

CURRICULUM FRAMEWORK Essential Knowledge, Skills & Processes	HOUGHTON MIFFLIN FLUENCY, PRINT CONCEPTS & PHONICS STRATEGY	HOUGHTON MIFFLIN DECODING & SPELLING SKILLS	CURRICULUM FRAMEWORK ESSENTIAL KNOWLEDGE, SKILLS & PROCESSES
<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> engage in reading-aloud activities voluntarily read a wide variety of self-selected and teacher-selected stories, poems, and informational texts aloud use clues of punctuation, including period, question mark, exclamation point, commas, and quotation marks, to guide their reading use expression and intonation to convey meaning when reading aloud practice reading in texts on their independent reading level to develop accuracy, fluency, and expression. demonstrate concepts of print and spoken word by <ul style="list-style-type: none"> tracking print from left to right and top to bottom following print from one line to the next line (return sweep) matching spoken words to print identify letters, words, and sentences differentiate between letters and words by <ul style="list-style-type: none"> recognizing spaces between words in sentences locating capital letters in sentences locating periods, question marks, and exclamation points, speech bubbles, and quotation marks recognize and use simple compound words. 	<p>Fluency</p> <ul style="list-style-type: none"> Modeling and explicit explanation: reading with expression, pausing at period, voice reflect exclamation point Echo reading Rereading familiar text Independent reading <p>Concepts of Print</p> <ul style="list-style-type: none"> Directionality: left to right Apostrophe to show possession Quotation marks to show exact words of speaker Contractions with 's Tracking sentence from one page to next <p>Phonics/Decoding Strategy</p> <ul style="list-style-type: none"> Look carefully at the word. Look for word parts you know and think about the sounds for the letters. Blend the sounds to read the word. Ask yourself: Is it a word I know? Does it make sense in what I am reading? If not, ask yourself: What else can I try? <p>Phonemic Awareness</p> <ul style="list-style-type: none"> Routine: Deleting phonemes, connect sounds to letters, find small words inside larger words, guide practice Activities: CVC, CCVVC single-syllable words (yam, cloud) Rhyme: identifying rhyming pairs 	<p>Clarify for Phonics/Decode</p> <p>Week 1</p> <ul style="list-style-type: none"> Sounds that y makes; e.g. muddy, fly Review endings and base words, -ing, -ed <p>Week 2</p> <ul style="list-style-type: none"> Endings and base words, -es, -ies, e.g. rushes, bunnies Prefixes, re-, un-; e.g. refill, unhappy Review sounds that y makes <p>Week 3</p> <ul style="list-style-type: none"> Pairs of vowels, au, aw, oi, oy; e.g. sauce, saw, coin, boy Suffixes -y, -ful, -ly Review Endings and base words, -es, -ies Review Prefixes re-, un- <p>Phonics/Spelling</p> <p>Week 1</p> <ul style="list-style-type: none"> Spelling Instruction: Sound for long i, spelled with y; e.g. fry Word Wall: butter, carry, kind, person, put, saw, were, work, around, dance, else, ever, ocean, open, talk, though <p>Week 2</p> <ul style="list-style-type: none"> Spelling Instruction: Adding -es to nouns Word Wall: around, dance, else, ever, ocean, open, talk, though, after, school, pretty, buy, before, wash, off, done <p>Week 3</p> <ul style="list-style-type: none"> Spelling Instruction: Sound made by oi; e.g. coin Word Wall: after, school, pretty, buy, baby, together, sharp, enough, edge, watched, only, garden, before, wash, off, done 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> isolate and manipulate phonemes count phonemes in words with a maximum of three syllables identify the onset and rime of words generate words that rhyme with a teacher-given word segment words by saying each sound blend separately spoken phonemes to make word parts and words with one to three syllables identify whether the middle vowel sound is the same or different in a set of one-syllable words sort picture cards by beginning and ending phoneme apply knowledge of beginning and ending consonants and short vowels in single-syllable words by <ul style="list-style-type: none"> recognizing beginning and ending consonant sounds separating the sounds in a word blending separately spoken phonemes to make a word spelling words accurately decode unknown, orthographically regular, single-syllable words and nonsense words (e.g., <i>sit</i>, <i>zot</i>).

CURRICULUM FRAMEWORK Essential Knowledge, Skills & Processes	HOUGHTON MIFFLIN HIGH-FREQUENCY WORDS	HOUGHTON MIFFLIN VOCABULARY	ZANER-BLOSER HANDWRITING
<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> learn and use new words encountered in discussions and in books that are read aloud use words to orally describe actions, people, places, things, and ideas use words of time and position, including <i>first</i>, <i>second</i>, <i>next</i>, <i>on</i>, <i>under</i>, <i>beside</i>, and <i>over</i>, to give directions orally ask for meanings and clarification of unfamiliar words and ideas use singular and plural nouns appropriately read common high-frequency sight words participate in a variety of oral language activities, such as <ul style="list-style-type: none"> listening to and discussing fiction and nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics listening and responding to stories and poems presented through recordings and experiencing other audiovisual materials in the context of curricular goals and objectives listening to stories and poems read aloud daily participating in discussions about stories and poems talking about words and their meanings as they are encountered in stories, poems, and conversations giving reactions to stories and poems listening and responding to stories and poems presented participate in oral activities, including choral speaking and the reciting of short poems, rhymes, songs, and stories with repeated patterns tell and retell stories and events in logical order by <ul style="list-style-type: none"> retelling stories orally and through informal drama dictating retelling of stories creating their own stories, poems, plays, and songs indicating first, next, and last events in a story extend the story orally or with drawings express themselves in complete sentences. use appropriate pencil grip use standard letter formation use standard number formation. 	<p>Week 1, Day 1: butter, carry, kind, person, put, saw, were, work</p> <ul style="list-style-type: none"> Week 1, Day 2: around, dance, else, ever, ocean, open, talk, though Week 1, Day 3: Same as day 2 <p>Week 2, Day 1: around, dance, else, ever, ocean, open, talk, though</p> <ul style="list-style-type: none"> Week 2, Day 2: after, before, buy, pretty, school, done, off, wash Week 2, Day 3: Same as day 2 <p>Week 3, Day 1: after, school, pretty, buy, before, wash, off, done</p> <ul style="list-style-type: none"> Week 3, Day 2: baby, edge, enough, garden, only, sharp, together, watched Week 3, Day 3: Same as day 2 	<p>Week 1</p> <ul style="list-style-type: none"> Inventions Concept Vocabulary: inventions, past, hourglasses, bulb Rhyming with the word “my” Five Senses Words Words for Family Activities; e.g. reading, cooking, talking <p>Week 2</p> <ul style="list-style-type: none"> How to Read Poetry Add –es to base Words Concept Vocabulary: halfway, decide, hope, lonely Synonyms, e.g. happy/cheerful Words for how we feel; e.g. happy, sad, excited <p>Week 3</p> <ul style="list-style-type: none"> Words spelled with aw, oy; e.g. jaw, boy Reading a Science Article on animal growth Concept Vocabulary: heading, duckling, hatching, eggs Pronouns that show ownership; e.g. her, its Words associated with birds; e.g. nest, wings, duck 	
	<p>ORAL LANGUAGE</p> <ul style="list-style-type: none"> Retelling (using language of the selection; answering who, where, when, what, how) Class discussion Singing songs 		

CURRICULUM FRAMEWORK Essential Knowledge, Skills & Processes	HOUGHTON MIFFLIN CORE COMPREHENSION STRATEGIES	HOUGHTON MIFFLIN COMPREHENSION SKILLS	HOUGHTON MIFFLIN LITERARY CONCEPTS	RESOURCES
To be successful with this standard, students are expected to <ul style="list-style-type: none">use prior knowledge to interpret picturesuse titles and pictures to make predictions about textuse knowledge of the story or topic to make predictions about vocabulary and textpreview reading material by looking at the book's cover and illustrations and by reading titles and headingschoose a purpose for reading by looking at the illustrations, determining prior knowledge, and predicting the outcome of the selectiondraw on prior knowledge to make predictions before and during readingmake and confirm predictions based on illustrations or portions of the textuse knowledge from their own experience to make sense of and talk about a textread various nonfiction forms, including letters, lists, recipes, newspapers, and magazinesidentify the topic or main idea of a short fiction or nonfiction selectionidentify characters, setting, and important eventsanswer simple who, what, when, where, why, and how questions about a selection.	<ul style="list-style-type: none">Monitor/Clarify (target Week 1)<ul style="list-style-type: none">➤ Ask yourself if what you are reading makes sense or if you are learning what you want to learn.➤ If you don't understand something, reread, read ahead, or use the illustrations.Evaluate (target Week 2) Ask yourself:<ul style="list-style-type: none">➤ How do I feel about what I read?➤ Do I agree or disagree with it?➤ Am I learning what I wanted to know?➤ How good a job has the author done?Question (target Week 3)<ul style="list-style-type: none">➤ Ask questions that can be answered as you read or after you finish reading.	<ul style="list-style-type: none">Noting Details (target)Using story structure, characters, setting, problem, solution (target)Comparing and Contrasting (target) <ul style="list-style-type: none">Drawing conclusionsMaking inferencesConnecting and comparingIdentifying cause and effectDistinguishing fact from opinionDistinguishing realism from fantasySequence of events	<p>Imaginative Literature</p> <ul style="list-style-type: none">Genre: realistic fiction, fiction, fantasy, play, folktaleTitle, author, illustratorStory structure: characters, setting, problemJokes and Lyrics: how to read, purpose to entertainDrama: narrator, characters, how to read a play <p>Nonfiction</p> <ul style="list-style-type: none">Genre: nonfiction selections, social studies articleTitle, authorPrint features: title, headings, captions, photographsText organization: topic, main idea and supporting detailsRealistic texts: make-believe vs. real life; story structure vs. informational texts; fantasy vs. realismSocial studies article: topic/title; information/sequence; visuals/picturesPictures: relationship of caption to picture, make inferences how characters are feeling, gathering information from	<ul style="list-style-type: none">Theme 9: SPECIAL FRIENDS (Houghton Mifflin)Alphabet/Letter BooksWordless Picture Books (fiction/story and nonfiction/informational)Decodable BooksPredictable BooksAppropriate Leveled BooksAppropriate Concept BooksBreakthrough To Literacy Books<u>Words Their Way</u> Text & Word Sort CDMCPS Word Sort CD
		Comprehension Tools		
		<ul style="list-style-type: none">3-column chart: topic, details, main idea2-column comparison chart: topic, details, main idea	<ul style="list-style-type: none">Cluster/web: main idea & detailsK-W-L chartVenn Diagram	

FOURTH NINE WEEKS

CURRICULUM FRAMEWORK Essential Knowledge, Skills & Processes	HOUGHTON MIFFLIN FORMS AND GRAMMAR	HOUGHTON MIFFLIN WRITING	ASSESSMENT
<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use previous experiences to generate ideas • participate in teacher-directed brainstorming activities • participate in teacher-directed prewriting strategies, such as webbing, clustering, and semantic mapping, to organize ideas • participate in teacher-directed charting activities to organize information • write a sentence that focuses on one topic • spell high-frequency sight words and phonetically regular words correctly in final copies • sound out words in order to spell them phonetically • use print resources in the classroom in order to spell words • use correct end punctuation • begin each sentence with a capital letter • use familiar writing forms, including lists, letters, stories, reports, messages, and poems • create artwork or a written response that shows comprehension of a selection • extend the story orally or with drawings • share writing with others. 	<p>Language Concepts/Grammar</p> <p>Week 1</p> <ul style="list-style-type: none"> • Using “Are” and “Is” <p>Week 2</p> <ul style="list-style-type: none"> • Using “Were” and “Was” <p>Week 3</p> <ul style="list-style-type: none"> • Using descriptive words; e.g. color, size, shape, number words <p>Preparing for Writing</p> <ul style="list-style-type: none"> • Experience • Discussion • Shared reading selection • Planning beginning, middle, end <p>Writing Forms</p> <ul style="list-style-type: none"> • Shared Writing: description; writing an answer to a problem; writing a new version of a story • Interactive Writing: description; writing a class newsletter; writing a new version of a story <p>Independent Writing</p> <ul style="list-style-type: none"> • Independent Writing: theme related topic 	<p>FRIENDLY LETTER</p> <ul style="list-style-type: none"> • Prewriting/ Planning <ul style="list-style-type: none"> ➤ Choosing a topic <ul style="list-style-type: none"> ▪ Identify to whom they will write a letter and identify the topics on which they could write by answering teacher questions ▪ Talk with partner about the events that have come to mind and decide which one to write about ➤ Organizing information <ul style="list-style-type: none"> ▪ Complete a web with main idea in center surrounded by other events. ▪ Pictures: drawing and numbering a series of pictures about a simple experience ▪ Discuss the parts of a friendly letter • Drafting/Composing <ul style="list-style-type: none"> ➤ Staying on topic ➤ Including details • Revising/Written Expression <ul style="list-style-type: none"> ➤ Adding more detail to answer questions ➤ Use complete sentences • Proofreading/Editing <ul style="list-style-type: none"> ➤ Checklist ➤ End punctuation ➤ Commas when dates are written ➤ Capital letter to begin sentence ➤ Checking Spelling: commonly/frequently misspelled words/no excuse words • Publishing <ul style="list-style-type: none"> ➤ Author’s chair ➤ Class book ➤ Classroom display ➤ Act it out ➤ Record story on tape ➤ Use computer 	<p>Theme 9: SPECIAL FRIENDS Houghton Mifflin</p> <p>End-of-Selection Assessment (SOL format)</p> <p>End-of-Theme Assessment Integrated Theme Test or Theme Skills Test</p> <p>SOL Released Test Selected texts and items from the Grade 3 Released Tests</p> <p>Spelling activities and/or test</p> <p>Daily Writing Activities</p> <p>Writing Rubric</p>