



Year at a Glance



Planning and Scheduling Timelines

2009 • 2010

Arlene C. Ackerman, Ed.D.
SUPERINTENDENT OF SCHOOLS

Maria Pitre-Martin, Ph.D.
CHIEF ACADEMIC OFFICER

**The School District of Philadelphia
School Reform Commission**

Robert L. Archie Jr., Esq., Chairman
Denise McGregor Armbrister
Johnny Irizarry
Heidi A. Ramirez, Ph.D.

THE SCHOOL DISTRICT OF PHILADELPHIA

440 NORTH BROAD STREET
PHILADELPHIA, PENNSYLVANIA 19130

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Dear Colleagues,

As we embark on the new academic year, we invite you to review the 2009-2010 *Planning and Scheduling Timelines (PST)*. This year's PST reflects only essential revisions, based on feedback from classroom teachers with extensive expertise in teaching the core curriculum. The PST is designed to guide your instruction and to ensure that the curriculum is aligned to the Pennsylvania content standards. The PST references many School District of Philadelphia resources, such as the *Core Curriculum* documents and *Access to the Core Curriculum Strategies Guide*, as well as textbooks; web-based resources are referenced to engage all learners in relevant content and to develop 21st century skills. PSTs are available in both published and electronic formats; live links to web-based resources are available in SchoolNet.

The *Year-at-a-Glance (YAG)* looks noticeably different in some content areas and at some grade levels. For example, in the literacy *YAG*, teaching goals and objectives replace story titles; we believe this change better communicates the instructional intent. We encourage teachers to look at the big picture. We urge teachers to make learning more comprehensible by building on what students already know, and by providing multiple opportunities for students to practice and apply new learning.

We wish you and your students a successful school year and we hope that this document, as well as those documents referenced in this guide, will help you plan and implement the best possible learning experiences for your students.

Sincerely,

A handwritten signature in black ink, appearing to read "Linda Chen". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Linda Chen, Deputy
Office of Teaching and Learning

FIRST CYCLE TEXT THEME: COUNT ON ME

| WK. | DATES | NO. OF DAYS | ASSESSMENT | INTENDED LEARNING OUTCOMES |
|-----|-------------|-------------|------------|--|
| 1 | 9/08-9/11 | 4 | | Students will: <ul style="list-style-type: none"> • Identify the main idea and relevant details • Use narrative elements to identify author's purpose • Compare and contrast characters' feelings, actions and motivations • Use word parts to decode unfamiliar words • Expand their vocabulary • Write an organized published piece with focused ideas and robust vocabulary |
| 2 | 9/14-9/18 | 5 | | |
| 3 | 9/21-10/02 | 9 | | |
| 4 | 10/05-10/09 | 5 | | |
| 5 | 10/13-10/16 | 4 | | |
| 6 | 10/19-10/23 | 5 | | |

SECOND CYCLE TEXT THEMES: DOING OUR BEST. PEOPLE WORK TOWARD PERSONAL GOALS.

| | | | | |
|---|-------------|---|---------------------------------------|--|
| 1 | 10/26-10/30 | 5 | | Students will: <ul style="list-style-type: none"> • Make valid predictions • Identify cause and effect and main idea • Make valid inferences • Use word parts to decode unfamiliar words • Expand their vocabulary • Sequence and summarize key details and events • Write focused informational and narrative pieces and summaries |
| 2 | 11/02-11/06 | 4 | | |
| 3 | 11/09-11/13 | 4 | | |
| 4 | 11/16-11/20 | 5 | | |
| 5 | 11/23-12/04 | 8 | | |
| 6 | 12/07-12/11 | 5 | <i>Report Card Cycle Closes 12/17</i> | |

THIRD CYCLE TEXT THEMES: CHANGING TIMES. PEOPLE UNDERSTAND THEIR WORLD BY LEARNING HOW PEOPLE AND THINGS GROW AND CHANGE.

| | | | | |
|---|-------------|----|--------------------------------|---|
| 1 | 12/14-12/18 | 5 | <i>Report Card Conferences</i> | Students will: <ul style="list-style-type: none"> • Distinguish between informational and fictional text • Identify author's purpose • Use word parts and word learning strategies to decode unfamiliar words • Summarize key details and events • Expand their vocabulary • Write focused informational paragraph, personal narrative and dialogue |
| 2 | 12/21-1/08 | 8 | | |
| 3 | 1/11-1/15 | 5 | | |
| 4 | 1/19-1/22 | 4 | | |
| 5 | 1/25-2/05 | 10 | | |
| 6 | 2/08-2/12 | 5 | | |

FOURTH CYCLE TEXT THEME: DREAM BIG. CREATIVITY AND IMAGINATION HELP US SOLVE PROBLEMS AND EXPRESS OUR FEELINGS AND EMOTIONS.

| | | | | |
|---|-----------|---|--------------------------------------|--|
| 1 | 2/16-2/19 | 4 | | Students will: <ul style="list-style-type: none"> • Develop the ability to think creatively when exploring literature • Read appropriately with accuracy while displaying expression • Apply knowledge of word structure and phonics when decoding unfamiliar words • Use text features and organizational skills when locating information • Make connections when expanding vocabulary with word association and previously acquired concepts • Develop ideas and topics when writing narrative and informational selections |
| 2 | 2/22-2/26 | 5 | | |
| 3 | 3/01-3/05 | 5 | | |
| 4 | 3/08-3/12 | 5 | | |
| 5 | 3/15-3/19 | 5 | <i>Report Card Cycle Closes 3/17</i> | |
| 6 | 3/22-3/26 | 5 | <i>Report Card Conferences</i> | |

FIFTH CYCLE TEXT THEME: BETTER TOGETHER. WE ARE AT OUR BEST WHEN WE WORK TOGETHER.

| | | | | |
|----------------------------|-----------|---|--|---|
| 1 | 4/05-4/09 | 5 | | Students will: <ul style="list-style-type: none"> • Summarize text • Identify, interpret, compare and contrast narrative elements • Effectively use graphic organizers • Use context clues, word parts and multiple meaning words for decoding • Expand their vocabulary • Write in the narrative and informational forms |
| 2 | 4/12-4/16 | 5 | | |
| 3 | 4/19-4/23 | 5 | | |
| 4 | 4/26-4/30 | 5 | | |
| 5 | 5/03-5/07 | 5 | | |
| ONLY 5 WEEKS IN THIS CYCLE | | | | |

SIXTH CYCLE TEXT THEME: SEEK AND FIND. LIFE IS A JOURNEY OF DISCOVERY.

| | | | | |
|---|-----------|---|------------------------------|---|
| 1 | 5/10-5/14 | 4 | | Students will: <ul style="list-style-type: none"> • Synthesize information • Make valid assertions • Use text structures in fiction and nonfiction work to construct meaning • Use context clues and word parts to decode unfamiliar words • Expand vocabulary • Build oral fluency • Write organized informational and narrative pieces using robust vocabulary |
| 2 | 5/17-5/21 | 5 | <i>Predictive Assessment</i> | |
| 3 | 5/24-5/28 | 5 | | |
| 4 | 6/01-6/04 | 4 | | |
| 5 | 6/07-6/11 | 5 | | |
| 6 | 6/14-6/17 | 4 | <i>Report Cards Issued</i> | |










Planning and Scheduling Timeline
STORYTOWN

FIRST CYCLE LITERACY 2 PLANNING AND SCHEDULING TIMELINE

2009-2010

GOOD INSTRUCTION IS THE BEST TEST PREPARATION

During this cycle, the goal of my teaching is to instill in my students a love for learning as they work together as a team. The students will learn to identify the main idea, relevant details as well as the author's purpose using information from narrative elements. Students will learn to compare and contrast characters' feelings, actions, and motivations. Students will learn to use word parts to decode unfamiliar words. Students will expand their vocabulary by associating new words with known concepts and practice expressive, accurate oral reading. Students will learn how to write an organized published piece with focused ideas and robust word choices.

| TEACHING OBJECTIVES: WHAT I WILL TEACH... | CONTENT/PERFORMANCE DESCRIPTOR(S): TEACHING TO PROFICIENCY <small>*DENOTES ELIGIBLE CONTENT</small> | PA STANDARD STATEMENT(S) REFER TO PAGE(S) IN CORE CURRICULUM | TEXTUAL REFERENCES STRUCTURED LESSONS |
|--|--|---|---|
| <p>Reading Week 1 Theme Connections: p. T14-T15 Theme Project: p. T12 Provide students with opportunities to present/share activities related to their summer reading *Establish routines for Literacy Block Address 21st Century Applied Skills • Teamwork/Collaboration</p> | <ul style="list-style-type: none"> Describe the major ideas/theme of a story | <p>1.1G p. 30</p> | <p>HARCOURT STORYTOWN: BOOK 2.1: THEME 1: Count On Me Week 1 Daily Read Alouds including Summer Books (see T & L) website for complete list of books) Big Books Use additional material if needed</p> |
| <p>Reading Weeks 2 and 3 • Characterization • Use Graphic Organizers Connections: pp. T72-T73; pp. T168-T169 Develop Oral Language/Read Aloud Phonics/Word Work: Short Vowels, CVC, Inflections Daily plan High-Frequency Words Check Comprehension p. T58; p. T162 Fluency: Daily plan *Podcasts available Robust Vocabulary: Daily plan Grammar: Sentences; Statements and questions Writing: Narratives: Ideas/topics; Narrative: Paragraphs *Establish routines for Literacy Block Small Group/Guided Reading: Optional Address 21st Century Applied Skills • Teamwork/Collaboration • Lifelong Learning/Self Direction • Creativity/Innovation • Ethics/Social Responsibility • Understanding Diversity</p>  | <ul style="list-style-type: none"> Identify literary elements/characters Use self-monitoring strategies Read/discuss similarities/differences in texts Apply information/connections from reading Read a variety of genres Use phonetic elements to decode words Use high frequency words Retell or summarize main ideas/details Use appropriate rhythm/pronunciation Acquire a reading vocabulary Use complete sentences/edit writing Write with a consistent focus Expand ideas to write paragraphs Write narrative pieces | <p>1.3B p. 42 1.1D p. 24 1.1H p. 32 1.3A p. 40 1.1G p. 30 1.1C p. 22 1.2A p. 34 1.1E p. 26 1.1C p. 22 1.5F p. 68 1.5A p. 58 1.4A p. 52</p> | <p>Week 2 Read Aloud: Big Book of Rhymes and Poems Read-Aloud Anthology: <i>Wolf</i> p. 4 <i>Arthur's Reading Race</i> p.T46 Meet the Author and Illustrator p. T59 Paired Selection: Reading With Your Fingers p. T71 • Podcast: T60, T97 Week 3 Read Aloud: Big Book of Rhymes and Poems Read-Aloud Anthology: <i>Friend Frog</i> p. 8 <i>Frog and Toad All Year</i> p. T144 Meet the Author and Illustrator p. T153 Paired Selection: <i>Life As A Frog</i> p. T165 • Podcast: T154, T193</p>   |
| <p>Reading Weeks 4 and 5 • Main Idea and Details • Answer Questions *Podcast available Connections: pp. T248-249; pp. T330-T331 Develop Oral Language/Read Aloud Phonics/Word Work: Long Vowels, CVCe; Inflections Daily plan High-Frequency Words Check Comprehension p. T244; p. T328 Fluency: Daily plan *Podcasts available Robust Vocabulary: Daily plan Small Group/Guided Reading: Daily Grammar: Commands and exclamations; Parts of sentences Writing: Informational: Description; Informational: Paragraphs Address 21st Century Applied Skills • Lifelong Learning/Self Direction • Ethics/Social Responsibility • Understanding Diversity • Teamwork/Collaboration</p>   | <ul style="list-style-type: none"> Describe the major ideas/themes of a story Answer and discuss text-based questions to clarify understanding Read/discuss similarities/differences in texts Apply information/connections from reading Read a variety of genres Use phonetic elements to decode words Use high frequency words Retell or summarize main ideas/details Use appropriate rhythm/pronunciation Acquire a reading vocabulary Use complete sentences/edit writing Write paragraphs with organizational format Write paragraphs with descriptive words Write an informational paragraph | <p>1.1G p. 30 1.3A p.40 1.1H p. 32 1.1C p. 22 1.1E p. 26 1.5F p. 68 1.5B p. 60 1.5D p. 64 1.4B p. 54</p> | <p>Week 4 Read Aloud: Big Book of Rhymes and Poems Read-Aloud Anthology: <i>Clarence the Copy Cat</i> p. 12 <i>Henry and Mudge</i> p. T. 228 Meet the Author and Illustrator p. T235 Paired Selection: <i>Dogs</i> p. T247 • Podcast: T228, T236, T273 Week 5 Read Aloud: Big Book of Rhymes and Poems Read-Aloud Anthology: <i>Go Fetch!</i> p. 16 <i>Dogs</i> p. T308 Meet the Author p. T317 Paired Selection: <i>Animals Have Special Jobs</i> p. T329 • Podcast: T308, T318, T355</p>   |
| <p>Reading Week 6 • Characterization • Use Graphic Organizers • Main Idea and Details • Answer Questions • Nonfiction Text Features(Text Organization./Format) Readers' Theater *Podcast available Develop Oral Language/Read Aloud Phonics/Word Work: Review Daily plan Comprehension Review: Daily plan High-Frequency Words Fluency: Daily plan *Podcast available Robust Vocabulary: Daily plan Small Group/Guided Reading: Daily Theme Wrap-up and Review: pp. T434-435 Grammar: Sentences Writing: The Writing Process Address 21st Century Applied Skills • Ethics/Social Responsibility • Lifelong Learning/Self Direction • Understanding Diversity</p>   | <ul style="list-style-type: none"> Recognize the structures in drama including story, acts, scenes Identify literary elements/characters Use self-monitoring strategies Describe the major ideas/themes of a story Answer and discuss text-based questions to clarify understanding Identify types of text Read a variety of genres Use phonetic elements to decode words Demonstrate comprehension Use high frequency words Use appropriate rhythm/pronunciation Acquire a reading vocabulary Retell or summarize major ideas/details Use complete sentences/edit writing Present and defend written work Write an informational or narrative piece | <p>1.3E p.48 1.3B p. 42 1.1D p. 24 1.1G p. 30 1.1A p.18 1.1H p. 32 1.1C p. 22 1.1E p. 26 1.5F p. 68 1.5G p. 70 1.4B p. 54 1.4A p. 52</p> | <p>Week 6 Read Aloud: Big Book of Rhymes and Poems Read-Aloud Anthology: Lights! Camera! Action! p. 18 Read Aloud-Read Along Readers' Theater: Neighborhood News p. T380 Friendliness p. T414 • Podcast: T379, T429</p>  |

By the end of this cycle, students are able to demonstrate their understanding of characterization and main ideas through a variety of team, group and individual performance tasks, projects and assignments. Students can compare and contrast narrative elements of two texts. Students continue to build their knowledge of word learning strategies and word parts as they develop robust listening, speaking, reading and writing vocabularies. Students are rereading familiar texts and actively participating in Readers' Theater to enhance fluency and support comprehension. Students are writing organized, focused informational and narrative paragraphs.

FIRST CYCLE LITERACY 2 PLANNING AND SCHEDULING TIMELINE

2009-2010

GOOD INSTRUCTION IS THE BEST TEST PREPARATION

Text Theme: Family, friends, classmates and pets need to count on us to act as part of a supportive, responsible team.
Notice the ways the characters in these stories are supportive and responsible to those who rely on them.

| WEEK DATES | SUPPORTS FOR 21 ST CENTURY LEARNING | SAMPLE ASSESSMENT ITEMS | PSSA CONNECTION TO "WHAT I WILL TEACH" |
|--|--|--|---|
| <p>Cycle 1 Week 1</p> <p>4 days</p> <p>Sept. 8 to Sept. 11</p> | <p>Idea(s) for Investigation Feelings and emotions http://www.urbanext.uiuc.edu/ce/strat95.html</p> <p>See <i>SchoolNet</i> for updated internet links</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> • Teamwork/Collaboration | <p>PSSA Multiple Choice Which word best describes the main character?</p> | <p>Critical Thinking See Core Curriculum page 40 for more strategies to teach comparing and contrasting using graphic organizers.</p> <p>Writing See Core Curriculum page 52 for more strategies to teach narrative writing.</p> <p>Accessing the Core Strategies Guide See Section 2 pages 6-7, 27 for Establishing Routines for Literacy Block and Procedures.</p> |
| <p>Cycle 1 Week 2</p> <p>5 days</p> <p>Sept. 14 to Sept. 18</p> | <p>Idea(s) for Investigation Braille http://www.afb.org/braillebug/ Positive Qualities in Others http://www.urbanext.uiuc.edu/ce/strat102.html</p> <p>See <i>SchoolNet</i> for updated internet links</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> • Teamwork/Collaboration • Lifelong Learning/Self Direction | <p>PSSA ✓ Point Question Constructed Response How does D.W. feel about herself at the end of the passage? Give at least two examples from the selection to support your answer.</p> | <p>Comprehension See Core Curriculum page 18 for more strategies to teach author's purpose.</p> <p>Vocabulary See Core Curriculum page 26 for interactive strategies to teach vocabulary.</p> <p>Accessing the Core Strategies Guide See http://reading.uoregon.edu for Strategies for Teaching Vocabulary.</p> |
| <p>Cycle 1 Week 3</p> <p>9 days</p> <p>Sept. 21 to Oct. 2</p> | <p>Idea(s) for Investigation Frogs and toads http://allaboutfrogs.org/weird/general/frogtoad.html</p> <p>See <i>SchoolNet</i> for updated internet links</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> • Creativity/Innovation • Ethics/Social Responsibility • Understanding Diversity | <p>PSSA Multiple Choice What was the author's purpose for writing this passage?</p> | <p>Comprehension See Core Curriculum page 18 for more strategies to teach author's purpose.</p> <p>Phonics See Core Curriculum page 22 for strategies to create word family charts (-ame, -ake)</p> <p>Accessing the Core Strategies Guide See Section 4 page 47 for Self-Monitoring.</p> |
| <p>Cycle 1 Week 4</p> <p>5 days</p> <p>Oct. 5 to Oct. 9</p> | <p>Idea(s) for Investigation Animals That Help Us http://www.fbi.gov/kids/k5th/kidsk5th.htm</p> <p>See <i>SchoolNet</i> for updated internet links</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> • Lifelong Learning/Self Direction • Ethics/Social Responsibility • Understanding Diversity | <p>PSSA ✓ Point Question Constructed Response Tell the main idea of this selection. Give two details from the passage to support your response.</p> | <p>Critical Thinking See Core Curriculum page 30 for more strategies to teach main idea.</p> <p>Comprehension See Core Curriculum page 32 for more strategies to teach self-monitoring</p> <p>Grammar See Core Curriculum page 68 for more strategies to teach types of sentences.</p> <p>Accessing the Core Strategies Guide See Section 1 page 22 for Cognitively Guided Instruction.</p> |
| <p>Cycle 1 Week 5</p> <p>4 days</p> <p>Oct. 13 to Oct. 16</p> | <p>Idea(s) for Investigation Dogs http://www.asPCA.org/site/PageServer?pagename=kids_pc_dog_411</p> <p>See <i>SchoolNet</i> for updated internet links</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> • Lifelong Learning/Self Direction • Teamwork/Collaboration | <p>PSSA Multiple Choice Which word best fits in the blank? The small _____ ran down the street</p> | <p>Critical Thinking See Core Curriculum page 30 for more strategies to teach main idea.</p> <p>Vocabulary See Core Curriculum page 28 for interactive strategies to develop vocabulary.</p> <p>Accessing the Core Strategies Guide See Section 4 page 50 for Subject Matter Organizers.</p> |
| <p>Cycle 1 Week 6</p> <p>5 days</p> <p>Oct. 19 to Oct. 23</p> | <p>Idea(s) for Investigation The Learning Site: www.harcourtschool.com/storytown</p> <p>See <i>SchoolNet</i> for updated internet links</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> • Ethics/Social Responsibility • Lifelong Learning/Self Direction • Understanding Diversity | <p>PSSA ✓ Point Question COMPARE TEXTS Constructed Response Give at least two ways <i>Henry and Mudge</i> and <i>Dogs</i> are different and one way they are alike, using specific examples from the passages to support your answer.</p> | <p>Narrative Elements See Core Curriculum page 42 for more strategies to teach identifying narrative elements, i.e. characters.</p> <p>Accessing the Core Strategies Guide See Section 3 page 68 for Reluctant Writers Strategies.</p> |

SECOND CYCLE LITERACY 2 PLANNING AND SCHEDULING TIMELINE

2009-2010

GOOD INSTRUCTION IS THE BEST TEST PREPARATION

During this cycle, the goal of my teaching is that students will work toward becoming persistent, self-directed learners with a strong work ethic. Students will learn to make valid predictions, identify cause and effect and the main idea in a variety of texts. Students will identify and interpret elements of plot and make valid inferences. Students will learn to use word parts and phonograms to decode unfamiliar words and extend their robust vocabularies. Students will learn to sequence and summarize key details and events as they expand their vocabulary by associating new words with known concepts. Students will continue to practice oral reading fluency. Students will learn how to write focused informational and narrative pieces as well as summaries.

| TEACHING OBJECTIVES: WHAT I WILL TEACH... | CONTENT/PERFORMANCE DESCRIPTOR(S): TEACHING TO PROFICIENCY *DENOTES ELIGIBLE CONTENT | PA STANDARD STATEMENT(S) REFER TO PAGE(S) IN CORE CURRICULUM | TEXTUAL REFERENCES STRUCTURED LESSONS REFER TO THE COORDINATING DOCUMENT |
|---|---|--|---|
| <p>Reading Weeks 1 and 2 Theme Connections: pp. T14-T15 • Make Predictions • Use Prior Knowledge Connections: pp. T72-T73; pp. T170-T171 Develop Oral Language/Read Aloud Phonics/Word Work: Long Vowels, Inflections, Compound Words Daily Plan High-Frequency Words Check Comprehension: T58; p. T156 Fluency: Daily plan *Podcast available Robust Vocabulary: Daily plan Small Group/Guided Reading: Daily Grammar: Nouns; Singular and Plural Writing: Narratives: Summary Informational: Directions Address 21st Century Applied Skills • Lifelong Learning/Self Direction • Professionalism/Work Ethic</p>  | <ul style="list-style-type: none"> Describe the major ideas/theme of a story Use text to monitor and revise predictions Read/discuss similarities/differences in texts Apply information/connections from reading Read a variety of genres Use phonetic elements/inflections/compound words Use high frequency words Support answers by citing key words from text Use appropriate rhythm/pronunciation Acquire a reading vocabulary Use various types of sentences Include plot elements in writing Use nouns in writing Revise writing to improve detail and sequential order Write an informational paragraph | <p>1.1G p.30 1.1D p. 24 1.3A p.40 1.1H p. 32 1.1C p. 22 1.1E p. 26 1.5F p. 68 1.5D p. 64 1.5E p. 66 1.4A p. 52 1.4B p. 54</p> | <p>HARCOURT STORYTOWN: BOOK 2.1 THEME 2: Doing Our Best Week 1 Read Aloud: Big Book of Rhymes and Poems Read-Aloud Anthology: Climb Your Mountain p. 20 Winners Never Quit p. T46 Meet the Author p. T57 Paired Selection: Two Races p. T70 • Podcast: T97</p>  <p>Week 2 Read Aloud: Big Book of Rhymes and Poems Read-Aloud Anthology: My Father's Grandfather and the Time Machine p.22 Gus and Grandpa and the Two-Wheeled Bike p. T144 Meet the Author and Illustrator p. T155 Paired Selection: No Helmet? Pay Up! p. T168 • Podcast: T156, T195</p>  |
| <p>Reading Weeks 3 and 4 • Plot • Use Story Structure (Graphic organizer/story map) *Podcast available Connections: pp. T254-T255; pp. T342-T343 Develop Oral Language/Read Aloud Phonics/Word Work: r-Contolled Vowels, C-Ie; Long Vowel, Compound Words Daily plan High-Frequency Words Check Comprehension: p.T242; p. T328 Fluency: Daily plan *Podcasts available Robust Vocabulary: Daily plan Small Group/Guided Reading: Daily Grammar: Proper Nouns; More Proper Nouns Writing: Narratives: Story; Expository: Invitations Address 21st Century Applied Skills • Understanding Diversity • Teamwork/Collaboration • Information Technology/Application</p>   | <ul style="list-style-type: none"> Identify literary elements/plot Use self-monitoring strategies Read/discuss similarities/differences in texts Apply information/connections from reading Read a variety of genres Use phonetic elements to decode words Use high frequency words Read compound words Retell or summarize major ideas Use appropriate rhythm/pronunciation Use nouns in writing Edit writing Write a narrative Write an informational piece | <p>1.3B p. 42 1.1D p. 24 1.3A p. 40 1.1G p.30 1.1H p. 32 1.1C p. 22 1.5F p. 68 1.4A p. 52 1.4B p. 54</p> | <p>Week 3 Read Aloud: Big Book of Rhymes and Poems The Great Ball Game p. T230 Meet the Author and Illustrator p. T241 Paired Selection: The Bat p. T253 • Podcast: T230, T242, T279</p>  <p>Week 4 Read Aloud: Big Book of Rhymes and Poems Click, Clack, Moo: Cows That Type p. T314 Meet the Author and Illustrator p. T327 Paired Selection: Rock-a-Bye-Cows p. T340 • Podcast: T314, T328, T367</p>  |
| <p>Reading Week 5 • Make Predictions • Use Prior Knowledge • Plot • Use Story Structure (Graphic organizer/story map) • Fiction Text Features (Narrative Elements/Format) Readers' Theater *Podcast available Develop Oral Language/Read Aloud Phonics/Word Work: Review Daily plan Comprehension Review: Daily plan High-Frequency Words Fluency: Daily plan *Podcast available Robust Vocabulary: Daily plan Small Group/Guided Reading: Daily Grammar: Review Nouns Writing: Writing Process Address 21st Century Applied Skills • Lifelong Learning/Self Direction • Professionalism/Work Ethic</p>   | <ul style="list-style-type: none"> Recognize the structures in drama including story, acts, scenes Use text to monitor and revise predictions Identify literary elements/plot Use self-monitoring strategies Identify types of texts Read a variety of genres Use phonetic elements to decode words Demonstrate comprehension Use high frequency words Use appropriate rhythm/pronunciation Acquire a reading vocabulary Use nouns in writing Write an informational or narrative piece Present and defend written work | <p>1.3E p. 48 1.1D p. 24 1.3B p. 42 1.1A p. 18 1.1H p. 32 1.1C p. 22 1.1E p. 26 1.5F p. 68 1.5G p. 70 1.4B p. 54 1.4A p. 52</p> | <p>Week 5 Read Aloud: Big Book of Rhymes and Poems Read-Aloud Anthology: On the Job at Fire Station 16 p. 38</p> <p>Read Aloud-Read Along Readers' Theatre: A Trip to the Fire Station p. T392</p> <p>• Podcast: T391, T441</p>  |
| <p>Reading Week 6 • Reteach, review, accelerate, enhance understanding as needed • Theme Wrap-up and Review: pp. T446-T447 Address 21st Century Applied Skills • Teamwork/Collaboration • Leadership • Ethics/Social Responsibility</p> | | | <p>Week 6 Note: Use alternative texts to address the noted objectives. Big Book of Rhymes and Poems Read-Aloud Anthology</p> |

By the end of the cycle, students are able to demonstrate learning both individually as well as part of a partnership or group through presentations, projects, performance tasks and assignments. Students are able to predict and summarize important information as they respond critically to text. They can decode unfamiliar words using various word learning strategies as they continue to build robust listening, speaking, reading and writing vocabularies and are developing reading fluency. Students are writing organized informational and narrative pieces as well as summaries.

SECOND CYCLE LITERACY 2 PLANNING AND SCHEDULING TIMELINE

2009-2010

GOOD INSTRUCTION IS THE BEST TEST PREPARATION

Text Theme: People need to set and work toward personal goals with an eye toward always doing their personal best. By developing ways to work as a productive member of a group, people also demonstrate their own best efforts. Watch how the characters in these stories achieve their personal best.


| WEEK DATES | SUPPORTS FOR 21 st CENTURY LEARNING | SAMPLE ASSESSMENT ITEMS | PSSA CONNECTION TO "WHAT I WILL TEACH" |
|--|--|---|--|
| <p>Cycle 2 Week 1 5 days Oct. 26 to Oct. 30</p> | <p>Idea(s) for Investigation Winners/Persistence http://www.usolympicteam.com/kids/toons/bt_persistence.shtml#</p> <p><i>See SchoolNet for updated internet links</i></p> <p>21st Century Applied Skills • Lifelong Learning/Self Direction</p> | <p>PSSA Multiple Choice What word best describes Mia?</p> | <p>Critical Thinking See Core Curriculum page 44 for more strategies to teach identifying literary devices.</p> <p>Comprehension See Core Curriculum page 30 for more strategies to teach retelling events in a story. Accessing the Core Strategies Guide See Section 3 pages 63-64 for Sequencing Events.</p> |
| <p>Cycle 2 Week 2 4 days Nov. 2 to Nov. 6</p> | <p>Idea(s) for Investigation Bike Safety http://www.harcourtschool.com/activity/bikesafe/bikesafe1.htm</p> <p><i>See SchoolNet for updated internet links</i></p> <p>21st Century Applied Skills • Professionalism/Work Ethic</p> | <p>PSSA ✓ Point Question Constructed Response Explain how Grandpa tries to help Gus learn to ride a bike using three examples from the passage to support your answer.</p> | <p>Writing See Core Curriculum page 64 for more strategies to teach using descriptive words.</p> <p>Phonics See Core Curriculum page 22 for more strategies to teach r-controlled vowels. Accessing the Core Strategies Guide See Section 3 page 67 for Reluctant Writer Strategies.</p> |
| <p>Cycle 2 Week 3 4 days Nov. 9 to Nov. 13</p> | <p>Idea(s) for Investigation Bats http://www.globio.org/glossopedia/article.aspx?art_id=45 Ball Games http://www.gameskidsplay.net/games/ball_games/index.htm</p> <p><i>See SchoolNet for updated internet links</i></p> <p>21st Century Applied Skills • Understanding Diversity • Teamwork/Collaboration</p> | <p>PSSA Multiple Choice What is the main reason the bat does not belong on either team?</p> | <p>Comprehension See Core Curriculum page 24 for more strategies to teach how to predict outcomes.</p> <p>Critical Thinking See Core Curriculum page 42 for more strategies to teach character traits. Accessing the Core Strategies Guide See Section 4 page 50 for Subject Matter Organizers.</p> |
| <p>Cycle 2 Week 4 5 days Nov. 16 to Nov. 20</p> | <p>Idea(s) for Investigation Cows http://pbskids.org/dragonflytv/scientists/scientist43.html Cyber Messaging http://www.cybersmartcurriculum.org/act_sheets/CY00_Stdnt_G68_L11.pdf</p> <p><i>See SchoolNet for updated internet links</i></p> <p>21st Century Applied Skills • Information Technology</p> | <p>PSSA ✓ Point Question Constructed Response In your own words, describe the farmer's problem. Use at least two examples from the text to support your response.</p> | <p>Vocabulary See Core Curriculum page 26 for more strategies to teach synonyms by creating charts.</p> <p>Grammar See Core Curriculum page 68 for more strategies on how to develop editing charts. Accessing the Core Strategies Guide See Section 4 page 54 for Use of Juxtaposition of Non-Examples.</p> |
| <p>Cycle 2 Week 5 8 days Nov. 23 to Dec. 4</p> | <p>Idea(s) for Investigation Firefighters http://www.firesafety.gov/kids/flash.shtml</p> <p><i>See SchoolNet for updated internet links</i></p> <p>21st Century Applied Skills • Lifelong Learning/Self Direction • Professionalism/Work Ethic</p> | <p>PSSA Multiple Choice What is the author's main purpose for writing this passage?</p> | <p>Critical Thinking See Core Curriculum page 50 for more strategies to teach understanding charts.</p> <p>Comprehension See Core Curriculum page 40 for more strategies to teach using graphic organizers to teach compare and contrast. Accessing the Core Strategies Guide See Section 4 page 50 for Subject Matter Organizers.</p> |
| <p>Cycle 2 Week 6 5 days Dec. 7 to Dec. 11</p> | <p>Idea(s) for Investigation Good Citizenship http://bensguide.gpo.gov/35/citizenship/responsibilities.html http://www.usconstitution.net/constkidsK.html The Learning Site: www.harcourtschool.com</p> <p><i>See SchoolNet for updated internet links</i></p> <p>21st Century Applied Skills • Teamwork/Collaboration • Leadership • Ethics/Social Responsibility</p> | <p>PSSA ✓ Point Question COMPARE TEXTS Constructed Response How are Hare in Two Races and Cheetah in Anansi and Cheetah alike and different? Give at least one example from each passage to support your response.</p> | <p>Comprehension See Core Curriculum page 32 for more strategies to teach self-monitoring during reading.</p> <p>Writing See Core Curriculum page 58 for more strategies to teach different writing focuses and forms. Accessing the Core Strategies Guide See Section 4 page 47 for Self-Monitoring.</p> |

THIRD CYCLE LITERACY 2 PLANNING AND SCHEDULING TIMELINE

2009-2010

GOOD INSTRUCTION IS THE BEST TEST PREPARATION

During this cycle, the goal of my teaching is that students will take personal responsibility for their learning as they develop effective work habits and reading fluency. Students will distinguish between informational and fiction text and identify author's purpose. Students will continue to build skills for decoding unfamiliar words including knowledge of word parts and word learning strategies. Students will continue to learn how to summarize key details and events while expanding their vocabulary by associating new words with known concepts. Students will learn how to write a focused informational paragraph, a personal narrative and dialogue.

| TEACHING OBJECTIVES: WHAT I WILL TEACH... | CONTENT/PERFORMANCE DESCRIPTOR(S): TEACHING TO PROFICIENCY <small>*DENOTES ELIGIBLE CONTENT</small> | PA STANDARD STATEMENT(S) <small>REFER TO PAGE(S) IN CORE CURRICULUM</small> | TEXTUAL REFERENCES STRUCTURED LESSONS |
|--|--|---|---|
| <p>Reading Weeks 1 and 2 Theme Connections: pp. T14-T15 • Author's Purpose • Ask Questions Connections: pp. T70-T71, T164-T165 Develop Oral Language/Read Aloud Phonics/Word Work: Digraphs,VCCV , Long Vowels, Inflections Daily plan High-Frequency Words Check Comprehension p.T58; p. T152 Fluency: Daily plan *Podcasts available  Robust Vocabulary: Daily plan Small Group/Guided Reading: Daily Grammar: Abbreviations: Singular Possessive Nouns Writing: Personal Narrative; Informational: Paragraph Address 21st Century Applied Skills • Professionalism/Work Ethic • Lifelong Learning/Self Direction • Creativity/ Innovation</p> | <ul style="list-style-type: none"> Describe the major ideas/theme of a story Identify the types of various texts Answer and construct text-based questions to clarify understanding Read/discuss similarities/differences in texts Apply information/connections from reading Read a variety of genres Produce sounds corresponding to digraphs Use syllabication to read multi-syllabic words Use high frequency words Retell or summarize major ideas Use appropriate rhythm/pronunciation Acquire a reading vocabulary Use nouns in writing Edit writing Write a narrative Write an informational paragraph | <p>1.1G p. 30 1.1A p. 18 1.3A p. 40 1.1H p. 32 1.1C p. 22 1.1E p. 26 1.5F p. 68 1.4A p. 52 1.4B p. 54</p> | <p>HARCOURT STORYTOWN: BOOK 2.1 THEME 3: Changing Times Week 1 Read Aloud: <i>Big Book of Rhymes and Poems</i> Read-Aloud Anthology: <i>Tanya's City Garden</i> p. 42 <i>Jamaica Louise James</i> p. T46 Meet the Author/Illustrator p. T57 Paired Selection: <i>A Lazy Thought</i> p. T69 • Podcast: T58, T95 </p> <p>Week 2 Read Aloud: <i>Big Book of Rhymes and Poems</i> Read-Aloud Anthology: <i>Cardboard Box Joins Toy Hall of Fame</i> p.46 <i>At Play: Long Ago and Today</i> p. T142 Paired Selection: <i>A History of Games and Toys in the United States</i> p. T163 • Podcast: T152, T189 </p> |
| <p>Reading Weeks 3 and 4 • Fiction and Nonfiction • Monitor Comprehension: Reread Connections: pp. T250-T251; pp. T332-T333 Develop Oral Language/Read Aloud Phonics/Word Work: Consonants, Inflections; r-Controlled Vowels,VCCV Daily plan High-Frequency Words Check Comprehension pp. T238; p.T320 Fluency: Daily plan * Podcasts available  Robust Vocabulary: Daily plan Small Group/Guided Reading: Daily Grammar: Plural Possessive Nouns; Pronouns Writing: Narrative: Dialogue Informational: Paragraph Address 21st Century Applied Skills • Ethics/Social Responsibility • Understanding Diversity • Teamwork/Collaboration</p> | <ul style="list-style-type: none"> Identify types of various texts Reread passages to clarify ideas Read/discuss similarities/differences in texts Apply information/connections from reading Read a variety of genres Use knowledge of letter-to-sound correspondence/inflections Use phonetic elements to decode words Use syllabication to read multi-syllabic words Use high frequency words Explain the differences between fiction/ nonfiction text Use appropriate rhythm/pronunciation Acquire a reading vocabulary Use nouns, pronouns in writing Edit writing using punctuation Write a narrative Write an informational paragraph | <p>1.1A p. 18 1.1G p. 30 1.3A p. 40 1.1H p. 32 1.1C p. 22 1.1E p. 26 1.3A p. 40 1.5F p. 68 1.4A p. 52 1.4B p. 54</p> | <p>Week 3 Read Aloud: <i>Big Book of Rhymes and Poems</i> Read-Aloud Anthology: <i>Butterfly Boy</i> p.48 <i>Big Bushy Mustache</i> p. T224 Meet the Author and Illustrator p. T237 Paired Selection: <i>Changing</i> p. T249 • Podcast: T238, T275 </p> <p>Week 4 Read Aloud: <i>Big Book of Rhymes and Poems</i> Read-Aloud Anthology: <i>Laurel's Rainforest</i> p. 52 <i>Rainforest Babies</i> p. T310 Meet the Author p. T319 Paired Selection: <i>Baby Tapir Is Born!</i> p. T331 • Podcast: T320, T357 </p> |
| <p>Reading Week 5 • Author's Purpose • Ask Questions • Fiction and Nonfiction • Monitor Comprehension: Reread Reader's Theater *Podcast available  Develop Oral Language/Read Aloud Phonics/Word Work: Digraphs/Vowels/Consonants Daily plan High-Frequency Words Comprehension Review  Fluency: Daily plan *Podcast available  Robust Vocabulary: Daily plan Small Group/Guided Reading: Daily Grammar: Review Writing: Writing Process Address 21st Century Applied Skills • Lifelong Learning/Self Direction • Professionalism/Work Ethic</p> | <ul style="list-style-type: none"> Recognize the structures in drama including story, acts, scenes Identify the types of various texts Answer and construct text-based questions to clarify understanding Explain the differences between fiction/ nonfiction text Reread passages to clarify ideas Read a variety of genres Use phonetic elements to decode words Use high frequency words Demonstrate comprehension Use appropriate rhythm/pronunciation Acquire a reading vocabulary Edit writing Write a narrative or informational piece Present and defend written work | <p>1.3E p. 48 1.1G p. 30 1.1D p. 24 1.1H p. 32 1.1C p. 22 1.1E p. 26 1.5F p. 64 1.5G p. 70 1.4A p. 52 1.4B p. 54</p> | <p>Week 5 Read Aloud: <i>Big Book of Rhymes and Poems</i> Read-Aloud Anthology: <i>The Missing Baseball Mystery</i> p.56 Read Aloud-Read Along Readers' Theatre: <i>The Birthday Mystery</i> p. T382 Paired Selection: <i>The Life Cycle of a Frog</i> p. T416 • Podcast: T381, T429 </p> |
| <p>Reading Week 6 • Reteach, review, accelerate, enhance understanding as needed • Theme Wrap-up and Review: pp. T434-T435 Address 21st Century Applied Skills • Lifelong Learning/Self Direction • Creativity and Innovation • Information Technology/Application</p> | | | <p>Week 6 Note: Use alternative texts to address the noted objectives. • Additional Support Activities • Theme Resources • Additional Resources</p> |

By the end of the cycle, students are able to work productively alone and with others as they construct meaning and respond critically to fiction and nonfiction texts and determine the author's purpose through performance tasks, presentations and projects. Students are reading with appropriate accuracy, reading rate and expression. Students can summarize important information and make valid predictions about texts. They are able to decode unfamiliar words using various word learning strategies as they continue to build robust speaking, reading and writing vocabularies. Students are writing a well organized, focused informational paragraph and a personal narrative.

2009-2010

PLANNING AND SCHEDULING TIMELINE LITERACY 2 THIRD CYCLE

GOOD INSTRUCTION IS THE BEST TEST PREPARATION

Text Theme: People can understand more about their world by learning how people and things grow and change. Studying the past and the environment help us plan for the future and can lead to technological advances.

| WEEK DATES | SUPPORTS FOR 21 ST CENTURY LEARNING | SAMPLE ASSESSMENT ITEMS | PSSA CONNECTION TO "WHAT I WILL TEACH" |
|--|--|---|--|
| <p>Cycle 3 Week 1</p> <p>5 days</p> <p>Dec. 14 to Dec. 18</p> <p>Report Card Conferences</p> | <p>Idea(s) for Investigation</p> <p>Art http://www.kid-at-art.com/</p> <p>See <i>SchoolNet</i> for updated internet links</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> • Creativity/Innovation | <p>PSSA Multiple Choice</p> <p>Which sentence gives an important detail from the passage?</p> | <p>Comprehension</p> <p>See Core Curriculum page 24 for more strategies to teach self-monitoring while reading.</p> <p>Writing</p> <p>See Core Curriculum page 60 for more strategies to teach writing on a topic with supporting details.</p> <p>Accessing the Core Strategies Guide</p> <p>See Section 3 page 67 for Reluctant Writer Strategies.</p> |
| <p>Cycle 3 Week 2</p> <p>8 days</p> <p>Dec. 21 to Jan. 08</p> | <p>Idea(s) for Investigation</p> <p>How to Make Paper Toys http://www.thetoymaker.com/2Toys.html</p> <p>See <i>SchoolNet</i> for updated internet links</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> • Lifelong Learning/Self Direction • Creativity/ Innovation | <p>PSSA ✓ Point Question Constructed Response</p> <p>What is the author's purpose for writing <i>A History of Games and Toys in the United States</i>?</p> <p>List at least two text features the author uses to achieve the intended purpose.</p> | <p>Comprehension</p> <p>See Core Curriculum page 30 for more strategies to teach retelling and summarizing.</p> <p>Vocabulary</p> <p>See Core Curriculum page 28 for more strategies to teach vocabulary development.</p> <p>Accessing the Core Strategies Guide</p> <p>See Section 3 page 62 for Retention Problems.</p> |
| <p>Cycle 3 Week 3</p> <p>5 days</p> <p>Jan. 11 to Jan. 15</p> | <p>Idea(s) for Investigation</p> <p>Growing Up with Pets http://www.growingupwithpets.com/images/activity_site_files/GUWPS_ActivityBook.pdf</p> <p>See <i>SchoolNet</i> for updated internet links</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> • Ethics/Social Responsibility | <p>PSSA Multiple Choice</p> <p>Which word best describes Ricky at the end of the story?</p> | <p>Comprehension</p> <p>See Core Curriculum page 38 for more strategies to teach identifying different genres</p> <p>Critical Thinking</p> <p>See Core Curriculum page 40 for more strategies to teach comparing different texts.</p> <p>Accessing the Core Strategies Guide</p> <p>See Section 4 page 50 for Subject Matter Organizers.</p> |
| <p>Cycle 3 Week 4</p> <p>4 days</p> <p>Jan. 19 to Jan. 22</p> | <p>Idea(s) for Investigation</p> <p>Rain Forest Animals http://www.mbgnet.net/sets/rforest/animals/index.htm</p> <p>See <i>SchoolNet</i> for updated internet links</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> • Lifelong Learning/Self Direction • Professionalism/Work Ethic | <p>PSSA ✓ Point Question Constructed Response</p> <p>Give at least two ways frogs and kangaroos are similar and one way they are different. Use specific details from the passage to support your answer.</p> | <p>Critical Thinking</p> <p>See Core Curriculum page 34 for more strategies to teach making inferences.</p> <p>Accessing the Core Strategies Guide</p> <p>See Section 3 page 66 for Writing Accommodations.</p> |
| <p>Cycle 3 Week 5</p> <p>10 days</p> <p>Jan. 25 to Feb. 5</p> | <p>Idea(s) for Investigation</p> <p>Life Cycles http://www.arkiveeducation.org/games_grow.html</p> <p>See <i>SchoolNet</i> for updated internet links</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> • Understanding Diversity • Teamwork/Collaboration | <p>PSSA Multiple Choice</p> <p>Which word or phrase best describes Alex at the beginning of <i>A Birthday Mystery</i>?</p> | <p>Vocabulary</p> <p>See Core Curriculum page 26 for interactive strategies to teach high-frequency words.</p> <p>Writing</p> <p>See Core Curriculum page 68 for more strategies to teach editing skills.</p> <p>Accessing the Core Strategies Guide</p> <p>See Section 3 page 67 for Reluctant Writer Strategies.</p> |
| <p>Cycle 3 Week 6</p> <p>5 days</p> <p>Feb. 8 to Feb. 12</p> | <p>Idea(s) for Investigation</p> <p>Inventions http://www.inventivekids.com/indexFlash.html The Learning Site: www.harcourtschool.com</p> <p>See <i>SchoolNet</i> for updated internet links</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> • Creativity and Innovation • Information Technology/Application • Lifelong Learning/Self Direction | <p>PSSA ✓ Point Question COMPARE TEXTS Constructed Response</p> <p>Give a word or phrase that describes both <i>A Lazy Thought and Changing</i>. Use one detail from each poem to support your response.</p> | <p>Comprehension</p> <p>See Core Curriculum page 32 for strategies to teach fluency and comprehension.</p> <p>Accessing the Core Strategies Guide</p> <p>See Section 4 page 64 for Listening Passage Overviews.</p> |

FOURTH CYCLE LITERACY 2 PLANNING AND SCHEDULING TIMELINE

2009-2010

GOOD INSTRUCTION IS THE BEST TEST PREPARATION

During this cycle, the goal of my teaching is that students will develop their ability to think creatively and in innovative ways as they explore literature. Students will continue to practice reading with appropriate accuracy, expression and rate. Students will apply knowledge of word structure and phonics to decode unfamiliar words. Students will use text features and organization to locate information and make connections between and among texts as they expand their vocabulary by associating new words with known concepts. Students will learn how to develop ideas and topics as they write narrative and informational pieces.

| TEACHING OBJECTIVES: WHAT I WILL TEACH... | CONTENT/PERFORMANCE DESCRIPTOR(S): TEACHING TO PROFICIENCY <small>*DENOTES ELIGIBLE CONTENT</small> | PA STANDARD STATEMENT(S) <small>REFER TO PAGE(S) IN CORE CURRICULUM</small> | TEXTUAL REFERENCES STRUCTURED LESSONS |
|--|--|--|--|
| <p>Reading Weeks 1 and 2 Theme Connections: pp. T14-T15 • Setting • Monitor Comprehension: Read Ahead • Follow Directions pp. T68-T69; pp.T172-T173 Connections: pp. T72-T73; pp.T176-T177 Develop Oral Language/Read Aloud Phonics/Word Work: Digraphs, Suffixes, Short Vowels, V/CV Daily plan High-Frequency Words Check Comprehension p. T58; T162 Fluency: Daily plan *Podcasts available  Robust Vocabulary: Daily plan Small Group/Guided Reading: Daily Grammar: Adjectives; Adjectives for Senses Writing: Informational: How-to-paragraph Informational: Description Address 21st Century Applied Skills • Lifelong Learning/Self Direction • Professionalism/Work Ethic</p> | <ul style="list-style-type: none"> Describe the major ideas/theme of a story Identify literary elements/setting Read text using self-monitoring strategies Describe organizational structures of text Read/discuss similarities/differences in texts Apply information/connections from reading Read a variety of genres Produce sounds that correspond to frequently used vowel diphthongs and digraphs Use knowledge of letter-to-sound correspondence and familiar spelling patterns Use high frequency words Retell or summarize major ideas/themes Use appropriate rhythm/pronunciation when reading Acquire a reading vocabulary Use nouns adjectives in writing Write sequence of events using key words Write paragraphs containing descriptive words and verbs in context Write informational pieces | <p>1.1G p. 30 1.3B p. 42 1.1D p. 24 1.2A p. 34 1.3A p. 40 1.1H p. 32 1.1C p. 22 1.1E p. 26 1.5F p. 68 1.5C p. 62 1.5D p. 64 1.4B p. 54</p> | <p>HARCOURT STORYTOWN: <i>BOOK 2.2: THEME 4: Dream Big</i> Week 1 Read Aloud: <i>Big Book of Rhymes and Poems</i> Read-Aloud Anthology: <i>The Best Story Ever</i> p. 60 <i>Mr. Putter and Tabby Write the Book</i> p. T46 Meet the Author and Illustrator p. T57 Paired Selection: <i>Interview with Author Loreen Leedy</i> p. T70 • Podcast: T58, T99 </p> <p>Week 2 Read Aloud <i>Big Book of Rhymes and Poems</i> Read-Aloud Anthology: <i>Sophie's Masterpiece</i> p. 64 <i>Annie's Gifts</i> p. T146 Meet the Author and Illustrator p. T161 Paired Selection: <i>Sarah Enters a Painting</i> p. T174 • Podcast: T162, T201 </p> |
| <p>Reading Weeks 3 and 4 • Locate Information • Answer Questions • Use Reference Sources pp. T254-T255; pp. T338-T339 Connections: pp. T258-T259; pp. T342-T343 Develop Oral Language/Read Aloud Phonics/Word Work: Diphthong, Suffixes r-Controlled Vowel, VC/V Daily plan High-Frequency Words Check Comprehension p. T244; T328 Fluency: Daily plan *Podcasts available  Robust Vocabulary: Daily plan Small Group/Guided Reading: Daily Grammar: Number Words; Words that Compare Writing: Narrative: Poem Narrative: Biography Address 21st Century Applied Skills • Lifelong Learning/Self Direction • Professionalism/Work Ethic</p> | <ul style="list-style-type: none"> Use key words, guide words and headings to locate information Answer and construct text-based questions to clarify understanding Select sources to gather/organize information Read/discuss similarities/differences in texts Apply information/connections from reading Read a variety of genres Produce sounds that correspond to frequently used vowel diphthongs and digraphs Use knowledge of letter-to-sound correspondence Use high frequency words Retell or summarize major ideas/themes Use appropriate rhythm/pronunciation when reading Acquire a reading vocabulary Edit writing Write narrative pieces including poems | <p>1.8B p. 90 1.1G p. 30 1.3A p. 40 1.1H p. 32 1.1C p. 22 1.1E p. 26 1.5F p. 68 1.4A p. 52</p> | <p>Week 3 Read Aloud: <i>Big Book of Rhymes and Poems</i> Read-Aloud Anthology: <i>Sounds All Around</i> p. 68 <i>Ah, Music</i> p. T236 Meet the Author and Illustrator p. T243 Paired Selection: <i>Come, My Little Children, Here Are Songs for You</i> p. T256 • Podcast: T244, T285 </p> <p>Week 4 Read Aloud: <i>Big Book of Rhymes and Poems</i> Read-Aloud Anthology: <i>Young Inventors</i> p. 72 <i>The Life of George Washington Carver</i> p. T320 Paired Selection: <i>Nutty Facts About Peanuts</i> p. T340 • Podcast: T320, T328, T367 </p> |
| <p>Reading Week 5 • Setting • Monitor Comprehension: Read Ahead • Follow Directions • Locate Information • Use Reference Sources • Answer Questions Reader's Theater *Podcast Available  Develop Oral Language/Read Aloud Phonics/Word Work: Review Daily plan Comprehension Review-Daily plan High-Frequency Words Fluency: Daily plan *Podcast available  Robust Vocabulary: Daily plan Small Group/Guided Reading: Daily Grammar: Review Adjectives, Number Words, Words that Compare Writing: Writing Process Address 21st Century Applied Skills • Lifelong Learning/Self Direction • Professionalism/Work Ethic</p> | <ul style="list-style-type: none"> Recognize the structures in drama including story, acts, scenes Identify literary elements/setting Read text using self-monitoring strategies Describe organizational structures of text Use key words, guide words and headings to locate information Answer and construct text-based questions to clarify understanding Read a variety of genres Use phonetic elements to decode words Demonstrate comprehension Use high frequency words Use appropriate rhythm/pronunciation when reading Acquire a reading vocabulary Write paragraphs containing descriptive words and verbs in context Produce work in one form of genre (e.g., biographies, poems, etc.) and use identified conventions of the genre Write narratives/poems or informational pieces | <p>1.3E p. 48 1.3B p. 42 1.1D p. 24 1.2A p. 34 1.8B p. 90 1.1G p. 30 1.1H p. 32 1.1C p. 22 1.1E p. 26 1.5D p. 64 1.2C p. 38 1.4A p. 52 1.4B p. 54</p> | <p>Week 5 Read Aloud: <i>Big Book of Rhymes and Poem</i> Read-Aloud Anthology: <i>Mount Rushmore</i> p. 74 Read Aloud-Read Along Readers' Theatre: <i>What's My Job?</i> p. T392 Paired Selection: <i>Your Social Studies Textbook</i> p.T426 • Podcast: T441 </p> |
| <p>Reading Week 6 • Reteach, review, accelerate, enhance understanding as needed • Theme Wrap-up and Review: pp. T446-T447 Address 21st Century Applied Skills • Lifelong Learning/Self Direction • Information Technology/Application</p> | | | <p>Week 6 Note: Use alternative texts to address the noted objectives. • Additional Support Activities • Theme Resources • Additional Resources</p> |

By the end of the cycle, students are able to demonstrate their learning through individual, partner and group projects and tasks as they construct meaning and respond critically to texts using information from narrative elements and text structures. Students are able to decode unfamiliar words using various word learning strategies as they continue to build robust speaking, listening, reading and writing vocabularies and fluency. They are writing organized, focused narrative and information pieces.

FOURTH CYCLE LITERACY 2 PLANNING AND SCHEDULING TIMELINE

2009-2010

GOOD INSTRUCTION IS THE BEST TEST PREPARATION

Text Theme: Watch as the characters demonstrate the ways creativity and imagination can help us solve problems and express our feelings and emotions. Our lives can become fuller when we dream big.

| WEEK DATES | SUPPORTS FOR 21 ST CENTURY LEARNING | SAMPLE ASSESSMENT ITEMS | PSSA CONNECTION TO "WHAT I WILL TEACH" |
|--|---|--|---|
| <p>Cycle 4 Week 1</p> <p>4 days</p> <p>Feb. 16 to Feb. 19</p> | <p>Idea(s) for Investigation Painting Masters http://www.nbmaa.org/edu/games/abc.htm</p> <p>See <i>SchoolNet</i> for updated internet links</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> • Creativity/Innovation • Teamwork/Collaboration | <p>PSSA Multiple Choice Which would be the best alternative title for this passage?</p> | <p>Critical Thinking See Core Curriculum page 50 for more interactive strategies to teach reading comprehension.</p> <p>Writing See Core Curriculum page 62 for more strategies to teach developing a good beginning to a story.</p> <p>Accessing the Core Strategies Guide See Section 3 page 63 for Beginning, Middle, and End.</p> |
| <p>Cycle 4 Week 2</p> <p>5 days</p> <p>Feb. 22 to Feb. 26</p> | <p>Idea(s) for Investigation Creative Writing http://www.funbrain.com/brain/ReadingBrain/ReadingBrain.html http://members.aol.com/vangarnews/tips.html#For%20Younger%20Children</p> <p>See <i>SchoolNet</i> for updated internet links</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> • Lifelong Learning/Self Direction • Understanding Diversity | <p>PSSA ✓ Point Question Constructed Response In your own words, summarize the passage. Be sure to include one important detail from the beginning, the middle and the end of the selection.</p> | <p>Writing See Core Curriculum page 58 for strategies to teach focus (audience and purpose).</p> <p>Critical Thinking See Core Curriculum page 34 for more strategies to teach making inferences.</p> <p>Accessing the Core Strategies Guide See Section 4 page 44 for Providing Contiguity.</p> |
| <p>Cycle 4 Week 3</p> <p>5 days</p> <p>March 1 to March 5</p> | <p>Idea(s) for Investigation Musical Composition http://www.artsalive.ca/en/mus/activitiesgames/games/popComposeMusic.html</p> <p>See <i>SchoolNet</i> for updated internet links</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> • Lifelong Learning/Self Direction • Ethics/Social Responsibility | <p>PSSA Multiple Choice Which statement is a fact about music</p> | <p>Grammar See Core Curriculum page 64 for more strategies to teach using descriptive words in writing.</p> <p>Phonics See Core Curriculum page 22 for interactive strategies to teach suffixes.</p> <p>Accessing the Core Strategies Guide See Section 4 page 46 for Response Cards.</p> |
| <p>Cycle 4 Week 4</p> <p>5 days</p> <p>March 8 to March 12</p> | <p>Idea(s) for Investigation George Washington Carver http://www.nps.gov/museum/exhibits/tuskegee/gwcar ts.htm</p> <p>See <i>SchoolNet</i> for updated internet links</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> • Creativity/Innovation • Teamwork/Collaboration | <p>PSSA ✓ Point Question Constructed Response Explain how the headings in <i>Nutty Facts About Peanuts</i> support the reader using at least two details from the passage to support your answer.</p> | <p>Vocabulary See Core Curriculum page 26 for more strategies to teach how to create antonym charts.</p> <p>Comprehension See Core Curriculum page 24 for more strategies to teach creating mental images.</p> <p>Accessing the Core Strategies Guide See Section 4 page 54 for Use of Juxtaposition of Non-Examples.</p> |
| <p>Cycle 4 Week 5</p> <p>5 days</p> <p>March 15 to March 19</p> | <p>Idea(s) for Investigation Water Drums http://www.units.muohio.edu/dragonfly/sounds/drum/makewater.shtml</p> <p>See <i>SchoolNet</i> for updated internet links</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> • Lifelong Learning/Self Direction • Teamwork/Collaboration • Understanding Diversity | <p>PSSA Multiple Choice Which is the best summary of the selection?</p> | <p>Comprehension See Core Curriculum page 36 for more strategies to teach evaluating media information.</p> <p>Critical Thinking See Core Curriculum page 30 for more strategies to teach main idea and supporting details.</p> <p>Accessing the Core Strategies Guide See Section 4 page 36 for Guided Notes.</p> |
| <p>Cycle 4 Week 6</p> <p>5 days</p> <p>March 22 to March 26</p> <p>Report Card Conferences</p> | <p>Idea(s) for Investigation Performing Arts http://www.literacyconnections.com/ReadersTheater.html The Learning Site: www.harcourtschool.com</p> <p>See <i>SchoolNet</i> for updated internet links</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> • Creativity/Innovation • Teamwork/Collaboration | <p>PSSA ✓ Point Question COMPARE TEXTS Constructed Response Using details from each passage, describe two similarities and one difference between <i>Ah, Music</i> and <i>Annie's Gift</i>.</p> | <p>Critical Thinking See Core Curriculum page 46 for more strategies to teach identifying structures in poetry.</p> <p>Comprehension See Core Curriculum page 32 for more strategies to teach fluency and comprehension.</p> <p>Accessing the Core Strategies Guide See Section 4 page 23 for Choral Response.</p> |

FIFTH CYCLE LITERACY 2 PLANNING AND SCHEDULING TIMELINE

2009-2010

GOOD INSTRUCTION IS THE BEST TEST PREPARATION

During this cycle, the goal of my teaching is that students will act responsibly with the interests of the larger community in mind. Students will learn to summarize text, identify, interpret, compare and contrast narrative elements and effectively use graphic aids to unlock meaning from texts. Students will learn to use context clues, word parts and knowledge of multiple meaning words to decode unfamiliar words. Students will continue to expand their vocabulary by associating new words with known concepts and continue to practice fluency. Students will learn how to write in the narrative and informational forms.

| TEACHING OBJECTIVES: WHAT I WILL TEACH... | CONTENT/PERFORMANCE DESCRIPTOR(S): TEACHING TO PROFICIENCY *DENOTES ELIGIBLE CONTENT | PA STANDARD STATEMENT(S) REFER TO PAGE(S) IN CORE CURRICULUM | TEXTUAL REFERENCES STRUCTURED LESSONS REFER TO THE COORDINATING DOCUMENT |
|--|--|--|--|
| <p>Reading Weeks 1 and 2 Theme Connections: pp. T14-T15</p> <ul style="list-style-type: none"> Plot Compare and Contrast pp.T70-T71; pp. T172-T173 Use Story Structure (Graphic organizer/story map) Podcast available <p>Connections: pp. T74-T75; pp. T176-T177</p> <p>Develop Oral Language/Read Aloud</p> <p>Phonics/Word Work: Diphthongs, Abbreviations; r-Controlled Vowels, V/CV and VC/V Daily plan</p> <p>High-Frequency Words</p> <p>Check Comprehension p. T60; p. T162</p> <p>Fluency: Daily plan *Podcasts available</p> <p>Robust Vocabulary: Daily plan</p> <p>Small Group/Guided Reading: Daily</p> <p>Grammar: Present-Tense Action Verbs; Subject-Verb Agreement</p> <p>Writing: Personal Narrative Narrative: Fantasy</p> <p>Address 21st Century Applied Skills</p> <ul style="list-style-type: none"> Ethics/Social Responsibility • Lifelong Learning/Self Direction Teamwork/Collaboration • Professionalism/Work Ethic | <ul style="list-style-type: none"> Describe the major ideas/theme of a story Identify literary elements/Plot Read and discuss similarities and differences in a variety of texts Use self-monitoring strategies Apply information/connections from reading Read a variety of genres Produce sounds that correspond to vowel diphthongs Use knowledge of letter-to-sound correspondence Use high frequency words Retell/summarize a story in a logical sequential order Use appropriate rhythm/pronunciation when reading Acquire a reading vocabulary Use nouns, pronouns, verbs in writing Use complete sentences Include plot elements and basic descriptions of people, places and things in writing | <p>1.1G p. 30</p> <p>1.3B p. 42</p> <p>1.3A p. 40</p> <p>1.1D p. 24</p> <p>1.1C p. 22</p> <p>1.1E p. 26</p> <p>1.1H p. 32</p> <p>1.5F p. 68</p> <p>1.4A p. 52</p> | <p>HARCOURT STORYTOWN: BOOK 2.2: THEME 5: Better Together</p> <p>Week 1 Read Aloud: <i>Big Book of Rhymes and Poems</i> Read-Aloud Anthology: <i>The Just-Right Gift</i> p. 76 <i>A Chair For My Mother</i> p. T46 Meet the Author and Illustrator p. T59 Paired Selection: <i>Saving Money</i> p.T72 • Podcast: T46, T60, T101</p> <p>Week 2 Read Aloud: <i>Big Book of Rhymes and Poems</i> Read-Aloud Anthology: <i>The Rooster That Crowed at Nightfall</i> p. 82 <i>Serious Farm</i> p. T148 Meet the Author and Illustrator p. T161 Paired Selection: <i>Beyond Old McDonald</i> p. T174 • Podcast: T148, T162, T201</p> |
| <p>Reading Weeks 3 and 4</p> <ul style="list-style-type: none"> Use Graphic Aids (Text Format) Synonyms pp. T268-269; pp. T352-T353 Summarize <p>Connections: pp. T264-T265; pp. T348-T349</p> <p>Develop Oral Language/Read Aloud</p> <p>Phonics/Word Work: Diphthongs, Prefixes; r-Controlled Vowels, Contractions Daily plan</p> <p>High-Frequency Words</p> <p>Check Comprehension p. T252; p. T336</p> <p>Fluency: Daily plan * Podcasts available</p> <p>Robust Vocabulary: Daily plan</p> <p>Small Group/Guided Reading: Daily</p> <p>Grammar: Past-Tense Verbs; Forms of be</p> <p>Writing: Informational: Paragraph Paragraphs that Compare</p> <p>Address 21st Century Applied Skills</p> <ul style="list-style-type: none"> Creativity/Innovation • Lifelong Learning/Self Direction Understanding Diversity | <ul style="list-style-type: none"> Describe organizational structures and significance to information Acquire a reading vocabulary (e.g., high frequency words and synonyms) Retell/summarize a story in a logical sequential order Read and discuss similarities and differences in a variety of texts Read a variety of genres Use phonetic elements to decode unknown words (e.g., diphthongs) Use knowledge of letter-to-sound correspondence Use high frequency words Use appropriate rhythm/pronunciation when reading Use nouns, pronouns, verbs in writing Gather information to determine organizational format Write an informational paragraph about a specific topic | <p>1.2A p. 34</p> <p>1.1E p. 26</p> <p>1.1G p. 30</p> <p>1.3A p. 40</p> <p>1.1C p. 22</p> <p>1.1H p. 32</p> <p>1.5F p. 68</p> <p>1.4 B p. 54</p> | <p>Week 3 Read Aloud: <i>Big Book of Rhymes and Poems</i> Read-Aloud Anthology: <i>Brilliant Bees</i> p. 84 <i>The Bee</i> p. T236 Meet the Author p. T251 Paired Selection: <i>Bee Business</i> p.T262 • Podcast: T252, T293</p> <p>Week 4 Read Aloud: <i>Big Book of Rhymes and Poems</i> Read-Aloud Anthology: <i>Hanging On</i> p. 88 <i>Watching in the Wild</i> p. T328 Meet the Author p. T335 Paired Selection: <i>Chimp Computer Whiz</i> p.T262 • Podcast: T336, T375</p> |
| <p>Reading Week 5</p> <ul style="list-style-type: none"> Plot Compare and Contrast Use Story Structure Use Graphic Aids (Text Format) Synonyms Summarize <p>Reader's Theater *Podcast Available</p> <p>Develop Oral Language/Read Aloud</p> <p>Phonics/Word Work: Review Daily plan</p> <p>Comprehension Review-Daily plan</p> <p>High-Frequency Words</p> <p>Fluency: Daily plan *Podcast available</p> <p>Robust Vocabulary: Daily plan</p> <p>Small Group/Guided Reading: Daily</p> <p>Grammar: Review Verbs</p> <p>Writing: Writing Process</p> <p>Address 21st Century Applied Skills</p> <ul style="list-style-type: none"> Understanding Diversity • Teamwork/Collaboration Leadership | <ul style="list-style-type: none"> Recognize the structures in drama including story, acts, scenes Identify literary elements/Plot Read and discuss similarities and differences in a variety of texts Use self-monitoring strategies Describe organizational structures and significance to information Acquire a reading vocabulary (e.g., high frequency words and synonyms) Retell/summarize a story in a logical sequential order Read a variety of genres Use phonetic elements to decode words Demonstrate comprehension Use high frequency words Use appropriate rhythm/pronunciation when reading Use nouns, pronouns, verbs in writing Write an informational paragraph Present and defend written work | <p>1.3E p. 48</p> <p>1.3B p. 42</p> <p>1.3A p. 40</p> <p>1.1D p. 24</p> <p>1.2A p. 34</p> <p>1.1E p. 26</p> <p>1.1G p. 30</p> <p>1.1H p. 32</p> <p>1.1C p. 22</p> <p>1.5F p. 68</p> <p>1.5G p. 70</p> <p>1.4 B p. 54</p> | <p>Week 5 Read Aloud: <i>Big Book of Rhymes and Poems</i> Read-Aloud Anthology: <i>Study Hall to City Hall</i> p. 90 Read Aloud-Read Along Readers' Theater: <i>Town Hall</i> p. T400 Paired Selection: <i>A Time for Patience</i> p.T434 • Podcast: T449</p> |
| <p>ONLY 5 WEEKS IN THIS CYCLE</p> | | | |

By the end of the cycle, students continue to take personal responsibility for their learning and the role they take in contributing to the learning of the group as a whole. Students can construct meaning using information from narrative elements between and among texts and through the effective use of graphic aids and story structures. Students are able to summarize important information as they respond critically to text. Students can decode unfamiliar words using various word learning strategies and word forms as they continue to build a robust vocabulary and reading fluency. Students are writing fantasies, personal narratives and informational paragraphs.

FIFTH CYCLE LITERACY 2 PLANNING AND SCHEDULING TIMELINE

2009-2010

GOOD INSTRUCTION IS THE BEST TEST PREPARATION

Text Theme: These stories remind us that everyone has a special and vital role to play as a member of a community. We are at our best when we work together.


| WEEK DATES | SUPPORTS FOR 21 ST CENTURY LEARNING | SAMPLE ASSESSMENT ITEMS | PSSA CONNECTION TO "WHAT I WILL TEACH" |
|---|---|---|--|
| <p>Cycle 5 Week 1</p> <p>5 days</p> <p>April 5 to April 9</p> | <p>Idea(s) for Investigation Banking http://www.econedlink.org/lessons/index.cfm?lesson=EM358</p> <p>See <i>SchoolNet</i> for updated internet links</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> • Ethics/Social Responsibility • Lifelong Learning/Self Direction • Teamwork/Collaboration | <p>PSSA Multiple Choice Which statement best describes the main problem in the story?</p> | <p>Narrative Elements See Core Curriculum page 42 for more strategies to teach identifying narrative elements. (i.e. plot)</p> <p>Phonics See Core Curriculum page 22 for interactive strategies to teach prefixes.</p> <p>Accessing the Core Strategies Guide See Section 4 page 52 for Timed Trials.</p> |
| <p>Cycle 5 Week 2</p> <p>5 days</p> <p>April 12 to April 16</p> | <p>Idea(s) for Investigation Farm Animals http://www.alphabet-soup.net/farm/farm.html</p> <p>See <i>SchoolNet</i> for updated internet links</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> • Ethics/Social Responsibility • Professionalism/Work Ethic • Teamwork/Collaboration | <p>PSSA ✓ Point Question Constructed Response Describe how the animals change from the beginning of the story until the end using at least one detail from the beginning, the middle and the end of the story.</p> | <p>Comprehension See Core Curriculum page 30 for more strategies to teach sequencing and summarizing.</p> <p>Grammar See Core Curriculum page 68 for more strategies to teach subject-verb agreement.</p> <p>Accessing the Core Strategies Guide See Section 3 page 63 for Beginning, Middle, and End.</p> |
| <p>Cycle 5 Week 3</p> <p>5 days</p> <p>April 19 to April 23</p> | <p>Idea(s) for Investigation Life in a Bee Colony http://www.pbs.org/wnet/nature/alienempire/multimedia/hive.html</p> <p>See <i>SchoolNet</i> for updated internet links</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> • Creativity/Innovation • Lifelong Learning/Self Direction | <p>PSSA Multiple Choice Read the sentence from the passage. What does the word <i>trunk</i> mean in this sentence: There is a beehive inside the tree <i>trunk</i>.</p> | <p>Comprehension See Core Curriculum page 24 for more strategies to teach self-monitoring while reading.</p> <p>Vocabulary See Core Curriculum page 26 for interactive strategies to teach multiple-meaning words by creating charts.</p> <p>Accessing the Core Strategies Guide See Section 4 page 47 for Self-Monitoring.</p> |
| <p>Cycle 5 Week 4</p> <p>5 days</p> <p>April 26 to April 30</p> | <p>Idea(s) for Investigation Animal Communities http://www.harcourtschool.com/activity/animalcom/animalcom.html</p> <p>See <i>SchoolNet</i> for updated internet links</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> • Understanding Diversity | <p>PSSA ✓ Point Question Constructed Response Describe how Jane Goodall shared what she learned about chimpanzees with the world. Give three examples from the passage to support your answer.</p> | <p>Writing See Core Curriculum page 52 for more strategies to teach narrative writing.</p> <p>Comprehension See Core Curriculum page 74 for interactive strategies to teach comprehension while listening to literature.</p> <p>Accessing the Core Strategies Guide See Section 3 page 67 for Reluctant Writer Strategies.</p> |
| <p>Cycle 5 Week 5</p> <p>5 days</p> <p>May 3 to May 7</p> | <p>Idea(s) for Investigation Neighborhood Jobs http://teacher.scholastic.com/commclub/</p> <p>See <i>SchoolNet</i> for updated internet links</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> • Understanding Diversity • Teamwork/Collaboration • Leadership | <p>PSSA Multiple Choice Which word is a synonym for bother?</p> | <p>Comprehension See Core Curriculum page 34 for more strategies to teach identifying details in a nonfiction text.</p> <p>Writing See Core Curriculum page 70 for more strategies to teach publishing and presenting writing.</p> <p>Accessing the Core Strategies Guide See Section 3 page 66 for Writing Accommodations.</p> |

SIXTH CYCLE LITERACY 2 PLANNING AND SCHEDULING TIMELINE

2009-2010

GOOD INSTRUCTION IS THE BEST TEST PREPARATION

During this cycle, the goal of my teaching is that students continue to work collaboratively with individuals from diverse cultures, races, genders and viewpoints. Students will learn how to synthesize information, make valid assertions and use text structures in fictional and nonfictional texts to construct meaning. Students will learn to use context clues and word parts to decode unfamiliar words. Students will learn to compare and contrast narrative events to unlock meaning from text. They will expand their vocabulary by associating new words with known concepts and continue to build oral fluency. Students will learn how to write in the informational and narrative modes with effective organization and vivid language.

| TEACHING OBJECTIVES: WHAT I WILL TEACH... | CONTENT/PERFORMANCE DESCRIPTOR(S): TEACHING TO PROFICIENCY <small>*DENOTES ELIGIBLE CONTENT</small> | PA STANDARD STATEMENT(S) <small>REFER TO PAGE(S) IN CORE CURRICULUM</small> | TEXTUAL REFERENCES STRUCTURED LESSONS |
|--|---|--|---|
| <p>Reading Weeks 1 and 2 Theme Connections: pp. T14-T15 • Cause and Effect (Plot) • Antonyms p. T76; p.T174 • Use Graphic Organizers Connections: pp. T72-T73; pp. T170-T171 Develop Oral Language/Read Aloud Phonics/Word Work: Vowel Variants, Prefixes; Vowel Variants, Inflections Daily plan High-Frequency Words Check Comprehension p. 60; pp.T158-T159 Fluency: Daily plan *Podcasts Available Robust Vocabulary: Daily plan Small Group/Guided Reading: Daily Grammar: Irregular Verbs; More Irregular Verbs Writing: Informational: Letter Informational: Report Address 21st Century Applied Skills • Lifelong Learning/Self Direction • Professionalism/Work Ethic</p>  | <ul style="list-style-type: none"> Describe the major ideas/theme of a story Identify literary elements/Plot Acquire a reading vocabulary (e.g., antonyms) Use self-monitoring strategies Read and discuss similarities and differences in a variety of texts Apply information/connections from reading Read a variety of genres Use phonetic elements to decode words Use high frequency words Retell/summarize a story in a logical sequential order Use appropriate rhythm/pronunciation when reading Use nouns, pronouns, verbs in writing Write a series of related sentences with one central idea Write information pieces (e.g., letter) | <p>1.1G p. 30 1.3B p. 42 1.1E p. 26 1.1D p. 24 1.3A p. 40 1.1H p. 32 1.1C p. 22 1.5F p. 68 1.5B p. 60 1.4B p. 54</p> | <p>HARCOURT STORYTOWN: <i>BOOK 2.2: THEME 6: Seek and Find</i> Week 1 Read Aloud: <i>Big Book of Rhymes and Poems</i> Read Aloud Anthology: <i>The Cat Who Walked to France</i> p. 92 <i>Where on Earth Is My Bagel?</i> p. T46 Meet the Authors and Illustrator p. T59 Paired Selection: <i>South Korea</i> p. T70 • Podcast: T60, T101</p>  <p>Week 2 Read Aloud: <i>Big Book of Rhymes and Poems</i> Read Aloud Anthology: <i>How to Make an Apple Pie and See the World</i> p. 96 <i>My Name is Gabriela</i> p. T148 Meet the Author and Illustrator p. T157 Paired Selection: <i>Gabriela Mistral: A Poet's Life in Photos</i> p. T168 • Podcast: T158, T197</p>  |
| <p>Reading Weeks 3 and 4 • Make Inferences • Monitor Comprehension: Reread • Multiple Meaning Words pp. T354-T355 Connections: pp. T258-T259; pp. T350-T351 Develop Oral Language/Read Aloud Phonics/Word Work: Vowel Variants, Suffix; Long Vowels, Inflections Daily plan High-Frequency Words Check Comprehension p.T246; pp. T338-339 Fluency: Daily plan *Podcasts Available Robust Vocabulary: Daily plan Small Group/Guided Reading: Daily Grammar: Helping Verbs; Contractions Writing: Informational: Book Report Narrative: Folktale Address 21st Century Applied Skills • Lifelong Learning/Self Direction • Professionalism/Work Ethic • Leadership</p>  | <ul style="list-style-type: none"> Make inferences/draw conclusions from a variety of reading materials Reread passages to clarify ideas Read and discuss similarities and differences in a variety of texts Apply information/connections from reading Read a variety of genres Use knowledge of advanced letter/sound correspondence/word structure to decode words Use high frequency words Support answers and conclusions by citing key words Use appropriate rhythm/pronunciation when reading Acquire a reading vocabulary Use nouns, pronouns, verbs in writing Refine/expand details appropriate to the topic Edit writing using grammar Revise writing to improve detail and sequential order Write an informational paragraph about a specified topic (e.g., reports) Write narrative pieces including stories | <p>1.2A p. 34 1.1G p. 30 1.3A p. 40 1.1H p. 32 1.1C p. 22 1.1E p. 26 1.5F p. 68 1.5B p. 60 1.4B p. 54</p> | <p>Week 3 Read Aloud: <i>Big Book of Rhymes and Poems</i> Read Aloud Anthology: <i>Dig This</i> p. 100 <i>Let's Go Rock Collecting</i> p. T232 Meet the Author and Illustrator p. T 245 Paired Selection: <i>Pebbles</i> p. T257 • Podcast: T246, T287</p>  <p>Week 4 Read Aloud: <i>Big Book of Rhymes</i> Read Aloud Anthology: <i>The Mystery in Grandma's Garden</i> p. 106 <i>The Lizard and the Sun</i> p. T322 Meet the Author and Illustrator p. T337 Paired Selection: <i>Be Sun Safe</i> p. T349 • Podcast: T377</p>  |
| <p>Reading Week 6 • Cause and Effect (Plot)/Antonyms • Use Graphic Organizers • Make Inferences/Multiple-Meaning Words • Monitor Comprehension: Reread Reader's Theater *Podcast Available Develop Oral Language/Read Aloud Phonics/Word Work: Review Daily plan Comprehension Review: Daily plan High-Frequency Words Fluency: Daily plan *Podcast Available Robust Vocabulary: Daily plan Small Group/Guided Reading: Daily Grammar: Review Writing: Writing Process Address 21st Century Applied Skills • Lifelong Learning/Self Direction • Professionalism/Work Ethic</p>   | <ul style="list-style-type: none"> Recognize the structures in drama including story, acts, scenes Identify literary elements in stories including plot Acquire a reading vocabulary Make inferences/draw conclusions from a variety of reading materials Use self-monitoring strategies Reread passages to clarify ideas Read a variety of genres Use knowledge of advanced letter/sound correspondence/word structure to decode words Demonstrate comprehension Use high frequency words Use appropriate rhythm/pronunciation when reading Edit writing Revise writing to improve detail and sequential order Write narrative pieces including stories Write information pieces (e.g., letter) Present and defend written work | <p>1.3E p. 42 1.3B p. 42 1.1E p. 26 1.2A p. 34 1.1D p. 24 1.1G p. 30 1.1H p. 32 1.3A p. 40 1.5F p. 68 1.5E p. 66 1.5G p. 70 1.4A p. 52 1.4B p. 54</p> | <p>Week 6 Read Aloud: <i>Big Book of Rhymes</i> Read Aloud Anthology: <i>Driving Back in Time</i> p. 108 Read Aloud-Read Along Readers' Theater: <i>Cross-Country Vacation</i> p. T402 Paired Selection/Theme Review: <i>Summer Safety</i> p. T437-T438</p>  <p>• Podcast: T451</p> |
| <p>Reading Week 6 • Reteach, review, accelerate, enhance understanding as needed • Theme Wrap-up and Review: pp. T456-T457 Address 21st Century Applied Skills • Lifelong Learning/Self Direction • Professionalism/Work Ethic</p> | | | <p>Week 6 Note: Use alternative texts to address the noted objectives. • Additional Support Activities • Theme Resources • Additional Resources</p> |
| <p>By the end of the cycle, students are able to demonstrate their learning through dynamic participation in individual, partner and group work. Students can construct meaning and respond critically using the information from narrative elements and informational text organization. Students can make valid inferences, assertions and judgments about texts. They are able to decode unfamiliar words using various word learning strategies and word forms as they continue to build a robust vocabulary and reading fluency. They can write organized informational letters and reports as well as narrative works.</p> | | | |

SIXTH CYCLE LITERACY 2 PLANNING AND SCHEDULING TIMELINE

2009-2010

GOOD INSTRUCTION IS THE BEST TEST PREPARATION

Text Theme: Life is a journey of discovery. Read and enjoy the many discoveries the characters in these stories make along the way.

| WEEK DATES | SUPPORTS FOR 21 ST CENTURY LEARNING | SAMPLE ASSESSMENT ITEMS | PSSA CONNECTION TO "WHAT I WILL TEACH" |
|---|---|---|--|
| <p>Cycle 6 Week 1 4 days May 10 to May 14</p> | <p>Idea(s) for Investigation Eat Well/ Stay Healthy http://www-tc.pbskids.org/arthur/parentsteachers/lesson/health/pdf/ActSheet_EatWell_Eng.pdf</p> <p>See <i>SchoolNet</i> for updated internet links</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> Understanding Diversity | <p>PSSA Multiple Choice Read the sentence from the passage: Perhaps it cam to him in a dream, smothered with cream cheese. What does the word smothered most likely mean?</p> | <p>Critical Thinking See Core Curriculum page 40 for more strategies to teach comparing and contrasting using graphic organizers.</p> <p>Comprehension See Core Curriculum page 18 for more strategies to teach identifying various types of texts.</p> <p>Accessing the Core Strategies Guide See Section 4 page 56 for 150 Ways to Present Information.</p> |
| <p>Cycle 6 Week 2 5 days May 17 to May 21</p> <p>Predictive Assessment</p> | <p>Idea(s) for Investigation Biographies http://gardenofpraise.com/leaders.htm</p> <p>See <i>SchoolNet</i> for updated internet links</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> Teamwork/Collaboration Understanding Diversity Lifelong Learning/Self Direction | <p>PSSA ✓ Point Question Constructed Response Explain what characteristic of rocks is shown on Moh's Scale. Give two examples from the text to support your explanation.</p> | <p>Research See Core Curriculum page 90 for more strategies to teach identifying and using reference books.</p> <p>Grammar See Core Curriculum page 68 for more strategies to teach irregular past tense verbs.</p> <p>Accessing the Core Strategies Guide See Section 4 page 64 for Listening Passage Preview.</p> |
| <p>Cycle 6 Week 3 5 days May 24 to May 28</p> | <p>Idea(s) for Investigation Collecting as a Hobby http://kids.si.edu/collecting/blank.html</p> <p>See <i>SchoolNet</i> for updated internet links</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> Teamwork/Collaboration Creativity/Innovation Leadership | <p>PSSA Multiple Choice The author most likely wrote this passage to</p> | <p>Writing See Core Curriculum page 62 for more strategies to teach sequencing in writing.</p> <p>Vocabulary See Core Curriculum page 26 for interactive strategies to teach vocabulary.</p> <p>Accessing the Core Strategies Guide See Section 4 page 48 for Socratic Dialogue.</p> |
| <p>Cycle 6 Week 4 4 days June 1 to June 4</p> | <p>Idea(s) for Investigation Folk Tales http://www.aaronshp.com/stories/folk.html</p> <p>See <i>SchoolNet</i> for updated internet links</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> Teamwork/Collaboration Creativity/Innovation Lifelong Learning/Self Direction | <p>PSSA ✓ Point Question Constructed Response In your own words, summarize the passage. Cite at least one important detail from the beginning, the middle and the end of the folktale.</p> | <p>Critical Thinking See Core Curriculum page 34 for more strategies to teach making inferences.</p> <p>Comprehension See Core Curriculum page 24 for more strategies to teach creating mental images.</p> <p>Accessing the Core Strategies Guide See Section 4 page 50 for Subject Matter Organizers.</p> |
| <p>Cycle 6 Week 5 5 days June 7 to June 11</p> | <p>Idea(s) for Investigation Virtual Vacations http://pbskids.org/wayback/summer/ Summer Safety http://www.everythingsl.net/lessons/summer_safety.php</p> <p>See <i>SchoolNet</i> for updated internet links</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> Information Technology Lifelong Learning/Self Direction | <p>PSSA Multiple Choice Which word is an antonym for <i>depend</i>?</p> | <p>Comprehension See Core Curriculum page 32 for more strategies to teach fluency and comprehension.</p> <p>Writing See Core Curriculum page 54 for more strategies on how to teach different types of informational writing.</p> <p>Accessing the Core Strategies Guide See Section 4 page 67 for Reluctant Writer Strategies.</p> |
| <p>Cycle 6 Week 6 4 days June 14 to June 17</p> | <p>Idea(s) for Investigation The Learning Site: www.harcourtschool.com</p> <p>See <i>SchoolNet</i> for updated internet links</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> Information Technology Lifelong Learning/Self Direction | <p>PSSA ✓ Point Question COMPARE TEXT Constructed Response Using details from both passages, describe two similarities and one difference between <i>My Name is Gabriela</i> and <i>Gabriela Mistral: A Poet's Life in Photos</i>.</p> | |