

*ENGLISH STANDARDS OF LEARNING*

# ENHANCED SCOPE and SEQUENCE

*for Grades K-5*



Commonwealth of Virginia  
Department of Education  
Richmond, Virginia  
2004

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## Introduction

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The *English Standards of Learning Enhanced Scope and Sequence* is a resource intended to help teachers align their classroom instruction with the content found in *English Standards of Learning for Virginia Public Schools*, adopted by the Board of Education in November 2002. The Enhanced Scope and Sequence is organized by the strands established in the English Standards of Learning, and it includes the content of the Standards of Learning and the essential understandings, knowledge, and skills found in the 2003 *English Standards of Learning Curriculum Framework*. In addition, the Enhanced Scope and Sequence provides teachers with sample lesson plans aligned with the standards and their related essential understandings, knowledge, and skills.

School divisions and teachers can use the Enhanced Scope and Sequence as a resource for developing sound curricular and instructional programs. These materials are intended as examples of ways the understandings, knowledge, and skills might be presented to students in sample lessons that have been aligned with the Standards of Learning. Teachers who use the Enhanced Scope and Sequence should correlate available instructional resources with the essential understandings, knowledge, and skills and determine an appropriate pace of instruction. This resource is not a complete curriculum and is neither required nor prescriptive, but it can be a valuable instructional tool.

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## Table of Contents

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|  |     |
|--|-----|
| <b>The Oral Language Strand for Grades K-5</b> ..... | 1   |
| Grade-Level Information by Organizing Topics .....   | 3   |
| Oral Language Lesson Plans .....                     | 24  |
| <b>The Reading Strand for Grades K-5</b> .....       | 48  |
| Grade-Level Information by Organizing Topics .....   | 50  |
| Reading Strategies .....                             | 104 |
| Reading Lesson Plans.....                            | 144 |
| Reading Test Items .....                             | 204 |
| <b>The Writing Strand for Grades K-5</b> .....       | 205 |
| Grade-Level Information by Organizing Topics .....   | 209 |
| Writing Strategies .....                             | 232 |
| Writing Lesson Plans.....                            | 267 |
| Writing Test Items.....                              | 293 |

*ENGLISH STANDARDS OF LEARNING*  
**ENHANCED SCOPE AND SEQUENCE**

# ORAL LANGUAGE

*STRAND*  
*for Grades K-5*



Commonwealth of Virginia  
Department of Education  
Richmond, Virginia  
2004

## The ORAL LANGUAGE Strand in Grades K-5

The Oral Language strand for Kindergarten through Grade 5 encompasses the following Standards of Learning:

- Kindergarten – K.1, K.2, K.3, K.4
- Grade 1 – 1.1, 1.2, 1.3, 1.4
- Grade 2 – 2.1, 2.2, 2.3
- Grade 3 – 3.1, 3.2
- Grade 4 – 4.1, 4.2
- Grade 5 – 5.1, 5.2, 5.3.

The Oral Language strand can be divided into Organizing Topics, as shown in the following table. The Phonological Awareness Organizing Topic, though technically a part of the Oral Language strand, is addressed in the Reading strand section of this document.

| ORAL LANGUAGE STRAND   |                    |                  |                            |               |               |          |
|------------------------|--------------------|------------------|----------------------------|---------------|---------------|----------|
| Organizing Topic       | Kindergarten       | Grade 1          | Grade 2                    | Grade 3       | Grade 4       | Grade 5  |
| Oral Communication     | K.2, K.3<br>—————→ | 1.1, 1.2,<br>1.3 | 2.1, 2.2,<br>2.3<br>—————→ |               |               |          |
| Phonological Awareness | K.1, K.4<br>—————→ | 1.4              |                            |               |               |          |
| Discussion             |                    |                  |                            | 3.1<br>—————→ | 4.1<br>—————→ | 5.1      |
| Presentation           |                    |                  |                            | 3.2<br>—————→ | 4.2<br>—————→ | 5.2, 5.3 |

Oral Language is also incorporated throughout the Reading and Writing strands, each of which includes a section with various strategies. Thus a separate strategies section is not included in the Oral Language strand.

# GRADE-LEVEL INFORMATION

*by*

*Organizing Topics*

## Organizing Topic → Oral Communication Kindergarten

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In kindergarten, students engage in a variety of oral activities in order to develop their understanding of language and enhance their ability to communicate effectively. Oral language skills are taught and reinforced throughout the year across all curricular areas. Emphasis is on having the students build and use their listening and speaking vocabularies through participation in oral language activities employing poems, rhymes, songs, and narrative and expository text. This vocabulary development is essential in reading and comprehension skills as students progress in school. Students also learn the rules for conversation and skills for participating in discussions. Daily listening and speaking opportunities, both formal and informal, should be a part of every kindergarten English program.

### Standard(s) of Learning

- K.2 The student will use listening and speaking vocabularies.
- Use number words.
  - Use words to describe/name people, places, and things.
  - Use words to describe location, size, color, and shape.
  - Use words to describe actions.
  - Ask about words not understood.
  - Follow one-step and two-step directions.
  - Begin to ask how and why questions.
- K.3 The student will build oral communication skills.
- Begin to follow implicit rules for conversation, including taking turns and staying on topic.
  - Express ideas and needs in complete sentences.
  - Begin to use voice level, phrasing, and intonation appropriate for language situation.
  - Listen and speak in informal conversations with peers and adults.
  - Begin to initiate conversations.
  - Participate in discussions about books and specific topics.

### Essential understandings, knowledge, and skills

### Correlation to textbooks and other instructional materials

#### To be successful with this standard, students are expected to

- Understand and use number words in conversations, during group activities, and during teacher-directed instruction
- Use words to describe or name people, places, feelings, and things during group activities and during teacher-directed instruction
- Use size, shape, color, and spatial words to describe people, places, and things during group or individual activities and during teacher-directed instruction
- Use a variety of words to describe the actions of characters and people in real and make-believe settings in response to stories or class activities
- Use words such as *before*, *after*, and *next* to sequence events
- Use words such as *over*, *under*, *between*, and *beside* to describe location

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- Participate in movement activities, songs, and/or fingerplays.
- Sequence pictures of events and discuss.

### Suggested resources

- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- *Phonological Awareness Literacy Screening (PALS)* Web site, <http://pals.virginia.edu>.
- *Virginia's Early Intervention READING Initiative (EIRI)* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/Reading/readinginitiative.html>.
- *Teaching Early Phonological Awareness Skills* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/Reading/dae-pa.pdf>.

### Suggested classroom assessment methods

- Classroom observations
- Student interviews
- Student demonstrations

## Organizing Topic → Oral Communication

### Grade 1

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In first grade, oral language skills are taught and reinforced throughout the year across the content areas. Emphasis continues to be on having the students build and use their listening and speaking vocabularies through participation in oral language activities employing poems, rhymes, songs, and narrative and expository text. This vocabulary increase aids in the development of reading fluency and comprehension skills as students progress in school. Students also begin to use their oral language skills to gain and explain information. In first grade, students continue to increase their oral vocabulary on a daily basis in all curricular areas. Like students in kindergarten, they know more words than they can read or write. Students acquire most of their new vocabulary through everyday experiences with oral and written languages. Daily listening and speaking opportunities, both formal and informal, should be a part of every English program.

### Standard(s) of Learning

- 1.1 The student will continue to demonstrate growth in the use of oral language.
  - a) Listen and respond to a variety of media, including books, audiotapes, videos, and other age-appropriate materials.
  - b) Tell and retell stories and events in logical order.
  - c) Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.
  - d) Express ideas orally in complete sentences.
- 1.2 The student will continue to expand and use listening and speaking vocabularies.
  - a) Increase oral descriptive vocabulary.
  - b) Begin to ask for clarification and explanation of words and ideas.
  - c) Follow simple two-step oral directions.
  - d) Give simple two-step oral directions.
  - e) Use singular and plural nouns.
- 1.3 The student will adapt or change oral language to fit the situation.
  - a) Initiate conversation with peers and adults.
  - b) Follow rules for conversation.
  - c) Use appropriate voice level in small-group settings.
  - d) Ask and respond to questions in small-group settings.

### Essential understandings, knowledge, and skills

### Correlation to textbooks and other instructional materials

#### To be successful with this standard, students are expected to

- Participate in a variety of oral language activities, such as
  - 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

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- “Share Time”
- generating class stories, poems, lists, and charts
- discussion
- recording story events on a story map.
- Retell stories read aloud to them and stories read independently.
- Dramatize stories and poems.

### Suggested resources

- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- *Phonological Awareness Literacy Screening (PALS)* Web site, <http://pals.virginia.edu>.
- *Virginia’s Early Intervention READING Initiative (EIRI)* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/Reading/readinginitiative.html>.
- *Teaching Early Phonological Awareness Skills* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/Reading/dae-pa.pdf>.

### Suggested classroom assessment methods

- Classroom observations
- Student interviews
- Student demonstrations

## Organizing Topic → Oral Communication Grade 2

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In second grade, students engage in a variety of oral activities to develop an understanding of language structure and enhance their ability to communicate effectively. They listen and speak in discussions and presentations that expand their vocabulary, increase their background knowledge, and enhance both their reading and writing skills. Students continue to increase their vocabulary on a daily basis in all curricular areas. Like students in kindergarten and first grade, they know more words than they can read or write. Students acquire most of their new vocabulary through everyday experiences with oral and written language. Daily listening and speaking opportunities, both formal and informal, should be a part of every second grade English program.

### Standard(s) of Learning

- 2.1 The student will demonstrate an understanding of oral language structure.
  - a) Create oral stories to share with others.
  - b) Create and participate in oral dramatic activities.
  - c) Use correct verb tenses in oral communication.
  - d) Use increasingly complex sentence structures in oral communication.
- 2.2 The student will continue to expand listening and speaking vocabularies.
  - a) Use words that reflect a growing range of interests and knowledge.
  - b) Clarify and explain words and ideas orally.
  - c) Follow oral directions with three or four steps.
  - d) Give three-step and four-step directions.
  - e) Identify and use synonyms and antonyms in oral communication.
- 2.3 The student will use oral communication skills.
  - a) Use oral language for different purposes: to inform, to persuade, and to entertain.
  - b) Share stories or information orally with an audience.
  - c) Participate as a contributor and leader in a group.
  - d) Summarize information shared orally by others.

### Essential understandings, knowledge, and skills

### Correlation to textbooks and other instructional materials

#### To be successful with this standard, students are expected to

- Use the story structure of beginning, middle, and end to tell a story of an experience
- Maintain and manipulate voice, such as pausing, tempo, and pitch, to convey mood
- Add appropriate elaboration and detail while recounting or describing an event
- Dramatize familiar stories
- Use present, past, and future tenses appropriately
- Use more complex sentence structure with conjunctions, such as *while*, *when*, *if*, *because*, *so*, and *but*, when describing events and giving explanations
- Provide a referent for pronouns

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- sharing journals and reports
- generating class charts and lists.
- Generate a list of what listeners and speakers should do during discussions.
- Engage students in cooperative group projects.

### **Suggested resources**

- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- *Phonological Awareness Literacy Screening (PALS)* Web site, <http://pals.virginia.edu>.

### **Suggested classroom assessment methods**

- Classroom observations
- Student interviews
- Student demonstrations

## Organizing Topic → Discussion

### Grade 3

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In third grade, students engage in a variety of oral activities to develop an understanding of language structure and enhance their ability to communicate effectively. They use oral communication skills to participate in discussions about learning and take part in collaborative learning projects. In order to be contributing participants in discussions, students must know the skills involved in effectively communicating ideas and opinions, including such skills as actively listening to and constructively agreeing and disagreeing with others.

#### Standard(s) of Learning

- 3.1 The student will use effective communication skills in group activities.
- a) Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.
  - b) Ask and respond to questions from teachers and other group members.
  - c) Explain what has been learned.

#### Essential understandings, knowledge, and skills

#### Correlation to textbooks and other instructional materials

#### To be successful with this standard, students are expected to

- Engage in taking turns in conversations by
  - making certain all group members have an opportunity to contribute
  - listening attentively by facing the speaker and making eye contact
  - eliciting information or opinions from others
  - supporting opinions with appropriate ideas, examples, and details
  - indicating disagreement in a constructive manner
- Take initiative in moving a group discussion forward by
  - contributing information that is on topic
  - answering questions
  - asking clarifying questions of the speaker
  - summarizing the conclusions reached in the discussion
  - explaining what has been learned.

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#### Suggested activities for teachers

- Generate a list of what speakers and listeners should do during group discussions.
- Provide opportunities for students to participate as group members in
  - story discussions
  - book talks
  - generating webs, charts, lists, etc.
  - comparing/contrasting characters, settings, and stories
  - collaborative projects.

## **Suggested resources**

- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.

## **Suggested classroom assessment methods**

- Classroom observations
- Student demonstrations

## Organizing Topic → Presentation

### Grade 3

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In third grade, students will apply oral communication skills to present brief oral reports. They will be expected to organize the information logically and use correct grammar and specific vocabulary to communicate ideas. During the oral report, they will be expected to use a rate, volume, and pitch that will keep the audience engaged.

#### Standard(s) of Learning

- 3.2 The student will present brief oral reports.
- Speak clearly.
  - Use appropriate volume and pitch.
  - Speak at an understandable rate.
  - Organize ideas sequentially or around major points of information.
  - Use grammatically correct language and specific vocabulary to communicate ideas.

#### Essential understandings, knowledge, and skills

#### Correlation to textbooks and other instructional materials

#### To be successful with this standard, students are expected to

- Deliver oral presentations in an engaging manner that
  - maintains audience interest by
  - presenting information with expression and confidence
  - varying tone, pitch, and volume to convey meaning
  - using grammatically correct language
  - speaking at an understandable rate
  - using specific vocabulary appropriate for the audience and the topic
- Stay on topic during presentations
- Organize ideas sequentially or around major points of information
- Answer questions from the audience
- Evaluate their own presentations, using class-designed criteria.

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#### Suggested activities for teachers

- Generate a list of what a speaker and listener should do when oral reports are given.
- Provide opportunities for students to present oral book reports.
- Videotape student reports and allow the students to evaluate their own presentation skills.

#### Suggested activities for students

- Share content area reports.
- Prepare a newscast about a nonfiction selection read in class.

## **Suggested resources**

- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.

## **Suggested classroom assessment methods**

- Classroom observations
- Student demonstrations



### **Suggested activities for teachers**

- Generate a list of what speakers and listeners should do during group discussions.
- Provide opportunities for students to participate as group members in
  - story discussions
  - book talks.

### **Suggested resources**

- *English Standards of Learning Curriculum Framework* Web site,  
<http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.

### **Suggested classroom assessment methods**

- Classroom observations
- Student demonstrations

## Organizing Topic → Presentation Grade 4

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In fourth grade, students will present and listen to oral presentations and reports. They will learn how to plan and deliver oral presentations that include visual aids. Students will also learn how to present information succinctly and confidently. Students will use their listening and note-taking skills during peer presentations.

### Standard(s) of Learning

- 4.2 The student will make and listen to oral presentations and reports.
- a) Use subject-related information and vocabulary.
  - b) Listen to and record information.
  - c) Organize information for clarity.

#### Essential understandings, knowledge, and skills

#### Correlation to textbooks and other instructional materials

#### To be successful with this standard, students are expected to

- Make oral presentations and reports by
  - organizing information around a central idea with supporting details and using specific vocabulary
  - creating a simple visual, such as a poster or technology-tool presentation, that helps listeners follow the presentation
  - speaking clearly, using appropriate voice level and speaking rate
- Use active listening skills by
  - looking at the speaker
  - thinking about the main points the speaker is making
  - taking notes.

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#### Suggested activities for teachers

- Generate a list of what a speaker and listener should do when oral reports are given.
- Videotape student reports and allow the students to evaluate their own presentation skills.

#### Suggested activities for students

- Share content area reports and projects.
- Prepare a newscast about a nonfiction selection read in class.

#### Suggested resources

- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.

#### Suggested classroom assessment methods

- Classroom observations
- Student demonstrations



### **Suggested student activities**

- Discuss what good speakers do when giving oral presentations.

### **Suggested resources**

- *English Standards of Learning Curriculum Framework* Web site,  
<http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.

### **Suggested classroom assessment methods**

- Classroom observations
- Student demonstrations

## Organizing Topic → Presentation Grade 5

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In fifth grade, students will continue to refine their oral communication skills. They will improve their skills in planning; will use grammatically correct language and specific vocabulary when making oral presentations; and will include visual aids and appropriate dramatic gestures to enhance their deliveries. Students will be able to provide overviews of their presentations before delivery and summarize the information at the conclusion.

### Standard(s) of Learning

- 5.3 The student will make planned oral presentations.
- a) Determine appropriate content for audience.
  - b) Organize content sequentially or around major ideas.
  - c) Summarize main points before or after presentation.
  - d) Incorporate visual aids to support the presentation.
  - e) Use grammatically correct language and specific vocabulary.

#### Essential understandings, knowledge, and skills

#### Correlation to textbooks and other instructional materials

#### To be successful with this standard, students are expected to

- Narrow the topic
- Select information that develops the topic and is appropriate for the audience
- Organize content sequentially and group together related information
- Put information in order, providing an overview of the information at the beginning or a summary of the information at the end
- Use visual aids to illustrate information
- Use grammatically correct language
- Use specific vocabulary to enhance oral presentations.

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#### Suggested activities for teachers

- Model and practice presentation planning with students so they clearly understand planning steps.
- Use a variety of activities for students to practice giving oral presentations, such as
  - speaking on the school intercom or TV
  - making a class news video.

#### Suggested activities for students

- Modify a presentation to share with a lower grade.

## **Suggested resources**

- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.

## **Suggested classroom assessment methods**

- Classroom observations
- Student demonstrations
- Peer evaluation

# ORAL LANGUAGE LESSON PLANS

## **ORAL LANGUAGE Lesson Plan → A Duck Goes...A Pig Goes...**

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**Organizing Topic** Oral Communication

**Related Standard(s) of Learning** K.2, K.3

### **Objective(s)**

- The student will be able to use words to describe animal sounds.

### **Materials needed**

- A book that describes farm animals and the sounds they make
- Chart paper
- Tape recorder
- Cassette tape
- Bell

### **Lesson procedure**

1. Read the title of the book and the author's name. Ask the students to predict the main idea of the story. Have the students predict what animal sounds they might hear in a barnyard.
2. Using the chart paper, have volunteers use inventive spelling to write the animal sounds.
3. Read the story aloud to the students. As you read, discuss the names of the animals that are mentioned on each page and the sounds those animals make.
4. Read the book a second time. While reading, allow the students to practice making the sound of each animal.
5. With the help of the students, generate a list of animals in the book, and write beside the name of each animal the word that describes its sound.
6. Have the students read the list and practice making the sound of each animal.
7. Now, tell the students that they are going to make a story tape to go along with the book. Tell them that they have been practicing the sounds so that they will be experts for making the tape.
8. As you read the book for the final time, record the story on tape, having the students respond with the appropriate animal sound as that animal is mentioned in the book. While taping, ring a bell at the end of each page as a reminder to turn the page.
9. Put the recorded tape and the book into the listening center for the students to use during learning-center time.

### **Cross-curricular connection**

- Reading
- Writing

## **ORAL LANGUAGE Lesson Plan → It's Round, Fuzzy, Yellow, and It Bounces**

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**Organizing Topic** Oral Communication

**Related Standard(s) of Learning** K.2, K.3

### **Objective(s)**

- The student will be able to use descriptive words.

### **Materials needed**

- A box filled with objects found in the classroom, such as small blocks, pencils, and markers

### **Lesson procedure**

1. This lesson can be done in both large and small group settings. Have the students sit in the group area. Explain to the students that in the box are items collected from the classroom with which they will be playing a game.
2. Explain that one student at a time will choose an item from the box while the other students have their eyes closed. The student with the object must describe it so others can guess its name.
3. Model the process. Provide clear clues, such as the shape, the color, and a possible use of the object.
4. Ask the students which clues were helpful and why.
5. Have the students take turns choosing an item from the box and describing it. Over the course of a week, each student should have an opportunity to choose an item to describe.

### **Cross-curricular connection**

- Mathematics
- Science
- History and Social Science

## ORAL LANGUAGE Lesson Plan → Carter Likes to.... I Like to...

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**Organizing Topic** Oral Communication

**Related Standard(s) of Learning** 1.1, 1.2, 1.3

### Objective(s)

- The student will express ideas orally in complete sentences and follow rules for conversation.

### Materials needed

- Ball
- Paper and pencil, or computer

### Lesson procedure

1. Have the students sit on the floor to form a circle. Tell them the topic they will be talking about, and explain the rules of the game.
2. Have one student hold a ball and say a complete sentence about the chosen topic while the other students look at the student with the ball and listen to the sentence. Write down what the student says.
3. Have the student with the ball toss it to another student. That student catches the ball, repeats the previous sentence, making the previous student the subject, says his/her own sentence, and tosses the ball again. An example might go like this:
  - Topic: *Things I Like to Do*
    - Sally has the ball and says, “I like to ride my new bike.” Sally tosses the ball to Brian.
    - Brian catches the ball and says, “Sally likes to ride her new bike. I like to roller blade with my friends.” Brian tosses ball to Harry.
    - Harry catches the ball and says, “Brian likes to roller blade with his friends. I like to play soccer every Saturday morning.”
4. Continue until every student has had a turn.
5. As a follow-up activity, print each student’s sentence on a sheet of paper, and distribute the papers to the students for them to illustrate. Gather the illustrations to make a class book.

### Cross-curricular connection

- Reading

## **ORAL LANGUAGE Lesson Plan → I'm Wearing Khaki Pants and a Blue Shirt**

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**Organizing Topic** Oral Communication

**Related Standard(s) of Learning** 1.2, 1.3

### **Objective(s)**

- The student will be able to use complete sentences.

### **Materials needed**

- None

### **Lesson procedure**

1. Explain to students that they are each going to describe the articles of clothing they are wearing.
2. Model how students might say a black sweater and white shorts in a complete and clear sentence. ("Today I am wearing a black sweater and white shorts.")
3. Ask each student to state the articles of clothing he/she is wearing.
4. Model how students might sort themselves by making a statement such as: "All students who have shorts on, please walk over and stand beside me. All students who do not have shorts on, please stand in the center of the room."
5. Coach students in using clear language as they state categories to sort each other into groups.

### **Cross-curricular connection**

- Mathematics

## **ORAL LANGUAGE Lesson Plan → Once Upon a Time...**

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**Organizing Topic** Oral Communication

**Related Standard(s) of Learning** 2.1, 2.2, 2.3

### **Objective(s)**

- The student will continue to expand listening and speaking vocabularies when using oral communication skills.

### **Materials needed**

- Pictures from magazines

### **Lesson procedure**

1. Select a variety of large, interesting pictures from magazines. Divide students into small, heterogeneous groups of three to five students.
2. Explain that each group will develop a story, using one of the pictures. One at a time, students will contribute oral statements to the story, each statement logically following the last to build the story. Explain the importance of being good listeners so that each student will be able to make a logical addition to the story. Model this process.
3. Have the students begin building their stories. Give each student in the group a chance to contribute an oral statement. Circulate around the room during the activity, making sure all groups are on task.
4. Once the groups have finished their stories, have them select spokespeople to share their stories with the rest of the class.
5. As a follow-up activity, you might have students write the newly-created story in their writing journals.

### **Cross-curricular connection**

- Writing

## **ORAL LANGUAGE Lesson Plan → What's Going to Happen Next?**

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**Organizing Topic** Oral Communication

**Related Standard(s) of Learning** 2.1, 2.2

### **Objective(s)**

- The student will continue to expand listening and speaking vocabularies and will develop reading comprehension.

### **Materials needed**

- Picture book

### **Lesson procedure**

1. Select a picture book filled with rich vocabulary and vivid pictures to share with the class. Before sharing the story, read it and make note of new vocabulary words that you want to teach. Also, determine good stopping places for making predictions. (Stop often enough to monitor comprehension, but do not disrupt the story.)
2. Read the selected story to the class. When you come to words that are unfamiliar to the students, ask them to predict the meanings, based on the context of the story. Guide the students into discovering word meanings, rather than simply giving them definitions.
3. Stop at appropriate places, and ask a student to summarize what has been happening in the story. Ask another student to make a prediction about what may happen next. After more reading, ask if the predictions were correct. If the predictions were incorrect, ask a student to describe what actually happened in the story.
4. Continue reading and making predictions throughout the story. Model making predictions so the students can see that this is a strategy employed by proficient readers.

### **Cross-curricular connection**

- Reading

## ORAL LANGUAGE Lesson Plan → Join in the Discussion

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**Organizing Topic**

Discussion

**Related Standard(s) of Learning** 3.1

### Objective(s)

- The student will identify appropriate actions that contribute to successful group participation.

### Materials needed

- Chart paper
- Color markers

### Lesson procedure

1. Help students draw on their own experience and knowledge by asking them to identify groups to which they belong (e.g., Girl or Boy Scouts, sports teams, dance classes). Discuss what it means to be a member of a group: What do they get from the group? What do they contribute? What are the responsibilities of the group? What are their individual responsibilities?
2. Introduce the idea of classroom discussion groups by comparing and contrasting classroom groups with the groups that students have already mentioned. Give examples of situations in which students might work in discussion groups and the kinds of topics they might discuss. Draw from science, history and social science, language arts, and math.
3. Ask students to think of possible obstacles to an effective discussion group. Using a color marker, record on chart paper the problems the students identify.
4. After students have exhausted their ideas, have them talk in pairs to identify methods that prevent problems and make discussion groups successful. Have pairs share with the whole class, and use a different color marker to record problem-prevention ideas on a second piece of chart paper. As an idea is shared, direct students to the first chart, and have them identify what problem will be prevented. Cross off the problem. As part of the discussion, you may also add to the list.
5. Post the list of desired behaviors for successful group participation, and use it as a reference for future group work.

### Cross-curricular connection

- Science
- History and Social Science
- Mathematics
- Reading

## ORAL LANGUAGE Lesson Plan → How Am I Doing?

Organizing Topic Discussion

Related Standard(s) of Learning 3.1

### Objective(s)

- The student will be able to create and use a self/peer evaluation rubric.

### Materials needed

- Class list of brainstormed, desired behaviors for performance in small-group activities (see step 1)
- Blank T-chart with two columns, as shown at right
- Chart paper
- Color markers

| Looks Like | Sounds Like |
|------------|-------------|
|            |             |

### Lesson procedure

In multiple lessons, over a period of time, each of the desired behaviors is taught using the following series of activities.

- Help students develop a list of desired behaviors for effective small-group work (e.g., all group members contribute, listen to others, make eye contact with speaker, support opinions with examples and details, ask clarifying questions, summarize conclusions reached by the group).
- Have students identify which behavior from the list they want to work on (e.g., all group members contribute). Write it at the top of a piece of chart paper. Under this header, draw a 2-column T-chart. Label the left-hand column *Looks Like* and the right-hand column *Sounds Like*.
- Lead students in discussion of what the desired behavior *Looks Like*. What would a classroom visitor see if the students were doing a good job demonstrating the behavior? Help students give descriptors, examples, and details that show what the visitor would see (e.g., only one person talking at a time, a person doesn't talk for very long, there is a different person talking each time the visitor looks at the group).
- Lead students in a discussion of what the same desired behavior *Sounds Like*. What would a classroom visitor hear if the students were doing a good job demonstrating the behavior (e.g., all group members contribute)? Help students give specific phrases (e.g., "It's your turn to talk." "You haven't spoken yet. What do you want to say?" "I am going to be quiet now so someone else can talk." "Remember, everyone has a chance to talk.").
- Assign groups a discussion task to practice the desired behavior. Monitor the groups, and coach them when they are having difficulty meeting the behavior.
- After the small-group discussions are finished, ask each student to evaluate individual and group performance using a 3-point rating scale (1 = having a hard time with the behavior, 2 = doing okay, but room for improvement, 3 = doing a good job).
- Lead the whole class in discussion of how well they demonstrated the behavior. What went well? What might they do next time to improve?
- Each time a *Looks Like/Sounds Like* chart is created for a new behavior, review previous behavior charts with students, and explain that they are expected to demonstrate and rate their performance on previous behaviors as well as the new behavior.

### Cross-curricular connection

- Science
- History and Social Science
- Reading

## ORAL LANGUAGE Lesson Plan → How Did You Do?

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**Organizing Topic** Presentation

**Related Standard(s) of Learning** 3.2

### Objective(s)

- The student will be able to create and use a self/peer evaluation rubric.

### Materials needed

- Familiar, planning organizers for fiction, nonfiction, and biography
- Chart paper
- Color markers
- Individual student copies of the class-constructed checklist (at the end of the lesson)

### Lesson procedure

1. Ask students what it sounds like when a speaker is doing a good job communicating with an audience. Record the students' list of effective communication skills (e.g., speaking at a volume everyone can hear, speaking clearly and at an understandable rate, varying pitch and tone).
2. Ask students to describe how an effective speaker looks when communicating well with an audience. Record the students' list of effective communication skills (e.g., making eye contact, using appropriate gestures, standing up straight, not fidgeting).
3. Lead the class in constructing a three-point checklist. Each delivery skill is to be rated on a three-point scale: 1 = need to work on, 2 = can do better, or 3 = doing a good job. Supply every student with a copy of the checklist, and post a large copy in the classroom.
 

| Skills                     | 1 | 2 | 3 |
|----------------------------|---|---|---|
| Making eye contact         |   |   |   |
| Using appropriate gestures |   |   |   |
| Standing up straight       |   |   |   |
4. Ask students to read a book, plan an oral book review using a familiar planning organizer, and present the review. Each student should then evaluate his or her own performance, using the three-point checklist. Hold a conference with each student to discuss his or her strongest presentation skills as well as areas for future improvement.

### Cross-curricular connection

- Reading

## ORAL LANGUAGE Lesson Plan → Character Clusters

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Organizing Topic Presentation

Related Standard(s) of Learning 3.2

### Objective(s)

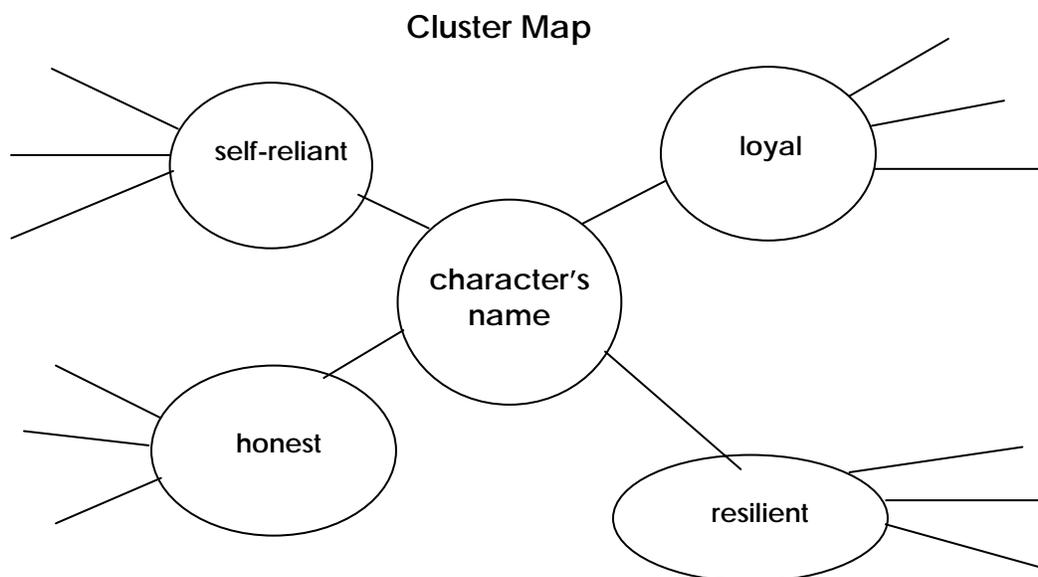
- The student will use a cluster map to organize information for an oral report.

### Materials needed

- Chart paper
- Color markers

### Lesson procedure

1. Introduce the idea that a cluster map can be used to collect information that describes a character from a text. Select a character from a text with which the students are familiar, and put the character's name in the center bubble of a cluster map.



2. As students brainstorm words that describe this character, record their words on the board. Coach students to go beyond anemic words like *good*, *bad*, *nice*, and *pretty* to find more precise and specific words, either from their own vocabularies or through the use of a thesaurus.
3. Ask the class to identify three to four words that they think are the most important in describing the character (e.g., *self-reliant*, *loyal*, *resilient*). Model placing each characteristic in a bubble that branches off the character's name bubble.
4. Tell the students that they are going to have to prove that the characteristics are true for the character in the story. Working in pairs they should a) select from the cluster a characteristic they want to prove and b) identify things the character says, does, or feels that prove that the characteristic is valid.
5. When students have exhausted their ideas, identify the characteristic they will talk about first (e.g., *self-reliant*), and have each pair who thought about this characteristic identify one thing the character says, does,

or feels that makes this a true characteristic. As each pair explains their proof, record it on a spoke radiating from the characteristic bubble (e.g., the bubble that says self-reliant). Once each pair has had a chance to share an idea, ask if any pair has anything else to contribute, and add this information to the map. Repeat this process with the other selected characteristics.

6. Explain that the cluster map they have created can help them outline a brief oral report on the character. Conduct a Think-Aloud to show the students how to number the characteristics according to the order in which they will be discussed. Show them how to highlight 2-3 pieces of evidence from the spokes of each characteristic to use as proof. Use letters to identify the order of the evidence supporting each characteristic.
7. Using the class-constructed cluster map, model a brief oral report that describes the character. As you speak, point to the portion of the cluster map from which you are drawing information.
8. Display the class-produced cluster map as a reference. Ask each student to prepare a cluster map for a character in a book he or she is reading. Have students present brief, oral descriptions, using their cluster maps.

### **Cross-curricular connection**

- Reading

## ORAL LANGUAGE Lesson Plan → Some Say Yes . . . Some Say No

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Organizing Topic Discussion

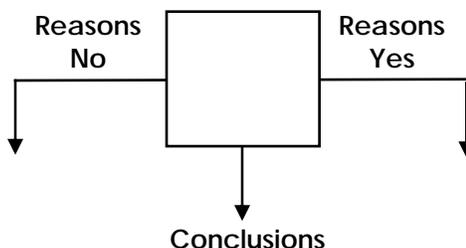
Related Standard(s) of Learning 4.1

### Objective(s)

- The student will use evidence to support an opinion expressed in a discussion.

### Materials needed

- A teacher-composed, thought provoking question that is central to a text that students have read (Sample questions might be: Should a character follow rules? Should the character tell her parents what is happening to her friend even though she said she would not tell?)
- Transparency of blank discussion web organizer (see below)



- Transparency marker
- Student copies of the discussion web

### Lesson procedure

1. Choose a fiction or nonfiction text with which the students are familiar.
2. Tell the students that they are going to draw information from the text to discuss a question about which there are two different viewpoints. Explain that a viewpoint is the side that someone takes regarding an issue. As an example, ask students to consider this question: “Should lumber companies be allowed to cut trees from national forests?” Explain that the lumber companies may take the view that they should be able to harvest trees for lumber from national forests, while environmentalists may take an opposing view, expressing the opinion that national forests should remain free from commercial logging.
3. Explain to the students that they are going to use a discussion web organizer before they begin their discussions. Use the transparency to explain the structure of the organizer.
4. Use the sample question to model how to phrase the two opposing viewpoints: NO = “Lumber companies should not be allowed to cut trees from national forests.” YES = “Lumber companies should be allowed to cut trees from national forests.”
5. Give each student a hard copy of the discussion web organizer with the question students will be discussing. Add the question to the center box of the blank transparency discussion web organizer. Read the question, and have students talk in pairs to formulate claims for the two opposing viewpoints.
6. Ask for volunteers to share how they stated the NO viewpoint. Drawing from what students have said, craft a clear NO statement and record the statement above the “REASONS” column to the left of the question on the web organizer transparency. Invite students to record the statement on their own copies of the organizer. Repeat this step for the YES viewpoint.
7. Working in pairs, students should take turns identifying specific information to support both viewpoints. (One way to ensure that students consider each viewpoint is to tell them to find an equal number of reasons to list in the NO and YES columns.)

8. Have the pairs join to make discussion groups of four. Tell students that their task is to use the information they have recorded to discuss the question and reach a group conclusion. While students are engaged in discussion, move from group to group, clarifying the task and coaching desired discussion behaviors. (If students disagree and cannot reach a group conclusion, have them develop split or minority opinions.)
9. Once the groups reach their conclusions, have the students write their conclusions at the bottom of the web organizer page, and ask each group to prepare a report to share with the whole class. The report should include 1) the group's majority or split conclusion, 2) the single best reason to support their conclusion, and 3) the minority opinion, if it exists. Have groups present their reports to the class.

### **Cross-curricular connection**

- Reading
- Science
- History and Social Science

## ORAL LANGUAGE Lesson Plan → Draw What You Hear

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Organizing Topic Discussion

Related Standard(s) of Learning 4.1

### Objective(s)

- The student will give a clear set of oral directions.

### Materials needed

- Two sheets of plain white paper for each student
- Manila folder for each student
- Plain white chart paper with a simple picture already drawn on it
- Marker

### Lesson procedure

1. Explain to the students that they are going to draw a simple picture using geometric shapes. Model the activity by drawing a house using rectangles, squares, and triangles. Have students choose a unique object, one student per object.
2. Pass out white paper and manila folders, and tell students that it is important that no one else sees what they are drawing. They may stand their folders up while they are drawing, using them to hide their drawings. When they are finished, they are to put their names on the folders and their drawings inside. Collect the folders.
3. Take out a manila folder. Do not look at the picture. Ask a student to take out the picture and tape it to the front of the room. Keeping your back to the picture, move to a side-wall blackboard/whiteboard, and draw a border the size of the chart paper.
4. Tell the students that you have not seen this picture and you want them to give you directions so that you can reproduce the picture without looking at it. As the students give instructions, do exactly what they say, intentionally demonstrating that the directions are too general. For example, if the first direction is to draw a circle, draw a small circle in the top left corner. The students will then revise their directions, e.g., draw a circle with a 12-inch diameter in the center of the space. Erase your false beginning, and do exactly as the students now say. Do not ask clarifying questions.
5. Once the drawing is complete, invite discussion of what is important when giving oral directions (e.g., use small steps, don't string together too many steps at once, sequence steps logically, use clear reference points, use location words).
6. Explain that students are going to work in pairs, and direct pairs of students to sit back to back. One student will describe the picture in front of him, while the other will draw it on a clean sheet of white paper. The listener/drawer is not allowed to ask questions. Then they will reverse roles.
7. Pass out the manila folders and a clean sheet of white paper to each student. (Students may be given their own pictures or the pictures may be randomly distributed.) Have students sit back to back, silently looking at their pictures and thinking about the directions they will give. Identify which person in the pair will give directions first (e.g., the student with a birthday closest to the day's date), and ask them to begin.

8. After each person has both received and given directions, have the pair compare the original drawings to their reproductions. Have them evaluate how closely they replicated the originals and decide what worked well and what was difficult and why. Have them decide on two things that they want to say to the class about giving and receiving directions. Each person is responsible for sharing one idea. Post picture pairs in the room, and give each student an opportunity to say one thing. Lead a whole class discussion on the important things to keep in mind when giving and receiving oral directions. (You may want to make a class poster of these ideas.)

### **Cross-curricular connection**

- Mathematics

## ORAL LANGUAGE Lesson Plan → Museum Night

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Organizing Topic Presentation

Related Standard(s) of Learning 4.2

### Objective(s)

- The student will use information from a science unit to create a poster presentation.

### Materials needed

- Text materials used in a science unit and additional reference materials on the topic
- Class set of 2' by 3' poster boards, one for each poster presentation
- Poster-making supplies, such as color pencils, erasers, markers, crayons, rulers, compasses, and glue
- Access to classroom computer or school computer lab
- Collection of nonfiction texts on a variety of topics that contain pages with high visual content, exemplary graphics, and limited text used to convey key information (Flag pages that exemplify the kinds of visual formats--e.g., diagram, sketch, photograph and scale drawing; line, bar, and pie graphs; chart; cut-away or cross-section illustration; map; table; timeline--and the kinds of text features--e.g., title, subtitles, labels, captions, sidebars, legend, compass rose, bold-print words--that students are expected to use.)

### Lesson procedure

1. After the class has studied a science unit, explain to students that they are going to create a natural history museum exhibit to explain key topics to their parents or another teacher-selected audience. Tell students that they may work alone, with another student, or in a team of three to create a poster presentation, including a visual and a brief talk on a topic.
2. Lead the class in brainstorming topics they might select. As students brainstorm and you record, guide students to list many narrow topics. For example, if the science unit was weather and a student says clouds, prompt students to identify all the kinds of clouds they have studied. If students say weatherman, prompt them to identify additional weather-related jobs.
3. In order to help students think about the many different ways to visually represent a topic, have pairs of students examine a wide-variety of nonfiction texts that contain pages with high visual content, exemplary graphics, and limited text used to convey key information. (Flag one particular page in each text for the pairs to examine.)
4. Explain that each pair is to examine how information is presented and formatted on the flagged page. 1) They are to identify the type of visual formats that are used and how these formats are helpful in conveying information on the topic. 2) They are to study text features and demonstrate how the features target key information and topic-specific vocabulary. Before pairs begin work, clarify what is meant by “visual formats” and “text features.” As students work in pairs, circulate around the room, clarifying the task and helping students as needed.
5. Ask each pair of students to explain the visual format and text features on their assigned page. As the pairs discuss their pages, lead the class to consider which brainstormed topics of study might be presented in a similar manner.
6. Ask students to choose the narrow topic they will present in their museum displays. (For example in a unit on weather, student topics are as narrow as the following: cumulus clouds, tornados, fog, snow, meteorologist, barometric pressure, anemometer.) Have students work individually, with a partner, or in threes.
7. Have students refer to their previous study of the unit, consult new reference texts, and use appropriate electronic reference resources to identify key information and plan the best way to display the information on their topics. (A realistic, limited amount of time should be allowed, e.g., no more than 30-40 minutes. Since

the poster presentations come at the end of a unit and the topics are very focused, students should not need to spend much time researching the topic. However, they may want to consult some resources to get ideas about the best visual formats to use.)

8. Using classroom resources, students should prepare their posters and plan what they want to say about the topic.
9. In addition to the poster, each group should prepare a brief presentation that uses the poster to explain the topic. Students may want to rehearse the presentation using the poster.
10. On museum night, have students use the posters to explain the topic to visiting parents and families. Give students time to visit peer poster presentations.

### **Cross-curricular connection**

- Science
- Reading

## ORAL LANGUAGE Lesson Plan → Six Questions for Historical Figures

Organizing Topic Presentation

Related Standard(s) of Learning 4.2

### Objective(s)

- The student will be able to use a graphic organizer to plan a presentation and to record information from presentations.

### Materials needed

- Teacher-generated list of historical figures
- Text materials and notes used in history and social science and, if needed, additional reference materials on the historical figures
- Multiple copies of Six Essential Questions graphic organizer on landscape oriented paper (see below)
- Transparency of Six Essential Questions graphic organizer
- Transparency marker

| Six Essential Questions |       |        |       |      |      |
|-------------------------|-------|--------|-------|------|------|
| Who?                    | What? | Where? | When? | Why? | How? |
|                         |       |        |       |      |      |

### Lesson procedure

- Explain to the class that they will be reviewing historical figures they have already studied. Tell the students that they will work in teams and use class texts and notes to prepare a review of the key information on one historical figure. Teams will then be reconfigured so that new groups are made up of students who have reviewed different historical figures. It will be each student's responsibility to present the information on his/her figure and to take notes on the information presented by other group members.
- Show the students the Six Essential Question organizer that they will use to take notes. Lead a discussion regarding the information they will record in each column. For example: In the **Who?** column, students will record the name of the person and any descriptive details that identify the person. In the **What?** column, they will record the significant thing(s) the person did. In the **Where?** column, they will record the place(s) the significant things(s) took place. In the **When?** column, students will record the time the person did the significant thing(s). In the **Why?** column, they will record why the person did the thing(s) and/or why doing this was important. In the **How?** column, they will identify how the person's actions changed something.
- Model the process, using a commonly known historical figure to record a sample entry in each column. Continue to show the transparency, while students complete their organizers.
- From a list of historical figures, either assign or allow students to select their groups.
- Ask the groups to use the Six Essential Questions organizer to record appropriate information. Since this is a review activity, it is unlikely that student will need more than 20 minutes to complete this task.
- Using the sample, model how to use the information on a Six Essential Question organizer to create an oral summary statement.

7. Have groups create and rehearse an oral summary statement, using the information they have recorded on their organizers.
8. Direct students to new groups, each member of which has completed an organizer for a different historical figure. Identify the order in which the students will give their oral summaries, e.g., chronological sequence of historical figures. Give students clean copies of the Six Question Organizer. Ask students to take turns giving their oral summaries. As each student in the group presents a summary, have the other group members record key information on their organizers, drawing a double line under information on each figure as it is finished and recording information on the next figure below the line.

### **Cross-curricular connection**

- Reading
- History and Social Science

## ORAL LANGUAGE Lesson Plan → Science Talk

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Organizing Topic Discussion

Related Standard(s) of Learning 5.1

### Objective(s)

- The student will be able to share ideas and responses in a group learning activity.

### Materials needed

- Student copies of a text that addresses a science concept
- 3" by 5" slips of paper

### Lesson procedure

1. Give each student several 3" by 5" slips of paper and a copy of the science text.
2. Explain that students are going to read the text individually and then discuss what they have read in groups of four. Explain that as they read, they will prepare, on slips of paper, discussion ideas to bring to the group.
3. As the students read, have them copy onto one side of each slip any word, phrase, or sentence that they want to bring to the group to discuss, using a new slip of paper for each separate idea. Have them identify the location of the word, phrase, or sentence, i.e., the section of the text, the page, or the paragraph number.
4. On the back of each slip, have students record their reasons for choosing the word, phrase, or sentence and their thoughts about it. They may choose a particular word, phrase, or sentence for any number of reasons. Perhaps they would like to clarify its meaning or think it is important and should be discussed. They may want to hear the opinions of group members or the connections other members make. Perhaps it makes a good summary statement, or it is just interesting.
5. Before you have them gather in groups of four, have each student read through his or her set of 3" by 5" slips and put them in descending order of interest with the slip of most interest on top of the stack.
6. Once the students are in their groups, help them determine the order in which they will each present their words, phrases, or sentences.
7. Have one student per group read his or her word, phrase, or sentence without commenting on it. Have the student facilitate group discussion, ensuring that each of the other members has an opportunity to comment. When the group has finished discussing the word, phrase, or sentence, the student should read the back of the slip, giving his or her reasons for choosing it and thoughts about it. Have the groups repeat this process until everyone has presented.
8. While students are working in groups, circulate around the room and listen.
9. When small groups have finished discussion, lead a brief, class discussion to highlight key concepts, fill in any content gaps, and help students synthesize information.

### Cross-curricular connection

Reading  
Science

## ORAL LANGUAGE Lesson Plan → Taking Notes, Preparing a Summary

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Organizing Topic Discussion

Related Standard(s) of Learning 5.1

### Objective(s)

- The student will participate in and summarize a small-group discussion of a history and social science topic.

### Materials needed

- Transparency of teacher-prepared list of key history and social science topics within a unit of study
- Transparency of student note taking page: 8½" by 11" sheet of paper with a space for the student's name and the unit title at the top; the rest of the paper is divided into four quadrants
- Student copies of note-taking page

### Lesson procedure

1. Explain that students are going to work in groups of four to review the key topics in the social studies unit they have been studying. Show and read to them the list of key topics that they are going to review.
2. Explain that each group will discuss four topics and that, as they discuss, they may refer to any texts they have read or any notes they have taken as part of this unit of study.
3. Show the students the note-taking transparency, and explain that group members will label each quadrant with one topic. Select a topic and record it on the transparency. Explain that, as their group discusses each topic, each group member will record notes about that topic. Lead a large-group discussion on the topic recorded above, using the transparency to model how to record key details as notes.
4. Put students in groups of four, and have the groups discuss and take notes about four group-selected or teacher-assigned topics.
5. When groups have finished taking notes, explain that each student will give a summary statement for the information in one of his or her group's quadrants. Using the notes taken during the earlier large-group demonstration, model the composition of an oral summary statement. Engage in a Think-Aloud to let students know how to go about organizing the notes (e.g., numbering the order in which details will be presented, crossing out irrelevant information, starring two pieces of information to be presented together.)
6. Help group members determine who will summarize the information in each quadrant, and have students review and prepare notes for the oral summary. When students have finished reviewing and preparing notes, ask them to pair up and practice presenting their oral summaries. Each student should listen to his or her partner and give constructive feedback.
7. Have students take turns presenting their oral summary statements to the class.

### Cross-curricular connection

- Reading
- History and Social Science

## ORAL LANGUAGE Lesson Plan → See, Hear, and Feel

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Organizing Topic Presentation

Related Standard(s) of Learning 5.2, 5.3

### Objective(s)

- The student will apply effective nonverbal communication skills while telling a story.

### Materials needed

- Collection of familiar stories that make good storytelling texts, e.g., legends, myths, traditional tales, fairy tales
- Storytelling chart with three columns: See What’s Happening, Hear What’s Happening, Feel What’s Happening
- Marker

### Lesson procedure

1. Enjoy with the class a story, live or on-tape, told by a professional storyteller. Discuss the students’ responses to the story and the storyteller, and ask them to identify what they liked about the performance.
2. Explain that each student in the class is going to tell a story to a group of third graders. Show the students the collection of texts, and direct them to choose a story they know and enjoy. Explain that storytellers do not memorize texts; they become very familiar with stories so that they can tell them in their own words. Ask students to read their stories several times to become even more familiar with the sequence of major events.
3. Have students identify words or phrases, especially those that are repeated, that they want to make certain to use in their performances. Students should locate phrases that help them see, hear, and feel what is happening and record them on their storytelling charts.
4. Next, prompt the students to think about their characters: What are the characters like? How are they feeling? What would they sound like?
5. Ask the students to think about the setting: Where does the story take place? What does the setting look like? What kind of day is it?
6. Also prompt them to think about the mood: Is it funny? Scary? Exciting? Sad? Students should apply their understandings to decide how they can use their voices to make the characters come alive and the audience respond to mood.
7. Have students practice telling their stories in coaching trios, getting feedback from their fellow classmates. Students may use their charts as resources, eventually abandoning them for complete oral retellings.
8. After students have had time to use their voices to tell the story, ask them to introduce motion into their presentations. Prompt them with questions, such as: What can you do with your body as well as your voice so that the audience can see as well as hear what’s happening? How can you use body language to help the reader feel what’s happening to the characters? Record student ideas in the appropriate columns of the storytelling chart. Prompt students to think about how facial expression conveys a character’s emotional state; how movement of hands, arms, shoulders, feet, and legs shows a character’s actions; and how body posture shows a character’s attitude or feelings.
9. Working again in coaching trios, students should practice incorporating movement into telling their stories. Again, they will get feedback from their classmates. Circulate and give feedback.
10. Have students tell their stories to groups of third graders.

### Cross-curricular connection

- Reading



*ENGLISH STANDARDS OF LEARNING*  
**ENHANCED SCOPE AND SEQUENCE**

**READING** *STRAND*  
*for Grades K-5*



Commonwealth of Virginia  
Department of Education  
Richmond, Virginia  
2004

## The READING Strand for Grades K-5

The Reading strand for Kindergarten through Grade 5 encompasses the following Standards of Learning:

- Kindergarten – K.5, K.6, K.7, K.8
- Grade 1 – 1.5, 1.6, 1.7, 1.8, 1.9, 1.10
- Grade 2 – 2.4, 2.5, 2.6, 2.7, 2.8, 2.9
- Grade 3 – 3.3, 3.4, 3.5, 3.6, 3.7
- Grade 4 – 4.3, 4.4, 4.5, 4.6
- Grade 5 – 5.4, 5.5, 5.6, 5.7

The Reading strand can be divided into Organizing Topics, as shown in the following table. The Phonological Awareness Organizing Topic, though technically a part of the Oral Language strand, is addressed in this section.

| READING STRAND                             |                    |                          |                              |                    |                    |                    |
|--|--------------------|--------------------------|------------------------------|--------------------|--------------------|--------------------|
| Organizing Topic                           | Kindergarten       | Grade 1                  | Grade 2                      | Grade 3            | Grade 4            | Grade 5            |
| Phonological Awareness                     | K.1, K.4<br>—————→ | 1.4<br>—————→            |                              |                    |                    |                    |
| Letters and Sounds                         | K.7<br>—————→      |                          |                              |                    |                    |                    |
| Concept of Print                           | K.5<br>—————→      | 1.5<br>—————→            |                              |                    |                    |                    |
| Decoding and Spelling                      |                    | 1.6<br>—————→            |                              |                    |                    |                    |
| Decoding, Word Analysis, and Spelling      |                    |                          | 2.4<br>—————→                | 3.3<br>—————→      |                    |                    |
| Word Analysis and Spelling                 |                    |                          |                              |                    | 4.3<br>—————→      | 5.4<br>—————→      |
| Fluency                                    |                    | 1.8<br>—————→            | 2.7<br>—————→                | 3.4<br>—————→      |                    |                    |
| Vocabulary and Comprehension               | K.6, K.8<br>—————→ | 1.7, 1.9, 1.10<br>—————→ | 2.5, 2.6, 2.8, 2.9<br>—————→ |                    |                    |                    |
| Vocabulary and Comprehension of Fiction    |                    |                          |                              | 3.5<br>—————→      | 4.4<br>—————→      | 5.5<br>—————→      |
| Vocabulary and Comprehension of Nonfiction |                    |                          |                              | 3.6, 3.7<br>—————→ | 4.5, 4.6<br>—————→ | 5.6, 5.7<br>—————→ |

# GRADE-LEVEL INFORMATION

*by*

*Organizing Topics*

## Organizing Topic → Phonological Awareness Kindergarten

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In kindergarten, students' mastery of phonological awareness skills is the precursor for their success in learning to encode and decode words. These skills must be directly taught and practiced. They are then reinforced throughout the language arts curriculum. These skills include an understanding of the hierarchical concepts of sentence, word, syllable, and letter. Through many learning experiences with songs, rhymes, and language play, students develop the ability to hear, say, and manipulate phonemes. The ability to segment and blend phonemes facilitates spelling and decoding. Phonological awareness refers to the ability to pay attention to, identify, and manipulate sound units within spoken words. Students who have phonological awareness learn to read more easily than students who do not. Phonemic awareness refers to the ability to identify and manipulate phonological segments in speech-sound units that roughly correspond to an alphabetic orthography. This awareness develops gradually over time and has a reciprocal relationship to reading.

### Related Standard(s) of Learning

- K.1 The student will demonstrate growth in the use of oral language.
- a) Listen to a variety of literary forms, including stories and poems.
  - b) Participate in choral speaking and recite short poems, rhymes, songs, and stories with repeated patterns.
  - c) Participate in creative dramatics.
  - d) Begin to discriminate between spoken sentences, words, and syllables.
  - e) Recognize rhyming words.
  - f) Generate rhyming words in a rhyming pattern.
- K.4 The student will hear, say, and manipulate phonemes (small units of sound) of spoken language.
- a) Identify orally words that rhyme.
  - b) Identify words orally according to shared beginning or ending sounds.
  - c) Blend sounds orally to make words or syllables.
  - d) Divide one-syllable words into sounds (phonemes).
  - e) Divide words into syllables.

### Essential understandings, knowledge, and skills

### Correlation to textbooks and other instructional materials

#### To be successful with this standard, students are expected to

- Listen to a variety of literary forms, including predictable texts, patterned texts, poems, fairy tales, legends, stories, and informational texts found in fiction and nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics
- Participate in choral speaking and echo reading of short poems, rhymes, songs, and stories with repeated patterns and refrains
- Use drama to retell familiar stories, rhymes, and poems
- Discriminate between large phonological units of running speech, sentences, words, and syllables
- Demonstrate the concept of word by dividing spoken sentences into individual words
- Identify words that rhyme

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- Generate rhyming words based on a given rhyming pattern \_\_\_\_\_
- Supply an appropriate rhyming word to complete a familiar nursery rhyme or a predictable text with rhyming lines \_\_\_\_\_
- Focus on speech sounds \_\_\_\_\_
- Identify a word that rhymes with a spoken word \_\_\_\_\_
- Supply a word that rhymes with a spoken word \_\_\_\_\_
- Break down a sentence into individual words \_\_\_\_\_
- Break down a word into individual syllables by clapping \_\_\_\_\_
- Recognize that a word breaks down into individual phonemes \_\_\_\_\_
- Recognize how phonemes sound when spoken in isolation \_\_\_\_\_
- Recognize similarities and differences in beginning and ending sounds (phonemes) of words \_\_\_\_\_
- Determine the order of speech sounds (phonemes) in a given word by answering the following questions:
  - What is the beginning sound you hear? \_\_\_\_\_
  - What is the ending sound you hear? \_\_\_\_\_
- Supply a word that has the same beginning or ending sound (phoneme) as a spoken word \_\_\_\_\_
- Identify pictures of objects whose names share the same beginning or ending sound (phonemes) \_\_\_\_\_
- Sort pictures of objects whose names share the same beginning or ending sound (phoneme) \_\_\_\_\_
- Blend three given phonemes to make words (For example, the teacher says /c/ /a/ /t/, and the student blends the phonemes to say the word *cat*.) \_\_\_\_\_
- Produce rhyming words and recognize pairs of rhyming words presented orally \_\_\_\_\_
- Substitute the beginning consonant to make a new word \_\_\_\_\_
- Segment one-syllables words into onset and rime \_\_\_\_\_
- Segment one-syllable words into sounds (phonemes) \_\_\_\_\_
- Segment multisyllabic words into syllables. \_\_\_\_\_

### Suggested activities for teachers

- Read aloud daily from stories, rhymes, poetry, fairy tales, legends, and other informational text.
- Track print when reading big books, charts, and poems.

### Suggested activities for students

- Participate in whole-group activities, such as
  - songs and rhymes with a repeated pattern
  - Share Time

- generating class stories, poems, lists, charts
- discussions.
- Dramatize stories and poems.
- Use finger plays.
- Retell stories, using puppets.
- Participate in rhyming activities by substituting appropriate words in a rhyming pattern, such as *hat, cat, bat*.
- Use a variety of movement strategies, such as clapping hands, tapping on the desk, and raising a finger, for each phoneme heard in a word.
- Identify rhyming words in stories and poems read aloud.
- Participate in Picture Card sorts to identify words that rhyme and words that have the same beginning and ending sounds.
- Participate in interactive writing.
- Generate lists of words with the same beginning and ending sounds.
- Use sight words and picture cards to make sentences.

### Suggested resources

- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- *Phonological Awareness Literacy Screening (PALS)* Web site, <http://pals.virginia.edu>.
- *Virginia’s Early Intervention READING Initiative (EIRI)* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/Reading/readinginitiative.html>.
- *Teaching Early Phonological Awareness Skills*, Web site <http://www.pen.k12.va.us/VDOE/Instruction/Reading/doe-pa.pdf>.

### Suggested classroom assessment methods

- PALS: Kindergarten
- Classroom observations
- Student interviews
- Student demonstrations

## Organizing Topic → Letters and Sounds Kindergarten

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In kindergarten, students who do not already know the letters of the alphabet, need to learn to recognize both the uppercase and lowercase letters of the alphabet. All students learn how letters and sounds work in written language. Phonetic skills are the foundation for decoding and encoding words – basic skills that are needed for students to develop fluency and automaticity in reading and writing. These skills are assessed and taught in a systematic approach through direct instruction, individual and small group activities, and time spent exploring and reading books and other print materials. Students’ knowledge of both uppercase and lowercase letters is a strong predictor of their reading success. All letters should be introduced by the end of the first semester and mastered by the end of kindergarten.

### Related Standard(s) of Learning

- K.7 The student will develop an understanding of basic phonetic principles.
- a) Identify and name uppercase and lowercase letters of the alphabet.
  - b) Match consonant and short vowel sounds to appropriate letters.
  - c) Identify beginning consonant sounds in single-syllable words.

#### Essential understandings, knowledge, and skills

#### Correlation to textbooks and other instructional materials

#### To be successful with this standard, students are expected to

- Recognize and name rapidly and with ease uppercase and lowercase letters in sequence and in random order
- Match uppercase and lowercase letter pairs
- Recognize and say the usual sounds of all letters
- Write the grapheme (letter) that represents the spoken sound
- Isolate initial consonants in single-syllable words (For example, /t/ is the first sound in *top*.)
- Identify the onset (/c/) and rime (-at) and begin to separate the sounds fully (/c/-/a/-/t/) by saying each sound aloud
- Blend onsets (/c/) and rimes (-at) to form words (*cat*)
- Substitute other onsets (/b/ for /c/) to form different words (*bat*).

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#### Suggested activities for teachers

- Assist students as they generate lists of words for individual sounds and spelling patterns.
- Use interactive writing to apply knowledge of letter-sound relationships.

#### Suggested activities for students

- Sort Picture Cards by their common beginning, middle, and ending sounds.
- Highlight word patterns, beginning consonants, or ending consonants in words.
- Sort words by a common phonetic element pattern.

## Suggested resources

- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- *Phonological Awareness Literacy Screening (PALS)* Web site, <http://pals.virginia.edu>.
- *Virginia’s Early Intervention READING Initiative (EIRI)* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/Reading/readinginitiative.html>.
- *Teaching Early Phonological Awareness Skills* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/Reading/doe-pa.pdf>.

## Suggested classroom assessment methods

- PALS: Kindergarten
- Classroom observations
- Student interviews
- Student demonstrations
- Letter and sound identification of the alphabet

## Organizing Topic → Concepts of Print Kindergarten

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In kindergarten, students who do not already have book handling skills learn these skills as well as the directionality of print. All students learn the correspondence of the spoken word to the written word. Since students come to school with varying degrees of knowledge and mastery of these skills, it is imperative that they are assessed and that the needed instruction be woven into other content lessons or taught when reading aloud to students. Daily opportunities, both formal and informal, for learning, reviewing, and mastering these skills should be a part of every English program.

### Related Standard(s) of Learning

- K.5 The student will understand how print is organized and read.
- Hold print materials in the correct position.
  - Identify the front cover, back cover, and title page of a book.
  - Follow words from left to right and top to bottom on a printed page.
  - Match voice with print: syllables, words, and phrases.

#### Essential understandings, knowledge, and skills

#### Correlation to textbooks and other instructional materials

#### To be successful with this standard, students are expected to

- Hold printed material the correct way
- Identify the front and back covers of a book
- Distinguish the title page from all the other pages in a book
- Turn pages appropriately
- Distinguish print from pictures
- Follow text with a finger, pointing to each word as it is read from left to right and top to bottom
- Locate words, letters, spaces, and lines of text
- Match voice with print in syllables, words, and phrases
- Locate periods, question marks, and exclamation points.

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#### Suggested activities for teachers

- Model how print is organized, tracking print and identifying parts of a book when reading aloud.
- Record dictated sentences, and have students read them aloud.
- Read posters, charts, student writing, etc., using pointers.
- Have students create class books or individual books.

#### Suggested activities for students

- Identify letters, words, spaces, and lines of text in big books and on charts.
- Track words in familiar songs, rhymes, and poems.
- Participate in interactive writing.
- Participate in shared reading of a variety of genre.

## Suggested resources

- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- *Phonological Awareness Literacy Screening (PALS)* Web site, <http://pals.virginia.edu>.
- *Virginia’s Early Intervention READING Initiative (EIRI)* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/Reading/readinginitiative.html>.
- *Teaching Early Phonological Awareness Skills* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/Reading/doe-pa.pdf>.

## Suggested classroom assessment methods

- PALS: Kindergarten
- Classroom observations
- Student interviews
- Student demonstrations

## Organizing Topic → Vocabulary and Comprehension Kindergarten

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In kindergarten, students learn that comprehension is an active process that requires them to use their own experiences and learn new vocabulary in order to get meaning from text they hear read aloud. By the end of the year some students will read “emergently” – that is reread by re-creating the words of the text and showing through verbal statements or occasional pointing that they understand that the print on the page carries the message. Students increase their vocabulary, on a daily basis, in all content areas. They not only learn new words but also new meanings and uses for familiar words. Students use their oral vocabulary to make sense of the words they see in print.

### Related Standard(s) of Learning

- K.6 The student will demonstrate an understanding that print makes sense.
- Explain that printed materials provide information.
  - Identify common signs and logos.
  - Read ten high-frequency words.
  - Read and explain own writing and drawings.
- K.8 The student will demonstrate comprehension of fiction and nonfiction.
- Use pictures to make predictions about content.
  - Retell familiar stories, using beginning, middle, and end.
  - Discuss characters, setting, and events.
  - Use story language in discussions and retellings.
  - Identify what an author does and what an illustrator does.
  - Identify the topics of nonfiction selections.

### Essential understandings, knowledge, and skills

### Correlation to textbooks and other instructional materials

#### To be successful with this standard, students are expected to

- Apply knowledge that print conveys a message
- Recognize and identify common signs, logos, and labels
- Recognize and identify their own first and last names and the first names of classmates
- Read and explain their own drawings and writings
- Explain that printed text provides information
- Retell information gathered from looking at a picture or from listening to a text read to them
- Locate high-frequency words and phrases in familiar text
- Recognize ten high-frequency words (Each student may know a different set of words.)
- Make predictions based on illustrations or portions of the text
- Link knowledge from their own experiences to make sense of and talk about the text

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- Give evidence that they understand the meaning of what is being read aloud, including the who, what, when, where, why, and how
- Retell a story in their own words or re-enact it, arranging the events in the correct sequence (beginning, middle, and end)
- Use vocabulary from a story in discussions and retellings
- Use descriptive language to talk about characters, settings, and events of a story
- Respond to simple questions about the content of a book
- Produce artwork or a written response that demonstrates comprehension of a story that they have heard read aloud
- Identify the roles of an author and an illustrator
- Name the topic of a nonfiction selection.

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### Suggested activities for teachers

- Write the daily schedule on the board and read it with students.
- Display popular food containers in the home living center.
- Place name tags with first and last name at students' seats.
- Label helper chart, center chart, behavior charts, cubbies, mailboxes, etc. with students' names.
- Make and share class books and individual books.
- Display student pictures and writings.
- Conduct class discussions of books being read.
- Collect and display environmental print signs, logos, and labels.
- Model the strategies of previewing/predicting, retelling, and finding information in books to answer questions.
- Model using punctuation to read with proper phrasing and expression.
- Read stories daily and discuss content, characters, and setting.
- Identify the author and illustrator of each book read.
- Include the student's name as author and illustrator when making individual books.
- Discuss book illustrations and text and predict what may happen next.
- List or illustrate story events in sequence.
- Conduct a picture walk as a prereading strategy.

### Suggested activities for students

- Participate in journal writing and share writing.
- Share favorite book during Show and Tell.
- Retell stories, using book illustrations, character cutouts, or puppets.
- Illustrate beginning, middle, and end of stories read aloud.

### Suggested resources

- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- *Phonological Awareness Literacy Screening (PALS)* Web site, <http://pals.virginia.edu>.

- *Virginia's Early Intervention READING Initiative (EIRI) Web site,*  
<http://www.pen.k12.va.us/VDOE/Instruction/Reading/readinginitiative.html>.
- *Teaching Early Phonological Awareness Skills Web site,*  
<http://www.pen.k12.va.us/VDOE/Instruction/Reading/doe-pa.pdf>.

### **Suggested classroom assessment methods**

- PALS: Kindergarten
- Classroom observations
- Student interviews
- Student demonstrations
- Running records

## Organizing Topic → Phonological Awareness Grade 1

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In first grade, students’ mastery of phonological skills, especially at the phoneme level is reviewed and extended. Explicit instruction allows students to consciously reflect on and manipulate sounds. These skills must be directly taught and practiced. They are then reinforced throughout the language arts curriculum. Phonemic awareness refers to the ability to identify and manipulate phonological segments in speech-sound units that roughly correspond to an alphabetic orthography. Students who have phonological awareness learn to read more easily than students who do not. The phonological awareness concept continuum includes: rhyming songs, sentence segmentation, syllable segmentation and blending, onset-rime blending and segmentation, and blending and segmenting individual phonemes. The ability to segment and blend phonemes facilitates spelling and decoding.

### Related Standard(s) of Learning

- 1.4 The student will orally identify and manipulate phonemes (small units of sound) in syllables and multisyllabic words.
- Count phonemes (sounds) in syllables or words with a maximum of three syllables.
  - Add or delete phonemes (sounds) orally to change syllables or words.
  - Create rhyming words orally.
  - Blend sounds to make word parts and words with one to three syllables.

#### Essential understandings, knowledge, and skills

#### Correlation to textbooks and other instructional materials

#### To be successful with this standard, students are expected to

- 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
- Add, delete, or change phonemes orally to change syllables or words
- 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.

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#### Suggested activities for teachers

- Model appropriate identification and manipulation of phonemes.
- When rereading familiar rhymes, stories, and poems, have students supply the second of two rhyming words.

#### Suggested activities for students

- Use a variety of movement strategies, such as clapping hands, tapping on the desk, and raising a finger, for each phoneme heard in a word.
- Identify rhyming words in stories and poems read aloud.

- Participate in Picture Card sorts to identify words that rhyme and words that have the same beginning, middle, and ending sounds.

### **Suggested resources**

- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- *Phonological Awareness Literacy Screening (PALS)* Web site, <http://pals.virginia.edu>.
- *Virginia’s Early Intervention READING Initiative (EIRI)* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/Reading/readinginitiative.html>.
- *Teaching Early Phonological Awareness Skills* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/Reading/doe-pa.pdf>.

### **Suggested classroom assessment methods**

- PALS: Grades 1–3
- Classroom observations
- Student interviews
- Student demonstrations

## Organizing Topic → Concept of Print Grade 1

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In first grade, concept of print skills are reviewed and extended. As they begin to read, students apply their knowledge of directionality of text and their ability to match the spoken word to the print. Daily opportunities both formal and informal for learning, reviewing, and mastering these skills should be a part of every English program.

### Related Standard(s) of Learning

- 1.5 The student will apply knowledge of how print is organized and read.
- a) Read from left to right and from top to bottom.
  - b) Match spoken words with print.
  - c) Identify letters, words, and sentences.

#### Essential understandings, knowledge, and skills

#### Correlation to textbooks and other instructional materials

#### To be successful with this standard, students are expected to

- Demonstrate concepts of print and spoken word by
  - 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
  - recognizing spaces between words in sentences
  - locating capital letters in sentences
  - locating periods, question marks, exclamation points, speech bubbles, and quotation marks
  - recognizing that a sentence starts with a capital letter and ends with a period, question mark, or exclamation point.

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#### Suggested activities for teachers

- Model how print is organized, how to track print, and how to identify parts of a book.
- Use interactive writing.
- Locate and discuss the use of periods, question marks, exclamation points, speech bubbles, and quotation marks in big books and in other texts.
- Have students track print when reading.
- Cut up written sentences for students to reassemble.

#### Suggested activities for students

- Identify letters, words, and sentences in big books and on charts.

#### Suggested resources

- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.

- *Phonological Awareness Literacy Screening (PALS)* Web site, <http://pals.virginia.edu>.
- *Virginia's Early Intervention READING Initiative (EIRI)* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/Reading/readinginitiative.html>.
- *Teaching Early Phonological Awareness Skills* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/Reading/dae-pa.pdf>.

### **Suggested classroom assessment methods**

- PALS: Grades 1-3
- Classroom observations
- Student interviews
- Student demonstrations

## Organizing Topic → Decoding and Spelling Grade 1

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Having developed the concept of word and letter-sound correspondence in kindergarten, students in first grade concentrate on learning and integrating basic phonetic principles to decode and encode words. Decoding and encoding skills help students develop fluency and automaticity in reading and writing. Students should use picture and context clues to verify their decoding of unknown words. The best way to get students to refine and extend their knowledge of letter-sound correspondence is through repeated opportunities to read text at their independent level. By the end of first grade, students should have a reading vocabulary of 300 to 500 sight words and be able to decode single-syllable words. The goal of phonics instruction is not that students be able to state rules governing letter-sound relationships. Rather, the purpose is to lead students to an understanding of the alphabetic principle – the systematic and predictable relationships between written letters and spoken sounds.

### Related Standard(s) of Learning

- 1.6 The student will apply phonetic principles to read and spell.
- Use beginning and ending consonants to decode and spell single-syllable words.
  - Use two-letter consonant blends to decode and spell single-syllable words.
  - Use beginning consonant digraphs to decode and spell single-syllable words.
  - Use short vowel sounds to decode and spell single-syllable words.
  - Blend beginning, middle, and ending sounds to recognize and read words.
  - Use word patterns to decode unfamiliar words.
  - Use compound words.
  - Read and spell common, high-frequency sight words, including the, said, and come.

#### Essential understandings, knowledge, and skills

#### Correlation to textbooks and other instructional materials

#### To be successful with this standard, students are expected to

- Apply knowledge of beginning and ending consonants and short vowels in single-syllable words by
  - 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., *sit*, *zot*), using letter-sound mappings to sound them out
- Apply knowledge of word patterns to decode unfamiliar words by
  - recognizing word patterns, such as CVC
  - using onsets and rimes to create, read, and spell new words that include blends, such as the *l* and *r* blends, and digraphs, including *ch*, *sh*, *th*, and *wh*
- Use the vowel patterns CVC, VC, and CVCC to decode and spell single-syllable words
- Use the vowel patterns CVVC to decode and spell single-syllable words

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- Recognize and use simple compound words
  - Read common high-frequency sight words.
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### Suggested activities for teachers

- Use interactive writing to apply knowledge of letter-sound relationships.
- Provide or create independent level reading material.

### Suggested activities for students

- Develop letter-sound correspondence to automaticity.
- Generate lists of words for individual sounds and spelling patterns.
- Sort Picture Cards by their common beginning, middle, and ending sounds, including words with consonant blends and diagraphs.
- Read decodable texts.
- Highlight word patterns, beginning or ending consonants, and blends in words.
- Sort words by a common phonetic element or vowel pattern.

### Suggested resources

- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- *Phonological Awareness Literacy Screening (PALS)* Web site, <http://pals.virginia.edu>.
- *Virginia’s Early Intervention READING Initiative (EIRI)* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/Reading/readinginitiative.html>.
- *Teaching Early Phonological Awareness Skills* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/Reading/doe-pa.pdf>.

### Suggested classroom assessment methods

- PALS: Grades 1–3
- Classroom observations
- Student demonstrations
- Quizzes

## Organizing Topic → Fluency Grade 1

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In first grade, students work on developing oral reading fluency. Fluent readers can read text quickly, accurately, and with expression. Fluency develops from reading practice. Classrooms should be designed to provide students with opportunities to read and reread materials at their instructional and independent levels. These materials include decodable text. The purpose of oral reading activities is to help students develop fluent reading habits that allow them to read text quickly, smoothly, accurately, and with proper expression.

### Related Standard(s) of Learning

1.8 The student will read familiar stories, poems, and passages with fluency and expression.

#### Essential understandings, knowledge, and skills

#### Correlation to textbooks and other instructional materials

#### To be successful with this standard, students are expected to

- Engage in Read-Alouds voluntarily
- Read a wide variety of self-selected and teacher-selected stories, poems, and informational texts aloud
- 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.

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#### Suggested activities for teachers

- Use a variety of rereading strategies, such as choral reading, echo reading, partner reading, and Readers' Theater.
- Model fluent reading through daily Read-Alouds.
- Demonstrate that conventions of print, such as bold type, exclamation points, commas, periods, question marks, and quotation marks are clues to meaning and good reading expression.

#### Suggested activities for students

- Practice reading with fluency and expression, and tape-record it.
- Listen to books on tape.

#### Suggested resources

- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- *Phonological Awareness Literacy Screening (PALS)* Web site, <http://pals.virginia.edu>.
- *Virginia's Early Intervention READING Initiative (EIRI)* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/Reading/readinginitiative.html>.
- *Teaching Early Phonological Awareness Skills* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/Reading/doe-pa.pdf>.

## **Suggested classroom assessment methods**

- PALS: Grades 1–3
- Classroom observations
- Student demonstrations
- Running records

## Organizing Topic → Vocabulary and Comprehension Grade 1

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In first grade, students should learn that comprehension is an active process that requires them to learn new vocabulary and use their own experiences in order to get meaning from stories they hear read aloud. By the end of the year, students are expected to demonstrate their comprehension of books read independently or with a partner, as well as books that adults read to them. They are also expected to read and understand simple written instructions. Comprehension skills should be systematically and directly taught to students.

### Related Standard(s) of Learning

- 1.7 The student will use meaning clues and language structure to expand vocabulary when reading.
- a) Use titles and pictures.
  - b) Use knowledge of the story and topic to read words.
  - c) Use knowledge of sentence structure.
  - d) Reread and self-correct.
- 1.9 The student will read and demonstrate comprehension of a variety of fiction and nonfiction.
- a) Preview the selection.
  - b) Set a purpose for reading.
  - c) Relate previous experiences to what is read.
  - d) Make predictions about content.
  - e) Ask and answer who, what, when, where, why, and how questions about what is read.
  - f) Identify characters, setting, and important events.
  - g) Retell stories and events, using beginning, middle, and end.
  - h) Identify the topic or main idea.
- 1.10 The student will use simple reference materials.
- a) Use knowledge of alphabetical order by first letter.
  - b) Use a picture dictionary to find meanings of unfamiliar words.

### Essential understandings, knowledge, and skills

### Correlation to textbooks and other instructional materials

#### To be successful with this standard, students are expected to

- Use prior knowledge to interpret pictures
- Use titles and pictures to make predictions about text
- Use pictures to confirm vocabulary choice
- Use knowledge of the story or topic to make predictions about vocabulary and text
- Notice when words or sentences do not make sense in context
- Recognize complete sentences when reading
- Use intonation, pauses, and emphasis that signal the structure of the sentence when reading

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- summarizing (Students frequently stop reading to summarize or retell story events after each page, paragraph, or section.)
- graphic organizers (Students record information such as story events, story elements, or the summary of a section as they read.)
- Have students use after-reading strategies, such as
  - summarizing/retelling
  - sequencing events
  - class/group discussions.
- Make a class chart with the headings Fiction and Nonfiction. Record stories read aloud under the correct heading.
- Have students create flip books that show the beginning, middle, and end of a story.
- Have students share story information after independent reading.

### Suggested resources

- *English Standards of Learning Curriculum Framework*, Web site <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- *Phonological Awareness Literacy Screening (PALS)* Web site, <http://pals.virginia.edu>.

### Suggested classroom assessment methods

- PALS: Grades 1–3
- Classroom observations
- Student interviews
- Student demonstrations
- Running records
- Retellings
- Quizzes

## Organizing Topic → Decoding, Word Analysis, and Spelling Grade 2

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In second grade, students continue to refine and extend their phonics skills. They use what they have learned about phonemes, rhyming words, onsets, rimes, decoding, and encoding to figure out new words, increase fluency, and improve spelling. Students continue to use pictures and context clues to verify their decoding of unknown words and for determining word meaning. Students also focus on word analysis skills. Mastery and application of these skills allow students to improve their fluency, vocabulary, spelling, and comprehension. These skills are assessed and taught systematically through direct instruction and individual and small group activities. The goal of phonics instruction is not that students be able to state rules governing letter-sound relationships. Rather, the purpose is to lead students to an understanding of the alphabetic principle — the systematic and predictable relationships between written letters and spoken sounds.

### Related Standard(s) of Learning

- 2.4 The student will use phonetic strategies when reading and spelling.
- a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.
  - b) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.
  - c) Decode regular multisyllabic words.

#### Essential understandings, knowledge, and skills

#### Correlation to textbooks and other instructional materials

#### To be successful with this standard, students are expected to

- Apply knowledge of consonants and consonant blends to decode and spell words
- Apply knowledge of consonant digraphs (sh,wh,ch,th) to decode and spell words
- Apply knowledge of vowel patterns, such as CV, VC, CVC, CVCE,CVVC, CVCC, to decode and spell words
- Apply knowledge of r-controlled vowel patterns to decode and spell words
- Read regularly spelled one- and two-syllable words automatically
- Decode regular multisyllabic words
- Use phonetic strategies to self-correct reading when meaning breaks down.

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#### Suggested activities for teachers

- Have students generate word lists illustrating a particular sound or spelling pattern.
- Teach spelling patterns.
- Provide abundant independent level reading materials and time to read them.

#### Suggested activities for students

- Read decodable texts.
- Highlight word patterns, blends, digraphs, diphthongs, and r-controlled vowel spellings in words.
- Sort words by a common phonetic element or vowel pattern.

## Suggested resources

- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- *Phonological Awareness Literacy Screening (PALS)* Web site, <http://pals.virginia.edu>.
- *Virginia’s Early Intervention READING Initiative (EIRI)* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/Reading/readinginitiative.html>.

## Suggested classroom assessment methods

- PALS: Grades 1–3
- Student demonstrations
- Running records
- Writing samples
- Quizzes
- Tests

## Organizing Topic → Fluency Grade 2

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In second grade, students continue to work on developing oral reading fluency. Fluent readers can read text quickly, accurately, and with expression. Fluency develops from reading practice, therefore classrooms should be designed to provide students with opportunities to read and reread materials at their instructional and independent levels. By the end of second grade, students should be able to read, with 90-percent accuracy or better, books on their independent reading level. Listening to students read graded passages provides information for estimating reading levels, diagnosing strengths and weaknesses, and evaluating progress.

### Related Standard(s) of Learning

- 2.7 The student will read fiction and nonfiction, using a variety of strategies independently.
- Preview the selection by using pictures, diagrams, titles, and headings.
  - Set purpose for reading.
  - Read stories, poems, and passages with fluency and expression.
  - Reread and self-correct when necessary.

#### Essential understandings, knowledge, and skills

#### Correlation to textbooks and other instructional materials

#### To be successful with this standard, students are expected to

- Use prior knowledge to predict information
- Interpret illustrations, such as diagrams, charts, graphs, and maps to make predictions about the text
- Use titles and headings to generate ideas about the text
- Skim text for section headings, bold type, and picture captions to help set a purpose for reading
- Set a purpose for reading
- Use print clues, such as bold type, italics, and underlining, to assist in reading
- Apply phonics, meaning clues, and language structure to decode words and increase fluency
- Use phonics, meaning clues, and language structure strategies to reread and self-correct
- Pause at commas and periods during oral reading
- Practice reading in text that is on their independent reading level to develop accuracy, fluency, and expression.

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#### Suggested activities for teachers

- Record on chart paper “What I Think Will Happen” before reading and “What Did Happen” after reading.
- Model previewing, predicting, and setting a purpose for reading during teacher Read-Alouds.
- Consistently have students preview, predict, and set a purpose for reading.
- Provide time for independent reading.

## Suggested activities for students

- Reread familiar texts.

## Suggested resources

- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- *Phonological Awareness Literacy Screening (PALS)* Web site, <http://pals.virginia.edu>.
- *Virginia’s Early Intervention READING Initiative (EIRI)* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/Reading/readinginitiative.html>.

## Suggested classroom assessment methods

- PALS: Grades 1–3
- Student demonstrations
- Running records

## Organizing Topic → Vocabulary and Comprehension Grade 2

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In second grade, most students should be readers. When they read independently, they can understand and enjoy books that are considerably longer and more complex in plot, vocabulary, syntax, and structure than the books they read in first grade. Silent and independent reading will increase, with some parts of books read aloud for emphasis, classification, or pleasure. Reading programs focus on vocabulary development for both narrative and informational/functional text as well as the comprehension strategies of identifying main ideas, making and confirming prediction, and formulating questions about what they are learning across the curricula. Vocabulary and comprehension skills should be systematically and directly taught to students.

### Related Standard(s) of Learning

- 2.5 The student will use meaning clues and language structure when reading.
- Use information in the story to read words.
  - Use knowledge of sentence structure.
  - Use knowledge of story structure and sequence.
- 2.6 The student will use language structure to expand vocabulary when reading.
- Use knowledge of prefixes and suffixes.
  - Use knowledge of contractions and singular possessives.
  - Use knowledge of simple abbreviations.
  - Use knowledge of antonyms and synonyms.
- 2.8 The student will read and demonstrate comprehension of fiction and nonfiction.
- Make predictions about content.
  - Read to confirm predictions.
  - Relate previous experiences to the topic.
  - Ask and answer questions about what is read.
  - Locate information to answer questions.
  - Describe characters, setting, and important events in fiction and poetry.
  - Identify the problem, solution, and main idea.
- 2.9 The student will demonstrate comprehension of information in reference materials.
- Use a table of contents.
  - Use pictures and charts.
  - Use dictionaries and indices.

### Essential understandings, knowledge, and skills

### Correlation to textbooks and other instructional materials

#### To be successful with this standard, students are expected to

- Use prior knowledge to interpret pictures and diagrams in order to predict text
- Use meaning clues to support decoding
- Use surrounding words in a sentence to determine the meaning of a word
- Use the context of the sentence to distinguish which of the multiple meanings of a word makes sense

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- Use the framework of beginning, middle, and end to retell story events \_\_\_\_\_
- Ask and answer simple who, what, when, where, why, and how questions \_\_\_\_\_
- Write responses to what they read \_\_\_\_\_
- Locate titles and page numbers, using a table of contents \_\_\_\_\_
- Use a table of contents to locate information in content-area books \_\_\_\_\_
- Interpret pictures, diagrams, and tables \_\_\_\_\_
- Interpret information presented in bar graphs, charts, and pictographs \_\_\_\_\_
- Alphabetize words to the second and third letter \_\_\_\_\_
- Locate words, using first, second, and third letter \_\_\_\_\_
- Locate guide words, entry words, and definitions in dictionaries and indices. \_\_\_\_\_

### Suggested activities for teachers

- Model rereading and self-correcting.
- Read nonfiction books aloud, and model using text clues, such as bold type, italics, underlining titles, and headings, to gain meaning.
- Model and have students consistently preview/predict before reading fiction and nonfiction selections.
- Have students make class, group, and individual charts, graphs, and maps.
- Create a class book which illustrates the multiple meanings of words.
- Model comprehension strategies by using Think-Alouds during teacher Read-Alouds.
- Read aloud from a variety of genres.
- Have students use before-reading strategies, such as
  - anticipation guides
  - previewing/predicting
  - KWL charts
  - brainstorming
  - creating concept webs that help students build background knowledge.
- Have students use during-reading strategies, such as
  - summarizing (Students frequently stop reading to summarize or retell story events after each page, paragraph, or section.)
  - sticky-note or bookmark reading (Students place sticky notes or bookmarks in the text to mark information that relates to a particular question.)
  - graphic organizers (Students record information such as story events, story elements, or the summary of a section as they read.)
- Have students use after-reading strategies, such as
  - summarizing/retelling
  - sequencing events
  - class/group discussions
  - confirming predictions.
- Teach the format for a functional text.

- Preview books with students noting such features as the title page, table of contents, and glossary.
- Demonstrate the use of glossaries, title page, indices, and table of contents in other curriculum texts.
- Create class books with a table of contents and glossary.

### **Suggested activities for students**

- Reread familiar text.
- Dramatize the story.

### **Suggested resources**

- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- *Phonological Awareness Literacy Screening (PALS)* Web site, <http://pals.virginia.edu>.
- *Virginia’s Early Intervention READING Initiative (EIRI)* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/Reading/readinginitiative.html>.

### **Suggested classroom assessment methods**

- PALS: Grades 1–3
- Classroom observations
- Student demonstrations
- Running records
- Retellings
- Quizzes
- Tests
- Student projects

## Organizing Topic → Decoding, Word Analysis, and Spelling Grade 3

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In third grade, students’ decoding of the print-sound code should become automatic across text. Throughout third grade, students should continue to learn about words – roots, inflections, suffixes, prefixes, homophones, and word families. Mastery and application of word-analysis skills allow students to improve their fluency, vocabulary, spelling, and comprehension.

### Related Standard(s) of Learning

- 3.3 The student will apply word-analysis skills when reading.
- a) Use knowledge of all vowel patterns.
  - b) Use knowledge of homophones.
  - c) Decode regular multisyllabic words.

#### Essential understandings, knowledge, and skills

#### Correlation to textbooks and other instructional materials

#### To be successful with this standard, students are expected to

- Apply knowledge of all vowel patterns
- Apply knowledge of diphthongs, such as *aw* and *oy*
- Apply knowledge of roots
- Apply knowledge of affixes, such as *dis-*, *ex-*, *non-*, *pre-*, *-ly*, and *-ness*
- Use knowledge of homonyms/homophones, such as *be/bee*, *hear/here*, and *sea/see*
- Use context clues to verify meaning and determine appropriate homophone usage
- Apply knowledge of the change in tense (*-ed*), number (*-s*), and degree (*-er* and *-est*) signified by inflected endings
- Decode regular multisyllabic words in order to read fluently.

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#### Suggested activities for teachers

- Teach spelling patterns.

#### Suggested activities for students

- Generate word lists illustrating a particular sound or spelling pattern.
- Read decodable texts.
- Sort spelling words by their common phonetic element or vowel pattern.
- Create books with illustrations and sentences to show correct homophone use.

#### Suggested resources

- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- *Phonological Awareness Literacy Screening (PALS)* Web site, <http://pals.virginia.edu>.

- Virginia's Early Intervention READING Initiative (EIRI) Web site, <http://www.pen.k12.va.us/VDOE/Instruction/Reading/readinginitiative.html>.

### **Suggested classroom assessment methods**

- PALS: Grades 1-3
- Classroom observations
- Student demonstrations
- Running records
- Writing samples
- Quizzes
- Tests



- using signal words of time-sequence, such as *first, second, next, later, after, and finally*
  - using signal words of compare-contrast, such as *like, unlike, different, and same*
  - using signal words of cause-effect, such as *because, if...then, and when...then*
  - using conventions of dialogue, such as: quotation marks to indicate someone is saying something, indentation to show that the speaker has changed, and signal words like *he said* and *she exclaimed*
  - using knowledge of how ideas are connected between sentences when one word is used in place of another, such as the use of a pronoun for a noun, the use of a general location word (such as: *here* or *there*) for a specific location, and the use of a synonym for an earlier word (such as *animal* for *dog*)
  - using context clues, such as a restatement, a renaming or synonym, an example, or a direct description or definition included in the sentence or paragraph, to clarify the meaning of unfamiliar words
- Read familiar fiction and nonfiction with fluency and accuracy.

### Suggested activities for teachers

- Teach the organizational format of a functional text.
- Use the newspaper, mini-page, or content area text to find and highlight text features, such as captions, headings, maps, charts, and graphs.
- Model the use of text features while previewing/predicting, setting a purpose for reading, and during reading by using Think-Alouds.

### Suggested activities for students

- Reread familiar text to improve reading fluency.

### Suggested resources

- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- *Phonological Awareness Literacy Screening (PALS)* Web site, <http://pals.virginia.edu>.
- *Virginia’s Early Intervention READING Initiative (EIRI)* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/Reading/readinginitiative.html>.

### Suggested classroom assessment methods

- PALS: Grades 1–3
- Classroom observations
- Student demonstrations
- Running records

## Organizing Topic → Vocabulary and Comprehension of Fiction Grade 3

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In third grade, when students read independently, they can understand and enjoy books that are considerably longer and more complex in plot, vocabulary, syntax, and structure than the books they read in second grade. While oral guided reading is the focus of instruction, silent and independent reading will increase, with some parts of books read aloud for emphasis, clarification, or pleasure. Reading programs focus on vocabulary development for narrative text and the comprehension strategies of identifying main ideas, making and confirming predictions, and formulating questions about what they are reading. Vocabulary and comprehension skills should be systematically and directly taught to students.

### Related Standard(s) of Learning

- 3.5 The student will read and demonstrate comprehension of fiction.
- a) Set a purpose for reading.
  - b) Make connections between previous experiences and reading selections.
  - c) Make, confirm, or revise predictions.
  - d) Compare and contrast settings, characters, and events.
  - e) Identify the author’s purpose.
  - f) Ask and answer questions.
  - g) Draw conclusions about character and plot.
  - h) Organize information or events logically.
  - i) Summarize major points found in fiction materials.
  - j) Understand basic plots of fairy tales, myths, folktales, legends, and fables.

#### Essential understandings, knowledge, and skills

#### Correlation to textbooks and other instructional materials

#### To be successful with this standard, students are expected to

- Read for a specific purpose by
  - locating specific information in a reading selection
  - identifying details that support a stated main idea
  - expressing a stated main idea in their own words
- Make a variety of connections with the text, such as
  - connections between their own personal experiences and what is happening in the text
  - connections between the text they are reading and other texts they have read, such as identifying a similar plot or character
  - connections between what they already know about the topic and what they find that is new to them in the reading
- Use specific details to make, justify, and modify predictions by
  - identifying details from their own experience and knowledge that supports their predictions
  - identifying information from the text that supports or contradicts a prediction
  - revising predictions based on new understandings
- Gain meaning before, during, and after reading by

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- previewing/predicting
- creating concept webs that help students build background knowledge
- formulating questions about the text.
- Model and have students use during-reading strategies, such as
  - discussion
  - summarizing (Students frequently stop reading to summarize or retell story events after a section of the story has been read.)
  - graphic organizers (Students record information such as story events, story elements, or the summary of a section as they read.).
- Model and have students use after-reading strategies, such as
  - summarizing/retelling
  - sequencing events
  - graphic organizers
  - confirming predictions and discussing whether the answer to the purpose for reading was found.
- Engage students in group projects that extend reading and help to develop/practice skills for analyzing and applying new knowledge.

### Suggested activities for students

- Use a Venn diagram or other graphic organizer to compare and contrast two characters' attributes or two settings.

### Suggested resources

- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- *Phonological Awareness Literacy Screening (PALS)* Web site, <http://pals.virginia.edu>.

### Suggested classroom assessment methods

- PALS: Grades 1–3
- Classroom observations
- Student interviews
- Student demonstrations
- Running records
- Quizzes
- Tests
- Student projects

## Organizing Topic → Vocabulary and Comprehension of Nonfiction Grade 3

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In third grade, most students are learning to make connections between previous experiences and reading selections. Reading programs focus on vocabulary development for informational/functional texts and the comprehension strategies of drawing conclusions, summarizing major points, organizing information/events, and formulating questions across the curricula. Students are learning the shared and distinguishing characteristics of an autobiography and a biography. They will also use a variety of print resources to research topics. Vocabulary and comprehension skills should be systematically and directly taught to students.

### Related Standard(s) of Learning

- 3.6 The student will continue to read and demonstrate comprehension of nonfiction.
- Identify the author's purpose.
  - Make connections between previous experiences and reading selections.
  - Ask and answer questions about what is read.
  - Draw conclusions.
  - Organize information and events logically.
  - Summarize major points found in nonfiction materials.
  - Identify the characteristics of biographies and autobiographies.
  - Compare and contrast the lives of two persons as described in biographies and/or autobiographies.
- 3.7 The student will demonstrate comprehension of information from a variety of print resources.
- Use dictionary, glossary, thesaurus, encyclopedia and other reference books, including online reference materials.
  - Use available technology.

### Essential understandings, knowledge, and skills

### Correlation to textbooks and other instructional materials

#### To be successful with this standard, students are expected to

- Read nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics
- Know the shared and distinguishing characteristics of autobiography and biography
- State in their own words the main idea of a nonfiction selection
- Identify details that support the main idea of a nonfiction selection
- Organize, using graphic organizers such as a Venn diagram or time line, information by chronological sequence, by cause-effect relationship, and through comparing and contrasting
- Make a variety of connections with the text, such as
  - connections between their own personal experiences and the text
  - connections between the text they are reading and other texts they have read
  - connections between what they already know about the topic and what they find in the reading that is new to them

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## Suggested resources

- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- *Phonological Awareness Literacy Screening (PALS)* Web site, <http://pals.virginia.edu>.

## Suggested classroom assessment methods

- PALS: Grades 1–3
- Classroom observations
- Student interviews
- Student demonstrations
- Running records
- Quizzes
- Tests

## Organizing Topic → Word Analysis and Spelling Grade 4

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In fourth grade, students’ decoding of the print-sound code is automatic across the whole span of language. Throughout fourth grade, students continue to learn about words — roots, inflections, suffixes, prefixes, homophones, and word families — as part of vocabulary growth. Books present new words to be decoded using knowledge of phonetic skills and word structures. Mastery and application of these skills allow students to improve their fluency, vocabulary, spelling, and comprehension.

### Related Standard(s) of Learning

- 4.3 The student will read fiction and nonfiction with fluency and accuracy.
- a) Use context to clarify meanings of unfamiliar words.
  - b) Explain words with multiple meaning.
  - c) Use knowledge of word origins; synonyms, antonyms, and homonyms; and multiple meanings of words.
  - d) Use word-reference materials, including the glossary, dictionary, and thesaurus.

#### Essential understandings, knowledge, and skills

#### Correlation to textbooks and other instructional materials

#### To be successful with this standard, students are expected to

- Use context to clarify the meaning of unfamiliar words
- Use their knowledge of synonyms (words with like meanings) and antonyms (words with opposite meanings) to understand the meanings of unfamiliar words
- Discover word meaning by using their knowledge of homonyms/homophones (words that are pronounced the same but are spelled differently and have different meanings), such as read/red, no/know, hear/here
- Use clues in the context of a sentence, paragraph, or reading selection to predict and explain the meanings of words that have more than one meaning (multiple meanings of words)
- Use context to select the most appropriate definition of a multiple-meaning word from a glossary or dictionary
- Use knowledge of word origins
- Identify the word reference material(s) most likely to contain needed information
- Read familiar text with fluency, accuracy, and expression.

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#### Suggested activities for teachers

- Provide a variety of interesting materials and time to read.
- Model using context clues to determine the meaning of an unfamiliar word.

#### Suggested activities for students

- Generate lists of synonyms, antonyms, and homophones.

- Make a class book of sentences and illustrations for words with multiple meanings.
- Use a graphic organizer to compare and contrast the features and uses of the glossary, dictionary, and thesaurus.

### **Suggested resources**

- *English Standards of Learning Curriculum Framework* Web site,  
<http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.

### **Suggested classroom assessment methods**

- Classroom observations
- Student demonstrations
- Writing samples
- Quizzes
- Tests

## Organizing Topic → Vocabulary and Comprehension of Fiction Grade 4

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In fourth grade, students have learned how to read and now continue to build and expand vocabulary and comprehension skills. Students read widely from the fiction genres of poetry, classic literature, and contemporary literature. Students use reading strategies before, during, and after reading to develop and demonstrate comprehension. The use of graphic organizers facilitates students' understanding of text organization and helps them identify major events and supporting details.

### Related Standard(s) of Learning

- 4.4 The student will read and demonstrate comprehension of fiction.
- Explain the author's purpose.
  - Describe how the choice of language, setting, and information contributes to the author's purpose.
  - Compare the use of fact and fantasy in historical fiction with other forms of literature.
  - Identify major events and supporting details.
  - Describe the relationship between text and previously read materials.
  - Identify sensory words.

#### Essential understandings, knowledge, and skills

#### Correlation to textbooks and other instructional materials

#### To be successful with this standard, students are expected to

- Explain why the author wrote the piece (identify purpose), e.g., to entertain, inform, or persuade
- Find words or sentences that help identify the author's purpose
- Find setting details and other information that help identify the author's purpose
- Know that fictional stories, such as fantasy, describe imaginary characters and events
- Understand that historical fiction is a story based on facts
- Identify the facts contained in a piece of historical fiction
- Compare the use of fact and fantasy in historical fiction with the use of fact and fantasy in other forms of literature
- Identify major events and supporting details
- Discuss the similarities and differences between text and previously read materials
- Identify sensory words that describe sights, sounds, smells, and tastes, and describe how they make the reader feel
- Know that narrative poetry tells a story through verse.

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#### Suggested activities for teachers

- Read aloud from a variety of genres, and have students identify the author's purpose.

### **Suggested activities for students**

- List examples of fact and fantasy from a work of historical fiction.
- Identify major events and supporting details in fiction, using graphic organizers.

### **Suggested resources**

- *English Standards of Learning Curriculum Framework* Web site,  
<http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.

### **Suggested classroom assessment methods**

- Classroom observations
- Student demonstrations
- Student interviews
- Quizzes
- Tests

## Organizing Topic → Vocabulary and Comprehension of Nonfiction Grade 4

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In fourth grade, students continue to build and expand vocabulary and to demonstrate comprehension of nonfiction text: before reading — by predicting and categorizing information, during reading — by formulating questions and making inferences, and after reading — by summarizing content. They will also collect information from a variety of resources in order to acquire additional knowledge about a topic. Students will construct questions about a topic, gather information, and then synthesize the information for use in oral presentations and/or writing.

### Related Standard(s) of Learning

- 4.5 The student will read and demonstrate comprehension of nonfiction.
- Use text organizers, such as type, headings, and graphics, to predict and categorize information.
  - Formulate questions that might be answered in the selection.
  - Explain the author’s purpose.
  - Make simple inferences, using information from texts.
  - Draw conclusions, using information from texts.
  - Summarize content of selection, identifying important ideas and providing details for each important idea.
  - Describe relationship between content and previously learned concepts or skills.
  - Distinguish between cause and effect and between fact and opinion.
  - Identify new information gained from reading.
- 4.6 The student will demonstrate comprehension of information resources to research a topic.
- Construct questions about a topic.
  - Collect information, using the resources of the media center, including online, print, and media resources.
  - Evaluate and synthesize information.

### Essential understandings, knowledge, and skills

### Correlation to textbooks and other instructional materials

#### To be successful with this standard, students are expected to

- Read nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics
- Apply prior knowledge to make predictions and to describe the relationship between content and previously learned concepts
- Generate questions to guide reading of text through reading strategies, such as KWL (Ogle) or DRTA (Stauffer)
- Use text set in special type styles (e.g., boldfaced, italics) and color; captions under pictures and graphics; and headings of sections and chapters to predict and categorize information
- Summarize text by identifying important information and providing supporting detail for each important idea in a selection, using tools such as graphic organizers, outlines, and notes

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- Write responses that go beyond literal restatements in order to make connections to their own lives and to other selections \_\_\_\_\_
- Understand that nonfiction materials, such as biographies and informational text, tell about real people, places, objects, and/or events \_\_\_\_\_
- Understand how written text and accompanying illustrations connect to convey meaning \_\_\_\_\_
- Explain why the author wrote the piece \_\_\_\_\_
- Combine information from various places in the text to draw a conclusion \_\_\_\_\_
- Distinguish between fact and opinion \_\_\_\_\_
- Identify cause-and-effect relationships \_\_\_\_\_
- Identify new information learned from reading \_\_\_\_\_
- Make simple inferences, using information from the text \_\_\_\_\_
- Formulate research questions based on a topic \_\_\_\_\_
- Select and use appropriate references, such as dictionaries, atlases, almanacs, encyclopedias, and thesauruses, including online, print, and media resources \_\_\_\_\_
- Select the information that is related to their topic \_\_\_\_\_
- Evaluate and combine (synthesize) related information from two or more sources \_\_\_\_\_
- Identify key terms to use in searching for information \_\_\_\_\_
- Skim to find information related to a topic. \_\_\_\_\_

### Suggested activities for teachers

- Model and use Think-Aloud comprehension strategies.
- Model how to use before-reading strategies, such as
  - previewing titles, headings, captions, maps, charts, and graphs to make predictions.
  - setting a purpose for reading
  - KWL charts
  - brainstorming
  - creating concept webs that help students build background knowledge
  - formulating questions about the text.
- Model how to use during-reading strategies, such as
  - summarizing (Students frequently stop reading to summarize or retell events.)
  - sticky-note or bookmark reading (Students place sticky notes or bookmarks in the text to mark information that relates to a particular question.)
  - graphic organizers.
- Model how to use after-reading strategies, such as
  - summarizing/retelling
  - class/group discussions
  - graphic organizers

- completing the L part of KWL.

### **Suggested activities for students**

- Use the SQ3R strategy:
  - Survey (preview the text)
  - Question (think or write a question about the text)
  - Read
  - Recite
  - Review.

### **Suggested resources**

- *English Standards of Learning Curriculum Framework* Web site,  
<http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.

### **Suggested classroom assessment methods**

- Classroom observations
- Student demonstrations
- Student interviews
- Quizzes
- Tests
- Student projects

## Organizing Topic → Word Analysis and Spelling Grade 5

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In fifth grade, students continue to build and use their spelling and vocabulary knowledge. They use word structure and context clues to determine meanings of unfamiliar words. They also use work-reference materials to learn new words. Emphasis is on word origins, specifically Greek and Latin affixes.

### Related Standard(s) of Learning

- 5.4 The student will read fiction and nonfiction with fluency and accuracy.
- a) Use context to clarify meaning of unfamiliar words.
  - b) Use knowledge of root words, prefixes, and suffixes.
  - c) Use dictionary, glossary, thesaurus, and other word-reference materials.

#### Essential understandings, knowledge, and skills

#### Correlation to textbooks and other instructional materials

##### To be successful with this standard, students are expected to

- Use context to infer the correct meanings of unfamiliar words
- Apply knowledge of root words, prefixes, and suffixes
- Continue to learn about Greek and Latin affixes
- Use word references and context clues to determine which meaning is appropriate in a given situation
- Identify the word-reference materials, such as a dictionary, glossary, or thesaurus, that is most likely to contain the information needed
- Understand that often a word can be divided into root word, prefix and suffix in order to determine its pronunciation
- Understand how a prefix changes the meaning of a root word
- Read familiar text with fluency, accuracy, and expression.

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### Suggested activities for teachers

- Model using context clues to determine the meaning of an unknown word.

### Suggested activities for students

- Define and use words in meaningful sentences.
- Generate lists of words with prefixes and suffixes.
- Locate words with Greek and Latin affixes within text.

### Suggested resources

- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.

### Suggested classroom assessment methods

- Classroom observations

- Student demonstrations
- Writing samples
- Quizzes
- Tests



- Think aloud about an author's word choice and style.

### **Suggested activities for students**

- Create cartoon strips to show the sequence of events in a story.
- Use a Venn Diagram to compare and contrast characters in a story.
- Use story maps and flow charts to identify the sequence of events.

### **Suggested resources**

- *English Standards of Learning Curriculum Framework* Web site,  
<http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.

### **Suggested classroom assessment methods**

- Classroom observations
- Student demonstrations
- Writing samples
- Student interviews
- Quizzes
- Tests



- Take notes from a variety of print resources
- Identify source of information
- Summarize important concepts
- Organize information, using a visual representation, such as charts, maps, and graphs.

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### Suggested activities for teachers

- Model and use Think-Aloud comprehension strategies.
- Teach student to use text features, such as titles, headings, captions, graphs, maps, and charts for help in determining which section of a text to skim for information.

### Suggested activities for students

- Use before-reading strategies, such as
  - preview and predict
  - setting a purpose for reading
  - anticipation guides
  - KWL charts
  - brainstorming
  - creating concept webs that help students build background knowledge
  - formulating questions about the text.
- Use during-reading strategies, such as
  - summarizing (Students frequently stop reading to summarize or retell events.)
  - sticky-note or bookmark reading (Students place sticky notes or bookmarks in the text to mark information that relates to a particular question.)
  - graphic organizers.
- Use after-reading strategies, such as
  - summarizing/retelling
  - class/group discussions
  - completing the L part of KWL.

### Suggested resources

- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.

### Suggested classroom assessment methods

- Classroom observations
- Student demonstrations
- Writing samples
- Student interviews
- Quizzes

- Tests

# READING STRATEGIES

## READING Strategies Organizational Chart

| Strategy                  | Reading component              | Standards of Learning                                 | Before reading | During reading | After reading |
|---------------------------|--------------------------------|---|----------------|----------------|---------------|
| Push and Say It           | Phonological Awareness/Phonics | K.1, K.4, K.5, K.7, 1.4, 1.5, 1.6                     | X              |                |               |
| Elkonin Boxes             | Phonological Awareness/Phonics | K.4, K.5, K.6, K.7, 1.4, 1.5, 1.6                     | X              |                |               |
| Syllabication             | Phonological Awareness/Phonics | K.4, 1.4, 1.10, 2.4, 3.3                              | X              |                |               |
| Buddy Reading             | Fluency                        | 1.8, 2.7, 3.4   |                | X              |               |
| Choral Reading            | Fluency                        | 1.8, 2.7, 3.4   |                | X              |               |
| Echo Reading              | Fluency                        | 1.8, 2.7, 3.4   |                | X              |               |
| Paired Reading            | Fluency                        | 1.8, 2.7, 3.4   |                | X              |               |
| Radio Reading             | Fluency                        | 1.8, 2.7, 3.4   |                | X              |               |
| Readers' Theater          | Fluency                        | 1.8, 2.7, 3.4   |                | X              |               |
| Timed Repeated Reading    | Fluency                        | 1.8, 2.7, 3.4, 4.3, 5.4                               |                | X              |               |
| Read-Aloud                | Vocabulary/Comprehension       | K.8, 1.7, 1.9, 2.8, 3.5, 3.6                          |                | X              |               |
| SQ3R                      | Vocabulary/Comprehension       | 2.8, 3.5, 3.6, 4.4, 4.5, 5.5, 5.6                     | X              | X              | X             |
| KWL                       | Vocabulary/Comprehension       | K.8 1.9, 2.8, 3.6, 4.5, 5.6                           | X              | X              | X             |
| DRTA                      | Vocabulary/Comprehension       | 1.9, 2.5, 2.8, 3.5, 3.6, 4.4, 4.5, 5.5, 5.6           | X              | X              | X             |
| Think-Pair-Share          | Vocabulary/Comprehension       | 2.8, 3.5, 3.6, 4.4, 4.5, 5.5, 5.6                     | X              | X              | X             |
| Sticky Notes              | Vocabulary/Comprehension       | 2.8, 3.5, 3.6, 4.4, 4.5, 5.5, 5.6                     |                | X              | X             |
| Think-Alouds              | Vocabulary/Comprehension       | 1.9, 2.8, 3.5, 3.6, 4.4, 4.5, 5.5, 5.6                |                | X              |               |
| QAR                       | Vocabulary/Comprehension       | 2.8, 3.5, 3.6, 4.4, 4.5, 5.5, 5.6                     |                |                | X             |
| Reciprocal Teaching       | Vocabulary/Comprehension       | 2.8, 2.9, 3.5, 3.6, 3.7, 4.4, 4.5, 4.6, 5.5, 5.6, 5.7 | X              | X              | X             |
| Story Face                | Vocabulary/Comprehension       | 1.9, 2.8, 3.5, 4.4, 5.5                               |                | X              | X             |
| Two-Column Notes          | Vocabulary/Comprehension       | 3.5, 3.6, 4.4, 4.5, 5.5, 5.6                          |                | X              | X             |
| Literary Report Card      | Vocabulary/Comprehension       | 3.5, 4.4, 5.5   |                | X              | X             |
| Questioning the Author    | Vocabulary/Comprehension       | 3.5, 3.6, 4.4, 4.5, 5.5, 5.6                          | X              | X              | X             |
| Selective Underlining     | Vocabulary/Comprehension       | 3.6, 4.5, 5.6   |                | X              |               |
| Anticipation Guides       | Vocabulary/Comprehension       | 2.8, 3.5, 3.6, 4.4, 4.5, 5.5, 5.6                     | X              | X              |               |
| Graphic Organizers        | Vocabulary/Comprehension       | 1.9, 2.8, 3.5, 3.6, 4.4, 4.5, 5.5, 5.6                | X              | X              | X             |
| Word Splash               | Vocabulary/Comprehension       | 1.7, 2.6, 2.8, 3.5, 3.6, 4.4, 4.5, 5.5, 5.6           | X              |                |               |
| Fruyer Model              | Vocabulary/Comprehension       | 3.5, 3.6, 4.4, 4.5, 5.5, 5.6                          | X              | X              | X             |
| Semantic Feature Analysis | Vocabulary/Comprehension       | 3.5, 3.6, 4.4, 4.5, 5.5, 5.6                          | X              | X              | X             |
| Concept Sort              | Vocabulary/Comprehension       | K.8, 1.9, 2.8, 3.5, 3.6, 4.4, 4.5, 5.5, 5.6           | X              | X              | X             |
| Concept Definition Map    | Vocabulary/Comprehension       | 3.5, 3.6, 4.4, 4.5, 5.5, 5.6                          | X              |                |               |

## READING Strategy → Push and Say It

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Reading component                      Phonological Awareness/Phonics

Related Standard(s) of Learning    K.1, K.4, K.5, K.7, 1.4, 1.5, 1.6

### Overview of the strategy

Push and Say It develops the sound-to-letter segmentation skill that assists students in decoding unfamiliar words. It is typically used with onsets and rimes (*s, f, m* with *at*) but can also be used with individual phonemes (*/s/-/a/-/t/*).

### Strategy procedure

#### For the early reader – focusing on sounds only

1. Begin by using pennies or tokens of some sort to represent onsets and rimes.
2. Push up one token on the table as you say the initial sound (onset), e.g., *s-s-s*. Push up a second token while saying the word family (rime), e.g., *at*. Push the tokens together, and say the word *sat*.
3. Model this several times for the students.
4. Have the students try it independently.
5. Repeat with the same word family (rime), but use different beginning sounds (onsets), e.g., *m-m-m at, mat; f-f-f at, fat; c-c-c at, cat*

#### For the more advanced reader – focusing on sounds and letters

1. Have letter cards ready with the features students are studying, e.g., *s, m, f*, and *at*
2. Push up the onset card, e.g., *s, m*, and *f*, as you say the sound. Push up the rime card, e.g., *at*, while saying the rime aloud. Push the cards together, and say the word *sat*.
3. Create new words within the same word family by substituting the initial sound (onset) cards with different letter/phoneme cards (*m, f*) using the same rime card (*at*).
4. Demonstrate how new words can be segmented and blended back using this same approach. Tell students you can take away the *s* card and change the word into *mat* simply by replacing the *s* card with the *m* card; model as you go.
5. Repeat many times until students are comfortable with phoneme segmentation, substitution, and blending.

### Source

- F.L. Johnston, M. Invernizzi, and C. Juel, *Book Buddies: Guidelines for Volunteers* (New York: Guilford Press, 1998).

## READING Strategy → Elkonin Boxes

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Reading component

Phonological Awareness/Phonics

Related Standard(s) of Learning

K.4, K.5, K.6, K.7, 1.4, 1.5, 1.6

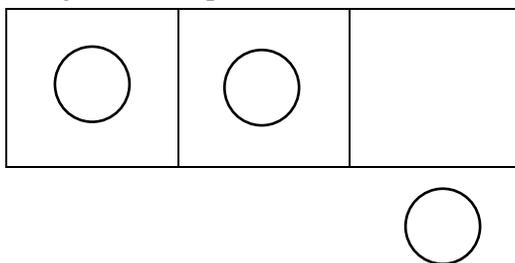
### Overview of the strategy

Elkonin boxes reinforce the concept that words are a series of sounds. The use of the boxes helps students hear words from beginning to end.

### Strategy procedure

#### Stage one – focusing on sounds only

1. Using picture cards of simple words, slowly say the name of the picture. Have the student learn to say the word slowly.
2. Draw three-cell Elkonin boxes, and gather three pennies, as below.

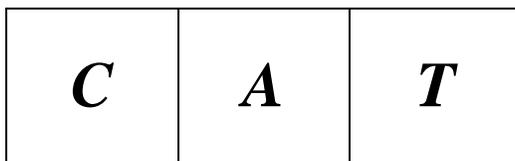


These boxes are a visual model of the number of sounds in simple, three-sound words. Consider the boxes above. For the word *cat*, the sounds are, /c/, /a/, and /t/. A penny is pushed into each box for each sound in the word. Above, the /c/ and /a/ have been vocalized as each penny is pushed into its box. The /t/ is next to be sounded, with the penny waiting to be pushed into the /t/ box.

3. Push a penny into each box for each sound in the word, modeling the task of slow articulation of the word, yet pushing fast enough that the word makes sense.
4. Let the student push one penny into each sound box while saying each sound, guiding the student's hand if necessary. Accept approximations at this stage.

#### Stage two: writing letters in sound boxes

1. Guide the student in selecting a word he or she wants to spell, trying to limit the number of sounds to four. Say the word the student wants to spell.
2. Draw a box and gather a penny for each sound in the word. Ask the student to say the word slowly, listening for the sounds and pushing the penny into the corresponding box.
3. Then ask the student to write in the letters he or she hears to represent each sound. You may ask questions, such as, "What do you hear at the beginning? At the end? In the middle?" Give assistance with unknown consonants and vowels, helping to make links to the known. The finished box should resemble the one below.



4. Remember to keep the following in mind when teaching phonics/word study:
- provide explicit systematic phonics instruction that teaches a sequenced set of letter-sound relations;
  - provide explicit instruction in blending sounds to read words;
  - include practice in reading texts so that students may use their phonics knowledge to decode and read words (decodable text); and
  - give substantial practice for students to apply phonics as they spell words.

#### Source

- Sandra McCormick, *Instructing Students Who Have Literacy Problems* (Upper Saddle River, NJ: Prentice-Hall, 1999).

## **READING Strategy → Syllabication**

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**Reading component** Phonological Awareness/Phonics

**Related Standard(s) of Learning** K.4, 1.4, 1.10, 2.4, 3.3

### **Overview of the strategy**

Syllabication is making students aware that words can be broken into syllables (or beats). There are a variety of syllabication activities.

### **Strategy procedure**

1. Choose the name of a student in the class, and clap out the number of syllables or beats in the child's name. (The students may understand the use of the word beat instead of syllables. Explain that syllables are the beats of a word.)
2. Choose another child's name and clap out the number of syllables or beats in that child's name. Continue this process until all of the students understand and have successfully clapped out the syllables in their names.

### **Variations**

1. Instead of having students clap the number of syllables, instruct them to touch their chins. Have them say the name of a student, each student counting the number of times his or her chin drops.
2. Rather than student names, use the names of other objects or proper nouns related to a topic of study.
3. Once students are familiar with alphabet letters and sounds, introduce the idea that each syllable must include a vowel.

## **READING Strategy → Buddy Reading**

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|  |               |
|--|---------------|
| <b>Reading component</b>               | Fluency       |
| <b>Related Standard(s) of Learning</b> | 1.8, 2.7, 3.4 |

### **Overview of the strategy**

Buddy Reading (pairing-up students at similar reading levels to orally read text together) provides an alternative to sustained, silent reading and allows the teacher to monitor reading progress and proficiency.

### **Strategy procedure**

1. Pair students, and ask each pair to select a book or other reading material.
2. Have students negotiate how to read the text together by
  - reading alternate pages
  - reading chorally
  - echo reading
  - combining the above.
3. Have students stop reading periodically to check for understanding and discuss what has been read.

## READING Strategy → Choral Reading

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|                                 |               |
|---------------------------------|---------------|
| Reading component               | Fluency       |
| Related Standard(s) of Learning | 1.8, 2.7, 3.4 |

### Overview of the strategy

Choral reading (groups of students reading the same text aloud) is one way to provide oral support for students' own reading. It affords the opportunity to simultaneously read and hear a passage. This provides a model for fluent reading as well as feedback on a students' own oral reading of the text. Done regularly, choral reading can foster fluency, increase the use of expression in oral reading, and build classroom unity.

### Strategy procedure

1. Select the passage to be read chorally, such as “The Pledge of Allegiance,” a school song, or a familiar poem.
2. Have the entire class read the selection aloud.

### Variations of this strategy

#### Refrain

1. Write selection on the chalkboard, overhead projector, or chart paper. (Some examples might be Robert Munsch’s “Love You Forever” or the first and last stanza of Robert Service’s poem “The Cremation of Sam McGee.”)
2. Ask one student to read most of the text, while the whole class chimes in to read key passages chorally.

#### Line-a-Child

1. Select rhyme or passage, such as “One, Two, Buckle My Shoe” or the poem “Good Books, Good Times!” by Lee Bennett Hopkins work well.
2. Assign each child a line or two from the text. Have the whole class read the final line or lines together.

#### Dialogue

1. This strategy is similar to Readers’ Theater. Select a text that contains different speaking parts.
2. One student or portion of the class should read the part of the narrator.
3. Assign to other students or portions of the class the speaking parts of the characters in the story.

#### Antiphonal Reading

1. Divide the class into groups (e.g., left side, right side; girls and boys; by rows).
2. One of the groups reads its sections while the rest of the class reads other sections, like a chorus or refrain.

#### Call and Response

1. Select songs or historical documents, such as the “Declaration of Independence,” for this strategy.
2. Have one student read a line or two of text.
3. Ask the rest of the class to respond by repeating the lines or reading the next few lines or a refrain.

#### Cumulative Choral Reading

1. Begin by having one student or a small group of students read one line or section of a text.
2. With the next line other students should join them in reading. With each new line of text, new readers are added until the entire class is reading.
3. The Preamble to the Constitution works well for this activity.
4. This process can also be done in reverse, whereby the whole class reads the selection at first, but, with each line read, one or more voices drop out. By the time the end of the passage is reached, only one or two voices should remain.

## Source

- T. V. Rasinski, *The Fluent Reader* (New York: Scholastic Professional Books, 2003).

## **READING Strategy → Echo Reading**

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|  |               |
|--|---------------|
| <b>Reading component</b>               | Fluency       |
| <b>Related Standard(s) of Learning</b> | 1.8, 2.7, 3.4 |

### **Overview of the strategy**

Echo reading provides a model for fluent reading while supporting students who have difficulty reading independently.

### **Strategy procedure**

1. Select a text at the student's instructional level – one neither so difficult that it is frustrating, nor so easy that the activity would be meaningless.
2. Read aloud one sentence or phrase at a time. Have the student repeat back the same sentence or phrase, tracking the print with a finger as he or she reads it.
4. Repeat this process until the entire selection has been read.

## **READING Strategy → Paired Reading**

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|  |               |
|--|---------------|
| <b>Reading component</b>               | Fluency       |
| <b>Related Standard(s) of Learning</b> | 1.8, 2.7, 3.4 |

### **Overview of the strategy**

Paired reading (partnering a more able reader with a less able reader to read a passage together orally) provides the support necessary to assist a struggling reader. The more fluent reader adjusts the pace and volume, thus supporting the less able reader.

### **Strategy procedure**

1. Have partners sit side by side, with the shared text between them. Possible pairings are
  - student and teacher
  - student and tutor
  - student and parent
  - student and teacher aide or parent volunteer
  - student and student.
2. Ask the pair to read the text aloud together for 10 to 20 minutes. The more able reader should read with a distinct and expressive voice at a pace that is slightly faster than the weaker reader would normally read, adjusting the rate as necessary to support the less able reader's level of proficiency.
5. As they read, the less able reader should follow along in the text with a finger. When the less able reader misses a word, the more able reader should give the correct pronunciation, have the student repeat it, and continue reading, without disrupting the fluency.
7. At the end of the session, review and discuss errors with the student or students.

## READING Strategy → Radio Reading

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|                                 |               |
|---------------------------------|---------------|
| Reading component               | Fluency       |
| Related Standard(s) of Learning | 1.8, 2.7, 3.4 |

### Overview of the strategy

Radio reading (another form of repeated reading) is a more collaborative alternative to round robin reading. Small groups of students read an assigned text aloud, planning in advance who will read which part.

### Strategy procedure

#### The day before radio reading (or some time prior)

1. Choose a passage, from the basal reader, or a trade book, that is long enough to be read by four to six students. It is helpful if the selection is familiar.
2. Explain the importance of reading aloud with expression.
3. Assign parts of the passage to students, based upon their abilities as readers. The parts do not have to be equal in length.
4. Provide opportunities for students to practice reading their parts orally, either alone or with others. Encourage students to practice at home.
5. Have students develop questions about their parts to facilitate discussion after the reading.

#### The day of radio reading

1. Remind students of the need to read with expression.
2. Provide props, such as a microphone or radio.
3. Ask students to read their assigned parts aloud in the proper order.
4. If students experience difficulty while reading, quickly lend support and then let the students continue with their reading.
5. After completing the readings, discuss the entire passage, using questions prepared ahead of time.
6. At the end of the discussion, have students summarize the story, critique their readings, and make suggestions for the next radio reading.

### Source

- T. V. Rasinski, *The Fluent Reader* (New York: Scholastic Professional Books, 2003).

## READING Strategy → Readers' Theater

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|                                 |               |
|---------------------------------|---------------|
| Reading component               | Fluency       |
| Related Standard(s) of Learning | 1.8, 2.7, 3.4 |

### Overview of the strategy

Readers' Theater (reading/performing a scripted text for an audience) is an engaging form of performance reading. Unlike putting on a play, Readers' Theater does not require memorizing lines, learning movements, creating costumes, props, or scenery. Rather, students perform in front of their classmates or another audience by reading from scripts they can hold in their hands.

### Strategy procedure

#### Before the week begins

1. Select or write a script or scripts to be performed.

#### Monday

2. Introduce or review the procedures for Readers' Theater.
3. Assign students to individual parts. This can be done on a voluntary basis or determined by the teacher.

#### Tuesday–Thursday

4. Provide opportunities for students to practice reading their parts, either on their own or, if more than one script will be read, in their groups. Encourage students to practice at home.

#### Friday

5. Invite students to perform their script or scripts for an audience or each other.

### Source

- T. V. Rasinski, *The Fluent Reader* (New York: Scholastic Professional Books, 2003).

## READING Strategy → Timed Repeated Reading

Reading component Fluency  
 Related Standard(s) of Learning 1.8, 2.7, 3.4, 4.3, 5.4

### Overview of the strategy

Repeated reading, in which familiar texts are read and reread, facilitates accurate decoding, thus allowing the student to focus on comprehension.

### Strategy procedure

#### For the early reader – Kindergarten – early first grade

1. Select a text that is at the student’s instructional level (85-95% word recognition accuracy) – one neither so difficult that the student is frustrated, nor so easy that little support is required.
2. Provide oral support through choral, echo, or paired reading.
3. Continue to offer support until the book is familiar and the student is able to read it independently.
4. Allow the student access to familiar books suitable for repeated reading.

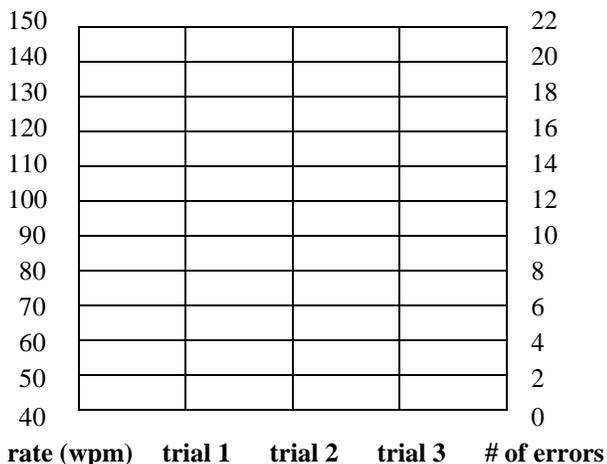
#### For the more able, older reader – first grade and beyond

#### Timed Repeated Reading

1. Select a passage that is at or near a student’s instructional level (85-95% word recognition accuracy).
2. Have the student read the passage silently or aloud, providing support for unknown words.
3. Using a stopwatch, time the student as he or she reads the passage aloud, while taking a running record to check for accuracy.
4. Record the rate, in words per minute, and the number of errors made for each reading on a graph similar to the graph below.
  - Formula for calculating words per minute:

$$\frac{\text{\# of words read correctly}}{\text{\# of seconds to read}} \times 60 = \text{reading rate in words correct per minute}$$

- Sample graph for Timed Repeated Reading. Use a different color marker to record reading rate and error rate.



### Source

- T. V. Rasinski, *The Fluent Reader* (New York: Scholastic Professional Books, 2003).

## READING Strategy → Read-Aloud

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Reading component                      Vocabulary/Comprehension

Related Standard(s) of Learning    K.8, 1.7, 1.9, 2.8, 3.5, 3.6

### Overview of the strategy

The teacher reads aloud materials that are interesting and engaging. This increases students' vocabulary knowledge, aids in text comprehension, motivates students to read, allows them to enjoy text that they cannot yet read independently, and improves students' listening and comprehension skills.

### Strategy procedure

1. Select a variety of interesting and engaging fiction and non-fiction texts, including magazines and newspapers, that lend themselves to meaningful discussion and that will introduce students to new genres, authors, styles of writing, and content. Explain to students that you will read to them, that they should listen, enjoy, and be prepared to discuss what they hear.
2. As you read, model fluent reading, stopping at selected points to engage students in discussion about the language, story, and illustrations; to make appropriate predictions; or to set a purpose for listening. You may ask students to retell simple stories, to use descriptive language to explain and explore ideas in literature, or to respond to the text by making connections to their own experiences, to other books, or to the world around them.
3. Reread favorite books.

### Source

- P.M. Cunningham and R. L Arlington, *Classrooms That Work: They Can All Read And Write*, 2nd ed. (Reading, Mass.: Addison-Wesley Longman. 1999).

## READING Strategy → SQ3R

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Reading component

Comprehension

Related Standard(s) of Learning 2.8, 3.5, 3.6, 4.4, 4.5, 5.5, 5.6

### Overview of the strategy

SQ3R (Survey, Question, Read, Recite, Review) is a study strategy that students may use throughout the reading process. Using this strategy, students first preview texts in order to make predictions and generate questions to help direct their reading. As students read, they actively search for answers to their questions, and, when they have finished reading, they summarize what they have read and review their notes, thus monitoring and evaluating their own comprehension.

### Strategy procedure

1. Explain to the students that SQ3R, which stands for Survey, Question, Read, Recite, and Review, is a study strategy which will help them read and understand texts independently.
2. Select a text that the class has not read. The text should be not too long and should contain graphics, illustrations, and typographical features, such as headings and subheadings. Distribute the text to the class, and explain that the class will be reading the text together to learn the SQ3R strategy.
3. Using the selected text, model the SQ3R strategy, noting the strategy's steps on a board, chart, or overhead projector:
  - *Survey* what you are about to read. Consider the title. Ask what students already know about this subject and what they want to know more about. Look at the headings, and skim the topic sentences of the paragraphs. Examine the illustrations and other graphic elements. Read the last paragraph or summary.
  - *Question*. Use questions to set the purpose for the reading. Change the title, headings, subheadings, and illustrations and graphics into questions. Write down any unfamiliar vocabulary in order to determine its meaning.
  - *Read* actively. Respond to and locate answers to the questions generated above, using context clues to help with unfamiliar words. As you read, generate additional questions by focusing on unclear passages, confusing terms, and questionable statements.
  - *Recite*. Recall the answers and the information from the book without referring back to the text and notes. Recite the answers to questions aloud or in writing. Reread the text for unanswered questions.
  - *Review*. Answer the major purpose questions (from the title and subheadings). Review the answers and all sections of the chapter to help organize information. Summarize the information learned, depicting main ideas by using graphic organizer, paragraph summary, or group discussion.

### Sources

- F. Robinson, *Effective Study* (New York: Harper and Row, 1961).
- R. Billmeyer and M. L. Barton, *Teaching Reading in the Content Areas* (Aurora, Colo.: McREL, 1998).

## READING Strategy → KWL

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Reading component

Comprehension

Related Standard(s) of Learning K.8 1.9, 2.8, 3.6, 4.5, 5.6

### Overview of the strategy

A KWL (Know, Want, Learn) was described by Ogle in 1986 as a framework that is used to connect a student’s prior knowledge to what they are actively learning. The student begins by thinking about what they already **Know** about the topic of study. Next, they think about what they **Want** to know, and finally, they actively **Learn** something new about the topic. The students can do this activity independently, with minimal guidance from the teacher, or it can be a teacher directed activity.

### Strategy procedure

1. Choose a subject of study.
2. Create a table with three columns and two rows — one row for the headings and one larger one in which to write. Label the first column with a **K** for “What I **Know**,” the second with a **W** for “What I **Want** to know,” and the third with an **L** for “What I **Learned**.”
3. Brainstorm ideas that the students think they know about the topic. Write those ideas under the K column.
4. Brainstorm things that the students want to know about the topic. Write those ideas under the W column.
5. Next, study the topic. The students can read a chapter, conduct research, or participate in any other active learning strategy. The students then discuss and write down what they learned in the L column.

### Variations

1. A KWHL is a framework similar to a KWL that explores what the students **Know** about a topic, what they **Want** to know about the topic, **How** they will explore the topic, and what they **Learned** about the topic. In this framework students include a fourth column in which they write down how they will explore the topic. The students may use an encyclopedia, read a book, or conduct research on the Internet.

### Source

- D. M. Ogle, “A Teaching model that develops active reading of expository text,” *The Reading Teacher* 39, no. 5 (1986): 564-570.

## READING Strategy → DRTA

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Reading component

Comprehension

Related Standard(s) of Learning 1.9, 2.5, 2.8, 3.5, 3.6, 4.4, 4.5, 5.5, 5.6

### Overview of the strategy

The DRTA (Directed Reading Thinking Activity) is a versatile strategy that promotes active reading and greater comprehension. It involves three processes: predicting, reading, and proving.

### Strategy procedure

1. Have students preview the story by looking at graphics and reading the title and the introductory paragraph.
2. Ask students to predict what they think the section will be about.
3. After the students have made their predictions, ask them to read to a predetermined place in the story where there is a logical break in the action.
4. Lead the students in a discussion on the accuracy of their predictions. Ask students to find passages that prove or disprove their predictions. Point out that active readers engage in a mental dialogue with the author, making predictions, revising them, making new predictions, and so on.
5. Repeat this process until the entire story is read.

### Variation of strategy: DLTA (Directed Listening Thinking Activity)

1. Follow the same steps as with DRTA, with the following exceptions:
  - a. Select a story/passage appropriate for reading aloud.
  - b. After students have made their predictions, read the selection aloud, stopping at predetermined places in the passage.
  - c. Allow students to prove or disprove their predictions with support from what was read aloud.
  - d. Again, repeat the process until the entire selection has been read.

### Source

- R. G. Stauffer, *Developing Reading Maturity As a Cognitive Process* (New York: Harper & Row, 1969).

## READING Strategy → Think-Pair-Share

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Reading component

Comprehension

Related Standard(s) of Learning 2.8, 3.5, 3.6, 4.4, 4.5, 5.5, 5.6

### Overview of the strategy

Think-Pair-Share is a discussion strategy that can be used as a pre-reading activity, problem-solving strategy, or as a follow-up activity. Each student becomes an active participant.

### Strategy procedure

1. Begin by suggesting a topic or asking a question.
2. Ask students to *think* for a few minutes about how they will respond.
3. *Pair* students, and ask them to discuss their ideas.
4. Conclude by coming back together as a whole group and having students *share* their ideas and discuss the topic in general.

### Variation of this strategy –Write-Pair-Share

1. In this variation, the strategy differs only in that students are given a few minutes to *write* their thoughts about the topic before *pairing* and *sharing*.

### Source

- C. M. Santa, L. T. Havens, and E. M. Maycumber, *Project CRISS* (Dubuque, Iowa: Kendall/Hunt, 1996).

## READING Strategy → Sticky Notes

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|                                 |                                   |
|---------------------------------|-----------------------------------|
| Reading component               | Comprehension                     |
| Related Standard(s) of Learning | 2.8, 3.5, 3.6, 4.4, 4.5, 5.5, 5.6 |

### Overview of the strategy

Sticky notes are used to mark sections in a text that students would like to return to, difficult sections for which they require clarification, for instance, or powerful or clear passages they would like to share with others. These stopping places can be used to foster discussion and inspire writing.

### Strategy procedure

#### For fiction or narrative texts

1. Have students read a text independently, placing sticky notes in spots about which they want to talk. These may be parts they have questions about or parts they really enjoy, such as humorous sections and interesting or vivid descriptions.
2. Begin discussion by having students share those places they have marked, explaining the places and why they were chosen.

#### For informational/expository texts:

1. Have students read content area text independently, marking with sticky notes any sections they want to discuss. These may be sections they understand and can explain, sections that need further clarification (write out specifics), or places for creating their own explanations, pictures, and diagrams. Students may add to the text, using sticky notes. They may add, for example, additional illustrations and diagrams, examples from their own backgrounds, or restatements of the author's ideas.
2. Begin discussion by having students share the sections they have marked, including their questions and additions to the text. Ask students to give their reasons for choosing these sections.

### Source

- C. M. Santa, L. T. Havens, and E. M. Maycumber, *Project CRISS* (Dubuque, Iowa: Kendall/Hunt, 1996).

## READING Strategy → Think-Alouds

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Reading component

Comprehension

Related Standard(s) of Learning 1.9, 2.8, 3.5, 3.6, 4.4, 4.5, 5.5, 5.6

### Overview of the strategy

Think-Alouds help students understand the mental processes readers engage in when constructing meaning from texts. The teacher models this strategy as he or she reads a selection aloud, thus enabling students to observe what skilled readers think about while reading.

### Strategy procedure

1. Explain that reading is a complex process that involves thinking and making sense of what is read.
2. Select a passage to read aloud that may be difficult for students to comprehend because of unknown vocabulary words, unclear descriptions, or confusing explanations.
3. Develop questions prior to demonstrating the strategy that will show what you are thinking as the passage is read.
4. Have the students read the passage silently as you read it aloud. As you read, verbalize your thoughts, the questions you develop, and the process you use to solve comprehension problems.
5. Change the tone of your voice so students will know the difference between what the text is saying and what you are thinking.
6. Some behaviors or strategies to model include:
  - Making predictions (e.g., “From what he’s said so far, I’ll bet that the author is going to give some examples of poor eating habits.”)
  - Describing the mental pictures you see (e.g., “When the author talks about vegetables I should include in my diet, I can see our salad bowl at home filled with fresh, green spinach leaves.”)
  - Creating analogies (e.g., “That description of clogged arteries sounds like traffic clogging up the interstate during rush hour.”)
  - Verbalizing obstacles and fix-up strategies (e.g., “Now what does ‘angiogram’ mean? Maybe if I reread that section, I’ll get the meaning from the other sentences around it. I know I can’t skip it because it’s in bold-faced print, so it must be important. If I still don’t understand, I know I can ask the teacher for help.”)
7. After modeling, provide opportunities for students to practice this strategy independently, in pairs, or in small groups.

### Source

- B. Davey, “Think Aloud: Modeling the Cognitive Processes of Reading Comprehension.” *Journal of Reading* 27, no. 1 (1983): 44–47.

## READING Strategy → QAR

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|                                 |                                   |
|---------------------------------|-----------------------------------|
| Reading component               | Comprehension                     |
| Related Standard(s) of Learning | 2.8, 3.5, 3.6, 4.4, 4.5, 5.5, 5.6 |

### Overview of the strategy

In QAR (Question-Answer Relationships) two categories of questions are identified, *In the Book* and *In My Head*. These two categories are further broken-down into four types of questions, *Right There*, *Think and Search*, *Author and You*, and *On My Own*. This questioning taxonomy codifies an approach to reading texts and answering questions and helps students understand the need to consider both information in the text and information from their own background knowledge. QAR is the basis for three comprehension strategies, including (1) locating information, (2) determining text structures and how these structures may convey information, and (3) determining when an inference would be required or invited.

### Strategy procedure

#### When first introducing this strategy and for students in second grade and below:

1. Begin with the two broad categories, *In the Book* and *In My Head*.
2. Select a short passage with one or two related questions, one an *In the Book* question and one an *In My Head* question, to model the strategy. Present the text on chart paper or on the overhead, and read it.
3. Have students answer the related questions. As answers are given, focus on locating the information, using the text.
4. For an *In the Book* question, continue to prompt students with questions, such as
  - How do you know that answer?
  - Does the text tell us the answer?
  - Where in the text does it say...?
  - Can you point to where in the story it tells you?
  - What does the story say about...?
  - Can you prove your answer from what you've read? How?
5. For an *In My Head* question, begin with questions such as
  - How do you know? Does the text tell you?
  - What helps you decide on your answer?
6. When students have recognized that the answer does not come from the story but from what they already know, say something like:
  - You used a good source of information for that answer – your own experiences.
  - When we're answering questions, remember to think about information we know already. It's in our heads.

#### When students have clearly understood the differences between *In the Book* and *In My Head*, a process which may take minutes for upper grade students, weeks for early primary grade students:

1. Expand upon each category, explaining the different types of questions. Focus on the two categories, *In the Book* and *In My Head*, one at a time.
2. *In the Book* questions can be divided into two subcategories. In the first, *Right There*, the answers to the questions can be found stated explicitly within a single sentence. In the second, *Think & Search/Putting It Together*, the information is found in different parts of the text and needs to be put together by the reader.
3. *In My Head* questions can also be further divided into two types of questions, *On My Own* and *Author & You*. The answers to *On My Own* questions are not in the text at all. The reader can answer the question without

reading the text, using only his or her own experience or, perhaps, another text. The answers to *Author & You* questions are not explicitly stated in the text. The reader needs to think about what he or she already knows, what information the author has put in the text, and how these two sources of information fit together in order to arrive at the answers.

4. Place these descriptions of question types on overheads, bulletin boards, or handouts for students to refer to as they read and answer questions.
5. Emphasize strategies for seeking information, not merely identifying question categories.
6. Model these four types of questions as you did for the two broad categories.

### Source

- T. E. Raphael, "Teaching Question Answer Relationships, Revisited," *The Reading Teacher* 39 (1986): 516–522.

## READING Strategy → Reciprocal Teaching

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Reading component

Comprehension

Related Standard(s) of Learning 2.8, 2.9, 3.5, 3.6, 3.7, 4.4, 4.5, 4.6, 5.5, 5.6, 5.7

### Overview of the strategy

Reciprocal teaching uses the skills of predicting, questioning, clarifying, and summarizing to interact with challenging material. Through the use of these four skills, the students learn how to set purposes for reading, how to critically evaluate and monitor themselves, and how to find the main idea in the text. The teacher initially models the interactive dialogue, with the students following the teacher’s example and engaging in the same activities. As students become more proficient with this procedure, have them take turns being student teacher for small groups of 2 to 4 students.

### Strategy procedure

#### Instructional procedures

1. When first introducing reciprocal teaching, discuss with students why the text may be difficult to understand, why strategies are important to help with understanding and study of the text, and how reciprocal teaching will help the students monitor themselves as they read.
2. Give students an overall description of reciprocal teaching and explain the four strategies to be used:
  - *Summarizing* gives the student the opportunity to identify and integrate the most important information in the text. Students begin by summarizing sentences, and with time and practice, progress to summarizing paragraphs and passages.
  - *Question Generating* requires students to decide what information is important enough to provide substance for a question. They can teach themselves to ask questions in which they must infer and apply new information from the text.
  - *Clarifying* is particularly helpful to those students who have trouble with comprehension. They come to realize that various factors, such as new vocabulary, unclear referent words, or difficult concepts, may make a text very hard to understand. Once they are taught to be alert to these factors, they can take the necessary steps to restore meaning.
  - *Predicting* causes students to activate their background knowledge and set a purpose for reading. They are then called upon to predict what the author will discuss next in the text. Reading to prove or disprove their prediction becomes a new purpose for reading. The students also learn that text structures provide clues to what might happen next, through the use of headings, subheadings, and questions imbedded in the text.
3. Give students one day of practice for each of the four skills. For example, students may practice summarization by summarizing their favorite movies or television shows. They then use the text to identify the main ideas in sentences, paragraphs, and, eventually, passages. Repeat the same type of instruction for all of the skills.
4. After the students have been introduced to each of the skills, introduce the students to the general procedure used in reciprocal teaching. On the first day of instruction, model reciprocal teaching. It is important to call on every student to participate at some level.
5. As the students become more familiar with the procedure, turn over the responsibility for the dialogue to them and become a coach, providing students with evaluative information and prompting them to increased and higher levels of participation.

#### General procedure for reciprocal teaching

1. Give the students an expository passage about 1,500 words long.

2. If the passage is new to the group, ask for predictions based on the title. If the passage is familiar to the students, ask them to recall and state the topic of the passage and any important points covered in it.
3. Assign a segment of the passage to be read (usually a paragraph), and either tell the students that you will be the teacher (usually for the initial days of training) or assign a student teacher for the first segment.
4. Ask the group to read the assignment silently.
5. For this segment, you or the student teacher should first ask a question, then summarize and offer a prediction and clarification when appropriate.
6. If a student teacher is leading the reciprocal teaching, provide the guidance necessary to complete the activities, using techniques such as
  - prompting (e.g., “What question do you think a teacher might ask?”).
  - instructing (e.g., “Remember, a summary is a shortened version. It doesn’t include a lot of detail.”)
  - modifying the activity (e.g., “If you’re having a hard time thinking of a question, why don’t you summarize first?”)
  - soliciting the help of other students (e.g., “Who can help us out with this one?”)
7. The remaining members of the group are invited to comment on or supplement this segment.
8. When a student teacher is leading reciprocal teaching, provide praise and feedback specific to the student teacher’s participation. For example:
  - “You asked that question well. It was very clear what information you wanted.”
  - “Excellent prediction. Let’s see if you’re right”
  - “That was interesting information. It was information that I call detail in the passage. Can you tell us the most important information about the paragraph?”
9. After this feedback, model any activity you feel needs improvement, e.g.
  - “A question I would have asked would be…”
  - “I would summarize by saying…”
  - “Did anyone else find this statement unclear?”

### **Variation for early elementary/those struggling with generating appropriate questions**

1. Provide question words written on 3" by 5" index cards – *who, what, where, when, why, how*.
2. Place cards face down in the middle of the group.
3. Have students draw one question card each from the pile and try to think of a question that begins with the word written on their cards.
4. Students can alternate drawing cards from the pile if they get stuck and cannot think of a question on their own.

### **Source**

- S. Palincsar and A. L. Brown, “Interactive Teaching to Promote Independent Learning from Text,” *The Reading Teacher* 39 (1986): 501–514.

## READING Strategy → Story Face

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|                                 |                         |
|---------------------------------|-------------------------|
| Reading component               | Comprehension           |
| Related Standard(s) of Learning | 1.9, 2.8, 3.5, 4.4, 5.5 |

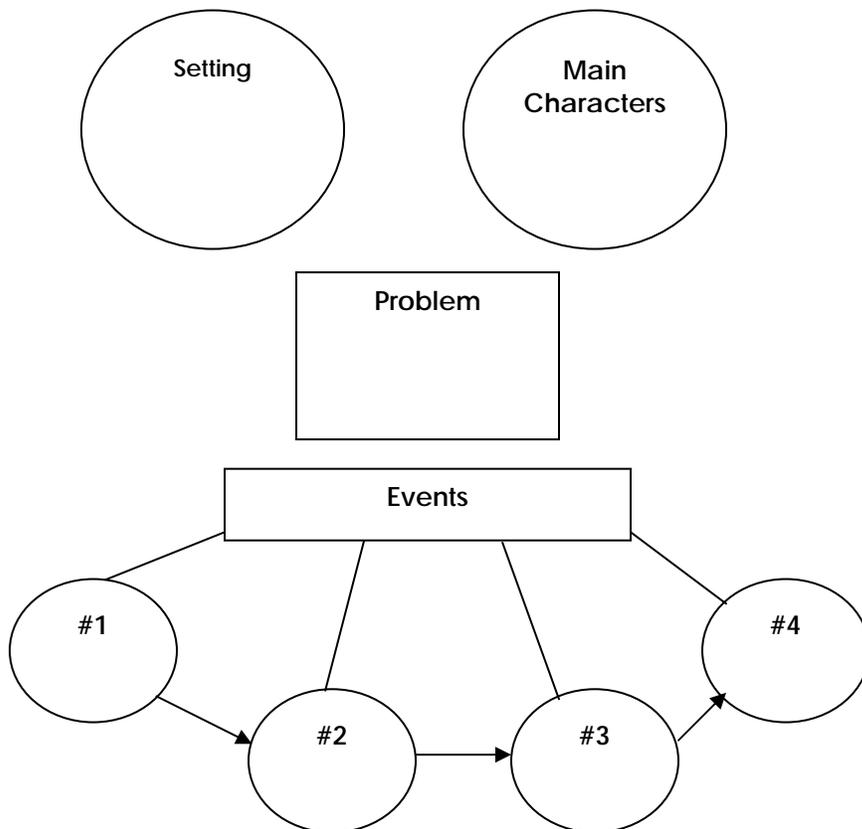
### Overview of the strategy

The Story Face is a graphic organizer that aids students' comprehension of narrative text. It functions like a story map, allowing students to visualize the important components of a narrative text, including setting, main characters, problems, events, and a resolution.

### Strategy procedure

1. Preview the Story Face with students prior to reading a narrative text.
2. Review the information (setting, main characters, problem, events, and resolution) that students are expected to find.
3. Have students read the text and complete the Story Face, either individually, in pairs, or as a group. Some teachers prefer to have students fill out the Story Face as they read, while others prefer that students fill it out after reading.

### Sample Story Face



### Source

- Staal, L.A. (2000). "The Story Face: An Adaptation of Story Mapping That Incorporates Visualization and Discovery Learning to Enhance Reading and Writing." *The Reading Teacher*, 54 (1), 26-31.



2. Question-Answer. Label the left column Question and the right column Answer(s). Write four questions in the left column to help identify and study the problem. Read in the text to find the answer(s) to the questions and write each answer in the Answer(s) column.

| Question                      | Answer(s)   |
|-------------------------------|---|
| What is the Problem or Issue? | America's topsoil is eroding away at an alarming rate.  |
| What are the Effects?         | ugly ditches cut through the hillside<br>creek bed choked with topsoil<br>soil can't produce as many products |
| What are the Causes?          | not properly protecting soil — poor conservation<br>not rotating crops  |
| What are the Solutions?       | no-till<br>new fertilizers<br>strip farming   |

Carol M. Santa, Lynn T. Havens, and Evelyn Maycumber, *Creating Independence through Student-Owned Strategies* (Iowa: Kendall/Hunt, 1996).



## READING Strategy → Questioning the Author

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|                                 |                              |
|---------------------------------|------------------------------|
| Reading component               | Comprehension                |
| Related Standard(s) of Learning | 3.5, 3.6, 4.4, 4.5, 5.5, 5.6 |

### Overview of the strategy

Questioning the Author is a comprehension strategy that enables students to construct meaning from texts. It is grounded in the fact that many textbooks lack coherence and explanation and assume unrealistic levels of background knowledge. This strategy asks readers to engage with text in a meaningful way.

### Strategy procedure

1. Begin by discussing with students the idea that textbooks are written by ordinary people and that authors have varying styles which may be unclear or even confusing to some readers. Alert students to the fact that they may have to work at figuring out what an author is trying to say.
3. Read passages from selected texts.
4. Prompt students by asking
  - “What is the author trying to tell you?”
  - “Why is the author trying to tell you that?”
  - “Is that expressed clearly?”
5. As students discover problems and confusions in the text, prompt them to revise those ideas in clearer language by asking questions, such as
  - “How could the author have expressed the ideas more clearly?”
  - “What would you want to say instead?”
6. By transforming an author’s ideas into their own, students successfully comprehend text.

### Source

- M. G. McKeown, I. L. Beck, and M. J. Worthy, “Grappling with Text Ideas: Questioning the Author,” *The Reading Teacher* 46 (1993): 560–566.



## READING Strategy → Anticipation Guides

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Reading component

Comprehension

Related Standard(s) of Learning

2.8, 3.5, 3.6, 4.4, 4.5, 5.5, 5.6

### Overview of the strategy

Anticipation Guides can be used to activate and assess students' prior knowledge, to establish a purpose for reading, and to motivate students by stimulating their interest. They promote active reading and critical thinking.

### Strategy procedure

1. Identify the major concepts that you want students to learn from a reading.
2. Determine ways these concepts might support or challenge the students' beliefs.
3. Create four to six statements about the topic for which students may have prior beliefs or experiences. Address important points, major concepts, controversial ideas, and misconceptions. Do not include simple, literal statements that can be easily answered.
4. Share the guide with the students. Have the students react to each statement, formulating a response to it and preparing to defend their opinions.
5. Discuss each statement with the class. Ask how many agreed or disagreed with each statement. Have students representing opposing viewpoints explain their reactions.
6. Have students read the selected text in order to find supporting or contradictory evidence for their responses. Students may confirm their original responses, revise original responses if necessary, and decide if any additional information may be required.
8. Discuss with the class what was learned from the reading.

### Variations of the Strategy

1. Make a human continuum: line students up according to a Likert rating scale (i.e., strongly agree, agree, neutral, disagree, or strongly disagree). Have them justify their responses to each statement.
2. Rewrite any statement that was not true to make it correct.

### Source

- H. Herber, *Teaching Reading in Content Areas*, 2<sup>nd</sup> ed. (Englewood Cliffs, N.J.: Prentice-Hall, 1978).

## READING Strategy → Graphic Organizers

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|                                 |  |
|---------------------------------|--|
| Reading component               | Comprehension                          |
| Related Standard(s) of Learning | 1.9, 2.8, 3.5, 3.6, 4.4, 4.5, 5.5, 5.6 |

### Overview of the strategy

Graphic organizers represent information visually in a clear, logical manner. Not only do they represent content information, but also the relationships that link ideas together. Graphic organizers help students store and recall information that assists in understanding what is read.

### Strategy procedure

1. Explain the purpose and benefits of using graphic organizers. Tell students that using a visual organizer can aid in retention, comprehension, and recall of information.
2. Introduce a specific graphic organizer by describing its purpose (e.g., mind map – for brainstorming ideas about a topic) and its form (e.g., center circle with straight lines extending from it).
3. Explain and model how to use the organizer with familiar information, then with new information.
4. Have the students complete a graphic organizer in a whole group setting with familiar information before applying the organizer to new information.
5. Have students express their ideas about what they like about using the organizer and how they might adapt it for use in other contexts.
6. Provide opportunities for students to use the graphic organizer.
7. Encourage students to construct their own graphic organizers.

### Source

- R. Billmeyer and M.L. Barton, *Teaching Reading in the Content Areas*. (Aurora, Colorado: McREL, 1998).

## **READING Strategy → Word Splash**

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**Reading component** Vocabulary/Comprehension

**Related Standard(s) of Learning** 1.7, 2.6, 2.8, 3.5, 3.6, 4.4, 4.5, 5.5, 5.6

### **Overview of the strategy**

This before-reading strategy introduces students to key vocabulary, allowing them to access prior knowledge of the topic. Students are asked to sort words into categories, justifying their placement based on prior knowledge. Students make predictions based on what they know from the introduced vocabulary words, which can be confirmed as the story or article is read. This strategy works especially well with nonfiction text.

### **Strategy procedure**

1. Using an overhead transparency, chart paper, or chalkboard, display 6-10 unusual or unfamiliar words from the text, splashing the words around the title of the story or article.
2. Read aloud with the students as you point to each word.
3. Ask the students to work with partners or in teams. Students should classify the words into groups, justifying why certain words might go together.
4. Have students share their groupings and reasons with the class.
5. Have the students make predictions about the text based on the words in the Word Splash.
6. Students should read the text silently, either in its entirety or in chunks. Have them confirm and/or revise their predictions based on what they have read.





## Source

- R. Billmeyer and M.L. Barton, *Teaching Reading in the Content Areas* (Aurora, Colorado: McREL, 1998).

## READING Strategy → Concept Sorts

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Reading component

Vocabulary/Comprehension

Related Standard(s) of Learning

K.8, 1.9, 2.8, 3.5, 3.6, 4.4, 4.5, 5.5, 5.6

### Overview of the strategy

Concept sorts are activities in categorization. Students can sort objects, pictures and/or words by concepts or meaning. This is an excellent way to link vocabulary instruction to what students already know and to expand their conceptual understanding of essential reading vocabulary.

### Strategy procedure

1. Gather students together around a large table or pocket chart.
2. Choose something to sort. For younger students, use objects or pictures. For older students, use words. Possibilities for concept sorts include objects, such as students (male/female, hair color, eye color, age, favorite color), shoes (boys'/girls', right/left, tie/Velcroe/slip-on), coats (short/long, button/zip, hood/hoodless), and buttons (number of holes, shapes, colors, sizes). Possibilities could also include units of study, such as food groups, animals, forms of transportation, and states of matter.
3. Begin with an open sort: Let the students determine how to sort based on their background knowledge and experience.
4. Ask students to describe how the things in each category are alike.
5. Decide on a key word or descriptive phrase to label each category.
6. Model writing key words. Also, write individual labels for each item if sorting objects or pictures.
7. Allow for individual sorting, using a closed sort. Have the items and labels available for students to sort on their own or with a partner during free time or center time.

### Variations of the strategy

1. Use as advanced organizers for anticipating new reading.
2. Revisit and refine after reading to assist in recall and comprehension.
3. Use to organize ideas prior to writing.

### Source

- D.R. Bear, M. Invernizzi, S. Templeton, and F. Johnston, *Words Their Way* (Upper Saddle River, New Jersey: Prentice-Hall, 1997).



## Source

- R. Schwarts and T. Raphael, "Concept of Definition: A Key to Improving Students' Vocabulary." *The Reading Teacher* 39, no. 2 (1985): 198-205.

# SAMPLE LESSON PLANS

## READING Lesson Plan → What Sounds Do I Hear?

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Organizing Topic Phonological Awareness

Related Standard(s) of Learning K.4

### Objective(s)

- The student will demonstrate that words can be segmented into sounds and that sounds can be blended into words.

### Materials needed

- None

### Lesson procedure

1. Tell the students that they are going to play a sound game. Their job when playing the game is to listen to a word you say and tell you the beginning, middle and ending sounds of the word. After they do this correctly, they will chant the word together.
2. As the game begins, say a word three times (*bat, bat, bat*), then ask, “What’s the beginning sound?” The students should respond with /b/. If they are confused and respond with a combination of the initial consonant and the vowel (/ba/), help them hear that the /b/ is a separate sound from the /a/.
3. Then, ask, “What’s the middle sound?” The students respond with /a/. Finally, ask “What’s the end sound?” The students should respond with /t/.
4. Repeat the individual sounds: /b/, /a/, /t/. Lead the students in chanting these three sounds and then the word *bat*.
5. Repeat the procedure for many words, including *sun, tree, tie, back, rip, rag, and take*.

## READING Lesson Plan → Syllables

---

**Organizing Topic** Phonological Awareness

**Related Standard(s) of Learning** K.1, K.4

### Objective(s)

- The student will identify the number of syllables in a word.

### Materials needed

- A story book that features one of the letters of the alphabet
- Models, and/or pictures of some of the objects in the story. For example, if you read a story featuring the letter *f*, you might use a model or a picture of a fishing pole, fish, frog, fox, fence, flower, farmer, and/or fireman.
- A small box

### Lesson procedure

1. Read the title of the book and the name of the author and illustrator. Have the students predict the main idea of the story.
2. Read the story, and as objects beginning with the feature letter are introduced, put the objects into the box. As the box is filled, ask the students to think of ways that the items in the box are similar.
3. After all of the objects are in the box, tell the students that they are going to play a syllable game with the objects. Ask one child to pull an object from the box and say its name. Have all the students repeat the name of the object and clap out the syllables of the name of the object. Ask the students how many syllables they hear in the object's name.
4. Repeat the process for the remaining objects in the box.

## READING Lesson Plan → Sorting Consonants

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**Organizing Topic** Letter and Sounds

**Related Standard(s) of Learning** K.7

### Objective(s)

- The student will distinguish between /b/ and /s/ sounds and will accurately associate the letters *B* and *b* with /b/ and the letters *S* and *s* with /s/.

### Materials needed

- Picture cards with pictures of objects whose names start with the initial consonant /b/ sound or the initial consonant /s/ sound
- Two large “letter cards,” one with *B – b* written on it and one with *S – s* written on it to serve as headers for the picture sort
- Small individual white boards, chalk boards, pieces of paper, or any material on which students can write

### Lesson procedure

1. Gather the students in a small circle. Explain to the students that they are going to sort a set of pictures into two groups — one with pictures of objects whose names start with the initial sound /b/ and another with pictures of objects whose names start with the initial sound /s/.
2. Place the *B – b* and *S – s* letter cards as the headers for the groups, and model the sort by placing a /b/ picture under the *B – b* card, saying the name, and stretching out the word in order to isolate the /b/ sound. Repeat the procedure for an /s/ picture.
3. Have the students help sort the remainder of the picture cards by having students say the name of the object pictured on each card, deciding in which group it belongs, and placing the card in the appropriate group.
4. In subsequent lessons, you may add other consonants to this sort for a total of four letters.

## READING Lesson Plan → The Sounds of *R* and *S*

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**Organizing Topic** Letters and Sounds

**Related Standard(s) of Learning** K.7

### Objective(s)

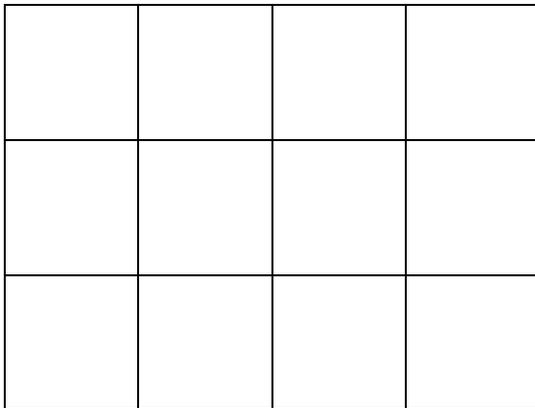
- The student will distinguish between /r/ and /s/ sounds and will accurately make the /r/ and /s/ sounds.
- The student will identify a set of pictures of objects whose names begin with /r/ or /s/.

### Materials needed

- Plastic *r* and *s* letters
- Book with /r/ words
- Book with /s/ words
- One letter die for each pair of students
- One set of 12 pictures of objects whose names begin with the /r/ or /s/ sounds for each pair of students
- One game board for each pair of students

### Lesson procedure

1. Before the lesson, make game board grids from cardstock, as shown below. The spaces on the game boards should be large enough to hold the picture cards that will be used. Also, make letter dice from wooden cubes. Use a marker to write *R*, *r*, *S* or *s* on each face of the cube.



2. Have the students sit in a small circle. Hold up the plastic letter *R*, and ask the name of the letter. Then, do the same for the plastic letter *S*. Lay the letters on the floor or on the table.
3. Tell the students that today they are going to learn the sounds that these two letters make. Demonstrate how to make the /r/ sound, and describe how to make that sound (teeth and lips slightly open; tongue curved up at the front). Have the students practice making the sound.
4. Read a book with words that begin with /r/. Have the students chime in with the /r/ words, exaggerating the beginning /r/ sound.
5. Read the book again, and have the students clap their hands or snap their fingers when they hear a word that begins with the /r/ sound.

6. Show the students how to make the /s/ sound, and describe how to make that sound (teeth and lips slightly apart; air forced between tongue and top teeth). Have the students practice making the sound.
7. Read a book with words that begin with /s/. Have the students chime in with the /s/ words, exaggerating the beginning /s/ sound.
8. Read the book again, and have the students clap their hands or snap their fingers when they hear a word beginning with the /s/ sound.
9. Ask the students if they can think of any more /r/ and /s/ words. Tell the students that you are going to teach them a game so that they can learn more about the /r/ and /s/ sounds. Using the die, the picture cards, and the game board, have a volunteer help demonstrate the game. Lay the /r/ and /s/ picture cards face up on the game board (one picture card per square). Roll the die, say the name of the letter that comes up, and make the sound of that letter. Then, pick up a picture card that has the same beginning sound as the letter that was rolled. Say the name of the object in the picture, and lay the card on the floor near you. Then have the volunteer do the same. Continue in this fashion until all of the cards are taken from the game board. If you get to a point where there are only /r/ pictures or only /s/ pictures left, you may have the students either roll again or skip a turn until the correct letter is rolled.
10. Pair the students, and distribute materials. As the students play the game by themselves, circulate around the classroom, and talk to them about the letters they have rolled.
11. Use the game in a learning center for additional reinforcement.

## READING Lesson Plan → Today Is . . .

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**Organizing Topic** Concept of Print

**Related Standard(s) of Learning** K.5

### Objective(s)

- The student will be able to match voice to print.

### Materials needed

- Lined chart paper
- Markers

### Lesson procedure

1. Have the students sit on the carpet in front of the lined chart paper. Begin the lesson by writing the words “Today is” and reading them to the students.
2. Ask the students, “Who can tell me the day of the week?” Continue requesting information and writing it on the chart — the name of the month, the day’s date (the number), and the year. The first sentence should finally look like this: “Today is Friday, November 7, 2004.”
3. Point to each word, reading the sentence aloud with the students. Then, have a volunteer attempt to read the sentence, pointing to each word as he or she reads aloud.
4. Continue with the weather: “It is a \_\_\_\_\_ day.” Ask volunteers to contribute the weather words. The second sentence should look something like this: “It is a sunny and cool day.” Again, point to each word as you read the sentence aloud with the students. Then, have a volunteer attempt to read the sentence, pointing to each word as he/she reads aloud.
5. Next, write about the resource of the day: “We go to \_\_\_\_\_.” Follow the above procedures until you have the sentence completed and read.
6. Have the students take turns reading the three sentences.
7. Once letter sounds and sight words have been introduced, this lesson can be used to show beginning and ending sounds in words.

## READING Lesson Plan → Poem Puzzle

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**Organizing Topic** Concept of Print

**Related Standard(s) of Learning** K.5

### Objective(s)

The student will match voice to print.

### Materials needed

- Familiar short poem written on chart paper
- Pointer
- Marker
- Each line of the poem written on a separate sentence strip
- Pocket chart
- Scissors (one per child)
- Glue (one per child)
- Blank paper (one per child)
- Word cards showing each word from the poem (one set per child)

### Lesson procedure

Before the lesson, write the poem on chart paper, and prepare word cards (one set per child) showing each word from the poem on a card.

1. Show the poem on the chart paper. Point to each word with the pointer as you read it to the students. Discuss vocabulary as needed.
2. Point to each word with the pointer, and have the students choral read the poem with you. Repeat this several times.
3. Call on volunteers to use the pointer and read the words of the poem.
4. Put the sentence strips into the pocket chart, and draw the students' attention to them. Ask a volunteer to come up to the pocket chart and to point to each word as all the students choral read the poem.
5. Remove the strips from the pocket chart, and pass them to a few of the students. Have the volunteers use the scissors to cut the strips into word cards.
6. Lay the sentence strip word cards on the floor. Ask a child to find the first word of the poem and to put it into the pocket chart. Point to the word on the charted poem as the child searches for the word. If the child has difficulty finding the word, ask volunteers to help by naming the first letter and then pulling those cards aside. Repeat for the remainder of the word cards.
7. Have the students use their individual word cards to practice putting the poem "puzzle" together. After the students have placed the word cards correctly on a sheet of paper, they should glue them on the paper. Allow students to use the chart poem as a resource.
8. When they are finished, the students should find a partner and read the poem.

## READING Lesson Plan → Telling and Retelling

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**Organizing Topic**

Vocabulary and Comprehension

**Related Standard(s) of Learning** K.6, K.8

### Objective(s)

- The student will be able to identify and describe characters in a story.
- The student will be able to retell a story in correct sequence.

### Materials needed

- Big book formatted text that lends itself to prediction and includes pictures that have a close correlation with the text

### Lesson procedure

1. Before the lesson begins select an appropriate text, and collect manipulatives representing key characters. The manipulative may be a representation of the character, or to provide more support, it may be the character engaged in a key action from the story.
2. Introduce the story by asking students to talk about what they see on the book's cover and on the title page. The students should predict what the story will be about. Provide positive feedback, reinforcing logical responses that draw on both students' prior knowledge and information from the picture and title.
3. Read the story and stop at pre-planned points to prompt students to consider what will happen next and to justify their predictions based on text, pictures, and knowledge of the reason an event might occur.
4. Lead discussion by prompting students to give their personal responses to the story. (For example: Did you like the story? What did you like about the story?)
5. Reread the story without interruption.
6. Show the manipulatives for key characters one at a time, identifying each character and retelling what each did in the story.
7. Randomly place the manipulatives in clear sight of the students and lead the students to use the characters to retell the story in sequence. This activity may be repeated by the class several times across several days. The character manipulatives may also be placed in the classroom where students can use them to retell the story.

## READING Lesson Plan → Mystery Bag

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**Organizing Topic** Vocabulary and Comprehension

**Related Standard(s) of Learning** K.6, K.8

### Objective(s)

- The student will ask questions and will develop a hypothesis about a mystery item based on question responses.
- The student will use inventive spelling to write a sentence about his or her hypothesis.

### Materials needed

- Bag, box, or some other opaque container
- Small model of something that is related to a topic being studied in the classroom (If studying maps and globes, for example, use a tiny model of a globe.)
- Chart paper or presentation system
- Marker (if using chart paper)
- Crayons
- Pencils
- 5-1/2" by 4-1/4" book pages with room for an illustration and for words at the bottom (one per child plus a few extras)

### Lesson procedure

1. At the conclusion of an in-depth unit, put the model into the bag or other container. Introduce the Mystery Bag to the class by showing the bag and telling them that it contains an item they have been learning about.
2. Explain the Mystery Bag game rules to the students. Tell them they may only ask questions about the mystery item that can be answered with *yes*, *no*, or *sometimes*. Give an example and a non-example of these kinds of questions. Tell the students that they may not guess the contents of the bag out loud and that they must keep their guesses a secret.
3. In order to help students focus their vocabulary, remind them that the item in the bag is something they have been studying about.
4. Have the students ask questions. If a child asks a question that cannot be answered with *yes*, *no*, or *sometimes*, redirect the student. Write the questions and answers on the chart paper, or type them on the computer, using a presentation system.
5. After 10 questions have been asked, have the class read the answers when you read the questions. Give the class a few minutes to think about the questions and develop a hypothesis about the item's name.
6. Demonstrate how to formulate and write a sentence that identifies a guess (e.g., "Is it a rabbit?"). Show the page for the book. Tell the students that they should draw a picture of their guess at the top of the paper and write their question at the bottom.
7. As the students finish their work, gather the book pages. When all students have finished, let each child share his or her guess and explain what led them to their decision.
8. Reveal the mystery item. Ask some of the students who guessed correctly how they determined the name of the item.
9. On an extra book page, illustrate the item that was in the bag and add a sentence stating the name of the item (e.g., "It is a rabbit!"). Add a cover, bind the book, and add it to the classroom library.

## READING Lesson Plan → A New Kind of Family

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Organizing Topic Phonological Awareness

Related Standard(s) of Learning 1.4

### Objective(s)

- The student will be able to blend phonemes to make words.

### Materials needed

- Chalkboard
- Magnetic board and magnetic letters
- Paper and pencils

### Lesson procedure

1. Begin by saying, “We are going to meet a new family – a word family.” Write the letters *-at* on the chalkboard and ask, “Who can sound out the family’s name?”
2. Let a volunteer sound out and read the family name. Say, “Now we want to meet other family members. The first member is *mat*. Who can help me spell *mat*?” Let the students take turns sounding out and spelling the word as you write it on the board.
3. The next member is *hat*. “Where do I hear a different sound in *hat*? Where do I hear the same sounds? How do I spell *hat*?” Various students should answer the questions as you record the words.
4. Repeat the same procedure with several other words until the students seem comfortable with the procedure – words such as *cat*, *sat*, *fat*, and *rat*.
5. Next, get out the magnet board and magnetic letters, and put up *-at*. Then use a similar procedure with the magnetic letters of the *-at* family.
6. Depending on the ability of the students, you may dictate *-at* words for students to spell.
7. Questions for discussion might include:
  - How do we know how to spell *mat* and other *-at* words?
  - Do all of these words rhyme?
  - Where do rhyming words sound the same?
  - How do we know which sound to write down first?



## READING Lesson Plan → Read and Point

---

**Organizing Topic** Concept of Print

**Related Standard(s) of Learning** 1.5

### Objective(s)

- The student will match spoken words with print.

### Materials needed

- Chart with poem
- Photocopies of poem for individual students
- Highlighters

### Lesson procedure

1. Read and point to the words of a poem written on a big chart.
2. Have students choral read the poem as you point to the beginning of each word.
3. Have several students take turns pointing to the beginning of each word as they read the poem on the chart.
4. Pass out individual copies of the poem. Ask students to read and point to the individual words as they read their copies, then take highlighter pens and circle or underline the words they know.
5. Have students read and point to the text with the teacher or a partner. After reading the poem several times, have the students add the words they know to their word bank.

## READING Lesson Plan → Put the Sentence Back Together

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**Organizing Topic** Concept of Print

**Related Standard(s) of Learning** 1.5

### Objective(s)

- Students will read from left to right and from top to bottom.
- Students will match spoken words with print.
- Students will identify letters, words, and sentences.

### Materials needed

- Sentence strips
- Markers
- Scissors
- Pocket chart

### Lesson procedure

1. Choose a topic, and have the students take turns dictating one sentence each to go with the topic. Write each sentence on a sentence strip, and place the sentence strips in a pocket chart. Continue this procedure until all students have a sentence strip in the pocket chart.
2. Have the students choral read the sentences in the pocket chart as you point to the words in each sentence.
3. The students should take turns reading their sentences orally to the class. After the students have read their sentences, have them take the sentence strips to their seats and cut the words apart.
4. Have each student read the words of his or her sentence as flash cards, then put the words back together to form the sentence. Have students add the words they know to their word banks.

## READING Lesson Plan → Picture Cards

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Organizing Topic

Decoding and Spelling

Related Standard(s) of Learning 1.6

### Objective(s)

- The student will identify letters of sounds heard in short-vowel words.

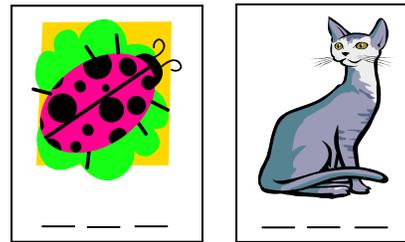
### Materials needed

- 4" by 6" pieces of white card stock
- Pictures of short vowel words
- Manipulative letters

### Lesson procedure

Before the lesson, make picture cards, as follows:

- Cut white card stock into 4" by 6" pieces.
- Place one short vowel picture on each card.
- Draw below each picture one line for each letter that is heard in the word.
- If a word begins or ends with a blend or digraph, draw lines only for the number of sounds that are heard.
- Laminate picture cards.



1. Place picture cards on the table, desk, or floor. Have the student say the name of the picture on the picture card. Have the student listen for the sound heard at the beginning of the word.
2. The student should then spread out manipulative letters and match a letter to the sound.
3. Ask the student to place the letter on the first line provided under the picture on the card. The student should say the word again and repeat the above procedure until all the lines have letters on them.
4. The student should continue placing letters on lines to spell words. After the student has spelled all the words, he or she then reads and spells the word to you. (You may make this a self-checking activity for center use by recording the correct spelling of each picture on the back of each card.)
5. The student may write the words and draw pictures to represent them in a blank book.



## **READING Lesson Plan → Let's Read Together**

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**Organizing Topic** Fluency

**Related Standard(s) of Learning** 1.8

### **Objective(s)**

- The student will read books, stories, and poems to increase fluency and expression.

### **Materials needed**

- Familiar books, stories, and poems
- Books on the independent reading levels of students

### **Lesson procedure**

1. Have students choose a partner on the same reading level with whom to read.
2. Ask each pair to select reading material from a variety of familiar books.
3. Allow time for students to discuss the books and make predictions before reading. After this is done, have the students read the books to themselves.
4. Have the students reread the book orally to each other, taking turns with each page.

## READING Lesson Plan → Timed Reading

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Organizing Topic Fluency

Related Standard(s) of Learning 1.8

### Objective(s)

- The student will read books, stories, and poems to increase fluency.

### Materials needed

- Familiar books, stories, and poems
- Books on the independent reading level of students
- Stopwatch
- “Timed Reading Record Sheet” handouts

### Lesson procedure

1. Have the students choose short books on their independent reading levels. The students should read the books to themselves.
2. Ask the students to reread the book orally, using a stopwatch to find out how long it takes. The students should record the time on the “Timed Reading Record Sheet” (see next page) in the column labeled “First Reading.” Monitor student reading and record keeping.
3. Have the students reread the book, using the stopwatch and trying to beat their own times. After this reading, they should record the times in the column labeled “Second Reading.”



## READING Lesson Plan → Story Maps

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**Organizing Topic** Vocabulary and Comprehension

**Related Standard(s) of Learning** 1.7, 1.9

### Objective(s)

- The student will demonstrate comprehension of story elements by completing a story map.

### Materials needed

- Various book response forms (see Response Forms A–E on the following pages)
- Books on a variety of instructional levels to meet the needs of individual students

### Lesson procedure

NOTE: This activity may be done individually, with a partner, or in a group.

1. The students will select appropriate books to read.
2. Ask students to make predictions about content, using Response Form A.
3. Have students read to confirm their predictions and complete Response Form A.
4. After the students have read the book, choose a story map procedure from among the following:
  - Draw and write about the topic or main idea (Response Form B).
  - Identify characters (who), setting (where, when), and important events (what, why, how) (Response Form C).
  - Draw and write about the beginning, middle, and end of the story (Response Form D).
  - Write answers for who, what, when, where, why, and how questions (Response Form E).
5. Model use of these response forms, and provide guided practice.
6. Have the students complete their chosen forms on their own.

Response Form A

Title: \_\_\_\_\_

Author: \_\_\_\_\_

What do you predict will happen in this book?

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Why do you think that will happen?

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**NOW, READ THE BOOK.**

After you finish reading, circle YES or NO.

YES — My prediction was right.

NO — My prediction was not right.

What really happened?

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**Response Form B**

**Title:** \_\_\_\_\_

**Author:** \_\_\_\_\_

**Draw**



**Write**

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**Response Form C**

**Title:** \_\_\_\_\_

**Author:** \_\_\_\_\_

**Characters (Who?)** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Setting (Where? When?)** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Important Events (What happened? How did it end?)** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Response Form D**

**Title:** \_\_\_\_\_

**Author:** \_\_\_\_\_

**What happened in the beginning of the story?**

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**What happened in the middle of the story?**

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**What happened in the end of the story?**

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Response Form E

Title: \_\_\_\_\_

Author: \_\_\_\_\_

**CHARACTERS**

Who? \_\_\_\_\_

What are the characters like?

**SETTING**

Where? \_\_\_\_\_

When? \_\_\_\_\_

**PROBLEM**

What's wrong? \_\_\_\_\_

**PLOT**

What happens? \_\_\_\_\_

**OUTCOME**

How does it end? How is the problem solved? \_\_\_\_\_



Response Form

Magazine: \_\_\_\_\_

Article: \_\_\_\_\_

\_\_\_\_\_ Page: \_\_\_\_\_

Things I learned from reading this article:

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## READING Lesson Plan → Long-A Spelling Patterns

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**Organizing Topic**

Decoding, Word Analysis, and Spelling

**Related Standard(s) of Learning** 2.4

### Objective(s)

- The student will use phonetic strategies when reading and spelling.

### Materials needed

- Chalkboard or overhead projector

### Lesson procedure

NOTE: This lesson is used after all long-*a* spelling patterns have been taught.

1. On the chalkboard or overhead projector, put up selected long-*a* words, such as *paid, plane, tape, stray, chain, snail, gaze, sway, gray, trail*.
2. Either have the students read the words in unison or select one student to read the words.
3. Ask students to tell you how to sort the words, for example, by long-*a* spelling patterns. Sort the words according to the students' directions.
4. Give the students the following guide words: *tape, gray, and snail*. Model for the students how they should write the guide words and draw lines to separate the columns. Direct students to write these guide words at the top of their papers. Under each guide word heading they should write five words that have the same long-*a* spelling pattern as the guide word.

Example of completed activity:

| <b>tape</b> | <b>gray</b> | <b>snail</b> |
|-------------|-------------|--------------|
| skate       | tray        | rail         |
| rake        | clay        | paint        |
| frame       | day         | quail        |
| blaze       | play        | sprain       |
| bake        | bay         | jail         |

5. Circulate while students work, paying attention to which students are having difficulty with the task.
6. This activity can be used to review all long-vowel spelling patterns.

## READING Lesson Plan → Word Sort

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**Organizing Topic** Decoding, Word Analysis, and Spelling

**Related Standard(s) of Learning** 2.4

### Objective(s)

- The student will use phonetic strategies when reading and spelling.

### Materials needed

- Word cards for sorting
- Word-study journals

### Lesson procedure

1. Select between 15 and 20 words that focus on two phonetic features. Provide the students with copies of these words to work with all week.
2. Ask students to sort their word cards into one of two or three categories, e.g., long vs. short vowel sounds. Students should physically move their cards into appropriate categories.
3. Ask the students to have partners check their work. (As a follow-up activity, you might have the students write their sorts in their word-study journals.)
4. Some variations on this sorting activity might include:
  - conducting an open sort in which students sort their words into categories of their own choosing and explain to a partner or the teacher why they put their words into the categories
  - partnering, with one student calling out the words while the other sorts and spells, reversing roles and repeating the activity.
5. Periodically review previously studied patterns. For example, even if the students are working on long vowel patterns, it is important to continue to review digraphs, blends, and short vowels.

## READING Lesson Plan → Reading Poetry Aloud

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**Organizing Topic** Fluency

**Related Standard(s) of Learning** 2.7

### Objective(s)

- The student will be able to read passages with fluency and expression.

### Materials needed

- Various books of poetry

### Lesson procedure

1. Read aloud several poems from different sources, with varying levels of difficulty. Students should listen as poems are read aloud.
2. Give each student an opportunity to browse through the poems and choose one or two poems to read to the class. Students may read to a partner for practice. Copies of the poems may be sent home for practice. Encourage students to read the poems at different rates and with varying expressions.
3. Once students have been given sufficient time to practice (approximately 10 minutes a day for a week), give them the opportunity to read their chosen poems to the class.
4. You may wish to record the poems for a listening center. Copies of the poems should be included with the tapes.

## READING Lesson Plan → Words-Per-Minute

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**Organizing Topic** Fluency

**Related Standard(s) of Learning** 2.7

### Objective(s)

- The student will read passages with fluency.

### Materials needed

- Teacher-made copies of independent reading level passages for each student
- Stopwatches
- Graph paper to chart progress
- File folders
- Colored pencils

### Lesson procedure

1. Provide a typed a passage, about 120 words, double spaced, for each student. The passage should be on the child's independent reading level (approximately 95 to 100 percent accuracy). It is also helpful to note the number of words at the end of each line to speed up the process for counting words per minute.
2. Explain that each student is going to read the assigned passage while a partner times the reading. The timekeeper should stop the reader at the end of a minute. The reader will then graph the words-per-minute read. Students will repeat this at least three times, then reverse roles. Using a volunteer, model the timed reading.
3. Assign each student a partner, and have them complete their timed readings and graphs.
4. It is convenient to have graphs made up and stored in file folders. Simply label a folder with each child's name, and keep a record of words-per-minute in the folder. Seeing their own progress motivates the students.
5. This may be done daily as a quick warm-up activity or as seatwork while the teacher is meeting with other reading groups.

## **READING Lesson Plan → Reading for Understanding**

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**Organizing Topic** Vocabulary and Comprehension

**Related Standard(s) of Learning** 2.5, 2.6, 2.8, 2.9

### **Objective(s)**

- The student will be able to locate information to answer questions.

### **Materials needed**

- Basal, trade books, or content-area reading

### **Lesson procedure**

1. Give students a copy of a text that is on their instructional reading level (90 to 95 percent accuracy), and set a purpose for reading. Put several key questions on the chalkboard, or copy them on paper for the students to answer. Questions should check for understanding of content and vocabulary acquisition, not simply recall of facts.
2. Read the questions to the students to ensure that all students understand the purpose of the reading.
3. Explain that, as the students are reading, they should keep the questions in mind and take notes or write the answers to the questions.
4. The teacher should assign a small section to read at a time. At the second-grade level, students may read between two and five pages of text.
5. Once students have finished reading and taking notes, the class should discuss their answers. Repeat this process with the rest of the selection.
6. You might pair students who need more support with more independent workers who can act as peer tutors or coaches. This can also easily be adapted to work in small cooperative learning groups.

## READING Lesson Plan → Categorizing Words

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**Organizing Topic** Vocabulary and Comprehension

**Related Standard(s) of Learning** 2.5, 2.6, 2.8, 2.9

### Objective(s)

- The student will classify vocabulary words into groups.

### Materials needed

- Index cards or overhead projector
- Vocabulary words printed on flash cards

### Lesson procedure

1. Select the vocabulary words from student reading materials. Each student should receive these words on individual word cards.
2. Divide the chalkboard or projector screen into categories, such as people, places, and things.
3. Have the students place the words into the proper categories. This can be done individually, in small groups, or with the whole class.
4. Have the class discuss how they organized their words. Remember, it is important that students connect new words with previous vocabulary.
5. Assign a section of the text for reading which includes the new vocabulary.

## READING Lesson Plan → Prefixes

**Organizing Topic** Decoding, Word Analysis, and Spelling

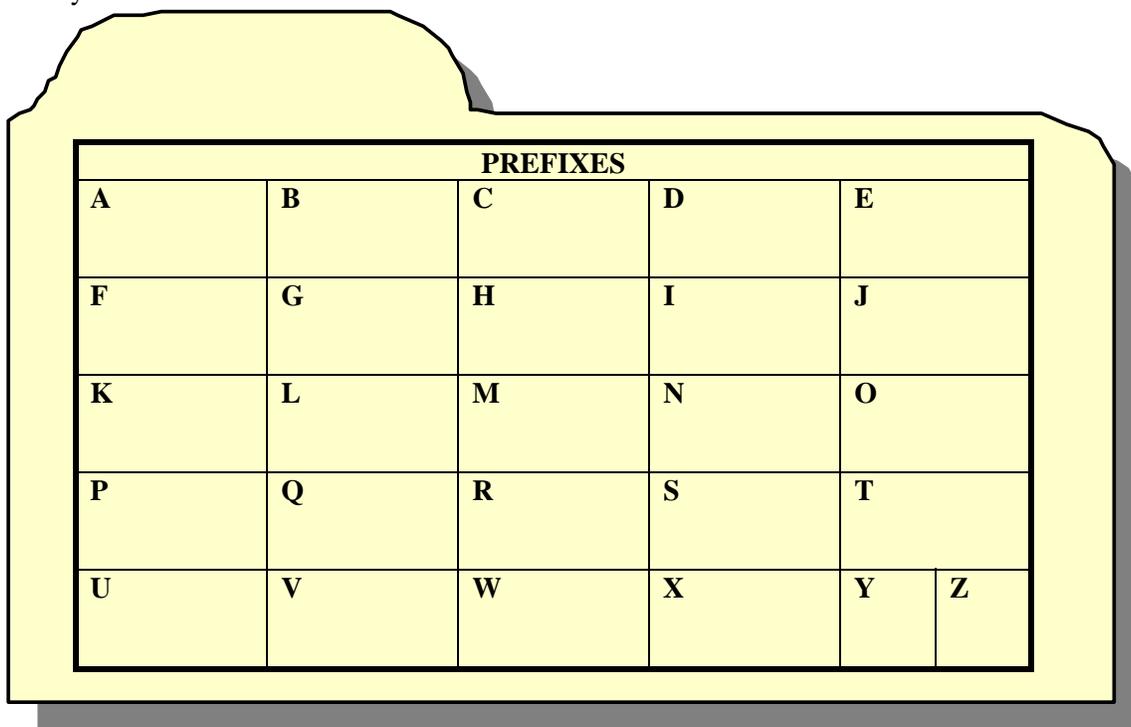
**Related Standard(s) of Learning** 3.3

### Objective(s)

- The student will build and apply knowledge of prefixes to determine the meaning of words.

### Materials needed

- 11" by 17" sheets of card stock divided into 25 equal squares, as shown below, and folded in half to resemble a file folder
- Laminated class poster of the alphabet chart for modeling what students are to do
- Dry-erase marker



### Lesson procedure

- Explain to the students that sometimes they can figure out the meaning of a word by looking at its parts.
- Write a known word on the board, e.g., *happy*, and have students identify its meaning. Put an *un* in front of *happy* and discuss with students the meaning of the new word. Repeat this activity with several more words to which *un* can be added.
- Introduce a second prefix in the same way. The second prefix should have a meaning very different from the first prefix (e.g., *pre* or *over*).
- Return to the set of words on the board and introduce the term *prefix*.
- Give each student an 11" by 17" card stock alphabet chart and explain that each student will keep an individual word chart of prefixes.

6. Model how to record one of the prefixes on the class-size word chart, and ask students to recall what it means. Discuss with the class what symbol or picture would help them remember its meaning. Conduct a Think-Aloud about which idea helps you the most and draw an illustration next to the prefix.
7. Have the students record the prefix and their own choice of a picture or symbol on their individual word charts.
8. Record a second prefix on the class-size word chart, and ask students to pair up and discuss what picture or symbol they would use. Have pairs share their ideas with the class. Have individual students choose a way to illustrate the word that helps them remember its meaning and record their pictures on their word charts. This process is repeated until all prefixes used in the lesson are added to the word charts.
9. Have pairs of students search recently read texts to find examples of words that use the prefixes taught in the lesson.
10. Have pairs report words they have found, and have the class discuss how knowledge of the prefix helps them understand the meaning of the word. Some words that students find will not be examples of prefixes. They may be words that simply begin with the prefix letters, e.g. *under*. Discuss the difference between the examples and non-examples. Keep a list of “examples” and “others” on the board or on a piece of chart paper.

## READING Lesson Plan → Same Sound – Different Spelling

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**Organizing Topic**

Decoding, Word Analysis, and Spelling

**Related Standard(s) of Learning** 3.3

### Objective(s)

- The student will use phonetic strategies when reading and spelling.

### Materials needed

- Set of 4 to 6 cloze sentences, each with a blank to be completed with a word that has an / r/ vowel sound. (Example: Please give the present to \_\_\_\_\_. Who will be \_\_\_\_\_ in line? Chris, \_\_\_\_\_ the soup so it will not \_\_\_\_\_. The \_\_\_\_\_ of cattle were grazing on the hill. Did you get \_\_\_\_\_ when you fell down?)
- Words to complete the cloze sentences written in large print on index cards (*her, herd, third, stir, burn, hurt*)
- Pocket chart or alternate index card display

### Lesson procedure

1. Ask students if they can think of words that have the / r/ vowel sound. Have students orally identify a variety of words. Have the class confirm if the vowel sounds in the words are the same.
3. Give each student the set of cloze sentences. Place the words used to complete the cloze sentences in the pocket chart.
4. Have student pairs decide the word to complete each sentence.
5. As a class, students should share the word for each blank. As the students share, point to the word in the pocket chart.
6. Pointing to the words on the pocket chart, ask students how many ways they have spelled the / r/ sound.
7. Ask the students to tell you how to sort the words into three groups according to how the / r/ sound is spelled. Take the words from the pocket chart, and sort the words according to the students' directions. Display the word sort on the pocket chart. Have the class check the sort to see if like spellings are correctly grouped.
8. Tell the students that they are going to use *burn, third, and her* as guide words for a word pattern sort. Place each word across the top of the pocket chart.
9. Direct pairs of students to write these guide words at the top of their papers. Under each guide word heading, the students should write five words that have the same spelling for the / r/ vowel sound as the guide word.  
Example:

| <b>her</b> | <b>burn</b> | <b>third</b> |
|------------|-------------|--------------|
| verb       | turn        | sir          |
| perch      | curl        | dirt         |
| fern       | fur         | girl         |

10. Circulate during the sorting, paying attention to which students are having difficulty with the task.

## READING Lesson Plan → Readers' Theater

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**Organizing Topic** Fluency

**Related Standard(s) of Learning** 3.4

### Objective(s)

- The student will use text clues to read accurately and fluently with expression.

### Materials needed

- Copies of a Readers' Theater script based on a familiar story, e.g., fairy tale, traditional tale, myth
- Chart paper
- Marker

### Lesson procedure

1. Engage students in a discussion regarding how watching a movie or play is different from listening to a story being read.
2. Introduce Readers' Theater by saying that it is a little like listening to a story being read and a little like watching a movie. List on chart paper key characteristics of Readers' Theater:
  - The script is read.
  - A reader uses his or her voice to express a character's feelings.
  - Performers may gesture, but seldom move across the performing space.
  - No costuming is used.
  - Some simple props may be used.
  - The script includes a narrator.
  - Sometimes a part is read chorally by a group of performers.
3. Ask students to explain whether each characteristic is more like listening to a story or more like watching a movie or play.
4. Introduce the specific Readers' Theater script students will perform by leading them to review the familiar characters and storyline of the script or reading aloud to the students the story on which the script is based.
5. Lead a focus lesson modeling a selected aspect of fluency, such as
  - phonetic strategies for decoding challenging words
  - text signals like italics, dash, and bold print that give clues how to say a line
  - end punctuation that guides intonation
  - phrasing, using internal punctuation and clustering of words into groups
  - variation of pitch, rate, and volume of speech to show the feeling of a character.
6. Assign two students to each part. Have each pair work together to find and highlight their part, silently read it, and discuss how to deliver their lines, paying particular attention to the aspect of fluency that was modeled in the focus lesson.
7. Have pairs of students with the same lines practice reading the lines to each other. (Encourage students to read additional portions of the script so that they better understand how their lines contribute to the entire story and how to read their lines with appropriate expression.)
8. Divide the students into the two separate casts. Have each cast practice reading with expression the entire script.

9. After the casts are comfortable with the way the lines are being read, students should consider other ways they can help the audience understand the script. At this time, have them consider how they will implement the staging characteristics of Readers' Theater: holding the script, using gestures, sitting or standing in one space, using simple props, and sometimes chorally reading lines.
10. Have each cast stage and practice the performance.
11. Give each cast an opportunity to perform the Readers' Theater script.

## READING Lesson Plan → Reading Aloud and Record

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Organizing Topic Fluency

Related Standard(s) of Learning 3.4

### Objective(s)

- The student will reread and self-correct to produce a fluent and accurate reading of a selection.

### Materials needed

- Texts at various instructional reading levels (90–94 percent accuracy)
- Photocopy of each student’s selected text
- Colored pencils
- Tape recorder and tapes

### Lesson procedure

1. Remind students that when they read, they need to use their knowledge of
  - decoding skills to pronounce words, asking themselves, “Does that sound right?”
  - sentence structure, asking themselves, “Does that look right?”
  - the meaning of what they are reading, asking themselves, “Does that make sense?”
2. Have each student individually select a text at his or her instructional reading level, read it aloud, and record the reading.
4. Have students listen to their own recording, following the reading in a photocopy of the text. As they listen, have them use a colored pencil to circle words they mispronounced or had difficulty pronouncing and place an **X** by omitted, substituted, or inserted words.
5. Direct the students to apply word-solving strategies and punctuation cues to correct the miscues in the first reading and then record their reading of the text a second time.
6. Have them listen to their second recording, circling with a different color pencil words they struggled to pronounce and marking omitted, substituted, and inserted words.
7. Ask the students to work to correct miscues in the second reading, and then read, record, listen, and mark miscues a third time.
8. Use the students’ marked texts to conference with them about their performance on their reading, making observations about improvement with each repetition, anything they learned about themselves as a reader, and things they need to improve. As part of the conference, the teacher may want to listen to the student read the passage for a fourth time and make a list of items that need improvement.

## READING Lesson Plan → Analyzing Fairy Tales

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**Organizing Topic** Vocabulary and Comprehension of Fiction

**Related Standard(s) of Learning** 3.5

### Objective(s)

- The student will be able to identify basic plot structures of the fairy tales.

### Materials needed

- Several copies of texts for reading aloud to the class
- Copies of the class-generated semantic feature analysis chart, with fairy tale characteristics as column headings and fairy tale titles as row headings

### Lesson procedure

1. Introduce the study by asking students to retell fairy tales they know. As the students retell, direct them to notice recurring features, e.g., magic, danger, young people, make believe or exotic characters or events, settings a long time ago, and good vs. bad. The discussion is open-ended to elicit a wide range of prior knowledge and build background knowledge for students who have had more limited experiences. Select from the discussion key characteristics of the fairy tale, and record them across the top of a semantic feature analysis chart.
2. Prior to reading the first fairy tale selection, review fairy tale characteristics listed on the semantic feature analysis chart and ask students to listen to the fairy tale selection to hear if any of them are present in the story.
3. Stop at appropriate, predetermined points to have students make connections between the story they are hearing and the general characteristics of fairy tales. Ask students to explain the connections they make.
4. After reading the tale, return to the semantic feature analysis chart. Write the title of the tale in the first row of the left-hand column. As a class, review the story by discussing whether each fairy tale characteristic is used in the story. When a characteristic is used, place a check in the appropriate column. Students should explain the specific details of how each feature is used in the tale.
5. Place copies of the fairy tale selection in a location available for students to reread during independent reading time.
6. Students should receive a copy of the class-generated semantic feature analysis chart with the first fairy tale entered and the columns checked. Lead students to review the characteristics, add a title of the new fairy tale to the second row, and listen as the new fairy tale selection is read.
7. Lead the class through a discussion of the fairy tale that includes deciding which of the characteristics it demonstrates. Students should summarize the details to show how a characteristic was used in the fairy tale. As you check the appropriate column on the class chart, students should mark their individual charts.
8. As students identify the characteristics demonstrated in the second selection, ask them to comment on how the second selection was like or different from the first selection.
9. Repeat the process with a third fairy tale selection.
10. As part of the fairy tale discussions, students may begin to identify additional fairy tale characteristics. These characteristics should be added to a column of the chart and marked for past and future texts.
11. Repeat the process for several more fairy tale selections across several days or weeks.

## READING Lesson Plan → Predictions

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**Organizing Topic** Vocabulary and Comprehension of Fiction

**Related Standard(s) of Learning** 3.5

### Objective(s)

- The student will be able to make, confirm, or revise predictions.

### Materials needed

- Text to be read, marked with appropriate points to stop and predict
- Chart paper and markers

### Lesson procedure

1. Give each student a copy of the text to be read and a sheet of construction paper, appropriately sized (just a little larger than the text page).
2. Ask students to study the cover (picture and title) to predict what they think the story will be about and what might happen in the story. Ask students to offer specific suggestions, and prompt them to justify their thinking, e.g., “Why do you think that?” or “What on the cover led you to think that?” As students make predictions, record the essence of each prediction on a piece of chart paper. Since this is a list to which the class will return, it is a good idea to alternate the marker color of the recorded statements.
5. As you record predictions, ask if anyone else agrees with the statement or if anyone disagrees with it. Students again must justify their thinking, using the details from the cover and/or their personal experience and background knowledge.
6. Direct the students to slip a sheet of construction paper into the text at a specific page. When students reach the construction paper, they should stop reading.
7. Have students read silently the assigned portion of the text to check their predictions.
8. While students are reading, move around the room, observing student reading behaviors. When needed, coach a student through an unfamiliar word.
9. When students finish reading the assigned portion of the text, they should close their books.
10. When the group is finished reading, lead students to review the list of predictions to
  - confirm that the prediction did happen
  - revise a prediction to reflect what did happen
  - reject a prediction because it has not happened and they no longer think it will
  - acknowledge that a prediction has not yet happened but still may.
11. As students discuss the predictions, have them justify their thinking again. To do so, students may return to the text and read a sentence aloud to support their thinking.
12. Throughout revisiting the list of predictions, circle in red the predictions that hold or are revised to reflect what did happen; cross out the predictions that are no longer thought to be viable. (As you cross off predictions that are no longer viable, comment that certainly it could happen in a story but that this author chose for something else to happen.) Predictions that may still happen should be left unmarked.
13. Record new predictions as students add to the list. Again, students are asked to justify their predictions based on what they have already read and their personal or background knowledge.
14. Direct students to move the construction paper to the next pre-selected page, and ask students to read to that point.
15. The cycle of reading, discussing, and making new predictions is repeated for each section of the text.

## READING Lesson Plan → Biography

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Organizing Topic

Vocabulary and Comprehension of Nonfiction

Related Standard(s) of Learning 3.6

### Objective(s)

- The student will be able to ask and answer questions about what is read.

### Materials needed

- sets of biographies of historical figures appropriate to the instructional level of the students and linked together by a particular historical event or time
- chart paper
- Markers

### Lesson procedure

1. Ask students how they might learn more about a specific group of historical figures. After students have given their ideas, introduce the term *biography*, link the term to the ideas students have expressed, and give the distinguishing characteristics of a biography: the story of a person's life, usually chronologically organized, containing factual information, and using the author's imagination to create the story.
2. Assign small groups of students to each biography, insuring that each student is given a book on his or her instructional level.
3. In a small-group instructional setting, lead a preview of the portion of the text that students will read, guiding students to read headings and bold face type and to examine pictures, captions, and any other visual support.
4. As students preview, help them make predictions about what the text will say, and based on their predictions, ask questions they think will be answered in what they will read. Record questions on a T-chart (two-column chart).
5. Read silently the assigned portion of the text to look for key information that might answer the questions they generated during the preview.
6. After everyone in the small groups has finished reading, lead a discussion that helps students confirm, revise, or continue their earlier predictions and helps them find details to answer the questions posed in the preview. Record answers (or details that might eventually lead to an answer) opposite the question on the T-chart.
7. Introduce a time line to the small groups, and have them discuss the information that should be recorded at the first date.
8. Ask students to return to their seats and continue adding information to the time line. They should use their text to individually add appropriate details from the portion of the text that they just finished reading.
9. Begin the next small-group lesson for these students by having them use their time line to summarize the previously read section of the biography.

## READING Lesson Plan → Find Information Using Reference Sources

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**Organizing Topic**

Vocabulary and Comprehension of Nonfiction

**Related Standard(s) of Learning** 3.7

### Objective(s)

- The student will locate information using general reference sources.

### Materials needed

- Reference sources, such as atlases, encyclopedias, social studies and science textbooks, and social studies and science trade books
- Student copies of a handout with four to six reference questions that are general in nature or related to a particular unit of study, e.g., What is the modern-day capital of Greece? Where could you go to see artifacts from the Parthenon?

### Lesson procedure

1. Using a big book version of a reference source, conduct a review of book features that aid in locating information, e.g., table of contents, index, chapter titles and subtitles, and boldface print.
2. Using the big book, model how to use book features and how to skim text to locate specific information to answer a sample question.
3. Give each student a handout with the set of reference questions. Have each student individually predict which resource will contain the answer to each question. Students should record the titles of the reference texts under the questions.
4. Students should work in pairs on one question at a time. First, they should share their predictions with one another and explain why they thought a particular reference source would contain the answer.
5. Pairs should consult their predicted reference books to find the answer to the question. (An answer may be found in more than one reference source.) If the answer is in the book they predicted, they put a plus (+) next to the title. If it is not in the resource, they put a zero (0) by the title, make another prediction, record the title, and consult the reference source to confirm (+) or not (0). Pairs continue this process until they can put a plus by every title.
6. Once pairs locate the answer to the question, they record the answer on the handout.
7. Conduct a large-group sharing when students have found the answers to all the questions. As part of the discussion, observe whether a question can be answered by one or more sources. Also, discuss the value of consulting a variety of resources to confirm information and the differences among answers found in varying sources.

## READING Lesson Plan → Gathering Word Meanings

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**Organizing Topic**

Word Analysis and Spelling

**Related Standard(s) of Learning** 4.3

### Objective(s)

- The student will build and apply knowledge of context clues in order to determine the meaning of words.

### Materials needed

- Content text
- Text sentences with target vocabulary word and surrounding context clues written on a transparency
- Transparency marker
- Dictionaries

### Lesson procedure

1. Put on the board a target vocabulary word taken from a text the students will be reading, pronounce that word, and ask the students if they think it is a noun, verb, adjective, or adverb.
2. Have students speculate regarding the part of speech and support their ideas by identifying features that typically indicate a particular part of speech, e.g., plural endings of nouns, suffix endings of adjectives and adverbs, inflected endings of verbs.
3. Show the students the sentence from the text in which the word is used, read the sentence to the class, and explain that sometimes information surrounding a word can help them figure out what the word means.
4. Examine with the students the sentence structure to confirm if the word is used as a noun, verb, adjective, or adverb. Examine the surrounding context to determine what the word means. As part of this discussion, underline and/or circle key words and phrases that help the students to figure out the meaning of the word.
5. As part of the discussion, lead students to identify the relationship between the target vocabulary word and the underlined and/or circled words and phrases, e.g., synonym/antonym, definition, example, clarifying details.
6. Students should verify the meaning of the word in a dictionary or glossary, making certain they identify the dictionary definition that fits the part of speech and the given context.
7. The process may be repeated with a second vocabulary word.
8. Students should read the text selection to confirm their understanding of the word and see if they can add anything new to their understanding.

## READING Lesson Plan → One Word, Many Meanings

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Organizing Topic

Word Analysis and Spelling

Related Standard(s) of Learning 4.3

### Objective(s)

- The student will apply prior knowledge of the multiple meanings of words in order to explain how a word is used in a specific selection.

### Materials needed

- Text with words that have multiple meanings
- Teacher-selected, target words with multiple meanings from texts

### Lesson procedure

1. Put a target word with multiple meanings on the board or chart paper and pronounce it, e.g., *wind*.
2. Have students brainstorm all the ways they can think of using the word and its various forms, e.g., *windbreaker*, *wind chime*, *wind speed*, *windy day*. Record the brainstormed words.
3. Lead students to discuss how the target word is used in each example: does it name (noun), describe a name (adjective), show action (verb), or describe action (adverb)? Any additional interesting language feature is also discussed, e.g., use as part of compound word as in *windbreaker*.
4. If there is a second pronunciation for the word, pronounce it. Students should continue brainstorming while you record new uses of the word, e.g., *wind-up toy*, *wind along a path*, *winding road*.
5. Lead students to discuss how the target word is used in each example: does it name (noun), describe a name (adjective), show action (verb), or describe action (adverb)? Any additional interesting language feature is also discussed, e.g., use in hyphenated word: *wind-up*.
6. Label each brainstormed word, using letters in alphabetical order, i.e.: a) *windbreaker*, b) *wind chime*, c) *wind speed*, d) *windy day*, e) *wind-up toy*, f) *wind along a path*, g) *winding road*.
7. Based on what students know about the passage they are to read, they should predict how the word will be used and justify their predictions.
8. The process may be repeated for a second word with multiple meanings within the passage to be read.
9. Students should read silently the selection to find out how the word(s) are used. When they come to one of the words they have discussed, they should consult the group-brainstormed list and identify which meaning is used. They may record the letter of the appropriate use.
10. As part of discussion after reading the selection, have students clarify the meaning of the target word(s). Students should explain how they used the information in the passage to determine the appropriate use of the word in the context of the passage.

## READING Lesson Plan → Sensory Words

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**Organizing Topic**

Vocabulary and Comprehension of Fiction

**Related Standard(s) of Learning** 4.4

### Objective(s)

- The student will identify sensory words used by a poet and describe the impact of the words on the reader.

### Materials needed

- Transparency and handouts of a poem that uses sensory words
- Overhead projector
- Transparency marker
- Transparency of three-column organizer: column one labeled *Pictures*, column two labeled *Sense*, and column three labeled *Why We Like It*

### Lesson procedure

1. Explain that poets choose their words carefully to create an impact on their readers and that the words they choose help the reader to better imagine places, characters, and events.
2. Read the poem aloud while students close their eyes, listen, and imagine the pictures the poet creates.
3. Ask students to talk about the images they imagined and the feelings they experienced.
4. Give each student a copy of the poem and place a transparency of the poem on the overhead. Read the poem a second time with students following along.
5. As you read, students should underline words or phrases that help them imagine a place, character, or event.
6. Lead the students to revisit the poem and share with the class the words or phrases that they underlined.
7. As a student identifies a word or phrase, record it in the first column of the three-column organizer: *Pictures*.
8. Discuss with the class the word or phrase and identify if it describes a sight, sound, smell, or taste. Record their response in the second column: *Sense*.
9. Have the students discuss why they liked the word or phrase. They may consider questions such as: How does it create a mood or feeling in the poem? Is there a comparison being made to something? What picture or feeling does the comparison create?
10. Record student thinking in the third column: *Why We Like It*.
11. After the class has identified all of the words or phrases that students have underlined and you have recorded the senses and reasons students like each word or phrase, discuss the reasons poets choose to use so many words that appeal to the reader's senses.

## READING Lesson Plan → The Predictive Power of Vocabulary

**Organizing Topic** Vocabulary and Comprehension of Fiction

**Related Standard(s) of Learning** 4.4

### Objective(s)

- The student will use key vocabulary to anticipate the setting, character(s), and plot of a story.

### Materials needed

- Copies of the selected story for each student
- Transparency and handouts of a familiar story structure organizer that has space for students to record information about setting, characters, problem, and solution and, at the bottom of the page, a space to record a summary statement (For students who need more structure creating a summary statement, the teacher may use a summary frame like the one below.)

|  |
|--|
| The story mainly takes place _____ . _____ is a character who _____ . A problem occurs when _____ . After that, _____ . Next, _____ . The problem is resolved when _____ . |
|--|

- Overhead projector
- Transparency marker
- Teacher-made list of key words and phrases from the selected story (may include character and place names)

### Lesson procedure

1. Place the transparency on the projector and conduct a review of the concepts: setting, character, problem, and solution. Encourage students to draw examples from a story they have recently read. Use prompts as you lead a discussion of each element of the story, e.g., “What words would you use to describe the setting?” “What made the setting?” “How did the author show us the setting?”
2. As students discuss each story element, record key vocabulary in the appropriate portion of the organizer.
3. After all elements are discussed, lead students to compose a story summary statement, and record it in the appropriate portion of the organizer.
4. Explain to students that they can use their knowledge of story structure (setting, characters, problem, and solution) and their knowledge of key vocabulary in a story to predict what the story will be about.
5. Give each student a blank copy of the story structure organizer.
6. Write one of the vocabulary words on the board, pronounce it for the students, and either ask a student to clarify its meaning or tell the students what it means.
7. Have students talk in pairs to predict if the word is part of the description of the setting, has something to do with the character, or might relate in some way to the problem or solution in the story. Pairs should record their predictions on their organizers. Lead the students in discussion of their predictions and the reasons for them. Accept all responses.
8. Repeat this process for about 10 words or phrases. (Once students understand the process, you may want to have pairs of students make decisions about 2 or more words at a time.)
9. Have students review the summary statement they created at the beginning of the lesson, and ask pairs of students to construct an oral summary statement to be shared with the class.
10. After volunteer pairs share their statements, direct students to individually record a summary statement on their organizers.

11. Have students read the story individually, or have partners read it to one another. Students should read or listen with the purpose of confirming or modifying their earlier predictions.
12. After students have read or heard the story, have them return to their organizers and discuss what changes need to be made. Have them mark a word out of one part of the organizer and record it to accurately reflect the story, using a different color pencil.
13. Have the students use their revised organizers to compose a summary statement of the story.

## READING Lesson Plan → Reading with Questions

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**Organizing Topic** Vocabulary and Comprehension of Nonfiction

**Related Standard(s) of Learning** 4.5

### Objective(s)

- The student will generate questions to guide reading, gather information to answer questions, and organize information that has been gathered.

### Materials needed

- A nonfiction text on a key social studies or science topic
- Chart paper or bulletin board paper
- Markers

### Lesson procedure

1. At the center top of a piece of chart paper, identify the topic to be considered. Below and at the left margin, write *What We Know*.
2. Arrange students in small groups, with one group member replicating the teacher-made chart on a sheet of notebook paper.
3. Have the small groups brainstorm what they know or think they know about the topic, one student listing the information for the group.
4. Have groups take turns sharing an idea from their brainstormed list as you record each on the chart paper. Continue until all groups have shared their brainstormed ideas.
5. Ask students to listen for items that are similar as you read the class-generated list. Tell them that they are going to organize the information by grouping related ideas together.
6. Have students identify the items that should be grouped together. As students identify related ideas, code which items are similar by placing a specific color mark or symbol by related ideas.
7. Once all information is coded as belonging to a group of related ideas, ask students how they should label each group of ideas. Make a legend that indicates the label for each group of information as coded by color or symbol.
8. By the next class meeting, create a three-column chart, the first column labeled *What We Know*. The other columns do not yet have headings. The *What We Know* column contains the ideas from the previous lesson, related ideas listed under the student-created labels that identify the category of information.
9. Indicate that the class is going to develop a KWL chart. Explain that this kind of chart shows what students *Know*, what they *Want* to learn, and what new information they do *Learn*.
10. Point out that they have already created the *Know* column and that they are now going to generate some questions about what they want to learn. Write *Want to Learn* at the top of the second column and copy the category labels in the column, directly across from where they are written in the *What We Know* column.
11. Model reading the category labels, reviewing what students have already listed within each category and posing a question that springs from the category. Questions are phrased as wonderings, such as: I wonder what makes...? I wonder why...? I wonder if...? I wonder who...? I wonder where...? I wonder how...? (The “I wonder” stem does not have to be recorded for each question; however, it is a good way to help students get a running start to phrase a question.)
12. Ask students to generate their own questions and write each under the appropriate category label in the *Want to Learn* column. Keep the students focused on the categories and the relationships of their questions to the

information that they already generated. (Feel free to add your own questions, especially if something important has not been mentioned by students.)

13. Have students read the text silently, in segments if it is a longer selection like a textbook chapter or a content trade book.
14. After each segment of reading, students, either individually or in pairs, should review what they have read that answers or might help them answer their questions.
15. Conduct a large-group discussion to have students identify the information that answers or might help to answer the generated questions. Record information to answer a question directly across from the question in the third column, labeled *Information We Learned*.
16. Continue reading, discussing, and recording information until the students have finished reading the text.
17. In pairs, students should review the questions and determine if each question has been sufficiently answered. Students may discover that they have posed questions that are not answered after reading the selection. Discuss ways to find information about those questions that were not answered.
18. If you wish, guide students to pursue additional resources to answer the remaining questions.

## READING Lesson Plan → The About Point Note Taking Guide

**Organizing Topic** Vocabulary and Comprehension of Nonfiction

**Related Standard(s) of Learning** 4.6

### Objective(s)

- The student will take notes on key ideas in informational texts and summarize important concepts.

### Materials needed

- A multiple-paragraph informational text that students are expected to comprehend
- Student copies of the About Point Note Taking Guide, as shown below
- Overhead projector
- Transparency copy of the About Point Note Taking Guide
- Transparency marker

| <b>About</b>   | <b>Point and Details</b> |
|----------------|--------------------------|
| noun or phrase | point and details        |
| noun or phrase | point and details        |

### Lesson procedure

1. Explain that you are going to teach the students a strategy that will help them understand the main ideas in their reading.
2. Give each student a copy of the About Point Note Taking Guide, and place the transparency on the overhead projector.
3. Tell the students to read silently the first paragraph (or section) of the text for the purpose of understanding what the passage is about (main idea).
4. After the students have read the first paragraph, discuss with them what it was about. Guide the students to identify a word (noun) or phrase that tells what the paragraph was about: the idea, topic, or concept. Model recording the noun or phrase in the *About* column.
5. Discuss with the students the point the author is making about the idea, topic, or concept they have identified, and record the response on the transparency in the *Point and Details* column.
6. Have students record the information on their own guides.
7. Under the point statement, write *Details*. Ask students to identify the details that led them to draw the conclusion stated in the *Point* column. List the details on the transparency, and have the students list them on their guides.
8. Direct the students to read the next paragraph silently to determine the main idea.
9. In pairs, students should work to identify *About*, *Point*, and *Details*. Have them record their work on their guides as you circulate to make certain that students understand the task.
10. Conduct a large-group share. Pairs of students share what they wrote for *About*, *Point*, and *Details*. Lead students to focus on examples that best represent *About* and *Point* for the paragraph. Record a model response that combines what students have said on the transparency guide.
11. Have students read the next paragraph silently, repeating until they have completed reading and taking notes on the assignment.
12. Model how *About*, *Point*, and *Details* notes for a paragraph can be combined to create a summary statement.
13. Have students take turns in pairs creating an oral summary for each paragraph. Monitor the pairs as the listener provides feedback to the summarizer.

## READING Lesson Plan → Guess the Word

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**Organizing Topic** Word Analysis and Spelling

**Related Standard(s) of Learning** 5.4

### Objective(s)

- The student will apply knowledge of phonics, morphology, and grammar to spell and identify the part of speech of a selected word and consult a dictionary to confirm their thinking.

### Materials needed

- Selected words from content text
- Individual white boards or chalk boards for students
- Dry erase markers or chalk
- Paper towels to use as erasers
- Dictionaries

### Lesson procedure

1. Select focus words from content texts the students have just finished reading. Select words for review or words that teach concepts of sound-symbol relationships, affixes, inflected endings, syllabication, and/or spelling principles.
2. Think of a word and tell the students the number of letters in the word.
3. Have students draw a line for each letter “hangman” style on their white boards.
4. Give them a series of hints, one at a time: e.g., “The first letter sound is /.../.” “The word ends in the common adverb ending.” “The long A sound is made with two vowels next to each other.” “The word has a prefix that means...” “The word means...”
5. After each clue, give students a chance to guess the word. Confirm or give another clue to help.
6. Once the word is correctly identified, students should spell it individually on their boards. They also should divide it into syllables and record its part of speech at the top right of the board.
7. In groups of two to four, students share what they have written on their white boards (spelling, syllabication, part of speech), discuss differences, work toward consensus, and confirm their decision in a dictionary.
8. Circulate around the classroom to monitor and provide assistance as students work in the small groups.
9. In a large group, volunteer to spell the word, syllabicate it, and identify the part of speech. Discuss the meaning of the word, as it was used in content study.
10. Coach students to notice spelling, pronunciation, prefix/suffix/root, and syllabication features of the word.
11. The process may be repeated with a second and third word.

## READING Lesson Plan → Using Context Clues

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**Organizing Topic** Word Analysis and Spelling

**Related Standard(s) of Learning** 5.4

### Objective(s)

- The student will apply knowledge of context clues to determine the meaning of words.

### Materials needed

- Content or nonfiction text
- Target passage that contains one to two vocabulary words with context clues that help clarify their meaning

### Lesson procedure

1. Review with students the text features that the content or nonfiction text uses to help them identify key concepts and vocabulary, e.g., boldface or italicized type, foot notes, etc. Have students preview the target passage of the content or nonfiction text and apply their knowledge of text features to locate a key word or words that are probably important in the selection.
2. Have students identify the word(s) they have selected and the reason they think the word(s) will be important. (Students may not know how to pronounce a word. They may simply identify where the word is located on the page.) Write the word(s) on the board, and lead students to determine how to pronounce each word. With the students, divide the word into syllables, and apply phonetic and morphological principles in order to know how to pronounce it. As you say each word, have students practice pronouncing it in echo response.
3. Direct student attention to the first word. Have them locate it in the text, then read to them the complete sentence in which the word appears. Have the students reread the sentence silently.
4. Lead students to examine the context in order to determine the word’s probable meaning. Pose a broad question, such as, “What does the sentence tell us about the word?” Record what students identify as elements of the sentence that help them to determine the meaning. As students identify information, coach them to determine how the information helps them to understand the word, e.g., the information in the sentence gives details to describe, gives a direct definition, draws a comparison or contrast, or gives an example.
5. Prompt the students: “Is this enough information that we have a good idea what the word means?” If it is, the lesson moves to step 8. If it is not, ask, “Where else might we look to get more information?” (Lead students to the next sentence to see if additional information is given, and look to the previous sentence or two to see if any help is given there.)
6. Again, record the information that students identify as helping them to determine the meaning of the word. As students identify information, coach them to determine how the information helps them to understand the word, e.g., the information in the sentence gives details to describe, gives a direct definition, draws a comparison or contrast, or gives an example.
7. Have the students use the information that they have identified to predict the meaning of the word.
8. If there is a second key idea or concept that students have identified, it should be considered in the same manner as the first (items 3-8).
9. Have students read silently the target passage containing the key word or words in order to confirm or revise their understanding of the meaning of the word.
10. Lead a class discussion to examine if there is any more information from the text that needs to be added to the list.
11. In pairs, one student should use the information the class has gathered to construct an oral definition while the other listens and consults the text glossary to confirm or revise the definition.
12. If there is a second word, have the students switch roles and repeat item 11.

## READING Lesson Plan → Character Report Cards

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**Organizing Topic** Vocabulary and Comprehension of Fiction

**Related Standard(s) of Learning** 5.5

### Objective(s)

- The student will identify and justify character traits demonstrated in a selection of fiction.

### Materials needed

- Narrative fiction text, story, or novel
- Overhead projector
- Several blank transparency copies of a Literary Report Card (See example in the Reading Strategies section on page 132.)
- Transparency marker
- Student handouts of Literary Report Card

### Lesson procedure

1. Explain that readers come to understand characters in a story in much the same way as people form impressions of other people in real life. Discuss with students what they pay attention to when they meet someone and how they determine if the person is someone they want to know better.
2. As part of this conversation, highlight and have students explain comments about physical appearance, what the person says, how the person behaves, and what other people say about the person.
3. Ask students to make a list of characteristics that they value in another person. As students read their lists, record their characteristics on the board.
4. Explain that they are going to select several character traits and grade a character from the story they are reading on these traits.
5. Model the task by having the students select a trait and character to grade. Use the transparency of the Literary Report Card to show students where they will record the character's name, the title of the story, and the character trait.
6. Discuss with students the grade they would give each character on the selected trait. Students must support their grade choice by giving evidence from the story that justifies the grade. Guide students back to the story to find evidence of what the character said, thought, or did and what other characters said or thought about the report card character.
7. Lead students to a consensus about the grade and record it.
8. Explain to students that comments are needed to justify the grade. Ask them to select from their earlier discussion key evidence necessary for the comments section of the report card.
9. Record the evidence to demonstrate for students the level of specificity that they should use. (For example, a statement like, "She always complains." is not specific enough. Students must identify specific instances in the story that the character complained.)
10. Give each student an individual copy of a blank report card.
11. Students should work in pairs to select a character and identify 2-3 character traits on which to grade the character.
12. Working in pairs, students should complete the report card as modeled. If necessary, prompt students to return to the text and find specific information to use as a basis for the grade and as justification in the comment column.

13. Ask the class which character they want to discuss first, and create a report card transparency for that character.
14. Ask pairs of students take turns identifying a trait they graded, the grade, and their evidence. If another pair disagrees with the grade, have them share their grade and evidence. Collectively, the class should reach consensus. Record the grade and the evidence to justify it.
15. After each pair who did a report card on the first character has had an opportunity to share one trait, direct students to consider another character. Create a report card transparency for this new character.
16. The second, and if needed third, character report card should be completed following the same process as the first.

## READING Lesson Plan → Identifying Story Elements

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**Organizing Topic**

Vocabulary and Comprehension of Fiction

**Related Standard(s) of Learning** 5.5

### Objective(s)

- The student will identify story elements in a narrative poem and use this understanding of the story to explain why the author might have used particular words and phrases to tell the story.

### Materials needed

- Copies of the selected narrative poem
- Student handouts and a transparency of a familiar story structure organizer, including setting, characters, problem, events, and ending (solution)
- Overhead projector

### Lesson procedure

1. Tell the students that you are going to read them a poem that tells a story. Ask them to use their knowledge of story structure to predict the story elements that they expect to be part of the poem. As students identify each element of story structure, list it on the board: setting, character, problem, events, ending/solution.
2. Ask students to listen to the story told in the poem as she reads it.
3. After listening, the students should talk in groups of three to collectively retell the poem. Circulate to understand the level of detail the students recall.
4. Explain that while students have done a good job remembering the story, they will be able to gather more details if they revisit the poem, looking specifically for details related to the setting, character, problem, events, and ending. To do this, each person in the group will have a specific element of the story that he or she will listen for and code on a copy of the poem.
5. Explain that to code a text is to mark it in a way that identifies specific information. Discuss with the class various ways to code the poem for each of the elements. For example, the person looking for details of setting might mark over words or phrases that are setting details with a yellow highlighter, might underline or circle the words or phrases, or might write “setting” next to a stanza that primarily gives details about the setting. The person tracing the events may not want to highlight, circle, or underline because too much of the text might have to be marked. He or she may simply want to put a 1 by the first thing that happens, a 2 by the second, and so on. As each element is discussed, record the coding idea next to that element on the board.
6. Each group of three students decides who will code which of the first three elements. Ask all students to listen to identify the problem and how the story ends; they do not have to code these elements.
7. Give students a copy of the poem and ask them to follow along and code the text as you reread the poem.
8. Explain that their groups of three will work collaboratively to complete a story structure organizer. Place a transparency of a familiar organizer on the overhead projector, and ask if students understand what they are to do. Clarify the task as needed.
9. As the students work, circulate from group to group, and coach as necessary.
10. Ask students to review the words and phrases they marked in the text and selected to record on the story structure organizer. Lead the class in a discussion of the author’s vocabulary choice, asking them to identify words or phrases that stand out, what makes them stand out, and why the author might have used that particular word or phrase. Ask how word choice enhances the setting, characterization, plot, or overall impression of the poem.

## READING Lesson Plan → Biography: Causes and Consequences

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**Organizing Topic** Vocabulary and Comprehension of Nonfiction

**Related Standard(s) of Learning** 5.6

### Objective(s)

- The student will identify a series of key cause-and-effect relationships that have an impact on the life of a biographical subject.

### Materials needed

- Biographical texts of a historical figure
- Chart of a cause/effect graphic organizer that uses the labels “causes/events” and “effect/consequence”
- Markers

### Lesson procedure

1. Ask students how they might learn more about specific historical figures. After students have given their ideas, introduce the term *biography*, link the term to the ideas that students have expressed, and clarify the meaning of biography (story of a real person’s life), biographer (person who has written the story about another person’s life) and biographical subject (person the biography is about).
2. Lead students to discuss why a person might become the subject of a biography, what kind of information the biographer might include, and how the biographer might organize information for the reader.
3. Explain that the events that happen in a person’s life may have important consequences or effects. Share an example of something that happened in your life and the important consequence. Invite students to share events and consequences from their lives.
4. Lead a preview of the biography and the portion of the text that students will read. Guide students to read the title, the front and back covers, and the table of contents; skim the headings and bold face type in the section they are about to read; and examine pictures, captions, and any other visual support.
5. As students preview the text, ask them to select information regarding key events in the biographical subject’s life to make predictions about what they will learn about the subject or to ask questions they think will be answered in the section of text they will read. During the preview, focus students on events in the person’s life and the possible effect or consequences of these events.
6. Explain to students that they are going to read the selection specifically to identify the events that caused a specific effect or consequence in the life of the biographical subject. Show students the cause/effect graphic organizer. An effect/consequence section is completed.
7. Read the effect/consequence section to the students, and ask them to read silently the assigned portion of the text, focusing their attention on key events in the person’s life that contributed to the identified effect/consequence.
8. After everyone has finished reading, students should share the events they think contributed to the identified effect. Record the information in the causes/events portion of the organizer. There may be more than one event leading to a particular consequence/effect.
9. If there is a second important pair of cause/effect relationships in the portion of the biography that students have read, lead students to complete a second portion of the cause/effect graphic organizer. Students again share the events that they think contributed to the identified effect as you record the information in the causes/events box.
10. Over the course of reading the biography, guide students to identify a series of cause/effect relationships, and model how to record the information on the graphic organizer.

11. After completing the biography, students, in either pairs or small groups, should review the series of cause/effect relationships they have recorded on the class graphic organizer. Have them use the information to construct an overarching statement that identifies an essential cause/effect relationship at the core of the life of the biographical subject.
12. Have pairs or small groups write their statements in large print on chart paper and create a border of visual representations of the subject's life. Post their representations in the room.

## READING Lesson Plan → Magazine Research

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**Organizing Topic**

Vocabulary and Comprehension of Nonfiction

**Related Standard(s) of Learning** 5.7

### Objective(s)

- The student will construct questions about a topic in order to focus research and collect specific information to answer the questions.

### Materials needed

- Collection of nonfiction magazines with covers that vividly illustrate articles
- Two sheets of chart paper, each divided into four quadrants
- Markers
- Handout of student note taking page (8½" by 14" sheet of paper, divided into 8 equal-size boxes)

### Lesson procedure

1. Explain to students that they are going to select and research a topic using the magazines gathered.
2. Demonstrate selecting a magazine with a cover that interests you. Conduct a Think-Aloud to show students how to survey the front cover of the magazine by looking at the picture and reading the print to identify anything written about the cover article.
3. Continue to model what the students are expected to do. Use the information gained by surveying the cover to pose questions the article might answer, and write one question per box on the chart paper. (Typical questions that might be generated for a magazine with a woodpecker on the cover are: Where do woodpeckers live? What do they eat? How far do they fly? How large are they? Do all woodpeckers look the same? Are there different kinds of woodpeckers? Who is their natural enemy?)
4. Have each student select a magazine with a cover topic of interest. Give each a note taking page.
5. Each student should survey the front cover of his or her magazine to generate and record questions that he or she thinks might be answered in the magazine article.
6. Students should then take their magazines, but not their sheets of questions, papers, or pencils, and move away from their desk to comfortable locations in the room.
7. Read for five minutes. When time is up, tell students to return to their desks but to leave their magazines in their reading locations.
8. Have students return to their desks and record in the appropriate box any information they found that will help them to answer a question. While students are working, record information to answer your questions on the chart.
9. Have students return to their magazine locations and continue reading for another five minutes. Again, they should leave their magazines behind, return to their desks, and record information that helps to answer questions. (This sequence may be repeated two or three more times.)
10. Students should survey their questions and the information they have gathered. Each should identify one or two questions that are not fully answered and to which they would still like to find the answer.
11. Explain that they are going to use an online resource to search for other articles that might answer their questions. Explain that in order to find the specific information that they want, they are going to have to identify key terms to search.
12. Using a computer projection system, demonstrate how to connect with the specific online resource that students are to use.

13. Explain that to find the specific information they are looking for they will need to identify key terms to search. Have them select a question that you have not been able to answer from their articles, and demonstrate what happens if they search using the main topic, woodpecker.
14. Using their question as a guide, suggest another more specific search, and demonstrate how to enter the key terms.
15. Students should study the questions that they will research, using the online resource. Have them circle or highlight one or two specific words that they think can serve as their key words.
16. When students search online and find additional information to answer a question, have them record the new information in the same box as the question and the information they have already gathered from the magazine.

## **READING Test Items from the Virginia Standards of Learning Assessment**

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Released reading test items can be accessed at <http://www.pen.k12.va.us/VDOE/Assessment/releasedtests.html>. Reviewing these assessment items and using them in the classroom will allow educators and students to become familiar with the type of questions being asked as well as the testing format.

*ENGLISH STANDARDS OF LEARNING*  
**ENHANCED SCOPE AND SEQUENCE**

**WRITING** *STRAND*  
*for Grades K-5*



Commonwealth of Virginia  
Department of Education  
Richmond, Virginia  
2004

## The WRITING Strand for Grades K-5

The Writing strand for Kindergarten through Grade 5 encompasses the following Standards of Learning:

- Kindergarten – K.9, K.10, K.11, K.12
- Grade 1 – 1.11, 1.12
- Grade 2 – 2.10, 2.11, 2.12
- Grade 3 – 3.8, 3.9, 3.10, 3.11
- Grade 4 – 4.7, 4.8
- Grade 5 – 5.8, 5.9

The Writing strand can be divided into Organizing Topics, as shown in the following table.

| WRITING STRAND                   |                       |            |            |                |         |         |
|----------------------------------|-----------------------|------------|------------|----------------|---------|---------|
| Organizing Topic                 | Kindergarten          | Grade 1    | Grade 2    | Grade 3        | Grade 4 | Grade 5 |
| Written Communication Skills     | K.9, K.10, K.11, K.12 | 1.11, 1.12 |            |                |         |         |
| Composing and Written Expression |                       |            | 2.10, 2.11 | 3.8, 3.9, 3.10 | 4.7     | 5.8     |
| Usage and Mechanics              |                       |            | 2.12       | 3.11           | 4.8     | 5.9     |

## WRITING Skills in the Three Domains

The three domains of writing — composing, written expression, and usage/mechanics — are addressed in the English Standards of Learning for Grades K–5 as follows:

| Skills  | SOL         | Prewriting | Drafting | Revising | Editing |
|---|-------------|------------|----------|----------|---------|
| <b>Composing and Written Expression</b>   |             |            |          |          |         |
| <b>Write to communicate ideas.</b>  | <b>K.11</b> |            |          |          |         |
| Draw pictures and/or use letters to write about experiences, stories, people, objects, or events. |             |            | X        |          |         |
| <b>Write to communicate ideas.</b>  | <b>1.12</b> |            |          |          |         |
| Generate ideas.   |             | X          |          |          |         |
| Focus on one topic.   |             | X          | X        |          |         |
| Use descriptive words when writing about people, places, things, and events.                      |             |            | X        | X        |         |
| <b>Write stories, letters, and simple explanations.</b>   | <b>2.11</b> |            |          |          |         |
| Generate ideas before writing.  |             | X          |          |          |         |
| Organize writing to include a beginning, middle, and end.   |             | X          | X        |          |         |
| Revise writing for clarity.   |             |            |          | X        |         |
| <b>Write descriptive paragraphs.</b>  | <b>3.9</b>  |            |          |          |         |
| Develop a plan for writing.   |             | X          |          |          |         |
| Focus on a central idea.  |             | X          | X        |          |         |
| Group related ideas.  |             | X          | X        |          |         |
| Include descriptive details that elaborate the central idea.                                      |             |            | X        |          |         |
| Revise writing for clarity.   |             |            |          | X        |         |
| <b>Write stories, letters, simple explanations, and short reports.</b>                            | <b>3.10</b> |            |          |          |         |
| Use a variety of planning strategies.   |             | X          |          |          |         |
| Organize information according to the type of writing.  |             | X          |          |          |         |
| Revise writing for specific vocabulary and information.   |             |            |          | X        |         |
| <b>Write effective narratives, poems, and explanations.</b>                                       | <b>4.7</b>  |            |          |          |         |
| Focus on one aspect of a topic.   |             | X          | X        |          |         |
| Develop a plan for writing.   |             | X          |          |          |         |
| Organize writing to convey a central idea.  |             | X          | X        |          |         |
| Write several related paragraphs on the same topic.   |             | X          | X        | X        |         |
| Utilize elements of style, including word choice and sentence variation.                          |             |            | X        | X        |         |
| <b>Write to describe, to inform, to entertain, and to explain.</b>                                | <b>5.8</b>  |            |          |          |         |
| Choose planning strategies for various writing purposes.  |             | X          |          |          |         |
| Organize information.   |             | X          |          |          |         |
| Use precise and descriptive vocabulary to create tone and voice.                                  |             |            | X        | X        |         |
| Vary sentence structure.  |             |            | X        | X        |         |
| Revise writing for clarity.   |             |            |          | X        |         |

| Skills  | SOL         | Prewriting | Drafting | Revising | Editing |
|---|-------------|------------|----------|----------|---------|
| <b>Usage/Mechanics</b>  |             |            |          |          |         |
| <b>Write to communicate ideas.</b>  | <b>1.12</b> |            |          |          |         |
| Use complete sentences in final copies.   |             |            |          |          | X       |
| Begin each sentence with a capital letter and use ending punctuation in final copies.                   |             |            |          |          | X       |
| Use correct spelling for high-frequency sight words and phonetically regular words in final copies.     |             |            |          |          | X       |
| <b>Edit writing for correct grammar, capitalization, punctuation, and spelling.</b>                     | <b>2.12</b> |            |          |          |         |
| Recognize and use complete sentences.   |             |            | X        | X        | X       |
| Use and punctuate declarative, interrogative, and exclamatory sentences.                                |             |            | X        | X        | X       |
| Capitalize all proper nouns and the word <i>I</i> .   |             |            | X        | X        | X       |
| Use singular and plural nouns and pronouns.   |             |            | X        | X        | X       |
| Use apostrophes in contractions, including <i>don't</i> , <i>isn't</i> , and <i>can't</i> .             |             |            | X        | X        | X       |
| Use correct spelling for high-frequency sight words, including compound words and regular plurals.      |             |            | X        | X        | X       |
| <b>Edit writing for correct grammar, capitalization, punctuation, and spelling.</b>                     | <b>3.11</b> |            |          |          |         |
| Use complete and varied sentences.  |             |            | X        | X        | X       |
| Use the word <i>I</i> in compound subjects.   |             |            | X        | X        | X       |
| Use past and present verb tense.  |             |            | X        | X        | X       |
| Use singular possessives.   |             |            | X        | X        | X       |
| Use commas in a simple series.  |             |            | X        | X        | X       |
| Use simple abbreviations.   |             |            | X        | X        | X       |
| Use apostrophes in contractions with pronouns.  |             |            | X        | X        | X       |
| Use correct spelling for high-frequency sight words, including irregular plurals.                       |             |            | X        | X        | X       |
| <b>Edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.</b> | <b>4.8</b>  |            |          |          |         |
| Use subject-verb agreement.   |             |            | X        | X        | X       |
| Include prepositional phrases.  |             |            | X        | X        | X       |
| Eliminate double negatives.   |             |            |          | X        | X       |
| Use noun-pronoun agreement.   |             |            | X        | X        | X       |
| Use commas in series, dates, and addresses.   |             |            | X        | X        | X       |
| Incorporate adjectives and adverbs.   |             |            | X        | X        | X       |
| Use the articles <i>a</i> , <i>an</i> , and <i>the</i> correctly.                                       |             |            | X        | X        | X       |
| Use correct spelling for frequently used words, including common homophones.                            |             |            | X        | X        | X       |
| <b>Edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.</b> | <b>5.9</b>  |            |          |          |         |
| Use plural possessives.   |             |            | X        | X        | X       |
| Use adjective and adverb comparisons.   |             |            | X        | X        | X       |
| Identify and use interjections.   |             |            | X        | X        | X       |
| Use apostrophes in contractions and possessives.  |             |            | X        | X        | X       |
| Use quotation marks with dialogue.  |             |            | X        | X        | X       |
| Use commas to indicate interrupters and in the salutation and closing of a letter.                      |             |            | X        | X        | X       |
| Use a hyphen to divide words at the end of a line.  |             |            | X        | X        | X       |
| Edit for clausal fragments, run-on sentences, and excessive coordination.                               |             |            |          | X        | X       |

# GRADE-LEVEL INFORMATION

*by*

*Organizing Topics*



## **Suggested activities for teachers**

- Model for students by writing in front of them. Think aloud to show how to
  - decide what to write about
  - use prewriting strategies, such as drawing and brainstorming
  - think about your purpose
  - apply phonetic knowledge to spell words
  - reread.
- Create class books so students can see the steps in the writing process in a teacher-guided format.
- Provide opportunities for students to share their writing.
- Model and engage students in tactile tracing to practice letter formation on their hands, in the air, and in sand.

## **Suggested activities for students**

- Use a variety of formats, such as journal writing, daily news, letters, stories, and poems.

## **Suggested resources**

- English Standards of Learning Curriculum Framework Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- Phonological Awareness Literacy Screening (PALS) Web site, <http://pals.virginia.edu>.

## **Suggested classroom assessment methods**

- PALS Kindergarten
- Classroom observations
- Student demonstrations
- Writing samples

## Organizing Topic → Written Communication Skills Grade 1

In first grade, students continue to learn and develop neat, legible handwriting. Handwriting should be directly and systematically taught and practiced. As their knowledge of letter-sound correspondence and sight-word vocabulary increases, students use these skills to put their ideas and thoughts on paper. Students should write every day for real purposes: letters, notes, signs, labels, and stories. In first grade students concentrate on writing complete simple sentences, using basic conventions. They also begin to revise and edit selected pieces of their writing.

### Related Standard(s) of Learning

- 1.11 The student will print legibly.
  - a) Form letters.
  - b) Space words and sentences.
- 1.12 The student will write to communicate ideas.
  - a) Generate ideas.
  - b) Focus on one topic.
  - c) Use descriptive words when writing about people, places, things, and events.
  - d) Use complete sentences in final copies.
  - e) Begin each sentence with a capital letter and use ending punctuation in final copies.
  - f) Use correct spelling for high-frequency sight words and phonetically regular words in final copies.
  - g) Share writing with others.
  - h) Use available technology.

### Essential understandings, knowledge, and skills

### Correlation to textbooks and other instructional materials

#### To be successful with this standard, students are expected to

- Use appropriate pencil grip \_\_\_\_\_
- Use standard letter formation \_\_\_\_\_
- Use standard number formation \_\_\_\_\_
- Space words in sentences \_\_\_\_\_
- Space sentences in writing \_\_\_\_\_
- 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 \_\_\_\_\_
- Write simple, complete sentences \_\_\_\_\_
- Begin to elaborate ideas by using descriptive words (adjectives) when writing about people, places, things, and events \_\_\_\_\_

- 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
- Distinguish draft writing from final-product writing
- Use a word processor to publish writing
- Share their writing with others.

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### Suggested activities for teachers

- Model for students by writing in front of them. Think aloud how you
  - decide what to write about
  - use prewriting strategies, such as webbing, making lists, and brainstorming
  - think about purpose
  - apply phonetic knowledge to spell words
  - reread
  - add more detail
  - delete ideas that have been repeated or are unrelated to the topic.
- Create class books so students can see the steps in the writing process in a teacher-guided format.
- Generate a list of descriptive words for students to reference while writing.
- Conference with students.
- Provide opportunities for students to share their writing.
- Model correct letter formation and spacing.
- Provide short, frequent periods of instruction which include both modeling and student practice.
- Model and engage students in tactile tracing to practice letter formation on their hands, in the air, and in sand.

### Suggested activities for students

- Use a variety of formats, such as journal writing, daily news, letters, stories, lists, reports, and poems.

### Suggested resources

- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- *Phonological Awareness Literacy Screening (PALS)* Web site, <http://pals.virginia.edu>.

### Suggested classroom assessment methods

- PALS 1–3
- Classroom observations

- Student demonstrations
- Writing samples



## Suggested activities for teachers

- Model for students by writing in front of them. Think aloud to show how to
  - decide what to write about
  - use prewriting strategies, such as webbing, making lists, and brainstorming
  - think about your purpose
  - apply phonetic knowledge to spell words
  - reread
  - add more detail
  - delete ideas that have been repeated or are unrelated to the topic.
- Create class books so students can see the steps in the writing process in a teacher-guided format.
- Provide opportunities for students to write daily.
- Provide opportunities for students to share their writing.
- Conduct individual conferences with students.

## Suggested activities for students

- Use writing organizers, such as story maps.

## Suggested resources

- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- *Phonological Awareness Literacy Screening (PALS)* Web site, <http://pals.virginia.edu>.

## Suggested classroom assessment methods

- Classroom observations
- Student demonstrations
- Writing samples

## Organizing Topic → Usage and Mechanics Grade 2

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In second grade, students will continue to learn how to revise and self-correct their writing. They are expected to recognize and correctly punctuate declarative, interrogative, and exclamatory sentences. While students focus on writing stories or letters with a beginning, middle, and end, they will edit for correct grammar, capitalization, punctuation, and spelling of high-frequency sight words, including compound words and regular plurals.

### Related Standard(s) of Learning

- 2.12 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.
- Recognize and use complete sentences.
  - Use and punctuate declarative, interrogative, and exclamatory sentences.
  - Capitalize all proper nouns and the word *I*.
  - Use singular and plural nouns and pronouns.
  - Use apostrophes in contractions, including *don't*, *isn't*, and *can't*.
  - Use correct spelling for high-frequency sight words, including compound words and regular plurals.

#### Essential understandings, knowledge, and skills

#### Correlation to textbooks and other instructional materials

#### To be successful with this standard, students are expected to

- Recognize and use complete sentences
- Use singular and plural nouns
- Use singular and plural pronouns
- Capitalize all proper nouns and all words at the beginning of sentences
- Capitalize the word *I*
- Punctuate declarative, interrogative, and exclamatory sentences
- Use apostrophes in contractions
- Spell high-frequency sight words, compound words, and regular plurals correctly.

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#### Suggested activities for teachers

- Model for students by writing in front of them. Think aloud about how to
  - apply phonetic knowledge to spell words
  - reread and edit writing
- Conference with students.

#### Suggested resources

- English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.

## **Suggested classroom assessment methods**

- Classroom observations
- Student demonstrations
- Writing samples

## Organizing Topic → Composing and Written Expression Grade 3

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In third grade, students write daily. When they write letters, stories, and simple explanations, the instructional emphasis is on paragraph development. Sentences become more complex, and students learn to select details to elaborate at both the sentence and paragraph level. They continue learning the features of the domains of writing and how to self-assess and revise their writing. They use their written communication skills across all content areas.

### Related Standard(s) of Learning

- 3.8 The student will write legibly in cursive.
- 3.9 The student will write descriptive paragraphs.
  - a) Develop a plan for writing.
  - b) Focus on a central idea.
  - c) Group related ideas.
  - d) Include descriptive details that elaborate the central idea.
  - e) Revise writing for clarity.
- 3.10 The student will write stories, letters, simple explanations, and short reports across all content areas.
  - a) Use a variety of planning strategies.
  - b) Organize information according to the type of writing.
  - c) Identify the intended audience.
  - d) Revise writing for specific vocabulary and information.
  - e) Use available technology.

### Essential understandings, knowledge, and skills

### Correlation to textbooks and other instructional materials

#### To be successful with this standard, students are expected to

- Use correct letter formation
- Practice appropriate handwriting habits, including proper posture, position of paper, and pencil grip
- Learn to write neatly in cursive
- Generate ideas and develop a plan for writing
- Focus on a central topic and group related ideas
- Select specific details of sight, sound, touch, taste, and smell in order to paint a verbal picture of a person, place, thing, or event
- Use examples from their reading as models to imitate in their writing
- Create verbal pictures, using precise nouns, verbs, and adjectives, that elaborate ideas within a sentence
- Describe events, ideas, and personal stories with accurate details and sequence
- Read their own writing orally to check for sentence rhythm (sentence variety)

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- Select information that the audience will find interesting or entertaining \_\_\_\_\_
- Revise to eliminate details that do not develop the central idea \_\_\_\_\_
- Incorporate transitional (signal) words, such as *first*, *next*, and *last*, to clarify sequence \_\_\_\_\_
- Apply knowledge of the writing domains of composing, written expression, and usage/mechanics \_\_\_\_\_
- Generate ideas and plan writing by
  - using ideas from class brainstorming activities \_\_\_\_\_
  - making lists of information \_\_\_\_\_
  - talking to classmates about what to write \_\_\_\_\_
  - reading texts by peer and professional authors \_\_\_\_\_
  - using a cluster diagram, story map, or other graphic organizer \_\_\_\_\_
  - selecting an appropriate writing form for nonfiction writing (such as explanation, directions, simple report), expressive writing (such as narrative, reflection, and letter), and creative writing (such as fiction and poetry) \_\_\_\_\_
- Identify the intended audience \_\_\_\_\_
- Follow the organization of particular forms of writing for
  - stories — beginning, middle, and end \_\_\_\_\_
  - letters — date, greeting, body, and closing \_\_\_\_\_
  - explanations — opening; information presented in a way to show the relationship of ideas, such as chronological order; and closing \_\_\_\_\_
  - short reports — opening, grouping of like information into clear paragraphs, ordering of paragraphs so that there is a logical flow of information, and closing \_\_\_\_\_
- Clarify writing when revising by including specific vocabulary and information \_\_\_\_\_
- Use available technology to write. \_\_\_\_\_

### Suggested activities for teachers

- Provide opportunities for writing daily.
- Assign short written assignments in cursive and gradually move toward longer written assignments.
- Model for students by writing in front of them. Think aloud about how to
  - determine writing topic
  - use prewriting strategies, such as webbing, making lists, and brainstorming
  - think about your purpose
  - apply phonetic knowledge to spell words
  - reread
  - add more detail
  - delete ideas that have been repeated or are not on topic.
- Choose literature with descriptive passages to read aloud, having students listen for and discuss the author’s choice of words.

- Conference with students.
- Teach prewriting strategies, such as
  - mapping for planning stories
  - listing or clustering for organizing ideas for a letter, explanation, or report.
- Model correct letter formation and spacing.
- Conduct frequent periods of direct instruction, including modeling and practicing.

### **Suggested activities for students**

- Share writing products.
- Keep a learning log of notes, writing tips, and sensory words.

### **Suggested resources**

- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- *The Virginia SOL Writing Tests: A Teacher's Resource Notebook for Enhancing Writing Instruction and Improving Scores on State Assessments*. <http://www.pen.k12.va.us/VDOE/Instruction/English/writing/>.

### **Suggested classroom assessment methods**

- Classroom observations
- Student demonstrations
- Writing samples

## Organizing Topic → Usage and Mechanics Grade 3

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In third grade, students will understand that grammatically correct language and mechanics contribute to the meaning of their writing. They are expected to use complete sentences, present and past verb tenses, and the word *I* in compound subjects. While students focus on paragraph development, they will continue to learn how to self assess and edit their writing for correct grammar, capitalization, punctuation, and spelling of high-frequency sight words, including irregular plurals.

### Related Standard(s) of Learning

- 3.11 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.
- a) Use complete and varied sentences.
  - b) Use the word *I* in compound subjects.
  - c) Use past and present verb tense.
  - d) Use singular possessives.
  - e) Use commas in a simple series.
  - f) Use simple abbreviations.
  - g) Use apostrophes in contractions with pronouns.
  - h) Use correct spelling for high-frequency sight words, including irregular plurals.

#### Essential understandings, knowledge, and skills

#### Correlation to textbooks and other instructional materials

To be successful with this standard, students are expected to

- Use complete sentences
- Use the word *I* in compound subjects
- Use past and present verb tenses
- Use singular possessives
- Use simple abbreviations
- Use correct spelling for frequently used words, including irregular plurals, e.g., *men*, *children*
- Punctuate correctly
  - commas in a simple series
  - apostrophes in contracts with pronouns, e.g., *I'd*, *we've*.

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### Suggested activities for teachers

- Help students create an editing rubric or checklist that begins with a few skills and expands as they master new skills.
- Conduct frequent periods of direct instruction, including modeling and practicing.

### Suggested resources

- *English Standards of Learning Curriculum Framework* Web site  
<http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.

- *The Virginia SOL Writing Tests: A Teacher's Resource Notebook for Enhancing Writing Instruction and Improving Scores on State Assessments* Web site,  
<http://www.pen.k12.va.us/VDOE/Instruction/English/writing/>.

### **Suggested classroom assessment methods**

- Classroom observations
- Student demonstrations
- Writing samples



- Read examples of good explanations and/or narratives, having students listen for and discuss how the author organized and sequenced ideas.
- Teach a variety of prewriting strategies, such as
  - brainstorming — good for finding ideas
  - listing — good for narrowing a topic and grouping information
  - 5W’s and How — good for elaborating on a central idea
  - mapping — good for creating a story overview.
- Give students the opportunity to self-evaluate their own writing by
  - creating rubrics
  - working with a partner or small group
  - reading their own work aloud and marking trouble areas.

### **Suggested activities for students**

- Revise for words that create concrete images by using specific nouns and strong, vivid verbs.
- Share writing products.

### **Suggested resources**

- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- *The Virginia SOL Writing Tests: A Teacher’s Resource Notebook for Enhancing Writing Instruction and Improving Scores on State Assessments* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/writing/>.

### **Suggested classroom assessment methods**

- Classroom observations
- Student demonstrations
- Writing samples

## Organizing Topic → Usage and Mechanics Grade 4

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In fourth grade, students will continue to self-assess and edit their writing. They are expected to use subject-verb agreement, adjectives, adverbs, and prepositional phrases. While students focus on writing several paragraphs with a central idea, they will edit for correct grammar, capitalization, punctuation, sentence structure, and spelling for frequently used words, including common homophones.

### Related Standard(s) of Learning

- 4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.
- a) Use subject-verb agreement.
  - b) Include prepositional phrases.
  - c) Eliminate double negatives.
  - d) Use noun-pronoun agreement.
  - e) Use commas in series, dates, and addresses.
  - f) Incorporate adjectives and adverbs.
  - g) Use the articles a, an, and the correctly.
  - h) Use correct spelling for frequently used words, including common homophones.

#### Essential understandings, knowledge, and skills

#### Correlation to textbooks and other instructional materials

#### To be successful with this standard, students are expected to

- Apply knowledge of the writing domains of composing, written expression, and usage/mechanics
- Use prepositional phrases
- Use subject-verb agreement (singular nouns with singular verbs; plural nouns with plural verbs)
- Avoid the use of double negatives
- Use noun/pronoun agreement (a pronoun agrees in number with its antecedent)
- Use adverbs instead of adjectives, where appropriate, e.g., “played really well” instead of “played real well”
- Use commas in series, dates, and addresses
- Use the articles, *a*, *an*, and *the* correctly
- Use the correct spelling for frequently used words, including common homonyms/homophones, e.g., *threw/through*
- Use a rubric to self-assess writing.

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#### Suggested activities for teachers

- Provide students opportunities to edit with a partner.
- Teach a focus-lesson on an editing skill followed by student application of the skill in their own writing.

## Suggested resources

- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- *The Virginia SOL Writing Tests: A Teacher's Resource Notebook for Enhancing Writing Instruction and Improving Scores on State Assessments* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/writing/>.

## Suggested classroom assessment methods

- Classroom observations
- Student demonstrations
- Writing samples

## Organizing Topic → Composing and Written Expression Grade 5

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In fifth grade, students write daily across the content areas. They know the domains of writing and the features of each domain. While students work on all domains, the instructional focus is on revising, particularly word choice and sentence structure. Students also use available technology to assist them in composing, revising, editing, and publishing their writing.

### Related Standard(s) of Learning

- 5.8 The student will write for a variety of purposes: to describe, to inform, to entertain, and to explain.
- a) Choose planning strategies for various writing purposes.
  - b) Organize information.
  - c) Demonstrate awareness of intended audience.
  - d) Use precise and descriptive vocabulary to create tone and voice.
  - e) Vary sentence structure.
  - f) Revise writing for clarity.
  - g) Use available technology to access information.

### Essential understandings, knowledge, and skills

### Correlation to textbooks and other instructional materials

#### To be successful with this standard, students are expected to

- Apply knowledge of the writing domains of composing, written expression, and usage/mechanics
- Create a plan and organize thoughts before writing
- Focus, organize, and elaborate to construct an effective message for the reader
- Purposefully shape and control language to demonstrate an awareness of the intended audience
- Select specific information to guide readers more purposefully through the piece
- Choose precise descriptive vocabulary and information to create tone and voice
- Include sentences of various lengths and beginnings to create a pleasant, informal rhythm
- Clarify writing when revising
- Use available technology to gather information and to aid in writing.

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#### Suggested activities for teachers

- Model by writing in front of students.
- Teach a variety of prewriting strategies, such as
  - brainstorming — good for finding ideas
  - listing — good for narrowing a topic and grouping information
  - 5W's and How — good for elaborating on a central idea

- mapping — good for creating a story overview

### Suggested activities for students

- Share writing products.
- Evaluate own writing.
- Generate lists of words, such as
  - transition words
  - strong, vivid verbs
  - examples of figurative language.

### Suggested resources

- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- *The Virginia SOL Writing Tests: A Teacher's Resource Notebook for Enhancing Writing Instruction and Improving Scores on State Assessments* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/writing/>.

### Suggested classroom assessment methods

- Classroom observations
- Student demonstrations
- Writing samples



## Suggested activities for teachers

- Have students edit with a partner.
- Teach a focus-lesson on an editing skill followed by student application of the skill in their own writing.

## Suggested resources

- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- *The Virginia SOL Writing Tests: A Teacher's Resource Notebook for Enhancing Writing Instruction and Improving Scores on State Assessments* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/writing/>.

## Suggested classroom assessment methods

- Classroom observations
- Student demonstrations
- Writing samples

# WRITING STRATEGIES

## WRITING Strategies Organizational Chart

| Strategy                                    | Standards of Learning                                     | Prewriting | Drafting | Revising | Editing |
|---|---|------------|----------|----------|---------|
| Modeled Writing                             | K.9, K.11, 1.11, 1.12, 2.11, 2.12                         | X          | X        | X        | X       |
| Shared Writing                              | K.9, K.11, 1.11, 1.12, 2.11, 2.12                         | X          | X        | X        | X       |
| Interactive Writing                         | K.9, K.11, 1.11, 1.12                                     | X          | X        | X        | X       |
| Guided Writing                              | K.9, K.11, K.12, 1.11, 1.12, 2.11, 2.12                   | X          | X        | X        | X       |
| Morning Message                             | K.9, K.10, K.11, 1.11, 1.12, 2.10, 2.11, 2.12, 3.10, 3.11 | X          | X        | X        | X       |
| Writing a Story, Using a Story Plan         | 1.12, 2.11  | X          | X        | X        |         |
| Parts of a Story from Start to Finish       | K.11, 1.12, 2.11  | X          | X        |          |         |
| Posting the Writing Process                 | K.11, 1.12, 2.11, 3.9, 3.10, 4.7, 5.8                     | X          | X        | X        | X       |
| More Than a Web                             | 3.9, 3.10, 4.7, 5.8                                       | X          |          |          |         |
| Making a List                               | K.9, K.11, 1.11, 1.12, 2.10, 2.11, 2.12                   | X          |          |          |         |
| Brainstorming Topics for Writing            | K.11, 1.12, 2.11, 3.9, 3.10, 4.7                          | X          |          |          |         |
| Creating a Prewriting Web                   | 1.12, 2.11, 3.9, 3.10, 4.7                                | X          |          |          |         |
| Quick Writes                                | 3.8, 3.9, 3.10, 3.11, 4.7, 4.8, 5.8, 5.9                  | X          | X        | X        | X       |
| Visualization                               | 2.11, 3.9, 3.10, 4.7, 5.8                                 | X          | X        | X        |         |
| Focus on the Topic                          | K.11, 1.12, 2.11, 2.12, 3.9, 3.10, 3.11                   |            |          | X        | X       |
| Revision with a Target                      | 1.12, 2.11, 3.9, 3.10, 4.7                                |            |          | X        |         |
| Magnifying or Shrinking a Topic             | 3.9, 3.10, 3.11, 4.7, 4.8, 5.8, 5.9                       | X          | X        | X        |         |
| Using Strong Action Words to Spark Interest | 1.12, 2.11, 3.9, 3.10, 4.7, 5.8                           | X          | X        | X        |         |
| Description Words                           | 1.12, 2.11, 3.9, 3.10, 4.7, 5.8                           | X          | X        | X        |         |
| Overused Words                              | 2.11, 3.9, 3.10, 3.11, 4.7, 4.8, 5.8, 5.9                 |            |          | X        |         |
| Transitions                                 | 3.10, 3.11, 4.7, 4.8, 5.8, 5.9                            |            |          | X        | X       |
| Combining Sentences                         | 3.10, 3.11, 4.7, 4.8, 5.8, 5.9                            |            | X        | X        | X       |
| Creating a Strong Lead                      | 2.11, 3.9, 3.10, 4.7, 5.8                                 |            | X        | X        |         |
| Avoiding Crash Landings                     | 3.10, 4.7, 5.8  | X          | X        | X        |         |
| Finding Misspelling                         | 2.12, 3.11, 4.8, 5.9                                      |            |          |          | X       |
| Putting in Punctuation                      | K.11, 1.12, 2.12  |            |          |          | X       |
| Capitalization: A Way to Begin a Sentence   | K.11, 1.12, 2.12  |            |          |          | X       |

## WRITING Strategy → Modeled Writing

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**Related Standard(s) of Learning** K.9, K.11, 1.11, 1.12, 2.11, 2.12

### Overview of the strategy

The teacher demonstrates the act of writing by thinking aloud as text is composed in front of students. This allows students to hear the thinking that accompanies the writing process, such as choice of topic, how to begin the piece, and how to look for interesting vocabulary. Modeled writing also includes revising and editing what has been written.

### Strategy procedure

1. Choose a text to compose. The text should serve a well-defined purpose and should be aimed at a particular audience, e.g., instructions for a student assignment or an invitation to a school open house for parents. Modeled writing may be used to introduce students to new writing skills and genres.
2. On an overhead projector, a board, or chart paper, compose a meaningful, coherent message for the chosen audience and purpose, showing students how to think aloud about actions and choices in writing. As you write, demonstrate
  - the correct use of grammar, capitalization, punctuation, and print directionality
  - spelling strategies
  - the connection between spelling and phonics
  - rereading as a process to help students remember what they are writing about.
3. Choose another audience and purpose, and ask students to compose another text, using the strategies you have modeled.

### Source

- D. H. Graves, *A Fresh Look at Writing* (Portsmouth, N.H.: Heinemann, 1994).

## WRITING Strategy → Shared Writing

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**Related Standard(s) of Learning** K.9, K.11, 1.11, 1.12, 2.11, 2.12

### Overview of the strategy

In this activity the teacher and students share the composing process. By writing in front of the students, the teacher reinforces concepts of print directionality, and print conventions. Shared writing is a negotiated process with choice of words and topics discussed and decided jointly by students and the teacher. By collaborating with the teacher, who acts as a scribe, the students are free to focus on the composing process without the additional task of transcribing. Shared writing can take many forms, such as: class rules and charts, poems, shared experiences, classroom observations, newsletters to parents, daily message, innovation of a previously read book, a group story, or a model of a new type of writing.

### Strategy procedure

1. Introduce the lessons/topic by modeling how to begin writing. With the students, generate ideas for the writing and plan the text. Decisions should be made jointly between yourself and the students.
2. Record class ideas in a format that all can see.
3. Compose the text, using input from the students.
4. As you compose, demonstrate the conventions of writing: capitalization, punctuation, spelling, and print directionality.
5. When you have finished drafting the text, have students read and reread the composition with you, editing for clarity, completeness, and correctness.

### Source

- D. H. Graves, *A Fresh Look at Writing* (Portsmouth, N.H.: Heinemann, 1994).

## WRITING Strategy → Interactive Writing

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**Related Standard(s) of Learning** K.9, K.11, 1.11, 1.12

### Overview of the strategy

The teacher and students interact to compose a text. The teacher shares with the students, at strategic points, the actual writing of letters and words. The teacher and students collaborate on the content of the text. They should work together to construct words through the analysis of sound, helping students increase their letter knowledge and gain familiarity with many sight words. Interactive writing encourages students to search, check, and confirm during the writing process.

### Strategy procedure

1. Demonstrate how to begin writing. Ask students to provide ideas and help you plan the text. Decisions about content and organization should be made jointly between yourself and the students.
2. Record class ideas in a format that all can see.
3. Collaborating with the students, compose the text. Have students participate in the writing at strategic points by asking individuals to write known letters, words, or phrases. Move students to independence by not doing for them what they can do for themselves.
4. As you compose, demonstrate the conventions of writing (capitalization, punctuation, spelling, and print directionality), and reinforce students' phonemic awareness and application of phonetic principles. Make connections between unknown words and known words, such as student names or words that generalize a spelling pattern.
5. When you have finished drafting the text, have students read and reread the composition with you, editing for clarity, completeness, and correctness.

### Source

- McCarrier, G. S. Pinnell, and I C. Fountas, *Interactive Writing: How Language and Literacy Come Together: K-2* (Portsmouth, N.H.: Heinemann, 2000).

## WRITING Strategy → Guided Writing

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**Related Standard(s) of Learning** K.9, K.11, K.12, 1.11, 1.12, 2.11, 2.12

### Overview of the strategy

The teacher works with individual students or a small group of students who have similar needs and offers assistance as the students write. This activity provides focused writing instruction to students to enable them to become independent writers.

### Strategy procedure

1. Choose a writing assignment for a particular purpose and audience, and discuss it with the students. Explain that they will be writing individual texts but working in small groups, using a variety of resources, including the word wall, dictionaries, and thesauruses. Explain that they will read and respond to the writing of their groups and that you will be available to give guidance.
2. Divide students into small groups according to writing ability and needs. Ask them to begin composing.
3. Circulate around the room, prompting, coaching, and guiding students through the writing process. Encourage students to use the available resources, and prompt them with open-ended questions. Encourage, accept, and expect approximations of spellings for new and unusual words. Expect conventional spelling of grade-appropriate words.
4. When students have finished composing, ask them to share what they have written with the other students in their groups. Readers should respond, making suggestions for revision in areas such as organization, word choice, spelling, and punctuation.
5. When everyone has shared his or her writing, have students incorporate suggestions and corrections as necessary.

### Source

- P.M. Cunningham and R.L. Allington, *Classrooms That Work: They Can All Read and Write*, 2<sup>nd</sup> ed. (Reading, MA: Addison Wesley Longman, 1999).

## WRITING Strategy → Morning Message

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**Related Standard(s) of Learning** K.9, K.10, K.11, 1.11, 1.12, 2.10, 2.11, 2.12, 3.10, 3.11

### Overview of the strategy

“The Morning Message” is a letter that the teacher writes and shares with the students on a daily basis. The message is cultivated from exciting classroom and current events, content area experiences, and a variety of literacy skills. The parts of a friendly letter are modeled for the students: the date, the greeting, the body of the letter, the closing, and the signature. For kindergarten and first grade students, the message is simple and has some predictable parts, such as “Today is \_\_\_\_\_.” Or “The weather today is \_\_\_\_\_.” For second and third grade students, the message need not have predictable language and can have a more detailed message. The message should be no more than three sentences long at the beginning of the year and no more than five sentences by the end of the year. “The Morning Message” should take only 10 or 15 minutes per day. As the year progresses, “The Morning Message” moves from a shared writing experience to an interactive writing experience as the students begin to take over writing some of the daily message to the class. The daily message is best written on chart paper and saved. The letters can then be compiled monthly as a “book” and placed in the classroom library.

“The Morning Message” is a multi-leveled teaching tool. The teacher plans and writes the message about the events in the classroom and includes the literacy skills and vocabulary that are being taught. This daily strategy session is an opportunity for students to show what they know. In the primary classroom, the teacher reads the message to the class and asks several students to come forward to share and circle what they know. The students may share that they know a letter, a letter sound, a word, or a punctuation mark. In a second or third grade classroom, the students might share recognized vocabulary, spelling words, and punctuation, or they might contribute to writing the message. “The Morning Message” can also be used to teach editing and revising skills when the teacher makes “mistakes” in spelling and punctuation or leaves out words and details in the writing.

### Strategy procedure

1. Plan the message and the literacy skills that will be reinforced or reviewed.
2. Write the message daily, and provide time to include it in the daily classroom routine. When writing, demonstrate literacy skills, including
  - appropriate handwriting and spacing practices
  - the editing process, using misspelled words or punctuation mistakes
  - tracking
  - phonetic spelling
  - capitalization, punctuation, contractions, and simple abbreviations
  - use of high-frequency words
  - complete sentences
  - use of pronouns
  - use of the parts of a friendly letter.
3. For kindergarten and first grade students, first read the message together, then independently. Have second and third grade students read it first independently, then together. As you read, model tracking the words in the message from left to right and top to bottom to reinforce the concept of word, an important pre-reading skill for the kindergarten/first grade student.
4. Have several students show what they notice in the message each day, and circle the things they know.

5. To extend the lesson, you may have students sign the message under the teacher's signature, using appropriate handwriting. Reinforce the writing skills by encouraging students to write messages to the teacher or other members of the class. Provide a post office center in the classroom to "mail" the letters.
6. Compile the week's messages into a book for the reading center.
7. As the students begin to hold the pen and contribute to the writing, move from Shared Writing experience to Interactive Writing.

### **Source**

- R. Franzese, *Reading and Writing in Kindergarten: A Practical Guide* (New York: Scholastic Professional Books, 2002).

## WRITING Strategy → Writing a Story, Using a Story Plan

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Related Standard(s) of Learning 1.12, 2.11

### Overview of the strategy

As the students tell a story, the teacher listens, transcribes, and, as necessary, prompts, using a story plan and questions to help the students move the story along. The story plan includes these parts: character, setting, problem, events, and resolution. This strategy may need to be modeled several times for the young writers to internalize it. The students can use the story plan to write future stories of their own.

### Strategy procedure

1. Introduce the story plan to the students as books are read aloud during story time. Label the parts of the stories, using the story plan, so that students become familiar with the parts of a story.
2. When students are comfortable with the story plan, explain that they are going to develop a story, using the story plan. Pre-write the components of the story plan on chart paper or the overhead projector. The story plan might look like this:

|             |
|-------------|
| Character:  |
| Setting:    |
| Problem:    |
| Events:     |
| 1.          |
| 2.          |
| 3.          |
| Resolution: |

3. Ask the students to shut their eyes to help visualize the setting and the character's actions. Have the students take turns dictating the parts of a new story. You may want to listen to two or three of the students' suggestions before you begin transcribing. As the students tell the story, record what they say on chart paper, frequently reading the story back to them, asking questions, and clarifying what the students dictate.
4. Read the story with the students when it is completed and praise the strengths of the story.
5. Discuss the story plan to determine if all of the components are present. Identify the components, and reinforce the writing skills the students have exercised.
6. Ask the students to draw a picture to illustrate one part of the new story.

### Source

- L. Schaefer, *Teaching Young Writers: Strategies That Work: Grades K-2* (New York: Scholastic Professional Books, 2001).

## WRITING Strategy → Parts of a Story from Start to Finish

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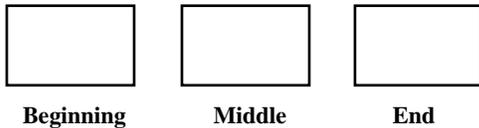
Related Standard(s) of Learning K.11, 1.12, 2.11

### Overview of the strategy

The beginning writer will often use formulaic writing, such as “I love…” or “I like…” and call this a story. They are often unwilling to leave this type of writing behind as it is safe and predictable. The teacher must help the students understand that all stories have a beginning, middle, and an end so they can assist their students in expanding their sense of story. This strategy introduces the writer to more complex story language through real books and invites the writer to experiment with this language in his/her own writing. By using a graphic organizer, the writer will be able to organize the story parts of a favorite story, then use this organizer to expand his/her own writing.

### Strategy procedure

1. Use books that are read aloud to discuss the parts of the story. Use this time to think aloud about what words are used to make this story move along.
2. Read to the students a story that has a distinct beginning, middle, and end. Draw three boxes on chart paper, and label them “Beginning,” “Middle,” and “End.” Have the students retell the story while focusing on what happened first, next, and last. Record their sentences in the appropriate boxes.



3. Extend the strategy to show the sequence of the story, using appropriate story language, such as *first, next, last, finally, second, or at last*.
4. Ask students to write their own stories, using the graphic organizer and sequencing words. Have the students ask themselves, “Does my story have a beginning, a middle, and an end?” If it doesn’t, encourage the students to write a sentence that will fill in that part of the story.

### Sources

- L. Calkins, *The Art of Teaching Writing: New Edition* (Portsmouth, New Hampshire: Heinemann, 1994).
- R. Fletcher and J. Poralupi, *Craft Lessons: Teaching Writing K-8* (Portland, Maine: Stenhouse Publishers, 1998).

## WRITING Strategy → Posting the Writing Process

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**Related Standard(s) of Learning** K.11, 1.12, 2.11, 3.9, 3.10, 4.7, 5.8

### Overview of the strategy

As students begin to write, it is important to explain to them that writing is a process used by *all* authors, even their favorite children’s book authors. Students, too, will use this process to share their thoughts through stories, letters, narratives, poems, and a variety of other writing genres. As the students learn the stages of writing – prewriting, drafting, revising, editing, and sharing with others, they can apply them to their own writing processes. Posting the stages of writing in a conspicuous place in your classroom will emphasize the value of this strategic process, and by learning the process, students may appreciate the purpose of writing and value their own writing and the writing of others.

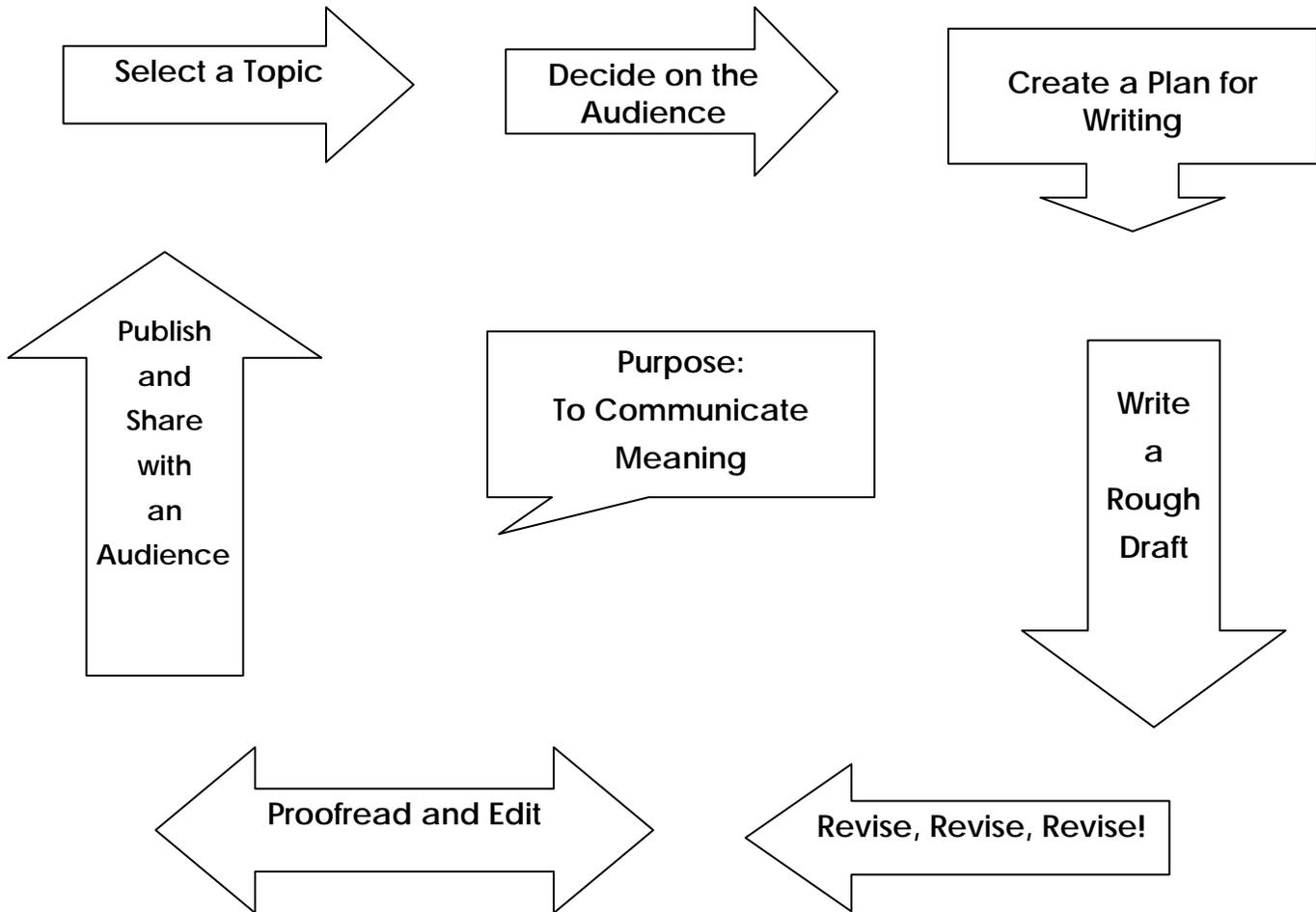
### Strategy procedure

1. Make a poster representing the steps of the writing process, and post it in a prominent place in the classroom. (For an example, see *A Sample Writing Process*, next page.)
2. Preview the writing process, and demonstrate each part, using brief, focused writing lessons.
3. Refer to and review each component of the writing process as needed until the students are comfortable with the process and know it.
4. Ask students to begin using the stages of the writing process in their own writing.
5. Support the students as writers by referring them back to the writing process poster. Ask pointed questions about their writing, referring often to the writing process.
6. Talk the “talk of writers” with students, using terms such as *topic*, *author*, *drafts*, *revising*, *thinking*, *brainstorming*, *picturing*, *describing*, and *audience*. Using the terms helps students think, speak, and work like writers. They will come to think of themselves as authors if you treat them as such.

### Source

- L. Schaefer, *Teaching Young Writers: Strategies that Work, Grades K-2* (New York: Scholastic, 2001).

## A Sample Writing Process



## **WRITING Strategy → More Than a Web**

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**Related Standard(s) of Learning** 3.9, 3.10, 4.7,5.8

### **Overview of the strategy**

Students will use a variety of graphic organizers during the planning stage. The students will learn that some graphic organizers are more appropriate than others for writing specific types of texts.

### **Strategy procedure**

1. As a class, brainstorm ideas for a narrative piece.
2. Chart the brainstorm where all students can see it.
3. Hand out a variety of graphic organizers (e.g., Venn diagram, T-chart, cluster web, story map, and time line). Each student should get copies of all of the organizers.
4. Pair students together. Have each pair of students examine the graphic organizers, choose one, and use it to plan the narrative paper.
5. When the students have finished planning, have them share their reasons for picking the graphic organizer they used. Discuss with the class the advantages and disadvantages of each type of graphic organizer for planning narrative writing.
6. Over the course of the semester, repeat this procedure for an opinion paper, a comparison/contrast piece, a biographical report, or a science report.

## WRITING Strategy → Making a List

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**Related Standard(s) of Learning** K.9, K.11, 1.11, 1.12, 2.10, 2.11, 2.12

### Overview of the strategy

On the first school day of each month, the class works together to create a list of words that might be used in writing for the month. The list is displayed in the classroom for the students' use during writing. Words included may be thematic, holiday, seasonal, and/or content area words appropriate for the month. Putting them on display alleviates the much-asked question, "How do you spell \_\_\_\_\_?" It also helps students recognize words that will be used often throughout the month and provides many ideas for writing topics.

### Strategy procedure

1. Introduce the strategy by explaining that the class will work together to create a list of words that might be used in writing for the month. The list will be posted in the classroom, available for student use. Words included may be thematic, holiday, seasonal, and/or content area words. Suggest that students may also want to include words that are often-used, but difficult to spell.
2. Begin by modeling a Think-Aloud, recording two or three words that will be used in writing for that month.
3. Ask students to suggest words. Generate more words by discussing upcoming holidays, the season, or topics they will learn about during the month. Record the words the students suggest.
4. After the class has finalized its list, create a poster. You may want to use color markers that reflect the colors used during a particular season, e.g. green and red for December, or you may want to reinforce phonetic strategies by stretching out words, writing sounds or word chunks heard. When you have finished the poster, display it in the classroom.
5. During the semester, refer to the word list as you
  - make connections of unknown words to known words
  - guide the student as he/she holds the pen to write known letters/sounds or chunks of words
  - lead the class in reading and reviewing the list of words.
7. Remind students to refer to the list as they write.
8. Repeat the procedure each month.

### Source

- Developed by Jan Stilwell, M.Ed., Richmond City Public Schools.

## **WRITING Strategy → Brainstorming Topics for Writing**

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**Related Standard(s) of Learning** K.11, 1.12, 2.11, 3.9, 3.10, 4.7

### **Overview of the strategy**

The teacher guides the students as they brainstorm topics for writing. The teacher records the topics and the students' names on chart paper, and the list is kept on display in the classroom so that students can refer to it when they need help thinking of a writing topic. This strategy works well as an introduction to the writing process for any grade level.

### **Strategy procedure**

1. Think aloud two come up with two or three topics, such as "Pets," "My Mother," or "My Little Brother." Write these on the chart paper.
2. Have students think of topics with which they are familiar, and ask them to take turns naming the topics.
3. Record each topic and the student's name on chart paper. Ask students to contribute some of the known letters or words of the topics as you transcribe them.
4. Display the list of topics in the classroom. Title the list "Ideas for Writing; Topics I Can Write About."
5. Read the list of topics to review for the students.
6. Encourage the students to add to this list throughout the school year.
7. Provide each student with his or her own topic sheet to compose a personal list of topics for writing. (A sample topic sheet is provided on the next page.)

## My Topics for Writing

Name \_\_\_\_\_ Date \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

## **WRITING Strategy → Creating a Prewriting Web**

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**Related Standard(s) of Learning** 1.12, 2.11, 3.9, 3.10, 4.7

### **Overview of the strategy**

The prewriting web is a method of gathering and organizing thoughts. A topic is written in the center of a piece of paper or a chalk board, and rays are drawn out from it to details and evidence that support the central topic. Students may use this strategy to organize thoughts and details, sequence a story, or outline parts of a story before composition begins.

### **Strategy procedure**

1. Introduce the prewriting web, emphasizing that it is a strategy to be used before writing begins.
2. Model the use of the prewriting web. Choose a topic familiar to all students and write it in the center of the chalkboard or a piece of chart paper. Think aloud as you add at least three details or facts about the topic. For each supporting detail, draw a line out from the central idea, and write the detail over the line. Ask students to assist you in creating the web by suggesting details or facts about the topic.
3. Review the topic and the supporting details.
4. Conclude the lesson by reviewing the prewriting web strategy with the students.
5. Extend the lesson the next day by combining the topic with the details into a coherent piece of writing.
6. Over time, have students practice this strategy as a small group, with a partner, and then independently.
7. Ask them to demonstrate their understanding of the strategy by explaining it to another student and using it to complete a writing sample.

## WRITING Strategy → Quick Writes

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**Related Standard(s) of Learning** 3.8, 3.9, 3.10, 3.11. 4.7, 4.8, 5.8, 5.9

### Overview of the strategy

Quick Writes build fluency and voice and give students practice at writing spontaneously from a prompt. They can also be used to reinforce specific areas of writing instruction. Quick Writes are a good way to start writing instruction each day.

### Strategy procedure

1. Ask the students to get ready to write with pencils poised.
2. Call out a one- or two-word prompt (e.g., *snow*, *football*, *Bubble bath*, *Fridays*) on which the students will base their writing.
3. Say go, and start timing one minute, two minutes, or five minutes. The students begin their writing. Write along with the students.
4. Say stop at the end of the timed interval. The students may finish the sentences they are writing.
5. Volunteers share their writing orally with the class. Share your writing as well, as teacher models are important in this exercise.

### Variations and ideas

- Initially you may want to choose the prompts. After doing this a few times students may suggest prompts. Written student suggestions can be put in a jar or bag. It is easy to pull from the jar each day.
- Occasionally students may want to take these short writings through the entire writing process and publish them in a class book. (Example: “Two-minute thoughts about Thanksgiving.”) These books are added to the class library.
- You may focus the writing on writing skills taught during class. For example: if the class has been studying leads, direct students to write a good lead, using the prompt word. If the class has been studying a certain editing technique, such as reading the piece backward to check the spelling of each word, ask students to use this skill.

## **WRITING Strategy → Visualization**

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**Related Standard(s) of Learning** 2.11, 3.9, 3.10, 4.7, 5.8

### **Overview of the strategy**

Students will improve their descriptive paragraphs and stories through the use of art and visualization. The instruction can be scaffolded through the use of literature.

### **Strategy procedure**

1. Read aloud an especially descriptive scene from a piece of children's literature. While you are reading, have the students close their eyes and visualize the place, person, or thing.
2. Have the students draw their visualizations on unlined paper. The drawings can be as detailed as you want depending on the time you allow the students. Using color pencils adds another dimension.
3. Reread the selection when the students have completed their drawings.
4. Allow students to add to their drawings.
5. Discuss the details students included and what they overlooked during the first reading.
6. Repeat the same process, using a piece of student writing. Discuss how complete a picture one could draw from the description and what can be added to make the description more complete.
7. Have students pick one descriptive piece each from their writing. Ask them to draw the items or places and then revise their written descriptions, using their detailed pictures.

## WRITING Strategy → Focus on the Topic

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**Related Standard(s) of Learning** K.11, 1.12, 2.11, 2.12, 3.9, 3.10, 3.11

### Overview of the strategy

This strategy asks the students to take a closer look at their writing and ask the important question: “Did I stay on topic? The teacher guides the students through this task by using books, writing samples from students, or his/her own writing as a model. The students are asked to focus on a piece of their writing to determine if they have focused only on the chosen topic or wandered off-topic.

### Strategy procedure

1. Introduce the strategy by showing the students a well-known book that is well-focused.
2. Ask the students to predict what the book is about. Read the story to the students to check their predictions.
3. Lead a discussion of the book to determine if the author stayed on topic or drifted off of the topic.
4. Display a writing sample in which the writer meanders from one topic to another.
5. Model revising the piece of writing by drawing a line through the parts that do not support the topic.
6. Ask the students to look at their current pieces of writing more closely to decide if they stayed on topic. If they did not, ask them to draw a line through the parts that do not fit.
7. Assist the students in small groups or individually as they focus on their writing for revision. Many beginning writers will not want to re-work their writing and will need extra support from the teacher to look for the parts that do not support the topic.
8. Extend the strategy lesson by teaching the students to work in small groups or pairs to read their writing, check to see if they stayed on topic, and assist each other with this revision process.

### Sources

- L. Dorn and C. Soffos, *Scaffolding Young Writers: A Writers’ Workshop Approach* (Portland, Maine: Stenhouse Publishers, 2001).
- R. Fletcher and J. Portalupi, *Craft Lessons: Teaching Writing K-8* (Portland, Maine: Stenhouse Publishers, 1998).

## WRITING Strategy → Revision with a Target

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**Related Standard(s) of Learning** 1.12, 2.11, 3.9, 3.10, 4.7

### Overview of the strategy

The teacher targets a weak writing element, such as weak or repetitious vocabulary, insufficient detail, or lack of clarity, and asks students to focus on the weakness as they revise their writing. The clear purpose for revision helps focus the efforts of student writers who are often reluctant to make changes to their writing. This strategy should be repeatedly modeled and is especially effective when the class has written a story together and all class members are invested in the piece.

### Strategy procedure

1. Explain that *revision* is when the writer changes writing to make it better. Target one writing element to revise during this process, and write it on the board.
2. Use a group story that has been completed recently.
3. Read to the students a group story that has been completed recently and have them listen with their “writers’ ears” or look with their “writers’ eyes” for any changes that need to be made.
4. When the story has been read, encourage the students to make suggestions for revision. Ask leading questions to support the students as they notice potential revisions based on the chosen writing element.
5. Model making these changes in front of the class.
6. Demonstrate this revision process several times so the students will begin to internalize it. Ask them to use it in their own writing.

### Source

- L. Schaefer, *Teaching Young Writers: Strategies That Work, K-2* (New York: Scholastic Professional Books, 2001).

## WRITING Strategy → Magnifying or Shrinking a Topic

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Related Standard(s) of Learning 3.9, 3.10, 3.11, 4.7, 4.8, 5.8, 5.9

### Overview of the strategy

Student sometimes will write a great deal to set up a part of the story and then hurry through the main point. Because of this, the main points of their stories sometimes need magnification. This strategy will teach students how to find focal points that need magnification and how to elaborate those points. It will also help them focus on areas that are too wordy and need to be shrunk.

### Strategy procedure

1. Stress that each short story should have a *significant moment* that addresses the purpose of the story, and instruct students to identify the significant moments or events of their stories. Often this element is missing from writing; students often ramble from event to event. If a significant event is missing, the student needs to explore the topic to find it.
2. Once a significant moment has been located, lead students into understanding the following techniques for magnifying the event:
  - *Develop the sense of place.* Add language that develops the scene, giving readers a sense of place. It may help students to envision themselves in control of a camera. They should write to show the readers what the camera sees. The details that are added should not distract from the story, but add to it.
  - *Develop the tone.* Add language that develops the “feel” of the moment. Is it a creepy place or a cold place? Additional language that suggests the feelings of the characters will magnify the moment.
  - *Slow down the passage of time.* Have students picture the significant moment in slow motion and describe it frame by frame. A writer slows down a passage by adding more details, allowing the reader to savor it.
  - *Add dialogue.* The interaction of characters and how they converse with each other can place the reader inside the scene.
  - *Add a “thought shot.”* Explaining characters’ thinking makes them realistic. If he/she is faced with a decision or a task, a “thought shot” can increase the tension or the uncertainty.
  - *Show, don’t tell.* The story may read, “It was cold.” By changing this thought to “Her flesh raised in goose bumps as the air hit it,” the writer forces the reader to infer that it was cold. Writing inferences can be a difficult task. Look for models of this in literature and adult writing to share with students.
3. Student writing often contains many details that slow the story in the wrong places. Readers get bored, and their minds wander. Have students identify these places in their own writing. Showing on the overhead examples of such places can bring home the point. Students can shrink these moments only after identifying them, and this must be modeled and encouraged, as students do not like to delete anything they have written. Young writers are hung up on the length of their works; they need to see adult writers discarding sentences and paragraphs of writing in an effort to improve a piece. A teacher who uses his/her own writing can be a powerful model.
4. Show students ways to shrink the event to avoid wordiness:
  - *Focus on one small space of time.* A student, who writes about a whole day to describe a five minute roller coaster ride, or the entire summer to describe one event at camp, needs focus. Changing the starting point of the paper will help the writer achieve this focus. If the writer begins with the significant event and uses a technique from step 2 to explore it, he or she will be able to focus the piece.
  - *Look for repetition.* If details add the same information or state the obvious, they should be eliminated.
  - *Avoid being too mouthy.* If the dialogue is carrying the story, it needs to be looked at with a critical eye. Keeping essential dialogue and using descriptions to carry the plot will strengthen the paper.

- *Avoid too much description.* If too many details are added, the story can become too slow. Students may be listing information for all five senses when one or two will set the tone.

### Sources

- B. Lane, *After the End* (Portsmouth, New Hampshire: Heinemann, 1993).
- B. Lane, *Reviser's Toolbox* (Shoreman, Vermont: Discover Writing Press, 1999).

## WRITING Strategy → Using Strong Action Words to Spark Interest

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**Related Standard(s) of Learning** 1.12, 2.11, 3.9, 3.10, 4.7, 5.8

### Overview of the strategy

Young students tend to use weak or overused verbs in their stories. The teacher assists the class in creating a list of strong verbs that is displayed in the classroom and to which more verbs are added over time. The teacher models writing using a weak verb and then substitutes the stronger verb to demonstrate how it can spark the reader's interest and clarify the meaning of the story. Students then use the list in their own writing.

### Strategy procedure

1. Use explicit teaching to point out action-packed verbs used in a children's book. Discuss how this use of strong, precise verbs in writing clarifies meaning. Help the students understand that the stronger action words add interest to the writing and the use of just the right verb describes exactly the action that is taking place.
2. Lead the class in creating a list of strong verbs that students can use in their writing.
3. Display the list of words in the classroom.
4. Write sentences, using weak verbs; model revision of the same sentences, using stronger verbs from the list.
5. Collaborate with the students to record and add strong verbs to the list. Ask students to think of words that are more precise than *ran*, *said*, or *jumped*. For example: *darted* or *galloped* for *ran*; *explained* or *replied* for *said*; and *leaped* or *dove* for *jumped*. Older students can create their own list of words.
6. Demonstrate using the list of action words during prewriting, writing, and revising.
7. Ask students to use the list during planning, writing, and revising a piece of writing.

### Source

- N. Atwell, *In the Middle: New Understandings about Writing, Reading, and Learning*, 2nd Edition. (Portsmouth, New Hampshire: Heinemann 1998).

## WRITING Strategy → Description Words

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**Related Standard(s) of Learning** 1.12, 2.11, 3.9, 3.10, 4.7, 5.8

### Overview of the strategy

Beginning writers usually use sparse language in their writing. Description words can enhance their writing by helping the reader to see, taste, smell, hear, and feel the details. The teacher can best demonstrate the use of description words by reading examples from several children's books. Using this strategy, the teacher leads the students in collecting description words found in Read-Alouds and other books. The resultant list can be used as a prewriting strategy as young writers consider ways to enhance their writing. Students may also use the list of description words during composition and revision.

### Strategy procedure

1. Read a book with good descriptive language. Select several passages from the book that exemplify strong description words.
2. Explain to students that description words help the reader paint a picture in his or her mind. Share the passages you have selected, pointing out some of the examples of description words. Ask the students to suggest other examples from the passages shared.
3. Record their description words on chart paper.
4. Continue to collect description words over time from class Read-Alouds and other literary sources.
5. Display the list of words in the classroom for reference.
6. Extend the strategy for older students by having them create a list of description words on a form or in a journal, keeping the list handy for independent use.
7. Extend the strategy by categorizing the description words into the five senses.
8. Encourage the students to add to the list of words on the chart paper or their independent lists and to use description words in their writing.

### Sources

- L. Dorn and C. Soffos, *Scaffolding Young Writers: A Writers' Workshop Approach* (Portland, Maine: Stenhouse Publishers, 2001).
- Fletcher, R. and Portalupi, J. 1998. *Craft Lessons: Teaching Writing K-8*. Portland, Maine: Stenhouse Publishers.





## WRITING Strategy → Overused Words

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**Related Standard(s) of Learning** 2.11, 3.9, 3.10, 3.11, 4.7, 4.8, 5.8, 5.9

### Overview of the strategy

Students will expand their vocabularies and avoid slang or overused words.

### Strategy procedure

1. Organize a ceremony for the class. Wearing your graduation gown and carrying a lighted candle can work nicely. Write on index cards the words you want the students to avoid. Some suggested words are *stuff*, *cool*, *thing*, *nice*, *good*, *bad*, *happy*, and *fun*.
2. Have students stand in a circle. Be very sober and solemn, as if it is a sad occasion. Holding up the stack of cards, say, “We have to accept responsibility for our actions today. We have contributed to the overuse of these words. As good citizens, it is our duty to say goodbye to them and put them to rest. As I say these words and pass the cards, you should pass them around the circle and honor them one last time by reading them aloud. To remember them and their service to us, we will attach them to this sacred chart after each of us has said goodbye.”
3. Read the word on each card, and pass the cards around the circle. As the cards make it back to the beginning, attach them to a chart. The chart could be shaped like a bed (the words are overworked and need their rest), or the chart could be in the shape of a tombstone (the words have been used to death). They can be called the “RIP Words” or “Resting Words” when referred to in the future.
4. Once all the words are posted, the students can pledge to help the words by using them only in extreme need and to allow them adequate rest.
5. The strategy may be extended by demonstrating and encouraging the use of a thesaurus to find alternatives to overused words.

## WRITING Strategy → Transitions

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**Related Standard(s) of Learning** 3.10, 3.11, 4.7, 4.8, 5.8, 5.9

### Overview of the strategy

Transitions are the bridges of writing. They affect the flow and rhythm of the piece. Without effective transitions, the writing is choppy and disjointed.

### Strategy procedure

1. Select a piece of writing appropriate for the grade level. Rewrite the selection taking out all the transition words.
2. Provide copies of the sample to students and have them look for places where transition words are needed.
3. As students share their transitions chart them on butcher block paper, chart paper, or sentence strips. (These will later be cut apart and sorted.)
4. Have students add other transitions to the chart from their writing and reading.
5. Sort the transitions into categories of how they are used: to transition time or place, bridge ideas, show cause and effect, or compare and contrast.
6. Students tend to over use *and* and *then*. In future lessons, have them revisit a piece of their writing and improve their transitions.

### Source

- G.R. Mushula, *Writing Workshop Survival Kit* (West Nyack, New York: The Center for Applied Research in Education, 1993).

## WRITING Strategy → Combining Sentences

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**Related Standard(s) of Learning** 3.10, 3.11, 4.7, 4.8, 5.8, 5.9

### Overview of the strategy

Students tend to write short simple sentences because they are safe. When they write longer sentences, they risk the danger of writing run-on sentences. Teaching sentence combining gives students greater control over sentence variation.

### Strategy procedure

1. Share a paragraph that consists of only simple sentences. (You may have to create this.) Have students describe what they think of the paragraph and its downfalls.
2. Have students suggest which sentences should be combined and how that can be done. As a class, write a revised paragraph.
3. Teach students the coordinate conjunctions. They should memorize these. The acronym FAN BOYS (*for, and, nor, but, or, yet, so*) can be used to do this. These are coordinate conjunctions because they are used to join two sentences (two independent clauses) of equal importance. Writing the compound sentence on a see-saw that is level can demonstrate this. The comma and conjunction are placed at the fulcrum point.

**I like French fries, and I like pizza.**



4. If combining sentences that are not of equal importance, a subordinate conjunction is used. The subordinate phrase is of less importance. Writing the sentence on a tipped see-saw can demonstrate this.
5. Students can begin to generate lists of subordinate conjunctions. There are too many to memorize, but common ones should be noted.

### Source

- G.R. Mushula, *Writing Workshop Survival Kit* (West Nyack, New York: The Center for Applied Research in Education, 1993).

## WRITING Strategy → Creating a Strong Lead

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**Related Standard(s) of Learning** 2.11, 3.9, 3.10, 4.7, 5.8

### Overview of the strategy

Students will learn the importance of creating a strong lead to grab the reader's attention at the beginning of a story. This strategy is especially geared to narrative writing as it is written to entertain the reader.

### Strategy procedure

1. Collect and print a variety of leads from familiar stories by both published authors and classroom writers. Show these leads to the students and elicit their responses.
2. Explain the concept of *leads*. Ask students what qualities make a good lead. Why do these sentences attract interest and spur the reader to continue reading the story? Point out to the students that there are several common sentence techniques used to hook the reader, such as a question, a quotation, a sentence fragment that is repetitive, or use of a famous name or place.
3. Display on the overhead a piece of student writing or your own writing. Read with the class the first sentence, discussing its ability to hook the reader.
4. Collaborate with the students to write several new leads for the piece of writing.
5. Discuss with students which lead sentence best hooks the reader's interest and why.
6. Create a bulletin board or chart that displays examples of leads for the students' reference. These leads may be printed on fish that are hooked by a young fisherman. The hook is labeled with the type of sentence lead.
7. Extend the lesson strategy by asking the students to look at a piece of their own writing to revise with a strong lead.

### Sources

- J. Gould and E. Gould, *Four Square Writing Method, Grades 1-3* (Carthage, IL: Teaching & Learning Company, 1999).
- R. Fletcher and J. Portulapi, *Craft Lessons: Teaching Writing K-8* (Portland, Maine: Stenhouse Publishers, 1998).

## WRITING Strategy → Avoiding Crash Landings

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Related Standard(s) of Learning 3.10, 4.7, 5.8

### Overview of the strategy

Endings are important to the reader’s satisfaction and the completion of a piece. Good endings can be taught. Endings usually are not obvious in the initial writing of the story, but as the writer drafts the story, the appropriate ending develops. Students need many examples, so they can understand the choices they have as the story develops.

### Strategy procedure

1. Use examples from children’s literature to explore several kinds of endings to stories, such as
  - circular endings
  - surprise endings
  - wrap-up endings
  - cliff-hanger endings
  - sad-but-true endings
  - all’s-well-that-ends-well endings.
2. Use examples from student writing to demonstrate “good” endings.
3. Model on the overhead the re-crafting of an ending in a piece of writing.
4. Have students in pairs re-craft the endings of a children’s story to fit a different kind of ending. Fairy tales work well for this. For example, *Jack in the Beanstalk*, which has an All’s-well-that-ends-well ending, can be rewritten to have it be a cliff-hanger.
5. Have students select a piece from their writing folder for which they would like to craft a better ending. After they have rewritten the ending, have them share their “before” and “after” endings.

### Sources

- R. Fletcher, *What a Writer Needs* (Portsmouth, New Hampshire: Heinemann, 1993).
- B. Lane, *Reviser’s Toolbox* (Shoreman, Vermont: Discover Writing Press, 1999).

## WRITING Strategy → Finding Misspellings

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Related Standard(s) of Learning 2.12, 3.11, 4.8, 5.9

### Overview of the strategy

Students will learn strategies to identify possible misspelled words.

### Strategy procedure

1. Provide instruction in and opportunities for students to practice the following strategies:
  - Moving your mouth. Students move their mouths as they silently read their papers. This technique activates a different portion of the brain than that used when students read silently without moving their mouths. When reading silently, the brain is more apt to correct misspellings unconsciously. By activating the mouth, the brain is not fooled into making unconscious corrections. Students should circle all questionable spellings.
  - Reading it backwards. Students read their paper backwards, word by word. This strategy helps the eye become more discerning of each word's spelling.
  - Knowing your demons. Everyone has certain words he or she struggles to remember how to spell. Students should be aware of their “demons” and have a strategy for overcoming them. For example, *necessary* is often a demon because students find it difficult to remember the order of the *c* and the *s* and which one is double. A helpful strategy is to remember that the *c* and the *s* are in alphabetical order and that the first one is single and the second is doubled — i.e., 1, 2. Known “demon” words should always be checked until the spellings are memorized. Students should be persuaded that avoiding the use of a demon word is not a legitimate strategy.
  - Using a spelling buddy. After a student has checked his or her paper, a spelling buddy can be asked to circle words he or she thinks are misspelled, but not to correct the spellings. The circling indicates only that the words need to be checked, as they may or may not be spelled correctly.

### Source

- Irene C. Fontas and Gay Su Pinnell, *Guiding Readers and Writers: Grades 3-6* (Portsmouth, N.H.: Heinemann, 2001).

## WRITING Strategy → Putting in Punctuation

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**Related Standard(s) of Learning** K.11, 1.12, 2.12

### Overview of the strategy

Emergent and beginning writers need direct instruction in learning to punctuate their writing. The best way to learn this skill is by using the students' own writing. This strategy helps writers take a second look at a piece of writing to determine if all of the punctuation is in place and the ways in which punctuation enhances meaning. This strategy works best if the teacher has previously modeled appropriate types of punctuation through Morning Messages or other writing.

### Strategy procedure

1. Select a piece of student writing that needs punctuation, and transfer it to a transparency. Ask the student if you may share his or her writing with the class.
2. Gather the students around the overhead projector. Invite the student who wrote the piece to read it to the class.
3. Ask the students to pay close attention to where the student's voice pauses or stops in reading. Point out to the students that this is probably a place where punctuation is needed.
4. Ask the students for suggestions to correctly punctuate the sentences. Assist the student to place the appropriate punctuation behind the sentences.
5. Ask the students to reread the story with the correct punctuation. Discuss with the students how punctuation assists the reader in understanding the meaning of the writing.
6. Encourage the students to reread a piece of writing that needs editing for punctuation. Instruct them to listen to where their voice pauses or stops to determine where punctuation needs to be placed.
7. Alternatively, place the students in small editing groups to listen to each other's writing and assist each other in editing for punctuation.

### Source

- L. Dorn and C. Soffos, *Scaffolding Young Writers: A Writers' Workshop Approach* (Portland, Maine: Stenhouse Publishers, 2001).

## **WRITING Strategy → Capitalization: A Way to Begin a Sentence**

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**Related Standard(s) of Learning** K.11, 1.12, 2.12

### **Overview of the strategy**

In order for young writers to understand capitalization, they need to understand that a sentence is a complete thought and that punctuation comes at the end of the sentence. Examples of this are everywhere. The teacher can share examples from books, newspapers, etc. and place an example on a transparency. In doing this, the teacher prepares the students to observe that capital letters begin a sentence.

### **Strategy procedure**

1. Copy a section of a book onto a transparency to demonstrate complete sentences. Show the students where the sentence ends with the punctuation marks. Guide the students to see that each sentence begins with a capital letter. Circle or underline the capital letters that begin each sentence.
2. Use a piece of student writing that has been previously edited for punctuation and needs to be edited for capitalization. Read the piece of writing with the class. Show them how to edit for capitalization by drawing three lines under the letter that begins each sentence. Explain that these lines will remind them to go back and edit for capitalization in their final draft.
3. Have the students apply this strategy to another piece of writing that has been edited for punctuation. Place the students in small groups to assist each other in editing for capitalization.

### **Source**

- L. Dorn and C. Soffos, *Scaffolding Young Writers: A Writers' Workshop Approach* (Portland, Maine: Stenhouse Publishers, 2001).

# WRITING LESSON PLANS

## WRITING Lesson Plan → My First Writings

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**Organizing Topic**

Written Communication Skills

**Related Standard(s) of Learning** K.9, K.10, K.11

### Objective(s)

- The students will demonstrate the ability to write, using phonetically spelled words.

### Materials needed

- Transparency of a kindergarten picture with kindergarten writing
- Big book
- Picture or drawing
- Chart paper
- Marker

### Lesson procedure

1. Select a picture or drawing made by one of the students and with which the class is familiar. Select a big book to use as an example of book writing, and choose a student-drawn picture labeled by a kindergartener from a previous year (e.g., a picture with a simple label/statement, such as, “I S A R”). The student writing should be representative of the phonetic spelling of kindergarteners.
2. Tell the students that they can write what they want to say about a picture, and explain that there are different kinds of writing: book writing and kindergarten writing. Ask students to look at the book writing used in a big book and describe it. Allow them to identify characteristics of book writing.
3. Show students the example of kindergarten writing. Read the label/statement (e.g., “I saw a raccoon”), and ask students if what was read says something about the picture. Have students talk about the connection between the picture and the writing.
4. Engage students in talking about a familiar picture by asking, “Do you remember when we created this picture? Let’s talk about what we were thinking when we made it.” Have the class discuss the picture by looking at it and recalling details of its creation.
5. Explain to the students that now they are going to write something about the unlabeled picture. As a class, discuss possible labels/statements, and decide on one that you will model write for the class.
6. Talk with the students about what sounds they hear in the first word. Record what students say, clarifying that not everyone will always write the same letters.
7. Once the class is finished helping you decide which letters to write for each word, lead the class in reading the label/statement.
8. At the end of the lesson, invite students to draw a picture and write something about it. This is an activity that can be done during center time, since you do not have to guide the students.

## WRITING Lesson Plan → Drawing the Details

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Organizing Topic

Written Communication Skills

Related Standard(s) of Learning K.11, K.12

### Objective(s)

- The student will demonstrate an understanding that experiences can be recorded in pictures and that pictures need details to convey an experience.

### Materials needed

- Large paper
- Pencils
- Crayons

### Lesson procedure

1. Select a past class experience that was rich in active participation by the students — e.g., a field trip or a science experience. Engage students in talking about their shared experience by asking open-ended questions, such as *What did you like best?* or *What did you see?*, and prompt them to elaborate, using questions such as *Can you tell me more about \_\_\_\_\_?*
2. Students then have individual time to select the portion of the experience they want to show in a drawing and are given time to draw.
3. As students draw, walk around, observing student progress and conducting individual student-teacher conferences. After an appropriate amount of time, you may want to talk to each individually, again using open questions like, *What did you like best? Can you draw that? What will you put in your drawing?* These interactions should be brief and should help focus the student to begin.
4. As students progress in their drawing, continue to conduct individual student-teacher conferences with open-ended prompts (e.g., *Tell me about your drawing?*). Listen for details that are told but not shown, and reflect these details back to the student: (Example: *Nathan, you are telling about riding in the hay wagon. How will the audience know from looking at your picture that you were in a hay wagon?*)
5. Have students sit in a circle to share their drawings. In the circle sharing activity, each student is to choose one detail to talk about: tell the class what it is, why it was included, and anything special about how it was drawn, e.g., size, shape, color.
6. At the end of sharing, take the time to summarize what the class did (Example: *Before we leave the circle, let's think about what we did today. First, I asked you to tell me about... We spent a lot of time talking about ... and thinking about details of what we saw and did. Then you each decided what you wanted to draw. As you drew, I stopped by your seat and asked you to tell me about what you were drawing. We looked at your drawing to see if there were some details you left out. And then we shared with each other a detail. Adding details to your drawing helps the audience better understand what you saw or did.*)

## WRITING Lesson Plan → Details in Sentences

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**Organizing Topic**

Written Communication Skills

**Related Standard(s) of Learning** 1.11, 1.12

### Objective(s)

- Given two sentences, the student will identify the more descriptive sentence and explain how descriptive words help make the author’s ideas clearer.

### Materials needed

- Teacher-created pairs of sentences that model vague language and descriptive language (e.g., “The dog went across the yard” vs. “The little brown dog ran quickly across the yard”)

### Lesson procedure

1. Ask the students to close their eyes. Explain that you are going to read a sentence to them. Their job is to visualize what you are describing.
2. After reading the vague sentence, ask students to describe what they have seen in their minds.
3. Ask the students to close their eyes again. This time read the descriptive sentence. Now ask students to describe what they see. Help students recognize that they are imagining very similar pictures because of the detailed description.
4. Ask the students to identify what words in the second sentence helped them visualize a similar picture. Explain that the job of an author is to help the readers see exactly what is in the author’s mind.
5. Have the students choose a story from their writing folders. Then they should find a sentence where they could add details. Students should write that sentence on a separate sheet of paper.
6. Tell the students to rewrite the sentence by adding details.
7. Have students meet with their writing partners to read the first and second sentence. The writing partner provides feedback on how the second sentence was or was not better than the first sentence.

## **WRITING Lesson Plan → Story Problems**

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**Organizing Topic**

Written Communication Skills

**Related Standard(s) of Learning** 1.11, 1.12

### **Objective(s)**

- The student will be able to state the topic of a story and identify digressions.

### **Materials needed**

- Teacher-created story that has some intentional digressions from the central idea.

### **Lesson procedure**

1. Read the teacher-created story to the students.
2. Ask the students to identify potential problems with the story. Guide students to the conclusion that the story is confusing due to extraneous, off topic information.
3. Tell students to go to their writing folders and select a story. Have them read their stories with writing partners. Ask the students to state the topic of their partners' stories and identify any places where the story details are not related to the topic. If a partner cannot identify the topic, participate in the conference and help the writer revise to focus on one topic.
4. Post a writing revision rule in your classroom: Writers should read their pieces to check for focus and then ask a writing partner to listen and identify the topic.

## WRITING Lesson Plan → Write Like This

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**Organizing Topic**

Composing and Written Expression

**Related Standard(s) of Learning** 2.10, 2.11

### Objective(s)

- The student will write stories, letters, and simple explanations.

### Materials needed

- Story to read aloud
- Writing journal
- Computer (optional)

### Lesson procedure

1. Select a story to read aloud to the class. Choose a book in which students can easily see the author's style or a book that demonstrates a clear purpose in writing. (For example, the teacher may choose to read a story about an event in the author's childhood.)
2. Share the story with the class, and discuss what you want the students to try to emulate. (For example, the students could write about something that has happened to them.)
3. The students will then brainstorm events about which they could write. Ask the students to share their ideas with the class. This will help students who are having a difficult time thinking of a topic.
4. As students begin writing, circulate around the room, conferencing with students about their writing.
5. The students should then be given an opportunity to share their pieces with the rest of the class. It is important that there be an audience for which to write.
6. The students may wish to publish their work on the computer. They could also add illustrations using the computer.
7. It is important to remember that the purpose of this activity is to develop writing composition skills, not to worry excessively about the grammar and mechanics of the writing process.

## **WRITING Lesson Plan → From Beginning to End**

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**Organizing Topic**

Composing and Written Expression

**Related Standard(s) of Learning** 2.10, 2.11

### **Objective(s)**

- The student will write stories with a clear beginning, middle, and end.

### **Materials needed**

- Writing journal
- Pencils
- Drawing paper
- Crayons

### **Lesson procedure**

1. Choose a story with a clear beginning, middle, and end. After reading the story, either together or independently, ask the students to retell the story, including the beginning, middle, and end.
2. Model this activity, and provide support as needed. Give each student a sheet of blank drawing paper. Have them divide the paper into thirds, one section each for the beginning, middle, and end of the story.
3. Ask the students to draw three pictures showing the beginning, middle, and end of the story. Have the students verbalize what they have illustrated in each section.
4. Using the drawings as a guide, have the students write several sentences in their writing journals about each segment of the story. Some students will be able to write full paragraphs about each part of the story, while others will write only a few sentences.
5. After finishing the writing, give students a chance to share their writing with a peer.

## WRITING Lesson Plan → Focused Editing

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**Organizing Topic** Usage and Mechanics

**Related Standard(s) of Learning** 2.12

### Objective(s)

- The student will edit writing for correct grammar, capitalization, punctuation, and spelling.

### Materials needed

- Writing journal
- Highlighters
- Pencils

### Lesson procedure

1. Tell the students that they are going to write on a selected prompt. Before the actual writing begins, explain what you are going to look for in their writing. For example, you may want to focus on writing complete sentences, using proper ending punctuation, or you may want to focus on capitalization of proper nouns. Pick only one area on which to focus. Ask the students to begin, and give them sufficient time to complete the writing.
2. Once the students have finished, have them trade writings with a partner, and have the partner look for the teacher's focus. If the partner finds any corrections that need to be made, he or she should highlight them. Once the writings have been checked by a partner and corrected by the writer, collect and evaluate them.
3. Once the types of mistakes the students are making have been identified, focus-lessons can be taught to address these needs. It is helpful to choose one area at a time on which to focus. The eventual goal will be that the students will be able to edit their own writing, by looking for proper grammar, capitalization, punctuation, and spelling.

## **WRITING Lesson Plan → Oops, There's One!**

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**Organizing Topic** Usage and Mechanics

**Related Standard(s) of Learning** 2.12

### **Objective(s)**

- The student will edit writing for correct grammar, capitalization, punctuation, and spelling.

### **Materials needed**

- Chart paper
- Color markers
- Writing journals

### **Lesson procedure**

1. Before class, write several sentences containing mistakes on chart paper. Have the students edit the sentences in their journals. For example, if students have been studying capitalizing proper nouns, you may wish to write some proper nouns without capital letters for students to correct. You might leave out ending punctuation or misspell a sight word. (NOTE: Writing facts from science or social science lessons can serve as an effective review of content material as well as a review of grammar and mechanics. Also, students enjoy seeing their own names in these sentences, so you might incorporate many student names during this activity.)
2. Once students have finished rewriting the sentences in their journals, have the students come up and make the corrections on the chart paper. Ensure that all students understand what the mistakes are and how to correct them. Have the students verbalize why they made the changes.
3. Save the chart papers so that the corrected sentences can be reviewed. It is important to review rules periodically so students internalize them.

## WRITING Lesson Plan → Practice Cursive

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**Organizing Topic** Composing and Written Expression

**Related Standard(s) of Learning** 3.8

### Objective(s)

- The student will write in a legible, cursive handwriting style.

### Materials needed

- Handwriting paper
- Laminated desktop reference chart showing what each letter looks like and how it is made
- Set of laminated cards of each letter made from cutting apart a publisher’s classroom chart
- Laminated sheets of handwriting paper and/or practice sheets provided in a handwriting program
- Dry-erase pens and/or wipe-off crayons
- Laminated portions of sentence strips with handwriting lines

### Lesson procedure

1. Model letter formation as you describe the stroke.
2. With the students identify and explain distinguishing characteristics of the letter formation, e.g., size, shape, slant, and spacing.
3. Have students use a dry erase marker or wipe-off crayon to trace the letter on their laminated desktop reference chart.
4. Students should practice letter formation with pencil on handwriting paper while you coach and provide feedback. Through coaching and feedback, each student becomes familiar with key questions to ask in order to evaluate the size, shape, slant, and spacing of their letters and to check his or her posture, pencil grip, and paper position.
6. After each letter is taught, the corresponding laminated card is placed in a handwriting center. Also in the center are laminated sheets of handwriting paper and/or program practice sheets that target the specific letter; dry erase color pens; wipe-off crayon; plain handwriting paper and pencils; and laminated portions of sentence strips with handwriting lines. In the center, have students practice past and current letters by tracing the letters on the laminated cards and replicating the letters on laminated portions of sentence strips and on laminated or plain handwriting paper.

## WRITING Lesson Plan → Elaborate

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**Organizing Topic** Composing and Written Expression

**Related Standard(s) of Learning** 3.9, 3.10

### Objective(s)

- The student will revise a descriptive paragraph in order to add elaboration.

### Materials needed

- Photograph of a shared class experience or field trip about which a descriptive paragraph can be written
- Technology to prepare and project the photograph
- Chart of five-column graphic organizer with each column labeled with a sense verb: see, touch, taste, hear, smell
- Transparency of teacher-written descriptive paragraph, double or triple spaced, providing a positive example of a strong topic sentence, clear organization, and on-topic sentences as well as negative examples of uneven elaboration, anemic nouns, and general verbs.
- Overhead projector and markers

### Lesson procedure

1. Project the picture, and have students talk about their memories of the place or event.
2. Show students the column organizer of the five senses, and ask them to list details from the place or event that relate to as many senses as they can. Have students brainstorm details as you record in the appropriate column.
3. Show students your first draft of a descriptive paragraph based on the place or event. Explain that this draft is in need of revision; it doesn't help the reader get a good picture.
4. Ask the students to listen as you reread the paragraph to see if any of the details on the class-constructed, five-column organizer could help add elaboration.
5. Lead a class discussion during which students make suggestions regarding the details that could be added to the paragraph, where they could be added, and how they might be stated.
6. Select ideas from student suggestions, and make the revisions to the paragraph.
7. Ask students to close their eyes, listen, and draw pictures in their minds as you read the revised paragraph.
8. Ask for volunteers to indicate the part of the paragraph they could best imagine.

## WRITING Lesson Plan → Revising a Sentence

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Organizing Topic Usage and Mechanics

Related Standard(s) of Learning 3.11

### Objective(s)

- The student will demonstrate an understanding of adjectives, adverbs, and prepositional phrases.

### Materials needed

- A basic sentence (e.g., *rivers flow.*) written without capitalization in large print on tag board, cut apart, and randomly ordered



- Adjective (e.g., *peaceful*), adverb (e.g., *quietly*), and prepositional phrase (e.g., *through the valley*) that can be added to the basic sentence — written in large print on tag board, cut apart, and randomly ordered



### Lesson procedure

1. Give the parts of the basic sentence to three students, and ask them to stand in front of the class and form a sentence. Confirm their sentence formation, and ask them how they knew to stand in that order.
2. Record the basic sentence on the board, and number it 1. Since no words on the tag board are capitalized, ask the students what you should do as you write the first word.
3. Give an adjective card (e.g., *peaceful*) and an adverb card (e.g., *quietly*) to two different students and ask them to add the words to the sentence. Students in the class may help direct them.
4. Record the new sentence under the first sentence and number it 2.
5. Give a prepositional phrase (e.g., *through the valley*), cut apart and randomly ordered, to three different students. Have them figure out how to arrange the words of the phrase and decide where to add the phrase to the sentence. Students in the class may give them suggestions.
6. Record the new sentence under the others and number it.
7. Ask the class if they can think of another way to arrange the words in the sentence. Have them direct the movements of the students holding the words to revise the sentence.
8. Prompt them to determine if their new sentence sounds right. Does it sound like a sentence? If it does, record it under the others and number it. If it doesn't, discuss how to change it.
9. Explore other manipulations of the words to make additional sentences. Confirm or revise their sentences, write them on the board, and number them.
10. Have the students give you the pieces of tag board and take their seats.
11. Have the students reread the sentences from the board and choose their favorites. Ask them to explain why they like one sentence better than another. The class should explore different student choices and reasons.
12. Remind students that as they revise the piece of writing they have been working on, they may want to add adjectives, adverbs, and prepositional phrases and that they may want to explore different ways to write their sentences, especially different ways to begin their sentences.

## WRITING Lesson Plan → Pronouns in Pairs

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Organizing Topic Usage and Mechanics

Related Standard(s) of Learning 3.11

### Objective(s)

- The student will apply knowledge of pronouns to edit a piece of writing.

### Materials needed

- A sort of subject pronouns (*I, you, he, she, it, we, they*) and object pronouns (*me, you, him, her, it, us, them*), each pronoun written on an index card.
- Sentence strips, each with one of the two sentences: 1. \_\_\_\_\_ *ran the race.* 2. *Mr. Brown taught* \_\_\_\_\_.
- Sentence strips: one with the words *subject pronouns* written on it and the other with the words *object pronouns* written on it
- Student copies of the sort and sentences
- Pocket chart or other means of displaying sentences and the words that fit in each blank
- Student copies of a pronoun grid handout (an 8½ " by 11" sheet of paper divided into a grid of 3 columns and 4 rows to make 12 boxes, each box containing one pronoun, pronouns arranged randomly, mixing subject and object pronouns, *you* and *it* appearing twice, and the two sentences with blanks written at the bottom of a page)

### Lesson procedure

1. Review with the students that a pronoun is a word that takes the place of a noun. Have students brainstorm what pronouns could be substituted for each of the following nouns: *Angela, Robert, the book, and students*. Record the generated list which may be incomplete.
3. Tell students that they are going to study how pronouns are used in two different ways. Place the sentences into a pocket chart, leaving pockets between them so that the index cards can be added later.
4. Demonstrate how students will use the sentences as headers and sort pronouns according to which ones can be used in the blank.
5. Take a pronoun card (e.g., *she*), and ask students if it can be used in the first sentence. Read the sentence with *she* in the blank and ask the students if it sounds right. Read the second sentence with *she* in the blank, and ask the students if it sounds right. Since there is only one *she* card, they must decide which sentence it fits in.
6. Give each pair of students a copy of the pronoun grid handout. Have the students cut apart the grid so that each pair has a set of pronouns that can be sorted. Also have them cut out the two sentences and place them on a desk as headers.
8. Using the process demonstrated by the teacher, pairs of students should sort the pronouns, deciding into which blank each fits. As they decide, they should place the pronouns under the sentences they have chosen.
9. Monitor pairs as they sort. When necessary, coach pairs to the correct decision. Also note the level of challenge each student is experiencing so that you can plan and conduct a small-group session for those students having difficulty.
10. Have students work as a large-group to share the decisions they made in pairs. Have pairs of students take turns identifying into which sentence a particular pronoun fits. Take your index card of the word, and place it in a pocket underneath the correct choice. Ask each pair of students to explain why they made the decision they did. Ask other pairs to check their sort and revise it as needed.
12. After all pronouns are sorted, lead the students to make observations (e.g., that *you* and *it* can be used in either blank; that *he* and *she* are both used in the first sentence; that *they* and *them, we* and *us, and I* and *me* can't be used in the same sentence; and that all the pronouns in the first sentence are subjects of the sentence).

13. Identify pronouns that can be used as the subject of a sentence as “subject pronouns” and those that are the object of the action of the verb (Who or what is taught? *me, him, her, it, you, us, them*) as “object pronouns.”
14. Take the sentence strip with the words *subject pronouns* written on it and place it above Sentence 1 and the sentence strip with the words *object pronouns* written on it and place it above Sentence 2.
15. Add the following item to the class editing checklist: *Check to see that pronouns are used correctly.*
16. Transfer the information in the pocket chart to chart paper so that it can be posted in the room for students to use as a reference when they are editing their original pieces of writing.

## WRITING Lesson Plan → Planning a Procedural Explanation

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**Organizing Topic** Composing and Written Expression

**Related Standard(s) of Learning** 4.7

### Objective(s)

- The student will be able to develop a plan for writing an explanation and write an explanation.

### Materials needed

- A collection of nonfiction texts that give explanations of processes written in narrative form, e.g., how to play a game, how to grow a plant, how to add a column of two-digit numbers, how the water cycle works, how to care for a rabbit, how to log on to e-mail
- Chart paper and marker
- Transparency and individual student sheets of a procedural (“How To”) graphic organizer: 8½ " by 11" sheet of paper with a place for student name and topic at the top of the page, followed by a defined space to identify the title of the piece, the purpose for writing, the audience, a list of needed materials or equipment, the steps in the process, and possible visuals to use as illustrations
- Overhead projector

### Lesson procedure

1. Remind students that writers have a purpose for writing: to tell a story, to express feelings/give opinions, to give information. Students should identify selections they have read that either tell a story or give information.
2. Explain to students that they are going to write a particular kind of information piece: an explanation of how to do something. Students should draw from their lives to list things they might explain. Record their ideas.
3. Read a big book example of a text that explains how to do something. Afterwards, ask the students if the explanation was clear. Have students give their opinions.
4. Ask students to listen again to identify what the author does to make the ideas clear. Afterwards, lead students to discuss sequential organization, transition words, concrete nouns, specific verbs, and pictures or diagrams. Record these characteristics and examples drawn from the big book on a sheet of chart paper.
5. Ask the students if the author could have done anything more to make the process clearer.
6. Remind students that they are each going to choose a process and write an explanation of it. The class should return to the brainstormed list and add more ideas that they might explain.
7. Tell students that to write an effective explanation they will need to plan before they begin to write. Show them the graphic How To organizer.
8. To model how to use the organizer, ask the students to pretend they are the author of the big book text. They are planning the book. Lead the class to construct an example of what the author’s organizer might have looked like.
9. Give each student a copy of the How To planning organizer. Have students work independently to select something to explain and begin to plan their writing. Coach individual students who are having difficulty choosing a topic or getting their ideas on the organizer.
10. Throughout the week, read aloud a variety of other explanations. Students should briefly discuss the organization of each selection and build a class list of transitions words they might want to use.

## WRITING Lesson Plan → Variety and Rhythm

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Organizing Topic Composing and Written Expression

Related Standard(s) of Learning 4.7

### Objective(s)

- The student will be able to recognize sentence variety and use it to create a pleasant, informal rhythm when writing.

### Materials needed

- A familiar narrative text that exemplifies pleasant, informal sentence rhythm
- Transparency of the text: typed as straight text, appropriately paragraphed and double spaced
- Transparency of narrative text that exemplifies student writing that repeats the following sentence patterns: 1) subject-verb and 2) time/sequence word followed by subject-verb (Then s-v.... Then s-v.... And then s-v....)
- Overhead projector and markers
- Markers and chart paper titled *Ways to Vary Sentence Beginnings*

### Lesson procedure

1. Read a familiar narrative text that exemplifies pleasant, informal sentence rhythm. Lead the class in a brief discussion to recall the author's purpose and the readers' impressions after reading the text.
2. Explain that the author intentionally crafted sentences to please the reader and create an informal, conversational tone. Ask the students to listen as you reread a portion of the text and identify something the author has done to create a pleasant, conversational-sounding text. Lead the students to identify particular features, and list them on the board. You may want to reread another portion of the text and repeat the process of identifying features. (As part of this discussion, students should identify something about the sentences; they may not know the term sentence rhythm.)
3. Tell the students that the aspect of writer's craft that they will be working on is sentence rhythm. Explain that one way sentence rhythm is created is by varying the beginnings of sentences.
4. Show the students an overhead copy of the text read to them, and explain that they are going to look at sentence beginnings to see how many different ways the author begins his/her sentences. Lead the students, sentence by sentence, in identifying what the author has done. Sentence beginnings the students might identify are
  - the subject followed by the verb
  - an adjective(s) before or after the subject to describe it, followed by the verb
  - a prepositional phrase followed by the subject and verb
  - the subject followed by a prepositional phrase to describe it and then the verb
  - a group of words (clause) that helps tell the sequence of events, e.g., *before she went into the house, while she was waiting, as soon as I opened my eyes*
  - the dialogue tag
  - the dialogue followed by the tag.

NOTE: Students may not know the grammatical terms used here, but they will recognize that sentence beginnings are different. This is a good opportunity to introduce grammar terminology.

5. As students identify different ways to begin sentences, record the ideas on a chart entitled *Ways to Vary Sentence Beginnings*. Next to each idea, copy the sentence beginning that exemplifies it. (If there is more than

one sentence that exemplifies a way to begin a sentence, you may want to record all of the examples next to it.)

6. Explain that when writers are working on their first drafts, they may be concentrating so hard on what they want to say that they don't think about varying sentence beginnings. Explain that writers reread their pieces to revise sentence beginnings and that the students will be working to revise sentence beginnings in the piece of writing they have been working on.
7. Tell students that most student writers overuse sentences that 1) begin with the subject, followed by the verb and 2) begin with a time or sequence word, followed by the subject and verb.
8. Show students a transparency of the kind of writing you are talking about. Read the text and when you come to one of the two types of sentence beginnings, underline it. As you continue, have the students help you decide if the beginning should be underlined or not.
9. Direct students to read their current drafts and highlight each sentence that begins with subject and verb or time/sequence word and subject and verb.
10. As students work to highlight their drafts, circulate around the room, clarifying the task or helping students who are not certain about a sentence beginning. Guide students to revisit sentences they have overlooked.
11. When students have finished their highlighting, return to the overhead text they have underlined. Lead the class in a discussion regarding which sentence beginnings they should revise, why they should revise them, and how they might rewrite them. Students may offer a variety of opinions, and you should model choosing the ones you think work best. Conduct a Think-Aloud regarding why you like one idea over another or why you might leave the sentence as it was originally written.
12. Have students work in pairs to think of ways to revise sentence beginnings in their drafts. Caution them that they may not want to revise every beginning but that they will want to revise some. Explain that the final decision about revision rests with the author.

## WRITING Lesson Plan → Things to Remember about Prepositions

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Organizing Topic Usage and Mechanics

Related Standard(s) of Learning 4.8

### Objective(s)

- The student will identify prepositions and prepositional phrases.

### Materials needed

- Student grammar handout with prepositions listed at top and space headed, *Things to Remember about Prepositions* at bottom
- Chart paper with the heading *Prepositions*

### Lesson procedure

1. Explain to the students that they are going to examine a particular part of a sentence called a prepositional phrase. Explain that a phrase is a group of words that work together to communicate an idea; the group of words creates a picture. Write a prepositional phrase on the board, e.g., *through the cloud*, and ask what picture comes to mind.
2. Write another prepositional phrase on the board, e.g., *around the log*. Ask what images come to mind. Although the images will be different, emphasize their similarity.
3. Explain that each phrase begins with a preposition. Write the word *preposition* on the board, and underline *position*. Ask what position has to do with the two examples. Students should be able to explain that *through* and *around* show position, direction, or location.
4. Confirm that prepositions are words that show position, direction, or location. Identify *through* and *around* as prepositions and circle each. Ask the students if they can think of other words that could be substituted for *through* in *through the cloud* or for *around* in *around the log*.
5. As students offer suggestions, record all prepositions under *through* or *around*, creating a two-column list. If a student offers a word that is not a preposition, acknowledge the student's contribution and clarify that the word is not a preposition. Write the word in a separate column and entitle the column *others*.
6. Give each student a list of prepositions. Ask students to highlight the prepositions they have already listed.
7. Explain that prepositions are not used by themselves. They are always part of a phrase. Record on chart paper, *Prepositions don't work alone; they always work with a noun*. Have students copy the statement under the heading, *Things to Remember about Prepositions*.
8. Reread the two examples, and ask students to identify the noun in each phrase. Circle the noun and draw an arc connecting it to the circled preposition.
9. Ask the students to suggest a drawing or picture they could use to remember that prepositions are not used by themselves. After students have volunteered several ideas, choose one to put on the chart and invite students to choose for themselves the drawing or picture that most helps them.
10. Explain that prepositional phrases do not stand alone. They are always part of a sentence. Ask the students to create the rest of the sentence that might go with each example phrase. Students might say, "The airplane flew through the cloud." Or, "The rabbit ran around the log."
11. Ask the students how they should record the idea that a preposition is part of a sentence: What should they write? What should they draw?
12. Explain that students can test a word to see if it is a preposition. Have each pair of students choose one of the sentence ideas (e.g., the airplane and the cloud or the rabbit and the log or another they identified) to test whether or not a word is a preposition. Explain that they will be able to identify most prepositions by asking

themselves, “Is this something a plane could do to a cloud?” For example, Can a plane fly above a cloud? Can it fly out from a cloud? Can it fly within a cloud? If the answer is yes, the word is a preposition.

13. Ask the students to work in pairs, highlighting any additional prepositions that meet the test. Caution them that not all will.
14. While the pairs work, circulate around the room, prompting students to reconsider prepositions they have overlooked or asking pairs how particular prepositions met the test.
15. Tell students that the last thing they will do in the lesson is decide how to record in their notes their test for a preposition. The students should think in pairs of words to choose or pictures to record. Pairs make their own entries in their notes. You may ask several pairs to share how they recorded this information.
16. Have students glue or tape their grammar handouts in the handbook sections of their Writing Lessons notebooks.

## WRITING Lesson Plan → Their? There? They're?

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Organizing Topic Usage and Mechanics

Related Standard(s) of Learning 4.8

### Objective(s)

- The student will edit his or her writing for correct use of *their*, *there*, and *they're*.

### Materials needed

- Chart paper and marker

### Lesson procedure

1. Explain to the students that they are going to work on editing sentences to make certain they have used the correct word. Write the word *their* on the chart, and ask the students for sentences that use the word. List several sentences to the right of the word.
2. Ask the students to explain what the word *their* means. Students should recognize that *their* is used to indicate possession by more than one person just as *his* or *her* is used to indicate possession by one person alone. Write the words *belonging to them* to the left of the word *their*.
3. Write *there* on the chart, and ask students for sentences using *there*. Record several sentences in a list to the right of the word.
4. Ask students to explain what the word *there* means. Students should recognize that *there* refers to a place. Now write the word *place* to the left of the word *there*.
5. Write the contraction *they're*, and ask students for sentences using *they're*. Record several sentences in a list to the right of the word.
6. Ask the students to explain what the contraction *they're* represents. Students should recognize that *they're* stands for *they are*. Write the words *they are* to the left of the contraction *they're*.
7. Ask the students to make a generalization about the spellings and meanings of these three words. Record the students' statement at the bottom of the chart.
8. Hang the chart in the room as a reference for editing.

## WRITING Lesson Plan → Research and Plan Your Report

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**Organizing Topic** Composing and Written Expression

**Related Standard(s) of Learning** 5.8

### Objective(s)

- The student will plan, collect, and organize information to use to write a report.

### Materials needed

- A collection of nonfiction books on a selected topic of interest to the students and/or part of science or social studies objectives
- One, class-size I-chart (matrix) with titles of nonfiction books listed, one per row and space to record a question (e.g., a long sheet of butcher paper taped to the classroom wall)
- 8½" by 11" student copies of I-chart with three equally-spaced, blank columns: nonfiction titles are listed down the left in the same order as the class I-chart; questions and information are not recorded

### Lesson procedure

1. Tell students that they are going to write a report on a topic they are studying, and ask them to think-pair-share what they know about the topic.
2. Lead students to think about questions they have about the topic. Record questions across the class I-chart, one per column.
3. Do a brief book talk on a portion of the nonfiction collection. With each book, students should speculate which questions might be answered in the book. Across the book talks, lead students to discuss how they will find out where to look in the book (e.g., table of contents, index) and how they will locate information on a page (e.g., read headings and subheadings, read boldface type, skim).
4. Give each pair of students a nonfiction book. Have students search their books to find the answers to the chart questions. Once they find information, have them record the facts on sticky-notes and place the sticky-notes on the I-chart, across from the book titles and under the questions they answer.
5. Repeat this process until all questions are answered as completely and accurately as possible. (In the process, students may generate new questions. These questions and their answers may be added to the I-chart.)
6. After students place their sticky-notes on the class I-chart, copy the information onto the chart in large, dark print.
7. Once students have completed researching information with the available texts, have each student select 2-3 questions to answer in an individually written report.
8. Give each student an individual I-chart, with the sources listed down the left column, but no questions or information recorded. Tell students to record their questions in the order they think they will write about them. Then, ask the students to copy the appropriate information from the class I-chart.
9. Have the students select and highlight information from each column that will be included in the report and, in each column, number the order in which the information will be used. (At this time, students eliminate repeated information, combine related information, and determine how to write about conflicting information, if it exists.)
10. Have each student use the organizational plan to write a 2-3 paragraph report.

## WRITING Lesson Plan → Specific Verbs

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Organizing Topic Composing and Written Expression

Related Standard(s) of Learning 5.8

### Objective(s)

- The student will be able to use active, specific verbs effectively.

### Materials needed

- Transparency of an example of student writing that overuses weak verbs (e.g., *go, be, get, is, are, has, have, had been*) and general verbs (e.g., *jump, went, loves, got, said*). (The example should have an interesting and focused topic, a well-organized sequence of events, and a voice that is expected of fifth graders. The piece of writing should be about 15 sentences long and not be from a student in the class. It should be triple spaced.)
- Chart paper or pocket chart entitled, *VERBS*: with three columns headed, 1) *Weak; do not show a picture or action* 2) *General and Common* and 3) *Specific and Interesting; show a picture or action*
- Teacher-constructed *Ways to Revise Verbs* chart that includes the following strategies taken from *The Virginia SOL Writing Tests: A Teacher’s Resource Notebook for Enhancing Writing Instruction and Improving Scores on the State Assessments*:
  - 1) Eliminate a “being” verb by rearranging ideas and adding information.  
Examples:  
The room was tiny.      The tiny room looked ready to explode.  
I will be a teacher.      I will teach math to fifth graders.  
This class is boring.      This boring class plucks my nerves.
  - 2) Look after the “being” verb and pull the idea closer to the beginning of the sentence.  
Examples:  
My sister is a dancer.      My sister dances ballet.
  - 3) Replace general verbs like *jump, went, loves, got, and said* with more active or specific verbs like *raced, pounced, lunged, darted, treasured, and snarled*.
  - 4) Make certain that new words sound like you.

### Lesson procedure

1. Explain to the students that they are going to work together to revise a piece of writing. Put the transparency on the overhead and read the piece for the students.
2. Ask the students what is good about the writing. Since the piece has many good features, the students will be able to identify several favorable characteristics of the writing.
3. Explain that as good as the piece is, it can be made better by revising the weak and general verbs. Explain that as part of revision, an author intentionally chooses the best words he or she can think of to show the action in the story. Explain that they will be working as a class to revise the verbs in this piece of writing.
4. Read the piece again, sentence by sentence, and ask students to identify the verb in each sentence. As each verb is identified, write it in large print on a piece of sentence strip tag board and place it in the chalk tray.
5. Once all the verbs are identified, ask students to sort them into three categories: verbs that do not show any picture or action (e.g., *is, was, were, be, had*), *general* verbs that are commonly used (e.g., *run, jump, took, went, loves, said*), and verbs that are specific and interesting and show the reader a picture or action (e.g., *raced, pounced, lunged, darted, treasures, snarled*). As the students classify each verb, put it in the correct category on the chart or in the pocket chart.
6. Return to the first list of words, and identify, or have students identify, those that are forms of the verb *be*. Explain that because these words are all forms of *be*, they are called *being verbs*. Explain that they need to always consider revising these verbs.

7. Direct students to read their current drafts and highlight each verb that goes in the first (*Weak; do not show a picture or action*) or second (*General and Common*) categories.
8. As students work to highlight their drafts, circulate around the room, clarifying the task or helping students who are having difficulty identifying the verbs. Also guide students to consider verbs they have overlooked.
9. Return to the transparency example, and lead students through a revision of the sentences. Begin by modeling how to revise one or two sentences, and then ask students to help you revise the rest. Students may use a dictionary or thesaurus to help them think of alternative verbs. Encourage more than one possible way to revise a sentence, and do a Think-Aloud to explain why you are choosing a particular revision. Write the revised sentence in the space above the original. NOTE: When considering student suggestions, especially from the thesaurus, point out repeatedly that the selected word needs to sound like the student and not be chosen because it sounds fancy. Also make certain that the student is demonstrating the strategies listed on the *Ways to Revise Verbs* chart.
10. When they have completed the revision, turn off the overhead projector, and read the new draft to the students. Ask them what they like about the new version.
11. Before students begin to revise their papers, display the *Ways to Revise Verbs* chart, and review the different strategies they used.
12. Have student pairs think of ways to revise their draft sentences that have weak or general verbs. Instruct the pairs to help each other choose more specific verbs that show the reader a picture or action. Remind them that the final decision about revision rests with the author.

## WRITING Lesson Plan → Correcting Excessive Coordination

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Organizing Topic Usage and Mechanics

Related Standard(s) of Learning 5.9

### Objective(s)

- The student will edit own writing to avoid excessive coordination.

### Materials needed

- Set of teacher-made transparencies (enough different examples so that there is one for every two students and two for the teacher to use as examples) each of which has, at the top half of the page, an example of student writing that uses excessive coordination (Sentences exemplify writing such as, “I opened the door and the dog went out and he chased the cat and then he came back inside.” The sentences should be representative of student writing but not be from students in the class.)
- Transparency markers, one for every two students

### Lesson procedure

1. Explain that students are going to work on editing sentences. Put the first transparency on the overhead. Read the sentence to the students and ask them what they notice.
2. When the students mention the *and, and, and* structure, name the problem, excessive coordination, and explain that it occurs when writers rely too much on the word *and* to link ideas.
3. Ask the students how they could rewrite the sentence to eliminate some, if not all, of the *ands*. Discuss possible edits which might include 1) dividing the sentence into separate sentences, 2) writing only one compound sentence using *and*, and 3) using a word like *when* or *after* to link two ideas.
4. Ask student pairs to edit the sentence and to be ready to share their suggestions.
5. Have student pairs share how they would rewrite the sentence. Record 2-3 possible rewrites at the bottom of the transparency. You may want to change the color of the marker for each suggested rewrite.
6. Discuss which rewrite they like the best and why.
7. Put the second transparency on the overhead. This time, the excessive coordination example uses *but, so, and and*. Have student pairs identify the problem and make suggestions to rewrite it.
8. Again, have student pairs share how they would rewrite the sentence, and record 2-3 possible rewrites at the bottom of the transparency. Have students discuss which they like the best.
9. Give each pair of students a transparency with an excessively coordinated sentence. Have them work together to create 2-3 possible rewrites and record them at the bottom of the transparency.
10. Have each pair of students share their rewrites with the class: they should put their transparency on the overhead projector, read the original sentence, and read their rewrites. Have them conduct a class vote to see which rewrite students prefer, and ask students why they liked the rewrite that was voted to be the best.
11. Ask students to read their current drafts and highlight every time they join ideas with *and, but, so*. As they highlight, circulate around the room to help anyone who is confused or has a question.
12. Once the students have highlighted their papers, ask the students to identify with a star any sentence or group of sentences where they have used excessive coordination.
13. If a paper needs to be edited for excessive coordination, give the student the choice to rewrite on his own, work with a partner to rewrite, or request a conference to rewrite with the teacher.

## WRITING Lesson Plan → Commas in a Series

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Organizing Topic Usage and Mechanics

Related Standard(s) of Learning 5.9

### Objective(s)

- The student will edit own writing for correct use of commas in a series.

### Materials needed

- Transparency with sentences containing a series: 1) a list of names without commas to separate them, e.g., *Melissa Ann Marie and Joan stayed late.* 2) a sentence taken from a familiar piece of fiction that correctly uses commas between a list of nouns, 3) a sentence taken from a familiar piece of nonfiction that correctly uses commas between a list of nouns
- Transparency with two sentences that contain phrases in a series with commas used correctly, e.g. *The cat jumped over the chair, onto the table, and between the candlesticks.* And: *Joanne packed her black and tan plaid skirt, a black turtleneck sweater, a pair of tan boots, and a tan belt with black stitching.*
- Transparency with sentences that contain phrases in a series: two examples taken from familiar fiction and two from familiar nonfiction.
- Three-column chart entitled *Commas Used to Separate Words and Phrases in a Series* and columns headed *Word Lists*, *Uncertain or Other*, and *Phrase Lists*

### Lesson procedure

1. Explain to the students that they are going to work on editing sentences. Show the students the first sentence with a series of names without commas. Ask for a student volunteer to read it. Depending on how the student reads the sentence, follow up in one of two ways: 1) Point out that the student paused between reading the names, ask why, and ask what the writer should have done to indicate the pauses. 2) Point out that the student had to stop to think about how to read the series, and ask what the writer should have done to help the reader.
2. Continue to explain that, in speech, we pause to help the listener understand what we are saying. In writing, authors use commas to signal pauses and to help the reader understand.
3. Show the second sentence, one taken from a familiar piece of fiction that correctly uses commas between nouns in a series. Ask for a volunteer to read it.
4. Show the third sentence, one taken from a familiar piece of nonfiction that correctly uses commas between nouns in a series. Ask for a volunteer to read it.
5. Remind them that, as writers, they need to keep their readers in mind. They need to make their ideas clear to readers and commas can help them. Ask for a volunteer to give you a sentence with a series. As you write it, ask the students to tell you where to put the commas.
6. Explain that sometimes a writer creates a list that is more than single words. Sometimes the list is a series of phrases. Show the second transparency and explain that a phrase is a group of words that together communicate an idea, e.g., *The cat jumped over the chair, onto the table, and between the candle sticks.* Explain that *over the chair* is one idea, *onto the table* is one idea, and *between the candlesticks* is one idea. In each example the words work together to create one image.
7. Show the next sentence that uses phrases in a series: *I will pack my black and tan plaid skirt, a black turtleneck sweater, a pair of tan boots, and a tan belt with black stitching.* Ask the students to identify the phrases and underline each.
8. Use the third transparency. Read the two examples taken from familiar fiction and two examples taken from familiar nonfiction. Have the students identify the phrases and underline them.

9. Invite students to be on the lookout for words used in a series in both the fiction and nonfiction books they are reading. Suggest that when they come across a series, they mark it with a sticky note and copy it onto the class chart: *Commas Used to Separate Words and Phrases in a Series*. Explain that they need to copy the sentence in one of the three categories: *word lists*, *uncertain or other*, *phrase lists*. They also should write their names by the sentences. (Option: Students may write their sentences on sticky notes and post them in the appropriate category on the chart.)
10. Remind students that as they write or edit the papers they are working on, they need to use commas to separate words or phrases in a series. Add this skill to the class *Editing Checklist* chart.
11. Later, after students have written a variety of sentences on the *Commas Used to Separate Words and Phrases in a Series* chart, lead a discussion about these sentences. Select several sentences from the word list category; more from the phrase list category, and several from the uncertain or other category. Have the student who put the sentence on the chart read it to the class, appropriately pausing for the commas. Have another student identify from listening where the commas were placed and have the reader confirm or reread to help clarify. With the sentences from the uncertain category, help students identify why they were confused or why the list did not seem to fit in either category. (If students have written the sentences on sticky notes, they can be moved and reclassified, if needed, as part of the discussion.)

## **WRITING Test Items from the Virginia Standards of Learning Assessment**

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Released writing test items can be accessed at <http://www.pen.k12.va.us/VDOE/Assessment/releasedtests.html>. Reviewing these assessment items and using them in the classroom will allow educators and students to become familiar with the types of questions being asked as well as the testing format.