

# 3<sup>rd</sup> – 5<sup>th</sup> Grade Reading Core Curriculum

## Anna McDonald School

*Our core reading curriculum is only as strong and reliable as its implementation. Ensuring the goals of our curriculum are met in each classroom, each week, will help us provide consistent, effective instruction to all students in our school.*

### Core Reading Curriculum Goals:

- All teachers cover at least the **vocabulary**, **focus skill**, and **comprehension strategy** for ALL lessons, 1-30, in the Harcourt Storytown basal series.
- All teachers address “**The Weekly 6**” set of non-negotiable concepts EVERY week.

#### 1. Storytown Lesson Vocabulary Words

- Lesson vocabulary words must be posted weekly.
- All students have a cumulative “Robust Vocabulary” folder.
- Vocabulary words are introduced on the first day of the week and addressed daily.
- Implemented by use of basal activities and story, leveled readers, centers.
- Vocabulary words are assessed weekly.

#### 2. Storytown Lesson Focus Skill and Comprehension Strategy

- Focus skills and comprehension strategies are introduced in whole group lessons that are focused on the introduction of the skill and strategy.
- Students experience guided and independent practice with the skill and strategy by gradual release of responsibility.
- Implemented by use of basal activities/story, leveled readers, novels, guided reading text.

#### 3. Making Connections

- All students will complete at least one making connections activity each week that requires the student to identify and explain their connection to a text.
- The RTC poster and form is a tool that can be used for teaching making connections.
- Implemented by making connections among basal story/paired selection/leveled reader/novels and ensuring students are familiar with all types of connections.

#### 4. Genre Study

- Implemented by continuously identifying the genre of all text used in the reading block.
- Genre reference information should be posted or provided individually for each student.

#### 5. Extended Response

- Extended response will be taught following the gradual release of responsibility model. As a “work in progress” the teacher will guide and build upon students’ skills to teach all elements of the extended response.
- An extended response activity is added to tests, at least every 2 weeks, that reflects the current skills and elements of the response being covered in class.
- Student extended responses should be used to guide classroom instruction.
- Reading curriculum graphic organizer for extended responses must be used.
- Implemented by completing weekly extended response activities, instruction, constant interactions with, and shared writing of extended responses.
- By 2<sup>nd</sup> quarter, students should be given the opportunity to independently demonstrate their understanding of all elements of the extended response.

## 6. Fluency

- Fluency is specifically addressed each week.
- Common terminology (rate, accuracy, punctuation, phrasing, expression) is used.
- Implemented by weekly fluency practice in basal activities, centers, timed reads, etc.
  
- All teachers display and maintain the “**Focus on Reading**” pocket chart weekly.
  - Story title, genre, comprehension strategy, comprehension skill, and vocabulary words require weekly updates.
  
- All teachers administer at least two **Weekly Lesson Tests** per Theme.
  - All students **MUST** be given the opportunity to use their textbook on weekly lesson tests.
  - Lesson test scores are documented and available for use of data in RtI process.
  - Complete lesson tests include comprehension, focus skill, extended response and vocabulary concepts.
  
- All teachers use the **Theme Tests** as a formative assessment, only.
  - There is no requirement for reporting student scores.
  - The test can be shortened or given over several days.
  - The test can be used for test prep instruction.
  - The short and extended responses can be used for extended response instruction and practice.
  - If giving the test as an assessment to all students, refrain from modifying the test in order to expose the child to an ISAT-like experience.
- Use the theme tests in any way you see fit. Use it as a tool for identifying areas of need for particular students, guided test taking practice, etc. **Your reading time is valuable; using the tests in a meaningful way is crucial.**