

K – 5 Language Arts

5/18/2009

KINDERGARTEN

Kindergarten Language Arts Scope and Sequence

Quarter	Standard. Benchmark. Indicator	Δ=Tested
<u>First Quarter</u>		
1	1.1.1	Δ Identifies sounds of both upper and lower case letters of the alphabet (Letter-sound Relationships).
1	1.1.2	Δ Identifies names of both upper and lower case letters of the alphabet.
1	1.1.3	Distinguishes letters from words by recognizing that words are separated by spaces.
1	1.1.4	Δ Demonstrates <i>phonemic awareness</i> skills by hearing and orally manipulating sounds (e.g., <i>Δ phoneme isolations, Δ identification, blending, segmentation, deletion, addition, substitution</i>). (Phonemic Awareness)
1	1.1.5	Identifies and makes oral rhymes and begins to hear <i>onsets</i> and <i>rimes</i> (e.g., <i>alliteration, intonation</i>). (<i>Phonological Awareness</i>)
1	1.1.6	Δ Demonstrates an understanding of <i>graphemes</i> and <i>phonemes</i> (i.e., sound-symbol relationships) in written and spoken language. (<i>Phonics</i>)
1	1.2.1	Demonstrates an understanding of <i>concepts of print</i> (e.g., front-to-back, top-to-bottom, left-to-right) and begins to track print.
1	1.3.1	Reads one-syllable and often-heard words by sight.
1	1.3.2	Uses picture clues to identify unknown words and meanings.
1	1.4.1	Participates in discussions about <i>narrative</i> and <i>expository</i> texts read to them.
1	1.4.2	Identifies and discusses title, author, illustrator, and illustrations.
1	1.4.3	Uses pictures, content, and prior knowledge to make predictions.
1	1.4.4	Responds logically to literal, inferential, and <i>critical thinking</i> questions before, during, and after listening to the text.
1	1.4.5	Uses picture clues, text, and prior knowledge to make inference and draw conclusions.
1	1.4.6	Develops awareness of text structure (e.g., <i>sequence, problem-solution</i>).

- 1 1.4.7 Sequences 2-3 events in order.
- 1 1.4.8 Compares and contrasts information in illustrations, prior knowledge, and texts read aloud.
- 1 1.4.9 *Retells* or role-plays important events and information from the text.
- 1 1.4.10 Explains the *topic* of a selection that has been read aloud (e.g., What is the book about?).
- 1 2.1.1 Identifies and discusses *character(s)* in literature.
- 1 2.1.2 Identifies and talks about events in the story and why they are important.
- 1 2.1.3 Identifies and discusses problem and solution.
- 1 2.2.1 Recognizes and discusses cultural elements in books read aloud.

Second Quarter

- 2 1.1.1 ΔIdentifies sounds of both upper and lower case letters of the alphabet (Letter-sound Relationships).
- 2 1.1.2 ΔIdentifies names of both upper and lower case letters of the alphabet.
- 2 1.1.3 Distinguishes letters from words by recognizing that words are separated by spaces.
- 2 1.1.4 ΔDemonstrates *phonemic awareness* skills by hearing and orally manipulating sounds (e.g., *Δphoneme isolations, Δidentification, blending, segmentation, deletion, addition, substitution*). (Phonemic Awareness)
- 2 1.1.5 Identifies and makes oral rhymes and begins to hear *onsets* and *rimes* (e.g., *alliteration, intonation*). (*Phonological Awareness*)
- 2 1.1.6 ΔDemonstrates an understanding of *graphemes* and *phonemes* (i.e., sound-symbol relationships) in written and spoken language. (*Phonics*)
- 2 1.2.2 Locates periods, question marks, and exclamation points.
- 2 1.2.3 Imitates the rhythm of speech in *emergent oral reading*.

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| 2 | 1.3.1 | Reads one-syllable and often-heard words by sight. |
| 2 | 1.3.2 | Uses picture clues to identify unknown words and meanings. |
| 2 | 1.4.1 | Participates in discussions about <i>narrative</i> and <i>expository</i> texts read to them. |
| 2 | 1.4.2 | Identifies and discusses title, author, illustrator, and illustrations. |
| 2 | 1.4.3 | Uses pictures, content, and prior knowledge to make predictions. |
| 2 | 1.4.4 | Responds logically to literal, inferential, and <i>critical thinking</i> questions before, during, and after listening to the text. |
| 2 | 1.4.5 | Uses picture clues, text, and prior knowledge to make inference and draw conclusions. |
| 2 | 1.4.6 | Develops awareness of text structure (e.g., <i>sequence</i> , problem-solution). |
| 2 | 1.4.7 | Sequences 2-3 events in order. |
| 2 | 1.4.8 | Compares and contrasts information in illustrations, prior knowledge, and texts read aloud. |
| 2 | 1.4.9 | <i>Retells</i> or role-plays important events and information from the text. |
| 2 | 1.4.10 | Explains the <i>topic</i> of a selection that has been read aloud (e.g., What is the book about?). |
| 2 | 2.1.1 | Identifies and discusses <i>character(s)</i> in literature. |
| 2 | 2.1.2 | Identifies and talks about events in the story and why they are important. |
| 2 | 2.1.3 | Identifies and discusses problem and solution. |
| 2 | 2.2.1 | Recognizes and discusses cultural elements in books read aloud. |
| <u>Third Quarter</u> | | |
| 3 | 1.1.1 | ΔIdentifies sounds of both upper and lower case letters of the alphabet (Letter-sound Relationships). |
| 3 | 1.1.2 | ΔIdentifies names of both upper and lower case letters of the alphabet. |

3	1.1.3	Distinguishes letters from words by recognizing that words are separated by spaces.
3	1.1.4	ΔDemonstrates <i>phonemic awareness</i> skills by hearing and orally manipulating sounds (e.g., Δ <i>phoneme isolations, identification, blending, segmentation, deletion, addition, substitution</i>). (Phonemic Awareness)
3	1.1.5	Identifies and makes oral rhymes and begins to hear <i>onsets</i> and <i>rimes</i> (e.g., <i>alliteration, intonation</i>). (<i>Phonological Awareness</i>)
3	1.1.6	ΔDemonstrates an understanding of <i>graphemes</i> and <i>phonemes</i> (i.e., sound-symbol relationships) in written and spoken language. (<i>Phonics</i>)
3	1.2.3	Imitates the rhythm of speech in <i>emergent oral reading</i> .
3	1.3.1	Reads one-syllable and often-heard words by sight.
3	1.3.2	Uses picture clues to identify unknown words and meanings.
3	1.4.1	Participates in discussions about <i>narrative</i> and <i>expository</i> texts read to them.
3	1.4.2	Identifies and discusses title, author, illustrator, and illustrations.
3	1.4.3	Uses pictures, content, and prior knowledge to make predictions.
3	1.4.4	Responds logically to literal, inferential, and <i>critical thinking</i> questions before, during, and after listening to the text.
3	1.4.5	Uses picture clues, text, and prior knowledge to make inference and draw conclusions.
3	1.4.6	Develops awareness of text structure (e.g., <i>sequence</i> , problem-solution).
3	1.4.7	Sequences 2-3 events in order.
3	1.4.8	Compares and contrasts information in illustrations, prior knowledge, and texts read aloud.
3	1.4.9	<i>Retells</i> or role-plays important events and information from the text.

3 1.4.10 Explains the *topic* of a selection that has been read aloud (e.g., What is the book about?).

3 2.1.1 Identifies and discusses *character(s)* in literature.

3 2.1.2 Identifies and talks about events in the story and why they are important.

3 2.1.3 Identifies and discusses problem and solution.

3 2.2.1 Recognizes and discusses cultural elements in books read aloud.

*Develops an awareness of the difference between nouns and verbs.

Fourth Quarter

4 1.1.1 ΔIdentifies sounds of both upper and lower case letters of the alphabet (Letter-sound Relationships).

4 1.1.2 ΔIdentifies names of both upper and lower case letters of the alphabet.

4 1.1.3 Distinguishes letters from words by recognizing that words are separated by spaces.

4 1.1.4 ΔDemonstrates *phonemic awareness* skills by hearing and orally manipulating sounds (e.g., Δ*phoneme isolations, identification, blending, segmentation, deletion, addition, substitution*). (Phonemic Awareness)

4 1.1.5 Identifies and makes oral rhymes and begins to hear *onsets* and *rimes* (e.g., *alliteration, intonation*). (*Phonological Awareness*)

4 1.1.6 ΔDemonstrates an understanding of *graphemes* and *phonemes* (i.e., sound-symbol relationships) in written and spoken language. (*Phonics*)

4 1.2.3 Imitates the rhythm of speech in *emergent oral reading*.

4 1.3.1 Reads one-syllable and often-heard words by sight.

4 1.3.2 Uses picture clues to identify unknown words and meanings.

Fourth Quarter

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| 4 | 1.4.1 | Participates in discussions about <i>narrative</i> and <i>expository</i> texts read to them. |
| 4 | 1.4.2 | Identifies and discusses title, author, illustrator, and illustrations. |
| 4 | 1.4.3 | Uses pictures, content, and prior knowledge to make predictions. |
| 4 | 1.4.4 | Responds logically to literal, inferential, and <i>critical thinking</i> questions before, during, and after listening to the text. |
| 4 | 1.4.5 | Uses picture clues, text, and prior knowledge to make inference and draw conclusions. |
| 4 | 1.4.6 | Develops awareness of text structure (e.g., <i>sequence</i> , problem-solution). |
| 4 | 1.4.7 | Sequences 2-3 events in order. |
| 4 | 1.4.8 | Compares and contrasts information in illustrations, prior knowledge, and texts read aloud. |
| 4 | 1.4.9 | <i>Retells</i> or role-plays important events and information from the text. |
| 4 | 1.4.10 | Explains the <i>topic</i> of a selection that has been read aloud (e.g., What is the book about?). |
| 4 | 2.1.1 | Identifies and discusses <i>character(s)</i> in literature. |
| 4 | 2.1.2 | Identifies and talks about events in the story and why they are important. |
| 4 | 2.1.3 | Identifies and discusses problem and solution. |
| 4 | 2.2.1 | Recognizes and discusses cultural elements in books read aloud. |

Kindergarten language arts standards reflect on-going activities. Each indicator is listed in a developmental progression. Progress through these indicators will be determined by individual classroom instructors, as per a pace directed by student readiness.

Kindergarten Language Arts Scope and Sequence

Kindergarten language arts standards reflect on-going activities. Each indicator is listed in a developmental progression. Progress through these indicators will be determined by individual classroom instructors, as per a pace directed by student readiness.

Fluency (Standard 1.2.1, 1.2.2, 1.2.3)

- Concepts of Print

Understands top to bottom, left to right, front and back of a book.

Differentiates a letter from a word, identifies punctuation, finds the title of a book and where the story begins. 1.2.1 & 1.2.2

- Develops a natural flow and rhythm when reading text in Shared Reading and independent emergent reading.

Recites Nursery Rhymes, songs, echo reading, etc. 1.2.3

Vocabulary (Standard 1.3.1, 1.3.2)

- Student reads one syllable words. 1.3.1
- Student reads beginning sight words.
- The student uses picture and context clues to identify unknown words and meaning. 1.3.2

Comprehension

- Students will participate in discussions about narrative and expository texts read to them. 1.4.1
- The student identifies and discusses title, author, illustrator and illustrations. 1.4.2
- Students will use picture clues, content and prior knowledge to make predictions. 1.4.3
- Students will respond to literal, inferential, and critical thinking questions before, during and after listening to the text. 1.4.4
- Student uses picture clues, text, and prior knowledge to make inferences and draw conclusions. 1.4.5
- Develop awareness of text structure (e.g. sequence and problem solution) 1.4.6
- Sequences 2-3 events in order. 1.4.7
- Students will compare and contrast information in illustrations, prior knowledge and texts read aloud. 1.4.8
- Retells or role plays important events and information from the text. 1.4.9
- Explains the topic of a selection that has been read aloud (e.g. What is the book about? Supports topic and main idea) 1.4.10

Literary Concepts (Standard 2.1.1, 2.1.2, 2.1.3, 2.2.1)

- The student identifies and describes character(s) in literature. 2.1.1
- The student identifies and talks about setting and events in the story and why they are important. 2.1.2
- The student identifies and discusses problem solution. 2.1.3
- Discusses cultural elements in a book. 2.1.4

Phonics (Standard 1.1.1, 1.1.2)

- Identifies upper and lower case letters. 1.1.2
- Identifies consonant and short vowel sounds of the letters. 1.1.1
- Reads simple CVC words.
- Listen for, say, and write, beginning, middle, and ending sounds of words.

Phonemic Awareness (Standard 1.1.4)

- Concept of a Word (Standard 1.1.3)

How many words in a sentence?

Example: “I’m going to say a sentence: *John gave me the book.* Children echo the sentence pointing to or moving a manipulative as they say each word slowly.

- Rhyme (Standard 1.1.5)

Rhyme identification: reading rhyming books, saying two words and asking students to identify whether the words rhyme or not.

Rhyme production: Asking the student to think of his/her own rhyming words.

- Syllables

Segmenting syllables

Example: When I give you the word baseball, can you break it down into its parts? /base/ /ball/ How many in penny? /pen/ /ny/

- Phoneme (Standard 1.1.6)

Phoneme Isolation Beginning and Ending:

Example: What pictures begin with the same sound as Polly Panda? What sounds do you hear at the end of the word?

Phoneme blending:

Example: Tell me the word you hear when I say /d/ /o/ /g/. (dog)

Phoneme segmentation:

Example: Tell me the sounds you hear in the word *cat*. (/k/ /a/ /t/)

What’s the first sound in *cat*? /k/ What’s the next sound? /a/, etc.

Phoneme Manipulation:

Example: We’re going to change sounds in words. Say *pet*, (*pet*) Instead of /p/ say /m/. What is your new word? (*met*)

FIRST GRADE

Standard.
 Benchmark.
 Quarter Indicator Δ = Tested

1st Grade

First Quarter

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|-----|-------|---|
| 1 | 1.1.2 | Δ Identifies names of both upper and lower case letters of the alphabet. |
| 1 | 1.2.1 | Applies <i>concepts of print</i> when reading (e.g., front-to-back, top-to-bottom, left-to-right, capitalization). |
| 1-2 | 1.1.1 | Identifies sounds of both upper and lower case letters of the alphabet. (Letter-sound Relationships) |
| 1-4 | 1.1.4 | Δ Identifies and manipulates <i>phonemes</i> in spoken words (e.g., <i>phoneme isolations, identification, categorization, blending, segmentation, deletion, addition, substitution</i>). (<i>Phonemic Awareness</i>) |
| 1-4 | 1.1.5 | Δ Identifies <i>onsets</i> and <i>rimes</i> in spoken words (e.g., <i>alliteration, intonation, rhyme</i>). (<i>Phonological Awareness</i>) |
| 1-4 | 1.1.6 | Δ Uses knowledge of letter-sound correspondences (e.g., <i>consonant-vowel patterns, blends, digraphs, word families</i>) when reading unknown words. (Phonics) |
| 1-4 | 1.4.7 | Δ Sequences events according to basic story structure of beginning, middle, and end. |
| 1-4 | 1.4.9 | Δ Retells or role-plays important events and <i>main ideas</i> from <i>narrative</i> and <i>expository</i> texts. |
| 1-4 | 1.1.7 | Manipulates onsets and rimes in spoken words (e.g., <i>alliteration, intonation, rhyme</i>). (<i>Phonological Awareness</i>) |
| 1-4 | 1.2.2 | Uses punctuation at <i>instructional</i> or <i>independent reading level</i> while reading. |
| 1-4 | 1.2.3 | Reads expressively with appropriate <i>pace, phrasing intonation</i> , and rhythm of speech with familiar text. |
| 1-4 | 1.2.4 | Uses knowledge of sentence structure to read fluently at <i>instructional</i> or <i>independent reading levels</i> . |
| 1-4 | 1.2.5 | Uses variety of <i>word-recognition</i> strategies (e.g., practicing words in isolation) to read fluently. |
| 1-4 | 1.3.1 | Demonstrates automatic recognition of <i>sight</i> words. |

Second Quarter

- 1-4 1.3.2 Determines the meaning of unknown words or phrases using picture clues and *context clues* from sentences.
- 1-4 3.2.1 Uses some prewriting strategies to organize ideas on a topic or prompt (e.g., drawing a picture, discussing with a partner, listening).
- 1-4 3.3.1 Chooses ideas in which words are supported by some pictures.
- 1-4 3.3.2 Uses details in pictures and words to develop a story
- 1-4 3.4.1 Uses a variety of organizational strategies such as webbing or concept mapping.
- 1-4 3.4.2 Organizes ideas appropriately.
- 1-4 3.5.1 Expresses *predictable* feelings through pictures and words.
- 1-4 3.6.1 Uses descriptive phrases/sentences to express ideas.
- 1-4 3.6.2 Identifies nouns, verbs and adjectives in a sentence.
- 1-4 3.7.1 Writes sentences that are easy to read aloud.
- 1-4 3.8.1 Writes a simple sentence.
- 1-4 3.8.2 Capitalizes the beginning of a sentence.
- 1-4 3.8.3 Uses correct ending punctuation (period and question mark).
- 1-4 3.9.1 Uses words and pictures to produce journal entries, poetry, personal narratives, lists, notes, and letters with assistance.

Third Quarter

- 1-4 3.9.2 Writes for a specific purpose and audience.
- 1-4 4.1.1 Discusses curriculum topics or topics of interest.
- 1-4 1.3.3 Identifies *synonyms* and *antonyms* to determine the meaning of words.
- 1-4 1.3.4 Determines meaning of words through knowledge of word structure (e.g., *compound nouns*, contractions, inflectional endings).
- 1-4 1.4.1 Participates in discussions about *narrative*, *expository*, and *technical* texts read to them or text read independently.
- 1-4 1.4.10 Identifies the *topic* and *main idea* in appropriate-level texts.
- 1-4 1.4.2 Locates and discusses title, author, illustrator, and illustrations.
- 1-4 1.4.3 Uses pictures, content, and prior knowledge to make predictions.
- 1-4 1.4.4 Responds logically to literal, inferential, and *critical thinking* questions before, during, and after listening to or reading the text.
- 1-4 1.4.5 Uses picture clues, text, and prior knowledge to make inferences and draw conclusions.
- 1-4 1.4.6 Develops awareness of text structure (e.g., *sequence*, *problem-solution*, *comparison-contrast*).
- 1-4 1.4.8 Compares and contrasts information (e.g., topics, characters) between texts.
- 1-4 2.1.1 Identifies and discusses *character(s)* in literature.
- 1-4 2.1.2 Identifies and describes *setting*.

Fourth Quarter

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| 1-4 | 2.1.3 | Follows events in a <i>plot</i> . |
| 1-4 | 2.2.1 | Listens to or reads text to connect personal experiences and ideas with those of other cultures in literature. |
| 1-4 | 3.1.1 | Uses words and pictures to record thoughts, facts, and ideas, |
| 1-4 | 4.1.2 | Asks questions about a topic being studied or an area of interest. |
| 1-4 | 4.1.3 | Recognizes, with guidance, that different text formats exist. |
| 1-4 | 4.1.4 | Locates information, with guidance, appropriate to task (e.g., print, non-print). |
| 1-4 | 4.1.5 | Observes the recording of or independently records relevant information. |
| 1-4 | 4.1.6 | Shares information. |
| 1-4 | 4.2.1 | Understands the difference between copying and using one's own words. |
| 1-4 | 1.1.3 | Identifies and distinguishes between letters, words, and sentences. |
| 1-4 | 3.2.2 | Organizes a draft with beginning, middle, and end. |
| 1-4 | 3.2.3 | Revises writing with assistance, focusing on the six traits of writing. |
| 1-4 | 3.2.4 | Edits for conventions such as capitalization, end punctuation, and spelling. |
| 1-4 | 3.2.5 | Publishes a legible final copy. |

SECOND GRADE

Standard.
 Benchmark.
 Quarter Indicator Δ =Tested

2nd Grade Reading

First Quarter

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|---|--------|--|
| 1 | 1.1.1 | Manipulates onsets and rime. |
| 1 | 1.1.2 | Δ Uses appropriate decoding strategy (constant- vowel combos, blends, digraphs, word families) for unknown words. |
| 1 | 1.1.3 | Categorizes onsets and rimes. |
| 1 | 1.2.1 | Δ Uses knowledge for conventions to read fluently at instructional or independent level. |
| 1 | 1.2.2 | Reads expressively with appropriate pace, phrasing, intonation, and rhythm. |
| 1 | 1.2.3 | Knowledge of sentence structure to read fluently at instructional and independent level. |
| 1 | 1.2.4 | Uses variety of word-recognition strategies to read fluently. |
| 1 | 1.2.5 | Adjust reading rate to support comprehension for narrative and expository texts. |
| 1 | 1.3.1 | Automatic recognition of sight words. |
| 1 | 1.3.2 | Δ Meaning of unknown words using context clues and picture clues. |
| 1 | 1.3.4 | Use picture dictionary, dictionary, and glossary to understand word meaning. |
| 1 | 1.4.3 | Use pictures, content, and prior knowledge to make predictions. |
| 1 | 1.4.4 | Generates and responds to literal, inferential, and critical thinking questions before, during, and after reading. |
| 1 | 1.4.6 | Identifies text structure (sequence, problem-solving, comparison-contrast, description, cause-effect). |
| 1 | 1.4.7 | Δ Sequences events according to story structure (beginning middle and end). |
| 1 | 1.4.12 | Distinguish fact and opinion. |
| 1 | 2.1.1 | Δ Identifies and describes characters. |
| 1 | 2.1.2 | Δ Identify and describe setting. |
| 1 | 2.1.3 | Retells the plot of a story. |

Second Quarter

- 2 1.4.1 Recognizes difference between narrative, expository and technical texts.
- 2 1.4.2 Locates/discusses text features.
- 2 1.4.6 Identify text structure.
- 2 1.4.8 Compare and contrasts information.
- 2 2.2.1 Reads to connect personal experiences and ideas with those of other cultures

Third Quarter

- 3 1.3.3 Identifies synonyms, antonyms, and homophones to determine the meaning of words.
- 3 1.3.5 Δ Determine word meanings through knowledge of word structure (Base words, compound words, contractions, inflectional endings).
- 3 1.4.5 Δ Uses illustrations, text, and prior knowledge to make inferences and draw conclusions.
- 3 1.4.9 Identifies cause-effect relationships in narrative and expository texts.
- 3 2.2.1 Reads to connect personal experiences and ideas with those of other cultures.

Fourth Quarter

- 4 1.4.10 Δ Retells or determines important events and main ideas from narrative and expository texts.
- 4 1.4.11 Δ Identify topic, main idea, and supporting details in appropriate-level texts.

2nd Grade Writing

N= Narrative Text

E=Expository Text

T=Technical Text

First Quarter

- N:** 1.1.2 Writes by using personal experience and/or observation.
- N:** 1.1.5 Uses a variety of prewriting strategies (ex: webs, lists).
- N:** 1.1.8 (Q 1-4) Begins to share emotions and feelings about the topic.
- N:** 1.1.9 Uses verbs and nouns in their writing.
- N:** 1.1.11 Writes complete sentences that are easy to read aloud.
- N:** 1.1.13 (Introduce) Recognizes an incomplete thought.
- N:** 1.1.15 Uses correct spacing between words.
- N:** 1.1.16 Capitalizes the beginning of a sentence and uses correct end punctuation.
- N:** 1.1.17 (Q 1-2) Uses correct subject/verb agreement and verb tenses.
- N:** 1.1.18 (Q 1-4) Correctly spells high frequency words.
- E:** 1.2.8 Begins to use a variety of prewriting strategies.
- E:** 1.2.12 Writes feelings and thoughts about the topic with the purpose of informing the reader.
- E:** 1.2.13 (Q 1-2) Uses nouns, verbs, and describing words in their writing.

First Quarter

- E:** 1.2.19 Capitalizes the beginning of a sentence using correct punctuation.
- E:** 1.2.20 Uses correct subject/verb agreement and verb tense.
- E:** 1.2.21 Correctly spells high frequency words.
- T:** 1.3.6 Begins to use a variety of prewriting strategies.
- T:** 1.3.7 Writes a simple statement(s) or list(s) about one idea.
- T:** 1.3.10 (Q 1-4) Begins to write with an awareness of purpose and audience (e.g. letters, simple reports, and/or directions).
- T:** 1.3.14 Writes sentences or phrases that are easy to read aloud.
- T:** 1.3.15 Capitalizes the beginning of a sentence and uses correct punctuation.
- T:** 1.3.16 Uses correct grammar when writing sentences or phrases.

Second Quarter

- N:** 1.1.8 (Q 1-4) Begins to share emotions and feelings about the topic.
- N:** 1.1.9 Uses verbs, nouns, adjectives, adverbs and contractions in their writing.
- N:** 1.1.10 (Q 2-3) Uses new words to make writing more interesting.
- N:** 1.1.12 Begins to write sentences with different beginnings.
- N:** 1.1.17 (Q 1-2) Uses correct subject/verb agreement and verb tenses.

Second Quarter

N: 1.1.18 (Q 1-4) Correctly spells high frequency words.

E: 1.2.13 (Q 1-2) Uses nouns, verbs, and describing words in their writing.

E: 1.2.14 Uses new words to make writing more interesting.

E: 1.2.16 Write sentences with different beginnings.

T: 1.3.10 (Q 1-4) Begins to write with an awareness of purpose and audience (e.g. letters, simple reports, and/or directions).

T: 1.3.12 Chooses words that are reasonably accurate and makes the message clear (e.g. technical terms).

Third Quarter

N: 1.1.1 Chooses and writes several sentences about one clear idea.

N: 1.1.3 Develops one clear main idea with supporting details.

N: 1.1.6 Writes a piece with a beginning, middle, and end.

N: 1.1.8 (Q 1-4) Begins to share emotions and feelings about the topic.

N: 1.1.10 (Q 2-3) Uses new words to make writing more interesting.

N: 1.1.18 (Q 1-4) Correctly spells high frequency words.

E: 1.2.1 Chooses and writes several sentences about one clear idea.

E: 1.2.2 Develops one clear main idea with supporting details.

Third Quarter

- E:** 1.2.9 Writes a piece with a beginning, middle, and end.
- E:** 1.2.11 Begins to use transitions to allow ideas to flow smoothly within the writing piece.
- T:** 1.3.1 Chooses and writes several sentences or phrases about one clear idea.
- T:** 1.3.2 Uses supporting details, which helps to clarify the main idea.
- T:** 1.3.8 Writes a piece in sequential order.
- T:** 1.3.9 Begins to use simple transitions.
- T:** 1.3.10 (Q 1-4) Begins to write with an awareness of purpose and audience (e.g. letters, simple reports, and/or directions).
- T:** 1.3.17 Uses correct spelling, even with more difficult words.
- T:** 1.3.18 (Q 3-4) Uses graphic devices (e.g. tables, graphs, maps, other text features).

Fourth Quarter

- N:** 1.1.4 Discusses the differences between the author's work and the student's work (plagiarism, resources).
- N:** 1.1.7 (5 Sentences) Writes a simple paragraph(s) about one idea.
- N:** 1.1.8 (Q 1-4) Begins to share emotions and feelings about the topic.
- N:** 1.1.13 (Mastery) Recognizes an incomplete thought.
- N:** 1.1.18 (Q 1-4) Correctly spells high frequency words.
- N:** 1.1.19 Attempts paragraph divisions.

Fourth Quarter

- E:** 1.2.3 Writes by using personal experience and/or observations to provide information from varied resources.
- E:** 1.2.4 Expresses information in own words using complete sentences.
- E:** 1.2.5 Discusses the differences between the author's work and the student's work (plagiarism) .
- E:** 1.2.6 Gives credit to the author, title, or web site.
- E:** 1.2.10 Writes a simple paragraph(s) about one idea.
- E:** 1.2.22 Attempts paragraph divisions.
- T:** 1.3.3 Discusses the differences between the author's work and the student's work (plagiarism).
- T:** 1.3.10 (Q 1-4) Begins to write with an awareness of purpose and audience (e.g. letters, simple reports, and/or directions).
- T:** 1.3.18 (Q 3-4) Uses graphic devices (e.g. tables, graphs, maps, other text features).

THIRD GRADE

3rd Grade Reading

First Quarter

Character Traits

- 1 2.1.K1 ΔIdentifies and describes *characters'* physical traits, basic personality traits, and actions.

Comparing and Contrasting

- 1 1.4.K8 Δ Compares and contrast information (e.g., *topics*, characters) in a text.

Text Features

- 1 1.4.K2 ΔUnderstands the purpose of text features (e.g., Δtitle, Δgraphs and charts, Δtable of contents, Δpictures/illustrations, boldface type, italics, glossary, index) and uses such features to locate information in and to gain meaning from appropriate-level texts.

Setting

- 1 2.1.K2 ΔIdentifies and describes the *setting* (e.g., environment, time day or year, historical period, situation, place) of the story or literary text.

Second Quarter

Main Idea and Supporting Details

- 2 1.4.K11 ΔIdentifies the *topic*, *main idea(s)*, and supporting details in appropriate-level texts.

Retell

- 2 1.4.K10 ΔRetells *main ideas* or events as well as supporting details in *narrative* and *expository* texts.

Context Clues

- 2 1.3.K2 ΔDetermines the meaning of unknown words or phrases using *context clues* (e.g. definitions, restatements, examples, descriptions) from sentences or paragraphs.

Word Structure

- 2 1.3.K5 ΔDetermines the meaning of unknown words or phrases using *context clues* (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs.

Third Quarter

3 1.4.K9 **Cause and Effect**
ΔLinks causes and effects in appropriate-level *narrative* and *expository* texts.

3 1.4.K6 **Text Structure/Problem Solving & Sequence**
ΔIdentifies text structures (e.g., Δ*sequence*, Δ*problem-solution*, *comparison-contrast*, *description*, *cause-effect*).

3 1.4.K5 **Inference and Drawing Conclusions**
ΔUses information from the text to make inferences and draw conclusions.

Fourth Quarter

4 1.4.K6 **Text Structure**
ΔIdentifies text structures (e.g., Δ*sequence*, Δ*problem-solution*, *comparison-contrast*, *description*, *cause-effect*).

4 1.4.1 **Text Types**
Recognizes the differences between *narrative*, *expository*, *technical*, and *persuasive texts*.

4 1.4.11 **Author's Purpose**
ΔIdentifies the *topic*, *main idea(s)*, and supporting details in appropriate-level texts.

4 1.4.14 **Fact/Opinion**
Distinguishes between fact and opinion in various texts.

3rd Grade Writing

First Quarter

August:

- Parts of sentences
- Subjects & predicates
- Writing complete sentences

September:

- Writing paragraphs
- Topic sentence
- Main Idea
- Beginning, middle & end

October:

- Friendly letters
- Context clues
- Compound words

Second Quarter

January:

- Biographies

Quarter	Standard. Benchmark. Indicator		3rd Grade Writing	
		I=Introduced	R=Reinforce	T=Tested
<u>First Quarter</u>				
1	1.1.1	Chooses and writes about a narrowed and focused idea, and occasionally writes about a given prompt. (Ideas and Content: prewriting, drafting, revising: N, E, T)		
1	1.1.2	Practices writing by using (1) personal experience, (2) observations, (3) prior knowledge. (Ideas and Content: prewriting, drafting, revising: N, E, T) ** Reinforce throughout the year.		
1	1.1.4	Discusses what constitutes plagiarism. (Ideas and Content: Prewriting, drafting, revising: N, E, T)		
1	1.1.5	Uses a variety of prewriting strategies (e.g. webbing, brainstorming, listing, working in pairs or in cooperative groups). (Organization: prewriting, drafting, revising: N, E, T) ** Reinforce throughout the year.		
1	1.1.6	Writes a piece with an introduction, body, and conclusion. (Organization: prewriting, drafting, revising: N, E, T)		
1	1.1.7	Writes paragraph(s) with a topic sentence and supporting details. (Organization: prewriting, drafting, revising: N, E, T)		
1	1.1.10	Chooses words and phrases appropriate for purposes and audiences (e.g. family, peers, teachers). (Word Choice: prewriting, drafting, revising: N, E, T) ** Reinforce throughout year.		
1	1.1.11	Writes complete sentences that vary in length and that are easy to read aloud. (Sentence Fluency: prewriting, drafting, revising: N, E, T)		
1	1.1.12	Writes sentences with different beginnings. (Sentence Fluency: prewriting, drafting, revising: N, E, T)		
1	1.1.13	Recognizes an incomplete thought (fragment). (Sentence Fluency: prewriting, drafting, revising: N, E, T)		
1	1.1.17	Correctly spells high frequency words. (Conventions: prewriting, drafting, revising: N, E, T) ** Reinforce throughout year.		
1	1.3.17	Uses correct spelling even with more difficult words. (Conventions: prewriting, drafting, revising: N, E, T) **Reinforce throughout the year.		

- 1 1.3.18 Uses graphic devices. (e.g. charts, graphs, maps, illustrations, other text features). (Conventions: prewriting, drafting, revising: N, E, T) ****Reinforce throughout the year.**

Second Quarter

- 2 1.1.3 Develops one clear main idea with supporting details. (Ideas and Content: prewriting, drafting, revising: N, E, T)
- 2 1.1.18 Attempts to use correct paragraph divisions to reinforce the organizational structure. (Conventions: prewriting, drafting, revising: N, E, T)
- 2 1.2.11 Begins to use transitions to allow ideas to flow smoothly within the writing piece (i.e. first, second, third, finally). (Organization: prewriting, drafting, revising: N, E, T)
- 2 1.3.2 Uses supporting details, which help to clarify the main idea. (Ideas and Content: prewriting, drafting, revising: N, E, T)
- 2 1.3.8 Writes a piece in sequential order. (Organization: prewriting, drafting, revising: N, E, T)
- 2 1.3.14 Writes compact sentences or phrases that make the point clear. (Word Choice: prewriting, drafting, revising: N, E, T)

Third Quarter

- 3 1.3.12 Chooses words that are accurate and make the message clear (e.g. technical terms). (Word Choice: prewriting, drafting, revising: N, E, T)
- 3 1.1.9 Recognizes and uses nouns, verbs, and adjectives in their writing. (Word Choice: prewriting, drafting, revising: N, E, T).
- 3 1.1.16 Capitalizes proper nouns, as well as beginnings of sentences, using correct punctuation. (Conventions: prewriting, drafting, revising: N, E, T)

3 1.2.13 Recognizes nouns, verbs, and adjectives in their writing.

4th Quarter

4 1.1.8 Shares emotions and feelings about the topic with an awareness of the reader. (Voice: prewriting, drafting, revising: N, E, T)

4 1.1.14 Begins to use dialogue. (Sentence Fluency: prewriting, drafting, revising: N, E, T)

4 1.2.4 Expresses information in own words using details and complete sentences. (Ideas and Content: prewriting, drafting, revising: N, E, T)

4 1.2.6 Gives credit to the author, title, or web site. (Ideas and Content: prewriting, drafting, revising: N, E, T)

4 1.2.7 Constructs a simple bibliography with author and title. (Ideas and Content: prewriting, drafting, revising: N, E, T)

4 1.2.12 Writes feelings and thoughts about the topic with the purpose of informing the reader. (Voice: prewriting, drafting, revising: N, E, T)

4 1.2.20 Uses correct noun / pronoun agreement, verb tenses, and subject-verb agreement. (Conventions: prewriting, drafting, revising: N, E, T)

4 1.3.11 Attempts to write with authority so the voice is not distracting. (Voice: prewriting, drafting, revising: N, E, T)

3rd Grade Grammar

First Quarter

- Writing a complete sentence with both a noun and a verb
- Nouns, proper nouns, common nouns
- Verbs
- Writing friendly letters
- Capitalization
- Using a dictionary

Second Quarter

- Adjectives
- Punctuation

Third Quarter

- Poetry
- Apostrophes with contractions

Fourth Quarter

- Singular and plural nouns
- Contractions
- Commas in a series

All Year

Antonyms / Synonyms

4th Grade Reading

Standard.
Benchmark.
Quarter Indicator

Quarter	Standard. Benchmark. Indicator	
		<u>First Quarter</u>
1	<u>August</u> K2.1.2	ΔIdentifies and describes the <i>setting</i> (e.g., environment, time of day or year, historical period, situation, place) of the story or literary text.
1	K1.4.14	ΔDistinguishes between fact and opinion in various types of appropriate-level texts.
1	1.1.1	Uses decoding skills that include knowledge of <i>structural analysis</i> automatically when reading.
1	1.2.3	Uses knowledge of sentence structure to read fluently at <i>instructional</i> or <i>independent reading levels</i> .
		<u>September</u>
1	K1.3.1	ΔDetermines the meaning of words or phrases by using context clues (e.g., <i>definitions, restatements, examples, descriptions</i>) from sentences or paragraphs.
1	K1.4.11	ΔIdentifies the <i>author's purpose</i> (e.g., to persuade, to entertain, to inform).
1	K1.4.5	ΔUses information from the text to make inferences and draw conclusions.
1	1.2.2	Reads expressively with appropriate <i>pace, phrasing, intonation, and rhythm of speech</i> .
1	1.2.5	Adjusts reading rate to support comprehension when reading <i>narrative, expository, technical, and persuasive texts</i> .
		<u>Second Quarter</u>
2	<u>October</u> K2.1.3	ΔObtains information using text features including pictures, illustrations, and text structure (e.g., bolded or italicized text, graphs, charts, or headings).
2	K2.1.1	ΔIdentifies and describes characters' physical traits, personality traits, and feeling, and explains reasons for characters' actions and the consequences of those actions.

FOURTH GRADE

4th Grade Reading

Standard.
Benchmark.
Quarter Indicator

Quarter	Standard. Benchmark. Indicator	
	<u>August</u>	<u>First Quarter</u>
1	K2.1.2	ΔIdentifies and describes the <i>setting</i> (e.g., environment, time of day or year, historical period, situation, place) of the story or literary text.
1	K1.4.14	ΔDistinguishes between fact and opinion in various types of appropriate-level texts.
1	1.1.1	Uses decoding skills that include knowledge of <i>structural analysis</i> automatically when reading.
1	1.2.3	Uses knowledge of sentence structure to read fluently at <i>instructional</i> or <i>independent reading levels</i> .
	<u>September</u>	
1	K1.3.1	ΔDetermines the meaning of words or phrases by using context clues (e.g., <i>definitions, restatements, examples, descriptions</i>) from sentences or paragraphs.
1	K1.4.11	ΔIdentifies the <i>author's purpose</i> (e.g., to persuade, to entertain, to inform).
1	K1.4.5	ΔUses information from the text to make inferences and draw conclusions.
1	1.2.2	Reads expressively with appropriate <i>pace, phrasing, intonation, and rhythm of speech</i> .
1	1.2.5	Adjusts reading rate to support comprehension when reading <i>narrative, expository, technical, and persuasive texts</i> .
	<u>October</u>	<u>Second Quarter</u>
2	K2.1.3	ΔObtains information using text features including pictures, illustrations, and text structure (e.g., bolded or italicized text, graphs, charts, or headings).
2	K2.1.1	ΔIdentifies and describes characters' physical traits, personality traits, and feeling, and explains reasons for characters' actions and the consequences of those actions.

- 2 K1.4.7 ΔCompares and contrasts information (e.g., *topics, characters' traits, themes, problem-solution, cause-effect* relationships) in one or more appropriate-level text(s) and identifies compare/contrast signal words.
- 2 1.2.1 Use knowledge of conventions (e.g., question marks, exclamation points, commas, apostrophes, colons, semi-colons, dashes) to read fluently at instructional or independent reading levels.
- 2 1.2.4 Uses a variety of word-recognition strategies (e.g., practicing words in isolation, practicing reading words in text, orthographic patterns) to read fluently.
- November
- 2 K1.4.2 ΔUnderstands the purpose of text features (e.g., title, Δgraphs/charts and maps, Δtable of contents, Δpictures/illustrations, Δboldface type, Δitalics, glossary, index, headings, subheadings, *topic* and summary sentences, captions) and uses such features to locate information in and to gain meaning from appropriate-level text.
- 2 K1.4.8 ΔLinks causes and effects in appropriate-level *narrative* and *expository* texts.
- 2 K1.4.6 ΔIdentifies text structure (e.g., *sequence, problem-solution, comparison-contrast, description, cause-effect*).
- 2 1.4.1 Identify characteristics of narrative, expository, technical, and persuasive text.
- December
- 2 K1.4.10 ΔIdentifies the topic, main idea(s), and supporting details in appropriate-level texts.
- 2 K1.4.9 Δ*Retells main ideas* or events as well as supporting details in appropriate-level *narrative, expository, and technical texts*.
- 2 1.4.13 Follow directions explained in technical text.
- January
- Third Quarter**
- 3 K1.3.4 ΔDetermine meaning of words through knowledge of word structure (e.g., compound nouns, contractions, root words, prefixes, suffixes).
- 3 K1.4.3 Use prior knowledge and content to make, revise, and confirm predictions.

February

- 3 1.3.3 Use a dictionary or a glossary to determine an appropriate definition of a word or uses a thesaurus to expand vocabulary.
- 3 1.3.2 Identify and use synonyms, antonyms, homophones, and homographs to determine the meaning of words.

March

- 3 2.2.1 Describe aspects of history and culture found in works of literature.
- 3 2.2.2 Compare and contrast various languages, traditions, and cultures found in literature.
- 3 2.2.3 Make connections between specific aspects of literature from a variety of cultures and personal experiences.

Fourth Quarter

April

- 4 1.4.4 Generate and respond logically to literal, inferential, and critical thinking questions before, during, and after reading the text.
- 4 1.4.12 Establish a purpose for reading or listening (e.g., to be informed, to follow directions, to be entertained).

May

- 4 1.3.5 Determine the meaning of figurative language by interpreting similes, metaphors, and idioms.

4th Grade Writing

Standard.
Benchmark.
Quarter Indicator

Quarter	Standard. Benchmark. Indicator	
		<u>First Quarter</u>
1	<u>August</u> 1.1.5	Uses a variety of prewriting strategies (e.g., webbing, brainstorming, listing, working in pairs or in cooperative groups). (Organization: prewriting, drafting, revising: N, E, T)
1	1.2.8	Uses a variety of prewriting strategies (e.g., webbing, brainstorming, listing, working in pairs or in cooperative groups). (Organization: prewriting, drafting, revising: N, E, T, P)
1	1.3.6	Independently uses a variety of prewriting strategies (e.g., webbing, brainstorming, listing, working in pairs or in cooperative groups). (Organization: prewriting, drafting, revising: N, E, T, P)
1	1.1.1, 1.2.1, 1.3.1	Chooses and writes about a narrowed and focused idea and occasionally writes about a given prompt. (Ideas and Content: prewriting, drafting, revising: N, E, T)
		<u>Second Quarter</u>
1	<u>September</u> 1.1.13 1.2.17	Recognizes an incomplete thought (fragment). (Sentence Fluency: prewriting, drafting, revising: N, E, T, P)
1	1.1.16 1.2.19	Uses standard writing conventions with accuracy so that meaning is clearly conveyed (e.g., capitalization, punctuation). (Conventions: prewriting, drafting, revising: N, E, T, P)
1	1.3.15	Uses standard writing conventions (e.g., capitalization, punctuation). (Conventions: prewriting, drafting, revising: N, E, T, P)
2	<u>October</u> 1.1.17, 1.2.20, 1.3.16	Writes with correct grammar and usage that contributes to clarity, (Conventions: prewriting drafting, revising: N, E, T)
2	<u>November</u> 1.1.3, 1.2.2,	

2 1.3.2 Uses supporting details that are concise, accurate, and helps clarify the main idea. (Ideas and Content: prewriting, drafting, revising: N, E, T, P)

2 1.1.6, 1.2.9 Writes a piece with a clear introduction, reasonable body, and conclusion. (Organization: prewriting, drafting, revising: N, E, T, P)

2 1.3.7, 1.2.10 Writes paragraph(s) or list(s) about one idea. (Organization: prewriting, drafting, revising: N, E, T, P)

2 1.3.8 Writes a piece in logical and/or sequential order. (Organization: prewriting, drafting, revising: N, E, T, P)

December

2 1.1.12, 1.2.16 Writes sentence beginnings that relate to and build upon previous sentences. (Sentence Fluency: prewriting, drafting, revising: N, E, T, P)

2 1.3.14 Writes compact sentences or phrases that make the point clear. (Word Choice: prewriting, drafting, revising: N, E, T, P)

2 1.2.4 Expresses information in own words using appropriate details with simple and compound sentences. (Ideas and Content: prewriting, drafting, revising: N, E, T, P)

January

3 1.1.2, 1.2.3

Third Quarter

3 1.1.9, 1.2.13 Writes using (1) personal experience (2) observations (3) begins to incorporate researched information and formally recognizes source. (Ideas and Content: prewriting, drafting, revising: N, E, T, P)

3 1.3.12 Uses specific nouns, powerful verbs, and vivid adjectives in writing. (Word Choice: prewriting, drafting, revising: N, E, T, P)

February

- 3 1.1.7, 1.2.11 Uses transitions to allow ideas to flow smoothly within the writing piece. (Organization: prewriting, drafting, revising: N, E, T, P)
- 3 1.3.9 Uses transitions to connect points within the piece (e.g. next, after, then). (Organization: prewriting, drafting, revising: N, E, T, P)
- 3 1.1.18, 1.2.21 Uses correct spelling even with more difficult words. (Conventions: prewriting, drafting, revising: N, E, T, P)
- 3 1.3.17 Spells familiar and most unfamiliar words correctly and uses available resource (e.g. dictionary, spell check). (Conventions: prewriting, drafting, revising: N, E, T)

March

- 3 1.1.4, 1.2.5, 1.3.3 Identifies what constitutes plagiarism. (Ideas and Content: prewriting, drafting, revising: N, E, T, P)
- 3 1.1.8 Writes in an expressive and individualized style with an awareness of the reader. (Voice: prewriting, drafting, revising: N, E, T)
- 3 1.2.12 Begins to write to convey emotion and personality to inform the reader. (Voice: prewriting, drafting, revising: N, E, T, P)
- 3 1.3.11 Attempts to write with authority so the voice is not distracting. (Voice: prewriting, drafting, revising: N, E, T, P)
- 3 1.1.11, 1.2.15 Writes grammatically correct sentences that vary in length and structure to make the reading pleasant and natural. (Sentence Fluency: prewriting, drafting, revising: N, E, T, P)

April

Fourth Quarter

- | | | |
|-------------------|-------------------|--|
| 4 | 1.1.10,
1.2.14 | Chooses words and phrases appropriate for purposes and audiences (e.g. family, peers, teachers). (Word Choice: prewriting, drafting, revising: N, E, T, P) |
| 4 | 1.3.10 | Writes with an awareness of purpose and audience (e.g. letters, simple reports, directions, brochures, electronic text). (Voice: prewriting, drafting, revising: N, E, T, P) |
| 4 | 1.1.14 | Uses dialogue appropriately. (Sentence Fluency: prewriting, drafting, revising: N, E, T) |
| 4 | 1.1.19,
1.2.22 | Uses correct paragraphing divisions to reinforce the organizational structure. (Conventions: prewriting, drafting, revising: N, E, T, P) |
| <p><u>May</u></p> | | |
| 4 | 1.2.6 | Identifies references for all information used or reproduced from sources. (Ideas and Content: prewriting, drafting, revising: N, E, T, P) |
| 4 | 1.2.7 | Constructs a simple bibliography with author, title, publisher, year, and/or web site name. (Ideas and Content: prewriting, drafting, revising: N, E, T, P) |
| 4 | 1.3.18 | Uses graphic devices that are supportive of the text (e.g. charts, graphs, maps, illustrations, other text features). (Conventions: prewriting, drafting, revising: T) |
| 4 | 1.4.1 | Chooses a position to write about on a selected topic. (Ideas and Content: prewriting, drafting, revising: N, E, T, P) |
| 4 | 1.4.2 | Writes using (1) personal experience (2) observations (3) begins to incorporate researched information and formally recognizes source. (Ideas and Content: prewriting, drafting, revising: N, E, T, P) |
| 4 | 1.4.3 | Uses details to support the author's position. (Ideas and Content: prewriting, drafting, revising: N, E, T, P) |
| 4 | 1.4.4 | Begins to explore two sides of an issue. (Ideas and Content: prewriting, drafting, revising: N, E, T, P) |
| 4 | 1.4.5 | Begins to build an argument. (Ideas and Content: prewriting, drafting, revising: N, E, T, P) |
| 4 | 1.4.6 | Identifies what constitutes plagiarism. (Ideas and Content: prewriting, drafting, revising: N, E, T, P) |

- 4 1.4.7 Uses a variety of prewriting strategies (e.g. webbing, brainstorming, listing, working in pairs in cooperative groups). (Organization: prewriting, drafting, revising: N, E, T, P)
- 4 1.4.8 Writes a piece with a clear introduction, reasonable body, and conclusion. (Organization: prewriting, drafting, revising: N, E, T, P)
- 4 1.4.9 Writes paragraph(s) with a topic sentence and includes supporting details in a logical order (typically 3-5 sentences). (Organization: prewriting, drafting, revising: N, E, T, P)
- 4 1.4.10 Uses transitions to allow ideas to flow smoothly within the writing piece. (Organization: prewriting, drafting, revising: N, E, T, P)
- 4 1.4.11
- 4 1.4.12 Writes to convey opinion and to convince the reader to agree with the author. (Voice: prewriting, drafting, revising: N, E, T, P)
- 4 1.4.13 Uses language that is appropriate and easy for the audience to understand. (Word Choice: prewriting, drafting, revising: N, E, T, P)
- 4 1.4.14 Uses words that are precise and create imagery (e.g. specific nouns, powerful verbs). (Word Choice: prewriting, drafting, revising: N, E, T, P)
- 4 1.4.15 Writes grammatically correct sentences that vary in length and structure to make the reading pleasant and natural. (Sentence Fluency: prewriting, drafting, revising: N, E, T, P)
- 4 1.4.16 Writes sentence beginnings that relate to and build upon previous sentences. (Sentence Fluency: prewriting, drafting, revising: N, E, T, P)
- 4 1.4.17 Recognizes an incomplete thought (fragment). (Sentence Fluency: prewriting, drafting, revising: N, E, T, P)
- 4 1.4.18 Begins to write purposeful dialogue. (Sentence Fluency: prewriting, drafting, revising: N, E, T, P)
- 4 Uses standard writing conventions with accuracy so that meaning is clearly conveyed (e.g. capitalization, punctuation). (Conventions: prewriting, drafting, revising: N, E, T, P)

- | | | |
|---|---------|--|
| 4 | 1.4.16 | Writes with correct grammar and usage, which contributes to clarity. (Conventions: prewriting, drafting, revising: N, E, T, P) |
| 4 | 1.4. 17 | Uses correct spelling even with more difficult words. (Conventions: prewriting, drafting, revising: N, E, T, P) |
| 4 | 1.4. 18 | Uses paragraph division to reinforce the organizational structure of the text. (Conventions: prewriting, drafting, revising: N, E, T, P) |

N- Narrative Text: Assessed at 5th grade

E- Expository Text: Assessed at 8th grade

T- Technical Text

P- Persuasive Text: Assessed in High School

FIFTH GRADE

5th Grade Reading

Quarter
Standard.
Benchmark.
Indicator

First Quarter

- | | | |
|---|--------|--|
| 1 | 1.2.1 | Uses knowledge of conventions (e.g., question marks, exclamation points, commas, apostrophes, asterisks, ampersands) and text features to read fluently at <i>instructional</i> or <i>independent reading levels</i> . |
| 1 | 1.2.2 | Reads expressively with appropriate <i>pace, phrasing, intonation, and rhythm of speech</i> . |
| 1 | 1.2.3 | Uses knowledge of sentence structure to read fluently at <i>instructional</i> or <i>independent reading levels</i> . |
| 1 | 1.2.5 | Adjusts reading rate to support comprehension when reading <i>narrative, expository, technical, and persuasive texts</i> . |
| 1 | 1.3.1 | ΔDetermines the meaning of words or phrases by using context clues (e.g., <i>definitions, restatements, examples, descriptions</i>) from sentences or paragraphs. |
| 1 | 1.3.3 | Chooses reference materials (e.g., dictionaries, encyclopedias, atlases, glossaries, thesauri, on-line reference materials) appropriate to the task. |
| 1 | 1.4.1 | Identifies characteristics of <i>narrative, expository, technical, and persuasive texts</i> . |
| 1 | 1.4.2 | Understands the purpose of the text features (e.g., title, Δgraphs/charts and maps, Δtable of contents, Δpictures/illustrations, Δboldface type, Δitalics, Δglossary, Δindex, Δheadings, Δ subheadings, <i>topic</i> and summary sentences, Δcaptions) and uses such features to locate information in and to gain meaning from appropriate-level texts. |
| 1 | 1.4.3 | Uses prior knowledge, content, and text features to make, revise, and confirm predictions. |
| 1 | 1.4.10 | ΔIdentifies the <i>topic, main idea(s)</i> , supporting details, and <i>theme(s)</i> in appropriate-level texts. |

- 1 2.1.1 ΔIdentifies and describes *characters'* physical traits, personality traits, and feelings, and explains reasons for characters' actions and the consequences of those actions.
- 1 2.1.2 ΔIdentifies and describes the *setting* (e.g., environment, time of day or year, historical period, situation, place) and explains the importance of the *setting* to the story or literary text.
- 1 2.1.3 ΔIdentifies and describes the major conflict in a story and major events related to the conflict (e.g., problem or conflict, climax, resolution).
- 1 2.1.4 Understands that *theme* refers to the *main idea* (implied or stated), meaning of a selection, and includes the author's ideas about the subject.

Second Quarter

- 2 1.3.4 ΔDetermines meaning of words through knowledge of word structure (e.g., contractions, *Δroot words*, *Δprefixes*, *Δsuffixes*).
- 2 1.4.4 Generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the text.
- 2 1.4.5 ΔUses information from the text to make inferences and draw conclusions.
- 2 1.4.6 ΔIdentifies text structure (e.g., *sequence*, *problem-solution*, *comparison-contrast*, *description*, *cause-effect*).
- 2 1.4.7 ΔCompares and contrasts varying aspects (e.g., *topics*, *characters'* traits, *themes*, *problem-solution*, *cause-effect* relationships) in one or more appropriate-level texts.
- 2 1.4.8 ΔLinks causes and effects in appropriate-level *narrative*, *expository*, and *technical texts*, and identifies signal words related to cause-effect relationships.
- 2 1.4.11 ΔIdentifies the *author's purpose* (e.g., to persuade, to entertain, to inform).

- 2 1.4.12 Establishes a purpose for reading (e.g., to be informed, to follow directions, to be entertained, to solve problems).
- 2 1.4.13 Follows directions explained in *technical text*.
- 2 1.4.14 Identifies evidence that supports conclusions in *persuasive text*.
- 2 1.4.15 ΔDistinguishes between fact and opinion and recognizes *propaganda* (e.g., advertising, media) in various types of appropriate-level texts.

Third Quarter

- 3 1.4.9 ΔRetells *main ideas* or events as well as supporting details in appropriate-level *narrative, expository, technical, and persuasive texts*.

Fourth Quarter

- 4 1.3.2 Uses *synonyms, antonyms, homophones, and homographs* to determine the meaning of words.
- 4 1.3.5 Determines the meaning of *figurative language* by interpreting *similes, metaphors, idioms, analogies, hyperbole, onomatopoeia, and personification*.
- 4 1.3.6 Recognizes the differences between the meanings of *connotation* and *denotation*.
- 4 2.2.1 Understands the effects history and cultures may have on works of literature.
- 4 2.2.2 Compares and contrasts various languages, traditions, and cultures found in literature.
- 4 2.2.3 Makes connections between specific aspects of literature from a variety of cultures and personal experiences.

5th Grade Writing

First Quarter

- 1 1.1.1 ΔChooses and writes about a narrowed and focused idea and occasionally writes about a given prompt. (Ideas and Content: prewriting, drafting, revising: N, E, T, P)
- 1 1.1.2 ΔWrites using (1) personal experience, (2) observations, (3) prior knowledge. (Ideas and Content: prewriting, drafting, revising: N, E, T, P)
- 1 1.1.3 ΔMaintains focused ideas with supporting details, which gives the reader important information that he/she could not personally bring to the text. (Ideas and Content: prewriting, drafting, revising: N, E, T, P)
- 1 1.1.4 ΔIdentifies what constitutes plagiarism. (Ideas and Content: prewriting, drafting, revising: N, E, T, P)
- 1 1.1.5 ΔUses a variety of prewriting strategies (e.g. webbing, brainstorming, listing, working in pairs or in cooperative groups). (Organization: prewriting, drafting, revising: N, E, T, P)
- 1 1.1.6 ΔWrites a piece with an inviting introduction, reasonable body, and satisfying conclusion. (Organization: prewriting, drafting, revising: N, E, T, P)
- 1 1.1.7 ΔUses transitions to allow ideas to flow smoothly within the writing piece. (Organization: prewriting, drafting, revising: N, E, T, P)
- 1 1.1.8 ΔWrites in an expressive, engaging, and individualized style with an awareness of the reader. (Voice: prewriting, drafting, revising: N, E, T, P)
- 1 1.1.9 ΔUses language that is vivid, powerful, and specific to create strong imagery. (Word Choice: prewriting, drafting, revising: N, E, T, P)
- 1 1.1.10 ΔChooses words and phrases for purposes and audiences (family, peers, teachers, community). (Word Choice: prewriting, drafting, revising: N, E, T, P)
- 1 1.1.11 ΔWrites grammatically correct sentences that vary in length and structure to make the reading pleasant and natural. (Sentence Fluency: prewriting, drafting, revising: N, E, T, P)

- 1 1.1.12 ΔWrites sentence beginnings that relate to and build upon previous sentences. (Sentence Fluency: prewriting, drafting, revising: N, E, T, P)
- 1 1.1.13 ΔRecognizes complete sentences and sentence fragments. (Sentence Fluency: prewriting, drafting, revising: N, E, T, P)
- 1 1.1.14 ΔUses dialogue so that it sounds conversational and natural. (Sentence Fluency: prewriting, drafting, revising: N, E, T, P)
- 1 1.1.16 ΔUses standard writing conventions with accuracy and style to enhance meaning. (e.g., capitalization, punctuation). (Conventions: prewriting, drafting, revising: N, E, T, P)
- 1 1.1.17 ΔUses writing that includes grammar and usage that are correct and contribute to clarity. (Conventions: prewriting, drafting, revising: N, E, T, P)
- 1 1.1.18 ΔUses correct spelling even with more difficult words. (Conventions: prewriting, drafting, revising: N, E, T, P)
- 1 1.1.19 ΔUses paragraph divisions to reinforce the organizational structure. (Conventions: prewriting, drafting, revising: N, E, T, P)

Second Quarter

Review 1st Benchmark indicators

- 2 1.2.1 Chooses and writes about a narrowed and focused idea and occasionally writes about a given prompt. (Ideas and Content: prewriting, drafting, revising: N, E, T, P)
- 2 1.2.2 Maintains focused ideas with supporting details, which gives the reader important information that he/she could not personally bring to the text. (Ideas and Content: prewriting, drafting, revising: N, E, T, P)
- 2 1.2.3 Writes by using (1) personal experience, (2) observations, (3) prior knowledge. (Ideas and Content: prewriting, drafting, revising: N, E, T, P)

- 2 1.2.4 Expresses information in own words and uses appropriate details with simple and compound sentences. (Ideas and Content: prewriting, drafting, revising: N, E, T, P)
- 2 1.2.5 Identifies what constitutes plagiarism. (Ideas and Content: prewriting, drafting, revising: N, E, T, P)
- 2 1.2.6 Identifies references for all information used or reproduced from sources. (Ideas and Content: prewriting, drafting, revising: N, E, T, P)
- 2 1.2.7 Constructs a simple bibliography with author, title, publisher, year, web site, name and address, and copyright date. (Ideas and Content: prewriting, drafting, revising: N, E, T, P)
- 2 1.2.8 Uses a variety of prewriting strategies (e.g., webbing, brainstorming, listing, working in pairs or in cooperative groups). (Organization: prewriting, drafting, revising: N, E, T, P)
- 2 1.2.9 Writes a piece with a clear introduction, a reasonable body, and satisfying conclusion. (Organization: prewriting, drafting, revising: N, E, T, P)
- 2 1.2.10 Writes paragraph(s) with a topic sentence including supporting details in a logical order (typically 3-5 sentences). (Organization: prewriting, drafting, revising: N, E, T, P)
- 2 1.2.11 Uses transitions to allow ideas to flow smoothly within the writing piece. (Organization: prewriting, drafting, revising: N, E, T, P)
- 2 1.2.12 Writes with emotion and personality to inform the reader. (Voice: prewriting, drafting, revising: N, E, T, P)
- 2 1.2.13 Uses language that is vivid, powerful, and specific to create strong imagery. (Word Choice: prewriting, drafting, revising: N, E, T, P)
- 2 1.2.14 Chooses words and phrases for purpose and audience (e.g., family, peers, teachers, community). (Word Choice: prewriting, drafting, revising: N, E, T, P)
- 2 1.2.15 Writes grammatically correct sentences that vary in length and structure and makes the reading pleasant and natural. (Sentence Fluency: prewriting, drafting, revising: N, E, T, P)

- 2 1.2.16 Writes sentence beginnings that relate to and build upon previous sentences. (Sentence Fluency: prewriting, drafting, revising: N, E, T, P)
- 2 1.2.17 Recognizes complete sentences and sentence fragments. (Sentence Fluency: prewriting, drafting, revising: N, E, T, P)
- 2 1.2.19 ΔUses standard writing conventions with accuracy and style to enhance meaning (e.g., capitalization, punctuation). (Conventions: prewriting, drafting, revising: N, E, T, P)
- 2 1.2.20 ΔUses writing that includes grammar and usage, which are correct and contribute to clarity. (Conventions: prewriting, drafting, revising: N, E, T, P)
- 2 1.2.21 ΔUses correct spelling even with more difficult words. (Conventions: prewriting, drafting, revising: N, E, T, P)
- 2 1.2.22 ΔUses paragraph division to reinforce the organizational structure. (Conventions: prewriting, drafting, revising: N, E, T, P)

Second Semester

- 3/4 1.3.1 Chooses and writes about a narrowed and focused idea and occasionally writes about a given prompt. (Ideas and Content: prewriting, drafting, revising: N, E, T, P)
- 3/4 1.3.2 Uses supporting details that are concise, accurate, and helps to clarify the main idea. (Ideas and Content: prewriting, drafting, revising: N, E, T, P)
- 3/4 1.3.3 Identifies what constitutes plagiarism. (Ideas and Content: prewriting, drafting, revising: N, E, T, P)
- 3/4 1.3.6 Independently uses a variety of prewriting strategies (e.g. webbing, brainstorming, listing, working in pairs or in cooperative groups). (Organization: prewriting, drafting, revising: N, E, T, P)
- 3/4 1.3.7 Arranges information within paragraph or lists in logical order. (Organization: prewriting, drafting, revising: N, E, T, P)

- 3/4 1.3.8 Writes a piece in logical and/or sequential order to create a beginning, middle, and end. (Organization: prewriting, drafting, revising: N, E, T, P)
- 3/4 1.3.9 Uses transitions to connect points within the piece (e.g. next, after, then). (Organization: prewriting, drafting, revising: N, E, T, P)
- 3/4 1.3.10 Writes with an awareness of purpose and audience (e.g. letters, simple reports, directions, brochures, graphics, electronic presentation). (Voice: prewriting, drafting, revising: N, E, T, P)
- 3/4 1.3.11 Writes with authority so the voice is not distracting. (Voice: prewriting, drafting, revising: N, E, T, P)
- 3/4 1.3.12 Selects words that convey the writer's message clearly and precisely (e.g. technical terms). (Word Choice: prewriting, drafting, revising: N, E, T, P)
- 3/4 1.3.14 Writes compact sentences or phrases that make the point clear. (Sentence Fluency: prewriting, drafting, revising: N, E, T, P)
- 3/4 1.3.15 Uses correct standard writing conventions with accuracy and style to enhance meaning (e.g. capitalization, punctuation). (Conventions: prewriting, drafting, revising: N, E, T, P)
- 3/4 1.3.16 Uses correct grammar and usage that contributes to clarity.
- 3/4 1.3.17 Spells familiar and most unfamiliar words correctly and uses available resources (e.g. dictionary, spell check). (Conventions: prewriting, drafting, revising: N, E, T, P)
- 3/4 1.3.18 Uses graphic devices that are supportive of the text (e.g. charts, graphs, illustrations). (Conventions: prewriting, drafting, revising: N, E, T, P)
- 3/4 1.4.1 Chooses a position to write about on a selected topic. (Ideas and Content: prewriting, drafting, revising: N, E, T, P)
- 3/4 1.4.2 Writes using (1) personal experience, (2) observations, (3) begins to incorporate researched information and formally recognizes source. (Ideas and Content: prewriting, drafting, revising: N, E, T, P)
- 3/4 1.4.3 Uses details to support the author's position. (Ideas and Content: prewriting, drafting, revising: N, E, T, P)

- 3/4 1.4.4 Explores and presents two sides of an issue. (Ideas and Content: prewriting, drafting, revising: N, E, T, P)
- 3/4 1.4.5 Begins to build a focused argument. (Ideas and Content: prewriting, drafting, revising: N, E, T, P)
- 3/4 1.4.6 Identifies what constitutes plagiarism. (Ideas and Content: prewriting, drafting, revising: N, E, T, P)
- 3/4 1.4.7 Uses a variety of prewriting strategies (e.g. webbing, brainstorming, listing, working in pairs or in cooperative groups). (Ideas and Content: prewriting, drafting, revising: N, E, T, P)
- 3/4 1.4.8 Writes a piece with a clear introduction, reasonable body, and satisfying conclusion. (Organization: prewriting, drafting, revising: N, E, T, P)
- 3/4 1.4.9 Writes paragraph(s) with a topic sentence and includes supporting details in a logical order (typically 4-6 sentences). (Organization: prewriting, drafting, revising: N, E, T, P)
- 3/4 1.4.10 Uses transitions to allow ideas to flow smoothly within the writing piece. (Organization: prewriting, drafting, revising: N, E, T, P)
- 3/4 1.4.11 Writes to convey opinion and to convince the reader to agree with the author. (Voice: prewriting, drafting, revising: N, E, T, P)
- 3/4 1.4.12 Uses language that is appropriate and easy for the audience to understand. (Word Choice: prewriting, drafting, revising: N, E, T, P)
- 3/4 1.4.13 Uses words that are precise and create imagery (e.g., specific nouns, powerful verbs). (Word Choice: prewriting, drafting, revising: N, E, T, P)
- 3/4 1.4.14 Writes grammatically correct sentences that vary in length and structure to make the reading pleasant and natural. (Sentence Fluency: prewriting, drafting, revising: N, E, T, P)
- 3/4 1.4.15 Writes sentence beginnings that relate to and build upon previous sentences. (Sentence Fluency: prewriting, drafting, revising: N, E, T, P)
- 3/4 1.4.16 Recognizes complete sentences and sentence fragments. (Sentence Fluency: prewriting, drafting, revising: N, E, T, P)

3/4	1.4.17	Begins to write purposeful dialogue. (Sentence Fluency: prewriting, drafting, revising: N, E, T, P)
3/4	1.4.18	Uses standard writing conventions with accuracy and style to enhance meaning (e.g. capitalization, punctuation). (Conventions: prewriting, drafting, revising: N, E, T, P)
3/4	1.4.19	Writes with correct grammar and usage that contributes to clarity. (Conventions: prewriting, drafting, revising: N, E, T, P)
3/4	1.4.20	Uses correct spelling even with more difficult words. (Conventions: prewriting, drafting, revising: N, E, T, P)
3/4	1.4.21	Uses paragraph division to reinforce the organizational structure of the text. (Conventions: prewriting, drafting, revising: N, E, T, P)

N- Narrative text; Assessed at 5th grade
E- Expository text; Assessed at 8th grade
T-Technical text
P- Persuasive text; Assessed in High School

5th Grade Grammar

First Quarter

- Nouns:
 - common
 - proper
 - singular
 - plural, possession
- Verbs:
 - main verbs
 - helping verbs
 - forms of *be*
 - regular verbs
 - helping verbs to show past tense
 - irregular verbs
 - direct objects of verbs
 - contractions
- Sentences:
 - parts of a sentence
 - simple predicate (verb)
 - subject of the verb
 - kinds of sentences
- Sentence Power:
 - avoiding run-on and stringy sentences
 - joining sentences by adding words
 - combining sentences by adding words

Second Quarter

- Adjectives
 - *what kind, how many, which one*
 - articles
 - making comparisons with adjectives

Third Quarter

- Pronouns
 - substituting pronouns for nouns
 - using the subject form of pronouns
 - using pronouns as objects
 - using *we* and *us* with nouns
 - possessive pronouns
- Adverbs
 - making comparisons with adverbs
 - adjective or adverb?

Fourth Quarter

- Prepositions
 - prepositional phrases
 - identifying prepositions and adverbs

SPELLING

Spelling Scope and Sequence

Kindergarten

*consonants
*short vowels:
a, e, i, o, u

CVC words

First

*all consonants
*all vowels
*sh
*th
*wh
*ch
*ck
*silent e
-ing
short vowel word families
initial blends

Second

review short vowels & word families
review CVC
long vowel patterns:
ay, ai, oa, ee, oo, ow, ou, oi, oy
ea,
silent e words
r-controlled vowels
-ll, -ff, -ss (ex: doll, puff, miss)
-ing, -nk, -ng, -mp

Third

review long vowel patterns
prefixes:
mis-, pre-, re-, un-, pro
suffixes:
-er, -ed, -est, -ing, -y, -ly
syllable junctures (double consonants)
vowel patterns:
oy, oi, ew, ow, aw, au, r-controlled vowels, igh
compound words, contractions,
homophones
hard and soft c & g
s-blends
-tch, -dge
2-syllable words
wr-

Fourth

prefixes:
anti-, dis-, ex-, non-, under-
suffixes:
-ness, -less, -ful, -ment, -en
syllable junctures (double consonants)
vowel patterns:
oy, oi, ew, ow, aw, au, r-controlled vowels, igh
compound words, contractions,
homophones
hard and soft c & g
s-blends
-tch, -dge
multi-syllabic words (2-3)
-tion/sion
inflected endings
(doubling last consonant, drop e before suffix, y to i)
wr-, kn-, gn-, ph-

Fifth

prefixes:
de-, bi-, tri-, co-, en-
suffixes:
-able/ible, -ance/ence, -ish, -ate
multisyllabic words
oy, oi, ew, ow, aw, au, r-controlled vowels, igh
compound words, contractions,
homophones
hard and soft c & g
s-blends
-tch, -dge
multi-syllabic words (5 or more)
-tion/sion
schwa
inflected endings
(doubling last consonant, drop e before suffix, y to i)
wr-, kn-, gn-, ph-

Handwriting

Writing Scope and Sequence using "Handwriting Without Tears"

Lessons and Activities Introduced in Developmental Sequence

The Handwriting Without Tears curriculum teaches the easiest skills first and then builds on prior lessons. Letters are taught in a sequence that makes sense developmentally: in groups of similar formation. After children master the easier letters, they are ready to move on to more difficult letters in both print and cursive.

Multi sensory Lessons

Handwriting Without Tears helps children develop their writing skills through multi sensory play. Activities use all of the senses to teach directionality, vocabulary and imitation, positioning, and sequencing skills. Children move, touch, feel, and manipulate real objects as they learn the habits and skills essential for writing. Other multi sensory lessons in the teachers' guides use voices, letter stories, door tracing, imaginary writing, and mystery letters to teach letter formation and placement on lines.

Teaching Order

The Handwriting Without Tears developmental teaching order is planned to help children learn handwriting skills in the easiest, most efficient way. As a result, children can transition quickly from learning the mechanics of handwriting to focusing on content and meaning-in all subjects. Printing is taught first and upon mastery cursive is introduced.

Review and Mastery

Mastery of concepts is reinforced with special Review and Master activities throughout student workbooks. The sections follow a group of letters and focus on reinforcing the formation of all previously taught letters.

Learn and Check

In all of the workbooks, children are taught to check their letter, word, and sentence skills after new lessons. Letters are checked for correct start, steps, and bumping the lines. Words are checked for correct size, placement, and closeness. Sentences are checked for correct capitalization, word spacing, and punctuation.

Kindergarten

Introduce the HWT form of writing letters as each letter is introduced. To model and practice each letter, dry erase boards and markers, as well as individual chalkboards are used. At the beginning of the 2nd semester, classroom teachers begin to use the HWT print workbooks to review upper case letters and continue instruction on the correct formation of lower case letters on lines.

1st Grade

Classroom teachers use HWT "print" student workbooks.

2nd Grade

Classroom teachers use HWT "print" student workbooks.

3rd Grade

Classroom teachers use HWT "cursive" student workbooks.

4th Grade

Classroom teachers use HWT "cursive" student workbooks.

DEVELOPMENTAL TEACHING ORDER

The HWT teaching order is planned to help children learn handwriting skills in the easiest, most efficient way. It's also developmentally planned to start with a review of the easy letters: the capitals. They are the first letters children learn. Your first graders probably know them, but you want to be sure they print them correctly. The capital teaching order will help you teach:

1. Correct formation: All capitals start at the top. Strokes are made in the correct sequence.
2. Correct orientation: No reversals.

To do this, start by teaching letters in groups on Gray Blocks.

Frog Jump Capitals

F E D P B R N M 

These letters start at the top left corner with a big line on the left. When the first line is on the left, the next part is on the "right" side. This prevents reversals, while teaching good stroke habits.

Starting Corner Capitals

H K L U V W X Y Z

Reviewing these letters ensures that children start at the top left and use the left-to-right formation habit. Printing follows the same order as reading—top to bottom and left to right. This group promotes that habit.

Center Starters

C O Q G S A I T J

C O Q G start with a Magic C stroke. The good habits children learn here with **C O S T J** will make learning **c o s t j** much easier. There will be no problems with stroke direction or reversals.

The lowercase teaching order promotes similar success:

1. Good habits for letter formation: All lowercase letters (except **d** and **e**) begin at the top.
2. Correct placement: The tall, small, and descending letters are in proportion and placed correctly.
3. Correct orientation: No **b** – **d** confusion, no **g** – **q** confusion, no reversed letters!

To do this, the letters are taught in these groups:

c o s v w †

The first five letters are exactly like their capitals, but just smaller. What an easy start! Just bring your good habits from capitals. Lowercase † is made like **T**, it's just crossed lower.

a d g

These high frequency letters begin with the familiar Magic c. Starting with **c** placed correctly helps children make and place the **d** tall and **g** descending.

u i e l k y j

Here are the rest of the vowels: **u i e**. Letters **u k y j** are familiar from capitals. The focus will be on careful placement and size.

p r n m h b

They dive! They start with the same pattern: dive down, come up, swim over! We avoid **b** – **d** confusion by separating the letters and teaching them in different groups.

f q x z

Finally **f**! Letter **f** has a tricky start. Letter **q** is taught here to avoid **g** – **q** confusion. Letters **x** and **z** are familiar, but infrequently used.

DEVELOPMENTAL TEACHING ORDER

Look at the teaching order. It's planned to help children learn cursive skills in the easiest, most efficient way. It's also developmentally planned to start with letters that are familiar from printing. Children learn their lowercase letters first. The teaching order is based on the following:

1. Familiarity of the letter: we begin with seven letters children know from printing.
2. Mastery of the **c** stroke: **c** to **c** is a very important connection in cursive. Learning this connection and letters that use it gets students off to a good start.
3. Difficulty of connections: four letters (**o w b v**) have a high ending stroke and often are difficult to connect to other letters. These letters are taught after the student has mastered easier connections.
4. Formation patterns: letters that use similar strokes are grouped together.

Lowercase

c c



Connecting **c** to **c** is the foundation skill for cursive connections. It is tricky. Teach students to travel away from the first **c** and then slide up and over to begin the second **c**. This skill is needed to connect not just **c** but **a**, **d**, **g** and later **o** and **q**.

c a d g

The first group of letters is familiar from printing and these letters use the basic **c** to **c** connection. Children can easily identify these letters. In both print and cursive, these letters start on the top line with the Magic C stroke.

h t p

These letters are also familiar from printing. The **h** and **p** have been de-looped for simplicity. They begin with a small travel stroke on the bottom line. Letters **h** **t** and **p** end on the bottom line. They are easy to connect to letters that start on the bottom line.

e l f

This group of letters doesn't look like the printed letters. Letter **e** is the most frequently used letter. All three use similar stroke patterns and strategies. We keep the loops on **e**, **l**, and **f** because making a loop helps the pencil move in the right direction to connect to the next letter.

u y i j

Most children recognize these letters from printing. They are fairly easy to learn. The letters **u** and **y** begin with similar strokes, and letters **i** and **j** begin with similar strokes.

k m s

These three letters are not familiar from printing. They can be challenging, but if taught using the step-by-step directions, they will not present any difficulty. The letter **k** has been de-looped to keep it clear and simple.

o w b v

This group has a special name—the "tow truck letters." These four letters are the only lowercase cursive letters that do not end on the bottom line. The ending sticks out like a tow and they never bend down to pick up another letter!



m n

The number of bumps in these letters is important and tricky. When a tow truck letter comes before **m** or **n**, use the printed style of these letters. Children should know the difference between the printed and cursive letters.

x z q

These letters are used infrequently and can be challenging, so we wait until the end to introduce them. Although **q** uses a Magic c stroke, it is taught here to avoid confusion with **g**.



Individual Test Record

Level 1

Student _____

Teacher _____

Codes: ✓ Correct ✗ Incorrect

No.	Word	PRETEST	PRETEST	POSTTEST	POSTTEST
		Trial 1 Date / /	Trial 2 Date / /	Trial 1 Date / /	Trial 2 Date / /
61	what				
62	up				
63	its				
64	about				
65	into				
66	than				
67	them				
68	only				
69	other				
70	new				
71	some				
72	could				
73	time				
74	these				
75	may				
76	then				
77	first				
78	any				
79	my				
80	now				

No.	Word	PRETEST	PRETEST	POSTTEST	POSTTEST
		Trial 1 Date / /	Trial 2 Date / /	Trial 1 Date / /	Trial 2 Date / /
81	such				
82	our				
83	over				
84	me				
85	even				
86	big				
87	most				
88	made				
89	after				
90	also				
91	did				
92	many				
93	before				
94	must				
95	through				
96	back				
97	where				
98	much				
99	your				
100	way				



Individual Test Record

Level 2

Student _____

Teacher _____

Codes: ✓ Correct ✗ Incorrect

No.	Word	PRETEST	PRETEST	POSTTEST	POSTTEST
		Trial 1 Date / /	Trial 2 Date / /	Trial 1 Date / /	Trial 2 Date / /
161	think				
162	almost				
163	enough				
164	far				
165	took				
166	yet				
167	better				
168	set				
169	told				
170	nothing				
171	end				
172	why				
173	look				
174	didn't				
175	find				
176	later				
177	knew				
178	point				
179	next				
180	give				

No.	Word	PRETEST	PRETEST	POSTTEST	POSTTEST
		Trial 1 Date / /	Trial 2 Date / /	Trial 1 Date / /	Trial 2 Date / /
181	toward				
182	young				
183	best				
184	let				
185	side				
186	second				
187	early				
188	large				
189	felt				
190	along				
191	saw				
192	ever				
193	thing				
194	done				
195	open				
196	kind				
197	began				
198	different				
199	help				
200	matter				



Individual Test Record

Level 1

Student _____

Teacher _____

Codes: ✓ Correct ✗ Incorrect

No.	Word	PRETEST Trial 1 Date / /	PRETEST Trial 2 Date / /	POSTTEST Trial 1 Date / /	POSTTEST Trial 2 Date / /
1	go				
2	can				
3	get				
4	come				
5	want				
6	have				
7	see				
8	like				
9	are				
10	he				
11	she				
12	the				
13	of				
14	and				
15	to				
16	a				
17	in				
18	that				
19	is				
20	was				

No.	Word	PRETEST Trial 1 Date / /	PRETEST Trial 2 Date / /	POSTTEST Trial 1 Date / /	POSTTEST Trial 2 Date / /
21	for				
22	it				
23	with				
24	as				
25	his				
26	no				
27	do				
28	on				
29	be				
30	at				
31	by				
32	I				
33	this				
34	had				
35	not				
36	but				
37	from				
38	or				
39	an				
40	they				

No.	Word	PRETEST Trial 1 Date / /	PRETEST Trial 2 Date / /	POSTTEST Trial 1 Date / /	POSTTEST Trial 2 Date / /
41	which				
42	you				
43	has				
44	were				
45	her				
46	all				
47	there				
48	would				
49	their				
50	we				
51	him				
52	been				
53	when				
54	who				
55	will				
56	more				
57	if				
58	out				
59	so				
60	said				



Individual Test Record

Level 2

Student _____

Teacher _____

Codes: ✓ Correct ✗ Incorrect

No.	Word	PRETEST Trial 1 Date / /	PRETEST Trial 2 Date / /	POSTTEST Trial 1 Date / /	POSTTEST Trial 2 Date / /
101	well				
102	down				
103	should				
104	because				
105	each				
106	just				
107	those				
108	how				
109	too				
110	little				
111	good				
112	put				
113	very				
114	make				
115	still				
116	own				
117	work				
118	long				
119	here				
120	between				

No.	Word	PRETEST Trial 1 Date / /	PRETEST Trial 2 Date / /	POSTTEST Trial 1 Date / /	POSTTEST Trial 2 Date / /
121	both				
122	under				
123	never				
124	same				
125	another				
126	know				
127	while				
128	last				
129	might				
130	us				
131	great				
132	old				
133	off				
134	came				
135	right				
136	take				
137	himself				
138	few				
139	use				
140	without				

No.	Word	PRETEST Trial 1 Date / /	PRETEST Trial 2 Date / /	POSTTEST Trial 1 Date / /	POSTTEST Trial 2 Date / /
141	again				
142	around				
143	thought				
144	small				
145	found				
146	went				
147	say				
148	part				
149	once				
150	high				
151	every				
152	don't				
153	need				
154	does				
155	got				
156	left				
157	until				
158	always				
159	away				
160	something				

Approved Assessment Tools (May 2009)

The following are approved assessment tools for reading proficiency:

- MAP
- Dibels
- Teacher Observation
- State Assessment

MAP is done two (2) times a year

Dibels – grades 3, 4 and 5 are done at the beginning and end of year to measure fluency

Dibels – grades K, 1 and 2 grades are done at the beginning, middle and end of year

State Assessment – grades 3, 4 and 5

REFERENCES/RESOURCES

Writing Scope and Sequence using "Handwriting Without Tears"

Lessons and Activities Introduced in Developmental Sequence

The Handwriting Without Tears curriculum teaches the easiest skills first and then builds on prior lessons. Letters are taught in a sequence that makes sense developmentally: in groups of similar formation. After children master the easier letters, they are ready to move on to more difficult letters in both print and cursive.

Multi sensory Lessons

Handwriting Without Tears helps children develop their writing skills through multi sensory play. Activities use all of the senses to teach directionality, vocabulary and imitation, positioning, and sequencing skills. Children move, touch, feel, and manipulate real objects as they learn the habits and skills essential for writing. Other multi sensory lessons in the teachers' guides use voices, letter stories, door tracing, imaginary writing, and mystery letters to teach letter formation and placement on lines.

Teaching Order

The Handwriting Without Tears developmental teaching order is planned to help children learn handwriting skills in the easiest, most efficient way. As a result, children can transition quickly from learning the mechanics of handwriting to focusing on content and meaning-in all subjects. Printing is taught first and upon mastery cursive is introduced.

Review and Mastery

Mastery of concepts is reinforced with special Review and Master activities throughout student workbooks. The sections follow a group of letters and focus on reinforcing the formation of all previously taught letters.

Learn and Check

In all of the workbooks, children are taught to check their letter, word, and sentence skills after new lessons. Letters are checked for correct start, steps, and bumping the lines. Words are checked for correct size, placement, and closeness. Sentences are checked for correct capitalization, word spacing, and punctuation.

Kindergarten

Introduce the HWT form of writing letters as each letter is introduced. To model and practice each letter, dry erase boards and markers, as well as individual chalkboards are used. At the beginning of the 2nd semester, classroom teachers begin to use the HWT print workbooks to review upper case letters and continue instruction on the correct formation of lower case letters on lines.

1st Grade

Classroom teachers use HWT "print" student workbooks.

2nd Grade

Classroom teachers use HWT "print" student workbooks.

3rd Grade

Classroom teachers use HWT "cursive" student workbooks.

4th Grade

Classroom teachers use HWT "cursive" student workbooks.

Spelling Scope and Sequence

Kindergarten

*consonants
*short vowels:
a, e, i, o, u

CVC words

First

*all consonants
*all vowels
*sh
*th
*wh
*ch
*ck
*silent e
-ing
short vowel word families
initial blends

Second

review short vowels & word families
review CVC
long vowel patterns:
ay, ai, oa, ee, oo, ow, ou, oi, oy
ea,
silent e words
r-controlled vowels
-ll, -ff, -ss (ex: doll, puff, miss)
-ing, -nk, -ng, -mp

Third

review long vowel patterns
prefixes:
mis-, pre-, re-, un-, pro
suffixes:
-er, -ed, -est, -ing, -y, -ly
syllable junctures (double consonants)
vowel patterns:
oy, oi, ew, ow, aw, au, r-controlled vowels, igh
compound words, contractions,
homophones
hard and soft c & g
s-blends
-tch, -dge
2-syllable words
wr-

Fourth

prefixes:
anti-, dis-, ex-, non-, under-
suffixes:
-ness, -less, -ful, -ment, -en
syllable junctures (double consonants)
vowel patterns:
oy, oi, ew, ow, aw, au, r-controlled vowels, igh
compound words, contractions,
homophones
hard and soft c & g
s-blends
-tch, -dge
multi-syllabic words (2-3)
-tion/sion
inflected endings
(doubling last consonant, drop e before suffix, y to i)
wr-, kn-, gn-, ph-

Fifth

prefixes:
de-, bi-, tri-, co-, en-
suffixes:
-able/ible, -ance/ence, -ish, -ate
multisyllabic words
oy, oi, ew, ow, aw, au, r-controlled vowels, igh
compound words, contractions,
homophones
hard and soft c & g
s-blends
-tch, -dge
multi-syllabic words (5 or more)
-tion/sion
schwa
inflected endings
(doubling last consonant, drop e before suffix, y to i)
wr-, kn-, gn-, ph-

Phonics Research at a Glance

As you can see, there are many ideas about how to teach phonics. I have briefly summarized several studies that I think will be useful to you as a teacher, in making decisions about and planning for phonics instruction in our classroom.

- Jean Chall (1967) concluded, after an extensive review of the reading research, that systematic phonics instruction introduced early in children's school experiences seemed to produce stronger reading achievement than instruction that began later and was less systematic.
- Jarilyn Adams (1990) did a comprehensive review of decades of reading research and concluded that directly teaching the letter-sound system can speed up learning how to read. Struggling students need explicit phonics instruction, since many of them lack much exposure to reading and writing and have had fewer opportunities to figure out how our alphabetic language works.

Adams also concluded that children, especially those who come to school with limited literacy knowledge, need a rich variety of reading and writing experiences that include, but are not limited to, phonics instruction.
- Anderson and colleagues (1985) show that, on average, children who are taught phonics get off to a better start in learning to read than children who are not taught phonics.
- Stanovich (1994) found that instruction in phonics facilitates early reading acquisition.
- The National Institute of Child Health and Human Development (National Reading Panel 2000) presented findings about phonics instruction in the National Reading Panel report:
- Research shows that explicit, systematic phonics instruction produces significant benefits for students in kindergarten through sixth grade and for children having difficulty learning to read.
- Across all grade levels, systematic phonics instruction improves the ability of good readers to spell. For poor readers, the impact of phonics instruction on spelling was small.
- The effects of systematic early phonics instruction were greatest for children in kindergarten and first grade.
- No single approach to teaching phonics could be used for all children.
- Children who have already developed phonics skills and can apply them in reading process do not require the same level and intensity of phonics instruction provided to children who don't have these skills.
- It is important to train teachers in the different kinds of approaches to teaching phonics and in how to tailor these approaches to particular groups of students.
- Systematic synthetic phonics instruction had a significant effect on the reading skills of struggling readers. This kind of phonics benefited students with learning disabilities, low-achieving students with no learning disabilities, and low SES (socioeconomic status) students.
- Systematic phonics instruction is only one component of a total reading program. It should not be the dominant component in a reading program, neither in amount of time devoted to it nor in the significance attached.
- Teachers need to be flexible in their phonics instruction in order to adapt it to individual student needs.
- Systematic phonics instruction can be provided in an entertaining, vibrant, and creative way.
- Studies by Gough and Juel (1990) and Juel (1994) found that over five hundred different spelling-sound rules are needed to read, but that even the most comprehensive phonics programs rarely teach more than about ninety phonics rules
- Juel and Minden-Cupp (1999) studied four demographically similar classrooms and found that children who entered first grade with few literacy skills benefited from a heavy dose of phonics instruction presented "first and fast." Other students, who entered first grade possessing middle-range literacy skills, did very well with a less-structured phonics curriculum.
- Using analogies to teach rhymes in key words is not an effective instructional strategy until children have a good grasp of consonant and vowel sounds (Bruck and Treiman 1992; Ehri and Robbins 1992).
- Ed Henderson (1981) found that when children use invented spelling to write, the relationship between individual letters and sounds might be the most vivid (or transparent to teacher).

Phonemic Awareness Research at a Glance

Much research is available on the importance of phonemic awareness:

- Phonemic awareness is the most potent predictor of success in learning to read (Stanovich 1986, 1994)
- Lack of phonemic awareness is the most powerful determinant of the likelihood of failure to learn to read (Adams 1990). If kids cannot hear and manipulate the sounds of spoken words, they have trouble learning how to map those sounds to letters and letter patterns.
- Phonemic awareness is central in learning to read and spell (Ehri 1984).
- Phonemic awareness is a prerequisite to learning phonics (Lieberman and Shaankweler 1979). If kids have phonemic awareness, they will learn to connect the speech sounds to letters more easily.
- Children who are taught to separate words into sounds and blend sounds into words are better at reading words (Torgesen, Morgan, and Davis 1992).
- First graders in whole-language classrooms who were taught to separate words into sounds read real words, nonsense words, and passages aloud better than those who were not taught to separate words into sounds (Uhry and Shepherd 1993).
- Phonemic awareness is both a prerequisite for and a consequence of learning to read (Yopp 1992).

Similarly, studies show the most effective ways to teach phonemic awareness:

- About twenty minutes a day, three to four times a week, will result in dramatic improvement for kids who need further development in phonemic awareness (National Reading Panel 2000).
- There are studies that support the use of phonemic awareness as a speech-related practice in the absence of print (Bentin and Leshem 1993; Hurford et al. 1994).
- Connecting phonemic awareness instruction to reading and writing increases its impact on reading achievement (Cunningham 1990).
- Learning to separate and blend sounds is not particularly effective without some letter-sound knowledge (Ball and Blachman 1988b; Lundberg, Frost, and Petersen 1988).
- Having children write words by listening for individual phonemes and identifying the letters that represent these sounds helps to teach

segmenting and improves children's ability to recognize unfamiliar words (Ehri and Wilce 1987).

Here are some specific findings about teaching phonemic awareness from the National Reading Panel report (National Institute of Child Health and Human Development 2000):

- Beyond preschool, phonemic awareness instruction is most effective when printed letters are added to the speech sounds over time (and as children can identify those letters).
 - Begin with easier levels of phonemic awareness such as identifying the initial sounds in spoken words. Progress to segmenting, blending, and deleting phonemes.
 - Focus on one or two phonemic awareness skills at a time. More than this is less effective.
 - Working with small groups of three to four children to teach phonemic awareness may be more effective than one-on-one tutorials.
 - Studies that produced the strongest results engaged students with phonemic awareness activities between a total of five to eighteen hours.
 - Emphasis should be placed on segmenting words into phonemes. Blending is important, too, but segmenting is most important.
-
- Use manipulatives to help students develop phonemic awareness. Have students move letters while pronouncing phonemes to produce maximum transfer to reading and spelling.
 - Focus attention on how the mouth changes when pronouncing different phonemes to increase phonemic awareness.

Related to phonemic awareness, research by Marilyn Adams (1990) suggest the following considerations when teaching the alphabet:

- Teach upper- and lowercase letters separately.
- Begin with uppercase letters in preschool.
- Teach kids to form letters correctly to help them develop letter recognition.
- Use letter/keyword/picture displays to introduce letter-sound connections.

Students must learn the alphabetic principle—that letters are worth learning and stand for sounds that occur in spoken words.

Vocabulary Research at a Glance

What does the research say about the importance of vocabulary and how to teach it in school? A summary of some of the research you might find helpful when planning instruction follows.

Importance of Vocabulary

- Five-to-six-year-olds have a working vocabulary of 2,500 to 5,000 words according to Beck and McKeown (2001). By first grade, the vocabulary of a struggling student is half that of students who are successful in literacy.
- Stanovich (1986) found that the gap widens over time, according to what's been called The Matthew Effect-where the rich get richer, and the poor get poorer. Those who know lots of words pick up new vocabulary lag further and further behind.
- Baker, Simmons, and Kameenui (1995) have found that vocabulary instruction is crucial to academic development. Nagy and Scott (2000) claim that children must understand the meanings of words they read if they are to learn from what they read.

How Vocabulary Develops

- Nagy and Anderson (1984) found that literacy and the volume of reading is highly correlated with vocabulary size. People who read a lot from a wide variety of text have much larger and richer vocabularies than people who do not.
- The average student learns about 3,000 words per year in the early school years, or about eight words a day, according to Baumann and Kameenui (1991).

How to Teach Vocabulary

- McKeown, Beck, Omanson, and Pople (1985) found that children need to encounter a word twelve or more times to know and understand it.
- Repeated readings can help young children's vocabulary growth, according to Senechal (1997).
- Kuhn and Stahl (1998) found that directly teaching children dictionary definitions for words did not enhance their comprehension of a passage of text containing those vocabulary words. They did not *know* the words deeply enough to affect their comprehension. Their study showed that the best approach to teaching

vocabulary is to teach children some strategies for learning the meaning of words in context, and then encourage them to read widely and often.

- Reading aloud to students can help them learn unfamiliar words. Students with larger vocabularies benefit more from hearing stories read aloud, according to Robbins and Ehri (1994) and Nicholson and Whyte (1992).
- According to Biemiller (2004), teachers can significantly narrow, and in many instances close, the gap between lower- and middle-SES children's vocabulary knowledge by using new words in appropriate contexts; for example, reading aloud quality children's literature. Targeting several words related to the read-aloud by highlighting the word, defining it using words children know, discussing the word, and having children use the word can help children learn new vocabulary.
- Criteria from Graves, Juel, and Graves (1998) suggest considering the following when choosing vocabulary words to study: words students do not know; more important words; words students may not be able to figure out on their own; and words students will encounter frequently across a variety of text and settings.
- Words must be examined from a variety of perspectives, including comparing, contrasting, and discussing words according to Baumann and Kameenui (2004), Stahl (1999), and Templeton (1997).

Fluency Research at a Glance

What does the research say about fluency and teaching for fluent reading? Here's a summary of some of the studies you might find helpful when planning instruction.

Importance of Fluency

- LaBerge and Samuels (1974) constructed a model of what it means to acquire this automaticity. They found that readers could devote only a limited amount of attention to any given task. The more attention readers gave to identifying words or decoding, the less attention they had left for comprehension.
- Johns and Berglund (2002), the National Reading Panel (NICHD 2000), and Pinnell et al. (1995) found that students who experience reading difficulties are most often not fluent.

How Fluency Develops

- Beimiller (1977-78) found that fluency develops gradually over time and through extensive reading practice.
- Nagy and Anderson (1984) and Richard Allington (1983) studied the reading behaviors of children outside the classroom and found that fluent readers simply read more text. A non-fluent reader may read only 100,000 to 400,000 words a year, but a fluent reader reads closer to 4,000,000 words a year.
- Allington (2005) found that students' fluency improved when they practiced on easy texts, books kids could read with 95 percent accuracy or above. To help students pay attention to phrasing, punctuation, and expression, he found that 99 percent accuracy was even better (so students aren't distracted by unknown words).

Fluency Teaching Approaches/Methods

- Two forms of reading practice where increasing fluency can be evidenced and repeated reading and guided oral repeated reading (NICHD 2000).
- Repeated oral reading with feedback is one of the best approaches available to increase fluency, but most of these studies have involved one-on-one work with a student and adult (Hasbrouck, Ihnot and Rogers 1999; Rasinski 1990; Smith and Elley 1997).

- Using repeated reading with a tape-recorded version produced significant gains in fluency (Blum et al. 1995).
- Rasinski's (1990) research found that having students read along orally as the teacher or another fluent adult reader reads the story is an effective type of fluency practice.
- Jay Samuels (2002) recommends that teachers pair students for oral reading to improve their fluency. First, each student reads a passage of text aloud to an adult. Then the student reads it again silently to himself. Next, he pairs with a partner, and they read the text to each other. Finally, each of them is paired with a new partner to read the passage again, but this final time, the partner provides feedback about how the reading sounds.
- Round-robin reading has not been proven successful in improving reading fluency according to Stallings' (1980) research. It does not give students a chance to improve their fluency through rereading. Fluency improves when students can apply the guidance their teacher has provided in rereading the same text.
- Telling students unfamiliar words as they come across them allows students to focus on constructing meaning and reading with fluency (Shany and Biemiller 1995).
- Taylor, Wade, and Yekovich (1985) found that helping students with group words in a sentence into meaningful phrases improves fluency.

Comprehension Research at a Glance

Before the 1980s, many teachers, including myself, were very good at *testing*, not *teaching*, comprehension. More recent research has shown us what to do to teach students how to comprehend. Here is a summary of some general comprehension studies you might find helpful when planning comprehension instruction:

- Comprehension strategies can be taught effectively through think-alouds (Bereiter and Bird 1985).
- Rosenblatt's (1978) theory of transactional analysis says that the reading of any work of literature is an individual and unique occurrence involving the mind and emotions of a particular reader.
- Good comprehenders use a range of comprehension strategies to deepen and enrich their understanding of what they are reading. (Pressley, El-Dinary, and Brown 1992).
- Those who comprehend well are aware of their own thinking processes and make conscious decisions to use different comprehension strategies as they read, especially when they detect problems in understanding what they are reading (Baker and Brown 1984).
- Good readers attribute successful comprehension to effort more than to ability. They believe they can understand if they apply the right comprehension strategies (Brown 2002).
- Stronger comprehenders use their background knowledge to identify or make connections among ideas in what they are reading (van den Broek and Kremer 2000).
- Weak comprehenders may not recognize inconsistencies between what they read and their background knowledge. Instead, they ignore or modify information in the text so they can hold on to their current understanding, even if it is incorrect (Beck and McKeown 2001).
- Readers who ask themselves questions during or after reading are able to identify comprehension problems sooner and more accurately (Davey and McBride 1986).
- Having students generate their own questions, combined with detailed, explicit instruction and sufficient opportunity to practice the strategy, increased their comprehension and the ability to recall what they'd read (Pressley and Woloshyn 1995).
- Explaining what they've read to each other in their own words increases students' comprehension (Klingner, Vaughn, and Schumm 1998).
- Teaching readers to draw visual displays to organize the ideas found in what they are reading helps them remember what they read and can produce stronger comprehension in subjects such as social studies and science (Armbruster, Anderson, and Meyer 1991).
- Allington's (1983) study found that most of the time students should be reading texts they can decode with a very high level of accuracy to improve comprehension.
- In addition, the National Reading Panel Report (NICHD 2000) recommends the following to help students comprehend:
 - Monitoring comprehension
 - Using cooperative learning
 - Using graphic and semantic organizers
 - Answering questions
 - Generating questions
 - Understanding story structure
 - Summarizing
 - Making use of prior knowledge
 - Using mental imagery



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2008 Normative Data

NWEA HAS THE UNIQUE ABILITY to measure a student's achievements and academic growth, independent of grade, across time. From the insight provided within MAP and its reports, educators can compare class or grade-level performance to students from a wide variety of schools across the country. Status norms provide a starting point for educators to review data. They get an understanding of where each child is, and needs to go. Having the right data is a key component in making learning more individual to each child. (Additional information on how norms were determined as well as information on growth norms can be found in the 2008 NWEA RIT Scale Norms Study and RIT Scale Norms for Early Primary Grades documents available for download from NWEA'S website.)

MEASURES OF ACADEMIC PROGRESS (MAP) STATUS NORMS
The results of the 2008 NWEAR RIT scale Norms Study include data from over 2.8 million students from 6,905 schools in 1,123 districts located in 42 states. An essential component of status norms for students who took the standard MAP in grades 2-11 was instructional time. Using each district's unique calendar as an anchor, the number of instructional days was estimated for timeframes consisting of beginning-of-year tests. Status norms were determined from a stratified sample of students representing the national school age population, more specifically, ethnicity and socio-economic status at each grade level.

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MAP FOR PRIMARY GRADE STATUS NORMS

The results of the interim norming study are included in the 2008 NWEA RIT Scale Norms Study. It examined students in kindergarten and grade 1. The sample, from which the Reading and Mathematics charts were produced, includes 54,000 MAP results from primary grades students who tested in the fall of 2006 through spring 2007. The sample of students for Reading and Mathematics, grades K-1, was too small

MAP FOR SCIENCE STATUS NORMS

The 2008 NWEA RIT Scale Norms Study also includes the results of students in grades 2-10 who are administered MAP For Science. Due to fewer districts testing in General Science and Science Concepts and Processes the stratified sample approach was not tested.

OTHER INTERPRETATIONS

Teachers can use MAP test results to determine a student's instructional level by referencing their RIT score in DesCartes or Primary Grades Instructional Data. This will provide indicators of skills and concepts a student understands, skills he or she is developing, and skills that may be academically challenging.

TO LEARN MORE ABOUT DESCARTES AND PRIMARY GRADES INSTRUCTIONAL DATA, CALL NWEA AT 503-624-1951

2008 READING STATUS NORMS (RIT VALUES)							2008 MATHEMATICS STATUS NORMS (RIT VALUES)						
Grade	Beginning-of-year		Middle-of-year		End-of-year		Grade	Beginning-of-year		Middle-of-year		End-of-year	
	Median	Mean	Median	Mean	Median	Mean		Median	Mean	Median	Mean	Median	Mean
K	145	147.6	151	152.4	155	156.3	K	148	149.5	152	153.1	158	158.1
1	160	160.2	167	166.5	173	171.9	1	164	163.4	171	169.9	178	176.7
2	179	179.7	186	186	190	189.6	2	179	179.5	186	186.5	191	190.8
3	192	191.6	197	196.3	200	199	3	192	192.1	199	198	203	202.4
4	201	200.1	205	203.7	207	205.8	4	203	203	208	207.6	211	211.4
5	208	206.7	21	209.6	212	211.1	5	212	211.7	216	216	220	219.2
6	213	211.6	215	213.8	216	214.8	6	219	218.3	222	221.4	225	223.8
7	217	215.4	219	217.3	219	217.9	7	225	224.1	228	226.4	230	228.3
8	220	219	222	220.6	223	221.2	8	230	229.3	232	230.9	234	232.7
9	222	220.9	223	221.9	224	222.6	9	233	231.6	234	232.5	236	234
10	226	223.9	227	224.9	228	225.4	10	237	235.2	238	235.9	239	237.1
11	227	225.2	228	225.6	227	225.6	11	239	237.1	240	238.5	241	239.8

2008 LANGUAGE USAGE STATUS NORMS (RIT VALUES)

Grade	Beginning-of-year		Middle-of-year		End-of-year	
	Median	Mean	Median	Mean	Median	Mean
2	180	181.2	188	188.3	192	191.5
3	193	192.6	199	198	202	200.5
4	202	201	206	204.9	208	207
5	208	207.2	211	210.2	213	211.8
6	213	211.7	215	214	217	215.1
7	217	215.1	218	217.3	219	217.7
8	220	218.4	221	219.8	222	220.4
9	221	219.4	221	220	222	220.8
10	223	221.6	224	222.2	225	222.9
11	225	223.6	226	225.1	226	224.6

In the samples, each district's base school calendar was used to determine instructional days. Using the instructional days data, time frames for beginning of year tests, were established. The centers of these time frames were roughly 20 days, 89 days, and 153 days from the beginning of the academic year of the student's school for the fall, winter and spring terms, respectively.

2008 GENERAL SCIENCE STATUS NORMS (RIT VALUES)							2008 SCIENCE CONCEPTS STATUS NORMS (RIT VALUES)						
Grade	Beginning-of-year		Middle-of-year		End-of-year		Grade	Beginning-of-year		Middle-of-year		End-of-year	
	Median	Mean	Median	Mean	Median	Mean		Median	Mean	Median	Mean	Median	Mean
2	184	184.7	187	187.2	189	189.7	2	180	181.2	184	184.2	187	187.2
3	191	191	194	193.6	196	196.3	3	189	189.2	192	191.9	195	194.6
4	196	196.6	199	198.8	201	200.9	4	195	195.2	198	197.4	200	199.6
5	201	201.1	203	203	205	204.9	5	200	200	202	201.9	204	203.7
6	205	204.4	207	205.7	208	207	6	204	203.7	205	204.7	206	205.7
7	208	2007.7	209	208.7	210	209.6	7	207	206.9	208	207.8	209	208.6
8	211	210.5	212	211.5	213	212.6	8	210	209.6	211	210.4	212	211.2
9	213	212.4	214	212.8	214	213.3	9	212	211.4	213	211.7	216	212.1
10	216	214.9	217	215.9	218	216.8	10	214	213.3	215	214	216	214.8

**Values based on between 1000 and 2000 cases are shaded. Exercise caution when using these values.*

Lexile* Grade Level Conversion Chart

Lexile Rating	Educational Grade-Level		Lexile Rating	Educational Grade-Level
25	1.1		675	3.9
50	1.1		700	4.1
75	1.2		725	4.3
100	1.2		750	4.5
125	1.3		775	4.7
150	1.3		800	5
175	1.4		825	5.2
200	1.5		850	5.5
225	1.6		875	5.8
250	1.6		900	6
275	1.7		925	6.4
300	1.8		950	6.7
325	1.9		975	7
350	2		1000	7.4
375	2.1		1025	7.8
400	2.2		1050	8.2
425	2.3		1075	8.6
450	2.5		1100	9
475	2.6		1125	9.5
500	2.7		1150	10
525	2.9		1175	10.5
550	3		1200	11
575	3.2		1225	11.6
600	3.3		1250	12.2
625	3.5		1275	12.8
650	3.7		1300	13.5

This conversion chart is based on educational levels from the published “Lexile Framework” chart. A smoothed curve was fit through the grade-level points indicated here, and regression analysis provided the equations:

$$\text{Lexile} = 500 \ln(\text{GradeLevel}) \quad \text{or, the counterpart} \quad \text{GradeLevel} = e^{0.002(\text{Lexile})}$$

The resulting regression equation was then used to calculate the educational grade-levels in the above table. A separate study of over 700 titles confirmed that their Accelerated Reader© (Advantage Learning's reading management software) reading levels and Lexile ratings are correlated, and that regression analysis on published Accelerated Reader and Lexile reading levels produces a very similar conversion equation.

* “Lexile” and “Lexile Framwork” are trademarks of Metametrics, Inc.
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DIBELS Benchmark and Interim Target Scores

Source: University of Oregon DIBELS website, January 2004

Beginning of Year		Middle of Year		End of Year	
Performance	Status	Performance	Status	Performance	Status

Kindergarten

Initial Sound Fluency	0 - 3	At Risk	0 - 9	Deficit		
	4 - 7	Some Risk	10 - 24	Emerging		
	8 +	Low Risk	25 +	Established		
Letter Naming Fluency*	0 - 1	At Risk	0 - 14	At Risk	0 - 28	At Risk
	2 - 7	Some Risk	15 - 26	Some Risk	29 - 39	Some Risk
	8 +	Low Risk	27 +	Low Risk	40 +	Low Risk
Phoneme Segmentation Fluency			0 - 6	At Risk	0 - 9	Deficit
			7 - 17	Some Risk	10 - 34	Emerging
			18 +	Low Risk	35 +	Established
Nonsense Word Fluency			0 - 4	At Risk	0 - 14	At Risk
			5 - 12	Some Risk	15 - 24	Some Risk
			13 +	Low Risk	25 +	Low Risk
Word Use Fluency (optional)	No Benchmark Goals Established Informal goal is for students in lowest 20 th percentile of a district to be considered "at risk"; between 20 th and 40 th percentile considered "some risk"; and about 40 th percentile, "low risk".					

First Grade

Letter Naming Fluency*	At Risk					
	Some Risk					
	Low Risk					
Phoneme Segmentation Fluency	0 - 9	At Risk	0 - 9	At Risk	0 - 9	At Risk
	10 - 34	Some Risk	10 - 34	Some Risk	10 - 34	Some Risk
	35 +	Low Risk	35 +	Low Risk	35 +	Low Risk
Nonsense Word Fluency	0 - 12	At Risk	0 - 29	At Risk	0 - 29	Deficit
	13 - 23	Some Risk	30 - 49	Some Risk	30 - 49	Emerging
	24 +	Low Risk	50 +	Low Risk	50 +	Established
Oral Reading Fluency			0 - 7	At Risk	0 - 19	At Risk
			8 - 19	Some Risk	20 - 39	Some Risk
			20 +	Low Risk	40 +	Low Risk
Retell Fluency (optional)			No Benchmark Goals Established Benchmark goals may be reliable only if student reads 40+ words per minute. Informal goal is 50% of words read. Students with score of 25%-50% may be considered some risk. Students with retell score of 25% or less may be considered at risk.			
Word Use Fluency (optional)			Same as Kindergarten			

Second Grade

Nonsense Word Fluency	0 - 29	Deficit				
	30 - 49	Emerging				
	50 +	Established				
Oral Reading Fluency	0 - 25	At Risk	0 - 51	At Risk	0 - 69	At Risk
	26 - 43	Some Risk	52 - 67	Some Risk	70 - 89	Some Risk
	44 +	Low Risk	68 +	Low Risk	90 +	Low Risk
Retell Fluency & Word Use Fluency (optional)	Retell Fluency same as First Grade; Word Use Fluency same as Kindergarten					

Third Grade

Oral Reading Fluency	0 - 52	At Risk	0 - 66	At Risk	0 - 79	At Risk
	53 - 76	Some Risk	67 - 91	Some Risk	80 - 109	Some Risk
	44 +	Low Risk	92 +	Low Risk	110 +	Low Risk
Retell Fluency & Word Use Fluency (optional)	Retell Fluency same as First Grade; Word Use Fluency same as Kindergarten					

Note: Categories “At Risk,” “Some Risk,” and “Low Risk” are used when progress toward an established predicting benchmark is being measured.

Categories “Deficit,” “Emerging,” and “Established” are used when the established final predicting benchmark for that task is being measured.

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DIBELS Monthly Goals: Grades K-3

Kindergarten																							
Fall Benchmark			PM Oct		PM Nov		PM Dec		Winter Benchmark			PM Feb		PM March		PM April		Spring Benchmark					
ISF 8+	LNF 8+	WUF	ISF 13+	LNF 13+	ISF 18+	LNF 18+	ISF 23+	LNF 23+	ISF 25+	LNF 27+	PSF 18+	NWF 13+	WUF	PSF 23+	NWF 16+	PSF 28+	NWF 19+	PSF 33+	NWF 22+	LNF 40+	PSF 35+	NWF 25+	WUF

1 st Grade																																
Fall Benchmark				PM Oct		PM Nov		PM Dec		Winter Benchmark					PM Feb		PM March			PM April			Spring Benchmark									
LNF 37+	PSF 35+	NWF 24+	Blending 9	WUF	PSF 32+	Blending 11	PSF 35+	NWF 40+	Blending 14	PSF 35+	NWF 48+	Blending 14	PSF 35+	NWF 50+	Blending 15	ORF 20+	RF 25%	WUF	PSF 35+	NWF 50+	ORF 26+/RT	PSF 35+	NWF 50+	ORF 38+/RT	PSF 35+	NWF 50+	ORF 38+/RT	PSF 35+	NWF 50+	ORF 40+	RT 25%	WUF

2 nd Grade																							
Fall Benchmark				PM Oct		PM Nov		PM Dec		Winter Benchmark				PM Feb		PM March		PM April		Spring Benchmark			
NWF 50+	ORF 44+	RT 25%	WUF	NWF 50+	ORF 52+/RT	NWF 50+	ORF 60+/RT	NWF 50+	ORF 68+/RT	ORF 68+	RT 25%	WUF	ORF 75+/RT	ORF 82+/RT	ORF 89+/RT	ORF 90+	RT 25%	WUF					

3 rd Grade																					
Fall Benchmark			PM Oct		PM Nov		PM Dec		Winter Benchmark			PM Feb		PM March		PM April		Spring Benchmark			
ORF 77+	RT 25%	WUF	ORF 82+	RT 25%	ORF 87+	RT 25%	ORF 92+	RT 25%	ORF 92+	RT 25%	WUF	ORF 96+	RT 25%	ORF 98+	RT 25%	ORF 104+	RT 25%	ORF 110+	RT 25%	WUF	

Curriculum-Based Norms in Oral Reading Fluency for Grades 2-5 (Medians)

Grade	Percentile	Fall		Winter		Spring		SP*** of Raw Scores
		n*	WCPM**	n	WCPM	n	WCPM	
2	75	4	82	5	106	4	124	39
	50	6	53	8	78	6	94	
	25	4	23	5	46	4	65	
3	75	4	107	5	123	4	142	39
	50	6	79	8	93	6	114	
	25	4	65	5	70	4	87	
4	75	4	125	5	133	4	143	37
	50	6	99	8	113	6	118	
	25	4	72	5	89	4	92	
5	75	4	126	5	143	4	151	35
	50	6	105	8	118	6	128	
	25	4	77	5	93	4	100	

*n = number of median scores from percentile table of districts (maximum possible = 8).

**WCPM = words correct per minute.

***SD = the average standard deviation of scores from fall, winter, and spring for each grade level.

Reprinted with permission from Hasbrouck, J.E. & Tindal, G. (1992). Curriculum-based oral reading fluency norms for students in grades 2 through 5. *Teaching Exceptional Children*, 24(3), 41-44.

Six Syllable Types

By: Louisa Moats and Carol Tolman (2008)

Learn the six types of syllables found in English orthography, why it's important to teach syllables, and the sequence in which students learn about both spoken and written syllables.

Six written syllable-spelling conventions are used in English spelling. These were regularized by Samuel Webster to justify his 1806 dictionary's division of syllables. The conventions are useful to teach because they help students remember when to double letters in spelling and how to pronounce the vowels in new words. The conventions also help teachers organize decoding and spelling instruction.

Why teach syllables?

Without a strategy for chunking longer words into manageable parts, students may look at a longer word and simply resort to guessing what it is – or altogether skipping it. Familiarity with syllable-spelling conventions helps readers know whether a vowel is long, short, a diphthong, **r**-controlled, or whether endings have been added. Familiarity with syllable patterns helps students to read longer words accurately and fluently and to solve spelling problems – although knowledge of syllables alone is not sufficient for being a good speller.

Closed syllables

The closed syllable is the most common spelling unit in English; it accounts for just under 50 percent of the syllables in running text. When the vowel of a syllable is short, the syllable will be closed off by one or more consonants. Therefore, if a closed syllable is connected to another syllable that begins with a consonant, two consonant letters will come between the syllables (**com-mon, but-ter**).

Two or more consonant letters often follow short vowels in closed syllables (**dodge, stretch, back, stuff, doll, mess, jazz**). This is a spelling convention; the extra letters do not represent extra sounds. Each of these example words has only one consonant phoneme at the end of the word. The letters give the short vowel extra protection against the unwanted influence of vowel suffixes

(**backing; stuffed; messy**).

Vowel-Consonant-e (VCe) syllables

Also known as “magic e” syllable patterns, VCe syllables contain long vowels spelled with a single letter, followed by a single consonant, and a silent e. Examples of VCe syllables are found in **wake, whale, while, yoke, yore, rude, and hare**. Every long vowel can be spelled with a VCe pattern, although spelling “long e” with VCe is unusual.

Open syllables

If a syllable is open, it will end with a long vowel sound spelled with one vowel letter; there will be no consonant to close it and protect the vowel (**to-tal, ri-val, bi-ble, mo-tor**). Therefore, when syllables are combined, there will be no doubled consonant between an open syllable and one that follows.

A few single-syllable words in English are also open syllables. They include **me, she he, and no, so, go**. In Romance languages – especially Spanish, Portuguese, and Italian – open syllables predominate.

Vowel team syllables

A vowel team may be two, three or four letters; thus, the term vowel digraph is not used. A vowel team can represent a long, short, or diphthong vowel sound. Vowel teams occur most often in old Anglo-Saxon words whose pronunciations have changed over hundreds of years. They must be learned gradually through word sorting and systematic practice. Examples of vowel teams are found in thief, boil, hay, suit, boat, and straw.

Sometimes, consonant letters are used in vowel teams. The letter y is found in ey, ay, oy, and uy, and the letter w is found in ew, aw, ow. It is not accurate to say that “w can be a vowel,” because the letter is working as part of a vowel team to represent a single vowel sound. Other vowel teams that use consonant letters are -augh, -ough, -igh, and the silent -al spelling for /aw/, as in walk.

Vowel-r syllables

We have chosen the term “vowel-r” over “r-controlled” because the sequence of letters in this type of syllable is a vowel followed by **r (er, ir, ur, ar, or)**. Vowel-r syllables are numerous, variable, and difficult for students to master; they require continuous review. The /r/ phoneme is elusive for students whose phonological awareness is underdeveloped. Examples of vowel-r syllables are found in **perform, ardor, mirror, further, worth, and wart**.

Consonant-le (C-le) syllables

Also known as the *stable final syllable*, C-le combinations are found only at the ends of words. If a C-le syllable is combined with an open syllable – as in **cable, bugle, or title** – there is not doubled consonant. If one is combined with a closed syllable – as in **dabble, topple, or little** – a double consonant results.

Not every consonant is found in a C-le syllable. These are the ones that are used in English:

-ble (bubble) -fle (rifle) -stle (whistle) -cle (cylce)
 -gle (bugle) -tle (whittle) -ckle (trickle) -kle (tinkle)
 -zle (puzzle) -dle (riddle) -ple (quadruple)

Syllable Type	Examples	Definition
Closed	dap-ple hos-tel bev-er-age	A syllable with a short vowel, spelled with a single vowel letter ending in one or more consonants.
Vowel-Consonant-e (VCe)	com-pete des-pite	A syllable with a long vowel, spelled with one vowel + one consonant + silent e
Open	pro-gram ta-ble re-cent	A syllable that ends with a long vowel sound, spelled with a single vowel letter.
Vowel Team (including diphthongs)	aw-ful train-er con-geal spoil-age	Syllables with long or short vowel spellings that use two to four letters to spell the vowel. Diphthongs ou/ow and oi/oy are included in this category.
Vowel-r (r-controlled)	in-jur-i-ous con-sort char-ter	A syllable with er, ir, or, ar, or, ur . Vowel pronunciation often changes before /r/.
Consonant-le (C-le)	drib-ble bea-gle lit-tle	An unaccented final syllable that contains a consonant before /l/, followed by a silent e.
Leftover: Odd and Schwa syllables	dam-age act-ive na-tion	Usually final, unaccented syllables with odd spellings.

Sight Words +224 by the end of 1st grade

a	all	after	always	about
and	am	again	around	better
away	are	an	because	bring
big	at	any	been	carry
blue	ate	as	before	clean
can	be	ask	best	cut
color	black	by	both	done
come	brown	could	buy	draw
down	but	every	call	drink
find	came	fly	cold	eight
for	cat	from	does	fall
funny	did	give	don't	far
go	do	going	fast	full
help	eat	has	first	got
here	four	had	five	grow
I	get	her	found	hold
in	good	him	gave	hot
is	have	his	goes	hurt
it	he	how	green	if
jump	into	just	its	keep
little	like	know	made	kind
look	must	let	many	laugh
make	new	live	off	light
me	no	may	or	long
my	now	of	pull	much
name	on	old	read	myself
not	our	once	right	never
one	out	open	sing	only
play	please	over	sit	own
print	pretty	put	sleep	pick
red	ran	round	tell	seven
run	ride	some	their	shall
said	saw	stop	these	show
see	say	take	those	six
the	she	thank	upon	small
three	so	them	us	start
to	soon	then	use	ten
two	that	think	very	today
up	there	walk	wash	together
we	they	were	which	try
where	this	when	work	warm
yellow	too	why	would	
you	under		write	
	want		your	
	was			
	well			
	went			
	what			
	white			
	who			
	will			
	wish			
	with			
	yes			

Kindergarten Sight Words +25

a

and

are

but

can

for

go

have

help

in

is

look

not

of

on

said

see

so

the

they

to

was

we

will

you

THE 6-TRAIT ANALYTIC MODEL FOR WRITING ASSESSMENT

IDEAS~ This trait is the heart of the message, the central idea and the support for that idea. Raters look for clarity (the message must make sense), focus (the topic is narrowed to manageable size) and quality details (beyond the obvious or general).

ORGANIZATION~ This is the internal structure-the skeleton of the piece. Raters look for an inviting opening that gets and holds a reader's attention, sequencing that is both logical and effective, careful linking of one idea or paragraph to another, and an effective ending that ties up loose end and leaves the reader with something to think about.

VOICE~ This is the personal quality of the piece, a sense of the writer behind the words-their individual fingerprints on the page. Raters look for a “flavor” or tone appropriate to the purpose for the writing and the audience, a sense of commitment to the topic, involvement in the writing, enthusiasm, and integrity.

WORD CHOICE~ Raters look first for correct and accurate use of language, words that are vivid and precise rather than general, and language that is appealing, memorable and noteworthy. Effective, original use of everyday words rate high scores. Misuse of language or overreliance on the Thesaurus tends to hurt scores.

SENTENCE FLUENCY~ This trait focuses on the rhythm and cadence of the piece-how does it play to the ear when read aloud? Raters “listen” for smoothness and easy flow. They also look for variety and logic in sentence beginnings, differences in sentence length, and variations in general patterning.

CONVENTIONS~ This trait reflects the general correctness of the piece. Raters look for writing that been edited/proofread with care. They check spelling, punctuation, grammar and usage, paragraphing, and use of capital letters. An addition, another dimension of conventions called “Presentation” can be used to expand this trait into areas of handwriting, neatness, format and layout.

<u>Grade</u>	<u>Ideas & Content</u>	<u>Voice</u>	<u>Word Choice</u>	<u>Sentence Fluency</u>	<u>Organization</u>	<u>Conventions</u>
Kindergarten	I	I				
1st	R	R	I	I		
2nd	R	R	R	R	I	I
3rd	R	R	R	R	R	R
4th	R	R	R	R	R	R
5th	R	R	R	R	R	R

I = Introduced

R = Reinforced

6-Trait Picture Book Bibliography

Trait	Grade Level	Curriculum	Author	Call #	Title
Ideas	1		Depola, E.		Pancakes for Breakfast
Organization	1		Burton, Virginia		The Little House: Her Story
Organization	1		Gantos, Jack		Rotten Ralph
Organization	1		Bang, Molly		The Grey Lady and the Strawberry Snatcher
Organization	1		Briggs, Raymond		The Snowman
Voice	1		Brown, E.		The Important Book
Word Choice	1		Viorst		Alexander and the No Good
Conventions	2				The Stinky Cheese Man
Ideas	2		Lobel		Fables
Ideas	2		Carric		What Happened to Patrick's Dinosaurs
Ideas	2		Louie		Yeh-Shen: A Cinderella Story
Organization	2		Burton		The Little House: Her Story
Organization	2		Wiesner, David		TUESDAY
Voice	2		Patterson		KoKo's Kitten
Voice	2		Ahlber, Janet & Allan		The Jolly Postman or Other People's Letters
	3				The Stinky Cheese Man
Ideas	3		Lobel		Fables
Ideas	3		Louie		Yeh-Shen: A Cinderella Story
Organization	3		Viorst, Judith		Alexander and the No Good
Organization	3		Noble, Trinka		Meanwhile Back at the Ranch
Sentence Fluency	3		Viorst		My Mama Says There are not any Zombies
Voice	3		Coerr, Eleanor		Sadako
Voice	3		Ahlber, Janet & Allan		The Jolly Postman or Other People's Letters
Word Choice	3		Base, Graeme		My Grandma Lives in Goodligulch
Ideas	4	Imagine Book	Baylor		I'm in Charge of Celebrations

Trait	Grade Level	Curriculum	Author	Call #	Title
Ideas	4	Imagine Book	Van Allsburg		Jumanji
Organization	4		Gregory		Across the Wide and Lonesome Prairie
Organization	4		Macaulay, David		Black and White
Organization	4		Fleischman		Seedfolks
Organization	4		Bunting		The Wednesday Surprise
Sentence Fluency	4		Viorst, Judith		If I were in Charge of the World
Voice	4	Author Study	Bunting, Eve		Fly Away Home
Voice	4	Caldecott			Smoky nights
Word Choice	4		Musgrove		Ashanti to Zulu
Organization	5		Fleischman		Seedfolks
Organization	5		Deneberg		So Far From Home
Organization	5		Leguin		Catwings
Sentence Fluency	5		Paulsen, Gary		Dogteam
Voice	5		White		Belle Prater's Boy
Word Choice	5		Paterson		Julious the Baby of the World
Organization	art		Macaulay, David		Black and White
Sentence Fluency	art		Viorst, Judith		If I were in Charge of the World
Voice	art	Caldecott			Smoky Nights
Word Choice	art		Musgrove, Margaret		Ashanti to Zulu: African Traditions
Organization	K		Burton, Virginia		The Little House: Her Story
Organization	K		Bang, Holly		The Grey Lady and the Strawberry
Organization	K		Briggs, Raymond		The Snowman
Voice	K		Brown, E.		The Important Book
Word Choice	K		Viorst		Alexander and the No Good
Word Choice	K, 1, 2, 3, 4, 5	Language	Heller		A Cache of Jewels

Trait	Grade Level	Curriculum	Author	Call #	Title
Word Choice	K, 1, 2, 3, 4, 5	Language	Heller		Kites Sail High
Word Choice	K, 1, 2, 3, 4, 5	Language	Heller		Many Luscious Lollipops
Conventions					Animal Action
Conventions					Gray Wolf
Conventions					Monsters Lunch
Ideas			McLerran		Roxboxen
Ideas			Baylor		Everybody Needs a Rock
Ideas			Allard		Miss Nelson is Back
Ideas			Cannon		Verdi
Organization			Williams, Vera		A Chair for My Mother
Organization			Williams, Vera		A Chair for My Mother
Sentence Fluency			Le Guin, Ursula		Catwings
Sentence Fluency			Fleishman		Joyful Noise: Poem for Two Voices
Sentence Fluency			Forest, David		Stopping by the woods on a Snowy Evening
Voice			Albert		Alejandro's Gift
Voice			Chief Seattle		Brother Eagle Sister Sky
Voice			McNaughton, E		Captain Abdul's Pirate School
Voice			Scieszka		Frog Prince
Voice			Little		Hey World Here I Am
Voice			Scieszka		Math Curse
Voice			Ayelesworth		Old Black Fly
Voice			Polacco		Pink and Say
Voice			Yolen		Sleeping Ugly
Voice			Booth		The Dust Bowl
Voice			Munsch		The Paper Bag Princess

Voice

Voice			Scieszka		The Stinky Cheese Man
Voice			Thaler		The Teacher from the Black Lagoon
Voice			Dahl, Ronald		The Twits
Voice			Bunting, Eve		The Wall
Voice			Zolotow		William's Doll
Word Choice			Rashka, Chris		Yo, Yes?
Word Choice			Stieg, William		Amos and Boris
Word Choice			Rylant, Cythnia		Appalachia
Word Choice			White		Belle Prater's Boy
Word Choice			Steig, William		Caleb and Kate
Word Choice			Byrd		Dakota Dugout
Word Choice			Shannon		David Goes to School
Word Choice			Meddaugh		Hog Eye
Word Choice			Henkes		Julious the Baby of the World
Word Choice			Shannon		No David
Word Choice			Fox, Mem		Possum Magic
Word Choice			Burningham		Seasons
Word Choice			Caple		The Biggest Nose
Word Choice			Dahl		The Twits
Word Choice			Fox		Tough Boris
Word Choice			Sendak		Where the Wild Things Are
Word Choice			Byrd		Who My Favorite Person is?
Word Choice			Rashka		Yo, Yes?

BES IC – Language Arts Resources

Phonemic Awareness/Phonics/Word Work

Sondy Kit, level 2

- Sequenced program to teach word patterns

Patterns for Success in Reading and Spelling, A Multisensory Approach to Teaching Phonics and Word Analysis, (Henry & Redding) , Pro-ed

- Sequenced lessons to teach word patterns, syllables and morphemes

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SRA Reading Lab Kit

Levels 1c (3), 2a, 2b

- Stories, questions, vocabulary, word study

New Practice Readers, Phoenix Learning Resources

Multiple copies at levels A, B, C,D

- Stories with comprehension questions/vocabulary

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Multiple copies at levels A, B, C, D, E, F, G

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Level 5

- Nonfiction skills & strategies
60 story cards & transparencies, science/social studies/lang. arts/ math topics

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Bureau of Education Research

- Model intervention lessons for various stages of reading

Comprehension Strategies DVD, Bureau of Education Research

- Variety of comprehension strategies

Marion Springs—Language Arts Resources

Phonemic Awareness/Phonics/Word Work

Getting Ready to Read: Independent Phonemic Awareness Centers for Emergent Readers (Jo Fitzpatrick, Creative Teaching Press)

Pre K-Grade 1

Sounds in Action: Phonological Awareness Activities & Assessment (Yvette Zgonc)

Kindergarten-Grade 2

Sound Out and Sort: Phonemic Awareness, Phonics, Word Study, and More For Beginning Readers (Debra Pressnall)

***word sorts

Grades 1-2

Word Learning Word Making Word Sorting: 50 Lessons for Success (Judy Lynch)

***ready-to-to lessons that support guided reading, shared reading & writing, and word-work lessons in K-2 classrooms

Kindergarten-Grade 2

Daily Word Ladders (Timothy Rasinski)

***100 reproducible word study lessons that help kids boost reading, vocabulary, spelling & phonics skills independently

Grades 2-3

Road to the Code: A Phonological Awareness Program for Young Children (Benita A. Blachman, Eileen Wynne Ball, Rochella Black, & Darlene M. Tangel)

***A sequential plan for teaching phonological awareness

Kindergarten-Grade 1?

Comprehension

The Human Machine: An Owner's Guide to the Body (Richard Walker)

***text features, expository text—two-page articles, integrated science (1 copy)

Grades 3-4

The Rabbit and the Turtle (Eric Carle)

***one-page fables, narrative text, theme/moral, drawing conclusions, story elements (1 copy)

Grades 3-5

Weird Animals Dictionary: An A to Z of the world's most bizarre creatures (Scholastic)

***Short expository paragraphs written about various unusual animals; good for teaching comparison/contrast, vocabulary,

inference; expository text features (3 copies)

Retelling Strategies to Improve Comprehension (Darla Shaw)

***Effective hands-on strategies for fiction and nonfiction that help students remember and understand what they read

Grades 1-5

Reading With Meaning: Teaching Comprehension in the Primary Grades (Debbie Miller)

***techniques for modeling thinking in inferring, asking questions, making connections, determining importance in text, creating mental images, and synthesizing information; ideas for children's responses to literature through book clubs, as well as other oral, written, artistic, and dramatic responses

Pre-K-2

Reading Comprehension Lessons: Using Text Structures to Improve Expository Text Comprehension (Norma Dyck, Ed.D.)

***The author, one of the writers of the first Kansas reading assessments, has created reproducibles and guidelines for teaching the five text structures, accompanied by graphic organizers. **An essential for teaching text structures!**

Grades 3-5

Fluency

25 Just-Right Plays for Emergent Readers

***Short reproducible plays for building fluency, practice sight words, many are seasonal

Kindergarten-Grade 1

Great Leaps Reading Grades K-2 (Cecil D. Mercer & Kenneth U. Campbell)

***passages for practicing fluency in letter recognition, sound awareness, phonics, high frequency words, phrases, and stories

Kindergarten-Grade 2

Great Leaps Reading Grades 3-5 (Kenneth U. Campbell)

***passages for practicing fluency in phonics, sight phrases, and stories

Assessment

DIBELS Assessment (Black 3-ring notebook) **DISTRICT ASSESSMENT**

***Kindergarten-Grade 2 Benchmark and some Progress Monitoring materials
(multiple copies)

Kindergarten-Grade 2

95% Group: Using DIBELS Data to Inform Intervention Instruction

***3-ring notebook from October, 2006 inservice regarding grouping students according to their DIBELS scores

Miscellaneous Professional Reading

The Struggling Reader: Interventions That Work (J. David Cooper, David J. Chard, & Nancy D. Kiger)

***provides interventions in oral language, phonemic awareness, word recognition, vocabulary, fluency, comprehension, and writing

Helping the Struggling Reader: What to Teach and How to Teach It (Second Edition)
(Nita Sundbye, Ed.D. & Linda Jones McCoy, Ed.D)

***provides teaching plans to parents and teachers of children who are struggling to read

Reading Essentials: The Specifics You Need to Teach Reading Well (Regie Routman)

Help for Struggling Readers: Strategies for Grades 3-8 (Michael C. McKenna)

Differentiation in Practice: A Resource Guide for Differentiating Curriculum Grades K-5
(Carol Ann Tomlinson & Caroline Cunningham Eidson)

Differentiating Instruction for Students with Learning Disabilities: Best Practices for General and Specific Educators (William N. Bender)

Differentiating Instruction in the Regular Classroom: How to Reach and Teach All Learners, Grades 3-12 (Diane Heacox, Ed.D.)

Other Language Arts Resources

Specific Skill Series

***leveled reproducible booklets provide practice in specific reading skills (sequence, drawing conclusions, inference, main idea, looking for information in the text, context clues, and vocabulary)

Grades 1/2-5

Reading Rods

***Manipulatives provide hands-on practice for students as they snap together letters, root words and affixes, onsets and rimes to create words. There are different kits for affixes/root words, individual letters, word families, and making

sentences

Kindergarten-Grade 5

SRA Reading Laboratory, 4th Grade

***individual stories that students can read and check individually, focusing on comprehension and vocabulary

Write Time for Kids

Time for Kids: Exploring Nonfiction

***Both of these boxes contain one page articles with activities and questions for students to work with non-fiction text covering a variety of topics. Great examples of text features!

(Grades 4-5)

Assorted Big Books

Assorted Sets of Leveled Books

Kindergarten-Grade 5+

Versatiles

***Provides a novel way for students to practice phonics—self-checking

“Box of Letters”

***Letter cards can be used for “Making Words,” word work, segmenting and blending, letter recognition, etc.

Games

Boggle, Jr.

***words and letters

Sight Word Bingo

Making & Breaking

***word families

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Bureau of Education Research

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Comprehension Strategies DVD, Bureau of Education Research

- Variety of comprehension strategies