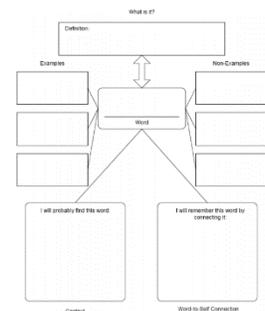
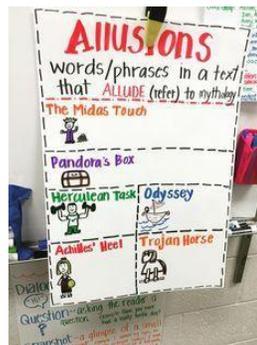
Name: _____

Question the Author (QtA)

While reading a text, critique the authors’ writing through generating and answering a series of questions, discussing with others, and revising your thinking.

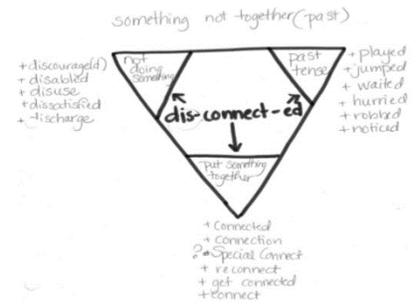
Question	My Thoughts with Evidence from the Text	Others’ Thoughts with Evidence from the Text	Revised Thinking

- Include vocabulary study when introducing literary text to assist students in understanding the meaning of words in context. Use an anchor chart to guide students in recognizing how the author’s purposeful inclusion of allusion enhances the text and impacts their understanding. Emphasize vocabulary derived from allusions to mythological characters when reading literary texts (e.g. Pandora’s box, Achilles heel, Midas touch). *(handout in resource folder)*



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- Model Morpheme Triangles using an anchor chart and think aloud. Draw a large inverted triangle on the board and write the key term in the center such as transported. The word is broken into syllables and each syllable is defined in the outer parts of the triangle if it is 3 syllables, rectangle if it 4 syllables, and a pentagon if word is 5 syllables. Students brainstorm other words that have similar morphemes and place them outside the shape. A plus or minus sign signals whether the brainstormed words belong to the same morphological structure.



Assessment

Performance Task 4RL4:

Students, working in small groups, are given a text about significant characters in mythology. They read it over as a group, determining the meaning of words and phrases through use of root words, prior knowledge, context, etc. They discuss any words that they aren't certain about the meaning and arrive at an agreed meaning. Finally, they rewrite the story in their own words, defining by means of definition, synonyms, or antonyms, the targeted words or phrases.

Use Teacher Checklist for Performance Task 4RL4 to record mastery (teacher resource folder).

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Instructional focus standard

ELAGSE4RL5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

Learning Targets:

- I CAN identify the ways in which the text is structured (e.g. paragraphs, headings, stanzas, acts, etc.)
- I CAN understand the literary and structural elements of each of the text types: poems, drama, and prose
- I CAN incorporate key terms to describe the differences between poems, dramas, and prose in your discussion and written responses to these text types
- I CAN compare and contrast the structural elements of poems, dramas, and prose, and be able to explain them through writing and speaking
- I CAN create graphic representations of structure and organization to show understanding

Key Terms:

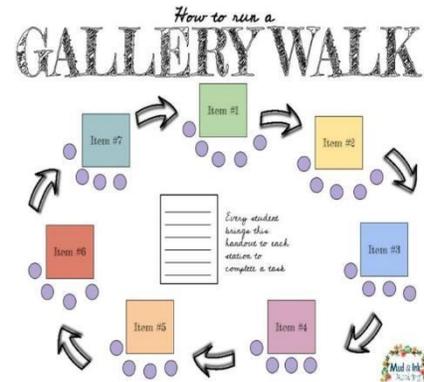
Drama	Prose	Poem	Structure	Verse	Rhythm
Meter	Setting	Description	Dialogue	Rhyme	Stage
Direction	Narration	Scene	Rhyme	Scheme	Act
Cast	Compare/Contrast				

Strategies:

- Make structure a routine part of text analysis discussions
- Include opportunities to study poetry, drama, and prose in unit plans, especially among short literary text choices
- Provide explicit instruction (definitions and examples) on structural elements using literary terms such as dialogue, stage direction, stanza, etc. (see vocabulary list above)
- Create a three-column anchor chart. Label each column with a literary form (i.e., poetry, drama, prose). Have students brainstorm the structural elements that are common to each. Encourage students to provide examples of each genre from their own reading to include on the chart. Post the chart and revisit it throughout the year to add or refine elements or to add other examples. Have students use the chart to classify pieces of literature that they read independently. The chart also can be used as a guide for setting up and running a student-led classroom library that is organized by genre.

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- Allow students to collect different definitions of poetry and prose from different sources. Create a 2 sided chart that states Poetry Is... on one side and But Prose... on the other side. Students fill in the charts with information collected from all sources.
- Create a gallery walk posting examples of poetry, drama and prose around the room. Form as many groups as there are posts. Each group moves from post to post (hence the name "walk"). After writing 2-3 characteristics or similarities and differences of the text at the first post, the group rotates to the next position, adding to what is already there. At the last post, it is the group's responsibility to summarize and report to the class. Have each group of students use a marking pen of a different color from the other groups. The teacher can then lead a whole class discussion on the differences between poetry, drama, and prose.



Assessment

Performance Task 4RL5:

Students read a dramatic script and discuss the structural elements such as characters, setting, descriptions, dialogue, and stage directions. Next, they read a piece of literature on a similar topic. Finally they create a T-chart with the title of the poem on one side and the title of the literature on the other and list differences between the 2 formats. Students are evaluated on their ability to refer to the structural components of a drama and their ability to explain the major differences between the 2 pieces.

Use Teacher Checklist for Performance Task 4RL5 to record mastery (teacher resource folder).

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Instructional focus standard

ELAGSE4RL6: *Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations*

Learning Targets:

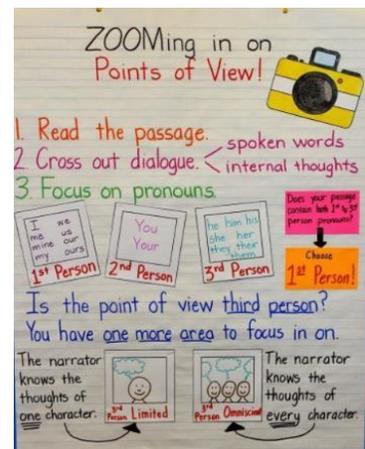
- I CAN identify who is telling a story
- I CAN identify the difference between first- and third-person point of view
- I CAN compare and contrast the point of view of multiple pieces of text

Key Terms:

Point of View Narrator

Strategies:

- Provide examples of texts written from various points of view
- Explicitly identify the pronouns that indicate point of view and have students look for them in a variety of literary texts
- Have students experiment with writing from different narrative perspectives
- Use an anchor chart to develop an understanding of first, second and third person point of views. Conduct a read aloud (Two Bad Ants) to model how the text and the illustrations show objects from an ant's point of view. Ask students how an ant's view is different from a person's view. Create a T chart to examine the point of view of both characters. Choose familiar texts that illustrate a variety of narrative voices and points of view. Provide opportunities to quick-write from different points of view in your lessons.
- Conduct a quick-write, writing whatever comes to mind about the topic without focus on conventions (brainstorming on paper). Set a specific amount of time that students will quick-write, beginning with 1-2 minutes and answering one question or statement at a time. Have students answer the following questions: How would the story be different if it had been told in the first-person point of view rather than the third-person point of view? Use examples from the story to support your answer.
- Read or tell a story to students written from first-person point of view and third person point of view. If you are storytelling, choose a scene that would demonstrate being able to understand



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the character’s emotion and thoughts in the scene during first person narration and contrast that dramatically by using third person limited, in which the narrator would not be able to ‘hear’ what the character is thinking. For instance, your character could be walking into an unusual experience – first day at a new school that turns out to have bears working in the cafeteria. Normal to everyone else, very strange to our character, but she doesn’t want to let on that having bears serve her pudding is weird. Have student vote on which story they see as having more impact. Have students support their reasoning with text evidence.

- Notice and note is a reading routine which provides students with look fors as they are reading and encourages them to reread a portion of a text to answer a question about the meaning of the text. Introduce the Notice and Note Signpost. Model using think aloud the notice and note strategy. As students are reading and they notice one of the signposts, prompt them to stop and ask the provided question for the signpost. For fiction reading, the goal is for students to develop their own habit of stopping and rereading portions of the text to consider characters, plot, and author’s craft and meaning and determine theme or main idea of the text.



- Tell students that the signposts were designed to help you figure out how to think about a text. If you will take the time to slow down and notice them, like the signs on a road trip, you will discover all sorts of things about a story you may not have noticed before. On your journey through a story, take the time to “notice and note” what the author wrote for you to find out! A story is more than just what a character is doing! Think about each question and discover possible answers. (*handout in resource folder*) (*Youtube reference: <https://goo.gl/BihKZM>*)

Assessment

Performance Task 4RL6:

Students read a story told with third person narration. They then retell or rewrite the same story in first person, and discuss, with compare and contrast, what differences there are between the 2 stories. Finally, they decide which point of view is better and defend their idea with excerpts from the text. Students are evaluated on the ability to compare and contrast the 2 point of view.

Use Teacher Checklist for Performance Task 4RL6 to record mastery (teacher resource folder).

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Instructional focus standard

ELAGSE4RL7: Make connections between the text of a story or drama and a visual or oral presentation of the text identifying similarities and differences.

Learning Targets:

- I CAN identify specific descriptions, events, and character traits in a written story or drama
- I CAN when viewing or listening to a visual or oral presentation of the same elements in the written version, compare how these elements are presented or changed

Key Terms:

Visual Text Written Text Compare/Contrast

Strategies:

- Use graphic organizers to record elements in a text as compared to the visual or oral representation of the same pieces
- Utilize close reading strategies to analyze a specific scene, event, or character in a text and draw comparisons to visual or oral presentations
- Guide students to make connections between versions of text using higher level questioning i.e.,
 - How is reading the drama _____ (title) similar and different from viewing the drama _____ (title) use examples from each version to support your answer,
 - How does watching a play help a reader understand stage directions,
 - How is reading a text similar and different from viewing a filmed version? Use examples from each version to support your answer,
 - How is reading a text, similar and different from hearing an oral presentation of the text? Use examples from each version to support your answer.
- Select a setting in a text that can be read aloud to students but do not share any illustrations with the students when reading aloud. Ask students to visualize the setting and then draw it according to the description that has been given to them using their senses. After the students share their illustrations, reread the text aloud but change the setting in some way such as the time of day, temperature, location, etc. Have students turn and talk about how their illustrations would change. Finally, discuss how illustrations contribute and more fully define the words in a story.

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- Ask students to look closely at the pictures of a story before reading it and make a list of what they see. Students look for ideas that appear in the pictures, such as the main problem, supporting details, and characters. Students then support or discount their ideas with evidence from the text during and after reading.
- Provide students with written versions of their favorite poems, without graphics, at their independent reading level. After students read their poems, distribute copies of the same poems with graphics. Have students listen to the poem without seeing the visuals). Have students write an initial response and listen to the poem while looking at the visuals. Students write about if or how their response changed. Students can also create their own graphic poems using pictures and graphics from the internet. Students trade poems and discuss whether their initial reactions to the poem would have been different if the visuals were included or changed, but the text remained the same.

Assessment

Performance Task 4RL7:

Students read a novel or short story and then watch the movie based on the novel /short story. They create a doodle art, an artistic note-taking with words and pictures, where they identify specific descriptions and directions from the text and how it was alike or different in the movie. They meet in small groups to discuss their observations. Students are evaluated on their ability to make connections between the story and the movie through specific descriptions and directions.

Use Teacher Checklist form Performance Task 4RL7 to record mastery (teacher resource folder).

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Instructional focus standard

ELAGSE4RL9: *Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.*

Learning Targets:

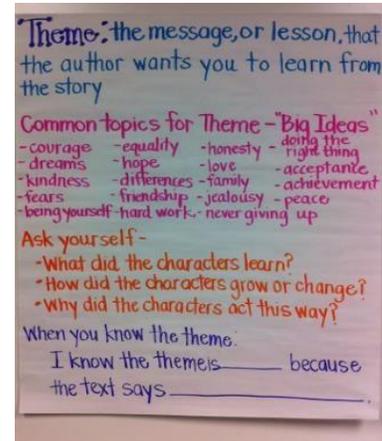
- I CAN compare and contrast stories and myths from different cultures.
- I CAN discuss how themes and events are similar from one story to another.

Key Terms:

Traditional Literature Theme Topics Myth Pattern of Events

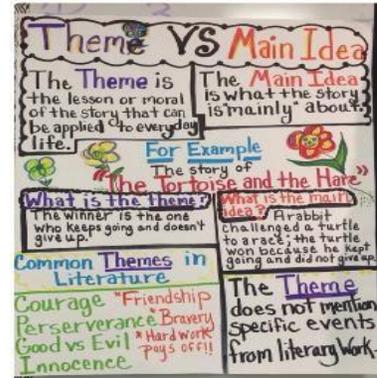
Strategies:

- Revisit strategies (i.e., Finding Theme, Theme v Main Idea) practiced during 4RL3
- Model using read-aloud/think-aloud from a wide selection of literature from different cultures to identify themes, topics, and patterns of events
- Use graphic organizers to record key details from the texts that identify how theme is depicted in a variety of multicultural texts
- Theme is the central idea or message and usually inferred. The theme is revealed by the way characters change in a story, conflicts in the story, and statements made by the narrator or characters. Understanding theme involves understanding plot, characters, and setting. Model identifying theme using a t-chart and think aloud. Create a T-chart with "Theme" on the left side and "Evidence from the Text" on the right side. As the story is read, discuss the theme presenting information on the left side, while providing evidence from the story that supports it on the right side.



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- Explicitly teach the meaning of theme, and the difference between theme and main idea. Remember, ideally the theme is more than a single word, so practice creating phrases to express specific themes. (i.e., instead of “Jealousy” the theme might be “Jealousy can affect friendships.”)



- Model using think aloud the strategy From Seed to Theme. As you read, think about the topics showing up in the book. Say it first as one word (a seed). Next, ask yourself, “What’s the author saying about this big idea?” and use that word in a sentence. Use the theme anchor chart as help for how it sounds to say a theme.
- List some topics showing up in your book, Tell students, let’s check the chart of the topics that typically show up in books. Which apply to your book? Let’s think about what the author says about the topic. What do you think this lesson might be? Use the topic word in your lesson.

- Most greeting cards are themed based. Allow individual students or small groups determine the theme of the card. Students must provide evidence to support their suggestions for the theme.
- Using stories, myths, or traditional literature from different cultures, model how to compare _____ (text title) and _____ (text title) which have similar themes using a Venn diagram. Once this has been modeled, students work in small groups for continued practice. This may also be done using poetry.

Assessment

Performance Task 4RL9:

Students in a group each read a different mystery story (or pairs could read the same story). Students meet as a group and discuss how their stories are similar and different in relationship to the theme of a Big Mystery. They create a poster showing what the stories had in common (center circle) and listing differences outside the circle, by the name of the story. Students are evaluated on their ability to compare and contrast the similar themes and pattern of events in their stories.

Use Teacher Checklist for Performance Task 4RL9 to record mastery (teacher resource folder).

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Instructional focus standard

ELAGSE4RI1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Learning Targets:

- I CAN understand and use close reading strategies to identify details and examples in informational text
- I CAN support ideas about a text with evidence from the text (details and examples)
- I CAN know and understand how to find explicit information in a text
- I CAN know and understand how to make inferences from what you read
- I CAN take detailed notes in order to remember important details and examples from the text

Key Terms:

Implicit	Explicit	Fact/Opinion	Inference	Detail
Cite	Example			

Strategies:

- Provide explicit instruction on the concepts of explicit details and examples as well as inferential meaning in an informational text
- Model close reading and note-taking with an emphasis on how to find relevant details from the text
- Explicitly teach students how to cite evidence from the text, both in writing and in discussions
- Model close reading strategies with an emphasis on finding explicit information in the text (*handout in resource folder*)
- Model effective note taking and annotation
- Encourage students to provide evidence to support all claims, inferences, and theses about text
- Provide opportunities to correct punctuation of quotations in writing

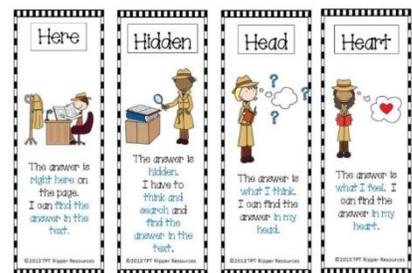


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- Model using schema to form inferences. Use Think Aloud to demonstrate mental processing – then encourage students to discuss their own thinking with a partner before asking them to complete the graphic organizer.

Book or Passage Title:	Student Name:	
CLUES (Words or Evidence in the Text)	+	SCHEMA (What I already know)
=	INFERENCE	

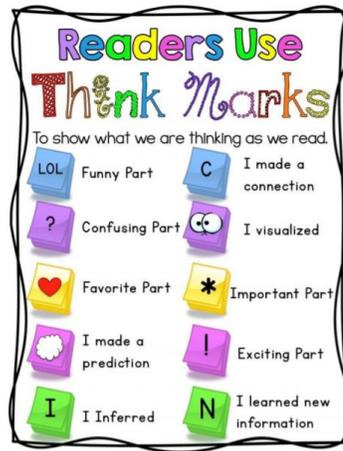
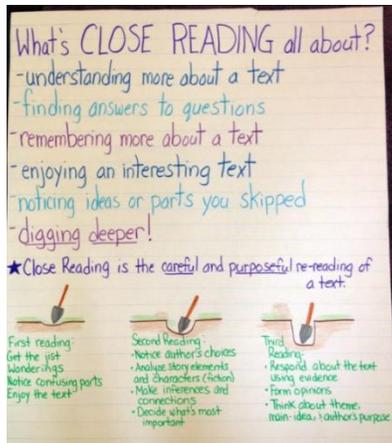
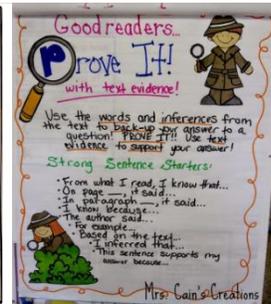
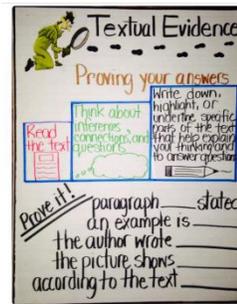
- Model the question–answer relationship (QAR) strategy to help students understand the different types of questions. By learning that the answers to some questions are "Right There" in the text, that some answers require a reader to "Think and Search," and that some answers can only be answered "On My Own," students recognize that they must first consider the question before developing an answer. Explain to students that there are four types of questions they will encounter. Define each type of question and give an example. Read a short passage aloud to your students. Have predetermined questions you will ask after you stop reading. When you have finished reading, read the questions aloud to students and model how you decide which type of question you have been asked to answer. Show students how find information to answer the question (i.e., in the text, from your own experiences, etc.).
(handout in resource folder)



- Use the Gradual Release of Responsibility to guide students through an understanding of citing textual evidence. Model (I do), a mini-lesson shown by the teacher that emphasizes how to *think through* the process while demonstrating it. Model guided practice, (we do), and that includes the teacher and students' working together. It is recommended, but not required, that students complete the independent practice (you do) on their own to determine their individual mastery.

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- Present a text-dependent question to readers, ask what textual evidence supports their reasoning. Accept only the statements that are answered by, “I know because the textual evidence is...”, or “The author explicitly states...”. The student should be able to say, “The textual evidence to support my statement can be found in paragraph 3 when the author says...” (*handout in resource folder*)



Assessment

Performance Task 4R1:

After reading an informational text with the class, make note cards with facts and inferences from the text. Provide these to students who are arranged into small groups. Students will determine which of these facts came explicitly from the text and/or whether information on the card is an inference that can be made from text evidence. On the reverse side of the card, they will either cite the place in the text that supports the fact or inference, or they will write that this fact or inference does not appear in the text. Students should compare their answers to determine accuracy. An extension of the activity could be to have students make their own cards and trade between groups.

Use Teacher Checklist for Performance Task 4R1 to record mastery (teacher resource folder).

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Instructional focus standard

ELAGSE4RI2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Learning Targets:

- I CAN use the structure of a text to help me identify topic sentences and support for claims
- I CAN take notes on the most important facts and elements of a text as you read
- I CAN use key details and examples as well as inferences to determine the main idea
- I CAN use notes and paraphrasing to construct a summary of the text

Key Terms:

Informational Summary	Topic Paraphrase	Detail Main Idea	Support	Evidence	Structure
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Strategies:

- Engage students in using various informational texts to identify the main idea and the supporting key details
- Model note-taking and constructing a summary of informational text
- Demonstrate how to paraphrase, and provide students with opportunities to practice
- Explicitly teach strategies for determining main idea in an informational text (e.g. word frequency, topic sentences)
- Use the Read-Pair-Share strategy to teach students to summarize more effectively with added peer support. Assign students a text that is closely aligned to their skill set and ability. Before the lesson, divide the text into portions and mark the places where students will pause to discuss. Distribute the text to the students. Assign students partners (one student will be the summarizer and the other student will be the clarifier). Model using think aloud and a t-chart the procedure with the first portion of the text, use a strong student to be your partner. Have students read a portion of the text silently and then pause to summarize and clarify. The summarizer restates the important ideas briefly while the clarifier listens and asks clarifying questions. Then the clarifier adds any important information that may have been omitted. Have the student pairs read and pause to summarize and clarify. After several portions have been discussed, have the students switch roles. Have students continue until the text has been completed. Students might also draw, chart, diagram, or summarize the entire selection collaboratively or individually to demonstrate comprehension of the text as a whole.
- *Sticky Note (whole group/teacher-led):* Read and reread to students several paragraphs from an informational text on a class topic. Model how to identify the main topic and the focus of other paragraphs within the texts. During the rereading of a read-aloud of an informational text, use sticky notes or highlighter tape to mark the big ideas. Cover the heading and allow students to determine what the heading of the section could be based on the facts and main idea of the paragraph. Discuss how information not highlighted contains information about these big ideas but does not contain the most important ideas in the selection.

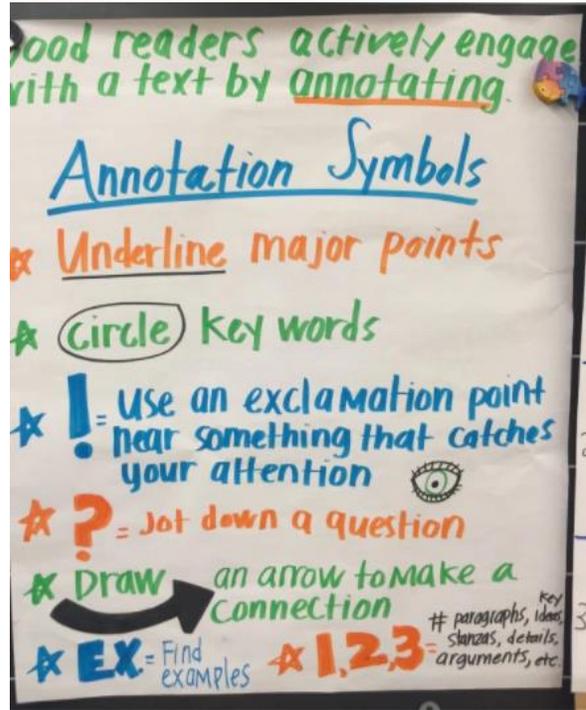
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- *Sticky Note (independent reading)*: Allow students to work with others to select books and read several paragraphs from the text to identify the main topic of the text, as well as the focus of other paragraphs from the text that support the main topic. In order to be successful, students must have text on their independent reading level. Students read independently, marking with sticky notes any sections they desire to return to or discuss. These may be sections they understand and can explain, sections that need further clarification, or places for creating their own explanations, pictures, and diagrams.

- Explain the strategy annotating text (reading to obtain an initial, preliminary sense of what a text is mostly about).

- Good readers annotate text because it helps to keep track of early thinking about a text (Who?...did what...why?) in 20 words/2 sentences.
- Good readers make notes in the margins of the text and circle unfamiliar words or phrases. In narrative texts, good readers divide the text into smaller chunks of paragraphs to make it more manageable (bite size reading). Conduct a read aloud of a multi-paragraph text.

- After reading a chunk of a text, model using think aloud how to annotate a text in the margin. Think-Pair-Share: “What was the main idea of this section? What is your initial sense of what this part of the text was mostly about?” Emphasize that not every detail is noted in the margins. Remind students that good readers jot notes about the main idea as a way to start making sense of the text. Allow students to annotate the remaining sections of the text. Circulate to observe which students are annotating and circling words. Check students’ annotations, guiding them toward short general statements of important events in the text. Prompt students as they work (What is your basic sense of what this chunk is mostly about?).



Assessment

Performance Task 4RI2:

The teacher lists several statements that could be the main idea of the assigned text. Before reading, students predict which statement is the main idea and defend their choice. Students then read the text and either keep their first choice or change to a different main idea, indicating it on their white board. Students will defend their choices with information from the text.

Use Teacher Checklist for Performance Task 4RI2 to record mastery (teacher resource folder).

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Instructional focus standard

ELAGSE4RI3: *Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.*

Learning Targets:

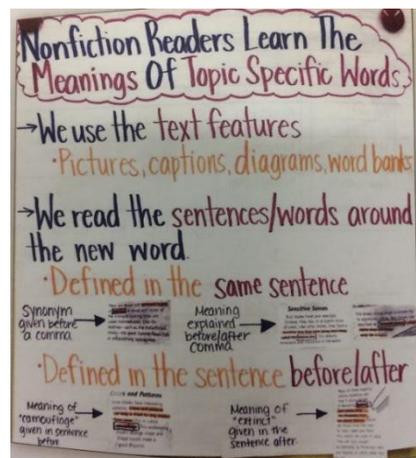
- I CAN understand and recognize common graphic features (e.g. charts, maps, diagrams, illustrations)
- I CAN understand and recognize common organizational structures (e.g. chronological order, cause and effect)
- I CAN take notes, recognizing the difference of important facts and details from extraneous ones
- I CAN use specific details from text when explaining events, procedures, ideas, and concepts

Key Terms:

Informational	Text	Procedure	Idea	Specific
Concept	Historical	Scientific	Technical	Evidence
Organization	Extraneous	Graphic Features		

Strategies:

- Use graphic organizers to illustrate connections and distinctions (such as Venn-diagrams and t-charts)
- Require students to create outlines which trace the development of ideas or arguments in informational texts
- Provide examples of the kinds of connections to be made within a text (e.g. point out comparisons and contrasts)
- Provide routine writing opportunities that require students to think about and identify connections within and between texts

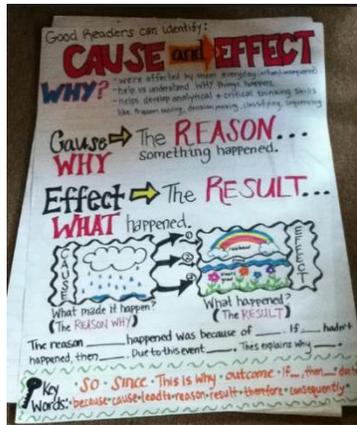


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- Model coding the text with annotations and/or sticky notes to help students keep track of thinking while they read. Students use a simple coding system to mark the text and record what they are thinking either in the margins or on sticky notes. Codes can be developed for the students or the students can create their own.



- Model using a cause and effect chart to record events and its relationship from a text. During the reading record events that occurred (effect) and the reason they occurred (cause) on an anchor chart. Have a discussion with the class about the choices based on information from the text.

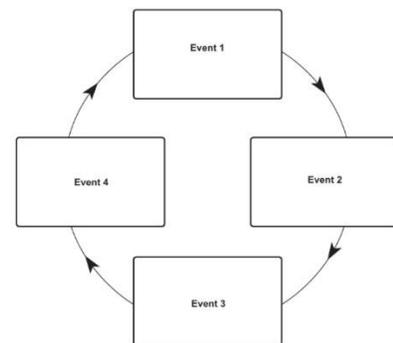


Causes and effects template

Topic: _____

Cause	Effect	
	→	
	→	
	→	
	→	
	→	

- Allow students to illustrate the concepts from a text such as in a cycle, labeling the parts but also including the process between events and where it was located in the text. An example of a sequence graphic organizer supporting the concept of cause and effect could be a chain. Students list the major steps or events on a circle which links to the next event. Boxes with the transition words first, next and last can be used.



Assessment

Performance Task 4RI3:

Students use a cause and effect chart to record events from a text about a scientific discovery. Students record events that occurred (effect) and the reason they occurred (cause). They may then share their chart with other students and defend their choices, based on information from the text.

Use Teacher Checklist for Performance Task 4RI3 to record mastery (teacher resource folder).

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Instructional focus standard

ELAGSE4RI4: Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

Learning Targets:

- I CAN read a variety of texts and incorporate new words into oral and written language
- I CAN apply learned strategies to determine the meaning of unknown words (e.g. context clues, reference materials, word families, etc.)
- I CAN know the difference between general academic and domain-specific words and phrases

Key Terms:

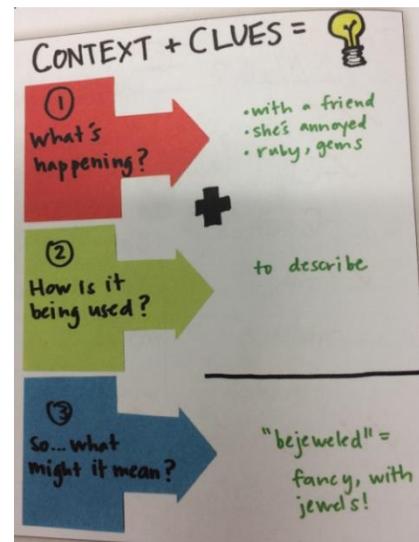
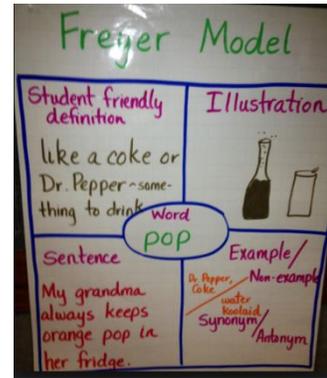
Academic	Domain	Relevant	Context	Reference	Affix
Suffix	Prefix	Technical			

Strategies:

- Engage students in activities to experiment with words (e.g. word games, word walls, sorting words, etc.)
- Explicitly teach various strategies for determining the meaning of unknown words, especially academic and domain-specific vocabulary (e.g. context, roots, affixes, and reference materials)
- Provide opportunities for focused study of vocabulary from informational texts that students will encounter in academic and career situations
- Create a personal word wall. Teach students that learning a word is about doing more than just figuring it out and moving on with your reading. When you learn a word you will need to read it and then use it – when you write and when you talk. When you first see a word, you might kind of know what it means. Then, if you word to give a definition, you understand it even more. But when you use it in writing or talking, then it becomes part of your own vocabulary
- Create a T-chart and on the left record text information that helps a student learn about a topic or concept. On the right record the student’s answers to the following critical thinking questions. Refer to text to support reasoning.
 - What is the most important information and why?
 - What are the most important facts?
 - Why did the author want the reader to learn these?

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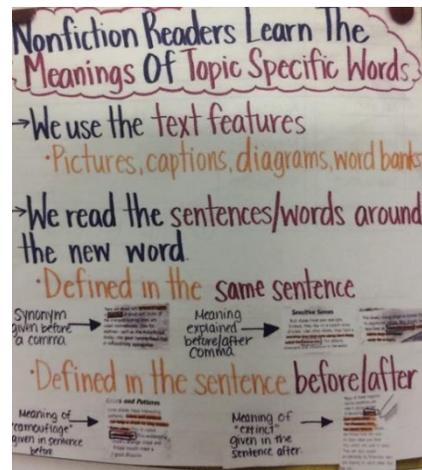
- Four Square Vocabulary Grid. Make a four square grid with the vocabulary word and a picture, if it will assist students, in the upper left, definition or meaning in lower left, “what it makes me think of”...in the upper right and the opposite of the vocabulary term in the lower right.
- Have student create a word web or Frayer model, with a vocabulary word in the center, listing boxes around it with categories such as: draw a picture, example, definition, what it is NOT, use in a sentence, words that mean about the same.
- Explicitly teach using context strategies.
 - Context + Clues + Clarity - stop and say back what is happening. Think “How is this word being used?” List out clues that you have that relate to the word. Think “What might this word mean?”
 - It’s Right There in the Sentence – Authors of non-fiction often stick the definition of a challenging word right in the same sentence as the word itself appears. After finding a challenging word, look before and after the word to see if the word is defined. Seeing words like also, or, and this is called, or punctuation like commas or dashes, gives you a clue that the definition is right there!



Assessment
 Performance Task 4RI4:

Choose a topic relevant to grade 4 content (science and social studies) and provide students with several informational documents to study (brochures, short articles, etc.) In small groups, have students locate key domain-specific words to illustrate and define on a vocabulary graphic organizer (e.g. Frayer model). Choose 3-5 academic vocabulary words which are significant in the text to include, as well. Have students create graphic non-linguistic representations of the terms and use them in discussion prior to writing sentences containing the words. Consider things such as affixes, root words, languages of origin, abbreviations, and context.

Use Teacher Checklist for Performance Task 4RI4 to record mastery (teacher resource folder).



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Instructional focus standard
<p>ELAGSE4RI5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>

Learning Targets:

- I CAN understand and recognize common organizational structures in informational texts.
- I CAN identify key words and phrases that indicate organizational structure of events, ideas, concepts, or information in text.

Key Terms:

Overall Structure Text Features Chronology Compare/Contrast Cause/Effect
Problem/Solution Concepts

Strategies:

- Understand and recognize common organizational structures in informational texts (e.g. chronological order, cause and effect, comparisons, etc.)
- Identify key words and phrases that indicate organizational structure of events, ideas, concepts, or information in text
- Instruct students that there are types of informational texts and that choosing which type of text assists in comprehending the material read. Teach students to find these words helps them identify the type of text structure and the reading strategies that will assist them in comprehension. Provide several different texts such as magazines or online articles for students to find examples of each of the structures listed in the standard. *(handout in resource folder)*.
- Each of these types can be taught as a strategy along with the Summary Frames listed below.
 - Descriptive: describes what something is.
 - Sequence: describes how to make or do something. Signal words are first, second, next, then, finally.

Structure	Defined	Clues	Visual	Example
Description	Text provides details or characteristics of something	• Adjectives • Characteristics • Examples • Mental Image		Ice cream is a frozen, sugary, sweet delicacy. The treat comes in flavors like vanilla.
Compare + Contrast	The text talks about similarities and differences between people, places, things, etc.	• Same/Different • Both/neither • In contrast • On the other hand		Although both ice cream and veggies are food, ice cream is less healthy and eaten as dessert. Veggies however, are a side dish to a meal.
Order + Sequence	The text outlines chronological events or a list of steps in a procedure.	• Order of events • History • Instructions • Steps • Signal Words		Want delicious ice cream? First, scoop it into a bowl. Then, top it with goodies like sprinkles. Finally, grab a spoon and enjoy!
Problem + Solution	The text gives information about a problem and explains one or more solutions.	• Problem • Solution		If your ice cream melts before you finish it, put it back into the freezer.
Cause + Effect	The text describes an event (cause) and the effects that follow.	• CAUSE • EFFECT • because • AS a result • due to		If melted ice cream gets on your hand, your skin will be sticky.

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- Cause/Effect: describes why something happens. Signal words are because, then, so, therefore, for this reason, results, since, effects, in order, consequences, thus.
 - Problem/Solution: describes a problem or offers a solution to a problem.
 - Compare/Contrast: describes how two items/concepts might be alike or different. Signal words are same, similar, although, however, on the other hand, but, yet, rather than, instead of.
- Utilize samples of the following summary frames after reading to assist students in looking at signal words from a selected text and summarizing/connecting the information (Marzano, Pickering, & Pollock, 2004).
 - Definition/Description: A ____ is a kind of ____ that ____.
 - Sequence: First ____ then ____, and finally ____.
 - Cause/Effect: ____ happens because ____.
 - Problem/Solution: ____ needs ____ but ____ so ____.
 - Compare and Contrast: (a) ____ and (b) ____ are alike in that they both ____; however, (a) ____ while (b) ____.
 - Categorizing: ____ is ____; for instance, _____. ____ is another example.
 - Conduct teacher read-aloud/think-aloud to notice signal words and phrases that would identify logical connections between sentences and paragraphs. Provide graphic organizers to identify logical connections between sentences and paragraphs.
 - Students create a chart with cause at the top of one column and effect on the other. As they read an informational text on a subject such as a scientific discovery or an historical event, students will point out cause and effect situations.
 - Present students with an invalid cause and effect. They will then explain why it is an invalid effect relating to the cause and create a valid effect.

Assessment

Performance Task 4RI5:

A small group of students will read from a social studies/ science text, and then, as a group, decide the organization of structure of the information and create a group chart/collage that shows the overall structure and includes information from the text.

Use Teacher Checklist for Performance Task 4RI5 to record mastery (teacher resource folder).

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Instructional focus standard

ELAGSE4RI6: *Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.*

Learning Targets:

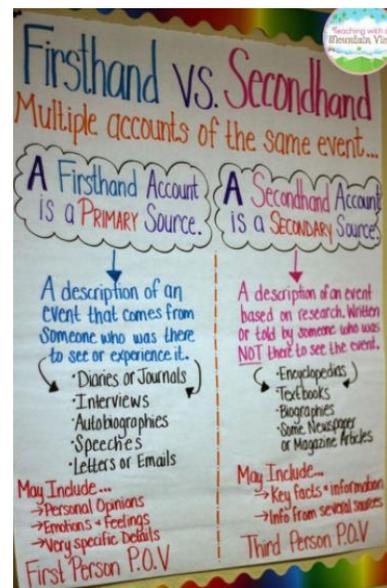
- I CAN understand the difference between firsthand and secondhand accounts and primary and secondary source documents.
- I CAN explain how a firsthand account differs from a secondhand account when reading about the same event or topic.

Key Terms:

Compare Contrast Firsthand Secondhand Account Primary
Secondary

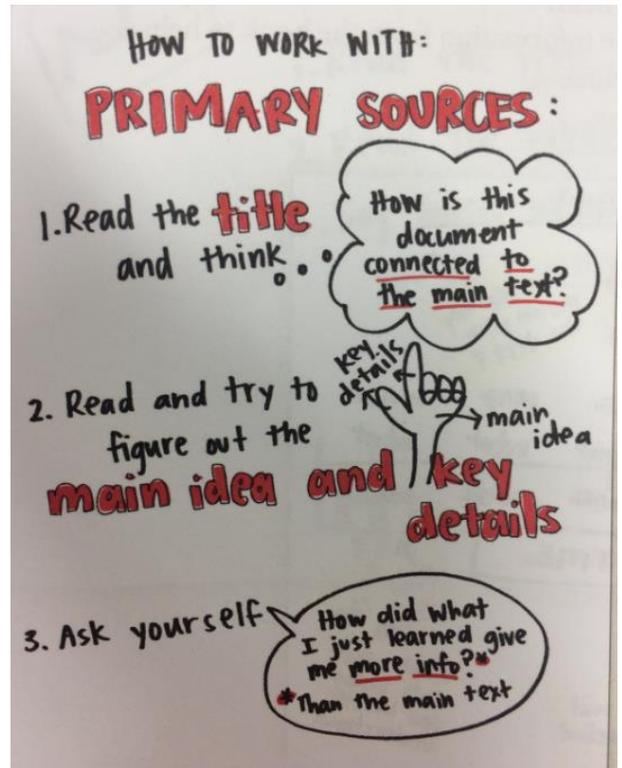
Strategies:

- Explicitly teach students to identify a firsthand account and a secondhand account of the same event or topic
- Model the use of close reading strategies to find key words or phrases that cue readers about whether the text is a primary or secondary account
- Use historical texts that provide varying accounts of historical events to help students understand how firsthand and secondhand accounts differ
- Discuss the differences between primary and secondary sources using an anchor chart (i.e., historical newspapers and editorials work well). During whole group discussion, compare and contrast the similarities and differences between the firsthand account and a secondhand account. For example, victims of Hurricane Katrina would provide firsthand accounts of survival but a newspaper or periodical article would share the secondhand account. Discuss the point of view from each article and purpose.
- Choose several texts such as newspapers, periodicals, magazines, and classroom textbooks from the library or classroom and allow students to sort the texts into firsthand or second hand accounts. Students can compare the differences in focus.



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- Students read a first-hand account of a scientific discovery and a secondhand informational article about the same discovery. They then will write a letter to the person who made the discovery, asking to verify the second writer's information. The students will notice the differences citing specific examples between the writer and the scientist's information.
- Using newspaper articles, television clips or internet clips from a recent news event, compare descriptions of the event from the reporter and from the actual participants of the event. Students will make a graphic organizer with the differences in information and focus. They can also speculate on the reasons for the differences.
- Library of Congress Teaching with Primary Sources resource: <http://www.loc.gov/teachers/tps/>



Assessment

Performance Task 4RI6:

Students read a historical text from the point of view of a participant and from the point of view of someone who was not present. They create a Venn diagram showing how the two texts are alike and different. The students will cite specific examples from the text as well as general observations regarding point of view and perspective.

Use Teacher Checklist for Performance Task 4RI6 to record mastery (teacher resource folder).

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Instructional focus standard

ELAGSE4RI7: *Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears*

Learning Targets:

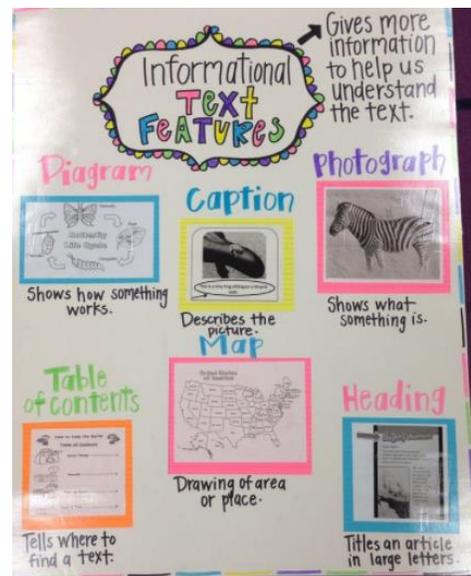
- I CAN notice the various text features located in informational texts.
- I CAN understand and explain why graphic features and other visual, oral, or quantitative types of information are used to help the reader understand the text.

Key Terms:

Charts	Graphs	Diagrams	Time Lines	Animations	Interactive Elements
Visually	Orally	Quantitatively	Illustrations	Captions	

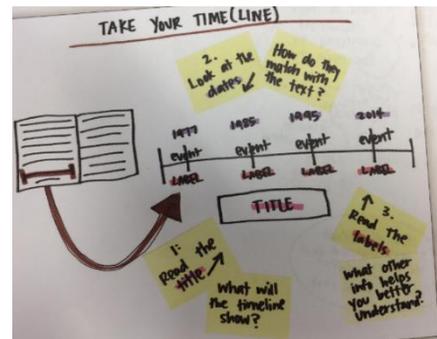
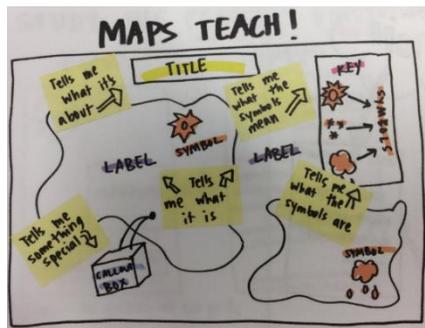
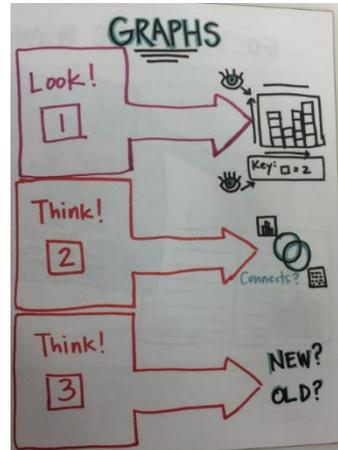
Strategies

- Provide students with opportunities to use multiple print and digital sources
- Model for students how to use digital charts, graphs, timelines, animations, and interactive elements on web pages to enhance comprehension
- Using text illustrations help readers see the details in something and how it provides them with extra visual information in order to comprehend at a deeper level. The words and visuals usually work together to convey messages.
 - Use the think-aloud strategy to model by revisiting a familiar nonfiction text that includes photographs. Think aloud about how these details help you understand what you have read and share examples with students.
 - To provide guided practice, ask students to flag photos, examine the details that the photo provides and share the information as a whole group.
 - Engage the students in a discussion about the importance of text aids and how they assist in comprehension.



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- Explicitly model and practice examining maps, graphs, and photographs - and the importance of accompanying text and captions. Think about the function of the text and what it tells you about the image, as well as what the image tells you about the text.



- Have students create their own graphs by polling students about certain topics of interest such as their preferences in music. Once data is collected, create a graph. Ask the following questions about the data: What is their most popular type of music and the least favorite? How might the age of the survey group determine the results on the graph? What would you predict the average age of the group would be for other types of music? How would a company that sells downloadable music use this information to promote sales?
- Provide several books, content area sections from textbooks, and magazine articles with text features that include photographs and maps that are about the same topic. Ask students to compare and contrast two photos or maps using a 2 column t-chart.

Assessment

Performance Task 4R17:

Use the site <https://www.weather.gov/cae/justforkids.html> and click on an icon listed in the middle of the page (e.g., weather/climate, events, information and assessment). This link and the others on the page will provide students with an opportunity to look at charts and graphs to interpret information about weather. Give students a list of specific information to gather (for example, the average temperature for the last 7 days, or the number of days of rain in the last month). Have students create a paper and pencil visual representation of their own to go with the answers they have found.

Use Teacher Checklist for Performance Task 4R17 to record mastery (teacher resource folder).

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Instructional focus standard

ELAGSE4RI8: Explain how an author uses reasons and evidence to support particular points in a text.

Learning Targets:

- I CAN identify specific reasons and evidence found in informational texts.
- I CAN connect the reasons and evidence to points the author states.

Key Terms:

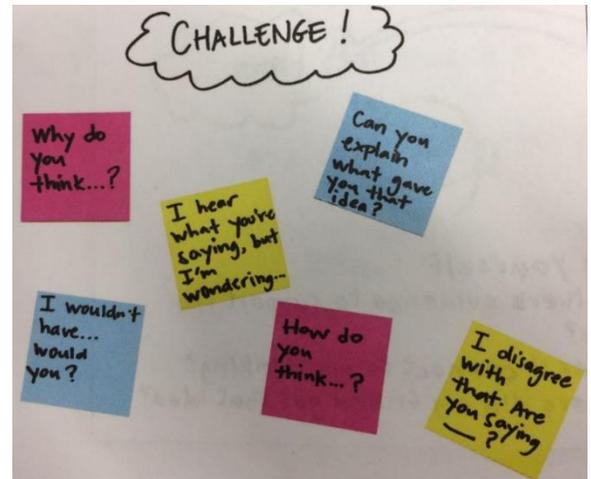
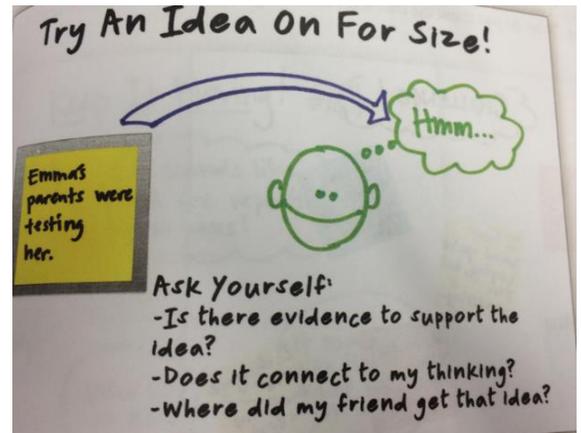
Claim Reasons Evidence Support Point

Strategies:

- Explicitly teach students to find reasons, evidence, and author’s points (claims) in informational texts
- Provide students with opportunities to examine various texts to see how the author uses evidence to support particular points
- Model how to use notes to explain reasons and evidence the author gives to support a particular point
- Label a two column chart with facts and inferences. Teacher selects certain facts from a text students read and small groups decide what evidence in the text supports the facts. Ideas are placed under the inferences column. Continue modeling this strategy until individuals can complete it on their own. Another suggestion is to provide pictures from an unfamiliar topic such as the Dust Bowl. Students infer what time period the pictures are from as well as what individuals are doing and feeling based on the photos. The teacher names the picture or provide a description of it on the left side and record their evidence on the right column labeled inference.
- Label each column with Background Knowledge, Text Clues, and Inference. Before reading, students record what knowledge they may have on a particular topic that the teacher has selected such as astronomy. Students place facts from the text that add to their background knowledge in the second column and record how that new information has changed their thinking in the third column.
- Students read two texts that are opinion based. It is helpful to select a text that has opposing opinions such as school uniforms. (NewsELA Pro/Con available here: <https://newsela.com/>) Partner students in opposing groups and have them support why their agenda is correct within a time limit such as two minutes. Once finished, students discuss why they chose particular points to persuade their partner and what evidence supported their position from the text supported their position. Finally, discuss how an author’s opinions might influence text they write.

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- Provide practice for developing ideas, challenging and building on others thinking through focused discussion opportunities.
 - Try an Idea on for Size – When you hear or read you may find that another person’s idea is very different from your own. Stop and consider, “What evidence is there in the text to support that idea?” Try on the idea and see if you can back it up. Doing this may give a new perspective and may help to grow original thinking. Prompts: Go back in the text and see if you can find some proof. Think about how it goes with the idea you just said. Say to yourself “one place in the text that goes with that ideas is...” “That idea is similar to mine because...” “What did they mean by that?”
 - Challenge Questions – model asking questions of authors, characters, or those you are having a discussion with to develop conversation. Think about thigs you may not agree with and begin a professional challenge. Think of a question you can ask to dig deeper into the other perspective. Use stems like “I disagree because...” “I wouldn’t have done what _____ did when....” “Why do you think the author feels that way?”



Assessment

Performance Task 4RI8:

Students read 2 conflicting viewpoints on a topic. They take each viewpoint and list it at the top of a chart, then add evidence for each underneath. Finally they form their own conclusion, based on the evidence of the texts.

Use Teacher Checklist for Performance Task 4RI8 to record mastery (teacher resource folder).

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Instructional focus standard

ELAGSE4RI9: *Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.*

Learning Targets:

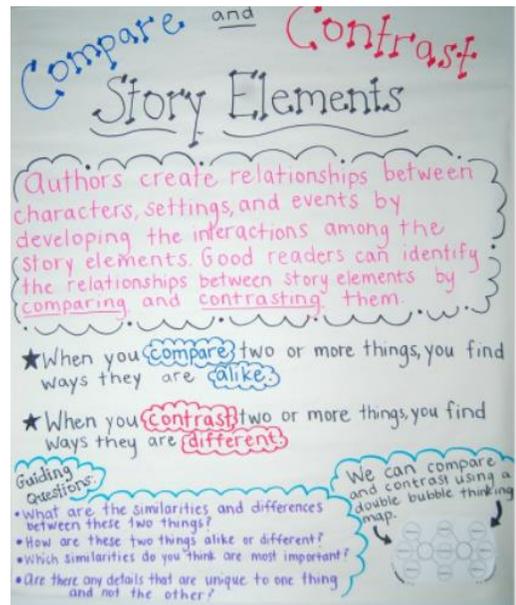
- I CAN read and take notes from two texts on the same topic.
- I CAN synthesize relevant information from both texts in writing and speaking.

Key Terms:

Compare Contrast Important Points Key Details Topic

Strategies:

- Explicitly teach students to read closely and to record relevant information from two sources on the same topic
- Use graphic organizers to support a process for recording and organizing information
- Integrate short research projects and other writing opportunities that require students to integrate information from multiple sources
- Explain that compare and contrast is another important skill used to become a good reader. Create a compare/contrast word splash with signal words. Allow students to discuss with a partner what their favorite signal word and create a compare/contrast bubble map. *(handout in resource folder)*
- Allow students to bring in coupons or advertisements for the same products such as pizzas. Decide on the key details or criteria students should focus on for the comparison for example, ingredient costs, delivery costs, dine in or carry out, pricing for a certain size pizza with same ingredients, and whether they have specials or coupons. This can be done with many different types of advertisements and then scaffold to texts. A chart is attached that could be utilized.
- Students read two texts about the same event from different points of view. They then use a compare and contrast chart to record five or more details that are the same in both texts and at least five details that are different.



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- Notice and Note is a reading routine which provides students with look fors as they are reading and encourages them to reread a portion of a text to answer a question about the meaning of the text. Introduce the Notice and Note Signpost. Model using think aloud the notice and note strategy. As students are reading and they notice one of the signposts, prompt them to stop and ask the provided question for the signpost. For nonfiction reading, the goal is for students to be able to think about three essential questions: (1) What surprised me? (2) What does the author think I already know? and (3) What challenged, changed, or confirmed what I already know?
 - Tell students that the signposts were designed to help you figure out how to think about a text. If you will take the time to slow down and notice them, like the signs on a road trip, you will discover all sorts of things about the text you may not have noticed before. On your journey through a text, take the time to “notice and note” what the author wrote for you to find out! Think about each question and discover possible answers.
(handout in resource folder)
(Youtube reference: <https://goo.gl/BihKZM>)

SIGNPOSTS	SIGNPOSTS
	<p>DEFINITION: THE AUTHOR SHOWS A DIFFERENCE BETWEEN WHAT YOU KNOW AND WHAT IS HAPPENING IN THE TEXT.</p> <p>QUESTION: WHAT IS THE DIFFERENCE AND WHY DOES IT MATTER?</p> <p>TEXT FOCUS: MAIN IDEAS, COMPARE AND CONTRAST, AUTHOR'S PURPOSE, INFERENCES, CAUSE AND EFFECT.</p>
	<p>DEFINITION: THE AUTHOR USES LANGUAGE THAT LEAVES NO DOUBT, EXAGGERATES, OR PUSHES THE LIMIT.</p> <p>QUESTION: WHY DID THE AUTHOR SAY IT LIKE THAT?</p> <p>TEXT FOCUS: AUTHOR'S PURPOSE, AUTHOR'S POINT-OF-VIEW, AUTHOR IS EXAGGERATING TO GUIDE YOUR THINKING ABOUT AN ISSUE.</p>
	<p>DEFINITION: THE AUTHOR USES SPECIFIC NUMBERS, NUMBER WORDS, OR AMOUNTS.</p> <p>QUESTION: WHY DID THE AUTHOR USE THOSE NUMBERS OR AMOUNTS?</p> <p>TEXT FOCUS: COME TO A CONCLUSION, MAKE A COMPARISON, SEE DETAILS, MAKE INFERENCES, FIND FACTS, RECOGNIZE EVIDENCE.</p>
	<p>DEFINITION: THE AUTHOR QUOTES A VOICE OF AUTHORITY, A PERSONAL PERSPECTIVE, OR CITES OTHER'S WORDS.</p> <p>QUESTION: WHY DID THE AUTHOR QUOTE OR CITE THIS PERSON?</p> <p>TEXT FOCUS: AUTHOR'S POINT-OF-VIEW, AUTHOR'S PURPOSE, AUTHOR'S TONE, GAIN A PERSPECTIVE, DISTINGUISH BETWEEN FACT AND OPINION.</p>
	<p>DEFINITION: THE AUTHOR USES A WORD OR PHRASE YOU DON'T KNOW.</p> <p>QUESTION: DO I KNOW THIS WORD FROM SOMEPLACE ELSE? IS IT TECHNICAL TALK FOR EXPERTS? CAN I FIND CLUES IN THE SENTENCE TO HELP ME UNDERSTAND THE WORD?</p> <p>TEXT FOCUS: LOOK UP THE WORD OR KEEP READING TO FIND MORE INFORMATION / CONTEXT CLUES.</p>

Assessments

Performance Task 4RI9:

Students will read about a career they someday might like to have. They will find information on the Internet, from written text in a book or a magazine. After reading the two texts, they will create a collage with information about the job using words, diagrams and pictures. Teachers will evaluate students by using a rubric requiring a minimum of seven facts about the career.

Use Teacher Checklist for Performance Task 4RI9 to record mastery (teacher resource folder).

WRITING WORKSHOP – 35-50 min.

Instructional focus standard, ongoing

WRITING (W)

Text Types and Purposes

ELAGSE4W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

ELAGSE4W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly

ELAGSE4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Production and Distribution of Writing

ELAGSE4W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

LANGUAGE (L)

Conventions of Standard English

ELAGSE4L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb aspects.
- c. Use helping/linking verbs to convey various conditions.
- d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- e. Form and use prepositional phrases.
- f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
- g. Correctly use frequently confused words (e.g., to, too, two; there, their).*
- h. Writes legibly in cursive, leaving spaces between letters in a word and between words in a sentence

ELAGSE4L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use correct capitalization.
- b. Use commas and quotation marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence.
- d. Spell grade-appropriate words correctly, consulting references as needed

Traits Writing and Conventions

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Writing Standards Assessments (End of Each Unit): Assess Unit Project using Traits Scoring Guides and District Writing Rubrics.

Students will develop a writing project during each Unit using the focus mode indicated for each. The chart below lists project ideas. Consider using Science and Social Studies content to provide topics and using technology in the creation of student writing.

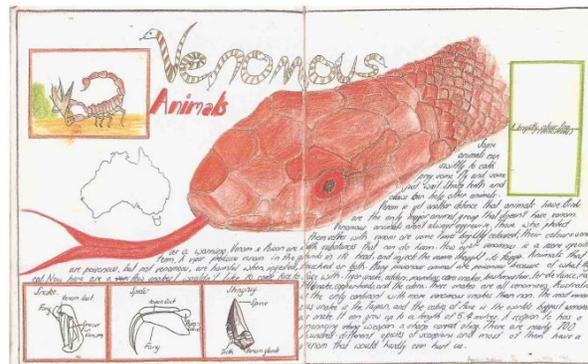
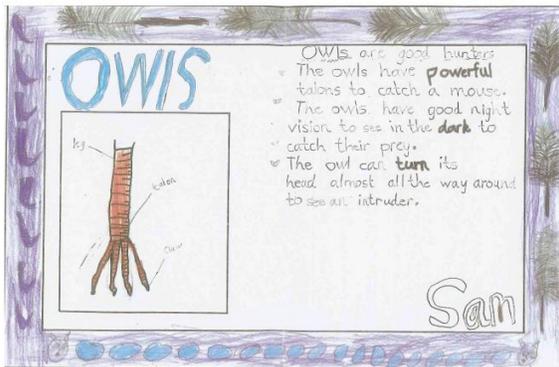
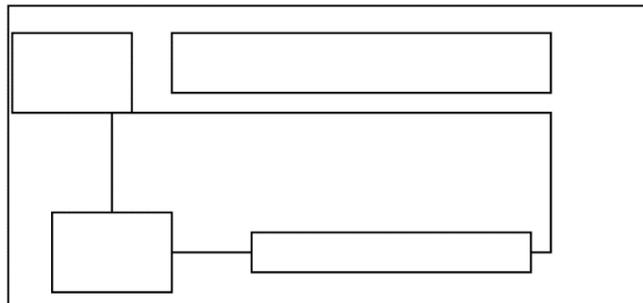
Unit Projects: Formats to Consider			
Narrative			
- Historical account	- Skit	- Biographical sketch	- Screenplay
- Journal entries	- Personal essay	- Blog entries	- Song lyrics
- Short story	- Autobiographical sketch	- Myth or legend	- Science fiction story
Informational / Expository			
- Letter	- Magazine article	- Web page	- Blog entries
- Guidebook	- News story	- Board game instructions	- Recipe
- How-to manual	- Research report	- Test questions	- directions
Opinion / Persuasive			
- Advertisement	- Speech	- Public service announcement	- Consumer guide or report
- Award nomination	- Review	- Commercial	- Letter of appreciation or complaint
- Editorial	- Debate outline/notes	- Contest entry	

Traits Implementation Guide, pg 57

Sample Informational Project – 2-page Spread

Investigate the topic you chose from our current science unit and use what you learn to create a 2-page spread like the ones the author and illustrator created in our mentor text. Your spread should include:

- Two-page layout
- Title
- Illustration
- Diagram with labels
- Captions
- Headings
- Bold Face Type
- Text Boxes with Key Information
- Citations



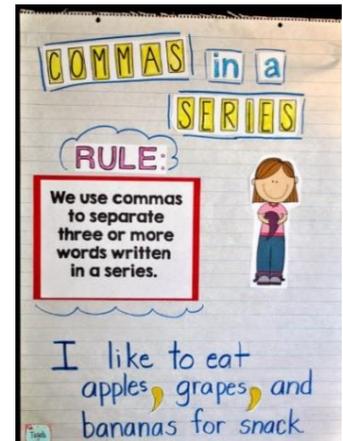
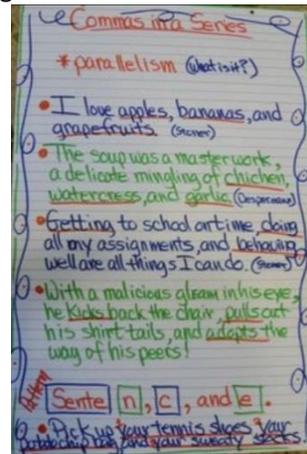
- Linda Hoyt, Scholastic Conventions and Craft

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Notes for Language Standards/Conventions: Focus Language Standards/Conventions listed are included as guide for introduction, then practice, based on the activities listed in the Units. Provide direct instruction using mentor sentences to ‘Write a Rule’ with students during the Reality Checks (introduced in Unit 1 – see below), then follow-up with contextual practice opportunities, application, and feedback during the Unit. Assess during the next Reality Check.

To introduce Language Conventions using mentor sentences:

1. Provide a sample sentence demonstrating the convention from a mentor text. (See a video exploring commas in a series here: <https://www.stenhouse.com/content/editing-invitations-video>) You will want to reinforce and refine the rule by providing several examples over several days and in the coming weeks.
2. Work with students to ‘Write a Rule’ for the convention and create an anchor chart. Keep the anchor chart displayed during this focus time.
3. Provide opportunities for practice. For instance, ask students to create a list, then rewrite the list as a sentence punctuating with commas in series.
4. Invite students to practice the rule with their own writing and to find examples in their own books during reading. Provide an opportunity for students to share examples they find, i.e., copy examples on post-its and add to a class display.



A lesson may sound like this

"I want to write about how quiet it was when I was walking in the woods. I could say: *I went walking in the woods. It was quiet.* That is okay, but I'm going to challenge myself to use exclamation points, a comma, and an ellipsis to make it more interesting. Watch as I write . . ."

Shhh! Listen As my feet crunch softly on the gravel path, the sound seems huge. It is so quiet in the forest that my footsteps sound loud!

"Partners, put your heads together. Why is this better than *I went walking in the woods. It was quiet?*"

Linda Hoyt, *Scholastic Conventions and Craft*

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QUARTER 1

<p>Weeks 1-5 Unit 1 Getting Started</p>	<ul style="list-style-type: none"> • Establish rituals and routines for Student Journals/Notebooks and Portfolios • BOY Benchmark paper (see pg 69) • Weekly Focus <ul style="list-style-type: none"> ○ Week 1 – Writing Process / <i>Because of Winn Dixie</i> ○ Week 2 – Prewriting / <i>Clemente!</i> ○ Week 3 – Drafting / <i>The Hatmaker’s Sign</i> ○ Week 4 – Revisiting / <i>Bobby vs. Girls (Accidentally)</i> ○ Week 5 – Editing / <i>Tall Tales</i> • Establish language of the Traits to talk about writing • Establish ritual and routines of Writers Workshop including time for writing, expectations, how to confer with a partner, managing supplies, etc. • Weeks 2-4 - Direction instruction using mentor sentences with the standard listed. Provide examples of the convention and work with students ‘Write a Rule’, creating an anchor chart for reference. During the unit, students will apply rule to their own writing and locate examples found during independent reading. Allow students to share found examples on a class chart. ELAGS4L2a Use correct capitalization. Tip: Begin with one rule, then add additional examples. Allow for student discovery: pronoun I; proper nouns; first word of sentence; titles; (first word in quotes/dialogue that are complete sentences). • Assess capitalization end of week 4 • Week 5 Direct Instruction using mentor sentences to create rule for forming and using prepositions: ELAGS4L1e Form and use prepositional phrases. • Introduce and begin writing Unit 2 Project – Informational Writing • GMAS Writing Benchmark (see ACORN/Assessment folder)
<p>Weeks 6-8 Unit 2 Informational/ Expository</p>	<p>Ideas: Finding a Topic Organization: Creating the Lead Voice: Establishing a Tone ELAGS4L1e Form and use prepositional phrases.</p> <ul style="list-style-type: none"> • Monday – Focus Lesson (Trait), Benchmark Paper, Independent Practice • Tuesday – Warm Up (<i>Trait</i>); Conventions (use focus standard for the unit) • Wednesday – Differentiated Small Groups • Thursday – Mentor Text (<i>Zero Is the Leaves on the Trees / Bigfoot Article / Living Sunlight</i>), Author’s video, application • Friday – Student Conference and Feedback <p style="text-align: center;">Apply learning to daily work on project during Independent Writing daily</p>
<p>Week 9 Reality Check 1</p>	<ul style="list-style-type: none"> • Assess Unit 2 projects using the Traits Scoring Guides for Ideas, Organization, and Voice, element A (pg 348-350) and/or District Informational Rubric • Provide individual feedback in Student conferencing/Small group • Introduce Narrative Writing and assign unit project for Unit 3 (pg. 106-107) • Assess convention standard (prepositional phrases). • Direct Instruction using mentor sentences to create rules fragments and run-ons, using commas in compound sentences, and punctuation in dialogue: ELAGSE4L1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. ELAGSE4L2b - Use commas and quotation marks to mark direct speech and quotations from a text. • ELAGSE4L2c - Use a comma before a coordinating conjunction in a compound sentence. • GMAS Writing preparation practice (see ACORN/Assessment Folder)

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QUARTER 2

<p>Weeks 1-3 Unit 3 Narrative</p>	<p>Word Choice: Applying Strong Verbs Sentence Fluency: Crafting Well-built Sentences Ideas: Focusing on the Topic</p> <p>ELAGSE4L1f. Produce complete sentences, recognizing and correcting inappropriate fragments (and run-ons). ELAGSE4L2b - Use commas and quotation marks to mark direct speech and quotations from a text. ELAGSE4L2c - Use a comma before a coordinating conjunction in a compound sentence.</p> <ul style="list-style-type: none"> Monday – Focus Lesson (Trait), Benchmark Paper, Independent Practice Tuesday – Warm Up (<i>Trait</i>); Conventions (use focus standard for the unit) Wednesday – Differentiated Small Groups Thursday – Mentor Text (<i>Bad Kitty / World’s Largest Twine Ball / Dexter the Tough</i>), Author’s video, application Friday – Student Conference and Feedback <p style="text-align: center;">Apply learning to daily work on project during Independent Writing daily</p>
<p>Week 4 Reality Check 2</p>	<ul style="list-style-type: none"> Assess Unit 3 projects using the Traits Scoring Guides for Word Choice and Sentence Fluency, element A, and Ideas, element B (pg 348-350) and/or District Narrative Rubric Provide individual feedback in Student conferencing/Small group Introduce Opinion Writing and assign unit project for Unit 3 (pg. 144-145) Assess convention standards – correcting fragments & run-ons, using commas in compound sentences, and comma and quotations in dialogue. Direct Instruction using mentor sentences to create rules for ordering adjectives, and introduce using punctuation for effect: ELAGGSE4L1a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). ELAGGSE4L1d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). (Introduce) ELAGGSE4L3b. Choose punctuation for effect. Optional: GMAS Writing preparation practice (see ACORN/assessment Folder)
<p>Weeks 5-7 Unit 4 Opinion</p>	<p>Organization: Using Sequence Words and Transition Words Voice: Conveying the Purpose Word Choice: Striking Words and Phrases</p> <p>ELAGGSE4L1a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). ELAGGSE4L1d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). (Introduce) ELAGGSE4L3b. Choose punctuation for effect.</p> <ul style="list-style-type: none"> Monday – Focus Lesson (Trait), Benchmark Paper, Independent Practice Tuesday – Warm Up (<i>Trait</i>); Conventions (use focus standard for the unit) Wednesday – Differentiated Small Groups Thursday – Mentor Text (<i>The Shocking Truth About Energy / Water Bottle Labels / You Wouldn’t Want to be an Egyptian Mummy!</i>), Author’s video, application Friday – Student Conference and Feedback <p style="text-align: center;">Apply learning to daily work on project during Independent Writing daily</p>
<p>Week 8 Reality Check 3</p>	<ul style="list-style-type: none"> Assess Unit 4 projects using the Traits Scoring Guides for Organization, Voice, and Word Choice element B (pg 348-350) and/or District Opinion Rubric Provide individual feedback in Student conferencing/Small group Review Informational Writing and assign unit project for Unit 5 (pg. 182-183) Assess convention standards (adjectives & punctuation) Direct Instruction using mentor sentences to create rules for sentence structure (frag/run-ons), commas in compound sentences and punctuating quotations from text: ELAGSE4L1f. Produce complete sentences, recognizing and correcting inappropriate (fragments and) run-ons. ELAGSE4L2b - Use commas and quotation marks to mark direct speech and quotations from text.

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	<p>ELAGSE4L2c - Use a comma before a coordinating conjunction in a compound sentence.</p> <ul style="list-style-type: none"> • Optional: GMAS Writing preparation practice (see ACORN/assessment Folder) • Select MOY writing sample from student portfolio
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QUARTER 3

<p>Weeks 1-3 Unit 5 Informational</p>	<p>Sentence Fluency: Varying Sentence Types Ideas: Developing the Topic Organization: Structuring the Body</p> <p>ELAGSE4L1f. Produce complete sentences, recognizing and correcting inappropriate (fragments and) run-ons. ELAGSE4L2b - Use commas and quotation marks to mark direct speech and quotations from a text. ELAGSE4L2c - Use a comma before a coordinating conjunction in a compound sentence.</p> <ul style="list-style-type: none"> • Monday – Focus Lesson (Trait), Benchmark Paper, Independent Practice • Tuesday – Warm Up (<i>Trait</i>); Conventions (use focus standard for the unit) • Wednesday – Differentiated Small Groups • Thursday – Mentor Text (<i>My Brother Martin / Stillwater Doll / Spiders</i>), Author’s video, application • Friday – Student Conference and Feedback <p style="text-align: center;">Apply learning to daily work on project during Independent Writing daily</p>
<p>Week 4 Reality Check 4</p>	<ul style="list-style-type: none"> • Assess Unit 5 projects using the Traits Scoring Guides for Sentence Fluency, element B, Ideas and Organization, element C (pg 348-350) and/or District Informational Rubric • Provide individual feedback in Student conferencing/Small group • Review Narrative Writing and assign unit project for Unit 6 (pg. 220-221) • Assess convention standards (frag/run-ons, quoting from text). • Direct Instruction using mentor sentences to return to and create rules for verbs: ELAGGSE4L1b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb aspects. ELAGGSE4L1c. Use helping/linking verbs to convey various conditions. • Optional: GMAS Writing preparation practice (see ACORN/Assessment Folder)
<p>Weeks 5-7 Unit 6 Narrative</p>	<p>Voice: Creating a Connection to the Audience Word Choice: Creating a Connection to the Audience Sentence Fluency: Capturing Smooth and Rhythmic Flow</p> <p>ELAGGSE4L1b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb aspects. ELAGGSE4L1c. Use helping/linking verbs to convey various conditions.</p> <ul style="list-style-type: none"> • Monday – Focus Lesson (Trait), Benchmark Paper, Independent Practice • Tuesday – Warm Up (<i>Trait</i>); Conventions (use focus standard for the unit) • Wednesday – Differentiated Small Groups • Thursday – Mentor Text (<i>Ultraviolet / Carlos and the Squash Plant / Hello Muddah, Hello Faddah!</i>), Author’s video, application • Friday – Student Conference and Feedback <p style="text-align: center;">Apply learning to daily work on project during Independent Writing daily</p>
<p>Week 8 Reality Check 5</p>	<ul style="list-style-type: none"> • Assess Unit 6 projects using the Traits Scoring Guides for Voice and Word Choice, element C, Sentence Fluency, element D (pg 348-350) and/or District Narrative Rubric • Provide individual feedback in Student conferencing/Small group • Review Opinion Writing and assign unit project for Unit 7 (pg. 258-259) • Assess convention standards (verbs) • Review and revisit convention standards as needed. • Optional: GMAS Writing preparation practice (see ACORN/Assessment Folder)

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<p>Weeks 1-2 Unit 7 Opinion</p>	<p>Ideas: Using Details Organization: Ending with a Sense of Resolution Voice: Taking Risks to create voice Review Conventions as needed based on student data.</p> <ul style="list-style-type: none"> • Monday – Focus Lesson (Trait), Benchmark Paper, Independent Practice • Tuesday – Warm Up (<i>Trait</i>); Conventions (use focus standard for the unit) • Wednesday – Differentiated Small Groups • Thursday – Mentor Text (<i>Don't Let the Pigeon Drive the Bus / Hope is an Open Heart</i>), Author's video, application • Friday – Student Conference and Feedback <p style="text-align: center;">Apply learning to daily work on project during Independent Writing daily</p>
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QUARTER 4

<p>Week 1-3 Unit 7 Opinion</p>	<p>Ideas: Using Details Organization: Ending with a Sense of Resolution Voice: Taking Risks to create voice Review Conventions as needed based on student data.</p> <ul style="list-style-type: none"> • Monday – Focus Lesson (Trait), Benchmark Paper, Independent Practice • Tuesday – Warm Up (<i>Trait</i>); Conventions (use focus standard for the unit) • Wednesday – Differentiated Small Groups • Thursday – Mentor Text (<i>How to Eat Like a Child, Lesson #21</i>), Author's video, application • Friday – Student Conference and Feedback <p style="text-align: center;">Apply learning to daily work on project during Independent Writing daily</p>
<p>Week 4 Reality Check 6</p>	<ul style="list-style-type: none"> • Assess Unit 7 projects using the Traits Scoring Guides for Ideas, Organization, and Voice, element D (pg 348-350) and/or District Opinion Rubric • Provide individual feedback in Student conferencing/Small group • Review Informational Writing and assign unit project for Unit 8 (pg. 296-297) • Assess convention standards • Review and revisit convention standards as needed. • Optional: GMAS Writing preparation practice (see ACORN/Assessment Folder)
<p>Weeks 5-7 Unit 8 Informational</p>	<p>Word Choice: Using Details Organization: Ending with a Sense of Resolution All Traits - Informational</p> <ul style="list-style-type: none"> • End of Year Benchmark paper <p>Review Conventions as needed based on student data.</p> <ul style="list-style-type: none"> • Monday – Focus Lesson (Trait), Benchmark Paper, Independent Practice • Tuesday – Warm Up (<i>Trait</i>); Conventions (use focus standard for the unit) • Wednesday – Differentiated Small Groups • Thursday – Mentor Text (<i>African Acrostics / World Greatest Dad! Birthday card / Manfish</i>), Author's video, application • Friday – Student Conference and Feedback <p style="text-align: center;">Apply learning to daily work on project during Independent Writing daily</p>
<p>Weeks 8 -9 Unit 9</p>	<p>Wrapping Up the Year</p> <ul style="list-style-type: none"> • Assess Unit 8 project and paper using the Traits Scoring Guides for Word Choice, and Organization, element D, and All Traits (pg 348-350) and/or District Informational Rubrics • Reflection • Writing Folder Wrap-Up • Student Presentations

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Cursive Writing

(Adapted GaDOE Recommendations)

ELAGSE4L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: *h. Writes legibly in cursive, leaving spaces between letters in a word and between words in a sentence.*

Cursive Writing Instruction

Consider the following suggestions in determining opportunities to maintain a daily schedule for instruction, modeling, and practice:

- Teachers can teach cursive writing during the ELA block in Writer’s Workshop.
- Cursive writing could be practiced as students are engaged in word work activities.
- The first five minutes could be a whole group lesson where the teacher introduces students to the letter(s).
- The teacher would model, demonstrating how to form the letter(s) while providing opportunity for students to follow along.
- At some point during the workshop, teachers could differentiate by working with groups of students who may be having challenges with letter formation.
- Find opportunities across the content areas to practice cursive writing skills (*see Practice Sheet generator below*)
- Provide time for students to have fun and to experiment with their signature and to review the signatures of famous people

Suggestions for Introduction and Practice

- Facilitate discussions about the purpose for learning cursive writing.
- Strategically model cursive writing by forming and connecting/joining letters.
- Discuss why it may be better to slant the paper when writing cursive, e.g., right handed students can try slanting their paper to the right; left handed students can try slanting their paper to the left.
- Provide models of written cursive letters (example: cards and/or charts with letter formed correctly).
- Consider providing teacher model using readily available demonstration videos, with follow up practice in centers
- Provide opportunities for experiment and practice by including markers and unlined paper (butcher paper) for letter formation; students may enjoy practicing in small groups or centers.
- Demonstrate on the white or active board using lines while transitioning students to forming letters on wide-ruled paper.
- Present students with an order of learning the formation of letters not necessarily in alphabetical order but by type of hand movement/letter shape/letter space on lined paper, e.g., lower case “i”, “m”, “n”, “s”, “t”, “u”, “w” – introducing groups of letters that sit on the line, extend above the line and letters that hang below the line, letters that loop, upper case letters, etc.).
- Provide areas in the room for independent or center/station work for cursive writing with different types of resources, e.g., markers, pens, pencils, water color brushes/paint, finger paint.
- Letter formation introductions and practice can take about three to four weeks.
- Making words and writing sentences with proper spacing can take about 3 to 4 additional weeks of guidance and practice before students can be asked to complete assignments in other content areas using cursive writing.

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- Many demonstration videos are available. Consider using these to provide additional guidance for independent practice in centers
- For those schools with access to tablets, many tracing apps are available for additional practice
- Written assignments in cursive may need to be modified in the beginning since it may take students more time.
- For continued practice, have students to respond to reading in cursive

Suggested Order of Instruction

Teach similarly formed letters together, presenting lower case letters first so students can quickly begin forming words. By teaching lower case letters first, cursive writing can then be incorporated with other lessons such as spelling.

- Roundabout Letters: a, d, g, q, c
 - Up-Then-Down Letters: i, t, u, w
 - Loopty Loop Letters: e, l, h, k, b, f, j
 - Humpback Letters: n, m, v, x
 - *This and That Letters: p, r, s, o, y, z
- *Letters that have attributes of multiple letters in other categories*

Reminders

- Cursive letters are connected within words
- Letters are tall, short, slanted, looped, and some hang below the lines
- The point of pencil is not lifted until the end of words
- Spaces are between words when writing in cursive just as when writing manuscript or print
- There are visual similarities between letters (W,w-M, m)

Parent Communication

- Cursive writing standards are required. Exceptions are made for students as appropriate or as indicated in an IEP.
- Discuss and provide communication regarding the purposes for cursive writing.
- Cursive writing should be encouraged and practiced at home. Parents and children can compare handwriting styles. Students and parents can work together to write advertisements or create signs in cursive for products, write letters to relatives and friends, send letters to someone in the military.
- After proficiency in cursive writing is determined at 3rd and 4th grades, students may have opportunities to choose to write in manuscript or cursive. After 4th grade, many students are allowed to choose the type of handwriting that is best for their strengths. Of course, computer keyboarding is a skill that is needed and students should have time to learn and practice using the computer keyboarding skills throughout the grade levels. These are all important writing tools that can enable students to read and comprehend a variety of communications.

RESOURCES

- Progressive Practice Sheets - <https://www.k5learning.com/cursive-writing-worksheets/cursive-alphabet>
- Practice Sheet generator – type in the specific words for students to practice <https://www.handwritingworksheets.com/flash/cursive/index.htm>
- Additional practice pages available on ACORN/Writing Support folder
- For those with access to tablets, tracing apps, such as [Cursive Writing Wizard](#) or [Cursive Writing](#) , are available

Word Chart: Context and Connection

What is it?

Definition:

Examples

Non-Examples

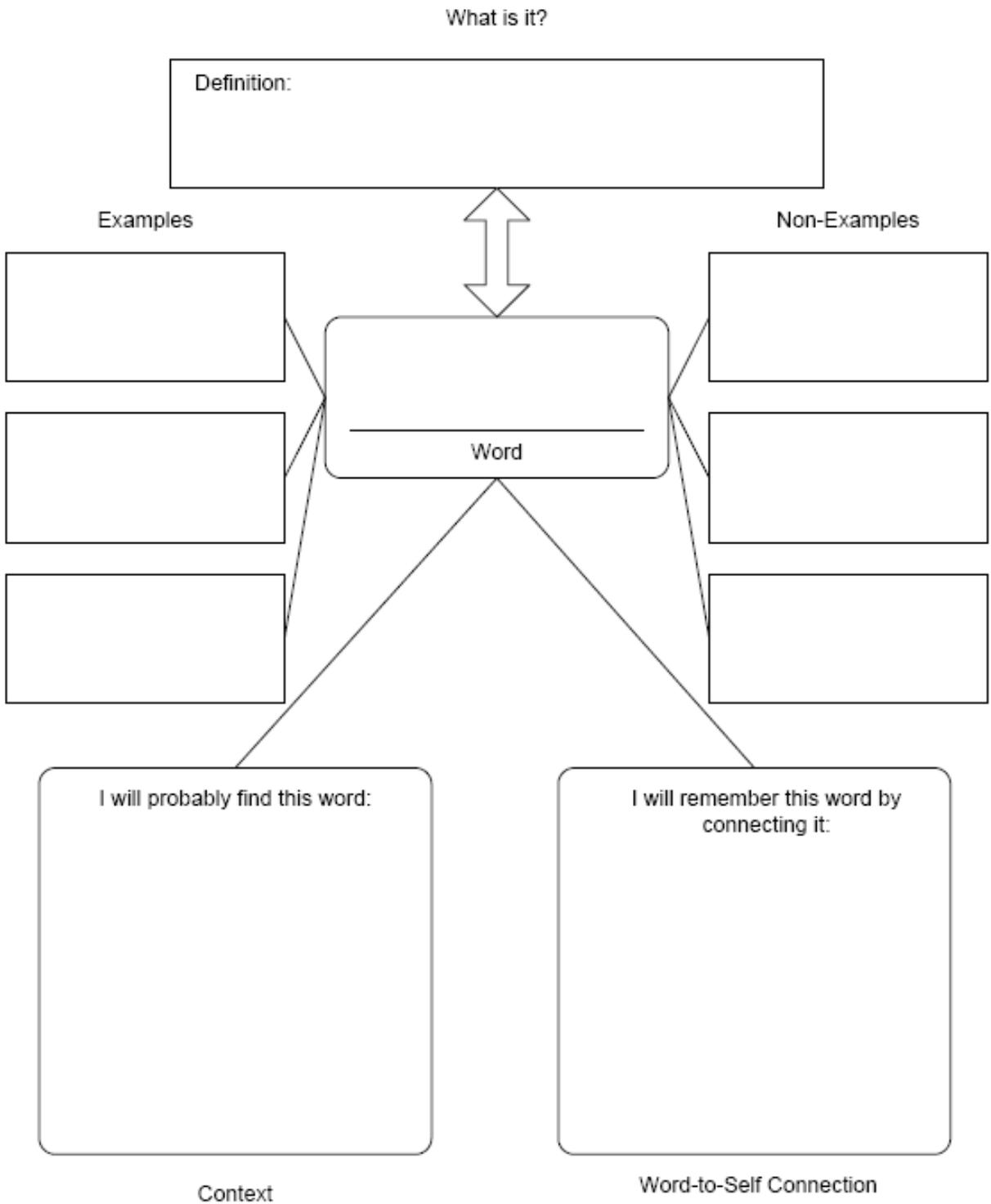
Word

I will probably find this word:

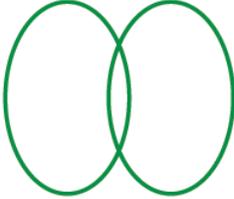
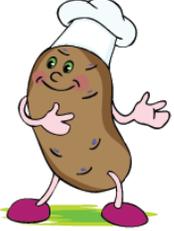
I will remember this word by
connecting it:

Context

Word-to-Self Connection



Text Structure Signal Questions & Signal Words

Cause and Effect	Compare and Contrast	Sequence	Problem and Solution	Description
				
Cause is why something happened. Effect is what happened. (Sometimes the effect is listed first.)	Shows how two or more things are alike and/or how they are different.	Describes items or events in order or tells the steps to follow to do something or make something.	Tells about a problem (and sometimes says why there is a problem) then gives one or more possible solutions.	A topic, idea, person, place, or thing is described by listing its features, characteristics, or examples.
Signal Questions				
What happened? Why did it happen? What caused it to happen?	What things are being compared? In what ways are they alike? In what ways are they different?	What items, events, or steps are listed? Do they have to happen in this order? Do they always happen in this order?	What is the problem? Why is this a problem? Is anything being done to try to solve the problem? What can be done to solve the problem?	What specific topic, person, idea, or thing is being described? How is it being described (what does it look like, how does it work, what does it do, etc.)? What is important to remember about it?
Signal Words				
So Because Since Therefore If...then This led to Reason why As a result May be due to Effect of Consequently For this reason	Same as Similar Alike As well as Not only...but also Both Instead of Either...or On the other hand Different from As opposed to	First Second Next Then Before After Finally Following Not long after Now Soon	Question is... Dilemma is... The puzzle is... To solve this... One answer is... One reason for the problem is...	For instance Such as... To begin with An example To illustrate Characteristics *Look for the topic word (or a synonym or pronoun) to be repeated

Somebody
(main character)

*wanted/
because*
(what and why)

but
(problem)

so
(solution)

then
(ending)

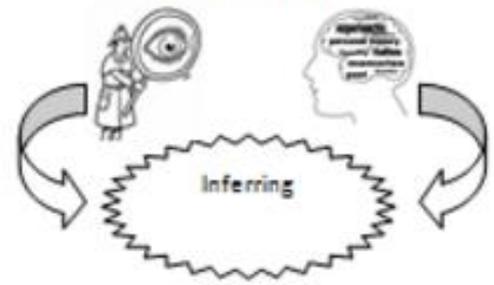
What I see in the text or pictures



My Schema



What I infer



I see...

I know...

I infer...

Name: _____

Question the Author (QtA)

While reading a text, critique the authors' writing through generating and answering a series of questions, discussing with others, and revising your thinking.

Question	My Thoughts with Evidence from the Text	Others' Thoughts with Evidence from the Text	Revised Thinking

Here



The answer is
right here on
the page.
I can find the
answer in the
text.

©2013 TPT Ripper Resources

Hidden



The answer is
hidden.
I have to
think and
search and
find the
answer in the
text.

©2013 TPT Ripper Resources

Head



The answer is
what I think.
I can find the
answer in my
head.

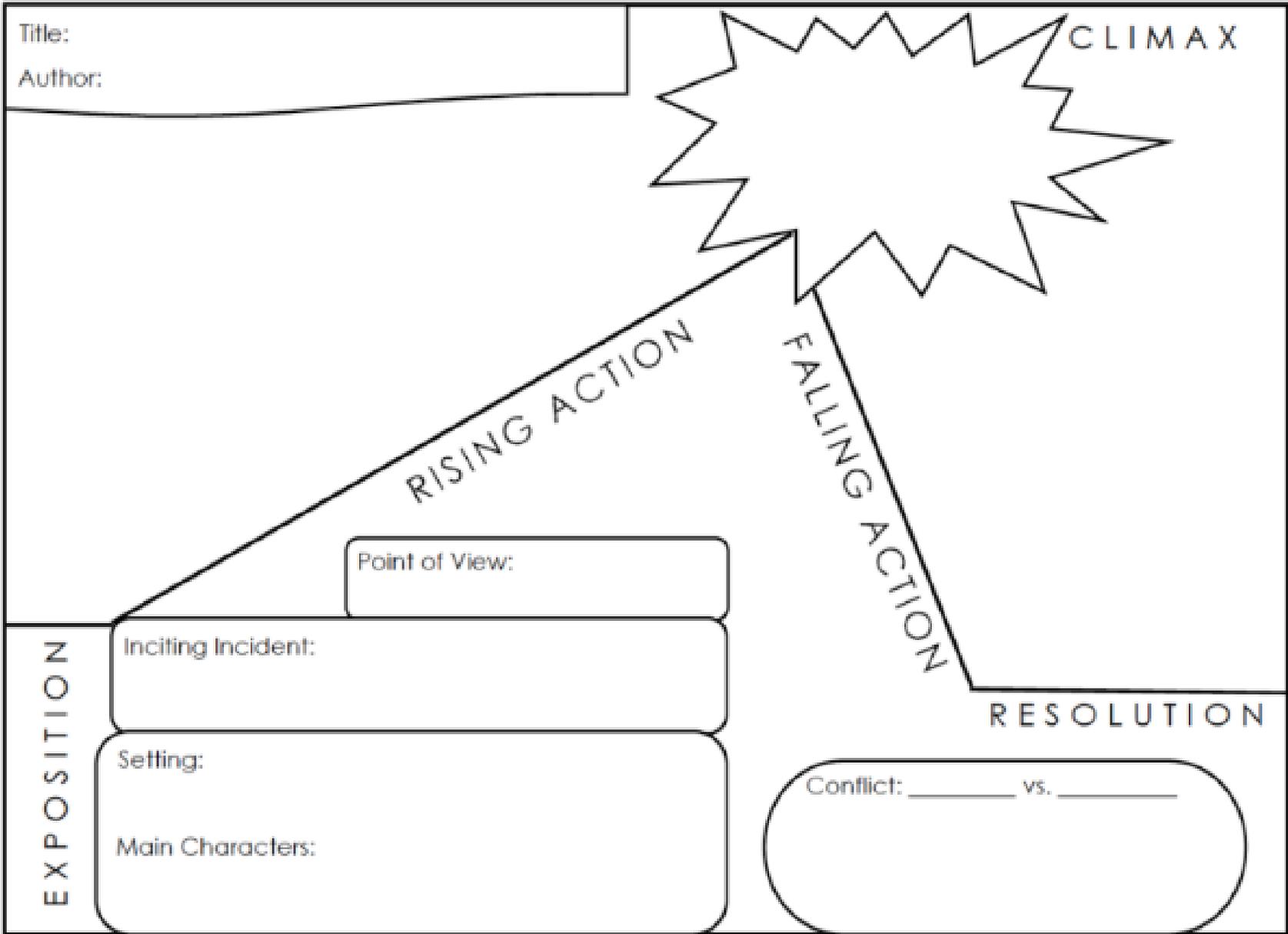
©2013 TPT Ripper Resources

Heart



The answer is
what I feel. I
can find the
answer in my
heart.

©2013 TPT Ripper Resources

Title:		
Author:		
EXPOSITION	Point of View:	
	Inciting Incident:	
	Setting:	
	Main Characters:	
	Conflict: _____ vs. _____	

PAVE Map (Bannon, Fisher, & Wessel, 1990)

Sentence from the text:



Word

Predicted Definition:

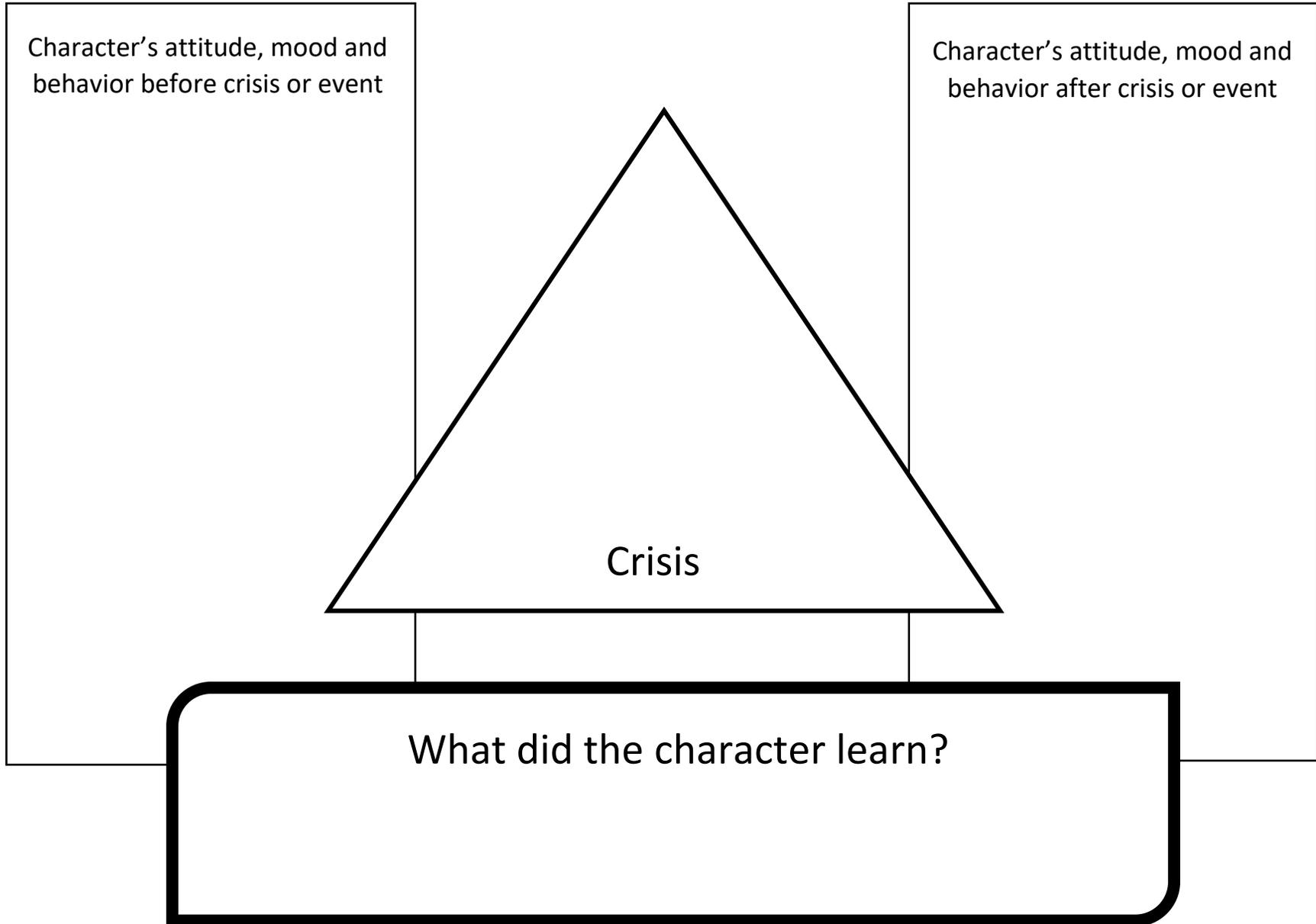


Association or Symbol

One Good Sentence of My Own:

Verified Dictionary Definition:

Another Good Sentence of My Own:



CLOSE READING

First Read: Get the Gist

- What's the main idea?
- Can you summarize the text?
- What jumps out at you?
- What questions do you have?



Second Read: Dig a Little Deeper

- What text structures and text features were used?
- What is the author's purpose?
- How does the author feel about the subject?
- Why did the author use particular words and phrases?

Third Read: Put it all Together

- What inferences can you make?
- How does the author support key points?
- How does this relate to other texts you've read?
- How does this relate to your life?

Readers Use

Think Marks

To show what we are thinking as we read.



Funny Part



I made a connection



Confusing Part



I visualized



Favorite Part



Important Part



I made a prediction



Exciting Part



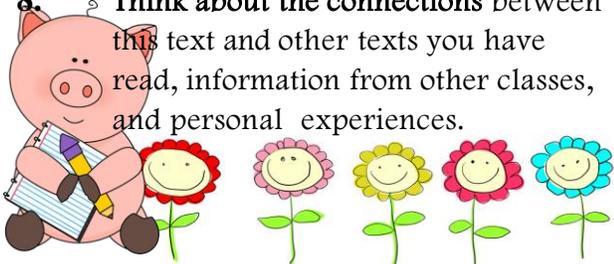
I Inferred



I learned new information

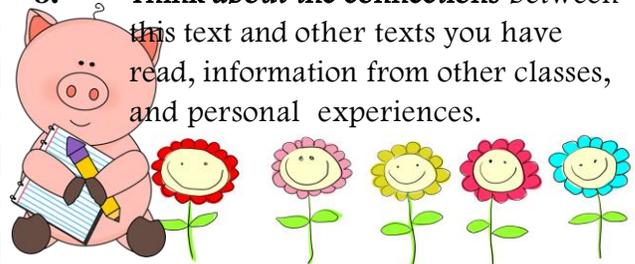
Student Directions for Text Annotations

1. **Pick up** a pencil, a pen, or a post-it.
2. **Read** everything at least **twice**.
3. **The first time**, read quickly to get a sense of what the text is about.
4. **The second and subsequent times** read carefully. Mark anything that you think is:
 - A. confusing,
 - B. interesting
 - C. surprising, or
 - D. important.
5. **Mark** anything that is unfamiliar and keep going.
6. **Begin to annotate**.
 - A. Circle, underline, or stick on a post-it for important ideas and explain their significance.
 - B. Mark repetitions or rhetorical signals.
 - C. Circle confusing words or phrases. Define from context or dictionary if possible.
 - D. Note passages that seem inconsistent.
 - E. Note passages that generate a strong positive or negative response.
7. **Write questions where you made annotations**. These questions can be for the instructor to answer, for the class to discuss, for you to use in future writing assignments, or for you to keep as a reminder of what you were thinking.
8. **Think about the connections** between this text and other texts you have read, information from other classes, and personal experiences.



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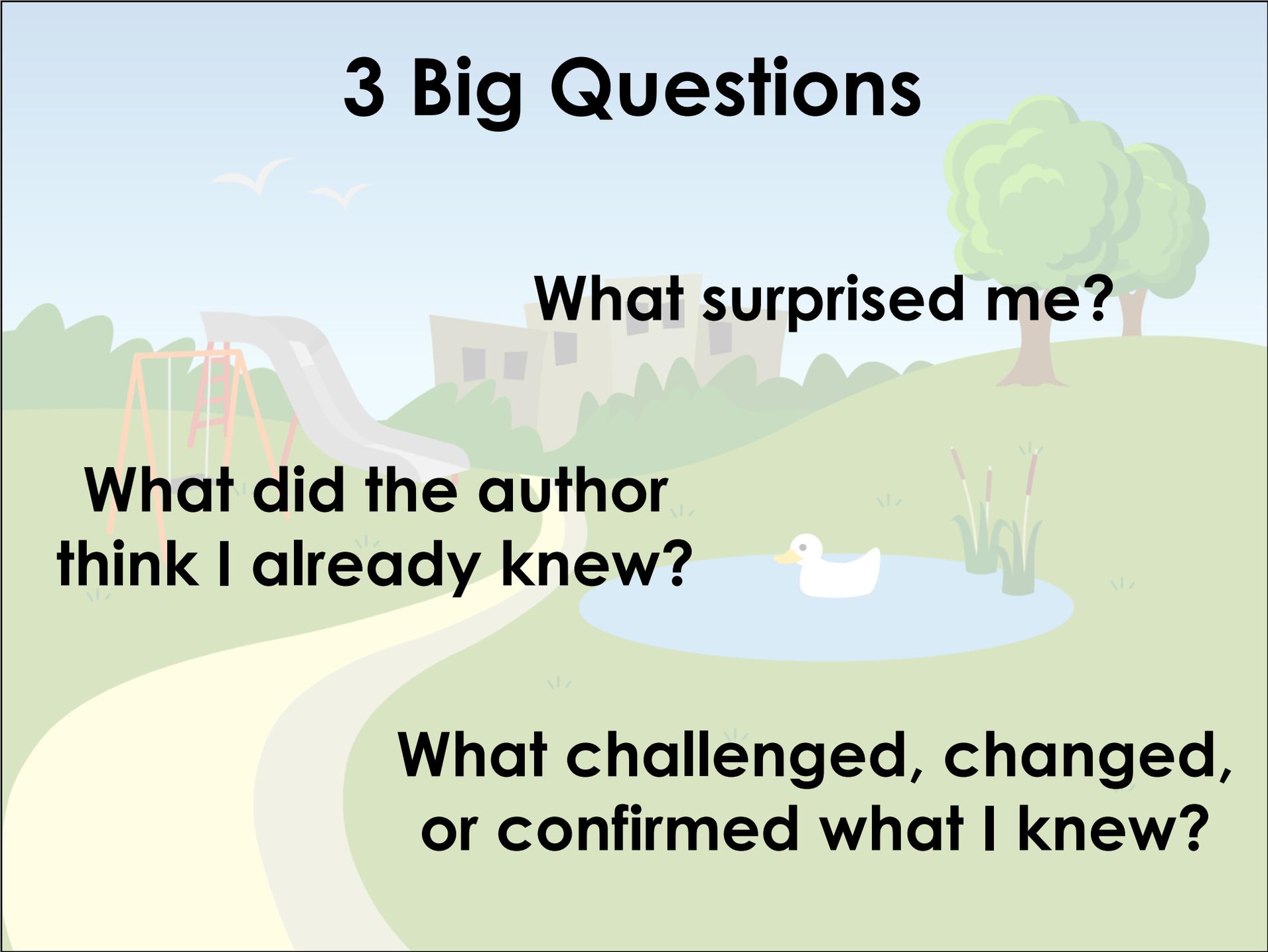


Annotate Your Text Nonfiction



CC	Contrasts and Contradictions
E	Extreme or Absolute Language
N/S	Number and Stats
“”	Quoted Words
W	Word Gaps

3 Big Questions

A colorful illustration of a park scene. In the foreground, a winding path leads from the bottom left towards the center. To the left of the path is a playground with a red swing set and a grey slide. In the middle ground, there is a blue pond with a white duck swimming in it. To the right of the pond are two green trees. In the background, there is a brown house with several windows. The sky is light blue with two white birds flying. The overall scene is bright and cheerful.

What surprised me?

**What did the author
think I already knew?**

**What challenged, changed,
or confirmed what I knew?**



When you are reading and the author shows you a difference between what you know and what is happening in the text...

You should



and ask yourself:

“What is the difference and why does it matter?”

- The answer could help you see details that shows you the main idea, compare and contrast, understand the author’s purpose, infer, make a generalization, notice cause and effect.



When you are reading and you notice the author uses language that leaves no doubt, exaggerates, or pushes to the limit...

You should



and ask yourself:

“Why does the author say it like that?”

- The answer will tell you something about the author’s point of view and purpose.
- You might realize the author is exaggerating to make you think a certain way.



**When you are reading
and you notice specific
numbers, number words
or amounts...**

You should



and ask yourself:

**“Why did the author use those
numbers or amounts?”**

- The answer might help you come to a conclusion, make a comparison, see the details, infer, find facts, or recognize evidence.



When you are reading and notice the author quoted a Voice of Authority, a Personal Perspective, or cited Other's Words...

You should



and ask yourself:

“Why did the author quote or cite this person?”

- The answer will help you think about the author's point of view, purpose, bias, or conclusions.
- These words will give perspective, facts and opinions, or a generalization.

**When you are reading
and the author uses a
word or phrase you
don't know...**



You should



and ask yourself:

- “Do I know this word from some place else?”**
- “Does this seem like technical talk for experts?”**
- “Can I find clues in the sentence to help me?”**

- The answers will help you decide if you need to look the word up, or keep reading for more information.

Whole Group & Small Group Balance Literacy Lesson Plans

Teacher:			Date:		
Standard(s) of Focus for the Week:					
Essential Question(s) for the Week:					
Word Study/Phonics: (For Wilson, indicate your Level, Unit, Lesson, and Teacher Edition Pages/Word Study indicate Sorts)					
Title/ Focus of Read Aloud:					
Reading Workshop Mini-Lessons:					
Reading Workshop Stations					
Read to Self	Read to Someone	Listen to Reading	Word Work	Working on Writing	Tech/Science/Soc St
Instructional focus					
Support/enrichment					
Guided Reading					
(indicate which group will meet on a given day, the instructional focus for the lesson, book/pages; include student names)					
Monday	Tuesday	Wednesday	Thursday	Friday	
Group 1:	Group 1:	Group 1:	Group 1:	Group 1:	
Group 2:	Group 2:	Group 2:	Group 2:	Group 2:	
Group 3:	Group 3:	Group 3:	Group 3:	Group 3:	
Group 4:	Group 4:	Group 4:	Group 4:	Group 4:	

Group 5:	Group 5:	Group 5:	Group 5:	Group 5:
Closing				
Writing Workshop:				



WORD STUDY

Phase 1: Intended Curriculum

Week of:	ENGLISH LANGUAGE ARTS
Standards and Elements:	
Learning Targets: <i>(What does the teacher expect the students to know, understand and be able to do?)</i>	

Phase 2: Delivered Curriculum

Activator	
Mini Lesson	
Work Session	
Closing/Summarize	
Differentiation Based on Data	Groupings: Accommodations and Modifications:

Phase 3: Achieved Curriculum

Evidence of Learning Assessments	Summative Assessment:	Formative Assessment:
Teacher Reflection <i>(Evaluation of Data /Next Step)</i>		

ADDITIONAL INFORMATION

Technology Integration	Comments:
Homework	
Material/Resources	
Other	



READ ALOUD

Phase 1: Intended Curriculum

Week of:	ENGLISH LANGUAGE ARTS – 1st Grade
Standards and Elements:	
Learning Targets: <i>(What does the teacher expect the students to know, understand and be able to do?)</i>	

Phase 2: Delivered Curriculum

Activator	
Mini Lesson	
Work Session	
Closing/Summarize	
Differentiation Based on Data	Groupings: Accommodations and Modifications:

Phase 3: Achieved Curriculum

Evidence of Learning Assessments	Summative Assessment:	Formative Assessment:
Teacher Reflection <i>(Evaluation of Data /Next Step)</i>		

ADDITIONAL INFORMATION

Technology Integration	Comments:
Homework	
Material/Resources	
Other	



READING WORKSHOP Mini-Lesson

Phase 1: Intended Curriculum

Week of:

ENGLISH LANGUAGE ARTS

Standards and Elements:

Learning Targets: *(What does the teacher expect the students to know, understand and be able to do?)*

Phase 2: Delivered Curriculum

Activator

Mini Lesson

Guided Practice

Transition

Work Stations

Guided Reading

Groupings & Strategy:

Center Rotation:

Read to Self
 Read to Someone
 Working on Writing
 Word Work
 Listen to Reading
 Technology
 Science/Social St.

Read to Self
 Read to Someone
 Working on Writing
 Word Work
 Listen to Reading
 Technology
 Science/Social St.

Guided Reading Groups

Homogeneous Groups

Level A	Level B	Level C	Level D



	Group Rated from lowest to highest	Skills Focus (Based on the level of groups/ interest/ Wilson)
	Level A (every day) Lead and/ or Sped Teacher	
	Level B (every day) Lead and/ or Sped Teacher	
	Level C (three days a week) Lead and/ or Sped Teacher	
	Level D (three days a week) Lead and/ or Sped Teacher	
	Level E (one to two days per week) Lead teacher	
	Intervention:	
Accommodations and Modifications:		
Groupings:		
Accommodations and Modifications:		
Closing/ Summarizing		
(Groups will share during the closing. 2- 3 students per day will share from the stations as it relates to the standard.)		
Phase 3: Achieved Curriculum		
Evidence of Learning Assessments	Summative Assessment:	Formative Assessment:
Teacher Reflection <i>(Evaluation of Data /Next Step)</i>		
ADDITIONAL INFORMATION		
Technology Integration		
Homework		
Material/Resources		
Other/ key terms		



WRITING WORKSHOP

Phase 1: Intended Curriculum

Week of:	ENGLISH LANGUAGE ARTS
Standards and Elements:	
Learning Targets: <i>(What does the teacher expect the students to know, understand and be able to do?)</i>	

Phase 2: Delivered Curriculum

Activator	
Mini Lesson	
Work Session	
Closing/Summarize	
Differentiation Based on Data	Groupings: Accommodations and Modifications:

Phase 3: Achieved Curriculum

Evidence of Learning Assessments	Summative Assessment:	Formative Assessment:
Teacher Reflection <i>(Evaluation of Data /Next Step)</i>		

ADDITIONAL INFORMATION

Technology Integration	Comments:
Homework	
Material/Resources	
Other	



Which Words Do I Teach and How?

Excerpted from *The Significance of Vocabulary in the Common Core State Standards for ELA/Literacy*

David Liben - Student Achievement Partners, Winter 2013

Teaching words in context and developing students' ability to learn word meaning from context is a rich, essential part of vocabulary instruction. However, choosing the words to spend time on in the context of a complex text—how to sift and winnow those words judiciously and effectively—can be a struggle for teachers. Hiebert (2009) describes three general criteria for determining which words to choose for intensive teaching: 1) words needed to fully comprehend the text, 2) words likely to appear in future texts from any discipline, and 3) words that are part of a word family or semantic network. These criteria serve as useful guideposts, but truly knowing when to stop and teach in context, when to prepare students in advance, and when to teach words more intensively is challenging for even the most seasoned educators. In preparing a text for instruction, teachers frequently find themselves asking, “Which words do I teach, and how much time do I give to this?”

Words that can be quickly explained should be explained in the moment of encounter. This often includes concrete words, words with single meanings, and words reflecting meaning or shades of meaning that are part of the students' experiences. The explanation will enhance and not impede comprehension because it was swift and unobtrusive (Biemiller 2010). Words that need more explanation will ideally be taught in context, and then reinforced after, as these explanations will be more elaborate and time-consuming (Beck McKeown and Kucan 2007, Biemiller 2007). This includes words that are abstract, words with multiple related meanings, and words reflecting meanings or shades of meaning that are likely not part of the students' experience.

Understanding how words are classified into tiers can help educators plan effective vocabulary instruction. All text can be broken down into three tiers of words (Beck and McKeown 2002), each with its own implications for instruction:

Tier one words are the words of everyday speech usually learned in the early grades, though not at the same rate by all children (Biemiller 2007). These words are extremely important to early learning, but because they are learned largely through conversational language, they are not often considered challenging beyond the early grades. (Biemiller's work shows us that though many students learn these words in the elementary years, lower income students learn them later, thus slowing their vocabulary growth and making catching up to their more affluent peers extremely difficult. This is not, however, the focus of this paper, but will be addressed in another work.)

Tier two words are “words that characterize written and especially academic text—but are not so common in everyday conversation” (Beck, McKeown, and Kucan 2008).

Tier two words appear in all sorts of texts: academic texts (relative, vary, formulate, specificity, accumulate), technical writing (calibrate, itemize, structure), and literary texts (misfortune, dignified, saunter, faltered, unabashedly). Tier two words are far more likely to appear in written texts than in speech. The Standards refer to tier two words as academic vocabulary.

These words require particular instructional attention as they are often vital to comprehension, reappear in many texts, and frequently are part of a word family or semantic network. The challenge to teachers is to be alert to the presence of tier two words, determine which ones need to be taught, and which words deserve more time and effort for richer understanding. Tier two words can carry disproportionate weight in conveying the meaning of a text, and a reader who doesn't understand even a single such weighty word might have his or her comprehension thrown off track. This is equally true of informational and literary text. For these reasons, the CCSS demand significant instructional attention to these words.

Instruction of tier two words might begin with carefully looking at the key role these words play in the text (followed by examining the variety and shades of meaning for each of these words). This in turn would be followed by careful attention to the spelling, pronunciation, and morphology of the words so they can become a firm part of the students' vocabulary. This focus on precise meanings in varied contexts, combined with morphology, will also provide necessary repetitions. Encounters with a word spread out over time will further increase the likelihood of retention.

Tier three words are far more common in informational passages than in literature. They are specific to a domain or field of study (lava, fuel injection, legislature, circumference, aorta) and key to understanding a new concept within the text. Because of their specificity, tier three words are often explicitly defined by the text and repeatedly used. Thus, the author of the text takes care to have the text itself provide much support in the learning of tier three words. In addition, as they are the words that contain the ideas necessary to a new topic, teachers often define and reinforce tier three words prior to and after students encounter them in a text. Therefore, students' acquisition of tier three words is generally encouraged by teachers as they know that the student has likely not encountered these terms before.

Juicy Sentence Protocol

The language used in complex texts differs from the language most students will encounter through everyday speech. This poses a number of challenges, especially for English Language Learners (ELLs), when it comes to comprehending text that features challenging academic vocabulary, complex syntax, unfamiliar grammatical features, and informational density. Often, students find grade-level, complex sentences impenetrable, but that does *not* mean they are unable or unready to read complex text. Students will be able to successfully work with complex text if they are given guidance on how to use the elements within sentences to make meaning.

The protocol below outlines a method for unpacking “juicy sentences.” These guided discussions will help students understand the meaning of the sentence under discussion and will also give them the tools they need to make meaning from future sentences that use the same syntactical features, grammatical structures, and vocabulary. More information on juicy sentences, and their role in supporting students’ literacy, can be found [here](#).

Preparing for Juicy Sentence Work

1. Identify 15–20 mins to spend on juicy sentence analysis within a class period. Ideally, juicy sentence work should take place daily in one content area or another. Choose a text that is part of the essential learning in a content area including ELA, history, science, social studies, and the arts.
2. Review the text as a whole and identify one or two sentences that are rich in meaning and contribute to a deeper understanding of the whole text. This should be no longer than one or two sentences and should allow for in-depth discussion and parsing.
3. When reviewing the text, consider your grade-level language standards and what standards are addressed in the sentence(s) you have chosen. Also consider what students might be struggling with in their writing and how your juicy sentence may help them transfer this learning opportunity.
4. Take a close look at the parts of the sentence(s). What are the phrases and clauses, and what do they contribute to meaning? Determine which parts will get in the way of meaning and understanding. Prepare discussion questions that help students understand the role that vocabulary, punctuation, and syntax play in conveying meaning.
5. Consider rewriting the juicy sentence on chart paper, using different colors to help students focus on one section of the sentence at a time during discussion. Or, if you have the requisite technology, consider using your Activboard or an overhead to assist with this.

Structuring a Juicy Sentence Conversation

1. Display the sentence on sheet paper, projector, or Activboard.
2. Have students meet with a learning partner to describe what they know and what they wonder.

3. Pose the question, “What does the sentence mean?” Students may or may not be able to identify the big idea and this is okay. The point is to formatively check on what students are able to unpack and what meaning they can already identify.
4. At this juncture, try to limit teacher prompting and questioning. In a juicy sentence, especially with ELLs, the goal is to maximize opportunities for students to speak. Students should be invited to annotate the sentence for what they notice. They should be able to explain what they annotated and why. For example, consider the sentence below:

In addition to large and spacious rooms for ordinary purposes, each house has conservatories of flowers on both upper and lower floors.

Students may circle “In addition” and “and” recognizing that both are conjunctions. If they are conjunctions, students can press further and identify what kind of conjunctions they are and what role they play.

Using the same example, students should recognize the preposition “on” or that a comma is included in the sentence. In this case, they may understand why the comma is there. If the students do not recognize this, give the information to the students and consider it as an item worthy of instruction later.

Continue with the process to ensure your instructional purpose has been realized. Students may find things well out of your standards (e.g., “I noticed that house is a noun.”) and this is good reinforcement as well.

5. After eight minutes of discussion, end the student-led conversation. Review what was annotated and, if there were misconceptions, correct them.
6. Draw the students’ attention to items they have missed or never addressed. This is a good time, especially if there is confusing vocabulary or a challenging use of a pronoun, to ask text-dependent questions to make sure they understand these pieces.
7. Return to step three in this exercise to determine whether students understand what the sentence means. If they do not, ask another text-dependent question.
8. Have the students practice what was just reviewed. In the example used in this exercise, break down the sentence as follows:

In addition DEPENDENT CLAUSE, INDEPENDENT CLAUSE.

This is the chance for students to integrate the features the class has just discussed into their own writing and speaking. It is important that you model one or two examples before they begin independent work.

You might write: *In addition to annotating juicy sentences, students must also write their own juicy sentence.*

9. Move around the room and formatively check on how students are doing. Prompt them to look at the models you have created if they are struggling.
10. Ask several volunteers to read their juicy sentences before concluding the exercise.

Examples of Juicy Sentence Discussions

5th grade juicy sentence example:

<https://www.youtube.com/watch?v=XGBunYg5luc&t=125s>

Kindergarten juicy sentence example

<https://www.youtube.com/watch?v=DsYAdduSF20>

WORD PART INSTRUCTION

Teaching prefixes and suffixes should be both explicit and integrated into daily oral language, reading and writing activities. Students need to be taught the meaning of specific word parts and given multiple opportunities to interact with words. A well-developed vocabulary is dependent on the richness and frequency of verbal interactions. The prefixes and suffixes in this guide can easily be incorporated into language arts and content area instruction.

affix most commonly a suffix or prefix attached to a base word, stem, or root

prefix an affix attached at the beginning of a base word or word root

suffix an affix attached at the end of a base word or word root

base word a word to which prefixes and/or suffixes are added. For example, the base word of unwholesome is whole.

roots words parts, usually of Greek or Latin origin, that are often combined with other roots, prefixes and suffixes to form words

morpheme the smallest linguistic unit that carries meaning. For example, unbreakable has three morphemes (un, break, able).



Steps for Introducing a Word Part

1. Introduce the new word part (i.e. prefix, suffix, root). Give the meaning and a few sample words. Use visuals when appropriate.

Today, we will look at the prefix "un". The prefix un- usually means "not." It is usually used to mean a reversal or removal of some action or state; giving the opposite force. In the example, untie the prefix means to not be tied or to remove or reverse the act of having shoes or sneakers tied.

2. Ask students to brainstorm other words that have the same word part. Record these on a class chart.

**Please note that often students will identify words with the same letters as the prefix under study such as "un" however the letters do not represent a prefix and therefore do not influence the word's meaning. In this example the words uncle and understanding both have the beginning syllable "un," but they are not affixed to a base word and do not represent the meaning "not." Be sure to call attention to these instances as you introduce word parts.*

For example: un – means "not"

Unfair	Unselfish
Unkind	Unwrap
Unlikely	Uncool
Unable	Unafraid
Unclear	Unhappy
Unplug	Unheated
Uneven	Untie

3. Underline the base word and circle prefix and/or suffix.
4. Ask students in pairs to select two words and to share how the words are related

In this example, a student may suggest that untie and uncool both mean that the item is not tied and not cool.

5. Student practice: Choose one of the activities on the following pages for students to complete independently or in pairs.

For example, each student will choose four words from the chart to draw and label in a vocabulary notebook.

Instructional Activities K – 3

- Use chart paper to display the prefix or suffix being introduced. This poster can be laminated and used with dry erase markers.
- Brainstorm words that have the specific prefix or suffix.
- Hunt for words that have the specific prefix or suffix.
- Record all words found on a master class list.
- Keep running posters of all word parts studied in a Living Bulletin Board. Allow students to add to the various charts as they find more words in their reading.
- Illustrate meaning of new words learned.
- Compare words with the word part being studied in which the part does and does not carry the meaning. For example “un” means “not” in unacceptable, but does not carry the same meaning in under or hunt.
- Create riddles for words.
- Create picture and/or word sorts to compare and contrast word meanings. For example singular/plural, past tense/present tense.
- Play games with prefixes and suffixes, such as concentration, creating puzzle words, or fly swatter
- Create, define and illustrate new words utilizing different words parts learned.
- Draw and label words with the same base word or affix.
- Integrate into daily routines such as Morning Message, class meetings, calendar activities.
- Daily rote practice drill with prefix and suffix with meaning of word part
- Integrate into content area instruction.

Instructional Activities Grades 4- 5

- Use the poster to display the affix or root being studied each week. This poster can be laminated and used with dry erase markers.
- Brainstorm words that have the word part.
- Hunt for words that have the word part.
- Record all words found on a master class list.
- Keep running posters of all word parts studied in a Living Bulletin Board. Allow students to add to the various charts as they find more words in their reading.
- Illustrate meaning of new words learned.
- Compare words with the word part being studied in which the part does and does not carry the meaning. For example “un” means “not” in unacceptable, but does not carry the same meaning in under or hunt.
- Create riddles for words.
- Play games with word parts, such as Prefix, Suffix, or Word Root Jeopardy.
- Create, define and illustrate new words utilizing different words parts learned.
- Draw and label words with the same root or affix. Integrate into daily routines such as Morning Message, class meetings, calendar activities.
- Daily rote practice drill with prefix and suffix with meaning of word part
- Integrate into content area instruction.

Prefix-Suffix-Root List by Grade Level

The following lists are not all-inclusive, but most common. They are a minimum students at each grade level should read and understand how to use and apply by the current school year end. Others may be added based on your classroom of students.

Prefix - A word part added to the beginning of a root or base word to create a new meaning,

Suffix - A letter or a group of letters added to the end of a root or base word to change its meaning,

Root - the form of a word after all affixes are removed

(Generally, prefixes and suffixes change the meanings of roots, but it is usually the suffix that denotes the part of speech.)

Incorporate prefix, suffix, and roots into working with words study.

1 st Grade					
Prefix	Suffix	Definition	Examples	Origin	Additional Information
	-s, -es	plural, more than one	hats, pigs, books, plays, boxes, wishes, dishes cliffs, roofs, beliefs knives, leaves, halves, selves	Anglo-Saxon	y after a vowel (s) words end in -s, -sh, -ch, -x, -z (-es) nouns ending -f or -fe (s) -f or -fe change -f to -v and add -es consonant followed by -o (-es) vowel followed by -o (-s)
	-ing	action/process	helping, skipping, running, seeing, thinking	Anglo-Saxon	Present participle of verb
	-ed	past tense	jumped, helped	Anglo-Saxon	Past tense verb

Incorporate prefix, suffix, and roots into working with words study.

2 nd Grade					
Prefix	Suffix	Definition	Examples	Origin	Additional Information
un-		not/opposite	unlock, unsafe, uncover	Anglo-Saxon	
re-		again/back	reread, rewrite, return	Latin	
	-er	person connected with, comparative degree	teacher, writer, baker, bigger, colder, taller	Anglo-Saxon	
	-est	superlative degree	biggest, coldest, tallest	Anglo-Saxon	Usually an adjective
	-ful	full of	beautiful, painful	Anglo-Saxon	Usually an adjective
	-less	without	careless, helpless	Anglo-Saxon	

Incorporate prefix, suffix, and roots into working with words study.

3 rd Grade						
Prefix	Suffix	Root	Definition	Examples	Origin	Additional Information
in-			not	inactive, income	Latin	
im-			not	impossible, improper, import	Latin	im- used before roots beginning with b, m, p
dis-			not/opposite of	dislike, distrust, disagree	Latin	
pre-			before	pretest, preplan, premade	Latin	
tele-			far, distant	telephone, telegraph, television	Greek	
	-ies		plural, more than one	parties, babies, cries	Anglo-Saxon	y after a consonant
	-ied		past tense	cried, tried,	Anglo-Saxon	y after a consonant
	-ed		past tense	stopping, hopping	Anglo-Saxon	doubling (CVC)
	-ing		action/process	stopped, hopped	Anglo-Saxon	doubling (CVC)
	-ly		characteristic of	badly, friendly, quickly	Anglo-Saxon	Usually an adverb
	-y		characterized by/like	cloudy, fishy	Anglo-Saxon	
		bio	life	biology, biography, biopsy	Greek	
		graph	write	telegraph, photograph, phonograph, autograph	Greek	
		phon	sound	phonograph, symphony, telephone, microphone, phonics	Greek	
		scope	see	microscope, telescope, periscope, stethoscope	Greek	

Incorporate prefix, suffix, and roots into working with words study.

4th Grade						
Prefix	Suffix	Root	Definition	Examples	Origin	Additional Information
non-			not	nonfat, nonsense	Latin	
over-			too much, above	overdone, overhead	Anglo Saxon	
mis-			bad or badly wrong or wrongly	misbehave, misread, misspell	Latin	
de-			reduce down away from	defeat, deform, decrease	Latin	
under-			too little/below	underfed, underground	Anglo-Saxon	
bi-			two	bicycle, binocular	Latin	
tri-			three	tricycle, triangle	Latin/Greek	
quad-			four	quadrilateral, quadrant	Latin	
oct-			eight	octagon, octopus	Latin/Greek	
	-er, -or		one who, that which	baker, boxer, conductor, survivor	Latin	Usually a noun Use –or with Latin roots for nouns (inventor, elevator) Use –er with Anglo-Saxon roots (heater, swimmer)
	-tion		act of, state of, result of	attention, invitation, restriction	Anglo-Saxon	Usually a noun
	-al, -ial		related to characterized by	colonial, biennial, dental, betrayal	Latin	Usually an adjective
	-ness		condition, state of	darkness, fairness	Anglo-Saxon	Usually a noun
	-ment		act, process	enjoyment, replacement	Latin	
	-en		made of, to make	wooden, dampen, tighten,	Anglo-Saxon	
		rupt	break, burst	bankrupt, rapture, disruptive	Latin	FYI: Erupt means to explode. (The volcano erupted.) Irrupt means to rush or burst in. (The police irrupted into the hideout.)
		terr	land	terrain, territory	Latin	
		geo	earth, ground, soil	geography, geology	Greek	
		photo	light	photograph, telephoto, photocopy	Greek	
		tract	pull, drag	tractor, attract, subtract, traction	Latin	
		meter, metr	measure	speedometer, odometer, metric, metronome, thermometer, perimeter, diameter, centimeter	Greek	

Incorporate prefix, suffix, and roots into working with words study.

5th Grade						
Prefix	Suffix	Root	Definition	Examples	Origin	Additional Information
en-, em-			to cause to be, to put into or onto, to go into or onto	encounter, enable, employ, embark, encircle	Latin	
sub-			under, beneath, below secondary	subway, subsoil, substitute	Latin	
fore-			before, earlier	forearm, foreword	Anglo-Saxon	
semi-			half	semicircle, semicolon	Latin	
anti-			opposite, against	antibiotic, antifreeze	Greek	
auto-			self	autograph, automatic	Greek	
multi-			many/ much	multicolor, multifamily	Latin	
poly-			many/ much	polygon, polysyllable	Greek	
deca- deci-			ten	decathlon, decade, decimal, decimeter	Latin/ Greek	
kilo-			1,000	kilogram, kilowatt	Greek	
milli- mille-			1,000	millennium, millimeter	Latin	
centi-			100	centimeter, centipede	Latin	
	-ion, -tion, -ation, -ition		act of/ state of/ result of	tension, attention, elevation, union	Anglo-Saxon	Usually a noun The real suffix is -ion. Putting s or t in front of -ion is simply determined by the spelling of the root
	-able -ible		can be done	enjoyable, sensible, likable	Latin	-able ending words have roots that can stand alone. (enjoyable) -ible ending words have roots that can not stand alone. (sensible)
	-ive -ative -tive		inclined/ tending toward an action	festive, talkative, active, sensitive	Latin	Words that end with -de (intrude) change the -de to s then add -ive (intrusive). Words that end with silent e (create) drop the e then add -ive (creative).
	-logy, -ology		science of/ study of	biology, chronology	Greek	
	-ence -ance		act/ condition of	persistence, excellence, assistance, importance	Latin	Usually a noun -ence and -ance sound alike because of the schwa. -ence is used somewhat more often than -ance.
	-an, -an		one having a certain skill/ relating to/ belonging to	electrician, magician, American, suburban	Latin	Usually a noun
		ject	to throw	inject, objection, project	Latin	
		struct	to build	construct, instructor	Latin	

		vis	to see	vision, evidence	Latin	
		vid	see	video, evidence, provide, providence	Latin	
		jur juris	judge, oath law	jury, jurisdiction	Latin	
		log logue	word	prologue, apology, dialogue, eulogy, monologue	Greek	
		path	feeling/ suffering/ disease	apathetic, pathology	Greek	
		ast astr	star	astronaut, astronomy, disaster, asterisk	Greek	
		mit	to send	emit, transmit, admit, remit	Latin	
		audi (aud)	hear	audience, auditorium, audiovisual	Latin	
		dict	to say, tell	diction, dictator	Latin	

Incorporate prefix, suffix, and roots into working with words study.

6th Grade						
Prefix	Suffix	Root	Definition	Examples	Origin	Additional Information
in- (il-, im-, ir-)			not	inability, impatient, irregular, illegal	Latin	il-used before roots beginning with "l" (illegible) im- used before roots beginning with b, m, p (immature, imbalance, impatient)
inter-			between	intercept, interview, interstate	Latin	
trans-			across/ change/ through	transformation, transportation, transfer	Latin	
super-			above/ on top of/ beyond	superfine, superhuman, supersonic	Latin	
micro-			small/ minute	microbiology, microscope	Greek	
uni-			one/ single	unicorn, unicycle, uniform	Latin	
	-ent -ant		an action/ condition	student, contestant, immigrant	Latin	Often a noun The suffix –ant often indicates a person noun.
	-ent -ant		causing a specific action	obedient, absorbent, abundant, elegant	Latin	Often an adjective -ent and –ant sound alike because of the schwa. –ent is used somewhat more often than –ant.
	-ity -ty		state of/ quality of	prosperity, equality	Latin	Usually a noun
	-ic		relating to/ characterized by	energetic, historic	Latin/Greek	Usually an adjective
	-ize		to make/ to cause to become	fertilize, criticize, apologize	Latin/ Greek	Usually a verb
	-age		result of an action/ collection	manage, drainage, acreage	Latin	
	-ous -eous -ious		full of/ characterized by	adventurous, nervous, mysterious, courteous	Latin	Words that end with –de (intrude) change the –de to s then add –ive (intrusive). Words that end with silent e (create) drop the e then add –ive (creative).
		port	to carry	portable, transport	Latin	
		scrib script	to write	describe, manuscript	Latin	Verbs usually use scribe, as in prescribe; nouns usually use script, as in prescription.
		spect	to see/ watch/ observe	prospect, respect, specimen	Latin	
		vac	empty	vacate, evacuate	Latin	
		hydr	water	hydrogen, hydrant, hydroplane	Greek	
		chron	time	chronological, synchronize, chronicle, chronic	Greek	
		therm	heat	thermometer, thermostat, thermos	Greek	
		bene	good/ good	benefit, benign, beneficial	Latin	

Core Content Vocabulary List

Language Arts					
K	1	2	3	4	5
alphabet	author	chapter	appendix	<i>able</i>	abbreviation
back cover	beginning consonant	character	audience	adjective	action verb
book	blend	composition	brainstorm	adverb	apostrophe
cover	consonant blend	comprehension	capitalization	antonym	cause and effect
date	dictionary	discussion	chapter title	author's purpose	character development
first name	ending consonant	fairy tale	consonant substitution	chronological order	colon
front cover	letter-sound relationship	folktale	contraction	compound word	comma
last name	long vowel	main character	cursive	context clues	command
letter	lowercase	main idea	decode	<i>dis</i>	compare and contrast
magazine	margin	map	directions	draft	conflict resolution
movie	parts of a book	number word	edit	homonym	declarative sentence
newspaper	poem	prewriting	encyclopedia	<i>ly</i>	double negative
	print	publish	essay	multiple meanings	draws conclusions/makes inferences
	rhyme	purpose	fable	<i>non</i>	<i>er</i>
	short vowel	question	fantasy	plot	<i>est</i>
	sight word	reread	fiction	<i>plot development</i>	<i>ful</i>
	title	retell	glossary	<i>pre</i>	<i>heading</i>
	title page	sentence	ilustration	pronoun	homophone
	uppercase	spelling	index	punctuation	<i>in</i>
	vowel combination	spelling pattern	mystery	quotation marks	interrogative sentence
	vowel sound	symbol	myth	root word	<i>less</i>
		table of contents	nonfiction	setting	linking verb
		textbook	noun	subject	main idea
		vocabulary	paragraph	subject-verb agreement	<i>mis</i>
			period	summarize	<i>ness</i>
			prefix	synonym	past tense
			proper noun	theme	persuasive text
			question mark	topic sentence	point of view
			suffix	<i>un</i>	<i>re</i>
			syllable	verb	reference materials
					relevant supporting details

Core Content Vocabulary List

Mathematics					
K	1	2	3	4	5
above	addend	2-Dimensional	algorithm	acute angle	algebraic rule
balance	addition	3-Dimensional	area	bar graph	base
behind	a.m.	angle	axes	decimal	break-squiggle
below	analog	array	capacity	diameter	circumference
between	attribute	centimeter	closed figure	direct measure	composite number
calendar	celsius	clockwise	coordinate	equilateral triangle	coordinate grid
cent	chart	cone	denominator	equivalent forms	divisible
circle	cylinder	congruent	dividend	greatest common factor	equation
clock	decrease	cube	divisor	improper fraction	expression
coin	degree	customary unit	face	indirect measure	frequency
corner	digital	data	factor	mixed number	function
counting	even number	digit	flip-reflection	negative number	inequality
day	Fahrenheit	doubles fact	intersection	non-standard units of measure	interval
dime	fraction	dozen	line graph	obtuse angle	labels
equal	height	edge	mean	organized data	likelihood
graph	increase	estimation	median	parallelogram	line segment
inside	length	expanded notation	metric system	percent	mass
minute	line	fact family	multiple	perpendicular lines	pie chart
near	number line	line segment	net	pictograph	prime factorization
nickel	odd number	maximum	numerator	plane	prime number
number	order	minimum	ordered pair	prism	radius
parttern	place value	mode	point	quotient	ray
penny	p.m.	multiplication	probability	ratio	scale/scale model
rectangle	side	numeral	product	relative size	similar figures
shape	subtraction	operations	range	rule	square root
square	sum	parallel	remainder	similarity	stem and leaf plot
triangle	table	perimeter	right angle	standard units of measure	tessellation
week	tally	polygon	rotation-turn	transformation	tree diagram
whole	timeline	sphere	slide-translation	unorganized data	variable
zero	weight	symmetry	volume	vertex	vertex

Core Content Vocabulary List

Social Studies					
K	1	2	3	4	5
calendar	budget	barter	adapt	agriculture	abolish
chore	capital	colonist	ancestor	artifact	amendment
communicate	citizen	compass rose	century	barrier island	Art. of Confederation
community	continent	conservation	citizenship	boundary	American Revolution
fairness	country	consumer	city	boycott	Bill of Rights
flag	earn	courage	civilization	cash crop	Branches of government
globe	freedom	crop	communication	civil rights	checks and balances
group	folktale	desert	community	climate	Civil War
hero	geography	equator	custom	colony	Confederacy
holiday	history	explorer	exploration	compromise	Congress
job	inventor	factory	decade	Cracker	Constitution
lake	law	festival	goods	cultural heritage	Declaration of Independence
language	market	generation	government	discriminate	democracy
leader	needs	governor	immigrant	executive	economic systems
map	ocean	honesty	income	export	emancipation
money	opportunity	income	industry	geopolitical map	federal
mountain	patriotic symbols	independence	invention	governor	immigrant
neighborhood	plain	island	location	import	Industrial Revolution
pictograph	population	landform	migration	integration	loyalist
president	recycle	landmark	natural resources	judicial	map scale
rule	region	mayor	region	latitude	Mayflower Compact
safety	resource	monument	rural	legislature	Parliament
season	river	Native American	services	longitude	petition
symbol	shelter	Orlando	state	map key	preamble
today	trade	Pilgrim	suburban	peninsula	primary source
tomorrow	transportation	pioneer	symbol	segregation	repeal
tool	volunteer	producer	trade	slave trade	representative gov't
transportation	vote	settler	tradition	territory	republic
weather	wants	technology	urban	tourism	supply and demand
yesterday	world	valley	vaccine	treaty	tariff

Core Content Vocabulary List

Science					
K	1	2	3	4	5
air	balance	amphibian	adaptation	atmosphere	atom
alike	energy	attract	axis	chemical change	change of state
animal	evaporation	axis	carnivore	conservation	compound
day	food chain	bird	community	constellation	conduction
different	force	consumer	condensation	density	convection
Earth	gas	energy	consumer	deposition	deposition
energy	gravity	environment	decomposer	earthquake	ecosystem
gas	habitat	experiment	ecosystem	fossil	element
heat	heat	fish	environment	fulcrum	energy pyramid
light	life cycle	food web	equator	galaxy	energy transfer
liquid	light	force	erosion	hypothesis	erosion
living	liquid	friction	evaporation	igneous rock	gravitation
magnet	living	gravity	experiment	inclined plane	hypothesis
matter	mass	life cycle	herbivore	lever	igneous rock
moon	matter	mammal	investigation	magnetic	inertia
night	nonliving	mass	kinetic energy	metamorphic rock	invertebrate
nonliving	planet	matter	magnetism (magnetic)	microscopic	kinetic energy
observe	predict	mixture	mixture	physical change	metamorphic rock
plant	recycle	moon phase	nonrenewable resource	protist	nonrenewable resource
pulling	resource	motion	population	pulley	photosynthesis
pushing	rock	pollution	potential energy	reflection	potential energy
seed	season	predator	producer	refraction	radiation
shadow	shadow	prey	renewable resource	revolution	renewable resource
sky	soil	producer	revolution	rotation	scientific method
solid	solid	reflect	rotation	scientific method	sedimentary rock
sound	sound	repel	solar system	sedimentary rock	tissue
star	speed	reptile	solution	universe	topographical map (topography)
sun	temperature	rotation	system	variable	variable
thermometer	vibrate	solar system	water cycle	volcano	vertebrate
weather	volume	vibrate	weathering	wheel and axle	weathering

Oral Language Development

Recent research is showing us that *oral language proficiency across the primary grades is a critical predictor of how well students will comprehend what they read, even years later* (Foorman, Herrera, Petscher, Mitchell, & Truckenmiller, 2015)

SPEAKING AND LISTENING (SL)	
Comprehension and Collaboration	
ELAGSE1SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <ol style="list-style-type: none">Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).Build on others' talk in conversations by responding to the comments of others through multiple exchanges.Ask questions to clear up any confusion about the topics and texts under discussion	
ELAGSE1SL2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	
ELAGSE1SL3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	
Presentation of Knowledge and Ideas	
ELAGSE1SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	
ELAGSE1SL5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	
ELAGSE1SL6: Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)	

Strategies & Teaching Resources

Provide an environment supportive of oral language development

Teachers can help sustain natural language development by providing environments full of language development opportunities. Here are some general guidelines for teachers, parents, and other caregivers:

- Understand that every child's language or dialect is worthy of respect as a valid system for communication. It reflects the identities, values, and experiences of the child's family and community.
- Treat children as if they are conversationalists... Children learn very early about how conversations work (taking turns, looking attentively, using facial expressions with conversing adults).
- Encourage interaction among children. Peer learning is an important part of language development, especially in mixed-age groups. Activities involving a wide range of materials should promote talk. There should be a balance between individual activities and those that nurture collaboration and discussion, such as dramatic play, block-building, book-sharing, or carpentry.
- Remember that parents, caregivers, teachers, and guardians are the chief resources in language development. Children learn much from each other, but adults are the main conversationalists, questioners, listeners, responders, and sustainers of language development and growth in the child-care center or classroom.

Oral Language Development

Recent research is showing us that *oral language proficiency across the primary grades is a critical predictor of how well students will comprehend what they read, even years later* (Foorman, Herrera, Petscher, Mitchell, & Truckenmiller, 2015)

- Continue to encourage interaction as children come to understand written language. Children in the primary grades can keep developing oral abilities and skills by consulting with each other, raising questions, and providing information in varied situations. Every area of the curriculum is enhanced through language, so that classrooms full of active learners are hardly ever silent.

Reading Rockets – <http://www.readingrockets.org/article/young-childrens-oral-language-development>

Provide Support for Speaking and Listening

Include explicit instruction for speaking and listening. Provide explanations and model appropriate behavior. Give students the opportunity to practice sitting up, resisting distractions, and looking at the speaker. Provide support to help student stay focused by encouraging the speaker to stop speaking until all students are looking or using nonverbal cues, like eye contact and pointing to remind students of expectations.

Increase students' responsibility to maintaining expectations for themselves and each other in student driven discussions – both whole group and small group. Provide means for students prepare and practice thinking before communicating ideas (i.e., discussion prompts before a read aloud, post-it notes during independent reading for specific focus, etc.)



Classroom Activities

Mystery Bag

Promoting Oral Language - The goal of Mystery Bag: Promoting Oral Language (Virtual Tour) is to encourage listening and speaking skills and the development of oral language.

Students try to guess a mystery object using clues and asking questions prompted by "question sticks"

<https://www.oise.utoronto.ca/balancedliteracydiet/Recipe/50225/>

Classroom video: <https://youtu.be/NoTT0JQ-am8>



Oral Language Development

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Conversation Station

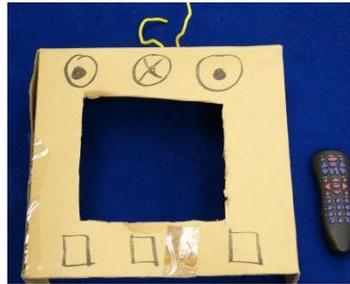
Center for developing Oral Language and vocabulary Skills - The goal of The Conversation Station: A Center for Developing Oral Language and Vocabulary Skills is to promote oral language and vocabulary development by setting up a center where students can engage in rich, meaningful conversations with an adult or peer.



<https://www.oise.utoronto.ca/balancedliteracydiet/Recipe/00160/>

Television Stars

Center for Developing Oral language skills - The goal of Television Stars!: Developing Oral Language Skills is to provide students with an authentic and highly motivating way to practice their oral language skills. Students are given a discussion topic and are encouraged to talk to their classmates by pretending to be on television.



<https://www.oise.utoronto.ca/balancedliteracydiet/Recipe/00139/>

Community Circle

Activity Fostering Oral Language Development - The goal of *Community Circle: Fostering Oral Language Development* is to use a method developed by Jeanne Gibbs to promote oral language development by modeling and encouraging spoken language that is purposeful and descriptive.



<https://www.oise.utoronto.ca/balancedliteracydiet/Recipe/00135/>

Foundations for Phonemic Awareness



Fill in the Missing Rhyme! – whole group shared reading

<https://www.youtube.com/watch?v=ccsrF0vCYE0>

Tongue Twisters – reading & writing lesson

<https://www.youtube.com/watch?v=YYKk4cWIAOs>



Oral Language Development

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Phonological Awareness Center Activities from Florida Center for Reading Research (FCRR):

- Rhyme: https://www.fcrr.org/documents/sca/GK-1/PA_Final_Part1_Rhyme.pdf
- Alliteration: https://www.fcrr.org/documents/sca/GK-1/PA_Final_Part1_Alliteration.pdf
- Sentence Segmentation (Nursery Rhymes): https://www.fcrr.org/documents/sca/GK-1/PA_Final_Part2_Sentence_Segmentation.pdf
- Syllables: https://www.fcrr.org/documents/sca/GK-1/PA_Final_Part2_Syllables.pdf
- Onset and Rime: https://www.fcrr.org/documents/sca/GK-1/PA_Final_Part2_Onset_and_Rime.pdf
- Phoneme Matching: https://www.fcrr.org/documents/sca/GK-1/PA_Final_Part3_Phoneme_Matching.pdf

- Many more Center resources available: http://www.fcrr.org/resources/resources_sca_k-1.html

Additional Resources

Nursery Rhymes

Teaching and Using Nursery Rhymes in the Classroom: Lesson Plans for Pre-K and K – includes links to week long units for 6 classic nursery rhymes <https://www.brighthubeducation.com/pre-k-and-k-lesson-plans/6215-week-long-teaching-unit-using-nursery-rhymes/>

Nursery Rhyme Printable Mini-Books <https://www.state.lib.la.us/literacy-and-reading/early-literacy/nursery-rhyme-printable-mini-books>

Finger Plays

Group Time: Fingerplay Fun! Introduce chants to gather children and settle them down.
<https://www.scholastic.com/teachers/articles/teaching-content/group-time-fingerplay-fun/>

Fabulous Fingerplays that Educate and Entertain – includes links to demonstrations and lyrics
<https://preschoolinspirations.com/fingerplays/>

Jbrary YouTube Channel – videos include tips and full demonstrations of finger rhymes. Full lyrics in the notes <https://www.youtube.com/channel/UCnjsY7TmClktuQLNCXXra6Q>

FACILITATING LITERATURE DISCUSSIONS

Strategies that Build Comprehension and Community

Speaking and Listening (SL)
Comprehension and Collaboration
<p>ELAGSE4SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p><i>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</i></p> <p><i>b. Follow agreed-upon rules for discussions and carry out assigned roles.</i></p> <p><i>c. Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.</i></p> <p><i>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</i></p> <p>ELAGSE4SL2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>ELAGSE4SL3: Identify the reasons and evidence a speaker provides to support particular points.</p>
Presentation of Knowledge and Ideas
<p>ELAGSE4SL4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>ELAGSE4SL5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>ELAGSE4SL6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standard 1 for specific expectations.)</p>

Strategies & Teaching Resources

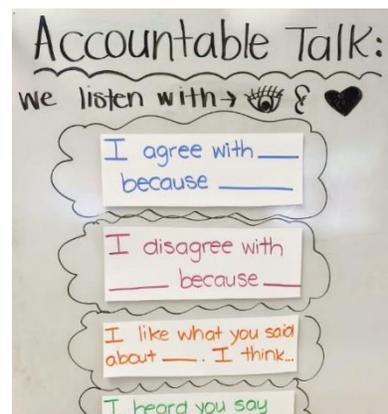
Create a culture that supports students use and understanding of spoken language:

Individual teachers, groups of teachers, and whole schools can work to support their students' oracy. Teachers can:

- Set clear 'ground rules' for talk during lessons (for example, by clarifying how and when students can contribute to class discussions, and what 'active listening' involves). Whole schools can also set expectations in this regard, such as in terms of how students should speak to their peers, and to staff and visitors.
- Model the talk they expect from students (in terms of tone and etiquette, as well as vocabulary and content).
- Ask great questions, encouraging different sorts of thought processes at different stages in the learning process. For example, teachers might prompt students to recall information at first, before then encouraging a deeper exploration of ideas.
- Scaffold students' interactions and responses during lessons, for instance, by using sentence starters.
- Provide students with feedback on both what they say, and how they say it.
- Seek and give colleagues feedback on their classroom talk during development lesson observations.

Create discussion guidelines such as those below with your students and post to serve as a reminder to expectations:

- Always respect each other's ideas.
- Be prepared to change your mind.
- Come to a shared agreement.
- Clarify, challenge, summarize, and build on each other's ideas.
- Invite someone to contribute by asking a question.
- Show proof of listening.



FACILITATING LITERATURE DISCUSSIONS

Strategies that Build Comprehension and Community

Accountable Talk

(see sentence stem cards at the end of this section)

Watch teacher using Accountable Talk with her students:

<http://www.theteachertoolkit.com/index.php/tool/accountable-discussions>

1. Introduce

Conduct a class discussion by defining accountable talk. Explain that in a learning discussion, each contributor to the conversation is held accountable to give reasons and evidence for opinions.

2. Practice

Call on some student volunteers to read accountable discussion cards about a concept you have just studied. Prepare these cards in advance to contain the accountable sentence stems (see templates provided), such as “*I believe ____ because ____*” and “*I agree with ____ because ____.*” Afterwards, ask the students, “What evidence of accountable talk were we good at? How could we improve?” Pass out the list of accountable talk sentence stems.

3. Ask

Pose an open-ended question and guide students in an accountable talk discussion. After letting students discuss, highlight some positive ways they used accountable talk along with areas to improve.

When to Use

Use Accountable Discussion sentence stems at any point in the lesson to structure meaningful conversation:

- Before introducing new material to tap into prior knowledge
- After watching a film clip to gauge a reaction
- During a read-aloud to get students thinking about a thought-provoking question
- When debating a current event or issue that’s important to students
- When discussing any concept in which students should “explain” or “prove” their thinking

Variation - Small Group Accountable Talk

Break students into groups of 3-4 and provide them with sentence stem cards that they draw at random to formulate conversations. Ask students to record the sentence stem(s) and their completed idea(s) in their notebooks or journals to hold them accountable for the conversation.

Open Ended Prompting – Whole Group, Small Group, and Independent Student Conferences

To lead students to revisit text, provide open ended questions and prompts designed to support discussion and short written responses, such as:

- What are one or two of the most important ideas of the story?
- What struck you as the most important ideas about this story?
- What surprised you? Why?
- Given the title, what did you think the book might be about? Were your expectations confirmed? Why or Why not?
- Why do you think the author might have written the book?
- If you could interview the author, what might you ask?
- Would you read another book by this author? Why or why not?
- Which character did you like the best? Least? Why?

FACILITATING LITERATURE DISCUSSIONS

Strategies that Build Comprehension and Community

Talk Detectives

Help Your Students Analyze Discussion Guidelines and think about their conversations metacognitively by using **talk detectives** -- one or two students who go around the room and observe their peers talking in group discussions -- not only to help enforce the guidelines but also to give students an opportunity to reflect on them. Your talk detectives will have a sheet of paper with the discussion guidelines on one side, and then three boxes to the right of it where they can write students' names and what they said that fit within the guidelines. "For example," explains Milo, "somebody might say they invited somebody to contribute by saying, 'So, what's your idea?' They would write their name and what they said."

Video of Talk Detectives in action: <https://www.facebook.com/edutopia/videos/10156174756574917/?v=10156174756574917>

Create and Assign Discussion Roles

Teach children how to participate in a conversation by focusing on possible roles that might be played during a discussion. Initially focus on 3 basic roles: clarifier, challenger, and summarizer.

To introduce conversation roles to your students, model them. Teachers play recorded videos of themselves having conversations, and have their students analyze, identify, and discuss the roles they played. Then have students apply that to themselves and reflect on what they're doing.

Once your students initiate the roles without guidance, you can introduce them to other roles, like builder, instigator, and prober.

Types of Talk

 <p>Instigator The starter who begins conversations</p> <p><i>What do you think... Let us start by... So that leads us to question... The first thing we need to do is...</i></p>	 <p>Builder Building on and developing others' answers just like a runner</p> <p><i>That was a good point... it could also... I would like to add... Yes, and then you could... OK, but don't you think... Previously, we spoke about... I would like to pick on...</i></p>	 <p>Challenger Challenger, arguing against, provoking like a competitor</p> <p><i>You said X, but... But if that is true, then how can... That may be true but what about...</i></p>
 <p>Clarifier Clarifying, making things clearer like a commentator</p> <p><i>What do you mean when you say... Can you give us an example... Is that the same as... Can you explain a little more...</i></p>	 <p>Prober Probes and asks questions to go deeper into responses just like a coach</p> <p><i>What is about... that makes you say? Justify what you have said... Can you tell us a little more... Please show us evidence...</i></p>	 <p>Summariser Summarises and makes judgements like a referee</p> <p><i>Am I right in thinking... Are you saying... So are we suppose to be... So that suggests... So we don't understand the bit...</i></p>

FACILITATING LITERATURE DISCUSSIONS

Strategies that Build Comprehension and Community

Questioning the Author

QtA follows a specific process by which students pose questions to determine what the author is trying to convey in a text. The standard format involves five questions. Students read a selection of text (one or more paragraphs, but generally not as much as a whole page) and then answer the following questions:

- What is the author trying to tell you?
- Why is the author telling you that?
- Does the author say it clearly?
- How could the author have said things more clearly?
- What would you say instead?

The structure of this discussion can vary. You may have students take turns being the discussion leader or assign specific questions to certain students in the group.

For more information on QtA, see the following websites:

- ReadingQuest.org: Questioning the Author <http://readingquest.org/qta.html> : describes QtA
- Question the Author: Reading Rockets http://www.readingrockets.org/strategies/question_the_author

Technology Resources

Student tools for sharing ideas through video or recorded verbal responses:

- **Flipgrid** is easy to introduce and use for both teacher and students, allowing students to post video responses that appear in a tiled grid display.
 - *Flipgrid* - Social Learning <https://www.screencastify.com/blog/7-classroom-screencasting-activities/>
 - *Flipgrid* Educator's Resources <https://blog.flipgrid.com/amplify/#flipgridresources>
- **Screencastify** is a Chrome extension that allows students to share their voice through a screen recording.
 - *Screencastify* tutorials <https://www.screencastify.com/tutorials/>
 - *Screencastify* activity ideas <https://www.screencastify.com/blog/7-classroom-screencasting-activities/>
- **Anchor** is a free podcast web tool and IOS/Android app which walks users (13 and over) through the steps of creating your own podcast.
 - *How to Start a Podcast with Anchor* <https://anchor.fm/how-to-start-a-podcast>
 - *18 Best Podcasts for Kids in Elementary, Middle, and High School* <https://www.weareteachers.com/best-podcasts-for-kids/>

Additional information:

Edutopia – *Talking in Class, Strategies for developing confident speakers who can share their thoughts and learning.* <https://www.edutopia.org/practice/oracy-classroom-strategies-effective-talk>

Impact – *Speaking Up: The Importance of Oracy in Teaching and Learning* <https://impact.chartered.college/article/millard-importance-of-oracy-in-teaching-learning/>

Conversational Leadership – *Oracy: the ability to express oneself in and understand spoken language (includes several video examples and additional links)* <https://conversational-leadership.net/oracy/>

FACILITATING LITERATURE DISCUSSIONS

Strategies that Build Comprehension and Community

I believe _____ because _____.

I agree with _____
because _____.

I disagree with _____
because _____.

I respectfully agree/disagree
with what _____ said
because _____.

On page _____, it says
_____,
so I think _____.

I understood that you said
_____.

May I point out _____?

I would like to add _____.

FACILITATING LITERATURE DISCUSSIONS

Strategies that Build Comprehension and Community

Do you mind explaining _____?

Could you please tell me more about _____.

I'm confused. Would you mind explaining _____?

[add your own]

FACILITATING LITERATURE DISCUSSIONS
Strategies that Build Comprehension and Community

<p style="text-align: center;">Teacher Prompts <i>to clarify thinking, build ideas, & use text evidence</i></p>	<p style="text-align: center;">Student Prompts <i>to help students talk to one another</i></p>	<p style="text-align: center;">Student Prompts <i>or shared thinking</i></p>
<p style="text-align: center;">Clarify Thinking</p> <p>“Tell us more about that.” “I’ not sure I understand. Can you say it in another way or tell us a bit more?” “What part of the text made you think that or gave you that idea?” “Does anyone else have the same idea?”</p> <p style="text-align: center;">Building Ideas</p> <p>“Why do you think that?” “What part of the text made you think that or gave you that idea?” “How does this idea/information fit with what you already know about this topic?”</p> <p style="text-align: center;">Text Evidence</p> <p>“Can you find something in the text to support that idea?” “Is there evidence for that anywhere?” “Will you find the art of the book that makes you say that?” “What dd the character say or do that makes you think that?” “What information in the text leads you to that idea?”</p>	<p style="text-align: center;">Respectfully Disagreeing</p> <p>“Iagree/disagree with what you are saying because...” “I hear what you are saying, but I see it differently...” “I’de like to add on to what ____ said.” “That’s true, but...” “I’m not sure I agree, beasuce loo on page....”</p> <p style="text-align: center;">Adding On</p> <p>“Another thing that goes with that is...” “I see a connection between what you said and what we were talking about earlier...” “If what you said is true, isn’t it also true that...?” I have an example of what you just said...”</p> <p style="text-align: center;">Questioning</p> <p>“Why did you say that?” “Can you show me how you got that idea?” “Could yousay more” “Could you give an example?” “I’m not sure I understand what you’re saying” “Could you say it in another way?” “So you are saying...” “Is one example of what you mean the part when....”</p>	<p>“I like/ don’t like the part in which...” “I wonder why...” “I agree with the part...” “It reminded me of...” “I learned from the story...” “I think the author wants us to think about...” “My idea changed when...” “I didn’t understand ...” “It wasn’t fair when...” “I was surprised to see...” “One thing I pictured was...” “This fits with what I thought I knew...” “This is different from what I know and/or read about this topic...” “The big idea of the story is...”</p>

FACILITATING LITERATURE DISCUSSIONS

Strategies that Build Comprehension and Community

Children’s Literature Titles – The book titles listed below have been recommended by Georgia teachers and GCSS. Teachers should always read books themselves before using them with their students, to determine their appropriateness for their particular students. The titles are not an exhaustive list and teachers are encouraged to grow their collection of books useful for teaching these concepts and historical figures.

Standards are cited, followed by titles that align.

SS1H1 Read about and describe the life of historical figures in American history.

a. Identify the contributions made by these figures: Benjamin Franklin (inventor/author/ statesman), Thomas Jefferson (Declaration of Independence), Meriwether Lewis and William Clark with Sacagawea (exploration), Theodore Roosevelt (National Parks and the environment), George Washington Carver (science), and Ruby Bridges (civil rights).

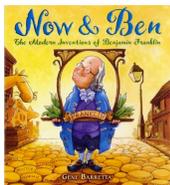
b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (for example: food, clothing, homes, transportation, communication, recreation, etc.).

SS1G1 Describe how each historic figure in SS1H1a was influenced by his or her time and place.

- a. American colonies (Benjamin Franklin and Thomas Jefferson).**
- b. American frontier (Lewis & Clark and Sacagawea)**
- c. National Parks (Theodore Roosevelt)**
- d. Southern U.S. (George Washington Carver and Ruby Bridges)**

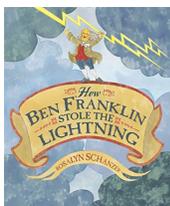
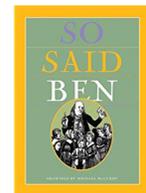
SS1CG1 Describe how the historical figures in SS1H1a display positive character traits such as: fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment.

Children’s books about Franklin:



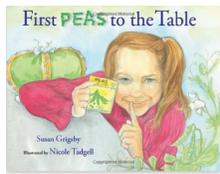
Now and Ben: The Modern Inventions of Benjamin Franklin by Gene Barretta – engaging compare/contrast of Franklin’s inventions with the modern form of them today. Very kid-accessible.

So Said Ben by Michael McCurdy – beautifully illustrated with woodcuts that illustrate a single Ben Franklin quote on each page. Consider sharing with students and having them pick a favorite quote, and then defend their choice with a mix of drawing and text for a good opinion writing activity.



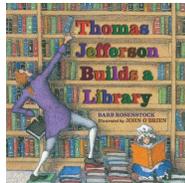
How Ben Franklin Stole the Lightning by Rosalyn Schanzer – lively and enjoyable discussion of Franklin’s inventions and discoveries, with extensive author notes that teachers can use to extend the discussion and learning about this fascinating founding father.

Children’s books about Jefferson:



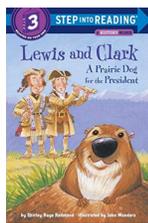
First Peas to the Table: How Thomas Jefferson Inspired a School Garden by Susan Grigsby – a unique look at Jefferson’s interest in vegetable gardening with opportunities for STEM connections.

Thomas Jefferson’s Feast by Frank Murphy – Thomas Jefferson’s interest in food is well documented. Here young learners can find some filling facts to extend their knowledge of this fascinating man.



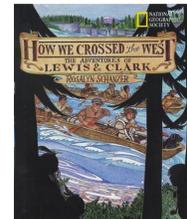
Thomas Jefferson Builds a Library by Barb Rosenstock – This book provides a wonderful introduction to Jefferson as a book lover and collector, and tells the story of his lifelong reading habit and how his book collection was used to help rebuild the Library of Congress. Connect this book to images of Monticello and the Library of Congress to build student background on Jefferson.

Children’s books about Lewis and Clark:

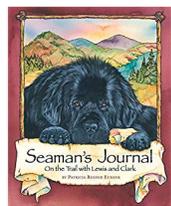


Lewis and Clark: A Prairie Dog for the President by Shirley Raye Redmond – a very kid-friendly, easy to read picture book focused on the “presents” that are sent back to President Jefferson.

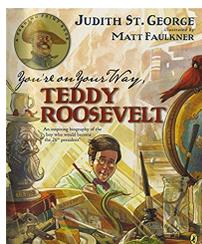
How We Crossed the West: The Adventures of Lewis and Clark by Rosalyn Schanzer – Although written for slightly older learners, this picture book of the expedition may shared in whole or excerpts with first graders. The text is broken into small chunks and quotes from the journals of Lewis and Clark are used throughout, providing an opportunity for young learners to explore primary sources.



Seaman’s Journal by Patricia Reeder Eubank – First graders will embrace this tale of the journey from the perspective of Seaman, the Newfoundland dog owned by Meriwether Lewis. The original story of Seaman comes from the writings of Meriwether Lewis himself. Much history is woven into this light-hearted treatment of the story, also useful for exploring point of view and journal writing. Included is a map of the expedition route and a recipe for pemmican in the back, both of which add more dimension to the reading experience.

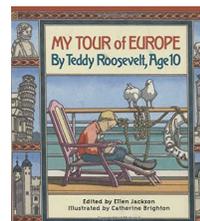


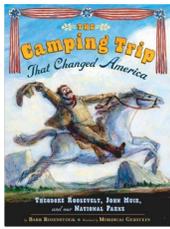
Children’s books about Theodore Roosevelt:



You’re On Your Way, Teddy Roosevelt by Judith St. George – a kid-friendly biography focused on the boyhood of Teddy Roosevelt, and providing young learners with a wonderful chance to see how a difficult and sickly childhood spurred him to achieve all that he did.

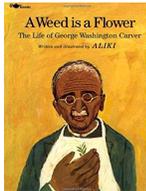
My Tour of Europe, By Teddy Roosevelt, Age 10 Edited by Ellen Jackson – Excerpts from T. Roosevelt’s own journal of his trip to Europe as a ten year old, charmingly illustrated and accompanied by notes from the author on keeping journals, more background on Roosevelt, and a discussion of his unique spellings of words. A map of his journey is included in the endpages. This book provides a wonderful prompt for journal writing by your own students.





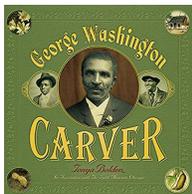
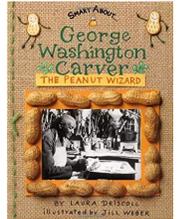
The Camping Trip That Changed America: Theodore Roosevelt, John Muir, and our National Parks, by Barb Rosenstock – provides young learners with an up-close story of the camping trip that John Muir invited Theodore Roosevelt to take, a trip that changed both of their lives and helped to preserve the Yosemite for future generations.

Children’s books about George Washington Carver:



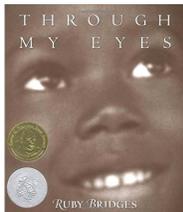
A Weed is a Flower by Alike - a good introduction to Carver for first graders and should spark many questions and inspire further learning. Carver’s work provides a wonderful opportunity to link to science understandings.

George Washington Carver: The Peanut Wizard by Laura Driscoll – another excellent, kid-friendly introductory biography on this scientist. The story incorporates photos and drawings that will engage your learners.



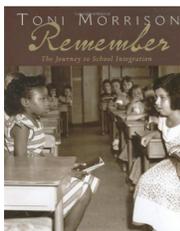
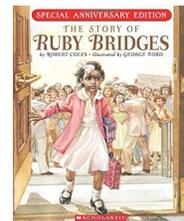
George Washington Carver by Tonya Bolden – This Carver biography is more in-depth than the other two titles featured here. For first graders, consider using it to share specific information or excerpts about Carver, pulling those most appropriate for your students. The book includes many primary sources – photographs and documents- that will enhance your study of this amazing man.

Children’s books about Ruby Bridges:



Through My Eyes by Ruby Bridges and Margo Lundell - a historically rich, compelling story of Ruby’s experiences, filled with photographs and Ruby’s first person account of events. First graders should find this introduction to Ruby inspiring and thought-provoking.

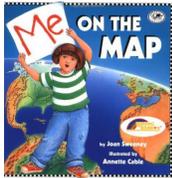
The Story of Ruby Bridges by Robert Coles – Research psychiatrist Coles recounts the basics of the Ruby Bridges story in a good introductory narrative. Pairing this book with Bridges’ own account would help provide multiple perspectives.



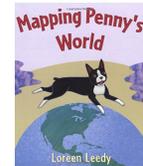
Remember: The Journey to School Integration by Toni Morrison – the renowned writer uses text sparingly, along with riveting photographs of segregated and integrated classrooms of children. This book would be a powerful resource to prompt students to write or tell stories of their own related to school integration.

SS1G2 Identify and locate the student’s city, county, state, nation (country), and continent on a simple map or globe.

Children’s books about this concept:

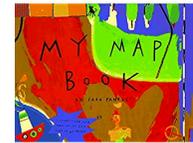


Me on the Map by Joan Sweeney – young kid-friendly introduction to concepts of place and simple maps.



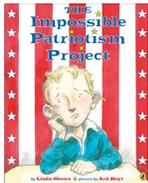
Mapping Penny’s World by Loreen Leedy – another great teacher favorite for young learners to fall in love with maps.

My Map Book by Sara Fanelli – a creative and fresh take on maps and map-making for young learners.



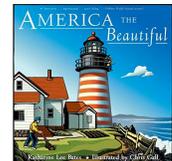
SS1CG2 Explore the concept of patriotism through the words in the songs America (My Country ‘Tis of Thee) and America the Beautiful (for example: brotherhood, liberty, freedom, pride, etc.).

Children’s books that align to this standard are:



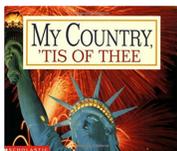
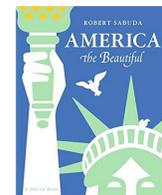
The Impossible Patriotism Project by Linda Skeers – a very kid-friendly exploration of various ways to define patriotism.

America the Beautiful by Katherine Lee Bates, illus. by Chris Gall – beautifully illustrated rendition of this song’s lyrics. Use images to bring the lines to life. Your first graders could make their own illustrated version of the song lyrics.



America the Beautiful: Together We Stand by Katherine Lee Bates, illus. by Bryan Collier – incorporates artwork from ten distinguished artists along with presidential quotes.

America the Beautiful: A Pop-Up Book by Robert Sabuda – adds dimension in every way to the consideration of patriotism.



My Country, ‘Tis of Thee by Samuel Francis Smith – filled with patriotic images to illustrate the lyrics, can be used to spark writing and drawing on the patriotism theme.

SS1E1 Identify goods that people make and services that people provide for each other.

Children’s book titles related to SS1E1 –

- *Anna the Bookbinder* by Andrea Chang
- *On Market Street* by Arnold Lobel
- *Ox-Cart Man* by Donald Hall
- *Strega Nona Meets Her Match* by Tomie dePaola

- *If You Give a Mouse a Cookie* by Laura Joffe Numeroff
- *Down the Road* by Alice Schertle

SS1E2 Explain that scarcity is when unlimited wants are greater than limited resources.

- *The Lorax* by Dr. Seuss
- *The Little House* by Virginia Lee Burton
- *Fly Away Home* by Eve Bunting
- *The Great Fuzz Frenzy* by Janet Stevens and Susan Stevens Crummel
- *The Mitten* by Jan Brett
- *Bringing the Rain to Kapiti Plain* by Verna Aardema

SS1E3 Describe how people are both producers and consumers.

- *Abuela’s Weave* by Omar Castañeda
- *Curious George Takes a Job* by H.A. Rey
- *Market Day* by Carol Foscett Cordsen
- *The Pen That Pa Built* by David Edwards
- *Tops and Bottoms* by Janet Stevens
- *To Market, To Market* by Anne Miranda

SS1E4 Explain that people earn income by working and that they must make choices about how much to save and spend.

- *Beatrice’s Goat* by Paige McBrier
- *A Chair for My Mother* by Vera Williams
- *My Rows and Piles of Coins* by Tololwa Mollel
- *The Penny Pot* by Stuart J. Murphy
- *Chicken Sunday* by Patricia Polacco

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Reading Literature

Key Ideas and Details						
Standard RL1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text						
K	1	2	3	4	5	6
With prompting and support, ask and answer questions about key details	Ask and answer questions about key details in a text.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Standard RL2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.						
K	1	2	3	4	5	6
With prompting and support, retell familiar stories, including key details.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Determine a theme and/or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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Standard RL3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.						
K	1	2	3	4	5	6
With prompting and support, identify characters, settings, and major events in a story.	Describe characters, settings, and major events in a story, using key details.	Describe how characters in a story respond to major events and challenges.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
Craft and Structure						
Standard RL4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone						
K	1	2	3	4	5	6
Ask and answer questions about unknown words in a text.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Determine the meaning of words and phrases, both literal and nonliteral language, as they are used in a text.	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

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Standard RL5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.						
K	1	2	3	4	5	6
Recognize common types of texts (e.g., storybooks, poems).	Explain major differences between texts that tell stories and texts that give information.	Describe the overall structure of a story, including describing how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action.	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
Standard RL6 Assess how point of view or purpose shapes the content and style of a text.						
K	1	2	3	4	5	6
With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Identify who is telling the story at various points in a text.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character	Distinguish their own point of view from that of the narrator or those of the characters.	Compare and contrast the point of view from which different stories are narrated, including the difference between first-	Describe how a narrator's or speaker's point of view influences how events are described.	Explain how an author develops the point of view of the narrator or speaker in a text.

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		when reading dialogue aloud.		and third-person narrations.		
Integration of Knowledge and Ideas						
Standard RL7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.						
K	1	2	3	4	5	6
With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	Use illustrations and details in a story to describe its characters, setting, or events.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	Make connections between the text of a story or drama and a visual or oral presentation of the text identifying similarities and differences	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
Standard RL8 <i>Not Applicable to Literature</i>						
Standard RL9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.						
K	1	2	3	4	5	6
With prompting and support, compare and contrast the	Compare and contrast the adventures and experiences of	Compare and contrast two or more versions of the same story	Compare and contrast the themes, settings, and plots of	Compare and contrast the treatment of similar themes	Compare and contrast stories in the same genre (e.g., mysteries	Compare and contrast texts in different forms or genres (e.g.,

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adventures and experiences of characters in familiar stories.	characters in stories.	(e.g., Cinderella stories) by different authors or from different cultures.	stories written by the same author about the same or similar characters (e.g., in books from a series).	and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	and adventure stories) on their approaches to similar themes and topics.	stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
Range of Reading and Level of Text Complexity						
Standard RL10 Read and comprehend complex literary and informational texts independently and proficiently						
K	1	2	3	4	5	6
Actively engage in group reading activities with purpose and understanding.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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Reading for Information

Key Ideas and Details						
Standard RI1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.						
K	1	2	3	4	5	6
With prompting and support, ask and answer questions about key details in a text.	Ask and answer questions about key details in a text.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Standard RI2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.						
K	1	2	3	4	5	6
With prompting and support, identify the main topic and retell key details of a text.	Identify the main topic and retell key details of a text	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Standard RI3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.						
K	1	2	3	4	5	6

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With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
Craft and Structure						
Standard RI4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone						
K	1	2	3	4	5	6
With prompting and support, ask and answer questions about unknown words in a text.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
Standard RI5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.						
K	1	2	3	4	5	6
Identify the front cover, back cover,	Know and use various text	Know and use various text	Use text features and search tools	Describe the overall structure	Compare and contrast the	Analyze how a particular

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and title page of a book.	features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	(e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	(e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
Standard RI6 Assess how point of view or purpose shapes the content and style of a text.						
K	1	2	3	4	5	6
Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Distinguish their own point of view from that of the author of a text.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
Integration of Knowledge and Ideas						
Standard RI7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.						
K	1	2	3	4	5	6
With prompting and support, describe the	Use the illustrations and details in a text to	Explain how specific images (e.g., a diagram	Use information gained from illustrations (e.g.,	Interpret information presented	Draw on information from multiple print or	Integrate information presented in

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relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	describe its key ideas.	showing how a machine works) contribute to and clarify a text.	maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
Standard RI8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.						
K	1	2	3	4	5	6
With prompting and support, identify the reasons an author gives to support points in a text.	Identify the reasons an author gives to support points in a text.	Describe how reasons support specific points the author makes in a text.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Explain how an author uses reasons and evidence to support particular points in a text.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
Standard R9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.						

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K	1	2	3	4	5	6
With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Compare and contrast the most important points presented by two texts on the same topic.	Compare and contrast the most important points and key details presented in two texts on the same topic.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
Range of Reading and Level of Text Complexity						
Standard RI.10 Read and comprehend complex literary and informational texts independently and proficiently						
K	1	2	3	4	5	6
Actively engage in group reading activities with purpose and understanding.	With prompting and support, read informational texts appropriately complex for grade 1.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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Reading: Foundational Skills

Print Concepts						
Standard RF1 - Demonstrate understanding of the organization and basic features of print.						
K	1	2	3	4	5	6
<p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)</p>	N/A	N/A	N/A	N/A	N/A
Phonological Awareness						
Standard RF2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).						
K	1	2	3	4	5	6
<p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p>	<p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	N/A	N/A	N/A	N/A	N/A

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e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.						
Phonics and Word Recognition						
Standard RF3 - Know and apply grade-level phonics and word analysis skills in decoding words.						
K	1	2	3	4	5	6
<p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>d. Distinguish between</p>	<p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words</p>	<p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences</p>	<p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multi-syllable words.</p>	<p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	N/A

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similarly spelled words by identifying the sounds of the letters that differ.	following basic patterns by breaking the words into syllables. f. Read words with inflectional endings.					
Fluency						
Standard RF4 - Read with sufficient accuracy and fluency to support comprehension.						
K	1	2	3	4	5	6
Read emergent-reader texts with purpose and understanding.	a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. d. Read grade-appropriate irregularly spelled words.	a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	N/A

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Writing

Text Types and Purposes

Standard W1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

K	1	2	3	4	5	6
Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure..	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	Write opinion pieces on topics or texts, supporting a point of view with reasons.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Write arguments to support claims with clear reasons and relevant evidence.
			<i>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</i>	<i>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</i>	<i>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</i>	<i>a. Introduce claim(s) and organize the reasons and evidence clearly.</i>
			<i>b. Provide reasons that support the opinion.</i>	<i>b. Provide reasons that are supported by facts and details.</i>	<i>b. Provide logically ordered reasons that are supported by facts and details.</i>	<i>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding</i>

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						<i>of the topic or text.</i>
			<i>c. Use linking words and phrases (e.g. , because, therefore, since, for example) to connect opinion and reasons.</i>	<i>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</i>	<i>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</i>	<i>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</i>
						<i>d. Establish and maintain a formal style.</i>
			<i>d. Provide a concluding statement or section.</i>	<i>d. Provide a concluding statement or section related to the opinion presented.</i>	<i>d. Provide a concluding statement or section related to the opinion presented.</i>	<i>e. Provide a concluding statement or section that follows from the argument presented.</i>
Standard W2 Write informative/ explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.						
K	1	2	3	4	5	6
Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are writing about and supply some	Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.	Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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information about the topic.						
			<p><i>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</i></p>	<p><i>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</i></p>	<p><i>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</i></p>	<p><i>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</i></p>
			<p><i>b. Develop the topic with facts, definitions, and details.</i></p>	<p><i>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</i></p>	<p><i>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</i></p>	<p><i>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</i></p>

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			<i>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</i>	<i>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). Use precise language and domain-specific vocabulary to inform about or explain the topic.</i>	<i>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</i>	<i>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</i>
					<i>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</i>	<i>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</i> <i>e. Establish and maintain a formal style.</i>
			<i>d. Provide a concluding statement or section.</i>	<i>d. Provide a concluding statement or section related to the information or explanation presented.</i>	<i>e. Provide a concluding statement or section related to the information or explanation presented.</i>	<i>f. Provide a concluding statement or section that follows from the information or explanation presented.</i>
Standard W3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.						
K	1	2	3	4	5	6
Use a combination of drawing, dictating, and	Write narratives in which they recount two or more	Write narratives in which they recount a well-elaborated	Write narratives to develop real or imagined	Write narratives to develop real or imagined	Write narratives to develop real or imagined	Write narratives to develop real or imagined

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<p>writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>
			<p><i>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</i></p>	<p><i>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</i></p>	<p><i>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</i></p>	<p><i>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</i></p>
			<p><i>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</i></p>	<p><i>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</i></p>	<p><i>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</i></p>	<p><i>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</i></p>

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			<i>c. Use temporal words and phrases to signal event order.</i>	<i>c. Use a variety of transitional words and phrases to manage the sequence of events.</i>	<i>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</i>	<i>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</i>
				<i>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</i>	<i>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</i>	<i>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</i>
			<i>d. Provide a sense of closure.</i>	<i>e. Provide a conclusion that follows from the narrated experiences or events.</i>	<i>e. Provide a conclusion that follows from the narrated experiences or events.</i>	<i>e. Provide a conclusion that follows from the narrated experiences or events.</i>
Production and Distribution of Writing						
Standard W4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.						
K	1	2	3	4	5	6
N/A	N/A	N/A	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and

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			(Grade-specific expectations for writing types are defined in standards 1–3 above.)	specific expectations for writing types are defined in standards 1–3 above.)	specific expectations for writing types are defined in standards 1–3 above.)	audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
Standard W5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.						
K	1	2	3	4	5	6
With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Standard W6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.						
K	1	2	3	4	5	6
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including digital tools in collaboration with peers.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others;	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others;	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

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				demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	
Research to Build and Present Knowledge						
Standard W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.						
K	1	2	3	4	5	6
With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	Conduct short research projects that build knowledge about a topic.	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
Standards W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.						
K	1	2	3	4	5	6
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Recall information from experiences or gather information from provided sources to answer a question.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of

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			into provided categories.	provide a list of sources.	work, and provide a list of sources.	others while avoiding plagiarism and providing basic bibliographic information for sources.
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Standard W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

K	1	2	3	4	5	6
N/A	N/A	N/A	N/A	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
				<i>a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</i>	<i>a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</i>	<i>a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</i>
				<i>b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</i>	<i>b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</i>	<i>b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</i>

Range of Writing

Standard W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

K	1	2	3	4	5	6
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N/A	N/A	N/A	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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Speaking & Listening

Comprehension and Collaboration						
Standard SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.						
K	1	2	3	4	5	6
Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<i>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</i>	<i>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</i>	<i>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</i>	<i>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about</i>	<i>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about</i>	<i>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about</i>	<i>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe</i>

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			<i>the topic to explore ideas under discussion.</i>	<i>the topic to explore ideas under discussion.</i>	<i>the topic to explore ideas under discussion.</i>	<i>and reflect on ideas under discussion.</i>
<i>b. Continue a conversation through multiple exchanges</i>	<i>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</i>	<i>b. Build on others' talk in conversations by linking their comments to the remarks of others.</i>	<i>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</i>	<i>b. Follow agreed-upon rules for discussions and carry out assigned roles.</i>	<i>b. Follow agreed-upon rules for discussions and carry out assigned roles.</i>	<i>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</i>
	<i>c. Ask questions to clear up any confusion about the topics and texts under discussion.</i>	<i>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</i>	<i>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</i>	<i>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</i>	<i>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</i>	<i>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</i>

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			<i>d. Explain their own ideas and understanding in light of the discussion.</i>	<i>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</i>	<i>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</i>	<i>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</i>
Standard SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.						
K	1	2	3	4	5	6
Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Determine a theme of a story, drama, or poem from details in the text; summarize the text. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
Standard SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.						
K	1	2	3	4	5	6

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Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Identify the reasons and evidence a speaker provides to support particular points.	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
Presentation of Knowledge and Ideas						
Standard SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.						
K	1	2	3	4	5	6
Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
Standard SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.						

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K	1	2	3	4	5	6
Add drawings or other visual displays to descriptions as desired to provide additional detail.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
Standard SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.						
K	1	2	3	4	5	6
Speak audibly and express thoughts, feelings, and ideas clearly.	Produce complete sentences when appropriate to task and situation.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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Language

Conventions of Standard English						
Standard L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.						
K	1	2	3	4	5	6
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<p><i>a. Print many upper- and lowercase letters.</i></p> <p><i>b. Use frequently occurring nouns and verbs.</i></p> <p><i>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</i></p> <p><i>d. Understand and use</i></p>	<p><i>a. Print all upper- and lowercase letters.</i></p> <p><i>b. Use common, proper, and possessive nouns.</i></p> <p><i>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</i></p> <p><i>d. Use personal, possessive,</i></p>	<p><i>a. Use collective nouns (e.g., group).</i></p> <p><i>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</i></p> <p><i>c. Use reflexive pronouns (e.g., myself, ourselves).</i></p> <p><i>d. Form and use the past tense</i></p>	<p><i>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</i></p> <p><i>b. Form and use regular and irregular plural nouns.</i></p>	<p><i>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</i></p> <p><i>b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</i></p> <p><i>c. Use helping/linking</i></p>	<p><i>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</i></p> <p><i>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</i></p>	<p><i>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</i></p> <p><i>b. Use intensive pronouns (e.g., myself, ourselves).</i></p> <p><i>c. Recognize and correct inappropriate shifts in pronoun number and person.*</i></p>

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<p>question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>f. Produce and expand complete sentences in shared language activities.</p>	<p>and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>h. Use determiners (e.g., articles, demonstratives).</p> <p>i. Use frequently occurring</p>	<p>of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p>	<p>c. Use abstract nouns (e.g., childhood).</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.*</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions.</p>	<p>verbs to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>g. Correctly use frequently confused words (e.g., to, too, two; there, their).</p>	<p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.</p> <p>e. Use correlative conjunctions (e.g., either/or, neither/nor).</p>	<p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p>e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p>
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	<p><i>prepositions (e.g., during, beyond, toward).</i></p> <p><i>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</i></p>		<p><i>i. Produce simple, compound, and complex sentences.</i></p>			
Standard L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.						
K	1	2	3	4	5	6
<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><i>a. Capitalize the first word in a sentence and the pronoun I.</i></p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><i>a. Capitalize dates and names of people.</i></p> <p><i>b. Use end punctuation for sentences.</i></p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><i>a. Capitalize holidays, product names, and geographic names.</i></p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><i>a. Capitalize appropriate words in titles.</i></p> <p><i>b. Use commas in addresses.</i></p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><i>a. Use correct capitalization.</i></p> <p><i>b. Use commas and quotation marks to mark direct speech</i></p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><i>a. Use punctuation to separate items in a series.</i></p> <p><i>b. Use a comma to separate an introductory</i></p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><i>a. Use punctuation (commas, parentheses, dashes) to set off</i></p>

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<p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>b. Use commas in greetings and closings of letters.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>c. Use commas and quotation marks in dialogue.</p> <p>d. Form and use possessives.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check</p>	<p>and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>element from the rest of the sentence.</p> <p>c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>nonrestrictive/parenthetical elements.</p> <p>b. Spell correctly.</p>
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			<i>and correct spellings.</i>			
Knowledge of Language						
Standard L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.						
K	1	2	3	4	5	6
		<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><i>a. Compare formal and informal uses of English</i></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><i>a. Choose words and phrases for effect.</i></p> <p><i>b. Recognize and observe differences between the conventions of spoken and written standard English.</i></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><i>a. Choose words and phrases to convey ideas precisely.</i></p> <p><i>b. Choose punctuation for effect.</i></p> <p><i>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</i></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><i>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</i></p> <p><i>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</i></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><i>a. Vary sentence patterns for meaning, reader/listener interest, and style.</i></p> <p><i>b. Maintain consistency in style and tone.</i></p>

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Vocabulary Acquisition and Use						
Standard L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.						
K	1	2	3	4	5	6
<p>With guidance and support, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p><i>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</i></p> <p><i>b. Use the most frequently occurring inflections and affixes (e.g., -</i></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p><i>a. Use sentence-level context as a clue to the meaning of a word or phrase.</i></p> <p><i>b. Use frequently occurring affixes as a clue to the meaning of a word.</i></p> <p><i>c. Identify frequently occurring root words (e.g.,</i></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p><i>a. Use sentence-level context as a clue to the meaning of a word or phrase.</i></p> <p><i>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</i></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p><i>a. Use sentence-level context as a clue to the meaning of a word or phrase.</i></p> <p><i>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable,</i></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p><i>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</i></p> <p><i>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g.,</i></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p><i>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</i></p> <p><i>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to</i></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p><i>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</i></p> <p><i>b. Use common, grade-appropriate Greek or Latin affixes and roots</i></p>

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<p><i>ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</i></p>	<p><i>look) and their inflectional forms (e.g., looks, looked, looking).</i></p>	<p><i>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</i> <i>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</i> <i>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</i></p>	<p><i>comfortable /uncomfortable, care/careless, heat/preheat).</i> <i>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</i> <i>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases</i></p>	<p><i>telegraph, photograph, autograph).</i> <i>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</i></p>	<p><i>the meaning of a word (e.g., photograph, photosynthesis).</i> <i>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</i></p>	<p><i>as clues to the meaning of a word (e.g., audience, auditory, audible).</i> <i>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</i> <i>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</i></p>
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Standard L5 Demonstrate understanding of word relationships and nuances in word meanings.						
K	1	2	3	4	5	6
<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school)</p>	<p>With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>c. Identify real-life connections between words and their use (e.g., note</p>	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>c. Distinguish shades of meaning among related words that describe states</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy,</p>

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<p><i>that are colorful).</i></p> <p>d. Begin to distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<p><i>places at home that are cozy).</i></p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>		<p><i>of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</i></p>		<p><i>each of the words.</i></p>	<p><i>scrimping, economical, unwasteful, thrifty).</i></p>
<p>Standard L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>						
K	1	2	3	4	5	6
<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to</p>	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g.,</p>	<p>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal</p>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or</p>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and</p>	<p>Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a</p>

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	signal simple relationships (e.g., because).	When other kids are happy that makes me happy).	relationships (e.g., After dinner that night we went looking for them).	states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	word or phrase important to comprehension or expression.
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LANGUAGE PROGRESSIVE SKILLS CHART GRADES K-12

The following skills were marked with an asterisk (*) and are included on the Language Progressive Skills chart for ELAGSE because they will require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. Instructors in ALL grades should refer to the Language Progressive Skills Chart for progressive standards that **should be added** to the Language Strand for their grade.

STANDARD	GRADE											
	K	1	2	3	4	5	6	7	8	9-10	11-12	
ELAGSEK5b. Relate frequently occurring words to their antonyms (also synonyms/homographs in progression).												Subsumed by ELAGSE5L5c
ELAGSE1L2c. Use commas in dates and to separate single words in a series.												Subsumed by ELAGSE5L2a
ELAGSE1L1i. Use frequently occurring prepositions.												Subsumed by ELAGSE4L1e
ELAGSE1L1g. Use frequently occurring conjunctions. ELAGSE3L1h. Use coordinating and subordinating conjunctions. ELAGSE5L1e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).												
ELAGSE3L1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. ELAGSE5L1a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.												
ELAGSE3L1f. Ensure subject-verb and pronoun-antecedent agreement.												
ELAGSE3L3a. Choose words and phrases for effect.												
EKACC4L1e. Form and use prepositional phrases.												
ELAGSE4L1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.												
ELAGSE4L1g. Correctly use frequently confused words (e.g., <i>to/too/two; there/their</i>).												
ELAGSE4L3a. Choose words and phrases to convey ideas precisely.												Subsumed by ELAGSE7L3a
ELAGSE4L3b. Choose punctuation for effect.												
ELAGSE5L1d. Recognize and correct inappropriate shifts in verb tense.												
ELAGSE5L2a. Use punctuation to separate items in a series (use of commas continues with added complexity throughout the standards).												
ELAGSE5L5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.												
ELAGSE6L1c. Recognize and correct inappropriate shifts in pronoun number and person.												
ELAGSE6L1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).												
ELAGSE6L1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.												
ELAGSE6L3a. Vary sentence patterns for meaning, reader/listener interest, and style (varying sentence patterns continues with added rigor throughout the standards).												
ELAGSE6L3b. Maintain consistency in style and tone.												
ELAGSE7L1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.												
ELAGSE7L3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.												
ELAGSE8L1d. Recognize and correct inappropriate shifts in verb voice and mood.												
ELAGSE9–10L1a. Use parallel structure.												
L11-12L3a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.												

* Darkened boxes indicate grades in which the standard should be taught.

