|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **12Time** | **Units / Common Core Standards** | **Reading Skills and Strategies / Resources** | **Writing Skills and Strategies / Resources** | **Grammar Skills and Strategies / Resources** | **Word Study Skills and Strategies / Resources** |
| **September** | **Launching Literacy Workshop**  **Standards:**   * Key ideas and details   + RL.3.1, RL.3.3 * Craft and Structure   + RL.3.4, RL.3.5, RL.3.6 * Integration of knowledge and ideas   + RL.3.7, RL.3.9 * Phonics and Word Recognition   + RF.3.3 * Fluency   + RF.3.4 * Text Type and Purposes   + W.3.1, W.3.2, W.3.3 * Comprehension and Collaboration   + SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6 * Conventions of Standard English   + L.3.1, L.3.2 * Knowledge of Language   + L.3.3 * Vocabulary Acquisition and use   + L.3.4, L.3.5, L.3.6 | **Reading Skills and Strategies**   * Procedures and routines (management) * Organization and classroom library use * Reading Log * Choosing “just right” books * Stamina / Partner Talk * What good readers do * Story elements of fiction * Using Post-its   **Resources**   * Kevin Henkes   + *Wemberly Worried*   + *Sheila Rae, The Brave*   + *A Weekend with Wendell*   + *Chester’s Way*   + *Julius, The Baby of the World*   + *Lilly’s Purple Plastic Purse*   + *Lilly’s Big Day* | **Writing Skills and Strategies**   * Procedures and routines (management) * Why writers write * What good writers do * The writing process * How writers get ideas * oHow toSelecting ideas / Small moments * How writers persuade others   **Resources**   * Writing / revision checklists * K. Henkes books * *I Wanna Iguana* by Karen Kaufman Orloff * *If you Were a Writer* by Joan Lowery Nixon * *Miz Berlin Walks* by Jane Yolen * *The Paperboy* by Dav Pilkey * *You Have to Write* by Janet S. Wong | **Grammar Skills and Strategies**   * Text Layout * Font types and sizes * Repetition and Phrases * Compare and Contrast fiction and non-fiction layouts * Capitalization Rules * Sentences and sentence fragments   **Resources**   * *Swish!* By Martin Jr., and Michael Sampson * *Surprising Sharks* by Nicola Davies * *Someday* by Eileen Spinelli * *On the Same Day in March* by Marilyn Singer * **Practice Packet activities (Writing Fundamentals)** | **Word Study Skills and Strategies**   * Vowels and consonants * Short a sound * Short i sound * Verbs and not verbs * Inflectional endings * Analogies, synonyms, and antonyms * Proofreading * Syllables * Rhyming   **Resources**   * Word families * Word ladders * Sentences * Word building (stretch) * Word search * Word sorts * ABC order * Cloze paragraph * Word manipulation |
| **September- October**  **\*END OF SUMMER 2011 CAP WORK\*** | **Personal Narratives**  **Standards:**   * Key ideas and details   + RL.3.1, RL.3.3 * Craft and Structure   + RL.3.4, RL.3.5, RL.3.6 * Integration of knowledge and ideas   + RL.3.7, RL.3.9 * Phonics and Word Recognition   + RF.3.3 * Fluency   + RF.3.4 * Text Type and Purposes   + W.3.1, W.3.2, W.3.3 * Comprehension and Collaboration   + SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6 * Conventions of Standard English   + L.3.1, L.3.2 * Knowledge of Language   + L.3.3 * Vocabulary Acquisition and use   L.3.4, L.3.5, L.3.6  **\*END OF SUMMER 2011 CAP WORK\*** | **Reading Skills and Strategies**   * Build stamina * Connections (T-T, T-S, T-W) * Questioning * Predicting * Dialogue * Visualization * Main Idea * Compare / Contrast * Sequencing * Retelling * Inferencing * Journal * Story Elements * Use of Post-its   **Resources**   * *The Important Book* (T-S) * *The Relatives Came* (T-S) * *Gordon Willfred McDonald Partridge* (T-S) * *Fireflies* (T-S) * *Ira sleeps over by Bernard Weber* (T-S) * *The Pain and the Great One by Judy Blume* (T-S) * *Freckle Juice* (T-S) * *Author Study* (T-T) * *Charlie the Caterpillar by Dom DeLouise* (T-T with science) * *Amis and Boris by William W. Steig* (T-T) * *The Lorax by Dr. Seuss* (T-W) * *Ms. Rumphius* (T-W) * *A Chair for my Mother* (Post-its – Sad) * *Stephanie’s Ponytail* (Post-it – Surprise) * *A Bad Case of Stripes* (Predicting) * *Mr. Lincolns Way* (Predicting) * *Two Bad Ants* (Predicting) * *The Halloweener* (Visualization) * *Night in the Country* (Visualization) * *Brave Irene* (Visualization) * *Smokey Night* (Questioning) * *Two Bad Ants* (Questioning) * *Dandelion* (Questioning) * *The One in the Middle is the Green* *Kangaroo* (Questioning) * *The Quiet Night In* (Dialogue) * *Herbie and Annabelle* (Reader – Dialogue) * *Three Little Jabelinas* (Dialogue)   **\*END OF SUMMER 2011 CAP WORK\*** | **Writing Skills and Strategies**   * Why writers write * Reading responses * Writing process * Getting ideas * How writers persuade others * Building stamina * Choosing and idea to expand * How to write a good beginning, middle, and ending * Writing a topic sentence, details, and conclusion sentence * Using revision checklists   **Resources**   * *The Day of Ahmed’s Secret* by Florence P. Heide and Judith Heide Gilliland * *How My Parents Learned to Eat* by Ina R. Friedman * *Jamaica Louise James* by Amy Hest * *The Keeping Quilt* by Patricia Polacco * *Looking Back* by Lois Lowry * *Ma Dear’s Aprons* by Patricia McKissack * *My Diary from Here to There* by Amanda Irma Perez * *My Mountain Song* by Shutta Crum * *Owl Moon* by Jane Yolen * *Snapshots from the Wedding* by Gary Soto   **\*END OF SUMMER 2011 CAP WORK\*** | **Grammar Skills and Strategies**   * Writers use prepositions to introduce details * Prepositional phrases, notice how writers use them, and find them in sentences * The job of apostrophes, joining words together to form a contraction and forming possessive nouns that show ownership * Different common contractions and discover the words that are combined to form them * Correct use of apostrophes   **Resources**   * *If you were a Preposition* by Nancy Loewen * *The Girl’s Like Spaghetti* by Lynne Truss * *I’m and Won’t, They’re and Don’t* by Brian P. Cleary   **\*END OF SUMMER 2011 CAP WORK\*** | **Word Study Skills and Strategies**   * Short e sound * Short o sound * Proofreading * Syllables * Rhyming * Vowels and consonants * Verbs and not verbs * Regular and irregular verbs * Inflectional endings * Compound words * Dictionary skills   **Resources**   * Word families * Word ladders * Sentences * Word building (stretch) * Word search * Word sorts * ABC order * Cloze paragraph * Word manipulation   **\*END OF SUMMER 2011 CAP WORK\*** |
| October- November | Non Fiction  (expository)  Information Books  Science- Habitats and Ecosystems  Social Studies- Time for Kids | Text Features  Steps in a Process  Skim & Scan  Synthesizing Information  Fact & Opinion | Big Books  Time For Kids  Textbooks (ss/sc)  Chibi (reader)  Danger Icebergs (reader)  Water on Earth (reader) |  |  |
| November - December | Fables, Folktales  Fairy Tales | Story Elements  Author’s Purpose (explain, teach a lesson)  Sequencing, Retell-detail-  Main Idea  Theme  Predictions  Cause & Effect  Compare & Contrast  Conflict & Resolution  Inference  Drawing Conclusion | Use anthologies as test prep  Steven Kellogg  Ashanti tales: Ananse’s Feast (text)  Time For Kids: World communities: each has a folktales |  |  |
| January-February | Biography | Timeline-passage of time  Interviewing  Past vs. Present  Cause and effect  Difference between biography and autobiography  Facts vs. opinion  Point of View | Flight: Journey of Charles Lindbergh (text)  David Alder books  John Henry by J Lester |  |  |
| February-March-April  Test Prep | Review | Multiple choice  Listening/ Note Taking  Editing  Short Answer |  |  |  |
| April-May | Poetry | Difference between prose and poetry  Figurative Language  Author’s Craft  Reading for meaning  Voice  Visualization  Repitition  White space  Stanzas  Shape poems | Georgia Heard- Awakening of the Heart  For The Good Of the Sun & Earth |  |  |
| June | Author Study  Illustrated Study  Poet’s Study  Edge of Seat writing | Biography of Author  Copyright date  Theme (noticing chart)  Book structure  Characters  Patterns seen in books  Illustrators  Life influences writing | Kevin Henkes  Eve Bunting  Stephen Kellogg  Allan Say |  |  |