

**3.1.3 A. Concepts About Print**

- › **Recognize purposes for print conventions such as end-of-sentence punctuation, paragraphing, and bold print.**
- › **Use a table of contents, glossary, or index to find specific information in printed text.**
- › **Identify/locate features that support text meaning (e.g., maps, illustrations).**
- › **Interpret graphs, charts, and diagrams.**

*Essential Questions:* How does understanding a text’s structure better help me understand its meaning?

*Enduring Understandings:* The understanding of features, structures, and characteristics of print helps readers make meaning of print.

*Suggested Activities/Resources (in addition to guided reading with leveled materials):*

- Model how to locate and interpret features with teacher think-alouds.
- Teach sentence and paragraph conventions with mini-lessons during writing workshop.
- Use a variety of nonfiction texts to practice interpreting graphic features.

*Suggested Assessment Activities:*

- Observe child during writing workshop activities to see if print conventions are being used.
- Use guided reading groups to assess how well students are using table of contents, glossary, and index.
- Assess use of graphic features during content area assessments, including tests.

**3.1.3 B/C Phonological/Phonemic Awareness (3.1.3 B.)  
Decoding/Word Recognition (3.1.3 C.)**

- › **Demonstrate a sophisticated sense of sound-symbol relationships, including all phonemes (e.g., blends, digraphs, diphthongs).**
- › **Use letter-sound knowledge and structural analysis to decode words.**
- › **Use context to accurately read new words, including homographs.**
- › **Know sounds for a range of prefixes/suffixes (e.g., *re-*, *ex-*, *-ment*, *-tion*).**

*Essential Questions:* How are sounds represented by letters? How do I figure out a word I do not know?

*Enduring Understandings:* Letter and letter combinations represent the sounds of our language. Readers use letter-sound correspondence, pictures, language structure, and context to decode new words.

*Suggested Activities/Resources (in addition to guided reading with leveled materials):*

- Play *Guess My Message* by putting a secret message on the board, using blanks for each letter. Students guess, similar to *Hangman* or *Wheel of Fortune*.
- Give plenty of opportunities for word sorting and making words, incorporating the spelling patterns being taught.
- Have students keep a word study notebook where students can collect words fitting specific patterns or syllable rules.
- Create card games that have students working with prefixes and suffixes.

*Suggested Assessment Activities:*

- Assess how many high frequency words each child has mastered.
- Use observations and running records during guided reading groups to assess students’ use of decoding strategies. Focus instruction and grouping based upon the needs of students.
- Use a developmental spelling test to assess a student’s spelling/decoding level.

**3.1.3 F. Vocabulary/Concept Development**

- › Identify specific words/phrases that are causing comprehension difficulties.
- › Use pictures, context clues, and semantic clues to assist with the meaning of new words (e.g., synonyms, antonyms, homophones).
- › Infer word meanings from taught roots, prefixes, and suffixes.
- › Use a grade-appropriate dictionary with assistance from teacher.

*Essential Questions:* Why do readers need to pay attention to the words the author uses?

*Enduring Understandings:* Words powerfully affect meaning.

*Suggested Activities/Resources (in addition to guided reading with leveled materials):*  
 Enjoy a variety of read alouds with discussions about new words, connecting them to familiar words/concepts.  
 Use word sorts that allow students to categorize by concept or theme.  
 Use semantic and word mapping activities (with illustrations) so students can see word relationships.  
 Play word games, like *Concentration*, *Pictionary*, or *Four Corners*.

*Suggested Assessment Activities:*  
 Assess how students sort words, along with their reasoning for putting words together.  
 Give students a new vocabulary word and ask them to create a sentence using that word orally. Observe how elaborately and correctly the student can do so.  
 Have students illustrate the literal meanings of specific vocabulary from informational texts.

**3.1.3 D/E/G Understanding Text:  
 Fluency (3.1.3 D.)  
 Reading Strategies (3.1.3 E.)  
 Comprehension Skills/Response to Text (3.1.3 G.)**

- › Read aloud with proper phrasing, inflection, and intonation.
- › Recognize grade-level words accurately and with ease so that text sounds like spoken language when read aloud.
- › Read longer text and chapter books independently and silently.
- › Use fix-it strategies to monitor comprehension and accuracy (e.g., self-correct, clarify, reread, context clues).
- › Use before/during/after reading strategies to understand text (e.g., set purpose, predict/confirm, make text-to-self connections)
- › Read regularly and comprehend both fiction/nonfiction using appropriate questioning strategies (e.g., how, why, what if, I wonder...).
- › Develop/use graphic organizers to build on experiences and extend learning (e.g., story map, KWL, Venn diagram, web)
- › Recognize purpose of the text (e.g., entertain, inform, persuade) and how authors use humor and imagery to extend meaning.
- › Distinguish cause/effect, fact/opinion, main idea/supporting details in interpreting text.
- › Summarize major points from fiction and nonfiction texts.
- › Draw conclusions and make inferences from text and graphics.
- › Identify/compare/contrast characters/traits, setting, plot elements, and themes in a story.
- › Discuss underlying theme or message in interpreting fiction.
- › Recognize first-person “I” point of view.

*Essential Questions:* How does fluency affect comprehension? How do readers make sense of text? What do readers do when they don’t understand what they are reading?

*Enduring Understandings:* Fluent readers group words quickly and read smoothly with expression to help them understand text. Good readers use strategies to help them make sense of what they are reading, and monitor comprehension.

*Suggested Activities/Resources (in addition to guided reading with leveled materials):*  
 Model fluency daily with read alouds. Use Reader’s Theater, paired reading, echo reading, and choral reading activities to help students develop fluency.  
 Use think alouds and show students how to make connections, infer, and develop questioning strategies. Students record connections, inferences, and questions on a chart, graphic organizer, bookmark, or sticky, explaining/supporting their thinking.  
 Use book clubs to group students by ability or interest. Have students apply strategies to their reading.  
 Read simple fairy tales and discuss “What’s the Big Idea?” to introduce theme.

*Suggested Assessment Activities:*  
 Assess fluency using a rubric and running record. Elicit a retelling of the same passage to assess comprehension. Use results to help group for guided reading.  
 Assess how students are using strategies by reviewing their charts, bookmarks, or stickies. It is important to evaluate how meaningful their connections, inferences, and questions are and if they use text support.  
 Use a simple story map to evaluate their understanding of characters, setting, and plot elements.

**3.1.3 H. Inquiry and Research**

- › **Locate information using library classification systems, print, or electronic sources.**
- › **Read a variety of fiction and nonfiction books and produce evidence of reading.**
- › **Gather/organize information/data and draw conclusions.**

*Essential Questions:* Why conduct research?

*Enduring Understandings:* Researchers gather and review information from different sources for specific purposes.

*Suggested Activities/Resources:*

Create leveled book baskets according to themes and nonfiction topics. Change as needed.  
 Keep “Wonder Books” to record thoughts, questions, and interests about nonfiction topics.  
 Create a research “club” to investigate areas of interest in science or social studies. The club must produce some evidence of investigation.

*Suggested Assessment Activities:*

Observe how often students use materials in book baskets.  
 Assess the evidence of investigation submitted by each research club for accuracy, organization, and conclusions.

**3.2.3 A. Writing as a Process**

- › **Examine real-world examples of writing in various genres to gain understanding of how authors communicate ideas.**
- › **Generate possible ideas for writing across the curriculum through recalling experiences, listening to stories, reading, brainstorming, and discussion.**
- › **Use graphic organizers to assist with planning writing.**
- › **Compose first drafts from prewriting work.**
- › **Participate with peers to comment on and react to each other’s writing.**
- › **Revise work by rereading for meaning, sequencing, elaborating with details, and improving openings.**
- › **Edit work for basic spelling, sentence structure, paragraphing, and mechanics, using reference materials and/or simple checklists.**
- › **Use computer word-processing applications during parts of the writing process.**
- › **Use a rubric to reflect on and improve writing.**

*Essential Questions:* How do good writers express themselves?

*Enduring Understandings:* Good writers develop and refine their ideas for the purpose of thinking, learning, and expressing themselves.

*Suggested Activities/Resources:*

Introduce the concept of an open writing workshop and put procedures into place the first week of school.  
 Use quality picture books that trigger ideas, model possibilities, and illustrate the focus of each mini-lesson.  
 Incorporate short conferences into the workshop routine. Find a specific part of the student’s piece to praise, then teach one technique, skill, or strategy.  
 Use “Drop the Bomb” to help students add details. They insert details or description into their writing using any white space available to “drop” the added details into their piece.

*Suggested Assessment Activities:*

Design a simple system for collecting information throughout each term, such as a clipboard checklist or flip chart. Record what you have taught in individual conferences, what you must teach soon, and what the child can do independently.  
 Use a simple self-assessment form.

**3.2.3 B/D Writing as a Craft:  
Writing as a Product (3.2.3 B.)  
Writing Forms, Audiences, Purposes (3.2.3 D.)  
Writing Traits (3.2.3)**

- › Write for a variety of purposes (e.g., to inform, entertain, persuade) and audiences (e.g., self, peers, community).
- › Produce writing that demonstrates the use of a variety of sentence types, such as declarative, interrogative, exclamatory, and imperative.
- › Begin to develop author’s voice in own writing.
- › Develop fluency by writing daily and for sustained amounts of time.
- › Use everyday words in appropriate written context.
- › Write in a variety of genres (narratives, simple reports, procedures, letters).
- › Write a correctly sequenced personal narrative or story (e.g., realistic or humorous).
- › Write a descriptive piece, such as a description of a person, place or object.
- › Write a nonfiction piece and/or simple informational report across the curriculum.
- › Respond to literature through writing to demonstrate understanding of text.
- › Present/discuss writing with other students.
- › Continue to develop a collection of writings (portfolio).

**Essential Questions:** How do writers develop a well-written product? Why does a writer choose a particular form of writing?

**Enduring Understandings:** Good writers develop a variety of strategies and select a form that allows them to write for different purposes and audiences.

**Suggested Activities/Resources:**  
 Use word walls that include frequently and effectively used transitions, specific/descriptive vocabulary, and interesting words.  
 Use quality picture books to study an author’s use of specific traits or techniques.  
 Make a list of 20 picture books you will use to model a range of possibilities for your students, earmarking five for the earliest weeks of writing workshop.  
 Develop mini-lessons that focus instruction on specific genres, traits, or techniques.  
 Incorporate writing into the development of an understanding of social studies/science issues.

**Suggested Assessment Activities:**  
 Assess open-ended responses and essays on science/social studies tests.  
 Use a rubric that evaluates writing traits and use results to provide feedback to students.  
 Students self-select best piece (over a period of time) to develop, publish, and submit for assessment.

**3.2.3 C. Conventions (Mechanics, Spelling, Handwriting)**

- › Use standard English conventions that are developmentally appropriate to the grade level in writing (e.g., end punctuation, abbreviations, simple comma rules, proper nouns, plurals)
- › Use appropriate knowledge of English grammar and usage to craft writing (e.g., complete sentences, subject/predicate, subject-verb agreement, simple verb tenses, comparatives).
- › Develop an understanding of topic sentences, paragraphs, and indentation.
- › Spell previously studied words and spelling patterns accurately.
- › Develop knowledge of English spelling through the use of patterns, structural analysis, and high-frequency words.
- › Write legibly in manuscript or cursive to meet district standards.

*Essential Questions:* Why do we follow rules of language?

*Enduring Understandings:* Rules, or conventions of language, help readers understand what the author is communicating.

*Suggested Activities/Resources:*

Create a simple checklist that students will use to edit their work (four or five appropriate skills). Keep checklists and reference tools in a writing center.  
 Students edit sample essays and stories. Work in groups or pairs at first.  
 Use interactive minilessons to directly instruct students about standard English conventions.  
 Use daily focused editing practice as a warm-up activity.

*Suggested Assessment Activities:*

Include “Use of Conventions” as an element of every scoring rubric.  
 Keep track of which students have mastered certain skills on the clipboard/chart kept for writing workshop.  
 Evaluate daily warm-ups.

**3.3.3 Speaking**

- › Listen/follow a discussion, staying focused, taking turns, and supporting opinions with details.
- › Develop appropriate questions to explore a topic, and contribute ideas, information, and experiences to the inquiry.
- › Use new vocabulary and figurative language learned from literature and classroom experiences.
- › Use vocabulary related to the topic and purpose.
- › Use appropriate strategies to prepare/rehearse/deliver an oral presentation (e.g., word choice, expression, eye contact, volume, props/pictures).
- › Creatively respond to text through dramatizations, role-playing, Reader’s Theater, or choral reading.
- › Use feedback from peers/teacher to reflect upon presentations.

*Essential Questions:* How can discussion help us learn? How do speakers express their thoughts and feelings? How does a speaker communicate so others will listen and understand the message?

*Enduring Understandings:* Discussion builds connections to others and creates learning opportunities. Questioning and contributing help speakers explore issues and clarify thinking. A speaker uses the right elements and format to fit the audience and the purpose.

*Suggested Activities/Resources:*

Provide opportunities for students to participate in a variety of discussions. Use a T-chart (Looks Like/Sounds Like) to explicitly teach proper speaking behaviors, such as maintaining eye contact.  
 Use Think-Pair-Share, cooperative groups, and books clubs as opportunities to develop speaking skills and oral language.  
 Provide opportunities for informal presentations, dramatizations, and role-playing.

*Suggested Assessment Activities:*

Assess story presentations and creative dramatics. Provide students with feedback about specific behaviors that have been taught.

**3.4.3 Listening**

- › **Connect messages heard to prior knowledge and experiences.**
- › **Exchange information through verbal/nonverbal messages.**
- › **Listen to summarize/paraphrase information from texts and media.**
- › **Follow two- and three-step oral directions.**
- › **Develop a strong listening vocabulary to aid comprehension and oral/written language growth.**

*Essential Questions:* How can we listen and understand a message?

*Enduring Understandings:* Good listeners focus to make sense of the message they hear so they can respond appropriately.

*Suggested Activities/Resources:*

Plan activities whereby students must follow oral directions to create simple crafts/products.  
 Play recordings and have students listen for a specific purpose, such as summarizing or making connections.  
 Using a simple graphic organizer while listening will help students focus on the purpose.  
 Read aloud quality fiction and nonfiction picture books that promote vocabulary development.

*Suggested Assessment Activities:*

Evaluate how well the student has followed directions to create the end product.  
 Evaluate the graphic organizers, summaries, and connections elicited from listening activities. Check for understanding and relevance.

**3.5.3 Viewing and Media Literacy**

- › **Begin to demonstrate awareness of different media forms and how they communicate ideas/information.**
- › **Identify the main ideas/central themes in different media.**
- › **Use graphs, charts, and diagrams to report data.**
- › **Begin to explore and interpret messages found in advertisements and other texts.**
- › **Recognize the effects of visual arts on one’s mood/emotions.**
- › **Use a simple rating scale to judge media products.**

*Essential Questions:* How do we use media in everyday life? How do we choose media?

*Enduring Understandings:* Media provides us with entertainment, information, and messages. People choose media based on their personal experiences and by what they need.

*Suggested Activities/Resources:*

Watch 15 minutes of children’s programming and advertising. Discuss if their purpose is to tell or sell.  
 Create TV boxes. Have students create and perform a simple advertisement, focusing on how to get the message across to the audience.  
 Using students’ favorite products, rate the effectiveness of the packaging or advertisement.  
 Use graphs, charts, and diagrams to report data from a science lab.  
 Display symbols used often in the media. Discuss what their main ideas are and how those symbols make you feel.

*Suggested Assessment Activities:*

Assess the graphs, charts, and diagrams as an integral part of the science lab.  
 Evaluate the TV box performance using the same criteria developed for speaking presentations.  
 Informally observe the discussions about programming, advertising, and symbols to plan the next lesson.