

St. Mark Evangelical Lutheran Church and School

Wisconsin Evangelical Lutheran Synod



Reading Curriculum Guide

Philosophy of Reading

Reading is included in the curriculum at St. Mark so students are able to read, study, and share God's Word with others.

Reading begins by hearing the words and connecting them to the written text. As students develop as readers, they become more independent and can appreciate a variety of literature. The skill of reading is applied to all subjects at school.

Assessment

Each grade has specified grade level objectives designed to promote the students' academic growth and achievement. Teachers will assess the students as they master these objectives through various formative and summative assessments. Assessments include oral reading, silent reading, group reading, reading centers, comprehension worksheets, journals, discussion, sight word cards, book reports, quizzes, tests and projects. These assessments assure that each student is learning the objectives outlined in this curriculum guide.

Exit Goals for Graduation

By the end of 8th grade students will be able to...

1. Understand that through reading we can learn about Jesus' love for us through the Bible.
2. Appreciate God's gift of language and all that we are capable of doing through it.
3. Desire to read God's Word for inspiration, edification, and instruction.
4. Enjoy gaining the ability to read.
5. Read aloud to peers with confidence, inflection, good diction
6. Appreciate various genres of literature
7. Discover the meaning of unfamiliar vocabulary by contextual clues or use of resources
8. Analyze an author's purpose
9. Critically review a literary work for meaning and truth
10. Summarize a written selection
11. Recognize cause-effect relationships
12. Recognize, use literary devices
13. Appreciate the various types of poetry
14. Recognize various forms of poetic structure

Preschool Pre-Reading Objectives

Knowledge Objectives

1. Students will understand that the alphabet represents the sounds of spoken language and the letters of written language.
2. Students will use writing and illustrations to represent and communicate thoughts or ideas.
3. Students will realize the value of asking questions to gather information or clarify understanding.
- 4.

Attitude/Belief Objectives

1. Students will understand that through reading they are able to independently study God's Word and grow in the grace and knowledge of their Savior Jesus Christ.
2. Students will show appreciation for books and other reading materials.
3. Students will chose God-pleasing content in their choice of reading materials.
4. Students will know that everyone is a reader at varying levels of God-given developmental abilities.
5. Students will understand that reading is an essential life skill, but also an opportunity to explore personal interests and educational knowledge.

Skill/Behavior Objectives

1. Students will show understanding of how print in the English language works: left to right, top to bottom, front to back.
2. Students will recognize letters and their sounds in familiar words, especially in their own name.
3. Students will identify words that begin or end with the same sound.
4. Students will show understanding of concept words and sequence of events.
5. Students will make some letter/sound connections and identify some beginning sounds.
6. Students will use a combination of letter sounds, familiar environmental print and picture cues to recognize a printed word.
7. Students will recognize that most speech sounds are represented by single letter symbols.
8. Students will recognize and name most, if not all, upper and lowercase letters of the alphabet.
9. Students will correctly use upper and lowercase letters in their writing.
10. Students will understand that print, as well as illustrations, carry the message in a book.
11. Students will know that books have a title, author, and illustrator.
12. Students will choose reading activities and respond with interest and enjoyment.
13. Students will recognize familiar environmental print.
14. Students will understand that books have characters, a sequence of events and story plots.
15. Students will label pictures using scribbles, letter-like forms or letters to represent words or ideas.
16. Students will begin to use their knowledge of sounds and letters to write words.
17. Students will voice observations about words, pronounce them and comprehend them.
18. Students will draw, dictate to others or begin to write to communicate an idea, tell a story and/or explain their drawings and writings to others.
19. Students will use rebuses to learn songs, poems, Bible passages and recitations.
20. Students will use their own experiences, imagination and information observed in illustrations to formulate stories.

Kindergarten Reading Objectives

By the end of kindergarten the students will:

1. Recognize all 28 letters of the alphabet (includes print g and a), upper and lower case.
2. Produce the sounds of all consonants, including soft C and G and all vowel sounds, long and short.
3. Identify the beginning sound of a word.
4. Identify the ending sound of a word.
5. Identify the medial vowel sound in CVC words.
6. Blend two consonants.
7. Blend the sounds together to read 3-4 letter words.
8. Listen to a story for comprehension and answer content questions.
9. Understand the term “action word”.
10. Read common high-frequency sight words by sight.
11. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (word families).
12. Read short stories as a class and answer questions for comprehension.
13. Recognize rhyming words.
14. Be able to say a word that rhymes with a given word.
15. Recite the alphabet.
16. Sequence story pictures.
17. Page through books from front to back.
18. Distinguish likenesses and differences.
19. Complete an unfinished story.
20. Describe the characters of a story.
21. Describe the setting of a story.
22. Know the terms author and illustrator.
23. Retell a story.
24. Know to read from left to right, top to bottom, and front to back.
25. Knows the difference between fantasy and real life.
26. Be able to act out simple stories.
27. Read emergent-reader texts with purpose and understanding.
28. Recognize common types of texts (story books, fairy tales, Bible stories, poems)
29. Understand that words are separated by spaces in print. (finger spaces)
30. Be able to tell how many syllables are in a word.
31. Blend and segment the onset and rime of single syllable words.

Kindergarten Scope and Sequence:

1st quarter sight words: red, pink, yellow, black, blue, orange, brown, purple, green, white
to, little, am, is, the, a, I, God, have

2nd quarter sight words: for, Jesus, my, we, he, like

3rd quarter sight words: see, you, she, look, they, of, me, with

4th quarter sight words: go, come, that, here, from, do, said, are, was, what, where

The alphabet is taught in this order throughout the year:

M-T-A-S-P-C-I-N-B-R-D-K-F-O-H-L-blends-G-E-J-W-X-U-V-Z-long vowel sounds

Resources:

Reading Street, Scott Foresman 2008

Common Core State Standards for English Language Arts

Various children's books

1st Grade Reading Objectives

By the end of first grade the students will:

1. Recognize the alphabet and number words and be able to write them.
2. Write sentences.
3. Identify complete sentences and their naming and action parts.
4. Identify both asking and telling sentences.
5. Identify singular and plural naming words.
6. Be able to read, listen to, and enjoy literature both fiction and nonfiction.
7. Be able to read and use sight words.
8. Use phonics and structural analysis to decode unknown words.
9. Be able to name words with opposite meanings, words that rhyme and compound words.
10. Be able to distinguish between naming and action words.
11. Use picture clues to read and understand words.
12. Be able to alphabetize to the first letter.
13. Be able to read from top to bottom, left to right, and front to back.
14. Be able to read aloud smoothly.
15. Be able to do partner and choral reading.
16. Be able to retell and summarize reading selections.
17. Apply comprehension skills: note details, make predictions, compare and contrast.
18. Apply comprehension skills: categorize, draw conclusions, classify, and sequence.
19. Apply comprehension skills: know the story structure and make inferences.
20. Be able to read and comprehend word endings: possessives, -ed, -ing, and plurals.
21. Be able to apply basic phonetic analysis: initial and final consonants initial digraphs, blends and CVC word patterns.
22. Use semantic and syntactic analysis to decode unknown words.
23. Analyze problems and offer solutions.
24. Draw logical conclusions based on the story.
25. Write a story.
26. Distinguish between fantasy and realism.

27. Be able to tell the main idea and sequence.
28. Be able to predict what will happen next.
29. Be able to tell about setting and plot.
30. Be able to identify cause and effect.
31. Recognize how things and people grow and change with time.
32. Recognize that people and animals live in many different environments.
33. Recognize that family and friends help one another and share together.
34. Be able to read our Bible lessons.
35. Be able to choose books which interest them and books which they can read.

Scope and Sequence:

September: Moonbear's Books
 Annie, Bea, and Chi Chi Delores
 One Red Rooster
 My Five Senses
 Individual small books that the children can read

October: When This Box is Full
 The Chick and the Duckling
 Pumpkin, Pumpkin
 My River
 Individual small books for the children to read.

November: Citybook
 Listen to the Desert
 The Country Mouse and the City Mouse
 Books for our guided reading groups also.

December: On Top of Spaghetti
 The Foot Book
 The Lady with the Alligator Purse
 Peanut Butter and Jelly
 Books for our guided reading groups also.

January: The Doorbell Rang
 The Little Red Hen
 Flower Garden
 Books for our guided reading groups.

February: The Itsy Bitsy Spider

The Very Hungry Caterpillar
A Color of His Own
EEK! There's a Mouse in the House
Books for our guided reading groups.

March: There's An Alligator Under My Bed
If You Give a Moose a Muffin
If The Dinosaurs Came Back
Many of Dr. Seuss's books read individually and for the entire class.

April: George Shrinks
The Tug of War
A Mother for Choco
Something from Nothing

May: One of Three
Fishy Facts
Enzo the Wonderfish
Swimmy

Grade 1 Resources:

Cooper, David J., and Pikulski, John J., et al. WELCOME. Boston, MA: Houghton Mifflin Company, 2001.
HELLO. Boston, MA: Houghton Mifflin Company, 2001.
SHARE. Boston, MA: Houghton Mifflin Company, 2001.
SURPRISE. Boston, MA: Houghton Mifflin Company, 2001.
Many big books.
Various children's books.

2nd Grade Reading Objectives

*Common Core State Standards for English Language Arts and Literacy Grade 2 Students

The students will....

*Ask and answer such questions: who, what, where, when, why, and how to demonstrate understanding of key details in a text.

*Identify the main topic of a multiparagraph text.

Correctly determine if a text is fiction or non-fiction and the purpose of text (informational, narrative, etc)

Compare fantasy and realism

Make inferences to predict future outcomes

Activate the use of prior knowledge when reading

Determine the meaning of unknown words and phrases in a text using decoding strategies

*Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Determine the meaning of unknown words by using a dictionary

*Know and use various text features to locate key facts and information in a text efficiently. (captions, bold print, subheadings, glossaries, indexes)

*Identify the main purpose of a text, including what the author wants to answer, explain or describe

Identify the theme of a story and provide examples from the text to support the theme

*Compare and contrast the most important points presented by two texts on the same topic

*Describe how characters in a story respond to major events and challenges

*Recount stories, fables and folktales from diverse cultures, and determine their central message, lesson or moral.

*Describe how words or phrases supply rhythm and meaning in a story, poem, or story (alliteration, rhymes, repeated lines)

*Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

*Acknowledge differences in the points of view of characters

*Speaking in a different voice for each character when reading dialogue aloud.

*Read on-level text with purpose and understanding

*Read on-level text orally with accuracy, appropriate rate and expression on successive readings

Resources:

Cooper, David J., and Pikulski, John J., Friends. Boston, MA: Houghton Mifflin Company, 2001.

---Treasure. Boston, MA: Houghton Mifflin Company, 2001.

Mo Willems books

Miss Rumphius

The Hat

Amelia Bedelia

Thanksgiving Day Turkey

Gingerbread Man

Mike Mulligan

#1 Kid

Henry and Mudge

Where in the World?

Grades 3 Reading Objectives

The students will...

1. Use different reading strategies to understand a story.
2. Use context clues to understand meaning.
3. Predict and infer outcomes in a story.

4. Evaluate the stories by asking themselves questions as they read.
5. Understand story elements: setting, characters, problems, events, and solution.
6. Summarize or retell events in a story.
7. Compare and contrast events, stories, and characters.
8. Differentiate between fact and opinion.
9. Understand the differences between realism and fantasy.
10. Understand cause and effect in stories.
11. Sequence the events of a story.
12. Understand reading strategies.
13. Categorize and classify different things in a story.
14. Note details in stories.
15. Recognize generalizations that authors make.
16. Draw conclusions from information.
17. Understand the importance of following directions.
18. Understand the difference between a metaphor and a simile.
19. Identify the topic and main idea of chapters.
20. Understand the difference between fiction and nonfiction.
21. Identify onomatopoeia.
22. Draw conclusions from information.
23. Categorize and classify details in a story.

Grade 3 Scope and Sequence

September

Miss Nelson is Missing
 The Three Little Wolves and the Big Bad Pig
 The Three Little Javelinas
 The Three Little Hawaiian Pigs and the Magic Shark
 Stone Fox (Chapter Book)

October

A Fruit & Vegetable Man
 Family Pictures/Cuadros de familia
 Away from Town
 City
 When Jo Louis Won the Title
 Henry and Ribsy (Chapter Book)

November

The Titanic: Lost...and Found
 Titanic Trivia
 Polar the Titanic Bear
 The Blizzard of 1896
 Pompeii...Buried Alive
 Patrick and the Great Molasses Explosion

Sarah Plain and Tall (Chapter Book)

December

Tony's Bread

Sandwiches from Around the World

Halmoni and the Picnic

Henry and Beezus

Chicken Sunday

Fun Food Facts

Skylark (Chapter Book)

January

Tornado Alert

Who Has Seen the Wind?

Storm in the Night

Brave Irene

Snowflakes

Sunflakes

Snowflake Bentley

Little House on the Prairie (Chapter Book)

February

Ramona and Her Mother

Mac & Marie & the Train Toss Surprise

Say Woof! The Day of a Country Veterinarian

4th Grade Reading Curriculum

By the end of grade 4 the students will:

1. Know and apply grade-level phonics and word analysis skills in decoding words.
2. Read with sufficient accuracy and fluency to support comprehension.

3. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
5. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words or actions).
6. Determine the meaning of words and phrases as they are used in a text.
7. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
8. By the end of the year, read and comprehend literature, including stories, dramas and poetry.
9. Determine the main idea of an informational text and explain how it is supported by key details; summarize the text.
10. Read and interpret diagrams, charts, tables, maps, graphs and timelines.

Grade 4 Scope and Sequence

August/September

Farmer Boy

Tales of a Fourth Grade Nothing

Alice & Alex

October

Stuart Little

The Great Kapok Tree

Just a Dream

Twenty One Dresses

November

The Lion, the Witch and the Wardrobe

The Case of the Curious Whale Watch

Julian, Secret Agent/Encyclopedia Brown

December

Mr. Popper's Penguins

Statue of Liberty

January

The Cricket in Times Square

The Marble Champ

February

Charlotte's Web

Thurgood Marshall and Equal Rights

March

Caddie Woodlawn
Elliot's House

April

Island of the Blue Dolphins
June 29, 1999
Look, Ma! There's an Alligator in the Toilet

May

Because of Winn-Dixie
No One is Going to Nashville
Paul Bunyan

Grade 4 Resources

Imagine – Innovations to Literacy – Houghton Mifflin 1996
Literacy Activity Book to accompany Imagine
Copy Masters
Personal Classroom Teacher Resource Books

5th-6th Grade Objectives

By the end of grade 6 the students will:

1. understand sequence of events
2. be able to categorize and classify
3. identify the topic, the main idea and supporting details
4. know the difference between fact and opinion
5. be able to compare and contrast
6. predict outcomes in stories
7. have the ability to problem solve and make decisions
8. understand cause and effect
9. be able to follow directions
10. draw conclusions and make generalizations
11. be able to summarize and analyze a story
12. be able to read and understand a complete book
13. make visual display based on a story read as a class
14. Be able to read, write, speak, and listen for a variety of purposes.
15. Be able to read and enjoy literature (poetry, narratives).
16. Be able to use mass media (newspapers, magazines, radio, television, movies, Internet, CD-ROM).
17. Be able to conduct research (locate, observe/gather, analyze, conclude).

18. Be able to read/write/present research report
19. Be able to advance vocabulary and reading rate with recreational reading and study of all subjects.
20. Be able to use visual clues, word form, and context to determine word meaning.
21. Be able to identify the meaning that applies to the context when a word has multiple meanings.
22. Be able to identify, understand, and use synonyms, antonyms, and homonyms.
23. Be able to alphabetize quickly and readily and use the dictionary with ease for a variety of purposes.
24. Be able to explain and summarize setting, plot, characters, problem, main event, and resolution of problem.
25. Be able to skim and scan and identify topic, events in sequence, and specific details.
26. Be able to draw and justify inferences.

27. Choose to read books in leisure time that are age appropriate and ability appropriate.
28. Read for the purpose of gaining information on topics of interest.
29. Adapt method and speed of reading to content and purpose.
30. Identify and describe literary elements such as character, setting, plot, point of view, and dialog.
31. Suggest realistic and logical alternative conclusions to a story.

7th-8th Grade Objectives

Knowledge Objectives:

1. The students will read at least six different novels during both their 7th grade year and their 8th grade year.
2. The students will read a variety of novels during these two years. These varieties include the following: historical fiction (African American History; Mexican History; Nazi Holocaust; 17th Century America; American Revolution; 19th Century America; 19th Century Europe; 1930's America; and World War II); Adventure; Fantasy; Survival; and Entertainment
3. The students will learn new information about history and culture based upon the setting and events that take place in a novel.
4. The students will demonstrate knowledge of the various parts to the plot of a story. These include the following: setting – time and place; mood; main and minor characters; problem; key events; climax; theme, and resolution.
5. The students will learn the difference between a story written in first person and third person.
6. The students will learn to identify differing examples of color tricks used by authors. These include the following: similes, metaphors, personification; alliteration, hyperbole, and onomatopoeia.
7. The students will learn there are four ways to describe a character based on the character's words, actions, physical appearance, and inner feelings.

8. The students will learn there are many graphic organizers that can be used to express various aspects to a novel. These include the following: story map; cause/effect charts; Venn diagrams; T-diagrams; KWL charts; and character webs.
9. The students will learn to identify differing types of cause and effect used in writing. This includes the following: one cause leads to many effects; many causes lead to one effect; and one cause leads to an effect which becomes a cause that leads to another effect, and so on.
10. The students will learn to identify the differences between historical facts and fictional material in writing.
11. The students will become familiar with new vocabulary by using the context of the word.

Skill / Behavior Objectives:

1. The students will demonstrate comprehension skills by successfully
 - a. Completing comprehension quizzes
 - b. Writing summaries of their reading content which focus on the significant events for the assigned reading (SOS; Summarizers)
 - c. Drafting their own set of comprehension questions and participating in a student led literature circle
 - d. Participating in class discussions by answering questions related to the key events in the assigned reading
2. The students will demonstrate their opinion based on the assigned reading by
 - a. Writing a journal response expressing their opinion based on something in the reading (SOS)
 - b. Writing test responses where they are asked to express their opinion on a topic from the assigned book
 - c. Choosing various quotes and responding to those quotes (Double Entry Journal)
 - d. Orally sharing their opinion in class discussions where students are asked to evaluate a topic based on the assigned reading
3. The students will use visually representing skills by
 - a. Drafting a sketch related to a key concept in the assigned reading (SOS)
 - b. Constructing either a character or setting collage
 - c. Sketching scenes and including written explanations for the sketched scenes (Sequence Circle – graphic organizer)
 - d. Completing a final project related to the assigned story
4. The students will be able to identify the differing types of conflict in a story (conflict with society; conflict with nature; conflict with other characters; conflict with self) and be able to make a chart with examples for all four types and write a journal to the conflict that is most represented in the story (Conflict Chart and Paragraph Journal)
5. The students will use a graphic organizer to describe a character based on the character's words, actions, physical appearance, and inner feelings (Character Web)
6. The students will research and write about a topic related to historical content of the assigned novel (Research Journal)
7. The students will be able to write a compare and contrast paragraph where they evaluate two topics and show their similarities and differences through several concrete examples. (Compare/Contrast paragraphs)
8. The students will be able to connect a topic from the assigned novel and connect it to either their own life or another story in which they are familiar. (Connector)

12. The students will use graphic organizers to demonstrate Cause and Effect. They may use one or more of the following choices: one cause leads to many effects; many causes lead to one effect; and one cause leads to an effect which becomes a cause that leads to another effect, and so on. (Cause / Effect Graphic Organizer)
13. The students will make T-diagrams showing what parts of a novel are based on historical facts and what parts are fictional material (T-Diagram Graphic Organizer)
14. The students will write as a news reporter answering the key questions (Who? What? When? Where? and Why?) while writing a news report on a significant event in the novel. (News Article Journal)
15. The students will write a journal as if they are standing in the shoes of a character in the story. (Simulated Journal; Who am I Journal?)
16. The students will write persuasively as they try to argue a topic related to the novel. (Persuasive Journal)
17. The students will learn new vocabulary by using the suggested methods
 - a. Using the context around the unknown word
 - b. Looking up a definition for the word using either a dictionary or an Internet website
 - c. Using the word in a meaningful sentence
 - d. Identifying words that are synonyms, antonyms, words of lesser degree, and words of greater degree.

Attitude Objectives:

1. As the students improve as readers, they will grow in an appreciation for the Bible and eagerly read, hear, and learn it. They will understand this is the means the Holy Spirit uses to grow their faith. *Faith comes from hearing the message, and the message is heard through the word of Christ.* (Romans 10:17)
2. The students will develop a joy for reading as they are exposed to a variety of reading novels during their years at St. Mark.
3. The students will develop self-confidence as readers as they practice both oral and silent reading by completing the assigned readings in the novels during school.
4. The students will develop an understanding that reading skills are necessary in life in many areas which include the following: school work, information on the Internet, cookbooks, how-to manuals, newspapers, magazines, subtitles to movies, highway signs, and grocery store / retail advertisements.
5. The students will be able to discern using their Christian principles to evaluate many parts to a novel including the language that is used in the novels, and the moral decisions made by characters within the novels.

Scope and Sequence

Year #1

1. *Banner in the Sky* – Historical Fiction (19th Century Europe); Survival; Adventure
2. *The Witch of Blackbird Pond* – Historical Fiction (17th Century Colonial America)
3. *A Shadow of a Bull* – Mexican History
4. *Crispin, The Cross of Lead* – Historical Fiction (Middle Ages); Adventure
5. *Where the Red Fern Grows* – Adventure
6. *To Kill a Mockingbird* – African American History; Racism; Historical Fiction (1930's)

America)

Year #2

1. *Number the Stars* – Historical Fiction (World War II in Europe; Nazi Holocaust); Adventure
2. *The True Confessions of Charlotte Doyle* – Historical Fiction (19th Century America)
3. *The Westing Game* – Mystery; Entertainment
4. *The Cay* – African American History; Racism; Historical Fiction (World War II)
5. *My Brother Sam is Dead* – Historical Fiction (American Revolution); Adventure
6. *The Giver* - Fantasy