

Visions Unlimited Academy

Reading

Kindergarten						
Arizona Standard	Unit Name	Essential Questions	Content/ Skills	Assessment	Instructional Strategies	Resources
Demonstrate understanding of print concepts 1	Print Concepts	Can you tell your classmates how this book is put together? What are these (letters) called? What do we call this/these? (words)? How does the print tell the story?	Strand 1 Concept 1 PO1 print represents spoken language and conveys meaning, PO2 how to hold a book, PO3 tracking, PO4 parts of a book, PO5 letters vs. words, PO6 spoken vs. written language, PO7 words make up sentences, PO8 one to one correlation	oral classroom performance checklist	shared reading, read aloud, partner reading, independent reading, mini lessons, focus poetry	Teaching Reading in Primary Grades (Scholastic), big books, read aloud texts, picture books, classroom library, anchor charts, all manner of print
Identify and manipulate the sounds of speech 4	Phonemic Awareness	What rhymes with ____? Can you tell me some words that have the same sound at the end? The beginning? Can you clap out the syllables in the word ____? Can you give me a word that begins ____?	Strand 1 Concept 2 PO1 rhyming words vs. nonrhyming, PO2 rhyming words, PO3 initial sounds, PO4 syllabication, PO5 onsets & rimes, PO6 phonemes, PO7 initial & final sounds, PO8 segment words to phonemes	oral classroom performance checklist	shared reading, read aloud, partner reading, independent reading, mini lessons, focus poetry, games	Teaching Reading in Primary Grades (Scholastic), big books, read aloud texts, picture books, classroom library, anchor charts, phonics games, nursery rhymes, songs
Decode words, using knowledge of phonics, syllabication, and word parts 4	Phonics	Can you tell your classmates the beginning sounds in this word? The ending? The middle?	Strand 1 Concept 3 PO1 letter of alphabet (upper & lower), PO2 new word is created when a specific letter is changed, added, or removed, PO3 sounds represent consonants & vowels	oral classroom performance checklist	shared reading, read aloud, partner reading, independent reading, mini lessons, focus poetry	Teaching Reading in Primary Grades (Scholastic), big books, read aloud texts, picture books, classroom library, anchor charts, all manner of print

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Reading

Acquire and use new vocabulary in relevant contexts 2	Vocabulary	Explain the difference between a word and a sentence. Use the word ____ in a sentence.	Strand 1 Concept 4 PO1 word meaning, PO2 categorize familiar words, PO3 describe familiar objects	oral classroom performance checklist	shared reading, read aloud, partner reading, independent reading, mini lessons, focus poetry, games	Teaching Reading in Primary Grades (Scholastic), big books, read aloud texts, picture books, classroom library, anchor charts, phonics games, nursery rhymes, songs
Employ strategies to comprehend text 1	Comprehension Strategies	What do good readers do to better understand?	Strand 1 Concept 6 PO1 predicting, PO2 derive meaning	Running Records, Teacher Questioning and observation; DRA	Shared Reading Focus Poetry	Reading Comprehension Ladder Big Books; Poetry Journals
Identify, analyze, and apply knowledge of the structures and elements of literature 2	Elements of Literature	Who were the characters? Where did the story take place? What happened at the beginning? The middle? The end? How did the story make you feel? What was your favorite part? Did it remind you of anything?	Strand 2 Concept 1 PO1 participate in read aloud, PO2 characters, setting, key events, PO3 retell or reenact in order, PO4 realistic vs. fantasy	story map, Venn diagram	choral reading, reader's theater, classroom discussion, T-chart, puppets	picture books, big books, read aloud texts
Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text 2	Expository Text	What is the reason the author wrote this? What are some facts you learned?	Strand 3 Concept 1 PO1 purpose for expository text, PO2 restate facts, PO3 respond to questions	Graphic Organizer; Recognizing the author's purpose	Shared Reading, Mini lesson in Reader's workshop; anchor chart	Recognizing the Author's purpose- Graphic Organizer

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Reading

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text 4	Functional Text	What is the reason the author wrote this? What is some facts you learned?	Strand 3 Concept 2 PO1 follow directions, PO2 identify signs, symbols, labels, and captions in the environment	Graphic Organizer; Recognizing the author's purpose	Shared Reading, Mini lesson in Reader's workshop; anchor chart	Recognizing the Author's purpose- Graphic Organizer (how to make lemonade)
Grade 1						
Arizona Standard	Unit Name	Essential Questions	Content/ Skills	Assessment	Instructional Strategies	Resources
Demonstrate understanding of print concepts 1	Print Concepts	Can you tell your classmates how this book is put together? What are these (letters) called? What do we call this/these words)? How does the print tell the story?	Strand 1 Concept 1 PO1 alphabetize, PO2 distinguish between upper & lower case, PO3 distinguishing features of a sentence, PO4 title, author, table of contents	oral classroom performance checklist	shared reading, read aloud, partner reading, independent reading, mini lessons, focus poetry	Teaching Reading in Primary Grades (Scholastic), big books, read aloud texts, picture books, classroom library, anchor charts, all manner of print
Identify and manipulate the sounds of speech 4	Phonemic Awareness	What rhymes with ____? Can you tell me some words that have the same sound at the end? The beginning? Can you clap out the syllables in the word ____? Can you give me a word that begins ____?	Strand 1 Concept 2 PO1 rhyming words, PO2 syllabication, PO3 change phoneme, PO4 Distinguish between initial, medial, & final sounds, PO5 long & short vowel sounds, PO6 combining sounds to make words, PO7 blending phonemes to make words, PO8 segment words into phonemes	Teacher Observation	Guided Reading:writer's workshop, word study, word wall activities, shared reading	Teaching Reading in Primary Grades (Scholastic), big books, read aloud texts, picture books, classroom library, anchor charts, phonics games, nursery rhymes, songs

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Reading

Decode words, using knowledge of phonics, syllabication, and word parts 2	Phonics	Can you tell your classmates the beginning sounds in this word? The ending? The middle?	Strand 1 Concept 3 PO1 decode by applying single letter sounds, blends, digraphs, & diphthongs, PO2 inflectional endings, PO3 compound words, PO4 word families, PO5 high frequency words & sight words, PO6 contractions, PO7 syntax	running records, DRA	Shared Reading; Guided Reading	leveled reading books
Acquire and use new vocabulary in relevant contexts 4	Vocabulary	Read along with me, do you see a word that is new to you in this passage?	Strand 1 Concept 4 PO1 base words & inflectional endings, PO2 categorize words, PO3 contractions, PO4 compound words	oral classroom performance checklist	shared reading, read aloud, partner reading, independent reading, mini lessons, focus poetry, games	Teaching Reading in Primary Grades (Scholastic), big books, read aloud texts, picture books, classroom library, anchor charts, phonics games, nursery rhymes, songs
Read fluently 4	Fluency	How do good readers make reading sound like talking?	Strand 1 Concept 5 PO1 consistently read grade-level text with at least 90 percent accuracy, PO2 read aloud with fluency in a manner that sounds like natural speech	running records, DRA, reader's theater, checklists, student conferences	guided reading, reader's theater, shared reading	big books, read aloud text, leveled books
Employ strategies to comprehend text 1	Comprehension Strategies	What do good readers do to be sure they understand?	Strand 1 Concept 6 PO1 predicting, PO2 text to self connections	Running Records, Teacher Questioning and observation; DRA	Shared Reading Focus Poetry	Reading Comprehension Ladder Big Books; Poetry Journals

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Reading

Identify, analyze, and apply knowledge of the structures and elements of literature 2	Elements of Literature	Who were the characters? Where did the story take place? What happened at the beginning? The middle? The end? How did the story make you feel? What was your favorite part? Did it remind you of anything?	Strand 2 Concept 1 PO1 plot, PO2 characters, PO3 sequence of events, PO4 realistic or fantasy, PO5 rhyme & rhythm of poetry	story map, Venn diagram	choral reading, reader's theater, classroom discussion, T-chart, puppets	picture books, big books, read aloud texts
Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature 2	Historical and Cultural Aspects of Literature	What connection can you make to the character or events in this story?	Strand 2 Concept 2 PO1 Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences	Reading Response Notebook Rubric	Read Aloud, Shared Reading, Class Discussion	Reading Comprehension Ladder Big Books; Reading Response Notebook rubric
Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text 3	Expository Text	What is the reason the author wrote this? What are some facts you learned?	Strand 3 Concept 1 PO1 identify the topic, PO2 who, what, where, when, why, how; PO3 organizational features	Graphic Organizer; Recognizing the author's purpose	Shared Reading, Mini lesson in Reader's workshop; anchor chart	Recognizing the Author's purpose- Graphic Organizer
Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text 4	Functional Text	What is the reason the author wrote this? What are some facts you learned? Does each fact add to the author's purpose, make it more clear?	Strand 3 Concept 1 PO1 follow multi-step directions, PO2 check to make sure all the steps were followed in the right order, PO3 meaning of specific signs	Graphic Organizer; Recognizing the author's purpose	Shared Reading, Mini lesson in Reader's workshop; anchor chart	Recognizing the Author's purpose- Graphic Organizer (how to make ice cream)
Grade 2						
Arizona Standard	Unit Name	Essential Questions	Content/ Skills	Assessment	Instructional Strategies	Resources

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Reading

<p>Demonstrate understanding of print concepts 1</p>	<p>Print Concepts</p>	<p>How does this glossary work? How can we find a word out of all the other words? Who does the acting in this sentence? What is the action?</p>	<p>Strand 1 Concept 1 PO1 alphabetize to second letter, PO2 distinguishing features of a sentence</p>	<p>Writing Sentences Refection in Reading Response Journal (see writing sentences anchor chart)</p>	<p>Focus Poetry, Shared Reading of Information Text, Word Work</p>	<p>Writng Sentences Anchor Chart, Non Fiction Big Book (with glossary</p>
<p>Identify and manipulate the sounds of speech 4</p>	<p>Phonemic Awareness</p>	<p>How do sounds blend together to make words?</p>	<p>Strand 1 Concept 2 PO1 syllabication, PO2 Blend isolated phonemes to form two syllable words, using r-controlled vowel sounds, digraphs, and diphthongs, PO3 Segment spoken phonemes in two-syllable words, using manipulatives to mark each phoneme</p>	<p>oral classroom performance checklists</p>	<p>shared reading, word study</p>	<p>printed media, big books, guided reading books, sentence strips, letter manipulatives</p>
<p>Decode words, using knowledge of phonics, syllabication, and word parts 4</p>	<p>Phonics</p>	<p>Can you tell your classmates the beginning sounds in this word? The ending? The middle?</p>	<p>Strand 1 Concept 3 PO1 read multi-syllabic words, PO2 use basic syllabication rules when decoding, PO3 plurals, PO4 use spelling patterns when reading, PO5 abbreviations, PO6 high frequency words & sight words, PO7contractions, PO8 vowel digraphs and r-controlled letter-sound associations to read words, PO9 syntax to confirm decoding</p>	<p>running records, DRA</p>	<p>Shared Reading ,guided reading</p>	<p>leveled books, Big Books</p>

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Reading

Acquire and use new vocabulary in relevant contexts 2	Vocabulary	How do familiar word chunks change the meaning of a word?	Strand 1 Concept 4 PO1 identify prefixes, PO2 use prefixes to determine meaning, PO3 identify suffixes, PO4 use suffixes to determine meaning, PO5 abbreviations, PO6 contractions, PO7 compound words	running records, oral classroom performance checklists	shared reading, word study	printed media, big books, guided reading books, sentence strips, letter manipulatives
Read fluently 4	Fluency	How do readers read smoothly? How does punctuation help you read?	Strand 1 Concept 5 PO1 consistently read grade-level text with at least 90 percent accuracy, PO2 sound like natural speech with automaticity, PO3 use punctuation to aid fluency	oral classroom performance, running record, DRA	read aloud, shared reading, guided reading, investigation of punctuation	big books, read alouds, leveled guided reading books, chart stand, paper
Employ strategies to comprehend text 1	Comprehension Strategies	What happens in a reader's mind when reading?	Strand 1 Concept 6 PO1 predicting, PO2 compare prediction to events in text, PO3 questioning, PO4 text to self connections	connection journal, class discussion checklist	read aloud, shared reading, individual response	printed media, big books, read aloud books, content books, Time for Kids
Identify, analyze, and apply knowledge of the structures and elements of literature 2	Elements of Literature	How do story elements provide hooks to help us understand a story or written piece?	Strand 2 Concept 1 PO1 story elements, PO2 characters, PO3 sequence, PO4 cause /effect, PO5 words that create visualization, PO6 alliteration, onomatopoeia, assonance, consonance, PO7 differences in fiction & nonfiction	Teacher Observation during Guided Reading, Story Map Quiz	Shared Reading, Whole Group instruction using Story Maps, Story Frames and other graphic organizers	Big Books, Story Maps, story frame graphic organizers

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Reading

Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature 2	Historical and Cultural Aspects of Literature	What connection can you make to the character or events in this story?	Strand 2 Concept 2 PO1 Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences	Reading Response Notebook Rubric	Read Aloud, Shared Reading, Class Discussion	Reading Comprehension Ladder Big Books; Reading Response Notebook rubric
Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text 3	Expository Text	What is the reason the author wrote this? What is some facts you learned?	Strand 3 Concept 1 PO1 main idea, PO2 locate facts to answer questions, PO3 use organizational features, PO4 identify sources used to answer questions, PO5 graphic features	Graphic Organizer; Recognizing the author's purpose	Shared Reading, Mini lesson in Reader's workshop; anchor chart	Recognizing the Author's purpose- Graphic Organizer
Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text 4	Functional Text	What is the reason the author wrote this? What is some facts you learned? Does each fact add to the author's purpose, make it more clear?	Strand 3 Concept 2 PO1 follow multistep directions, PO2 check to make sure all the steps were followed in the right order, PO3 meanings of signs, graphics, symbols	Graphic Organizer; Recognizing the author's purpose	Shared Reading, Mini lesson in Reader's workshop; anchor chart	Recognizing the Author's purpose- Graphic Organizer (how to make ice cream)
Grade 3						
Arizona Standard	Unit Name	Essential Questions	Content/ Skills	Assessment	Instructional Strategies	Resources
Demonstrate understanding of print concepts 1	Print Concepts	How does the print in a book carry a message? What concept does the message communicate? (directionality, stop, go, pause,	Strand 1 Concept 1 PO1 alphabetize to third letter, distinguishing features of a sentence	DRA, running record, oral performance discussion/ participation checklist	reader's workshop, read aloud, shared reading; Word Work	printed media, big books, read aloud books

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Reading

<p>Decode words, using knowledge of phonics, syllabication, and word parts 2</p>	<p>Phonemic Awareness</p>	<p>How do you make sense of what you read? How do you know it makes sense?</p>	<p>Strand 1 Concept 3 PO1 read multi-syllabic words, PO2 apply basic syllabication rules when decoding, PO3 plurals, PO4 use spelling patterns when reading, PO5 abbreviations, PO6 high frequency words & sight words, PO7 contractions, PO8 vowel digraphs and r-controlled letter-sound associations to read words, PO9 syntax to confirm decoding</p>	<p>DRA, running record, oral performance discussion/ participation checklist</p>	<p>reader's workshop, read aloud, shared reading</p>	<p>printed media, big books, read aloud books</p>
<p>Acquire and use new vocabulary in relevant contexts 2</p>	<p>Vocabulary</p>	<p>What new words have we found today? Can you restate the word? Can you draw a picture or graphic of the term?</p>	<p>Strand 1 Concept 4 PO1 use prefixes to determine meaning, PO2 use suffixes to determine meaning, PO3 abbreviations, PO4 contractions, PO5 compound words, PO6 meaning of common synonyms, antonyms, and homonyms, PO7 determine meaning of words using reference materials</p>	<p>DRA, running record, oral performance discussion/ participation checklist</p>	<p>reader's workshop, read aloud, shared reading</p>	<p>printed media, big books, read aloud books</p>
<p>Read fluently 4</p>	<p>Fluency</p>	<p>How does reading fluency help your understanding? (how does reading without skipping words, pauses, and other hiccups make understanding better?)</p>	<p>Strand 1 Concept 5 PO1 consistently read grade-level text with at least 90 percent accuracy, PO2 read aloud with fluency and appropriate rhythm, pacing, intonation, and vocal patterns</p>	<p>DRA, running record, oral performance discussion/ participation checklist</p>	<p>reader's workshop, read aloud, Word Work shared reading, guided reading</p>	<p>printed media, big books, read aloud books</p>

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Reading

Employ strategies to comprehend text 1	Comprehension Strategies	How do you make sense of what you read? How do you know it makes sense?	Strand 1 Concept 6 PO1 predicting, PO2 compare prediction to events in text, PO3 questioning, PO4 answer clarifying questions, PO5 use graphic organizers, PO6 text to self connections	DRA, running record, oral performance discussion/ participation checklist	reader's workshop, read aloud, shared reading	printed media, big books, read aloud books
Identify, analyze, and apply knowledge of the structures and elements of literature 2	Elements of Literature	What pieces make a fictional text? How do the pieces fit together?	Strand 2 Concept 1 PO1 compare & contrast across stories, PO2 characters, PO3 sequence, PO4 connections between early events & later events, PO5 identify narrator, PO6 rhyme, rhythm, repetition, and sensory images in poetry, PO7 Distinguish between/among fiction, nonfiction, poetry, plays, and narratives	story maps, running record, oral question & answer	story mapping, read aloud	printed media, big books, read aloud books, fiction books
Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature 2	Historical and Cultural Aspects of Literature	How is your life different or the same as life in Harry Potter (or other favorite character?)	Strand 2 Concept 2 PO1 Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences	story maps, running record, oral question & answer	story mapping, read aloud	printed media, big books, read aloud books, fiction books

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Reading

Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text 3	Expository Text	How do readers read non-fiction? What parts of a non-fiction text help us find out what we want to know?	Strand 3 Concept 1 PO1 identify the topic & details, PO2 locate facts, PO3 use organizational features, PO4 use sources to locate info, PO5 interpret graphic features	teacher observation using running record, sharing information and oral question & answer	read aloud, shared reading, guided reading	non-fiction text in big books, leveled text, read aloud
Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text 3	Functional Text	How does reading help us as we go through our lives?	Strand 3 Concept 2 PO1 follow multistep directions, PO2 provide multistep directions, PO3 evaluate directions for sequence & completeness, PO4 interpret functional documents	following directions, oral performance, task completion, check lists, teacher observation	shared reading, projects in reader's workshop-following directions, cooking project	cookbooks, chart paper, chart stand, menus
Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies 4	Persuasive Text	How can you try to make someone see things your way?	Strand 3 Concept 3 PO1 fact or opinion in persuasive text, PO2 persuasive vocabulary	teacher observation using running record, sharing information and oral question &	shared reading, read aloud, mini lessons,	chart paper, newspapers, big books, read alouds
Grade 4						
Arizona Standard	Unit Name	Essential Questions	Content/ Skills	Assessment	Instructional Strategies	Resources

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Reading

Acquire and use new vocabulary in relevant contexts 1	Vocabulary	What are some words new to us we've discovered recently? How can they help us?	Strand 1 Concept 4 PO1 root words & affixes, PO2 context clues, PO3 difference between figurative language & literal, PO4 identify figurative language, PO5 use reference materials, PO6 identify antonyms, synonyms, and homonyms for given words within text	teacher observation, running records, checklists, vocab. quizzes	reader's workshop, guided reading, shared reading, word study, focus poetry, mini lessons	dictionaries, thesauri, word study teacher binder
Read fluently 4	Fluency	Did that make sense?	Strand 1 Concept 5 PO1 read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text	teacher observation, running records, checklists, DRA	reader's workshop, guided reading, shared reading, word study, focus poetry, mini lessons	guided reading leveled books, <i>180 Days in the Reader's Workshop</i> by Serafini, read alouds, big books
Employ strategies to comprehend text 1	Comprehension Strategies	What do you predict will happen? Can you make a connection?	Strand 1 Concept 6 PO1 predicting, PO2 confirm predictions, PO3 questioning, PO4 use graphic organizers, PO5 making connections, PO6 reading strategies	teacher observation, DRA, response letters, guided reading discussions	reader's workshop, guided reading, shared reading, focus poetry, mini lessons	guided reading leveled books, <i>180 Days in the Reader's Workshop</i> by Serafini, read alouds, big books

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Reading

<p>Identify, analyze, and apply knowledge of the structures and elements of literature 3</p>	<p>Elements of Literature</p>	<p>What is the main problem in the text? How is the problem solved?</p>	<p>Strand 2 Concept 1 PO1 identify problem, PO2 identify resolution, PO3 identify moral, PO4 distinguish between major & minor characters, PO5 character traits, PO6 narrator, PO7 setting, PO8 compare (and contrast) the characters, events, & setting, PO9 identify characteristics & structural elements in poetry, PO10 forms of literature</p>	<p>teacher observation, DRA, response letters, guided reading discussions</p>	<p>reader's workshop, guided reading, shared reading, focus poetry, mini lessons</p>	<p>guided reading leveled books, <i>180 Days in the Reader's Workshop</i> by Serafini, read alouds, big books</p>
<p>Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature 2</p>	<p>Historical and Cultural Aspects of Literature</p>	<p>How do these two stories from different cultures have similar elements, styles, structures and /or messages?</p>	<p>Strand 2 Concept 2 PO1 Describe the historical and cultural aspects found in cross-cultural works of literature</p>	<p>teacher observation, response letters, Graphic Organizer</p>	<p>reader's workshop, guided reading, shared reading, focus poetry, mini lessons, social studies lessons</p>	<p>guided reading leveled books, <i>180 Days in the Reader's Workshop</i> by Serafini, read alouds, big books, poetry, anchor</p>
<p>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text 3</p>	<p>Expository Text</p>	<p>How does the table of contents / index help locate information? How is a fiction text set up differently than a nonfiction text? Why do nonfiction texts use photographs, labeled drawings (etc.) and fiction texts do not? What is the author's purpose?</p>	<p>Strand 3 Concept 1 PO1 main idea & supporting details, PO2 fact or opinion, PO3 author's purpose, PO4 use organizational features, PO5 print & electronic reference sources, PO6 interpret info from graphic features, PO7 cause & effect, PO8 draw conclusions</p>	<p>teacher observation, response letters, guided reading discussions</p>	<p>reader's workshop, guided reading, shared reading, mini lessons, social studies lessons, science lessons</p>	<p>guided reading leveled books, read alouds, big books, anchor charts, <i>Teaching Students to Read Nonfiction</i> Scholastic, internet, encyclopedias, maps, science text, social studies text</p>

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Reading

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text 3	Functional Text	What is the purpose of this text?	Strand 3 Concept 2 PO1 locate specific information from functional text, PO2 interpret details from functional text	teacher observation, response letters, guided reading discussions	reader's workshop, guided reading, shared reading, mini lessons, social studies lessons, science lessons	anchor charts, <i>Teaching Students to Read Nonfiction</i> Scholastic, letters, memos, directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms
Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies 4	Persuasive Text	What is the author's position? What has the author done to persuade you?	Strand 3 Concept 3 PO1 determine the author's position, PO2 persuasive vocabulary	teacher observation, group discussions, persuasive writing	reader's workshop, mini lessons, shared reading, debates	examples of persuasive text, campaign speeches, newspapers, point/counterpoint books & articles
Grade 5						
Arizona Standard	Unit Name	Essential Questions	Content/ Skills	Assessment	Instructional Strategies	Resources
Acquire and use new vocabulary in relevant contexts 1	Vocabulary	How does the use of figurative language help the reader?	Strand 1 Concept 4 PO1 root words & affixes, PO2 context clues, PO3 difference between figurative language & literal, PO4 determine meaning of figurative language, PO5 use reference materials, PO6 identify antonyms, synonyms, and homonyms for given words within text	teacher observation, running records, checklists, vocab. quizzes	reader's workshop, guided reading, shared reading, word study, focus poetry, mini lessons	dictionaries, thesauri, word study teacher binder

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Reading

Read fluently 4	Fluency	Did that make sense?	Strand 1 Concept 5 PO1 read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text	teacher observation, running records, checklists, DRA	reader's workshop, guided reading, shared reading, word study, focus poetry, mini lessons	guided reading leveled books, <i>180 Days in the Reader's Workshop</i> by Serafini, read alouds, big books
Employ strategies to comprehend text 1	Comprehension Strategies	What do you predict will happen? Can you make a connection?	Strand 1 Concept 6 PO1 predicting, PO2 confirm predictions, PO3 questioning, PO4 use graphic organizers, PO5 making connections, PO6 reading strategies	teacher observation, DRA, response letters, guided reading discussions	reader's workshop, guided reading, shared reading, focus poetry, mini lessons	guided reading leveled books, <i>180 Days in the Reader's Workshop</i> by Serafini, read alouds, big books
Identify, analyze, and apply knowledge of the structures and elements of literature 2	Elements of Literature	What is the author's message? How did the personality of the character influence his actions?	Strand 2 Concept 1 PO1 components of plot, PO2 theme, PO3 distinguish between major & minor characters, PO4 Analyze how a character's traits influence that character's actions, PO5 point of view, PO6 setting, PO7 author's craft, PO8 types of poetry, PO9 genres of fiction	teacher observation, DRA, response letters, guided reading discussions	reader's workshop, guided reading, shared reading, focus poetry, mini lessons	guided reading leveled books, <i>180 Days in the Reader's Workshop</i> by Serafini, read alouds, big books
Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature 2	Historical and Cultural Aspects of Literature	Do folk tales from different countries have some of the same messages? How do these (two) compare?	Strand 2 Concept 2 PO1 Describe the historical and cultural aspects found in cross-cultural works of literature	teacher observation, response letters, guided reading discussions	reader's workshop, guided reading, shared reading, focus poetry, mini lessons, social studies lessons	guided reading leveled books, <i>180 Days in the Reader's Workshop</i> by Serafini, read alouds, big books, poetry, anchor charts

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Reading

Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text 3	Expository Text	How does the table of contents / index help locate information? What is the author's purpose? How does the author support his opinion?	Strand 3 Concept 1 PO1 main idea & supporting details, PO2 fact or opinion, PO3 author's purpose, PO4 use organizational features, PO5 print & electronic reference sources, PO6 interpret info from graphic features, PO7 cause & effect, PO8 draw conclusions	teacher observation, response letters, guided reading discussions	reader's workshop, guided reading, shared reading, mini lessons, social studies lessons, science lessons	guided reading leveled books, read alouds, big books, anchor charts, <i>Teaching Students to Read Nonfiction</i> Scholastic, internet, encyclopedias, maps, science text, social studies text
Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text 3	Functional Text	How can a schedule help you? Why is it important to be able to read signs?	Strand 3 Concept 2 PO1 locate specific information from functional text, PO2 interpret details from functional text	teacher observation, response letters, guided reading discussions	reader's workshop, guided reading, shared reading, mini lessons, social studies lessons, science lessons	anchor charts, <i>Teaching Students to Read Nonfiction</i> Scholastic, letters, memos, directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms
Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies 4	Persuasive Text	What is the purpose of persuasive text? Is it important to read both sides of an argument? What emotional words does the author use? Why?	Strand 3 Concept 3 PO1 author's position & support, PO2 affect of persuasive vocab., PO3 persuasive strategies	teacher observation, group discussions, persuasive writing	reader's workshop, mini lessons, shared reading, debates	examples of persuasive text, campaign speeches, newspapers, point/ counterpoint books & articles, <i>Time for Kids</i>
Grade 6						
Arizona Standard	Unit Name	Essential Questions	Content/ Skills	Assessment	Instructional Strategies	Resources

Visions Unlimited Academy

Reading

Acquire and use new vocabulary in relevant contexts 1	Vocabulary	How does a prefix or suffix change the meaning of a word?	Strand 1 Concept 4 PO1 effect of affixes, PO2 context clues, PO3 context clues for words with multiple meanings, PO4 figurative language, PO5 use reference materials	teacher observation, running records, checklists, vocab. quizzes	reader's workshop, guided reading, shared reading, word study, focus poetry, mini lessons	dictionaries, thesauri, word study teacher binder
Read fluently 4	Fluency	Did that make sense?	Strand 1 Concept 5 PO1 read with accuracy, automaticity, & prosody	teacher observation, running records, checklists, DRA	reader's workshop, guided reading, shared reading, word study, focus poetry, mini lessons	guided reading leveled books, <i>180 Days in the Reader's Workshop</i> by Serafini, read alouds, big books
Employ strategies to comprehend text 1	Comprehension Strategies	What do you predict will happen? Can you make a connection? How does knowing how a text is organized, help you understand it?	Strand 1 Concept 6 PO1 predicting, PO2 confirm predictions, PO3 questioning, PO4 use graphic organizers, PO5 making connections, PO6 organization aids comprehension, PO7 reading strategies	teacher observation, DRA, response letters, guided reading discussions	reader's workshop, guided reading, shared reading, focus poetry, mini lessons	guided reading leveled books, <i>180 Days in the Reader's Workshop</i> by Serafini, read alouds, big books, graphic organizers
Identify, analyze, and apply knowledge of the structures and elements of literature 2	Elements of Literature	What caused the character's actions?	Strand 2 Concept 1 PO1 components of plot, PO2 theme, PO3 motivations of characters, PO4 point of view, PO5 influence of setting, PO6 author's craft, PO7 characteristics & structural elements of poetry, PO8 genres of fiction	teacher observation, DRA, response letters, guided reading discussions	reader's workshop, guided reading, shared reading, focus poetry, mini lessons	guided reading leveled books, <i>180 Days in the Reader's Workshop</i> by Serafini, read alouds, big books

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Reading

<p>Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature 2</p>	<p>Historical and Cultural Aspects of Literature</p>	<p>Would the same thing happen in this century?</p>	<p>Strand 2 Concept 2 PO1 describe the historical and cultural aspects found in cross-cultural works of literature, PO2 identify common structures & stylistic elements in literature, folklore, and myths from a variety of cultures</p>	<p>teacher observation, response letters, guided reading discussions</p>	<p>reader's workshop, guided reading, shared reading, focus poetry, mini lessons, social studies lessons</p>	<p>guided reading leveled books, <i>180 Days in the Reader's Workshop</i> by Serafini, read alouds, big books, poetry, anchor charts</p>
<p>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text 3</p>	<p>Expository Text</p>	<p>What is the main idea? What details does the author give to support it? What is the author's purpose for writing this piece? How is the piece organized?</p>	<p>Strand 3 Concept 1 PO1 main idea & supporting details, PO2 summarizing, PO3 fact or opinion & support, PO4 author's purpose, PO5 organizational features, PO6 print & electronic reference sources, PO7 interpret graphic features, PO8 chronological order, compare/ contrast, cause/ effect relationships, logical order, PO9 draw conclusions</p>	<p>teacher observation, response letters, guided reading discussions</p>	<p>reader's workshop, guided reading, shared reading, mini lessons, social studies lessons, science lessons</p>	<p>guided reading leveled books, read alouds, big books, anchor charts, <i>Teaching Students to Read Nonfiction</i> Scholastic, internet, encyclopedias, maps, science text, social studies text</p>
<p>Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text 3</p>	<p>Functional Text</p>	<p>Why is it important to follow steps in order?</p>	<p>Strand 3 Concept 2 PO1 sequence of activities needed to carry out a procedure, PO2 text features, PO3 author's purpose</p>	<p>teacher observation, guided reading discussions, science experiments</p>	<p>reader's workshop, guided reading, shared reading, mini lessons, social studies lessons, science lessons</p>	<p>cookbooks, menus, schedules, how to manuals</p>

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Reading

Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies 4	Persuasive Text	What is the purpose of persuasive text? Is it important to read both sides of an argument? What emotional words does the author use? Why?	Strand 3 Concept 3 PO1 author's purpose, PO2 facts and details that support the author's argument, PO3 effect of persuasive strategies and propaganda techniques	teacher observation, group discussions, persuasive writing	reader's workshop, mini lessons, shared reading, debates	examples of persuasive text, campaign speeches, newspapers, point/counterpoint books & articles, <i>Time for Kids</i>
Grade 7						
Arizona Standard	Unit Name	Essential Questions	Content/ Skills	Assessment	Instructional Strategies	Resources
Acquire and use new vocabulary in relevant contexts 1	Vocabulary	What role does Vocabulary plan in understanding?	Strand 1 Concept 4 PO1 linguistic roots & affixes, PO2 context clues, PO3 context clues for words with multiple meanings, PO4 figurative language, PO5 use reference materials	teacher observation, word wall activities, checklists, vocab. quizzes	reader's workshop, guided reading, shared reading, word study, focus poetry, mini lessons	dictionaries, thesauri, word study teacher binder
Read fluently 4	Fluency	How does reading fluency help you understand text?	Strand 1 Concept 5 PO1 read with accuracy, automaticity, & prosody	reading log, reading reflection essays, noticing, connections, & wondering charts, book & poem discussions	read aloud, shared reading, guided reading, independent reading, focus poetry, mini lessons	<i>180 Days in the Reader's Workshop</i> by Serafini, FP 3-8 book, <i>Strategies that Work</i> , <i>Reading with Meaning</i> , various trade books, picture books

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Reading

Employ strategies to comprehend text 1	Comprehension Strategies	Can the student apply the needed reading strategy in order to better comprehend text that the student is reading?	Strand 1 Concept 6 PO1 predicting, PO2 confirm predictions, PO3 questioning, PO4 use graphic organizers, PO5 making connections, PO6 organization aids comprehension, PO7 reading strategies	reading log, reading reflection essays, noticing, connections, & wondering charts, book & poem discussions	read aloud, shared reading, guided reading, independent reading, focus poetry, mini lessons	<i>180 Days in the Reader's Workshop</i> by Serafini, FP 3-8 book, <i>Strategies that Work</i> , <i>Reading with Meaning</i> , various trade books, picture books
Identify, analyze, and apply knowledge of the structures and elements of literature 2	Elements of Literature	Can the student determine their idea of theme for a specific selection and articulate, with support from the text, their idea?	Strand 2 Concept 1 PO1 plot, PO2 theme in prose, poetry, drama, PO3 characters, PO4 point of view, PO5 setting, PO6 author's craft, PO7 characteristics & structural elements of poetry, PO8 genres of fiction	reading log, reading reflection essays, noticing, connections, & wondering charts, book & poem discussions	read aloud, shared reading, guided reading, independent reading, focus poetry, mini lessons	<i>180 Days in the Reader's Workshop</i> by Serafini, FP 3-8 book, <i>Strategies that Work</i> , <i>Reading with Meaning</i> , various trade books, picture books
Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature 2	Historical and Cultural Aspects of Literature	How do these two stories from different cultures have similar elements, styles, structures and /or messages?	Strand 2 Concept 2 PO1 describe the historical and cultural aspects found in cross-cultural works of literature, PO2 identify common structures & stylistic elements in literature, folklore, and myths from a variety of cultures	Comparison	read aloud, shared reading, guided reading, independent reading, focus poetry, mini lessons	Comparison Chart, CI

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Reading

<p>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text 2</p>	<p>Expository Text</p>	<p>How does a knowledge of an author's purpose make it easier to understand text?</p>	<p>Strand 3 Concept 1 PO1 main idea & supporting details, PO2 summarizing, PO3 fact or opinion & support, PO4 author's purpose, PO5 organizational features, PO6 print & electronic reference sources, PO7 differentiate between primary & secondary sources, PO8 interpret graphic features, PO9 chronological order, compare/ contrast, cause/ effect relationships, logical order, PO10 inferences, PO11 compare & contrast ideas, PO12 author's craft</p>	<p>reading log, reading reflection essays, book & poem discussions, social studies and science projects & books</p>	<p>read aloud, shared reading, guided reading, independent reading, focus poetry, mini lessons, group work, science experiments</p>	<p><i>180 Days in the Reader's Workshop</i> by Serafini, FP 3-8 book, <i>Strategies that Work</i>, <i>Reading with Meaning</i>, various trade books, picture books, <i>Time for Kids</i>, <i>San Pedro Valley News</i>, maps, globes, atlases, student planners</p>
<p>Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text 3</p>	<p>Functional Text</p>	<p>What elements are necessary in a well organized piece of (functional) writing for a specific purpose?</p>	<p>Strand 3 Concept 2 PO1 sequence of activities needed to carry out a procedure, PO2 missing information, PO3 author's purpose</p>	<p>social studies and science notebooks</p>	<p>read aloud, shared reading, guided reading, independent reading, focus poetry, mini lessons, group work, science experiments</p>	<p><i>180 Days in the Reader's Workshop</i> by Serafini, FP 3-8 book, <i>Strategies that Work</i>, <i>Reading with Meaning</i>, various trade books, picture books, <i>Time for Kids</i>, <i>San Pedro Valley News</i>, maps, globes, atlases, student planners</p>

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Reading

Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies 4	Persuasive Text	What elements are necessary in a well organized piece of functional writing?	Strand 3 Concept 3 PO1 author's purpose, PO2 facts and details that support the author's argument, PO3 effect of persuasive strategies and propaganda techniques	social studies notebook	read aloud, shared reading, guided reading, independent reading, focus poetry, mini lessons, group work, study skill activities	<i>180 Days in the Reader's Workshop</i> by Serafini, various trade books, picture books, <i>Time for Kids</i> , <i>San Pedro Valley News</i> , study skills book
Grade 8						
Arizona Standard	Unit Name	Essential Questions	Content/ Skills	Assessment	Instructional Strategies	Resources
Acquire and use new vocabulary in relevant contexts 1	Vocabulary	Can the student apply the meaning of root words or base words to determine the meaning of more complex words? Can the student identify and explain examples of figurative language?	Strand 1 Concept 4 PO1 linguistic roots & affixes, PO2 context clues, PO3 context clues for words with multiple meanings, PO4 figurative language, PO5 use reference materials	word study notebook, games, quizzes, mountain language work	word study groups, word wall activities, read aloud, shared reading, guided reading, focus poetry, spelling, mini lessons	<i>Spelling Connections</i> , <i>Greek and Latin Roots</i> , <i>Vocabulary Key Book</i> , <i>Prefixes and Suffixes Book</i> , <i>Mountain Language</i>
Read fluently 4	Fluency	How does reading fluently help you understand text?	Strand 1 Concept 5 PO1 read with accuracy, automaticity, & prosody	reading log, reading reflection essays, noticing, connections, & wondering charts, book & poem discussions	read aloud, shared reading, guided reading, independent reading, focus poetry, mini lessons	<i>180 Days in the Reader's Workshop</i> by Serafini, FP 3-8 book, <i>Strategies that Work</i> , <i>Reading with Meaning</i> , various trade books, picture books

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Reading

Employ strategies to comprehend text 1	Comprehension Strategies	Can the student apply the needed reading strategy in order to better comprehend text that the student is reading?	Strand 1 Concept 6 PO1 predicting, PO2 confirm predictions, PO3 questioning, PO4 use graphic organizers, PO5 making connections, PO6 organization aids comprehension, PO7 reading strategies	reading log, reading reflection essays, noticing, connections, & wondering charts, book & poem discussions	read aloud, shared reading, guided reading, independent reading, focus poetry, mini lessons	<i>180 Days in the Reader's Workshop</i> by Serafini, FP 3-8 book, <i>Strategies that Work</i> , <i>Reading with Meaning</i> , various trade books, picture books
Identify, analyze, and apply knowledge of the structures and elements of literature 2	Elements of Literature	Can the student determine their idea of theme for a specific selection and articulate, with support from the text, their idea?	Strand 2 Concept 1 PO1 plot, PO2 compare & contrast themes across prose, poetry, drama, PO3 characters, PO4 point of view, PO5 relevance of setting, PO6 author's craft, PO7 analyze the characteristics & structural elements of a variety of poetic forms	reading log, reading reflection essays, noticing, connections, & wondering charts, book & poem discussions	read aloud, shared reading, guided reading, independent reading, focus poetry, mini lessons	<i>180 Days in the Reader's Workshop</i> by Serafini, FP 3-8 book, <i>Strategies that Work</i> , <i>Reading with Meaning</i> , various trade books, picture books
Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature 2	Historical and Cultural Aspects of Literature	How do these two stories from different cultures have similar elements, styles, structures and /or messages?	Strand 2 Concept 2 PO1 describe the historical and cultural aspects found in cross-cultural works of literature, PO2 identify common structures & stylistic elements in literature, folklore, and myths from a variety of cultures	teacher observation	read aloud, shared reading, guided reading, independent reading, focus poetry, mini lessons	Literature, folklore or

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Reading

<p>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text 3</p>	<p>Expository Text</p>	<p>How do these two stories from different cultures have similar elements, styles, structures and /or messages?</p>	<p>Strand 3 Concept 1 PO1 main idea & supporting details, PO2 summarizing, PO3 fact or opinion & support, PO4 author's purpose, PO5 organizational features, PO6 print & electronic reference sources, PO7 differentiate between primary & secondary sources, PO8 interpret graphic features, PO9 chronological order, compare/ contrast, cause/ effect relationships, logical order, classification, schemes PO10 inferences, PO11 compare & contrast ideas, PO12 author's craft</p>	<p>reading log, reading reflection essays, book & poem discussions, social studies and science projects & books</p>	<p>read aloud, shared reading, guided reading, independent reading, focus poetry, mini lessons, group work, science experiments</p>	<p><i>180 Days in the Reader's Workshop</i> by Serafini, FP 3-8 book, <i>Strategies that Work</i>, <i>Reading with Meaning</i>, various trade books, picture books, <i>Time for Kids</i>, <i>San Pedro Valley News</i>, maps, globes, atlases, student planners</p>
<p>Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text 3</p>	<p>Functional Text</p>	<p>What elements are necessary in a well organized piece of (functional) writing for a specific purpose?</p>	<p>Strand 3 Concept 2 PO1 sequence of activities needed to carry out a procedure, PO2 extraneous information, PO3 author's purpose, PO4 evaluate adequacy of details & facts</p>	<p>social studies and science notebooks</p>	<p>read aloud, shared reading, guided reading, independent reading, focus poetry, mini lessons, group work, science experiments</p>	<p><i>180 Days in the Reader's Workshop</i> by Serafini, FP 3-8 book, <i>Strategies that Work</i>, <i>Reading with Meaning</i>, various trade books, picture books, <i>Time for Kids</i>, <i>San Pedro Valley News</i>, maps, globes, atlases, student planners</p>

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Reading

<p>Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies 3</p>	<p>Persuasive Text</p>	<p>How does a knowledge of an author's purpose make it easier to understand text?</p>	<p>Strand 3 Concept 3 PO1 author's purpose, PO2 effectiveness of support used for argument, PO3 effect of persuasive strategies and propaganda techniques, PO4 identify bias</p>	<p>social studies notebook, study skills activities</p>	<p>read aloud, shared reading, guided reading, independent reading, focus poetry, mini lessons, group work, study skill activities</p>	<p><i>180 Days in the Reader's Workshop</i> by Serafini, various trade books, picture books, <i>Time for Kids</i>, <i>San Pedro Valley News</i>, study skills book</p>
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