

K-12 Remedial Reading Curriculum



**Approved by the
Board of Education
September 10, 2009**

Table of Contents

Page #	Section
3	K-12 Remedial Reading Committee
4	K-12 Remedial Reading Goals
5	Rationale
6	Equity/Technology/Research/Workplace and Job Statement
7	Depth of Knowledge
11	Scope and Sequence
17	K-4 Remedial Reading Entrance/Exit and Program Guidelines
18	5-12 Remedial Reading Entrance/Exit and Program Guidelines
	Grade Level Curriculums
20	Kindergarten
30	First Grade
41	Second Grade
54	Third Grade
69	Fourth Grade
81	Fifth-Twelfth Grade
89	Appendix A: Instructional Frameworks
91	Appendix B: Program Strategies
98	Appendix C: Assessment Overview
101	Appendix D: Teacher Resources
107	Appendix E: Graphic Organizers
116	Appendix F: Reading/Writing Word Lists
132	Appendix G: Glossary of Terms
146	Appendix H: Show Me Standards/Grade Level Expectations

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School District of the City of St. Charles
400 N 6th Street
St. Charles, Missouri 63301

Board Approved: September 10, 2009

K-12 Remedial Reading Goals

As a result of their participation in City of St. Charles School District's K-12 Remedial Reading program, students will progress in their ability to:

- increase phonemic awareness skills
- increase phonics decoding skills
- increase reading fluency
- increase vocabulary
- increase reading comprehension in fiction and nonfiction by reading strategically
- read independently for information and / or pleasure
- incorporate written communication in response to reading giving credible, sufficient evidence to support responses

K-12 Remedial Reading Rationale

Reading and writing provide a framework for the struggling learner to access fiction and non fiction. Using the GLEs, CLEs, and the City of St. Charles School District K-12 Communication Arts Curriculum as a foundation, the K-12 Remedial Reading Curriculum provides a developmental continuum for students to learn the process of reading, understand the application of reading strategies, apply self-monitoring skills, and communicate knowledge of fiction and nonfiction as life-long learners and as contributing members of society.

The Content and Skills spiral in complexity and difficulty throughout the grade levels. Through a variety of learning activities, students will explore literature representative of a varied cultures, genre, and formats; experience reading for varied purposes; utilize phonemic awareness, phonics, sight words, and context as a process for decoding print; develop self-monitoring strategies to increase comprehension; examine and utilized written language structures; learn and use spelling generalizations; develop and expand vocabulary; and communicate both in writing and orally for a variety of purposes.

The K-12 Remedial Reading curriculum utilizes the same two core conceptual objectives from kindergarten through twelfth grade – reading and writing. The content and skills spiral so that students are gradually challenged and building towards increased complexity and difficulty.

Equity/Technology/Research/Workplace and Job Statement

The City of St. Charles School District believes that it is the right of every student to receive equal opportunities in all educational programs and activities conducted by the district. It is the policy of the Board of Education to accord equal considerations and impartial treatment regardless of race, color, national origin, ancestry, religion, socioeconomic status, sex, age, or disability. In keeping with this policy, the district strives to ensure equitable programs, course offerings, services, facilities, and educational development by equipping all students with technology, research/informational processes, and job preparedness skills.

In the K-12 Remedial Reading classrooms, issues of equity are dealt with in a variety of ways. Many questions related to **Gender Equity, Racial Equity, and Disability** often are addressed as students compare and contrast cultural differences evident in literature selections. Textbook materials used in the classrooms often depict in text and illustrations students with disabilities and cultural differences thus enabling students to explore the issue equity in alternative cultures.

The role of **Technology** and **Research/Information** processing are integrated in vocabulary and concept instruction. K-12 Remedial Reading students utilize technology to access key words, practice skills, for benchmark and progress monitoring assessments in 5th-12th grade, and to apply research techniques. Career related opportunities are incorporated through literature and discussion activities thus preparing students for **Workplace** and **Job**.

Depth of Knowledge

Definition: Measurement of the degree to which the knowledge and skills elicited from students on assessments are as complex as what students are expected to know and do as stated in the curriculum/GLEs/CLEs/Show-Me Standards.

Level One

Recall requires recall of information, such as a fact, definition, term, or simple procedure, as well as performing a simple process or procedure. Level 1 problems involve only one step. A student answering a Level 1 item either knows the answer or does not: that is, the answer does not need to be “figured out” or “solved.” The answer to the question is found verbatim in the text.

Content Examples of Level 1 Depth of Knowledge

- Recall elements and details of story structure, such as sequence of events, character, plot and setting
- Conduct basic mathematics calculations
- Label locations on a map
- Represent in words or diagrams a scientific concept or relationship
- Perform routine procedures like measuring length or using punctuation marks correctly
- Describe the features of a place or person

Level Two

Skills and Concepts includes the engagement of some mental processing beyond recalling or reproducing a response. The content knowledge or process involved is more complex. These actions imply more than one step. Level 2 activities include making observations and collecting data.

Content examples of Level 2 Depth of Knowledge

- Identify and summarize the major events in a narrative
- Use context clues to identify the meaning of unfamiliar words
- Solve routine multiple-step problems
- Describe the cause/effect of a particular event
- Identify patterns in events or behavior
- Formulate a routine problem given data and conditions
- Organize, represent and interpret data

Level Three

Strategic Thinking requires deep knowledge using reasoning, planning, using evidence, and a higher level of thinking than the previous two levels. The cognitive demands at Level 3 are more complex and abstract than at Level 2. The multi-step task requires more demanding reasoning skills. In most instances, requiring students to explain their thinking is at Level 3. Other Level 3 activities include drawing conclusions from observations; citing evidence and developing a logical argument for concepts; explaining phenomena in terms of concepts; and using concepts to solve non-routine problems.

Content examples of Level 3 Depth of Knowledge

- Support student thinking/ reasoning with details and examples

- Use voice appropriate to the purpose and audience
- Identify research questions and design investigations for a scientific problem
- Develop a scientific model for a complex situation
- Determine the author's purpose and describe how it affects the interpretation of a reading selection
- Apply a concept in other context

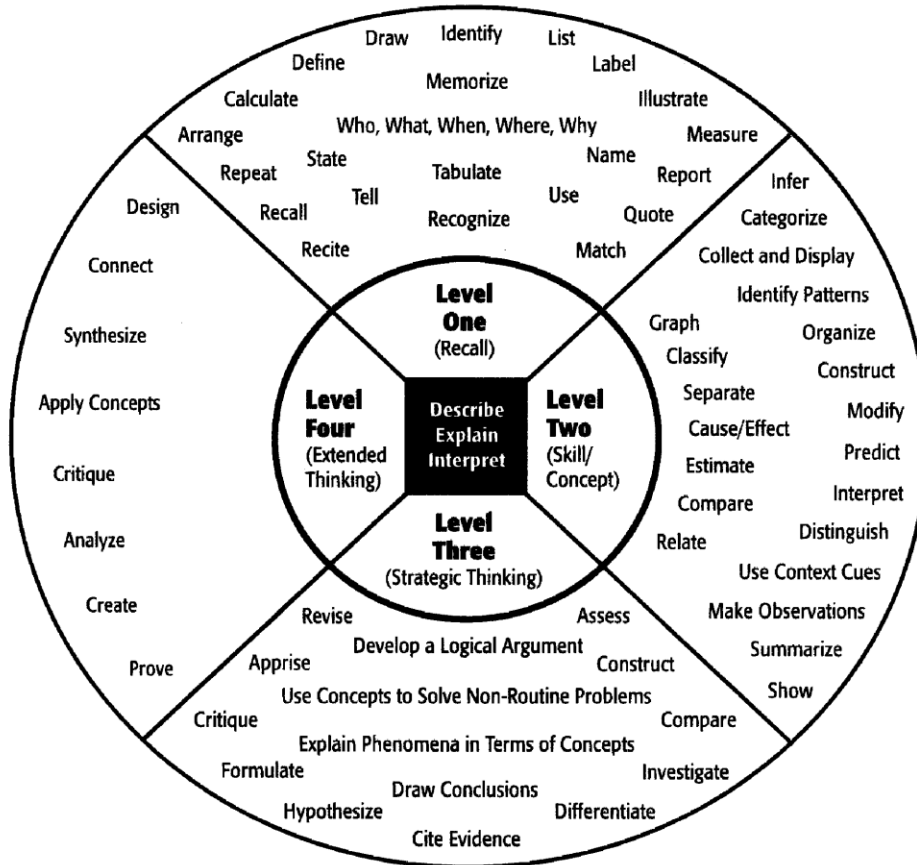
Level Four

Extended Thinking/Reasoning requires high cognitive demand and is very complex. Students are required to make several connections- relate ideas within the content area or among content areas – and have to select or devise one approach among many alternatives on how the situation can be solved. Performance assessments that are open-ended / constructed response type assessment activities requiring significant thought will be Level 4.

Content examples of Level 4 Depth of Knowledge

- Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions
- Apply a mathematical model to illuminate a problem or situation
- Analyze and synthesize information from multiple sources
- Describe and illustrate how common themes are found across texts from different cultures
- Design a mathematical model to inform and solve a practical or abstract situation

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
<p>Students identify letters of the alphabet</p> <p>Students identify sounds letters represent</p> <p>Students identify rhyming words</p>	<p>Students use context clues to identify the meaning of unfamiliar words</p> <p>Students identify main idea and supporting events</p> <p>Students describe cause and effect of a particular event</p>	<p>Students support reasoning with details and specific examples</p> <p>Students clarify misconceptions with new information</p> <p>Students determine the author's purpose and describe how it affects the interpretation of the reading selection</p>	<p>Students analyze multiple resources to synthesize information</p> <p>Students apply / transfer strategies to unfamiliar materials</p> <p>Students establish a connection of ideas from multiple sources</p>

Scope and Sequence

Reading: The student will use a wide variety of reading strategies to understand, evaluate, and interpret grade level fiction, nonfiction, poetry, and drama.

Concepts of Print	K	1	2	3	4	5-12
Recognize upper/lower case letters*	IDE	A	A	A	A	A
Recognize sound/symbol relationships*	IDE	A	A	A	A	A
Recognize words, syllables, contractions, root words with or without inflected endings, prefixes, suffixes, and compound words *		I	D	E	A	A
Utilize Directionality (top/bottom, left/right, front/back)*	IDE	A	A	A	A	A
Track print to speech when listening to a familiar text	ID	DE	E	A	A	A
Identify parts of a book	ID	D	D	E	A	A
Decoding Strategies, Phonemic Awareness & Phonics						
Blend onsets and rimes to read words (word families)*	ID	E	A	A	A	A
Identify rhyming words*	I	DE	E	A	A	A
Generate rhyming words*	I	DE	A	A	A	A
Identify sounds in beginning/middle/end positions in single-syllable words*	ID	DE	E	A	A	A
Count syllables in words (auditory)	I	DE	A	A	A	A
Count words in sentences (auditory)	ID	E	A	A	A	A
Manipulate initial consonant sounds to produce rhyming words*	ID	DE	A	A	A	A
Segment sounds in words (auditory)*	ID	E	A	A	A	A
Use phonemic patterns/blending (auditory)*	ID	E	A	A	A	A
Use letter patterns to blend short vowels (visual)	ID	E	A	A	A	A
Use letter patterns to blend – long vowels (visual)	I	D	E	A	A	A
Use word parts to identify new words (visual)	I	D	E	A	A	A
Decode using syllables and patterns (visual)*		I	D	D	E	A
Fluency						
Read grade level text accurately *		ID	D	DE	EA	A
Read grade level text with expression*		ID	D	DE	EA	A
Meets grade level benchmark for oral reading rate		ID	DE	A	A	A
Recognize grade level core words automatically*	IDE	DEA	A	A	A	A
Adjust rate for type and difficulty of text*			I	D	E	E
Comprehension Strategies						
Before Reading						
Select books at independent reading level		ID	E	A	A	A
Preview the text *	IDE	A	A	A	A	A
Predict/ask/answer questions based on prior knowledge & preview *	I	D	D	D	E	E
Set purpose for reading (enjoyment, information, complete task)*		I	D	E	A	A

An * indicates that the objective corresponds to a specific GLE or CLE

Scope and Sequence

(cont.) Reading	K	1	2	3	4	5-12
Recognize text features of genres: poetry, fiction, nonfiction, plays*		I	D	E	A	A
Make text to self connections (before, during, after)*	I	ID	D	DE	E	A
Make text to text connections (before, during, after)*	I	I	D	DE	E	A
Make text to world connections (before, during, after)*			I	DE	E	A
Generate synonyms for vocabulary words*		I	D	DE	E	E
Generate antonyms for vocabulary words*		I	D	D	D	D
During Reading						
Self-correct mistakes while reading*	I	I	D	E	E	E
Clarify the meaning of new words and/or ideas	I	I	D	E	A	A
Use context clues to read and understand new words *	I	I	D	E	A	A
Recognize the correct meaning for a multi-meaning word in a given context			ID	DE	E	E
Identify/interpret narrative elements (B/M/E, characters, setting, problem & solution, and important events) (during and after)*	I	ID	D	D	DE	A
Identify topic, main ideas, and supporting details in nonfiction (during and after)*	I	ID	D	E	E	A
Use picture/rebus clues to enhance understanding of text	IDE	E	E	A	A	A
Respond to questions with text-based support (during and after)	I	D	D	E	E	E
Question the text to clarify the meaning of words and ideas*	I	I	D	DE	E	E
Use/interpret text features (illustrations, titles, headings, boldface, captions, table of contents, glossary, index, maps)*		I	D	D	E	E
Connect text features to main ideas					ID	E
Make inferences about story elements and topic/main idea/supporting details(during and after)/Draw conclusions*		I	D	D	DE	DE
Make text-based predictions*		I	D	E	A	A
Confirm or reject predictions*		ID	D	E	A	A
Visualize/make mental images*	I	I	D	D	E	E
After Reading						
Compare and contrast narrative elements in fiction *		I	D	E	A	A
Compare and contrast main ideas & details in non-fiction*			I	DE	E	A
Compare/contrast nonfiction texts*				ID	E	E
Identify the speaker of a poem, play, fiction or non-fiction piece*		I	D	E	E	E
Identify point of view (during and after)				I	D	D
Identify and explain author's purpose (persuade, inform, entertain)*			I	DE	E	E
Paraphrase in own words (during and after)*			ID	DE	DE	E
Summarize fiction and non-fiction (during and after)*			ID	DE	E	E

Scope and Sequence

(cont.) Reading	K	1	2	3	4	5-12
Sequence events*	I	ID	D	E	E	E
Retell selection including character, setting, problem/solution (fiction) or topic, main idea, and details (nonfiction)*	I	I	ID	DE	DE	DE
Evaluate the actions and choices of characters		I	D	E	E	A
Explain cause and effect relationships*			ID	DE	E	A
Complete/label graphic organizers for fiction and nonfiction text		I	D	E	A	A
Confirm or reject predictions with text-based support*	I	D	D	E	A	A
Distinguish fact from opinion*			ID	D	E	A
Respond to various types of text in writing			I	DE	A	A
Discuss key issues by making text reference as support				I	D	D
Provide evidence of independent reading		I	D	E	A	A
Genre and Literary Techniques						
Read for information *	I	D	E	A	A	A
Read to perform a task (directions, rules, assignments)*		I	DE	E	A	A
Read various genre for literary experience (fiction/nonfiction, fantasy vs. reality, poetry, biography)*	IDE	A	A	A	A	A
Interpret poetry on literal and figurative levels	I	D	D	E	E	E
Identify techniques authors use in text	I	ID	D	D	D	D
Identify and Explain Literary Techniques:						
Repetition	I	D	E	A	A	A
alliteration*			ID	D	E	A
sensory details (imagery)*			ID	E	A	A
simile & metaphor*				ID E	E	E
personification*				I	D	E
simple analogies				I	D	D
Idiom				ID	D	DE

Legend

I	Introduce
D	Develop
E	Essential
A	Apply

Writing: Using the writing process, the student will produce narrative, expository, and persuasive pieces to communicate with various audiences for a variety of purposes.

Capitalization	K	1	2	3	4	5-12
Capitalize first/last name *	IDE	A	A	A	A	A
Capitalize I and other proper names *	ID	E	A	A	A	A
Capitalize days of week, months, holidays, towns, cities, and states*	I	D	DE	A	A	A
Capitalize the beginning of sentences*	I	DE	A	A	A	A
Capitalize parts of a friendly letter (greeting, closing, titles)*		I	DE	A	A	A
Capitalize book titles, counties, countries, government departments, and languages*			I	D	E	A
Punctuation						
Use period end mark*	I	D	E	A	A	A
Use period in abbreviations		I	D	E	A	A
Use question mark as end mark*	I	D	D	E	A	A
Use exclamation as end mark*	I	D	D	E	A	A
Use commas in date*		I	DE	A	A	A
Use commas in a series (comma before and)*			I	D	E	A
Use commas for cities and states*			I	D	E	A
Use commas in compound sentences (coordinating conjunctions)*				I	ID	E
Use commas with an appositive				I	D	E
Use commas after introductory words/phrases				I	DE	A
Use commas in nouns of direct address			I	D	D	E
Use commas in letter greetings, dates, and closings*			IDE	A	A	A
Use apostrophes to show singular possessives*			I	D	D	D
Use apostrophes to show plural possessives						
Use apostrophes in contractions*			I	D	E	A
Use quotation marks in dialogue				I	D	D
Spelling						
Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names*	ID	E	A	A	A	A
Spell grade level core words*	IDE	DE	E	A	A	A
Spell one-syllable words with consonant blends		I	D	D	E	A
Spell contractions, compounds, and common homophones*			I	D	D	D
Spell using suffixes, prefixes*			I	D	D	D
Spell using word patterns*		ID	D	E	E	E
Recognize and use homographs correctly in writing			I	D	D	D

Scope and Sequence

(cont'd) Writing, Parts of Speech	K	1	2	3	4	5-12
Recognize and use homophones correctly in writing			I	D	D	D
Use a variety of strategies and resources to spell words*			I	D	D	D
Identify and use common/proper nouns (naming words)*	I	D	E	A	A	A
Identify and use singular/plural nouns			ID	E	A	A
Identify and use verbs (action words)*	I	DE	E	A	A	A
Use correct verb tense - past, present, future*			I	D	D	D
Identify and use linking and helping verbs				I	D	E
Use subject/verb agreement*		I	D	E	A	A
Use verbs that agree with compound subject*				ID	E	E
Distinguish active and passive verbs						I
Identify and use adjective forms (descriptive words)*		I	D	E	A	A
Identify and use adverbs (words that tell when, where, why, and how)*			I	DE	E	E
Identify and use adverbs to compare*				ID	DE	DE
Identify and use subject pronouns*		I	D	D	E	A
Identify and use object pronouns			ID	D	E	A
Sentences						
Write complete sentences *	I	DE	A	A	A	A
Distinguish between complete sentences and fragments		ID	D	E	A	A
Identify and write declarative, interrogative, and exclamatory sentences*		I	D	E	A	A
Identify Subject/Predicate			I	D	D	E
Identify and write imperative sentences*			ID	E	E	A
Identify and eliminate fragments *			I	DE	E	E
Write compound sentences with coordinating conjunctions*			I	D	E	A
Write and punctuate varied sentences patterns				I	D	E
Write and punctuate complex sentences					I	D
Include prepositional phrases in writing (dependent and independent clauses)				I	D	D
Use writing process to produce various types of writing	I	D	D	E	E	A
Prewrite (brainstorm, outline, or graphic organizers)*	I	D	D	E	E	A
Draft *	I	D	D	D	D	D
Revise to improve ideas *		I	D	DE	DE	E
Revise to improve organization*		I	D	DE	DE	E
Revise to improve word choice (precise and descriptive language)*			I	D	DE	E

Scope and Sequence

(cont.) Writing Parts of Speech	K	1	2	3	4	5-12
Revise to improve sentence fluency*				ID	DE	E
Revise to improve voice (with awareness of audience and purpose)*				ID	D	DE
Edit to improve conventions (proofread)*		I	D	DE	E	E
Publish writing*	I	D	D	E	E	E
Discuss strengths and weaknesses of writing		I	ID	DE	E	E
Copy/Write words from environment	ID	E	A	A	A	A
Label pictures	ID	E	A	A	A	A
Try author techniques in writing following author study (mentor text)	I	ID	D	D	D	D
Write related fact-based sentences/concrete detail (CD, CD)	IDE	E	A	A	A	A
Write narrative with beginning/middle/end (with logical sequence and detailed story elements)*		I	D	E	A	A
Write an expository paragraph with main idea and 3 (or more) concrete details (TS, CD, CD, CD, CS)*		ID E	DE	E	A	A
Write CD/CM chunks				I	D	DE
Write an expository paragraph (ex. TS, CD, CM, CD, CM, CS)					ID	E
Write a persuasive paragraph (TS, CD, CM, CM, CS)*					ID	DE
Write a multi-paragraph expository essay (intro, 1-3 body, conclusion)					ID	E
Write an introductory paragraph					ID	E
Write a body paragraph					ID	E
Write a concluding paragraph					ID	E
Write a friendly letter*		I	DE	A	A	A
Address envelopes			I	DE	A	A

Legend

I	Introduce
D	Develop
E	Essential
A	Apply

K-4 Remedial Reading Guidelines

Course Description

Remedial Reading provides students an intensive, structured opportunity to increase reading, comprehension, and writing skills. The literacy block will include instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension strategies for both fiction and non-fiction. Students will develop writing skills in order to communicate effectively through the writing process. Collaboration between remedial reading teachers, classroom teachers, and teacher leaders ensures a seamless application of reading and writing strategies. Content and Skills are research-based and modified from the Communication Arts Curriculum.

- ◆ A structured language arts curriculum that **supplements** the district curriculum
- ◆ Students will receive remedial reading services based on assessment criteria at or below the 25th percentile Aimsweb and/or at least 1 full year behind on the DRA Assessment.
- ◆ 1 to 6 ratio or smaller
- ◆ Kindergarten may be seen in 1 - 4 ratio beginning in January.
- ◆ Students will be grouped by common guided reading levels.
- ◆ Dual instruction by classroom teacher and Reading Intervention personnel. Remedial Reading will serve as a double dose of reading instruction. It will not replace regular classroom reading instruction.
- ◆ Remedial Reading services should begin no later than the beginning of the 2nd full week of school.
- ◆ Remedial Reading teacher may be a certified reading specialist or a certified elementary teacher
- ◆ Students will exit the Remedial Reading program by following the specific grade level Exit Criteria listed in the curriculum.
- ◆ Remedial Reading teacher will complete the Scoring Guide at interims and report cards. This will be given to the classroom teacher and a copy sent home to parents.
- ◆ Recommended extended year/summer school for students not meeting grade level expectations
- ◆ Parent involvement component is incorporated

5-12 Remedial Reading Guidelines

Course Description

Remedial Reading provides students an intensive, structured opportunity to increase reading, comprehension, and writing skills. The literacy block will include instruction in word decoding, fluency, vocabulary and comprehension strategies for both fiction and non-fiction. Students will develop writing skills in order to communicate effectively through the writing process. Collaboration between remedial reading teachers, classroom teachers, and teacher leaders ensures a seamless application of reading and writing strategies. Content and Skills are research-based and modified from the Communication Arts Curriculum.

- ◆ A structured language arts curriculum that **supplements** the district curriculum
- ◆ Students qualify for the middle school reading class by scoring at least one grade level below on the district approved reading assessment at the end of the previous school year.
- ◆ Students qualify for the high school reading class by scoring at least one grade level below on a district approved reading assessment at the end of 8th grade.
- ◆ At the high school level, remedial reading is only available to freshmen. Remedial Reading services may be extended to other grade levels in future.
- ◆ 1 to 10 ratio or smaller
- ◆ Remedial Reading will serve as a double dose of reading instruction.
- ◆ Remedial Reading teacher may be a certified reading specialist or a certified middle or high school teacher
- ◆ Remedial Reading teacher will complete the Scoring Guide at interims and report cards. This will be given to the classroom teacher and a copy sent home to parents.
- ◆ Students will exit the Remedial Reading program by following the specific grade level Exit Criteria listed in the curriculum.
- ◆ Recommended extended year/summer school for students not meeting grade level expectations
- ◆ Parent involvement component is incorporated.

**K-12 Remedial Reading Curriculum - Kindergarten
Reading**

Reading – The student will use a wide variety of reading strategies to understand, evaluate, and interpret grade level fiction, nonfiction, poetry, and drama.

Essential Question (s):

What do good readers do?

English/Language Arts Standards: Missouri Standards: 1.5, 1.6, 1.7, 1.8, 3.4, 3.5,

A. Content and Skills

By the end of kindergarten, all students should know:	By the end of kindergarten, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking, Extended Thinking)
1. Concepts of Print (IDE)	1a. Recognize upper/lower case letters with 100% accuracy (IDE) 1b. Recognize sound/symbol relationships with 100% accuracy (IDE) 1c. Read a book from left to right, top to bottom, and front to back (IDE) 1d. Complete a return sweep at the end of each line of text (IDE) 1e. Track print to speech when listening to a familiar text (ID) 1f. Recognize parts of a book (cover, title page, author, illustration, title, and body) (ID)	<ul style="list-style-type: none"> ● Utilize foam, magnetic, letter cards, letter/sound placemats, and dry erase boards to facilitate matching, sorting, and recall of letters (R) ● Track print to speech when listening to a familiar text by using interactive books. ● Alphabet memory - (set of upper and lower case cards) pairs of letters are kept when they match an upper to lower case letter (R) ● Distinguish which written letter is associated with a sound given orally (S/C) ● Utilize big books to show directionality and tracking of print with the use of pointers and fingers (S/C) ● Fountas and Pinnell Leveled Literacy Intervention

**K-12 Remedial Reading Curriculum - Kindergarten
Reading**

By the end of Kindergarten, know:	By the end of Kindergarten, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking, Extended Thinking)
1. cont. Concepts of Print (IDE)		<ul style="list-style-type: none"> • Create posters with a specific letter and pictures of objects which begin with that letter sound (ET) • Chant letters of the alphabet as teacher/student leader points to each one (“A-/a/ apple, B-/b/ bear) (R) • Use think aloud technique to model the strategy of using beginning sound during authentic reading throughout the day (during calendar think aloud how you knew the word was Monday because M begins with/m/ Scaffold so that students are able to verbalize) (R) • Florida Center for Reading Research Games http://www.fcrr.org/forTeachers.htm
2. Decoding Strategies, Phonemic Awareness and Phonics (IDE)	2a. Identify rhyming words when orally given two words (ID) 2b. Use picture clues to read unknown words 2c. Identify beginning and ending sounds in single-syllable words 2d. Count syllables in words (I) 2e. Count words in sentences (ID) 2f. Manipulate initial consonant sounds/letters to produce rhyming words (ID) 2g. Segment sounds in words (auditory) (ID) 2h. Blend sounds together to make words (ID) 2i. Recognize and produce alliterations (I) 2j. Identify single syllables in multi-syllabic words	<ul style="list-style-type: none"> • Identify patterns of rhyming words through the use of nursery rhymes, poems, big books, and word families during shared reading activities (S/C) • Use clapping to demonstrate syllabic breaks in words (whole or small group) (S/C) • Working in pairs, construct high-frequency words with magnetic letters (S/C) • Word family activities – am, ap, at, ed, en, et, ig, ip, it, op, ot, ox, ug, un, ut –locate in shared reading, construct words, etc. (ST)

K-12 Remedial Reading Curriculum - Kindergarten

Reading

By the end of kindergarten, all students should know:	By the end of kindergarten, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking, Extended Thinking)
2. cont. Decoding Strategies, Phonemic Awareness and Phonics (IDE)		<ul style="list-style-type: none"> • Make words with magnetic letters, letter tiles, letter cards, playdough, letter beads, and dry erase boards (ST) • Use Elkonin boxes – push a chip into a box for each sound (S/C) • Sound segment – have a child count the sounds heard in a word, draw that number of boxes, and fill in the boxes with the appropriate letter/letters (S/C) • Fountas and Pinnell Leveled Literacy Intervention
3. What fluent reading sounds like (IDE)	3a. Recognize kindergarten reading words instantaneously (80% accuracy) (IDE) Read Words: I, a, the, of, and, to, in, is, you, that, it, he, for, was, on, are, said, his, she, they, but, had, can, my, see, this, we, what, where, do	<ul style="list-style-type: none"> • To enhance fluency and comprehension, teacher models phrasing with use of echo reading • Power Points of Sight Words <ul style="list-style-type: none"> • Website of Fry Words with resources: http://candohelperpage.com/sightvocab_1.html • Fountas and Pinnell Leveled Literacy Intervention

K-12 Remedial Reading Curriculum - Kindergarten

Reading

By the end of kindergarten, all students should know:	By the end of kindergarten, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking, Extended Thinking)
<p>4. Readers use different strategies before, during, and after reading to better understand what they read (IDE)</p>	<p>Before Reading: 4a: Preview the text (IDE) 4b: Predict/answer questions based on prior knowledge and preview (I) 4c: Make text to self connections (before, during, after) (I)</p> <p>During Reading: 4d: Monitor accuracy and understanding (I) 4e: Identify/interpret story elements (during, after) (beginning/middle/end, characters, setting, problem and solution, and important events) 4f: Use picture/rebus clues as a comprehension strategy (IDE) 4g: Respond orally to questions with text-based support during and after reading (I) 4h: Make text-based predictions</p> <p>After Reading: 4i: Sequence events, steps, etc. (I) 4j: Confirm or reject predictions (I)</p>	<ul style="list-style-type: none"> • Brainstorm predictions about story content based on title and cover illustration during whole group or guided reading lessons (S/C) • Do a picture walk and discuss what a story may be about (S/C) • Rebuild in sequential order a story utilizing pictures or teacher written sentence strips (S/C) • As a class, create a Venn diagram to show similarities and/or differences between story characters and personal experiences (ET) • After a shared reading create a chart of real and make-believe events in a story (individuals, pairs, small, or whole group) (ET) • Build a story map including characters, setting problem, events and ending (ST) • Teacher reads poetry using enlarged text with the class. Student and teacher repeatedly reread poem(s) and draw/label pictures that represent ideas in the poem (i.e. poetry journals) (R) • Utilized choral reading, paired reading, whisper reading, buddy reading to further develop reading (S/C) • Fountas and Pinnell Leveled Literacy Intervention

**K-12 Remedial Reading Curriculum - Kindergarten
Reading**

By the end of kindergarten, all students should know:	By the end of kindergarten, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking, Extended Thinking)
5. Different genres have different characteristics (I)	Genre and Literary Techniques: 5a. Read various genres for literary experience (fiction/nonfiction, fantasy vs. reality, poetry, biography) (IDE) 5b: Recognize text features of genres: fiction, nonfiction (I)	<ul style="list-style-type: none"> • Identify various genres in appropriate leveled text. Chart or log different types as a group. • Fountas and Pinnell Leveled Literacy Intervention

C. Application Level Assessment (ALA)

1. Student will score at the 50% for Aimsweb on a progress monitor or benchmark probe for Letter Naming Fluency, Letter Sound Fluency, Phonemic Segmentation Fluency, and Nonsense Word Fluency.
3. Students will demonstrate directionality (top/bottom, left/right, front/back)
4. Students will read with at least 80% accuracy the Kindergarten Sight Words (I, a, the, of, and, to, in, is, you, that, it, he, for, was, on, are, said, his, she, they, but, had, can, my, see, this, we, what, where, do)
5. Students will be able to read and comprehend grade level text according to DRA Assessment.

**K-12 Remedial Reading Curriculum - Kindergarten
Reading**

D. Exit Criteria

1. Student will recognize score at or above the 50% on Letter Naming Fluency, Letter Sound Fluency, Phonemic Segmentation Fluency, and Nonsense Word Fluency.
2. Utilize directionality (top/bottom, left/right, front/back)
3. Read with 80% accuracy the Kindergarten Sight Words instantaneously (I, a, the, of, and, to, in, is, you, that, it, he, for, was, on, are, said, his, she, they, but, had, can, my, see, this, we, what, where, do)

D. Scoring Guide for Kindergarten Application Level Assessments

	Alphabet Recognition	Letter Sound Recognition	Phonemic Awareness and Phonics	Kindergarten Sight Words	Reading and Comprehending Grade Level Text
Advanced 4					
Proficient Meets Expectations 3	50% on Letter Naming Fluency	50% on Letter Sound Fluency	50% on Phonemic Segmentation and Nonsense Word Fluency	Read 24 of 30 words	Scores in the independent range for fluency and comprehension on the DRA at an “on grade level” text.
Basic Making Progress 2	25%-49% Letter Naming Fluency	25%-49% Letter Sound Fluency	25%-49% Phonemic Segmentation and Nonsense Word Fluency	Read 20-23 of 30 words	Scores in the independent range for fluency and comprehension on the DRA 1 level below “on grade level” text.
Below Basic Area of Concern 1	24%-Below Letter Naming Fluency	24%-Below Letter Sound Fluency	24%-Below Phonemic Segmentation and Nonsense Word Fluency	Read 19 or fewer of 30 words	Scores in the independent range for fluency and comprehension on the DRA more than 1 level below “on grade level” text.

K-12 Remedial Reading Curriculum - Kindergarten

Writing

Writing - The student will produce narrative, expository, and persuasive pieces to communicate with various audiences for a variety of purposes.

Essential Question(s):

What do good writers do?

Where do good ideas for writing come from?

What makes writing easy to read?

English/Language Arts Standards: Missouri Standards: 1.8, 2.1, 2.2, 2.4

A. Content and Skills

By the end of kindergarten, all students should know:	By the end of kindergarten, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking, Extended Thinking)
1. Some words need a capital letter and some do not	1a. Capitalize own first/last name (IDE) 1b. Capitalize I, beginning of sentences (ID)	<ul style="list-style-type: none"> • Sky, air, and back writing (R) • Write the room – copying environmental print (S/C) • Interactive writing – group shared writing (S/C) • Students write name for graphing (S/C)
2. Different marks go at the end of a sentence	2a. Use period end mark (I)	
3. Sounds help us spell words	: 3a. Spell independently by using phonetic knowledge, sounds, and knowledge of letter names (ID)	<ul style="list-style-type: none"> • Make CVC words using (ST) <ul style="list-style-type: none"> ○ Magnetic letters ○ White boards ○ Letter cards ○ Letter tiles ○ Letter stamps ○ Playdough • Cheer the word (R) • Fountas and Pinnell Leveled Literacy Intervention

**K-12 Remedial Reading Curriculum - Kindergarten
Writing**

By the end of kindergarten, all students should know:	By the end of kindergarten, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking, Extended Thinking)
4. Words have different jobs		
5. A sentence tells a complete thought or idea	5a. Write complete sentences – fact-based/thought-based (I)	<ul style="list-style-type: none"> ● Fountas and Pinnell Leveled Literacy Intervention
6. Writing takes more than one step	6a. Use writing process, Think it (brainstorm, visualize), Say it (verbalize), Write it (encoding, draft), Read it (revise), Check it (edit)(I)	<ul style="list-style-type: none"> ● Use writing and drawing to express ideas ● Model writing daily – thought process, punctuation/capitals, core/known/environmental words (S/C) ● Provide opportunities for students to engage in writing for various purposes – journal prompts, frame sentences, reading responses (S/C)
7. There are different types of writing	7a. Copy/write words from environment (ID) 7b. Label pictures using sound spelling (ID) 7c. Complete a frame sentence	<ul style="list-style-type: none"> ● Create a class or individual book of zoo animals using headings and captions to label the animals (ET) ● Using a picture prompt, teacher models speaking and then writing a fact-based sentence followed by a thought-based sentence about the picture Students can practice with a partner (S/C) ● Use writing and drawing to express ideas ● Fountas and Pinnell Leveled Literacy Intervention

K-12 Remedial Reading Curriculum - Kindergarten

Writing

By the end of kindergarten, all students should know:	By the end of kindergarten, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking, Extended Thinking)
8. How to write letters that are easy to read	8a. Use the concepts of print (left to right, top to bottom, spaces between words, punctuation, frame sentences and pencil grip) (ID) 8b. Write in manuscript (ID)	<ul style="list-style-type: none"> • Fine motor development: <ul style="list-style-type: none"> ○ Students tear paper ○ Paint/gel/shaving cream in a plastic bag ○ Textured letters (sandpaper) ○ Transfer items from one container to another using different utensils (tongs, clothes pins) (R) ○ Stamping letters/numbers ○ Fountas and Pinnell Leveled Literacy Intervention

<p>C. Application Level Assessment (ALA)</p> <ol style="list-style-type: none"> 1. Students will write their first and last name using proper capitalization 2. Writes a thought using sound spelling 3. Labels a picture to communicate an idea 4. Writes a complete sentence using sound spelling and conventional spelling
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<p>D. Exit Criteria</p> <p>No exit criteria for writing.</p>

K-12 Remedial Reading Curriculum - First Grade Reading

Reading - The student will use a wide variety of reading strategies to understand, evaluate, and interpret grade level fiction, nonfiction, poetry, and drama.

Essential Question(s):

What do good readers do?

What should I do when I don't understand what I am reading?

What can I do while I'm reading to help me remember what I read?

English/Language Arts Standards: Missouri Standards: 1.5, 1.6, 1.7, 1.8, 3.4, 3.5

A. Content and Skills

By the end of 1st grade, all students should know:	By the end of 1st grade, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking, Extended Thinking)
1. Concepts of print	1a. Recognize upper/lower case letters (A) 1b. Recognize sounds/syllable relationships (A) 1c. Recognize root words (with or without inflected endings), compound words, and contractions (I) 1d. Utilize directionality (top/bottom, left/right, front/back) (A) 1e. Track print to text while listening to familiar text (DE) 1f. Identify parts of a book, cover, table of contents, glossary, title page (D)	<ul style="list-style-type: none"> • Magnetic letters, letter stamping, matching upper/lower case letters, file folder games, Starfall.com (R) • Sound bingo (R) • Highlighted strips, listening center, finger puppets (R) • Track print while teacher is reading (R) • Fountas and Pinnell Leveled Literacy Intervention • Florida Center for Reading Research Games http://www.fcrr.org/forTeachers.htm

K-12 Remedial Reading Curriculum - First Grade

Reading

By the end of 1st grade, all students should know:	By the end of 1st grade, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking, Extended Thinking)
<p>2. Decoding strategies including phonemic awareness and phonics</p>	<p>2a. Blend onsets and rimes to read words (Use word families to read words) (DE) 2b. Identify rhyming words (DE) 2c. Manipulate initial sounds to produce rhyming words (DE) 2d. Identify sounds to make beginning, middle, end positions (DE) 2e. Count syllables in words (DE) 2f. Participate in phonemic awareness activities to improve word recognition (blending, segmenting, rhyming, syllable deletion, counting words in oral sentence) (E)</p>	<ul style="list-style-type: none"> • Make rhyming word charts, posters • Manipulate letter tiles or blocks to make letter sounds to create words (S/C) • Memory/concentration (ST) • Read the room; read the school (R) • Elkonin Boxes (Appendix D) • Say it Move It (Appendix D) • Uses Teaching Point Word • Uses Making and Breaking Activity for onsets and rhymes, inflected endings, changes in vowels and ending consonants for decoding • Fountas and Pinnell Leveled Literacy Intervention • Florida Center for Reading Research Games http://www.fcrr.org/forTeachers.htm

K-12 Remedial Reading Curriculum - First Grade

Reading

By the end of 1st grade, all students should know:	By the end of 1st grade, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking, Extended Thinking)
<p>3. What fluent reading sounds like</p>	<p>3a. Read appropriate instructional level text accurately (ID) 3b. Read appropriate instructional level text with expression (ID) 3c. Self-correct mistakes while reading (ID) 3d. Recognize grade level sight words (DEA): as, with, at, be, have, from, or, one, by, word, not, all, were, when, your, there, use, an, each, which, how, their, if, will, up, other, about, out, many, then, them, these, so, some, her, would, make, like, him, into, time, has, look, two, more, write, go, number, no, way, could, people, than, first, water, been, call, who, oil, now, find, long, down, day, did, get, come, made, many, part, over</p>	<ul style="list-style-type: none"> • Partner reading/buddies (R) • Prop bags (story in a bag), character puppets, puppets within reading series, plays (S/C) • Word rings which contain vocabulary words and sight words (R) • Running records • Website of Fry Words with resources: http://candohelperpage.com/sightvocab_1.html • Leveled Book Rooms • Reread old favorites (R) • Reread books and poetry to practice phrasing • Fountas and Pinnell Leveled Literacy Intervention

**K-12 Remedial Reading Curriculum - First Grade
Reading**

By the end of 1st grade, all students should know:	By the end of 1st grade, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking, Extended Thinking)
<p>4. Comprehension strategies improve understanding before, during and after reading</p>	<p>Before Reading: 4a. Select a book at an independent level (ID) 4b. Preview the text (A) 4c. Predict/ask/answer questions based on prior knowledge and preview (D) 4d. Set purpose for reading (I) 4e. Recognize text features of genres; poetry, fiction, nonfiction, and plays (I) 4f. Make text to self connections (before, during, after) (ID) During Reading: 4g. Generate synonyms for vocabulary words (I) 4h. Generate antonym for vocabulary words (I) 4i. Self-monitor accuracy and understanding of words or ideas (I) 4j. Use context clues to read and understand new words (ID) 4k. Identify story elements (beginning, middle, end, characters, setting, problem/solution, and important events) During and After (ID) 4l. Identify topic, main ideas, and supporting details in nonfiction (ID) 4m. Use picture/rebus clues (IDE) 4n. Use text features to increase comprehension (illustrations, titles, table of contents, glossary, bold face) (I) 4o. Make text-based prediction (D) 4p. Visualize/make mental images to increase comprehension (ID)</p>	<ul style="list-style-type: none"> • Use 5 finger rule • Book boxes or bags (R) • Picture walk (R) • Use background information (R) • Use Hand Strategy for figuring out unknown words • Prediction games (S/C) • Reciprocal teaching (ST) • Think, pair, share (S/C) • Retell the story or information • Post-it notes to mark questions while reading or words they don't understand (S/C) • Graphic Organizers (Venn diagrams, t-charts, ladder activities, KWL) (R) • Use question ball/dice/spinner-for story element comprehension (R) • Book talks • Somebody, Wanted, But, So (S/C) • Draw, label, or write about events from the B-M-E (beginning/middle/end) of a story (S/C) • Keep a log of books read • Student/teacher conferences for independent reading • Florida Center for Reading Research Games http://www.fcrr.org/forTeachers.htm • Fountas and Pinnell Leveled Literacy Intervention

K-12 Remedial Reading Curriculum - First Grade

Reading

By the end of 1st grade, all students should know:	By the end of 1st grade, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking, Extended Thinking)
5. Characteristics of fiction and nonfiction	5a. Read various genre for literary experience (fiction/nonfiction, fantasy vs. reality, poetry, biography) (A) 5b. Read for information (D) 5c. Read to perform a task (I)	<ul style="list-style-type: none"> • Identify various genres in appropriate leveled text. Chart or log different types as a group. • Fountas and Pinnell Leveled Literacy Intervention

**K-12 Remedial Reading Curriculum - First Grade
Reading**

C. Application Level Assessment (ALA)

Student will read leveled text with:

1. Student will score 90-94% word accuracy
2. Student will score 80% comprehension

D. Exit Criteria

1. Student will read less than six months below grade level with 90-94% decoding accuracy
2. Student will answer explicit/implicit comprehension questions with 80% accuracy
3. Student will score at or above the 50% on Aimsweb 1st Grade Assessments.
4. Student will know at least 80% of 1st Grade Sight Word list instantaneously.
5. Student will read within 6 months of on at grade level on DRA Assessment.

Elementary Reading Scoring Guide Grades 1-4

	Fluency	Comprehension	Strategic Reading*	Independent Reading
4. Advanced Always...	In text at or above grade level: <ul style="list-style-type: none"> – reads accurately – reads orally at a pace comparable with talking – reads with expression that accurately interprets the text 	In text at or above grade level: <ul style="list-style-type: none"> – retells and summarizes text – completes graphic organizers to show understanding – contributes to discussions – answers questions completely with text –based support 	In text at or above grade level: <ul style="list-style-type: none"> – uses multiple strategies to read and understand – monitors accuracy and self-corrects mistakes – monitors understanding while reading; repairs misunderstanding 	In text above grade level: <ul style="list-style-type: none"> – completes books – can discuss books – selects ‘just right’ books – understands books read independently
3. Proficient Consistently	In text at grade level: <ul style="list-style-type: none"> – reads accurately – reads orally at a pace comparable with talking – reads with expression that accurately interprets the text 	In text at grade level: <ul style="list-style-type: none"> – retells and summarizes text – completes graphic organizers to show understanding – contributes to discussions – answers questions completely with text –based support 	In text at grade level: <ul style="list-style-type: none"> – uses multiple strategies to read and understand – monitors accuracy and self-corrects mistakes – monitors understanding while reading; repairs misunderstanding 	In text at grade level: <ul style="list-style-type: none"> – completes books – can discuss books – selects ‘just right’ books – understands books read independently
2. Basic Sometimes...	In text at grade level: <ul style="list-style-type: none"> – reads accurately – reads orally at a pace comparable with talking – reads with expression that accurately interprets the text 	In text at grade level: <ul style="list-style-type: none"> – retells and summarizes text – completes graphic organizers to show understanding – contributes to discussions – answers questions completely with text –based support 	In text at grade level: <ul style="list-style-type: none"> – uses multiple strategies to read and understand – monitors accuracy and self-corrects mistakes – monitors understanding while reading; repairs misunderstanding 	In text at grade level: <ul style="list-style-type: none"> – completes books – can discuss books – selects ‘just right’ books – understands books read independently
1. Below Basic Seldom...	In text at grade level: <ul style="list-style-type: none"> – reads accurately – reads orally at a pace comparable with talking – reads with expression that accurately interprets the text 	In text at grade level: <ul style="list-style-type: none"> – retells and summarizes text – completes graphic organizers to show understanding – contributes to discussions – answers questions completely with text –based support 	In text at grade level: <ul style="list-style-type: none"> – uses multiple strategies to read and understand – monitors accuracy and self-corrects mistakes – monitors understanding while reading; repairs misunderstanding 	In text at grade level: <ul style="list-style-type: none"> – completes books – can discuss books – selects ‘just right’ books – understands books read independently

Level 4 – student always completes assigned and independent reading with no support and a high level of understanding. Level 3 – student is consistent and completes assigned and independent reading with adequate comprehension and little support. Level 2 – student is inconsistent and still needs reminders and support to complete assigned and independent reading; demonstrates incomplete understanding. Level 1 – student needs frequent reminders and significant support to complete assigned and independent reading; demonstrates limited understanding.

* Strategies include visualizing, inferring/predicting, summarizing, questioning, connecting, synthesizing, and clarifying/fix-ups

**K-12 Remedial Reading Curriculum - First Grade
Writing**

Writing - Using the writing process, the student will produce narrative, expository, and persuasive pieces to communicate with various audiences for a variety of purposes.

Essential Question(s):

What do good writers do?

How do writers find topics to write about?

English/Language Arts Standards: Missouri Standards: 1.8, 2.1, 2.2, 2.4

A. Content and Skills

By the end of 1st grade, all students should know:	By the end of 1st grade, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking, Extended Thinking)
1. That some words need to have a capital letter	1a. Write first/last name with proper capitalization (A) 1b. Capitalize I, names, beginning of sentences (E)	<ul style="list-style-type: none"> • Model/Discuss/Share complete sentences • Fountas and Pinnell Leveled Literacy Intervention
2. When to use each type of end mark	2a. Demonstrate correct usage of end marks (period, exclamation, question) (D)	<ul style="list-style-type: none"> • Model/Discuss/Share correct use of end marks • Fountas and Pinnell Leveled Literacy Intervention

K-12 Remedial Reading Curriculum - First Grade

Writing

By the end of 1st grade, all students should know:	By the end of 1st grade, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking, Extended Thinking)
3. Some words can be spelled by using sounds and other words are remembered whole	3a. Spell independently by using sound spelling and knowledge of letter sounds (D) 3b. Spell decodable grade level words (D) 3c. Spell core words (IDE) 3d. Spell one syllable words with consonant blends (I) 3e. Use High Frequency Onsets & Rimes (Adams, Wylie & Durrell) to spell one-syllable words See Sitton Spelling Priority and Core List in Appendix F	<ul style="list-style-type: none"> • Word Rings (R) • Making Words (SC) • Cut up words (R) • Guess the covered word (ST) • Uses Elkonin boxes to segment words for writing (Appendix D) • Say It Move It (Appendix D) • Uses Making and Breaking Activity for onsets and rhymes, inflected endings, changes in vowels and ending consonants for encoding • Use Phonemic Awareness activities • Use ABC chart as writing resources • Build sight word vocabulary • Fountas and Pinnell Leveled Literacy Intervention
4. Parts of speech: A noun is a person, place, or thing		
5. Parts of speech: A verb is an action word		
6. An adjective describes a noun		
7. Parts of speech: A pronoun takes the place of a noun		

**K-12 Remedial Reading Curriculum - First Grade
Writing**

By the end of 1st grade, all students should know:	By the end of 1st grade, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking, Extended Thinking)
8. Writing is a process with many steps	8a. Use writing process, Think it (brainstorm and organize), Say it (verbalize), Write it (encoding a draft), Read it (revise), Check it (edit) 8b. Write in response to text read	<ul style="list-style-type: none"> • Web ideas • Save pieces of writing in a folder or portfolio for authentic revision and editing (S/C) • Incorporate drawing, visualization to convey/support meaning • Restate the question in your general answer • Fountas and Pinnell Leveled Literacy Intervention
9. Writing Genres: There are different kinds of writing and each has its own characteristics	10a Copies/writes words from environment (E) 10b. Labels pictures (E) 10c. Write complete sentences (complete thought) who/what (DE)	<ul style="list-style-type: none"> • Use double column graphic organizer. On the left side, write something that happened in the story. On the right side, write the thought related to the sentence on the left (S/C) • Sort fact and thought-based sentences • Use examples from classroom library to show different genres (R) • Study techniques of authors (patterns, border, onomatopoeia, humor, repetition) (ST) • Fountas and Pinnell Leveled Literacy Intervention
10. What makes handwriting easy to read	11a. Use concepts left/right, top/bottom, spaces between words, legible letters, and numbers (D)	<ul style="list-style-type: none"> • Utilize a manipulative (popsicle stick, tongue depressor) to assist with spaces in writing • Lined paper illustrating top, middle, bottom

K-12 Remedial Reading Curriculum - First Grade

Writing

C. Application Level Assessment (ALA)

1. Write two related sentences on a topic.

**K-12 Remedial Reading Curriculum - Second Grade
Reading**

Reading - The student will use a wide variety of reading strategies to understand, evaluate, and interpret grade level fiction, nonfiction, poetry, and drama.

Essential Question(s):

What do good readers do?

What should I do when I don't understand what I'm reading?

What can I do while I'm reading to help me remember what I'm reading?

English/Language Arts Standards: Missouri Standards: 1.5, 1.6, 1.8, 3.2, 3.3, 3.4, 3.5

A. Content and Skills

By the end of 2nd grade, all students should know:	By the end of 2nd grade, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking, Extended Thinking)
1. Concepts of print	1a. Recognize words, syllables, contractions, root (base) words with or without inflected endings, prefixes, suffixes, and compound words (D) 1b. Track print to speech when listening to a familiar text (E) 1c. Identify parts of a book - title, author, illustrator, table of contents, glossary, index (D)	<ul style="list-style-type: none"> ● Create a literature rich environment including a variety of genre (fiction, nonfiction, fantasy, realistic fiction, poetry, plays, etc.) ● Identify elements of print using a wide variety of text on various levels of difficulty (R) ● Fountas and Pinnell Leveled Literacy Intervention ● Florida Center for Reading Research Games http://www.fcrr.org/forTeachers.htm

**K-12 Remedial Reading Curriculum - Second Grade
Reading**

By the end of 2nd grade, all students should know:	By the end of 2nd grade, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking, Extended Thinking)
<p>2. Decoding strategies, phonemic awareness, and phonics. Multiple strategies for figuring out words while reading</p>	<p>2a. Blend onsets and rimes to read words (A) 2b. Identify rhyming words (E) 2c. Identify sounds in beginning/ middle/ end positions in single-syllable words (E) 2d. Count syllables in words (A) 2e. Use letter patterns to blend—long vowels (E) 2f. Use word parts to identify new words (E) 2g. Decode using syllables and patterns (D) 2h. Segment sounds in words (A) 2i. Use phonemic patterns/blending (A) 2j. Use letter patterns to blend short vowels (A) 2k. Use sentence structure to decode 2l. Attack unknown words by using context clues (meaning) 2m. Apply decoding strategies as listed on decoding strategies hand (Appendix D)</p>	<ul style="list-style-type: none"> ● Interpret word parts to determine meaning using suffixes, prefixes, base words, (view, preview, review, and compound words) (snowball, football, etc) (S/C) ● Use available computer software or websites such as gamegoo.com for phonemic awareness practice (S/C) ● Use Starfall.com for phonemic awareness/ phonics practice (S/C) ● Florida Center for Reading Research Games http://www.fcrr.org/forTeachers.htm ● Fountas and Pinnell Leveled Literacy Intervention

K-12 Remedial Reading Curriculum - Second Grade
Reading

By the end of 2nd grade, all students should know:	By the end of 2nd grade, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking, Extended Thinking)
3. What fluent reading sounds like	3a. Read grade level text with accuracy (D) 3b. Read grade level text with expression (D) 3c. Meet grade level bench marks for oral reading rate (DE) 3e. Adjust reading rate for type and difficulty of text (I) 3f. Self-correct mistakes while reading	<ul style="list-style-type: none"> ● Use poetry and other text that promote fluency (S/C) ● Reader’s Theater (S/C) ● Leveled Book Room ● Familiar Reads ● Buddy reading (S/C) ● Engage in a variety of reading in as many ways as possible (S/C) Choral reading, shared reading ● Florida Center for Reading Research Games ● http://www.fcrr.org/forTeachers.htm ● Fountas and Pinnell Leveled Literacy Intervention
4. Reading comprehension strategies to do before reading to increase understanding	4a. Select books at independent reading level (E) 4b. Predict/ask/answer questions based on prior knowledge and preview (D) 4c. Set purpose for reading (D) 4d. Recognize text features of genres: poetry, fiction, nonfiction, plays (D) 4e. Make text to self connections (before, during, after) (D) 4f. Make text to text connections (before, during, after) (D) 4g. Make text to world connections (before, during, after) (I) 4h. Generate synonyms for vocabulary words (D) 4i. Generate antonyms for vocabulary words (D)	<ul style="list-style-type: none"> ● Use 5 finger (when choose a book if there are more than 5 unknown words on a page, it is too hard) Goldilocks rule (when choosing a book, ask if the book is too easy, too hard, or just right) (S/C) ● Text walk (R) ● Picture walk ● Construct “I wonder” questions before reading a text (S/C) ● Predict before reading using drawing and/or writing (R) ● Activate background knowledge using a KWL chart (S/C) ● Reciprocal teaching – review vocabulary before reading ● Teacher Think Aloud ● Use graphic organizer

**K-12 Remedial Reading Curriculum - Second Grade
Reading**

By the end of 2nd grade, all students should know:	By the end of 2nd grade, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking, Extended Thinking)
<p>5. During reading strategies that increase understanding</p>	<p>5a. Self correct mistakes while reading (D) 5b. Clarify the meaning of new words and/or ideas (D) 5c. Monitor accuracy and understanding of words and/or ideas (D) 5d. Use context clues to read and understand new words (D) 5e. Identify/interpret narrative elements (beginning/middle/end, characters, setting, problems and solution, and important events) (D) 5f. Use picture/Rebus clues to enhance understanding of text (E) 5g. Respond to questions with text-based support during and after reading (D) 5h. Use/interpret text features to increase comprehension (illustrations, titles, headings) (D) 5i. Draw conclusions/make inferences (during, after) (D) 5j. Make text-based predictions (D) 5k. Visualize/make mental images (D)</p>	<ul style="list-style-type: none"> • Record feelings, questions, sketch to stretch, observations, and/or connections to the reading (S/C, ST)) • Choose five important words from text to summarize what was read (S/C) • Written conversations between two students who take turns reflecting about a shared reading (S/C, ST) • Keep response journals reflecting ideas, questions, connections, or predictions about a text journal could be self to self, student to student, or student to teacher (S/C, ST) • Think aloud or paired readings that provoke a thought, question, or concern can become a point of discussion and/or inquiry (S/C, ST) • Quick writes ask students to quickly capture in writing or drawing what is happening to collect and reflect on ideas generated at critical parts of the reading(S/C, ST)) • Utilize reciprocal teaching strategies (ST) • Independent reading bookmarks with strategies or to mark spots to share during reading conferences • Fountas and Pinnell Leveled Literacy Intervention

**K-12 Remedial Reading Curriculum - Second Grade
Reading**

By the end of 2nd grade, all students should know:	By the end of 2nd grade, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking, Extended Thinking)
<p>6. Ways to show understanding after reading</p>	<p>6a. Identify Compare and contrast narrative elements in fiction (D) 6b. Identify Compare and contrast main ideas and details in nonfiction (I) 6c. Paraphrase during and after reading (ID) 6d. Summarize fiction and nonfiction (ID) 6e. Sequence events (D) 6f. Retell selection including character, setting, problem/solution (fiction), or topic, main ideas, and details (nonfiction) (ID) 6g. Evaluate the actions and choice of characters (D) 6h. Explain cause and effect relationships (ID) 6i. Complete/label graphic organizers for fiction and nonfiction text (D) 6j. Complete/label graphic organizers for fiction and nonfiction text (D) 6k. Confirm or reject predictions with text-based support (D) 6l. Distinguish fact from opinion (ID) 6m. Respond to various types of texts in writing (I) 6n. Provide evidence of independent reading (D)</p>	<ul style="list-style-type: none"> • Construct some “what if” questions after reading a text (S/C) • Compare and contrast predictions from before the reading to the conclusions of the reading (S/C) • Complete KWL chart or other graphic organizer (R) • Identify facts and opinions within a text(ST) • Draw a story map to retell the events of the story (S/C) • Use the map to write a new story (ST) • Retell the story from the point of view of another character (ST or ET) • Utilize reciprocal teaching strategies • Somebody, wanted, but, so (S/C) • Conference with student • Provide time for students to share what they are reading • Graphic Organizers in Appendix E • Florida Center for Reading Research Games • http://www.fcrr.org/forTeachers.htm • Fountas and Pinnell Leveled Literacy Intervention

**K-12 Remedial Reading Curriculum - Second Grade
Reading**

By the end of 2nd grade, all students should know:	By the end of 2nd grade, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking, Extended Thinking)
7.Characteristics of fiction and nonfiction; techniques authors use to make better writing	7a. Read for information (E) 7b. Read to perform a task (D, E) 7c. Read various genre for literary experience (fiction/nonfiction, fantasy vs. reality, poetry, biography) (A) 7d. Identify techniques author’s use in text (D)	<ul style="list-style-type: none"> • Compare and contrast different genre forms (S/C) • Discuss whether narrative or expository would best suit a topic (ST) • Chart and name techniques authors use (SC) • Fountas and Pinnell Leveled Literacy Intervention

**K-12 Remedial Reading Curriculum - Second Grade
Reading**

C. Application Level Assessment (ALA)

Student will read leveled text with:

1. Student will score 90-94% word accuracy
2. Student will score 80% comprehension

D. Exit Criteria

1. Student will read less than six months below grade level with 90-94% decoding accuracy
2. Student will answer explicit/implicit comprehension questions with 80% accuracy
3. Student will score at or above the 50% on Aimsweb 2nd Grade Assessments.
4. Student will read within 6 months of on grade level text on DRA Assessment.

Elementary Reading Scoring Guide Grades 1-4

	Fluency	Comprehension	Strategic Reading*	Independent Reading
4. Advanced Always...	In text at or above grade level: <ul style="list-style-type: none"> – reads accurately – reads orally at a pace comparable with talking – reads with expression that accurately interprets the text 	In text at or above grade level: <ul style="list-style-type: none"> – retells and summarizes text – completes graphic organizers to show understanding – contributes to discussions – answers questions completely with text –based support 	In text at or above grade level: <ul style="list-style-type: none"> – uses multiple strategies to read and understand – monitors accuracy and self-corrects mistakes – monitors understanding while reading; repairs misunderstanding 	In text above grade level: <ul style="list-style-type: none"> – completes books – can discuss books – selects ‘just right’ books – understands books read independently
3. Proficient Consistently	In text at grade level: <ul style="list-style-type: none"> – reads accurately – reads orally at a pace comparable with talking – reads with expression that accurately interprets the text 	In text at grade level: <ul style="list-style-type: none"> – retells and summarizes text – completes graphic organizers to show understanding – contributes to discussions – answers questions completely with text –based support 	In text at grade level: <ul style="list-style-type: none"> – uses multiple strategies to read and understand – monitors accuracy and self-corrects mistakes – monitors understanding while reading; repairs misunderstanding 	In text at grade level: <ul style="list-style-type: none"> – completes books – can discuss books – selects ‘just right’ books – understands books read independently
2. Basic Sometimes...	In text at grade level: <ul style="list-style-type: none"> – reads accurately – reads orally at a pace comparable with talking – reads with expression that accurately interprets the text 	In text at grade level: <ul style="list-style-type: none"> – retells and summarizes text – completes graphic organizers to show understanding – contributes to discussions – answers questions completely with text –based support 	In text at grade level: <ul style="list-style-type: none"> – uses multiple strategies to read and understand – monitors accuracy and self-corrects mistakes – monitors understanding while reading; repairs misunderstanding 	In text at grade level: <ul style="list-style-type: none"> – completes books – can discuss books – selects ‘just right’ books – understands books read independently
1. Below Basic Seldom...	In text at grade level: <ul style="list-style-type: none"> – reads accurately – reads orally at a pace comparable with talking – reads with expression that accurately interprets the text 	In text at grade level: <ul style="list-style-type: none"> – retells and summarizes text – completes graphic organizers to show understanding – contributes to discussions – answers questions completely with text –based support 	In text at grade level: <ul style="list-style-type: none"> – uses multiple strategies to read and understand – monitors accuracy and self-corrects mistakes – monitors understanding while reading; repairs misunderstanding 	In text at grade level: <ul style="list-style-type: none"> – completes books – can discuss books – selects ‘just right’ books – understands books read independently

Level 4 – student always completes assigned and independent reading with no support and a high level of understanding. Level 3 – student is consistent and completes assigned and independent reading with adequate comprehension and little support. Level 2 – student is inconsistent and still needs reminders and support to complete assigned and independent reading; demonstrates incomplete understanding. Level 1 – student needs frequent reminders and significant support to complete assigned and independent reading; demonstrates limited understanding.

* Strategies include visualizing, inferring/predicting, summarizing, questioning, connecting, synthesizing, and clarifying/fix-up

**K-12 Remedial Reading Curriculum - Second Grade
Writing**

Writing - Using the writing process, the student will produce narrative, expository, and persuasive pieces to communicate with various audiences for a variety of purposes.

Essential Question(s):

What do good writers do?

How can my writing improve?

What writing techniques can we learn from our favorite authors?

English/Language Arts Standards: Missouri Standards: 1.4, 1.8, 2.1, 2.2, 2.3, 2.4

A. Content and Skills

By the end of second grade, all students should know:	By the end of second grade, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking, Extended Thinking)
1. Proper nouns need capital letters. Sentence beginnings need capital letters. Some parts of a friendly letter need to be capitalized	1a. Capitalize I and other proper names (A) 1b. Capitalize days of week, months of the year, holidays, places, towns, cities, and states (DE) 1c. Capitalize book titles, counties, countries, government departments, languages (I) 1d. Capitalize the beginning of sentences (A) 1e. Capitalize in friendly letter (greetings, closings, titles) (DE)	<ul style="list-style-type: none"> • Edit student writing for capitalization (S/C) • Write and edit a friendly letter to reading buddies, principals, etc. (S/C) • Fountas and Pinnell Leveled Literacy Intervention

**K-12 Remedial Reading Curriculum - Second Grade
Writing**

By the end of second grade, all students should know:	By the end of second grade, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking, Extended Thinking)
<p>2. What end marks to use, when to use commas, when to use apostrophes</p>	<p>2a. Use period end mark (E) 2b. Use question mark as end mark (D) 2c. Use exclamation as end mark (D) 2d. Use commas in a series (I) 2e. Use comma in letter closings (IDE) 2f. Use apostrophes in contractions (I) 2g. Use commas for cities and states (I) 2h. Use comma in letter closings (IDE) 2i. Use apostrophes to show singular possessives (I) 2j. Use apostrophes in contractions (I)</p>	<ul style="list-style-type: none"> • Edit a friendly letter for correct punctuation (ST) • Maintain a writing folder or portfolio to use for editing practice (S/C) • Use student examples for group editing • Edit writing with peer buddy • Edit by comparing writing to exemplar • Fountas and Pinnell Leveled Literacy Intervention
<p>3. Strategies for spelling and editing for correct spelling in written work</p>	<p>3a. Spell grade level Priority Words in written work (E) 3b. Spell one syllable words with consonant blends (D) 3c. Spell contractions, compounds, and common homophones (I) 3d. Recognize and use homographs in writing (I) 3e. Recognize and use homophones in writing (I) 3f. Use a variety of strategies and resources to spell words</p> <p>See Sitton Spelling Core and Priority Words in Appendix F</p>	<ul style="list-style-type: none"> • Sort spelling words by patterns (S/C) • Alphabetize spelling words (S/C) • Find new words that follow the spelling word pattern in reading materials or in the environment (ST) • Write sentences/paragraphs using the spelling words (ET) • Chant or clap spelling words (R) • Use the dictionary to study multiple meaning words (S/C) • Find small words in larger words • Write spelling words using different colors for vowels and consonants • Write down the word and see if it looks right

**K-12 Remedial Reading Curriculum - Second Grade
Writing**

By the end of second grade, all students should know:	By the end of second grade, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking, Extended Thinking)
4. The jobs of nouns, verbs, and adjectives in a sentence	4a. Identify common/proper nouns (E) 4b. Identify singular/plural nouns (ID) 4c. Identify verbs (action words) (E) 4d. Use correct verb tense - past, present (I) 4e. Use subject/verb agreement (D) 4f. Identify and use adjectives (descriptive words) (D) 4g. Identify and use adverbs (words that tell when, where, why, and how) (I)	<ul style="list-style-type: none"> ● Sort vocabulary words into parts of speech (S/C) ● Create a group verb wall that can be added to throughout the year (R) ● Using sentence strips with parts of speech in different colors (i.e. red/noun, green/verb, orange/adjective, purple/adverbs), cut the words apart, randomly distribute to students, and have students re-assemble the sentence in correct order (S/C) ● Use Ruth Heller books to explore parts of speech (<i>Luscious Lollipops</i>, etc) (R) ● Act out various verbs
5. The elements of a complete sentence	5a. Write complete sentences—who/what (A) 5b. Distinguish between complete sentences and fragments (DE) 5c. Identify and write declarative, interrogative, and exclamatory sentences (DE) 5d. Identify subject/predicate (who/what) (I) 5e. Write compound sentences (I) 5f. Answer two-part questions using details from the story 5g. Answer a question in a complete sentence, restating the question	<ul style="list-style-type: none"> ● Expand simple sentences by adding adjectives (S/C) ● Sort sentences and sentence fragments (S/C) ● Combine simple sentences (S/C) ● Expand simple sentences by adding Tell Me More Words ● Use word work to build phonics/spelling skills

**K-12 Remedial Reading Curriculum - Second Grade
Writing**

By the end of second grade, all students should know:	By the end of second grade, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking, Extended Thinking)
6. The steps of the writing process improves writing	6a. Use writing process, Think it (brainstorm and organize), Say it (verbalize), Write it (encoding a draft), Read it (revise), Check it (edit) 6b. Write in response to text read	<ul style="list-style-type: none"> • Use graphic organizers to organize ideas for writing (S/C) • Read own writing out loud to self, a partner, or into a tape recorder to listen for fluency and meaning (S/C) • Improve ideas by adding details to a piece of writing (ST) • Have students arrange sentence pieces in an order that makes sense to practice organization skills (S/C) • Incorporate sensory details (S/C) • Write show it, don't tell it sentences (sentences using sensory words) (S/C) • Use a thesaurus to enhance word choice (S/C) • Author's circle to share finished pieces (ET) • Provide specific criteria for students to write about • Use favorite books and authors to develop writing opportunities and vocabulary

**K-12 Remedial Reading Curriculum - Second Grade
Writing**

By the end of second grade, all students should know:	By the end of second grade, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking, Extended Thinking)
7. The difference between narrative and expository writing	7a. Write narrative text with beginning/middle/end (D) 7b. Write expository text with main idea, three or more fact-based details, and a concluding sentence (topic sentence, three concrete details, concluding sentence) (ID) 7c. Write a friendly letter (DE)	<ul style="list-style-type: none"> • Write a friendly letter to pen pals, thank you notes to parents, or other “real audience” (ST) • Write informational paragraph about animals, Martin Luther King, Jr, and other studies in science and social studies (ST) • Retell a story with key elements from the beginning, middle, and end (S/C) • Use a visual organizer to plan a story with a beginning, middle, and end following the style of an author (ET)

C. Application Level Assessment (ALA)

1. Restate the question in their answer and support answer with details from the story

K-12 Remedial Reading Curriculum – Third Grade Reading

Reading - The student will use a wide variety of reading strategies to understand, evaluate, and interpret grade level fiction, nonfiction, poetry, and drama.

Essential Question(s):

Explain what good readers do.

What does a well written constructed response answer include?

Why read?

How does reading equip you to be successful?

Why is it important to develop strong reading skills?

Why is it important to understand what we read?

How will learning new words help you become a better reader?

English/Language Arts Standards: Missouri Standards: 1.5, 1.6, 1.8, 3.1, 3.2, 3.3, 3.4, 3.5

A. Content and Skills

By the end of 3rd grade, all students should know:	By the end of 3rd grade, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking, Extended Thinking)
1. Concepts of print (E,A)	1a. Recognize words, syllables, contractions, root(base) words, prefixes, suffixes, and compound words (E) 1b. Track print to speech when listening to a familiar text (A) 1c. Identify parts of a book (E)	<ul style="list-style-type: none"> • Complete a scavenger hunt to identify the different parts of a book (ie: table of contents, glossary, index, title page, etc.) (R) • Fountas and Pinnell Leveled Literacy Intervention

**K-12 Remedial Reading Curriculum – Third Grade
Reading**

By the end of 3rd grade, all students should know:	By the end of 3rd grade, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking, Extended Thinking)
<p>2. Decoding strategies, phonemic awareness, and phonics (D,A)</p>	<p>2a. Identify rhyming words (A) 2b. Identify sounds in beginning, middle, and end position in single syllable words (A) 2c. Use letter patterns to blend long vowels (visual) (A) 2d. Use word parts to identify new words(visual) (A) 2e. Decode using syllables and patterns (visual) (D) 2f. Blend onsets and rimes to decode 2g. Attack unknown words by using context clues 2h. Use segmenting and blending to decode 2i. Use word parts to identify new words(visual) (A)</p>	<ul style="list-style-type: none"> • Teacher will utilize the reading selection to create a list of words Students will then identify words that rhyme with the words (S/C) • Sort words by syllables, long/short vowels, patterns (R) • Use Reciprocal Teaching strategies of Predicting, Summarizing, Clarifying and Questioning • Use Question Answer Relationship Strategy (Right There, Think and Search, author and You, On My Own) • Use guided reading in various types of literature at students instructional reading level for decoding and comprehension strategy instruction • Use a variety of self-monitoring strategies (sticky notes, coding) • Florida Center for Reading Research Games http://www.fcrr.org/forTeachers.htm • Fountas and Pinnell Leveled Literacy Intervention

K-12 Remedial Reading Curriculum – Third Grade

By the end of 3rd grade, all students should know:	By the end of 3rd grade, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking, Extended Thinking)
<p>3. Fluent reading includes accuracy, expression, and rate (DEA)</p>	<p>3a. Read grade level text accurately (DE) 3b. Read grade level text with expression (DE) 3c. Meets grade level benchmark for oral reading rate (A) 3d. Self correct mistakes while reading (E) 3e. Adjust rate for type and difficulty of text (D) 3f. Recognize sight words automatically (A)</p>	<ul style="list-style-type: none"> • Reading/conferencing with the teacher (S/C) • Running records • Students self assess fluency using a scoring guide (S/C or ST) • Use poetry and other text that promote fluency (S/C) • Reader’s Theater (S/C) • Leveled Book Rooms • Familiar Reads • Buddy reading (S/C) • Engage in a variety of reading in as many ways as possible (S/C) Choral reading, shared reading • Florida Center for Reading Research Games http://www.fcrr.org/forTeachers.htm • Fountas and Pinnell Leveled Literacy Intervention
<p>4. Thinking about text before reading increases understanding (DE)</p>	<p>4a. Select books at independent reading level (A) 4b. Predict/ask/answer questions based on prior knowledge and preview (D) 4c. Set purpose for reading (read for information, read for enjoyment, read to perform a task) (E) 4d. Recognize text features of genres: poetry, fiction, nonfiction, plays (E) 4e. Make text to self connections (before, during after) (DE) 4f. Make text to text connections (before, during, after) (DE) 4g. Make to text to world connections (before, during, after) (DE) 4h. Generate synonyms for vocabulary words (DE) 4i. Generate antonyms for vocabulary words (D)</p>	<ul style="list-style-type: none"> • Make predictions based on prior knowledge after previewing the selection (S/C) • Model inner reading voice (R) • Vocabulary Word Map (S/C) • Guess the covered word (S/C) • Use 5 finger (when choose a book if there are more than 5 unknown words on a page, it is too hard) Goldilocks rule (when choosing a book, ask if the book is too easy, too hard, or just right) (S/C) • Text and picture walk • Construct “I wonder” questions before reading a text (S/C) • Fountas and Pinnell L.L. Intervention

**K-12 Remedial Reading Curriculum – Third Grade
Reading**

By the end of 3rd grade, all students should know:	By the end of 3rd grade, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking, Extended Thinking)
<p>5. Active readers use strategies while reading to increase understanding (IDE)</p>	<p>5a. Monitor accuracy and understanding of words and/or ideas (E) 5b. Clarify the meaning of new words 5c. Use context clues to read and understand new words (E) 5d. Recognize the correct meaning for a multi-meaning words in a given context (DE) 5e. Identify/interpret story elements (beginning, middle, end, characters, setting, problem and solution, and important events) (D) 5f. Identify topic, main ideas, and supporting details in nonfiction (during, after) (E) 5g. Respond to questions with text based support during and after reading (E) 5h. Question the text to clarify meaning (DE) 5i. Use/interpret text features (illustrations, titles, headings, boldface, captions, table of contents, glossary, index, maps) (D) 5j. Draw conclusions and make inferences (D) 5k. Make text based predictions (E) 5l. Visualize/make mental images(D)</p>	<ul style="list-style-type: none"> ● Students use sticky notes to mark a place in the story where they were able to utilize a focus strategy or skill (ie: to determine an unknown word, to clarify, to make a prediction) (ST) ● Story pyramid ● Florida Center for Reading Research Games ● http://www.fcrr.org/forTeachers.htm ● Graphic Organizers Appendix E ● Fountas and Pinnell Leveled Literacy Intervention

**K-12 Remedial Reading Curriculum – Third Grade
Reading**

By the end of 3rd grade, all students should know:	By the end of 3rd grade, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking, Extended Thinking)
<p>6. Good readers remember what they read and go back to the text to increase understanding (IDE)</p>	<p>6a. Compare and contrast narrative elements in fiction (E) 6b. Compare and contrast main ideas and details in nonfiction 6c. Identify the narrator of a poem, play, fiction, or nonfiction piece (E) 6d. Identify point of view (I) 6e. Identify author’s purpose (PIE) (DE) 6f. Paraphrase in own words (DE) 6g. Summarize fiction and nonfiction (DE) 6h. Sequence events, steps (E) 6i. Retell selection including character, setting, problem/solution (fiction), or topic, main, idea, and details (DE) 6j. Evaluate the actions and choices of characters (E) 6k. Explain cause and effect relationships (DE) 6l. Complete/label graphic organizers for fiction and nonfiction text (E) 6m. Confirm and reject predictions with text based support (E) 6n. Distinguish fact from opinion (D) 6o. Respond to various types of text in writing (DE) 6p. Discuss key issues with text reference as support (I) 6q. Produce evidence of independent reading (E) 6r. Generate questions while reading 6s. Self-monitor for understanding 6t. Self-correct if reading doesn’t make sense 6u. Visualize to enhance understanding</p>	<ul style="list-style-type: none"> • Identify story elements (characters, setting, plot) in a given selection (R) • Label a flow chart or story map with the sequence of events in a given selection (See teacher notes for an example story map) (S/C) • Compare and contrast a story element in two passages or selections (S/C) • Conference with teacher using self-monitoring bookmarks (R) • Complete a graphic organizer (R) • Utilize Reciprocal Teaching strategies (clarifying, questioning, predicting, summarizing) (SC) • Question-Answer Relationship (Right There, Think and Search, Author and You, On My Own) (ST) • Provide time for students to share what they are reading • Florida Center for Reading Research Games • http://www.fcrr.org/forTeachers.htm • Graphic Organizers Appendix E • Fountas and Pinnell Leveled Literacy Intervention

**K-12 Remedial Reading Curriculum – Third Grade
Reading**

By the end of 3rd grade, all students should know:	By the end of 3rd grade, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking, Extended Thinking)
<p>7. The characteristics of different genre; techniques writers use to improve their writing (EA)</p>	<p>7a. Read for information (A) 7b. Read to perform a task (E) 7c. Read various genre for literary experience (fiction, nonfiction, fantasy vs. reality, poetry, biography) (A) 7d. Identify techniques authors use in text (D)</p>	<ul style="list-style-type: none"> • Author studies (S/C) • Utilize a variety of student news magazines to discuss current events (ie: Time for Kids, Scholastic News) (S/C) • Reading Logs • Compare and contrast different genre forms • Fountas and Pinnell Leveled Literacy Intervention

**K-12 Remedial Reading Curriculum – Third Grade
Reading**

C. Application Level Assessment (ALA)

Student will read leveled text with:

1. Student will score 90-94% word accuracy
2. Student will score 80% comprehension

D. Exit Criteria

1. Student will read less than six months below grade level with 90-94% decoding accuracy
2. Student will answer explicit/implicit comprehension questions with 80% accuracy
3. Student will score at or above the 50% on Aimsweb 3rd Grade Assessments.
4. Student will read within 6 months of on grade level text on DRA Assessment.

Elementary Reading Scoring Guide Grades 1-4

	Fluency	Comprehension	Strategic Reading*	Independent Reading
4. Advanced Always...	In text at or above grade level: <ul style="list-style-type: none"> – reads accurately – reads orally at a pace comparable with talking – reads with expression that accurately interprets the text 	In text at or above grade level: <ul style="list-style-type: none"> – retells and summarizes text – completes graphic organizers to show understanding – contributes to discussions – answers questions completely with text –based support 	In text at or above grade level: <ul style="list-style-type: none"> – uses multiple strategies to read and understand – monitors accuracy and self-corrects mistakes – monitors understanding while reading; repairs misunderstanding 	In text above grade level: <ul style="list-style-type: none"> – completes books – can discuss books – selects ‘just right’ books – understands books read independently
3. Proficient Consistently	In text at grade level: <ul style="list-style-type: none"> – reads accurately – reads orally at a pace comparable with talking – reads with expression that accurately interprets the text 	In text at grade level: <ul style="list-style-type: none"> – retells and summarizes text – completes graphic organizers to show understanding – contributes to discussions – answers questions completely with text –based support 	In text at grade level: <ul style="list-style-type: none"> – uses multiple strategies to read and understand – monitors accuracy and self-corrects mistakes – monitors understanding while reading; repairs misunderstanding 	In text at grade level: <ul style="list-style-type: none"> – completes books – can discuss books – selects ‘just right’ books – understands books read independently
2. Basic Sometimes...	In text at grade level: <ul style="list-style-type: none"> – reads accurately – reads orally at a pace comparable with talking – reads with expression that accurately interprets the text 	In text at grade level: <ul style="list-style-type: none"> – retells and summarizes text – completes graphic organizers to show understanding – contributes to discussions – answers questions completely with text –based support 	In text at grade level: <ul style="list-style-type: none"> – uses multiple strategies to read and understand – monitors accuracy and self-corrects mistakes – monitors understanding while reading; repairs misunderstanding 	In text at grade level: <ul style="list-style-type: none"> – completes books – can discuss books – selects ‘just right’ books – understands books read independently
1. Below Basic Seldom...	In text at grade level: <ul style="list-style-type: none"> – reads accurately – reads orally at a pace comparable with talking – reads with expression that accurately interprets the text 	In text at grade level: <ul style="list-style-type: none"> – retells and summarizes text – completes graphic organizers to show understanding – contributes to discussions – answers questions completely with text –based support 	In text at grade level: <ul style="list-style-type: none"> – uses multiple strategies to read and understand – monitors accuracy and self-corrects mistakes – monitors understanding while reading; repairs misunderstanding 	In text at grade level: <ul style="list-style-type: none"> – completes books – can discuss books – selects ‘just right’ books – understands books read independently

Level 4 – student always completes assigned and independent reading with no support and a high level of understanding. Level 3 – student is consistent and completes assigned and independent reading with adequate comprehension and little support. Level 2 – student is inconsistent and still needs reminders and support to complete assigned and independent reading; demonstrates incomplete understanding. Level 1 – student needs frequent reminders and significant support to complete assigned and independent reading; demonstrates limited understanding.

* Strategies include visualizing, inferring/predicting, summarizing, questioning, connecting, synthesizing, and clarifying/fix-up

K-12 Remedial Reading Curriculum – Third Grade Writing

Writing - Using the writing process, the student will produce narrative, expository, and persuasive pieces to communicate with various audiences for a variety of purposes.

Essential Question(s):

What are important things to remember when writing a personal narrative?

What qualities should a good writer possess?

Why is proper writing/spelling/handwriting/grammar and important in learning how to communicate?

How can words be powerful?

Why is it important to develop strong phonics and spelling skills?

English/Language Arts Standards: Missouri Standards: 1.4, 1.8, 2.1, 2.2, 2.3, 2.4

A. Content and Skills

By the end of 3rd grade, all students should know:	By the end of 3rd grade, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking, Extended Thinking)
1. Capitalization of proper nouns and parts of a letter (DEA)	1a. Capitalize days of the week, months, towns, cities, and states (A) 1b. Capitalize in friendly letter (greeting, closing, titles) (A) 1c. Capitalize holidays (E) 1d. Capitalize book titles, counties, countries, proper nouns (government departments, school subjects) (D)	<ul style="list-style-type: none"> • Provide students with a grade level writing sample that contains capitalization errors. Students edit the piece of writing to look for capitalization mistakes. They then critique the capitalization from one of their recent journal entries (ST) • Fountas and Pinnell Leveled Literacy Intervention

**K-12 Remedial Reading Curriculum – Third Grade
Writing**

By the end of 3rd grade, all students should know:	By the end of 3rd grade, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking, Extended Thinking)
<p>2. Punctuation including end marks ,in parts of a letter, and commas in dates and in a series (IDEA)</p>	<p>2a. Use period end mark (A) 2b. Use period in abbreviations (E) 2c. Use question mark as end mark (E) 2d. Use exclamation as end mark (E) 2e. Use commas in date (A) 2f. Use commas in a series (A) 2g. Punctuate letter closings (A) 2h. Write and use singular possessive (D) 2i. Use apostrophes in contractions (D) 2j. Use apostrophes in contractions (D) 2k. Use quotation marks (I)</p>	<ul style="list-style-type: none"> • Conference with students to edit work • Peer editing groups • Sentence combining activities • Fountas and Pinnell Leveled Literacy Intervention

**K-12 Remedial Reading Curriculum – Third Grade
Writing**

By the end of 3rd grade, all students should know:	By the end of 3rd grade, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking, Extended Thinking)
<p>3. Spelling for high frequency words and for patterns studied in third grade</p>	<p>3a. Spell priority grade level words (A) 3b. Spell frequently used, irregular words (A) 3c. Spell one syllable words with consonant blends (D) 3d. Spell contractions, compounds, and common homophones (D) 3e. Spell using suffixes, prefixes (D) 3f. Spell using word patterns (E) 3g. Recognize and use homographs correctly in writing (D) 3h. Recognize and use homophones correctly in writing (D) 3i. Use a variety of strategies and resources to spell words</p> <p>See Sitton Spelling Core and Priority Word Lists in Appendix F</p>	<ul style="list-style-type: none"> • Finding the spelling pattern or generalization in authentic text • Sort spelling words by patterns (S/C) • Alphabetize spelling words (S/C) • Find new words that follow the spelling word pattern in reading materials or in the environment (ST) • Write sentences/paragraphs using the spelling words (ET) • Chant or clap spelling words (R) • Use the dictionary to study multiple meaning words (S/C) • Find small words in larger words • Write spelling words using different colors for vowels and consonants • Write down the word and see if it looks right • Fountas and Pinnell Leveled Literacy Intervention

**K-12 Remedial Reading Curriculum – Third Grade
Writing**

By the end of 3rd grade, all students should know:	By the end of 3rd grade, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking, Extended Thinking)
<p>4. Common and proper nouns, subject/verb agreement, adjectives, and adverbs (IDEA)</p>	<p>4a. Identify and use common and proper nouns (A) 4b. Identify and use singular/plural nouns (E) 4c. Use action verbs (A) 4d. Use correct verb tense (past, present) (D) 4e. Use subject and verb agreement (E) 4f. Identify and use adjectives (descriptive words) (E) 4g. Identify and use adverbs (words that answer where, when, why and how questions; words that compare) (DE)</p>	<ul style="list-style-type: none"> • Scavenger hunt searching for particular parts of speech in a self-selected reading book (R) • Fountas and Pinnell Leveled Literacy Intervention
<p>5. What complete sentence include, the subject and the predicate, and declarative, interrogative and exclamatory sentences (IDE)</p>	<p>5a. Identify and write declarative and interrogative sentences (E) 5b. Identify and write imperative and exclamatory sentences (E) 5c. Identify and eliminate fragments in writing (DE) 5d. Use varied and complete sentences (phrases and clauses) (D) 5e. Write compound sentences (with coordinating conjunctions) (D) 5f. Write and punctuate varied sentence patterns (I)</p>	<ul style="list-style-type: none"> • Provide children with a variety of words (including nouns, verbs, prepositions, adverbs, adjectives, etc.) on flashcards. Working in pairs, students will create their own sentences using the cards. They read the sentences aloud to make sure they make sense. To differentiate, provide opportunities to make compound sentences (S/C) • Sentence combining • Fountas and Pinnell Leveled Literacy Intervention

**K-12 Remedial Reading Curriculum – Third Grade
Writing**

By the end of 3rd grade, all students should know:	By the end of 3rd grade, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking, Extended Thinking)
<p>6. The steps of the writing process; how to revise ideas and organization; how to edit conventions (IDE)</p>	<p>6a. Use writing process, Think it (brainstorm and organize), Say it (verbalize), Write it (encoding a draft), Read it (revise), Check it (edit) 6b. Write in response to text read 6c. Discuss strengths and weaknesses of writing using 6 Traits (DE) 6d. Apply process to various forms and types of writing (I) 6e. Use paragraph structure (TS, CDs, and/or CMs, CS) (D)</p>	<ul style="list-style-type: none"> • Journal activities (creative writing, responding to question of the day) • Identify the beginning, middle, and end in a given story (R) • Identify topic sentence and concrete details from an expository paragraph (R) • Fountas and Pinnell Leveled Literacy Intervention

**K-5 Reading Intervention Curriculum - Third Grade
Writing**

By the end of 3rd grade, all students should know:	By the end of 3rd grade, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking, Extended Thinking)
7. Styles-Types of Writing (IDEA)	7a. Write related concrete detail fact-based sentences detail (CD, CD) (A) 7b. Write narrative with beginning, middle, and end (E) 7c. Write expository text with main idea and 3 or more concrete details(TS,CD,CD,CD,CS) (E) 7d. Write friendly letter (A) 7e. Write a summary, retelling main ideas in written text (ID)	<ul style="list-style-type: none"> • Rate strong and weak examples of writing • Given a paragraph, student will identify the parts of a paragraph (Topic Sentence, CD, CS) • Write a friendly letter to the author of a story including your questions and thoughts on the story • Compose an expository paragraph with a topic sentence, three concrete details, and a closing sentence utilizing ideas from a prewriting activities (ST) • Fountas and Pinnell Leveled Literacy Intervention

**K-12 Remedial Reading Curriculum – Third Grade
Writing**

C. Application Level Assessment (ALA)

1. Write a constructed response with two supporting details from the text.
2. Use Quality Answers-constructed response scoring guide

Steps to Creating Quality Answers	Quality Answers-Constructed Response Scoring Guide
<ol style="list-style-type: none"> 1. Read the question and find key words that tell you what the question is asking you to do. Ask yourself how many parts the question has. 2. Restate the question in your answer. 3. Think about where to find the answer. 4. Use details or reasons from the story to support your answer. 5. Check your answers by rereading it. <ul style="list-style-type: none"> ___ Answer all parts of the question fully. ___ Use names instead of “he,” “she,” or “it.” ___ Use proper conventions. 	<p><i>Answers will be scored as a 2, 1 or a 0</i></p> <p>2 ___ Correct answers to <u>all</u> parts of the question. ___ <u>Good reasons</u> and <u>examples</u> from the story for <u>support</u>.</p> <p>1 ___ Correct answers to <u>part</u> of the question, but maybe not all parts. ___ Might not have enough examples from the story.</p> <p>0 ___ May not contain correct answer to the question. ___ May not show student read and understood story.</p>

K-12 Remedial Reading Curriculum – Fourth Grade Reading

Reading - The student will use a wide variety of reading strategies to understand, evaluate, and interpret grade level fiction, nonfiction, poetry and drama.

Essential Question(s):

What do good readers do?

How does a reader get deeper meaning from the text?

What evidence shows how a reader is improving?

English/Language Arts Standards: Missouri Standards: 1.4, 1.5, 1.6, 1.7, 1.8, 3.2, 3.3, 3.4, 3.5

A. Content and Skills

By the end of 4th grade, all students should know:	By the end of 4th grade, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking, Extended Thinking)
1. Concepts of print	1a. Recognize grade level words, syllables, contractions, root (base) words with/without inflected endings, prefixes, suffixes, and compound words (A) 1b. Identify parts of a book (A)	<ul style="list-style-type: none"> • Identify examples of print concepts in a student or teacher selected text by highlighting, listing, sorting, telling, etc. (R) • Fountas and Pinnell Leveled Literacy Intervention
2. Strategies to decode and learn unknown words	2a. Decode text using syllables, patterns, affixes (prefix, suffix), root words (E) 2b. Recognize homophones and homographs (D)	<ul style="list-style-type: none"> • Construct/break apart words using affixes (suffixes and prefixes), syllables, and patterns Florida Center for Reading Research Games • http://www.fcrr.org/forTeachers.htm • Collect and display homophones and homographs (S/C) • Construct a synonym wheel for over used words (S/C) • Classify word (word sorts) by syllables, patterns, etc. • Fountas and Pinnell Leveled Literacy Intervention

**K-12 Remedial Reading Curriculum – Fourth Grade
Reading**

By the end of 4th grade, all students should know:	By the end of 4th grade, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking, Extended Thinking)
3. Principles and strategies of fluent reading	3a. Read grade level text with accuracy (EA) 3b. Read grade level text with expression (EA) 3c. Self correct mistakes while reading (EA) 3d. Adjust rate for type and difficulty of text (E) 3e. Meet grade level benchmark for oral reading rate (A) 3f. Recognize sight words automatically	<ul style="list-style-type: none"> • Reader’s theater script (R) • Critique a recording of yourself reading a text for principles of fluency (ST) • Leveled Book Rooms • Familiar Reads • Repeated Reading • Florida Center for Reading Research Games • http://www.fcrr.org/forTeachers.htm • Fountas and Pinnell Leveled Literacy Intervention
4. Strategies to support comprehension before reading	4a. Select books at independent reading level (A) 4b. Preview the text (A) 4c. Predict/ask/answer questions based on prior knowledge and preview (E) 4d. Set purpose for reading enjoyment, information, to complete task (A) 4e. Recognize text features of genres (poetry, fiction, nonfiction, plays) (A) 4f. Make text to self connections (before, during, after) (E) 4g. Make text to text connections (before, during, after) (E) 4h. Make text to world connections (before, during, after) (E) 4i. Examine various genre for literary experiences (fiction, nonfiction, fantasy, poetry, biography etc) (A) 4j. Generate synonyms for vocabulary words (E) 4k. Generate antonyms for vocabulary words (D)	<ul style="list-style-type: none"> • Select the appropriate graphic organizer to aid comprehension of compare/contrast, sequence, cause and effect (S/C) • Predict story events based on a picture book walk (S/C) • Identify particular features of fiction, nonfiction, poetry, and drama by doing a text walk (R) • Use media to build background (United Streaming, images, posters, library resources, websites) (R) • Utilize reciprocal teaching model to clarify, generate, predict and summarize (before, during, after) (ST) • For reading non-fiction; participate in a group jigsaw or carousel (S/C) • Create a text-text, text-self, text-word stapleless book (S/C) • Fountas and Pinnell Leveled Literacy Intervention

**K-12 Remedial Reading Curriculum – Fourth Grade
Reading**

By the end of 4th grade, all students should know:	By the end of 4th grade, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking, Extended Thinking)
<p>5. Strategies to support comprehension during reading</p>	<p>5e. Identify topic, main ideas and supporting details in nonfiction (during and after) (E)</p> <p>5f. Respond to questions with text-based support (during and after) (E)</p> <p>5g. Examine text features to increase comprehension (illustrations, titles, headings, boldface, captions, table of contents, maps, glossary, index) (E)</p> <p>5h. Make text-based predictions to increase comprehension (E)</p> <p>5i. Visualize/make mental images to increase comprehension (D)</p> <p>5j. Connect text features to main ideas (ID)</p> <p>5k. Question the text to clarify meaning(E)</p> <p>5j. Visualize/make mental images to increase comprehension (D)</p> <p>5k. Recognize the correct meaning for multi-meaning words in a given context (E)</p> <p>5l. Connect text features to main ideas (ID)</p> <p>5m. Question the text to clarify meaning(E)</p>	<ul style="list-style-type: none"> • Use the “think aloud” strategy to clarify text (R) • Code/annotate text with post its during read aloud (S/C) • Use three facts and a fib (R) • Keep a reading journal using Interactive Notes (R) • Self-evaluate independent reading (S/C) • Use Question-Answer Relationship (Right There, Think and Search, Author and You, On My Own) (ST) • Use Reciprocal Teaching strategies (clarifying, questioning, predicting, summarizing) (ST) • Graphic Organizers Appendix E • Florida Center for Reading Research Games http://www.fcrr.org/forTeachers.htm • Fountas and Pinnell Leveled Literacy Intervention

**K-12 Remedial Reading Curriculum – Fourth Grade
Reading**

By the end of 4th grade, all students should know:	By the end of 4th grade, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking, Extended Thinking)
<p>6. Strategies to support comprehension after reading</p>	<p>6a. Compare and contrast narrative elements in fiction (A) 6b. Summarize fiction and nonfiction (E) 6c. Sequence events (E) 6d. Retell selection including character, setting, problem/solution (fiction) or topic, main idea and details (nonfiction) (DE) 6e. Explain cause and effect relationships (E) 6f. Label and complete graphic organizers for fiction and nonfiction text (A) 6g. Confirm or reject predictions with text based support (A) 6h. Distinguish fact from opinion (E) 6i. Respond to various types of text in writing (A) 6j. Discuss key issues by making text reference as support (D) 6k. Respond to questions with text based support (A) 6l. Generate questions while reading 6m. Self-monitor for understanding 6n. Self-correct if reading doesn't make sense 6o. Respond to questions with text based support (A) 6p. Generate questions while reading 6q. Self-monitor for understanding 6r. Self-correct if reading doesn't make sense 6s. Self-correct if reading doesn't make sense</p>	<ul style="list-style-type: none"> • Utilize SQ3R, QAR, KWL to monitor and develop comprehension • Interpret a story element by creating an illustration (S/C) • Identify and summarize the major events of story in a journal or reading log entry (S/C) • Construct a T-chart to identify main idea and supporting details (ST) • Construct a sequel chapter or paragraph to a story (ST) • Create a product that shows understanding of a story or book/genre (ST) • Student/teacher independent reading conferences (ST) • Write a gist summary ((S/C) • Make a story pyramid to summarize a story • Graphic Organizers Appendix E • Florida Center for Reading Research Games • http://www.fcrr.org/forTeachers.htm • Fountas and Pinnell Leveled Literacy Intervention

**K-12 Remedial Reading Curriculum – Fourth Grade
Reading**

By the end of 4th grade, all students should know:	By the end of 4th grade, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking, Extended Thinking)
<p>7. Genre and literary techniques authors use</p>	<p>7a. Read for information (A) 7b. Read to perform a task (A) 7c. Identify techniques authors use in text (poetry, fiction, nonfiction) (D)</p> <ul style="list-style-type: none"> • alliteration (E) • sensory details (A) • simile and metaphor (E) • personification (D) • simple analogies (D) • idioms (D) <p>7d. Interpret poetry on literal and figurative levels</p>	<ul style="list-style-type: none"> • Read several nonfiction works and use a graphic organizer to show information presented in those pieces (S/C) • Read and create a product based on information gathered while reading (ST) • Select an author to use as mentor text and read several pieces of that author’s work in order to look for common techniques (ST) • Collect and display poems that have examples of alliteration, simile, metaphor, personification, etc (S/C) • Draw a picture that portrays idioms (or other lit. tech) and create a group book of everyone’s examples (S/C) • Create an ad for a new product and incorporate literary techniques into the text (S/C) • Chart techniques used by authors in mentor text (S/C) • Fountas and Pinnell Leveled Literacy Intervention

**K-12 Remedial Reading Curriculum – Fourth Grade
Reading**

C. Application Level Assessment (ALA)

Student will read leveled text with:

1. Student will score 90-94% word accuracy
2. Student will score 80% comprehension

D. Exit Criteria

1. Student will read less than six months below grade level with 90-94% decoding accuracy
2. Student will answer explicit/implicit comprehension questions with 80% accuracy
3. Student will score at or above the 50% on Aimsweb 4th Grade Assessments.
4. Student will read within 6 months of on grade level text on DRA Assessment.

Elementary Reading Scoring Guide Grades 1-4

	Fluency	Comprehension	Strategic Reading*	Independent Reading
4. Advanced Always...	In text at or above grade level: <ul style="list-style-type: none"> – reads accurately – reads orally at a pace comparable with talking – reads with expression that accurately interprets the text 	In text at or above grade level: <ul style="list-style-type: none"> – retells and summarizes text – completes graphic organizers to show understanding – contributes to discussions – answers questions completely with text –based support 	In text at or above grade level: <ul style="list-style-type: none"> – uses multiple strategies to read and understand – monitors accuracy and self-corrects mistakes – monitors understanding while reading; repairs misunderstanding 	In text above grade level: <ul style="list-style-type: none"> – completes books – can discuss books – selects ‘just right’ books – understands books read independently
3. Proficient Consistently	In text at grade level: <ul style="list-style-type: none"> – reads accurately – reads orally at a pace comparable with talking – reads with expression that accurately interprets the text 	In text at grade level: <ul style="list-style-type: none"> – retells and summarizes text – completes graphic organizers to show understanding – contributes to discussions – answers questions completely with text –based support 	In text at grade level: <ul style="list-style-type: none"> – uses multiple strategies to read and understand – monitors accuracy and self-corrects mistakes – monitors understanding while reading; repairs misunderstanding 	In text at grade level: <ul style="list-style-type: none"> – completes books – can discuss books – selects ‘just right’ books – understands books read independently
2. Basic Sometimes...	In text at grade level: <ul style="list-style-type: none"> – reads accurately – reads orally at a pace comparable with talking – reads with expression that accurately interprets the text 	In text at grade level: <ul style="list-style-type: none"> – retells and summarizes text – completes graphic organizers to show understanding – contributes to discussions – answers questions completely with text –based support 	In text at grade level: <ul style="list-style-type: none"> – uses multiple strategies to read and understand – monitors accuracy and self-corrects mistakes – monitors understanding while reading; repairs misunderstanding 	In text at grade level: <ul style="list-style-type: none"> – completes books – can discuss books – selects ‘just right’ books – understands books read independently
1. Below Basic Seldom...	In text at grade level: <ul style="list-style-type: none"> – reads accurately – reads orally at a pace comparable with talking – reads with expression that accurately interprets the text 	In text at grade level: <ul style="list-style-type: none"> – retells and summarizes text – completes graphic organizers to show understanding – contributes to discussions – answers questions completely with text –based support 	In text at grade level: <ul style="list-style-type: none"> – uses multiple strategies to read and understand – monitors accuracy and self-corrects mistakes – monitors understanding while reading; repairs misunderstanding 	In text at grade level: <ul style="list-style-type: none"> – completes books – can discuss books – selects ‘just right’ books – understands books read independently

Level 4 – student always completes assigned and independent reading with no support and a high level of understanding. Level 3 – student is consistent and completes assigned and independent reading with adequate comprehension and little support. Level 2 – student is inconsistent and still needs reminders and support to complete assigned and independent reading; demonstrates incomplete understanding. Level 1 – student needs frequent reminders and significant support to complete assigned and independent reading; demonstrates limited understanding.

* Strategies include visualizing, inferring/predicting, summarizing, questioning, connecting, synthesizing, and clarifying/fix-up

**K-12 Remedial Reading Curriculum - Fourth Grade
Writing**

Writing - Using the writing process, the student will produce narrative, expository, and persuasive pieces to communicate with various audiences for a variety of purposes.

Essential Question(s):

What do good writers do?

How do writers use words to convey meaning?

What makes a piece of writing memorable?

English/Language Arts Standards: Missouri Standards: 1.4, 1.8, 2.1, 2.2, 2.3, 2.4

A. Content and Skills

By the end of 4th grade, all students should know:	By the end of 4th grade, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking, Extended Thinking)
1. Sentence structure and organization	1a. Identify and write declarative, exclamatory, and interrogative sentences (A) 1b. Identify and eliminate fragments in writing (E) 1c. Write complete sentences (A) 1d. Write and punctuate varied sentence patterns (D) 1e. Write compound sentences (conjunctions) (E)	<ul style="list-style-type: none"> • Model conventions of language using mini-lessons with follow-up writing by students (ST) • Using student composed writing to reinforce language and grammar (S/C) • Fountas and Pinnell Leveled Literacy Intervention

**K-12 Remedial Reading Curriculum - Fourth Grade
Writing**

By the end of 4th grade, all students should know:	By the end of 4th grade, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking, Extended Thinking)
2. Capitalization and Punctuation	2a. Capitalize parts of a friendly letter (greetings, closings, titles) (A) 2b. Capitalize holidays, days of the week, months, towns, cities, and states (A) 2c. Capitalize book titles, counties, countries, proper nouns, government departments, and languages (E) 2d. Use a period in abbreviations (A) 2e. Use a question mark, period, or exclamation mark as an end mark (A) 2f. Use commas in a date (A) 2g. Use commas in a series (E) 2h. Use commas for cities and states (E) 2i. Use commas in nouns of direct address (D) 2j. Use commas correctly when writing a letter (A) 2k. Write singular and plural possessives (D) 2l. Use apostrophes in contractions (E) 2m. Use quotation marks in dialogue (D)	<ul style="list-style-type: none"> ● Use websites and computer resources such as ReadWriteThink.org reinforce skills (S/C) ● Write a letter to your buddy (ST) ● Use comic strips to incorporate dialogue (S/C) ● Interview classmates and write responses using dialogue (S/C) ● Model conventions of language using mini-lessons with follow-up writing by students (ST) ● Create new dialogue between story characters (ET) ● Fountas and Pinnell Leveled Literacy Intervention
3. Parts of Speech	3a. Identify and use singular/plural nouns (A) 3b. Use correct tense of verbs – past, present, future (D) 3c. Identify and use linking and helping verbs (D) 3d. Use subject/verb agreement (A) 3e. Use verbs that agree with compound subjects (E) 3f. Identify and use adverbs to compare (words that answer when, where, why and how questions; words that compare) (DE) 3g. Identify and use adjectives (descriptive words) (A) 3h. Identify and use pronouns (subject/object) (E) 3i. Identify and use conjunctions (words to link ideas) (E) 3j. Identify and use verbs (action words) (A)	<ul style="list-style-type: none"> ● Use websites and computer resources to reinforce skills (S/C) ● Create ABC books using words on a particular part of speech (ET) ● Sort vocabulary into parts of speech (S/C) ● RAFT activity – punctuation writes a thank you letter to abbreviations, etc. (S/C) ● Write descriptive sentences/paragraph using adjectives, pronouns, verbs, etc. based on a photo/video clip (R) ● Create word searches of verbs (ha, ha) ● Make “super sentences” where small sentences are added to (with additional nouns, verbs, adjective, etc.) (S/C)

**K-12 Remedial Reading Curriculum - Fourth Grade
Writing**

By the end of 4th grade, all students should know:	By the end of 4th grade, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking, Extended Thinking)
<p>4. Strategies to spell words correctly</p>	<p>4a. Spell grade level priority words (A) 4b. Spell one syllable words with consonant blends (E) 4c. Spell using suffixes and prefixes (D) 4d. Recognize and use homographs and homophones correctly in writing (D)</p> <p>See Sitton Core and Priority Word Lists Appendix F</p>	<ul style="list-style-type: none"> • Write/locate spelling and vocabulary words (R) • List synonyms and antonyms for the vocabulary word (R) • Utilize a word wall (R) • Construct a picture to convey the word (S/C) • Utilize vocabulary/spelling words in writing (S/C) • Create a crossword puzzle using spelling/vocabulary words (ST) • Look/Cover/Check website (R) • “Guess the covered word” (S/C) <ul style="list-style-type: none"> • Fountas and Pinnell Leveled Literacy Intervention
<p>5. Uses Writing Process</p>	<p>8a. Generate a thought orally before writing 8b. Count words in sentences 8c. Use writing process, Think it (brainstorm and organize), Say it (verbalize), Write it (encoding a draft), Read it (revise), Check it (edit) 8d. Write in response to text read</p>	<ul style="list-style-type: none"> • Utilize learning logs to summarize key ideas in subject areas (see appendix) (S/C) • Use websites and computer resources such as TCR Connections to reinforce skills (S/C) • Find introductory hooks (questions, facts, attention getters) in various literature (S/C) • Write missing sentences for paragraphs (ST) • Identify parts (TS, CD, CD, CD, CS) of a paragraph (S/C) • Produce introduction paragraph or conclusion paragraph when given a pre-created writing piece missing those sections (ET) <ul style="list-style-type: none"> • Fountas and Pinnell Leveled Literacy Intervention

**K-12 Remedial Reading Curriculum - Fourth Grade
Writing**

By the end of 4th grade, all students should know:	By the end of 4th grade, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking, Extended Thinking)
6. Styles – types of writing	6a. Write narrative text with beginning/middle/end, relevant details, controlling idea (A) 6b. Write expository paragraph with main idea and 3 more supporting details (TS, CD, CD, CD, CS) (A) 6c. Write CD-CM chunks (D) 6d. Write an introductory paragraph (ID) 6e. Write a body paragraph (D) 6f. Write a concluding paragraph (ID) 6g. Write a friendly letter (A) 6h. Write a summary of main ideas of written text (D)	<ul style="list-style-type: none"> • Use websites and computer resources such as TCR Connections to reinforce skills –reading – writing component (S/C) • Incorporate multiple techniques from an author in a piece of writing (ET) • Write a summary to include main ideas of written text (S/C) • Write a letter to a buddy reader (ST) • Write a thank-you letter to a speaker and include facts/opinions from the presentation (ST) <ul style="list-style-type: none"> • Fountas and Pinnell Leveled Literacy Intervention •

**K-12 Remedial Reading Curriculum - Fourth Grade
Writing**

C. Application Level Assessment (ALA)

1. Write a constructed response with two supporting details from the text (independently)
2. Use Quality Answers-constructed response scoring guide
3. Write a summary paragraph based on non-fiction text or narrative text

Steps to Creating Quality Answers	Quality Answers-Constructed Response Scoring Guide
<ol style="list-style-type: none"> 1. Read the question and find key words that tell you what the question is asking you to do. Ask yourself how many parts the question has. 2. Restate the question in your answer. 3. Think about where to find the answer. 4. Use details or reasons from the story to support your answer. 5. Check your answers by rereading it. <ul style="list-style-type: none"> ___ Answer all parts of the question fully. ___ Use names instead of “he,” “she,” or “it.” ___ Use proper conventions. 	<p style="text-align: center;"><i>Answers will be scored as a 2, 1 or a 0</i></p> <p>2 ___ Correct answers to <u>all</u> parts of the question. ___ <u>Good reasons</u> and <u>examples</u> from the story <u>for support</u>.</p> <p>1 ___ Correct answers to <u>part</u> of the question, but maybe not all parts. ___ Might not have enough examples from the story.</p> <p>0 ___ May not contain correct answer to the question. ___ May not show student read and understood story.</p>

**K-12 Remedial Reading Curriculum – 5th-12th Grade
Reading**

Reading - The student will use a wide variety of reading strategies to understand, evaluate, and interpret grade level fiction, nonfiction, poetry, and drama.

Essential Question(s):

What does it mean to be a good reader?

What tools do good readers develop and access before, during, and after reading?

How do authors determine the genre that suits their intended purpose?

English/Language Arts: Missouri Standards: 1.4, 1.5, 1.6, 1.7, 1.8, 3.2, 3.3, 3.4, 3.5

A. Content and Skills

By the end of 5th-12th grade, all students should know:	By the end of 5th-12th grade, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking , Extended Thinking)
Strategies to use throughout the reading process including:		
1. How to breakdown unknown words	1a. Apply decoding strategies to “problem solve” unknown words when reading 1b. Apply decoding strategies when using syllables and patterns (A) 1c. Apply decoding strategies when using word parts (A)	<ul style="list-style-type: none"> • Decoding think-aloud teacher modeling (R) • Word Sorts (S/C) • Voyager Learning • SOLO-Strategic Online Learning Opportunity

**K-12 Remedial Reading Curriculum – 5th-12th Grade
Reading**

By the end of 5th-12th grade, all students should know:	By the end of 5th-12th grade, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking , Extended Thinking)
2. Characteristics of fluent reading	2a. Read grade-level instructional text with accuracy (A) 2b. Read grade level instructional text with expression (A), 2c. Read grade level instructional text while adjusting reading rate based on type and difficulty of text (E)	<ul style="list-style-type: none"> ● Reader’s Theater Webquest http://mywebpages.comcast.net/dkreiger/ReadersTheaterWebquest (R, S/C, ST, ET) ● Poetry(S/C) ● Singing (S/C) ● Repeated readings (S/C) ● Partner Reading (S/C) ● Choral Reading (S/C) ● Voyager Learning ● SOLO-Strategic Online Learning Opportunity
3. The meaning and relationships of 5 th -12 th grade vocabulary words	3a. Develop vocabulary through text using roots and affixes (prefixes and suffixes) (D) 3b. Develop vocabulary through text using context clues (E) 3c. Develop vocabulary through text using glossary, dictionary, and thesaurus (DE) 3d. Develop vocabulary through text using synonyms, antonyms, homographs, and homophones (D) 3e. Develop vocabulary through text using multi-meaning words (E) 3f. Develop vocabulary through text using simple analogies (D) 3g. Develop vocabulary through text using content area words (E) 3h. Develop vocabulary through text using common academic vocabulary (see grade level list) (D)	<ul style="list-style-type: none"> ● Visual Boxing (Divide a box into four boxes, Top left box is the word, top right illustrate, bottom left use in a sentence, bottom right give an antonym) (S/C) ● *Guess the covered word (context) (S/C) ● Vocabulary charades (S/C) ● Word wall – “delicious” words (S/C) ● Voyager Learning ● SOLO-Strategic Online Learning Opportunity

**K-12 Remedial Reading Curriculum – 5th-12th Grade
Reading**

By the end of 5th grade, all students should know:	By the end of 5th grade, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking , Extended Thinking)
<p>4. Comprehension strategies before reading</p>	<p><u>Stage 1:</u> 4a. Apply pre-reading strategies to aid comprehension through activating prior knowledge (D) 4b. Apply pre-reading strategies to aid comprehension through previewing (A) 4c. Apply pre-reading strategies to aid comprehension through predicting (E) 4d. Apply pre-reading strategies to aid comprehension through setting a purpose for reading (A) 4e. Apply pre-reading strategies to aid comprehension through recognizing text features of genres (poetry, fiction, nonfiction, plays) (A)</p>	<ul style="list-style-type: none"> • KWL (S/C) • Picture walk, Text structure preview (S/C) • Graphic organizers (compare-contrast, problem-solution, cause-effect, sequencing) (S/C, ST) • Think Pair Share (S/C) • Build background through narrow reading (ST) • ERT (Everybody Reads To...) (R) • Anticipation Guide (S/C) • Voyager Learning • SOLO-Strategic Online Learning Opportunity

**K-12 Remedial Reading Curriculum – 5th-12th Grade
Reading**

By the end of 5th-12th grade, all students should know:	By the end of 5th -12th grade, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking , Extended Thinking)
5. Comprehension strategies during reading	5a. Apply strategies during reading to determine and clarify meaning of unknown words (E) 5b. Apply strategies during reading to self monitor accuracy and understanding (E) 5c. Apply strategies during reading to question the text to clarify (E) 5d. Apply strategies during reading to reflect and respond to questions with text based support during reading(A) 5e. Apply strategies during reading to infer/ draw conclusions (DE) 5f. Apply strategies during reading to visualize/ make mental images (D) 5g. Apply strategies during reading to retell including characters, setting, problem/solution, or topic, main idea, and detail (D) 5h. Apply strategies during reading to paraphrase (E) 5i. Apply strategies during reading to summarize (E) 5j. Apply strategies during reading to identify/ Interpret narrative elements (beginning, middle, end, characters, setting, problem, solution, events) (A) 5k. Apply strategies during reading to use text structure (titles, headings, visuals, captions, bold face words) (E) 5l. Apply strategies during reading to make and confirm text based predictions (A) 5m. Apply strategies during reading to connect to main ideas text features (graphics, sequence, maps, diagrams, charts and index) (E) *ALA*	<ul style="list-style-type: none"> • Use vocabulary organizer to learn new words (S/C) • Utilize reciprocal teaching model to clarify, generate, predict, and summarize (ST) • Identify covered or unfamiliar words using context clues (guess the covered word) (S/C) • Use a graphic organizer to identify story elements (S/C) • Use the “think aloud” strategy to clarify text (R) • Code/annotate text with post its during read aloud (S/C) • Use three facts and a fib (R) • Everyone Reads To (find out) (R) • Keep a reading journal using Interactive Notes (R) • Self-evaluate independent reading (S/C) • Use Question-Answer Relationship (Right There, Think and Search, Author and You, On My Own) (ST) • Use Reciprocal Teaching strategies (clarifying, questioning, predicting, summarizing) (ST) • Graphic Organizers Appendix E • Voyager Learning • SOLO-Strategic Online Learning Opportunity

**K-12 Remedial Reading Curriculum – 5th-12th Grade
Reading**

By the end of 5th-12th grade, all students should know:	By the end of 5th-12th grade, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking , Extended Thinking)
<p>6. Comprehension strategies after reading</p>	<p>6a. Apply post-reading skills to comprehend and interpret text by confirming/ rejecting predictions (A) 6b. Apply post reading skills to comprehend and interpret text by questioning to clarify (E) 6c. Apply post-reading skills to comprehend and interpret text by reflecting and responding to questions with text based support (A) 6d. Apply post-reading skills to comprehend and interpret text by drawing conclusions/infering (E) 6e. Apply post-reading skills to comprehend and interpret text by analyzing (DE) 6f. Apply post-reading skills to comprehend and interpret text by summarizing (E) 6g. Apply post-reading skills to comprehend and interpret text by paraphrasing (E) 6h. Apply post-reading skills to comprehend and interpret text by explaining main idea and supporting details (A) 6i. Apply post-reading skills to comprehend and interpret text by identifying and sequence events (E) 6j. Apply post-reading skills to comprehend and interpret text by identifying and explain cause and effect (A) 6k. Apply post-reading skills to comprehend and interpret text by comparing and contrasting (A) 6l. Apply post-reading skills to comprehend and interpret text by evaluating the accuracy of information (D) 6m. Apply post-reading skills to comprehend and interpret text by identifying and interpreting author’s ideas and purpose (DE)</p>	<ul style="list-style-type: none"> • Utilize SQ3R, QAR, KWL to monitor and develop comprehension • Interpret a story element by creating an illustration (S/C) • Identify and summarize the major events of story in a journal or reading log entry (S/C) • Conduct a Socratic Seminar (ST) • Construct a T-chart to identify main idea and supporting details (ST) • Construct a sequel chapter or paragraph to a story (ST) • Create a product that shows understanding of a story or book/genre (ST) • Student/teacher independent reading conferences (ST) • Write a gist summary ((S/C) • Graphic Organizers Appendix E • Make a story pyramid to summarize a story • Voyager Learning • SOLO-Strategic Online Learning Opportunity

**K-12 Remedial Reading Curriculum – 5th-12th Grade
Reading**

By the end of 5th-12th grade, all students should know:	By the end of 5th-12th grade, all students should be able to:	B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking , Extended Thinking)
7. Making Connections	7a. Compare, contrast, and analyze connections between information and relationships in various fiction and nonfiction works (text to text) (A) 7b. Compare, contrast, and analyze connections between text ideas and own experiences (text to self) (A) 7c. Compare, contrast, and analyze connections between text ideas and the world by responding to literature that reflects a culture and historic time frame (text to world) (A) 7d. Generate questions while reading 7e. Self-monitor for understanding 7f. Self-correct if reading doesn't make sense	<ul style="list-style-type: none"> ● Coding or annotation of text (with post-its) (S/C) ● Text connections graphic organizer (appendix) (S/C) ● Double column notes (appendix) (S/C) ● Voyager Learning ● SOLO-Strategic Online Learning Opportunity
8. Genre	1a. Identify author techniques while reading mentor text (author study) (D) 1b. Expose author techniques while making inferences about setting, character traits, problem and solution and story events (E) 1c. Expose author techniques while comparing and contrasting various literary elements (A) 1d. Expose author techniques while explaining author's purpose (E) 1e. Interpret poetry on literal and figurative levels (D)	<ul style="list-style-type: none"> ● Teacher/student book talks (ST) ● Favorite books display "bucket of books" (S/C) ● Author study (ST) ● Poem of the week (R) ● Poetry visualization (ST) ● Voyager Learning ● SOLO-Strategic Online Learning Opportunity

**K-12 Remedial Reading Curriculum – 5th-12th Grade
Reading**

<p>By the end of 5th-12th grade, all students should know:</p>	<p>By the end of 5th-12th grade, all students should be able to:</p>	<p>B. Facilitating Activities (Recall, Skill/Concept, Strategic Thinking , Extended Thinking)</p>
<p>2. Literary techniques</p>	<p>2a. Explain examples of literary techniques in text and emphasizing:</p> <ul style="list-style-type: none"> • Simile (E) • Metaphor (E) • Personification (E) 	<ul style="list-style-type: none"> • Poet study (R, S/C, ST) • Write/illustrate similes and metaphors (literal vs. figurative) (ST, ET) • Flipbook –id and illustrate similes, metaphors, and personification (S/C ST) • Id similes and metaphors personification in other works fiction vs. nonfiction identify author’s purpose (S/C, ST) • Voyager Learning • SOLO-Strategic Online Learning Opportunity

**K-12 Remedial Reading Curriculum – 5th-12th Grade
Reading**

C. Application Level Assessment (ALA)

Student will read leveled text with:

1. Student will score 90-94% word accuracy
2. Student will score 80% comprehension

D. Exit Criteria

1. Student will read less than one year below grade level with 90-94% decoding accuracy
2. Student will answer explicit/implicit comprehension questions with 80% accuracy
3. Student will score less than one year below grade level on VPORT Assessments.
4. Write a constructed response with two supporting details from the text (independently)
5. Use Quality Answers-constructed response scoring guide

Steps to Creating Quality Answers	Quality Answers-Constructed Response Scoring Guide
<ol style="list-style-type: none"> 1. Read the question and find key words that tell you what the question is asking you to do. Ask yourself how many parts the question has. 2. Restate the question in your answer. 3. Think about where to find the answer. 4. Use details or reasons from the story to support your answer. 5. Check your answers by rereading it. <ul style="list-style-type: none"> ___ Answer all parts of the question fully. ___ Use names instead of “he,” “she,” or “it.” ___ Use proper conventions. 	<p><i>Answers will be scored as a 2, 1 or a 0</i></p> <p>2 ___ Correct answers to <u>all</u> parts of the question. ___ <u>Good reasons</u> and <u>examples</u> from the story <u>for support</u>.</p> <p>1 ___ Correct answers to <u>part</u> of the question, but maybe not all parts. ___ Might not have enough examples from the story.</p> <p>0 ___ May not contain correct answer to the question. ___ May not show student read and understood story.</p>

Secondary Reading Scoring Guide Grades 5-12

	Fluency	Comprehension	Strategic Reading*	Independent Reading
4. Advanced Always...	In text at or above grade level: <ul style="list-style-type: none"> – reads accurately – reads orally at a pace comparable with talking – reads with expression that accurately interprets the text 	In text at or above grade level: <ul style="list-style-type: none"> – retells and summarizes text – completes graphic organizers to show understanding – contributes to discussions – answers questions completely with text –based support 	In text at or above grade level: <ul style="list-style-type: none"> – uses multiple strategies to read and understand – monitors accuracy and self-corrects mistakes – monitors understanding while reading; repairs misunderstanding 	In text above grade level: <ul style="list-style-type: none"> – completes books – can discuss books – selects ‘just right’ books – understands books read independently
3. Proficient Consistently	In text at grade level: <ul style="list-style-type: none"> – reads accurately – reads orally at a pace comparable with talking – reads with expression that accurately interprets the text 	In text at grade level: <ul style="list-style-type: none"> – retells and summarizes text – completes graphic organizers to show understanding – contributes to discussions – answers questions completely with text –based support 	In text at grade level: <ul style="list-style-type: none"> – uses multiple strategies to read and understand – monitors accuracy and self-corrects mistakes – monitors understanding while reading; repairs misunderstanding 	In text at grade level: <ul style="list-style-type: none"> – completes books – can discuss books – selects ‘just right’ books – understands books read independently
2. Basic Sometimes...	In text at grade level: <ul style="list-style-type: none"> – reads accurately – reads orally at a pace comparable with talking – reads with expression that accurately interprets the text 	In text at grade level: <ul style="list-style-type: none"> – retells and summarizes text – completes graphic organizers to show understanding – contributes to discussions – answers questions completely with text –based support 	In text at grade level: <ul style="list-style-type: none"> – uses multiple strategies to read and understand – monitors accuracy and self-corrects mistakes – monitors understanding while reading; repairs misunderstanding 	In text at grade level: <ul style="list-style-type: none"> – completes books – can discuss books – selects ‘just right’ books – understands books read independently
1. Below Basic Seldom...	In text at grade level: <ul style="list-style-type: none"> – reads accurately – reads orally at a pace comparable with talking – reads with expression that accurately interprets the text 	In text at grade level: <ul style="list-style-type: none"> – retells and summarizes text – completes graphic organizers to show understanding – contributes to discussions – answers questions completely with text –based support 	In text at grade level: <ul style="list-style-type: none"> – uses multiple strategies to read and understand – monitors accuracy and self-corrects mistakes – monitors understanding while reading; repairs misunderstanding 	In text at grade level: <ul style="list-style-type: none"> – completes books – can discuss books – selects ‘just right’ books – understands books read independently

Level 4 – student always completes assigned and independent reading with no support and a high level of understanding. Level 3 – student is consistent and completes assigned and independent reading with adequate comprehension and little support. Level 2 – student is inconsistent and still needs reminders and support to complete assigned and independent reading; demonstrates incomplete understanding. Level 1 – student needs frequent reminders and significant support to complete assigned and independent reading; demonstrates limited understanding.

* Strategies include visualizing, inferring/predicting, summarizing, questioning, connecting, synthesizing, and clarifying/fix-up

Appendix A

Instructional Frameworks

**City of St. Charles School District
K-12 Remedial Reading
Program Components**

Pre-readers and early emergent readers (K-1)

Fountas and Pinnell Leveled Literacy Intervention

- Alphabet Work
- Phonemic Awareness
- Shared Reading
- Oral Language Development
- Teacher Read Aloud
- Shared Writing
- Journal Writing
- Vocabulary
- Comprehension

Emergent and Early Fluency (Grades 1-4)

Fountas and Pinnell Leveled Literacy Intervention

- Phonics/Decoding
- Fluency
- Vocabulary
- Comprehension
- Writing in Response to Reading

Reading with Fluency (Grades 4-12)

Guided Reading

- Direct instruction and practice in reading strategies/application
- Sustained Reading
- Vocabulary
- Comprehension
- Writing in Response to Reading

All guided reading is at student's instructional reading level with regular running records for assessment of progress and strategy application. At 5-12 level students are progress monitored using Voyager VPort Assessment

Appendix B

Program Strategies

City of St. Charles School District
K-12 Remedial Reading
Reading Strategies

Definitions:

Guided Reading – Students are engaged in reading at an instructional level of 90-94% Word Accuracy and 80% Comprehension. Each lesson consists of a book walk to introduce the students to the text, the key vocabulary, and the key opportunity to self-monitor their “fix-up” strategies. Teachers work through the text with individual students or groups of students giving specific feedback regarding strategies used. Each lesson is followed by a comprehension check and/or student journal responses. The Fountas and Pinnell leveling system is used for all leveled text (K-4).

Question Answer Relationship – Questions guide and extend comprehension. Carefully structured questions can result in higher level thinking and responses. This strategy consists of four levels of questions – Right There, Think and Search, Author and Me, and On My Own. Teachers directly teach and model each level of question then provide structured and independent practice with specific feedback. Students progress from short passages to longer text to content application.

Reciprocal Teaching – Students are actively engaged in each of the four segments – Predicting, Summarizing, Questioning, and Clarifying. The teacher teaches and models each of the strategies and then works with the students to integrate the four segments into group discussion.

Better Answers – Students are systematically taught a structure for writing a complete answer to constructed responses. The better answer organizer consists of question restatement, general or gist answer, details for evidence, and a concluding statement.



WAIT! Say Nothing

General coaching prompts AFTER wait time - Choose 1 or 2

Try that again.

Why did you stop?
We'll come back to that.

Keep going.
What did you notice?

Read to the end of the page.
Were you right? How did you know?

What have you tried?

How did you know that was ____?
It could be _____ but look at _____.

Is there another way to tell?

What could you try?

Show me the tricky / hard part.

Take a closer look at (chunk / letter).
Could it be _____?

How did you know what that part / word was?

Coaching prompts specific to the error - Choose 1

Did that make sense? MEANING (Semantic)

Look at the pictures.
What do you think it might be?

What happened in the story when ____?
Can you reread this?

Can we say it that way? STRUCTURE (Syntactic)

Did that sound right?
Can you say it another way?

Can you reread that?
What is another word that might fit here?

Does it look right? VISUAL / GRAPHIC (Graphophonic)

What sound / letter does it start with?
What would you expect to see at the beginning, middle, and end?

Make the first sound.

Coaching pre-emergent readers

One to One Correspondence

Where do you start reading?
Did that match?
Can you find ?

Point to the words.
Can you point to ____?

<p style="text-align: center;">Steps to Creating Quality Answers</p>	<p style="text-align: center;">Quality Answers-Constructed Response Scoring Guide</p>
<p>1. Read the question and find key words that tell you what the question is asking you to do. Ask yourself how many parts the question has.</p> <p>2. Restate the question in your answer.</p> <p>3. Think about where to find the answer.</p> <p>4. Use details or reasons from the story to support your answer.</p> <p>5. Check your answers by rereading it.</p> <p style="padding-left: 20px;">___ Answer all parts of the question fully.</p> <p style="padding-left: 20px;">___ Use names instead of “he,” “she,” or “it.”</p> <p style="padding-left: 20px;">___ Use proper conventions.</p>	<p><i>Answers will be scored as a 2, 1 or a 0</i></p> <p>2 ___ Correct answers to <u>all</u> parts of the question. ___ <u>Good reasons</u> and <u>examples</u> from the story <u>for support</u>.</p> <p>1 ___ Correct answers to <u>part</u> of the question, but maybe not all parts. ___ Might not have enough examples from the story.</p> <p>0 ___ May not contain correct answer to the question. ___ May not show student read and understood story.</p>

Clarify



Sound it out.

Look at the word chunks.

Read to the end of the sentence.

Make a good try, skip it, or ask for help.







Use your picture clues.

Does it sound right?
Does it look right?
Does it make sense?

What should I do when I don't know a word?

Question Answer Relationships–QAR Strategy

<p>In the Book</p> 	<p>In the Book</p> 
<p>Right There <i>You can answer the question exactly. The answer is RIGHT THERE in the text.</i></p> <p><i>Did you find it?</i></p>	<p>Think & Search <i>The author has given you the answer, but you need to Think about what was said and then Search for the answer to the question.</i></p> <p><i>Did you include everything?</i></p>
<ul style="list-style-type: none"> • Who ...? • Where...? • What is...? • When...? • How many...? • When did...? • What kind of..? • Name... • List.... 	<ul style="list-style-type: none"> • Summarize... • Contrast ... • Retell ... • Explain ... • Compare ... • What caused ...? • How did ...? • Find two examples • For what reason ..?
<p>In Your Head</p> 	<p>In Your Head</p> 
<p>Author and You <i>The exact answer is not in the text, but the Author gives you enough information for You to make a good decision.</i></p> <p><i>What did you decide?</i></p>	<p>On My Own <i>That's it! You must use your OWN BRAIN to answer the question! You have enough knowledge and experience stored to be able to do it!</i></p> <p><i>What was your choice?</i></p>
<ul style="list-style-type: none"> • What are the parts or features of....? • How is ____ related to _____? • Why do you think the author...? • What is the motive for ...? • How would you classify....? • How does ____ effect ____? • What is the theme of.....? • What is the function/role of ...? • How does ____ cause ____? • If _____ then _____ • What is the relationship between...? 	<ul style="list-style-type: none"> • How would you improve ...? • What would happen if ...? • Can you propose an alternative..? • Can you invent ...? • How would you design..? • Suppose you could ____; what would you do....? • Can you predict the outcome of? • Can you think of an original way to...? • Can you construct a model to show...? • Can you prescribe a solution..? • In your opinion...?

THE FABULOUS FOUR READING STRATEGIES



Appendix C

Assessment Overview

**St. Charles School District
K-12 Remedial Reading Curriculum**

District Communication Arts Assessments

Grade Level	Assessment	When Given
K-5 th	DRA	May, After every benchmark period if student is yellow or red (struggling)
K-5 th	District Writing Assessment	Fall, Winter, Spring (windows set by Teacher Leaders each year)
K-1 st	Sight Word Assessments	Aug., end of 2 nd , 3 rd and 4 th quarters
K-1 st	Concepts of Print	Aug., end of 2 nd , 3 rd and 4 th quarters
K-3 rd	Rigby Benchmarks	Kdg-start in Jan. 1 st -3 rd As needed when a student moves to a new reading level (minimum every other level)
K-1 st	Letter Naming Fluency-Aimsweb	Kdg-Fall, Winter, and Spring Benchmarks 1 st -Fall Benchmark Progress Monitor as Needed
K-1 st	Letter Sound Fluency-Aimsweb	Kdg-Fall, Winter, and Spring Benchmarks 1 st -Fall Benchmark Progress Monitor as Needed
K-1 st	Phonemic Segmentation Fluency-Aimsweb	Kdg-Winter, Spring Benchmark 1 st -Fall, Winter, Spring Benchmark Progress Monitor as Needed
K-1 st	Nonsense Word Fluency-Aimsweb	Kdg-Winter, Spring Benchmark 1 st -Fall, Winter, Spring Benchmark Progress Monitor as Needed
2 nd -4 th	MAZE-Aimsweb	Fall, Winter, and Spring Benchmarks Progress Monitor as Needed
1 st -4 th	RCBM Fluency-Aimsweb	1 st -Winter and Spring Benchmark 2 nd -4 th Fall, Winter, Spring Benchmarks Progress Monitor as Needed
5 th -12 th Remedial Rdg. Students	RCT with VPORT	Fall, Winter, Spring Benchmark Progress Monitor as Needed
5 th -12 th Remedial Rdg. Students	Reading Benchmark with VPORT	Fall, Winter, Spring Benchmark Progress Monitor as Needed
5 th -12 th Remedial Rdg. Students	Strategic Online Learning Opportunities (SOLO with Vport)	All Year
K-1 st	Letter Sound Fluency-Aimsweb	Kdg-Fall, Winter, and Spring Benchmarks 1 st -Fall Benchmark Progress Monitor as Needed
K-1 st	Phonemic Segmentation Fluency-Aimsweb	Kdg-Winter, Spring Benchmark 1 st -Fall, Winter, Spring Benchmark

		Progress Monitor as Needed
K-1 st	Nonsense Word Fluency-Aimsweb	Kdg-Winter, Spring Benchmark 1 st -Fall, Winter, Spring Benchmark Progress Monitor as Needed
2 nd -4 th	MAZE-Aimsweb	Fall, Winter, and Spring Benchmarks Progress Monitor as Needed
1 st -4 th	RCBM Fluency-Aimsweb	1 st -Winter and Spring Benchmark 2 nd -4 th Fall, Winter, Spring Benchmarks Progress Monitor as Needed
5 th -12 th	To Be Determined-see Teacher Leader	Fall, Winter, Spring Benchmark Progress Monitor as Needed
5 th -12 th	To Be Determined-see Teacher Leader	Fall, Winter, Spring Benchmark Progress Monitor as Needed

Appendix D

Teacher Resources

St. Charles School District

K-12 Remedial Reading Approved Materials

- **Fountas and Pinnell Leveled Literacy Intervention**
- **Voyager Learning**
- **Leveled Books**
- **Currently Approved Communication Arts Materials**
- **Currently Approved District Assessments for Communication Arts**

Elkonin Boxes

1. Have students draw three boxes on a sheet of paper or dry-erase board.

--	--	--

2. Distribute letters to students. Have students place letters above the boxes. Model the activities before students begin.

3. Follow the same procedure as in "Say It and Move It." For each phoneme, students move a letter to each box in a left-to-right progression.

4. For example: Distribute the letters: a, c, h, s.
Say the word: cash

--	--	--

Students move the letters that represent the sounds they hear in the word.

C	a	Sh
---	---	----

This example focuses on consonant digraphs.
Students say the word again, sliding their finger below the boxes from left to right.

Other Activities for Elkonin Boxes

Ask students to listen for a certain sound in a word. Say a word that has that sound.

Students place a letter in the first box if they hear the sound in the beginning of the word, in the middle box if they hear the sound in the middle of the word, and in the last box if they hear it at the end of the word.

For example: “Listen for the /m/ sound in the following words. Place the letter m in the corresponding box: ham.” Other sample words: made, lemon, dream, mirror, time.

		M
--	--	----------

6. Have students write letters in the boxes as you dictate words. For example: “Spell the word speak: The president of our club will speak after the pledge.”

s	p	ea	k
----------	----------	-----------	----------

Adapted from Blachman, B. A., Ball, E. W., Black, R., & Tangel, D. M. (2000). *Road to the code: A phonological awareness program for young children*. Baltimore: Brookes.

Say It Move It

1. Give the student the “Say It Move It” card and several counters.
2. Have children place the counters above the solid line.
3. Say a word with two or three phonemes, such as the word *sip*.

4. Have the children segment the word into phonemes by saying the word slowly and moving the counters. They move the counters down to the arrow as a guide for placement.

/s/ Children move a counter down to the dot on the arrow.

/i/ Children move a second counter down to the right of the first counter on the arrow.

/p/ Children move a third counter down to the right of the second counter on the arrow.

5. After they have moved all three counters to the arrow, have the children blend the sounds together as they repeat the word and slide their fingers below the counters in a left to right sequence. (Variation: Children repeat the word while sliding all of the counters in one continuous motion across the arrow in a left to right sequence.)

6. Continue with this procedure using other words (e.g., *mat, let*).

7. This activity can be used for practice with:

- Words with silent e (e.g., *make, mine*) and words with consonant combinations (e.g., *ship, that*).
- Letter tiles for blending letter-sound correspondences to read words.

Adapted from Blachman, B. A., Ball, E. W., Black, R., & Tangel, D. M. (2000). Road to the code: A phonological awareness program for young children. Baltimore: Brookes; Neuhaus Education Center. (1992). Reading readiness. Bellaire, TX: Author. All rights reserved. 1-713-664-7676. www.neuhaus.org
(1 of 2)

Say It Move It Card



Appendix E

Graphic Organizers

Graphic Organizer Webiste:

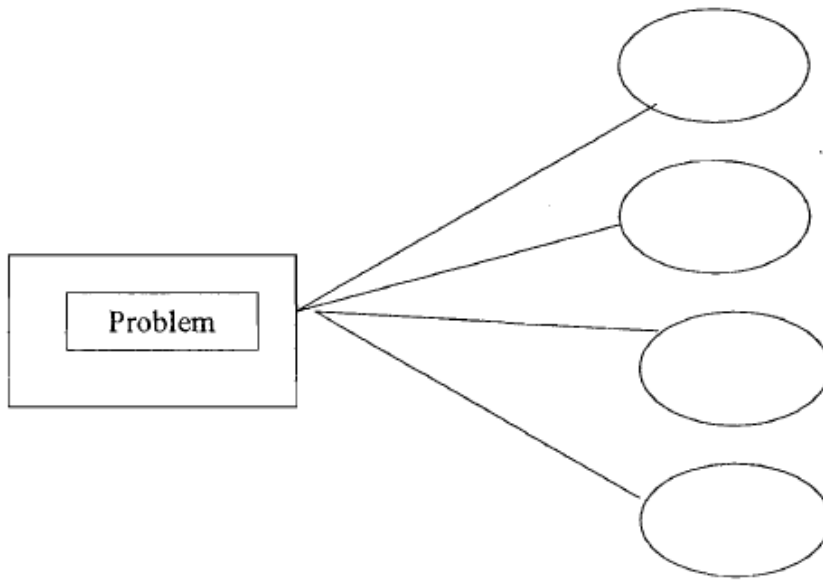
[http://www.eduplace.com/graphicorganizer/
index.jsp](http://www.eduplace.com/graphicorganizer/index.jsp)

Select a Graphic Organizer from the following list of links. Graphic Organizers will print as a PDF.

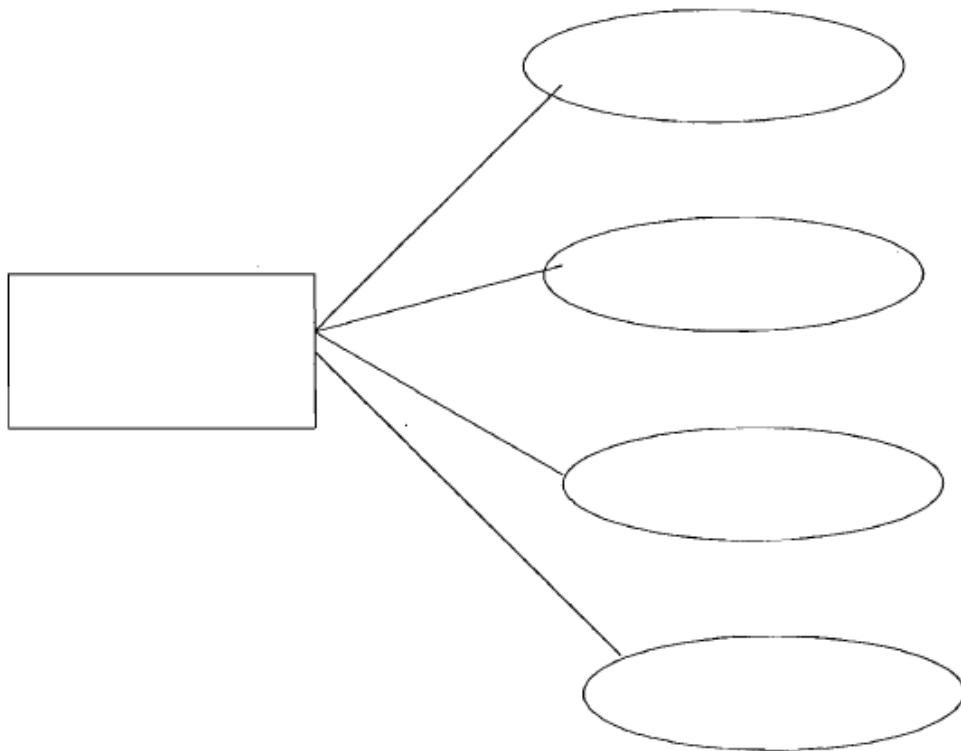
- Clock
- Cluster/Word Web 1
- Cluster/Word Web 2
- Cluster/Word Web 3
- Describing Wheel
- E-Chart
- Fact and Opinion
- Five W's Chart
- Flow Chart
- Four-Column Chart
- Garden Gate
- Goal-Reasons Web
- Ice-Cream Cone
- Idea Rake
- Idea Wheel
- Inverted Triangle
- ISP Chart
(Information, Sources, Page)
- KWL Chart
- KWS Chart
- Ladder
- Observation Chart
- Persuasion Map
- Planning Chart
- Problem-Solution Chart
- Sandwich
- Sense Chart
- Sequence Chart
- Spider Map
- Step-by-Step Chart
- Story Map 1
- Story Map 2
- Story Map 3
- T-Chart
- Ticktacktoe
- Time Line
- Time-Order Chart
- Tree Chart
- Venn Diagram

You have permission to print and copy these pages for classroom use.

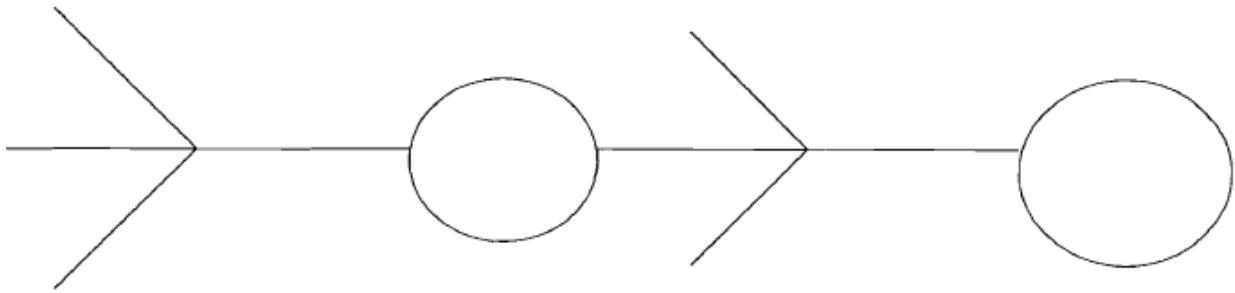
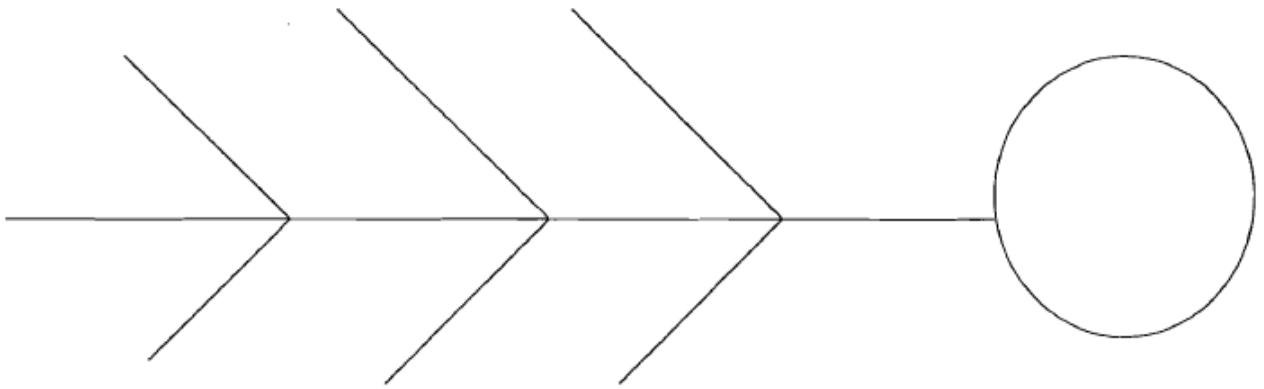
Problem/Solution



Transition Words: One answer is, the question is, the problem, the solution

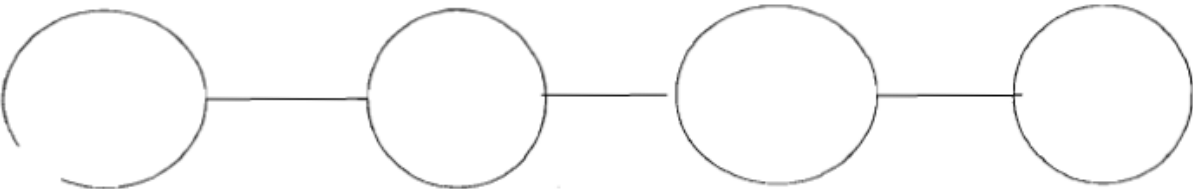
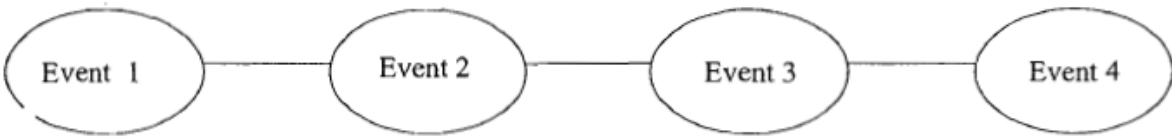


Cause and Effect



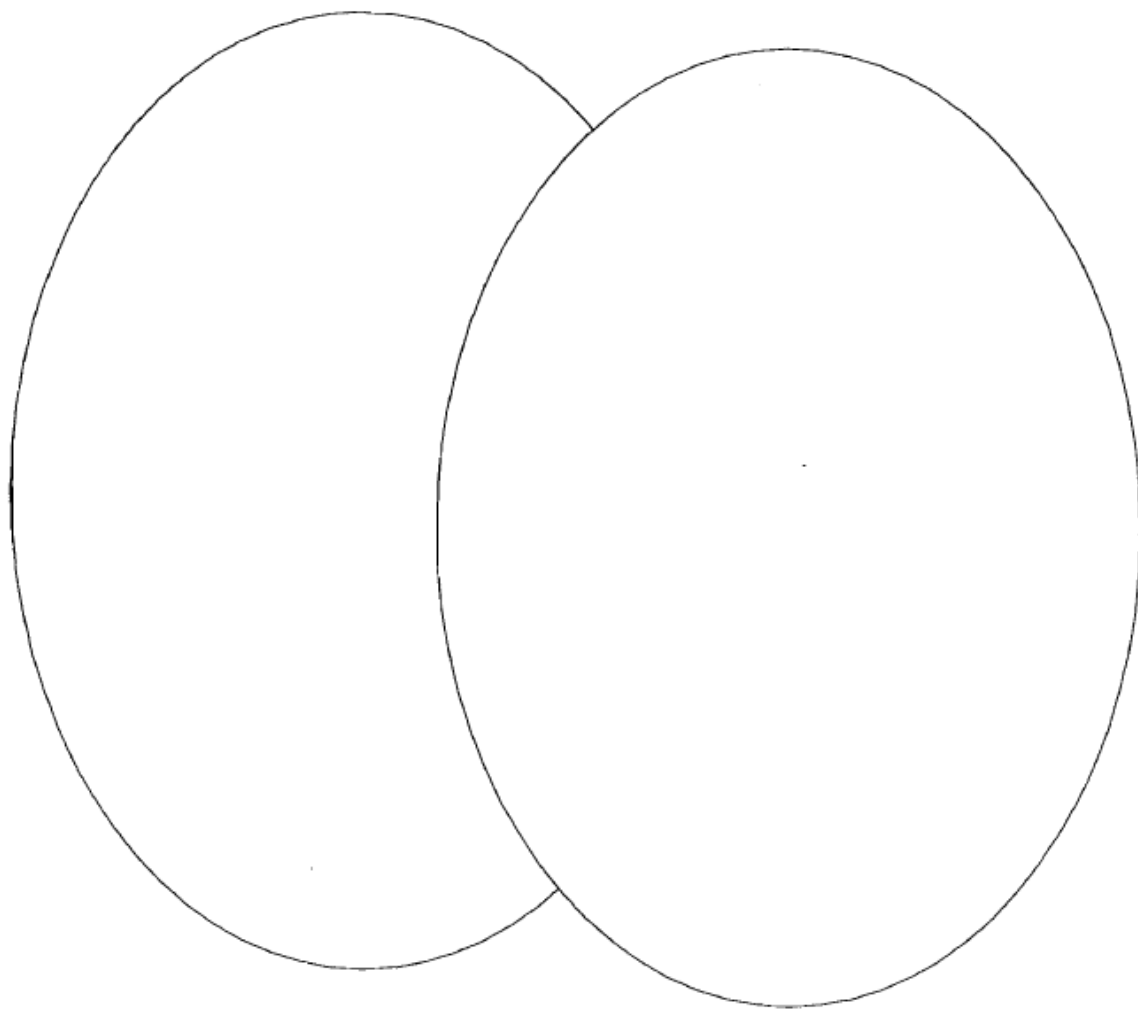
Transition Words: because, since, so that, if/then

Chronological/Sequence



Transition Words: First, second, then, after, next etc.

Comparison and Contrast



Transition Words: different from, same as, instead of, on the other hand

Main Idea

TOPIC (what is this about?): _____

MAIN IDEA: _____

**MAJOR CONCRETE
(SUPPORTING) DETAILS**

1.

2.

3.

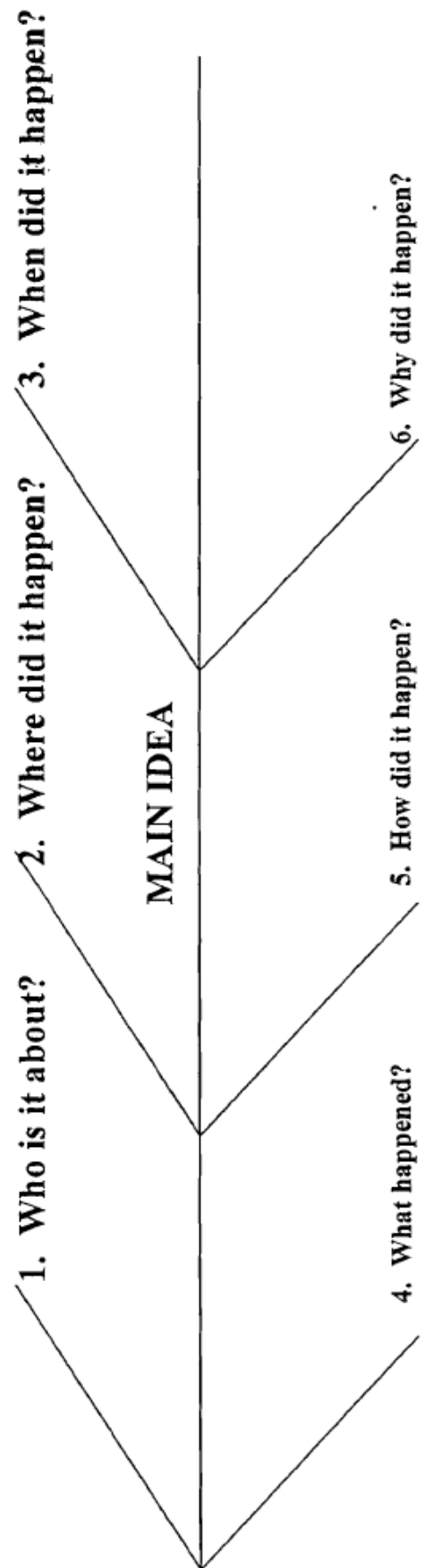
4.

5.

K-V₁-L

Know	Want to Know	Learned

Easy Start Herringbone



Appendix F

Reading/Writing Word Lists

High Frequency Onsets and Rimes (Adams, Wylie, and Durrell)

at	ame	ail	ash	eat	ick	In	ip	op	Oke
ap	ake	ain	ate	ell	ide	Ine	ir	ore	Uck
an	ale	all	aw	est	oght	Ing	it	ock	Unk
am	ack	ank	ay	ice	ill	Ink	ot	ug	Ump

**** These rimes are reliable 90% of the time.
Approximately 500 primary grade words can be derived from these rimes.**

Kindergarten Sight Word List

1. I
2. a
3. the
4. of
5. and
6. to
7. in
8. is
9. you
10. that
11. it
12. he
13. for
14. was
15. on
16. are
17. said
18. his
19. she
20. they
21. but
22. had
23. can
24. my
25. see
26. this
27. we
28. what
29. where
30. do

First Grade Sight Word Assessment

By the end of 1st grade, students should know the first 100 Fry Sight Words by building off of the Kindergarten Sight Word List

- | | | |
|-----------|-----------|------------|
| 1. as | 25. up | 48. number |
| 2. with | 26. other | 49. no |
| 3. at | 27. about | 50. way |
| 4. be | 28. out | 51. could |
| 5. have | 29. many | 52. people |
| 6. from | 30. then | 53. than |
| 7. or | 31. them | 54. first |
| 8. one | 32. these | 55. water |
| 9. by | 33. so | 56. been |
| 10. word | 34. some | 57. call |
| 11. not | 35. her | 58. who |
| 12. all | 36. would | 59. oil |
| 13. were | 37. make | 60. now |
| 14. when | 38. like | 61. find |
| 15. your | 39. him | 62. long |
| 16. there | 40. into | 63. down |
| 17. use | 41. time | 64. day |
| 18. an | 42. has | 65. did |
| 19. each | 43. look | 66. get |
| 20. which | 44. two | 67. come |
| 21. how | 45. more | 68. made |
| 22. their | 46. write | 69. many |
| 23. if | 47. go | 70. part |
| 24. will | | 71. over |

Sitton Spelling **First Grade** "No Excuses" Words - 1 to 21

"No Excuses" Words are those which students are expected to spell correctly in all of their everyday writing. They are taken from the list of core words. Below are the groups of words which we hope most children will master by the end of his/her first grade. Please help your child to spell these words correctly in their everyday writing.

1. **the**

2. **of**

3. **and**

4. **a**

5. **to**

6. **in**

7. **is**

8. **you**

9. **that**

10. **it**

11. **he**

12. **for**

13. **was**

14. **on**

15. **are**

16. **as**

17. **with**

18. **his**

19. **they**

20. **at**

21. **be**

Sitton Spelling [Second Grade](#) "No Excuses" Words - 1 to 36

"No Excuses" Words are those which students are expected to spell correctly in all of their everyday writing. They are taken from the list of core words. Below are the groups of words which we hope most children will master by the end of his/her second grade. Please help your child to spell these words correctly in their everyday writing.

- | | | | |
|---------|----------|----------|----------|
| 1. the | 11. he | 21. be | 31. but |
| 2. of | 12. for | 22. this | 32. what |
| 3. and | 13. was | 23. from | 33. all |
| 4. a | 14. on | 24. I | 34. were |
| 5. to | 15. are | 25. have | 35. when |
| 6. in | 16. as | 26. or | 36. we |
| 7. is | 17. with | 27. by | |
| 8. you | 18. his | 28. one | |
| 9. that | 19. they | 29. had | |
| 10. it | 20. at | 30. not | |

Sitton Spelling Third Grade "No Excuses" Words - 1 to 60

"No Excuses" Words are those which students are expected to spell correctly in all of their everyday writing. They are taken from the list of core words. Below are the groups of words which we hope most children will master by the end of his/her third grade. Please help your child to spell these words correctly in their everyday writing.

- | | | | |
|---------|----------|-----------|-----------|
| 1. the | 16. as | 31. but | 46. will |
| 2. of | 17. with | 32. what | 47. each |
| 3. and | 18. his | 33. all | 48. about |
| 4. a | 19. they | 34. were | 49. how |
| 5. to | 20. at | 35. when | 50. up |
| 6. in | 21. be | 36. we | 51. out |
| 7. is | 22. this | 37. there | 52. them |
| 8. you | 23. from | 38. can | 53. then |
| 9. that | 24. I | 39. an | 54. she |
| 10. it | 25. have | 40. your | 55. many |
| 11. he | 26. or | 41. which | 56. some |
| 12. for | 27. by | 42. their | 57. so |
| 13. was | 28. one | 43. said | 58. these |
| 14. on | 29. had | 44. if | 59. would |
| 15. are | 30. not | 45. do | 60. other |

Sitton Spelling [Fourth Grade](#) "No Excuses" Words - 1 to 100

"No Excuses" Words are those which students are expected to spell correctly in all of their everyday writing. They are taken from the list of core words. Below are the groups of words which we hope most children will master by the end of his/her third grade. Please help your child to spell these words correctly in their everyday writing.

a	could	how	Of	the	up
about	do	I	On	their	was
all	each	if	One	them	we
an	first	in	Or	then	were
and	for	into	other	there	when
are	from	is	Out	these	which
as	had	is	said	they	will
at	has	like	See	they're	with
be	have	make	She	this	would
been	he	many	So	time	you
but	her	more	some	to	you're
by	him	no	than	too	your
can	his	not	that	two	what

Sitton Spelling Fifth Grade "No Excuses" Words - 1 to 150

"No Excuses" Words are those which students are expected to spell correctly in all of their everyday writing. They are taken from the list of core words. Below are the words which we hope most children will master by the end of his/her fourth grade. Please help your child to spell these words correctly in their everyday writing.

1. the	26. or	51. out	76. its	101. get	126. must
2. of	27. by	52. them	77. who	102. through	127. because
3. and	28. one	53. then	78. now	103. back	128. does
4. a	29. had	54. she	79. people	104. much	129. part
5. to	30. not	55. many	80. my	105. go	130. even
6. in	31. but	56. some	81. made	106. good	131. place
7. is	32. what	57. so	82. over	107. new	132. well
8. you	33. all	58. these	83. did	108. write	133. such
9. that	34. were	59. would	84. down	109. our	134. here
10. it	35. when	60. other	85. only	110. me	135. take
11. he	36. we	61. into	86. way	111. man	136. why
12. for	37. there	62. has	87. find	112. too	137. help
13. was	38. can	63. more	88. use	113. any	138. put
14. on	39. an	64. her	89. may	114. day	139. different
15. are	40. your	65. two	90. water	115. same	140. away
16. as	41. which	66. like	91. long	116. right	141. again
17. with	42. their	67. him	92. little	117. look	142. off
18. his	43. said	68. see	93. very	118. think	143. went
19. they	44. if	69. time	94. after	119. also	144. old
20. at	45. do	70. could	95. words	120. around	145. number
21. be	46. will	71. no	96. called	121. another	146. great
22. this	47. each	72. make	97. just	122. came	147. tell
23. from	48. about	73. than	98. where	123. come	148. men
24. I	49. how	74. first	99. most	124. work	149. say
25. have	50. up	75. been	100. know	125. three	150. small

Word Bank of 1200 High-Frequency Words Sitton Spelling Core Words

The words in this word bank are listed in the order of their frequency of use in everyday writing. Since **the** is the most frequently used word in our language, its number is one in the word bank. The first 25 words are used in 33% of everyday writing, the first 100 words appear in 50% of adult and student writing, and the first 1,000 words are used in 89% of everyday writing.

1 the	39 an	77 who	115 same
2 of	40 your	78 now	116 right
3 and	41 which	79 people	117 look
4 a	42 their	80 my	118 think
5 to	43 said	81 made	119 also
6 in	44 if	82 over	120 around
7 is	45 do	83 did	121 another
8 you	46 will	84 down	122 came
9 that	47 each	85 only	123 come
10 it	48 about	86 way	124 work
11 he	49 how	87 find	125 three
12 for	50 up	88 use	126 must
13 was	51 out	89 may	127 because
14 on	52 them	90 water	128 does
15 are	53 then	91 long	129 part
16 as	54 she	92 little	130 even
17 with	55 many	93 very	131 place
18 his	56 some	94 after	132 well
19 they	57 so	95 words	133 such
20 at	58 these	96 called	134 here
21 be	59 would	97 just	135 take
22 this	60 other	98 where	136 why
23 from	61 into	99 most	137 help
24 I	62 has	100 know	138 put
25 have	63 more	101 get	139 different
26 or	64 her	102 through	140 away
27 by	65 two	103 back	141 again
28 one	66 like	104 much	142 off
29 had	67 him	105 go	143 went
30 not	68 see	106 good	144 old
31 but	69 time	107 new	145 number
32 what	70 could	108 write	146 great
33 all	71 no	109 our	147 tell
34 were	72 make	110 me	148 men
35 when	73 than	111 man	149 say
36 we	74 first	112 too	150 small
37 there	75 been	113 any	151 every
38 can	76 its	114 day	152 found

153 still	203 side	253 it's	303 eat
154 between	204 without	254 try	304 short
155 mane	205 boy	255 told	305 United States
156 should	206 once	256 young	306 run
157 home	207 animal	257 sun	307 book
158 big	208 life	258 thing	308 gave
159 give	209 enough	259 whole	309 order
160 air	210 took	260 hear	310 open
161 line	211 four	261 example	311 ground
162 set	212 head	262 heard	312 cold
163 own	213 above	263 several	313 really
164 under	214 kind	264 change	314 table
165 read	215 began	265 answer	315 remember
166 last	216 almost	266 room	316 tree
167 never	217 live	267 sea	317 course
168 us	218 page	268 against	318 front
169 left	219 got	269 top	319 American
170 end	220 earth	270 turned	320 space
171 along	221 need	271 learn	321 inside
172 while	222 far	272 point	322 ago
173 might	223 hand	273 city	323 sad
174 next	224 high	274 play	324 early
175 sound	225 year	275 toward	325 I'll
176 below	226 mother	276 five	326 learned
177 saw	227 light	277 himself	327 brought
178 something	228 country	278 usually	328 close
179 thought	229 father	279 money	329 nothing
180 both	230 let	280 seen	330 though
181 few	231 night	281 didn't	331 idea
182 those	232 picture	282 car	332 before
183 always	233 being	283 morning	333 lived
184 show	234 study	284 I'm	334 became
185 large	235 second	285 body	335 add
186 often	236 soon	286 upon	336 become
187 together	237 story	287 family	337 grow
188 asked	238 since	288 later	338 draw
189 house	239 white	289 turn	339 yet
190 don't	240 ever	290 move	340 less
191 world	241 paper	291 face	341 wind
192 going	242 hard	292 door	342 behind
193 want	243 near	293 cut	343 cannot
194 school	244 sentence	294 done	344 letter
195 important	245 better	295 group	345 among
196 until	246 best	296 true	346 able
197 form	247 across	297 half	347 dog
198 food	248 during	298 red	348 shown
199 keep	249 today	299 fish	349 mean
200 children	250 however	300 plants	350 English
201 feet	251 sure	301 living	351 rest
202 land	252 knew	302 black	352 perhaps

353 certain	403 past	453 heart	503 window
354 six	404 ball	454 real	504 mark
355 feel	405 girl	455 simple	505 heat
356 fire	406 road	456 snow	506 grew
357 ready	407 blue	457 rain	507 listen
358 green	408 instead	458 suddenly	508 ask
359 yes	409 either	459 easy	509 single
360 built	410 held	460 leaves	510 clear
361 special	411 already	461 lay	511 energy
362 ran	412 warm	462 size	512 week
363 full	413 gone	463 wild	513 explain
364 town	414 finally	464 weather	514 lost
365 complete	415 summer	465 miss	515 spring
366 oh	416 understand	466 pattern	516 travel
367 person	417 moon	467 sky	517 wrote
368 hot	418 animals	468 walked	518 farm
369 anything	419 mind	469 main	519 circle
370 hold	420 outside	470 someone	520 whose
371 state	421 power	471 center	521 correct
372 list	422 problem	472 field	522 bed
373 stood	423 longer	473 stay	523 measure
374 hundred	424 winter	474 itself	524 straight
375 ten	425 deep	475 boat	525 base
376 fast	426 heavy	476 question	526 mountain
377 felt	427 carefully	477 wide	527 caught
378 kept	428 follow	478 least	528 hair
379 notice	429 beautiful	479 tiny	529 bird
380 can't	430 everyone	480 hour	530 wood
381 strong	431 leave	481 happened	531 color
382 voice	432 everything	482 foot	532 war
383 probably	433 game	483 care	533 fly
384 area	434 system	484 low	534 yourself
385 horse	435 bring	485 else	535 seem
386 matter	436 watch	486 gold	536 thus
387 stand	437 shell	487 build	537 square
388 box	438 dry	488 glass	538 moment
389 start	439 within	489 rock	539 teacher
390 that's	440 floor	490 tall	540 happy
391 class	441 ice	491 alone	541 bright
392 piece	442 ship	492 bottom	542 sent
393 surface	443 themselves	493 check	543 present
394 river	444 begin	494 reading	544 plan
395 common	445 fact	495 fall	545 rather
396 stop	446 third	496 poor	546 length
397 am	447 quite	497 map	547 speed
398 talk	448 carry	498 friend	548 machine
399 whether	449 distance	499 language	549 information
400 fine	450 although	500 job	550 except
401 round	451 sat	501 music	551 figure
402 dark	452 possible	502 buy	552 you're

553 free	603 edge	653 rich	703 radio
554 fell	604 soft	654 team	704 method
555 suppose	605 village	655 corner	705 king
556 natural	606 object	656 cat	706 similar
557 ocean	607 age	657 amount	707 return
558 government	608 minute	658 garden	708 corn
559 baby	609 wall	659 led	709 decide
560 grass	610 meet	660 note	710 position
561 plane	611 record	661 various	711 bear
562 street	612 copy	662 race	712 hope
563 couldn't	613 forest	663 bit	713 song
564 reason	614 especially	664 result	714 engine
565 difference	615 necessary	665 brother	715 board
566 maybe	616 he's	666 addition	716 control
567 history	617 unit	667 doesn't	717 spread
568 mouth	618 flat	668 dead	718 evening
569 middle	619 direction	669 weight	719 brown
570 step	620 south	670 thin	720 clean
571 child	621 subject	671 stone	721 wouldn't
572 strange	622 skin	672 hit	722 section
573 wish	623 wasn't	673 wife	723 spent
574 soil	624 I've	674 island	724 ring
575 human	625 yellow	675 we'll	725 teeth
576 trip	626 party	676 opposite	726 quiet
577 woman	627 force	677 born	727 ancient
578 eye	628 test	678 sense	728 stick
579 milk	629 bad	679 cattle	729 afternoon
580 choose	630 temperature	680 million	730 silver
581 north	631 pair	681 anyone	731 nose
582 seven	632 ahead	682 rule	732 century
583 famous	633 wrong	683 science	733 therefore
584 late	634 practice	684 afraid	734 level
585 pay	635 sand	685 women	735 you'll
586 sleep	636 tail	686 produce	736 death
587 iron	637 wait	687 pull	737 hole
588 trouble	638 difficult	688 son	738 coast
589 store	639 general	689 meant	739 cross
590 beside	640 cover	690 broken	740 sharp
591 oil	641 material	691 interest	741 fight
592 modern	642 isn't	692 chance	742 capital
593 fun	643 thousand	693 thick	743 fill
594 catch	644 sign	694 sight	744 deal
595 business	645 guess	695 pretty	745 busy
596 reach	646 forward	696 train	746 beyond
597 lot	647 huge	697 fresh	747 send
598 won't	648 ride	698 drive	748 love
599 case	649 region	699 lead	749 cool
600 speak	650 nor	700 break	750 cause
601 shape	651 period	701 sit	751 please
602 eight	652 blood	702 bought	752 meat

753 lady	803 rose	853 none	903 laid
754 west	804 cotton	854 hill	904 dear
755 glad	805 spoke	855 television	905 surprise
756 action	806 rope	856 bill	906 gun
757 pass	807 fear	857 solve	907 entire
758 type	808 shore	858 pressure	908 fruit
759 attention	809 throughout	859 report	909 crowd
760 gas	810 compare	860 farmer	910 band
761 kitchen	811 movement	861 count	911 wet
762 pick	812 exercise	862 trade	912 solid
763 scale	813 bread	863 chief	913 northern
764 basic	814 process	864 month	914 flower
765 happen	815 nature	865 clothes	915 star
766 safe	816 apart	866 doctor	916 feed
767 grown	817 path	867 indeed	917 wooden
768 cost	818 careful	868 dance	918 sort
769 wear	819 narrow	869 church	919 develop
770 act	820 mental	870 original	920 shoulder
771 hat	821 nine	871 enjoy	921 variety
772 arm	822 useful	872 string	922 season
773 believe	823 public	873 sister	923 share
774 major	824 according	874 familiar	924 jump
775 gray	825 steel	875 onto	925 regular
776 wonder	826 salt	876 imagine	926 represent
777 include	827 speech	877 blow	927 market
778 describe	828 forth	878 quick	928 we're
779 electric	829 nation	879 law	929 flew
780 sold	830 knowledge	880 lie	930 finger
781 visit	831 appear	881 final	931 expect
782 sheep	832 ate	882 rise	932 army
783 I'd	833 dinner	883 loud	933 cabin
784 office	834 hurt	884 fair	934 camp
785 row	835 spend	885 herself	935 danger
786 contain	836 experiment	886 slow	936 purpose
787 fit	837 touch	887 noise	937 breakfast
788 equal	838 drop	888 statement	938 proper
789 value	839 chair	889 hungry	939 coat
790 yard	840 east	890 join	940 push
791 beat	841 separate	891 tube	941 express
792 inch	842 truck	892 rode	942 shot
793 sugar	843 sing	893 empty	943 angry
794 key	844 column	894 twenty	944 southern
795 product	845 twice	895 broke	945 dress
796 desert	846 particular	896 nice	946 bag
797 bank	847 shop	897 effect	947 proud
798 farther	848 unless	898 paid	948 neck
799 won	849 spot	899 motion	949 breath
800 total	850 neither	900 myself	950 strength
801 sell	851 met	901 divide	951 member
802 wire	852 wheel	902 supply	952 twelve

953 mine	1003 dozen	1053 fifty	1103 garage
954 company	1004 baseball	1054 escape	1104 lose
955 current	1005 rubber	1055 threw	1105 vegetable
956 pound	1006 symbol	1056 planet	1106 parents
957 valley	1007 support	1057 dangerous	1107 style
958 double	1008 exactly	1058 event	1108 education
959 till	1009 industry	1059 leader	1109 required
960 match	1010 they're	1060 peace	1110 political
961 average	1011 beneath	1061 spelling	1111 daughter
962 die	1012 laugh	1062 chapter	1112 individual
963 liquid	1013 groceries	1063 swimming	1113 progress
964 alive	1014 popular	1064 opportunity	1114 altogether
965 stream	1015 thank	1065 immediately	1115 activities
966 provide	1016 quarter	1066 favorite	1116 article
967 drink	1017 climbed	1067 settled	1117 equipment
968 experience	1018 continue	1068 telephone	1118 discuss
969 future	1019 potatoes	1069 repeat	1119 healthy
970 tomorrow	1020 receive	1070 prepare	1120 perfect
971 drove	1021 design	1071 instance	1121 recognize
972 population	1022 president	1072 avenue	1122 frequently
973 finish	1023 charge	1073 newspaper	1123 character
974 station	1024 mistake	1074 actually	1124 personal
975 shook	1025 hospital	1075 employee	1125 disappear
976 stage	1026 remain	1076 review	1126 success
977 oxygen	1027 service	1077 convince	1127 traffic
978 poem	1028 increase	1078 allowed	1128 yesterday
979 solution	1029 students	1079 nobody	1129 situation
980 burn	1030 insects	1080 details	1130 realize
981 cent	1031 address	1081 muscles	1131 message
982 electricity	1032 sincerely	1082 model	1132 recently
983 everybody	1033 dollars	1083 climate	1133 account
984 rate	1034 belong	1084 coffee	1134 physical
985 dust	1035 bottle	1085 whenever	1135 neighbor
986 worth	1036 flight	1086 serious	1136 excited
987 community	1037 forget	1087 angle	1137 whisper
988 captain	1038 bicycle	1088 feather	1138 available
989 bus	1039 secret	1089 determined	1139 college
990 protect	1040 soldier	1090 dictionary	1140 furniture
991 cook	1041 silent	1091 ordinary	1141 leather
992 raise	1042 structure	1092 extra	1142 husband
993 further	1043 height	1093 rough	1143 principal
994 steam	1044 observe	1094 library	1144 medicine
995 guide	1045 indicate	1095 condition	1145 excellent
996 discover	1046 railroad	1096 arrived	1146 operation
997 plain	1047 knife	1097 located	1147 council
998 usual	1048 married	1098 program	1148 author
999 seat	1049 suggested	1099 pencil	1149 organize
1000 accept	1050 entered	1100 tongue	1150 concern
1001 police	1051 magazine	1101 title	1151 barbecue
1002 consider	1052 agree	1102 enemy	1152 accident

1153 disease	1165 worse	1177 stomach	1189 rhythm
1154 construction	1166 transportation	1178 collect	1190 avoid
1155 motor	1167 frozen	1179 prevent	1191 daily
1156 affect	1168 waste	1180 courage	1192 identity
1157 conversation	1169 couple	1181 occur	1193 standard
1158 evidence	1170 function	1182 foreign	1194 combine
1159 citizen	1171 connect	1183 quality	1195 attached
1160 environment	1172 project	1184 terrible	1196 frighten
1161 influence	1173 pronounce	1185 instrument	1197 social
1162 cancel	1174 offered	1186 balance	1198 factory
1163 audience	1175 apply	1187 ability	1199 license
1164 apartment	1176 improve	1188 arrange	1200 recommend

Grade 1: Words 1-35

Grade 2: Words 1-170

Grade 3: Words 1-335

Grade 4: Words 1-500

Grade 5: Words 1-675

Grade 6: Words 1-850

Grade 7: Words 1-1025

Grade 8: Words 1-1200

Appendix G

Glossary of Terms

GLOSSARY OF TERMS

COMMUNICATION ARTS GRADE-LEVEL EXPECTATIONS

Missouri Department of Elementary and Secondary Education

October 2004

This Glossary Of Terms provides definitions and elaborations for terms used in the Communication Arts Grade-Level Expectations (GLE) document. Glossary terms in **boldface** type correspond to those appearing in boldface type in the Grade-Level Expectations. The Glossary includes additional terms to clarify important concepts in Communication Arts; these additional terms do not appear in bold. GLE correlations are listed in the third column. e.g., W2F = **W**riting. **2** Compose well-developed text using standard English conventions. **E** Sentence construction.

<ul style="list-style-type: none"> • active voice 	writing in which the subject of the sentence performs the action of the verb (Writing is in the passive voice when the subject receives the action. e.g., Passive voice = <i>The cake was decorated by my sister.</i> Active voice = <i>My sister decorated the cake.</i>) http://leo.stcloudstate.edu/grammar/pronante.html	W2F
<ul style="list-style-type: none"> • active-listening behaviors 	actions that let the speaker know the audience is listening (Examples: non-verbal body language cues such as making eye contact and nodding in agreement, verbal cues such as questioning and summarizing main points, etc.)	LS1B
<ul style="list-style-type: none"> • affixes 	one or more sounds or letters attached to the beginning or end of a word or base: prefixes and suffixes.	R1E
<ul style="list-style-type: none"> • alliteration 	repetition of the initial consonant sounds in stressed syllables or words in sequence; a “sound device”	R2B
<ul style="list-style-type: none"> • analogy 	an expression showing similarities between two things. (Analogies deal with the relationships between relationships. For example, “ <i>Explain how the relationship between thermometer and temperature are similar to the relationship between odometer and distance.</i> ” Analogies take the printed form A:B :: C:D and are read “ <i>A is to B as C is to D.</i> ”)	W3A
<ul style="list-style-type: none"> • analyze 	to examine by parsing or breaking down into smaller parts or elements	R1H
<ul style="list-style-type: none"> • antecedent 	the word, phrase, or clause to which a pronoun refers, understood by the context http://leo.stcloudstate.edu/grammar/pronante.html	W2D
<ul style="list-style-type: none"> • audience 	the author’s awareness of audience: writing for a specific purpose with a specific reader or group of readers in mind	W3E
<ul style="list-style-type: none"> • author’s purpose 	the author’s intent or reason for writing: to explain or inform, to entertain, to persuade	R2C

GLOSSARY OF TERMS

COMMUNICATION ARTS GRADE-LEVEL EXPECTATIONS

Missouri Department of Elementary and Secondary Education

October 2004

• automaticity	automatic word recognition; the fast, effortless word recognition that comes with a great deal of reading practice (Emerging and Developing readers may be accurate, but slow and inefficient at word recognition. Continued reading practice helps word recognition become more automatic, rapid, and effortless. Automaticity refers only to accurate, speedy word recognition, <u>not</u> to reading with expression.)	R1D
• base word	a word to which affixes may be added to create related words; root word; the basic part of a word that usually carries the main component of meaning and cannot be further analyzed without the loss of identity (e.g., “teach” in “re-teach” or “teaching”)	R1E
• bias	a mental leaning, inclination, or prejudice	R3C
• cause and effect	the connection or relationship between a precipitating event or reason, and its effects or results (A cause makes something occur; an effect is the outcome of the cause.)	R2C
• character traits	authors develop characterization by describing various aspects of the character: physical appearance; personality; speech, behavior/actions; thoughts and/or feelings; interactions with other characters	R2C
• citation	attribution, or method of acknowledgment of source material used by an author; common citation styles include MLA, APA, and Chicago www.bedfordstmartins.com/online/citex.html	W2C
• classroom resources	reference materials such as a dictionary, thesaurus, handbook, word wall, spellchecker, glossary, or technological tool	R1E
• cohesive devices	elements that bind writing together as a whole; cohesive devices include transitional words and phrases as well as repetition of key words and the use of “reference words” that “point back” to ideas in the text http://leo.stcloudstate.edu/style/cohesion.html	W2F
• colloquialism	a common word or phrase that is used in everyday speech; colloquialisms may be specific to a geographic region; authors use colloquialisms to develop characterization (Examples: “ <i>W’a’s up?</i> ” or “ <i>What’s happenin’?</i> ” are colloquialisms for “ <i>How are you?</i> ”) http://www.galegroup.com/free_resources/glossary/glossary_bc.htm	LS1A
• compare	to tell how things are alike; to examine both points of similarity and difference, but generally with the greater emphasis on similarities	R1I
• complex task	work consisting of multiple interconnected, involved, or complicated steps	R3D

GLOSSARY OF TERMS
COMMUNICATION ARTS GRADE-LEVEL EXPECTATIONS

Missouri Department of Elementary and Secondary Education

October 2004

<ul style="list-style-type: none"> • concept of print 	conventions of print; the understanding an individual has about the accepted practices that govern the use of print and the written language (e.g., reading left to right and top to bottom, words are made of letters, use of spaces between words, use of upper- and lower-case letters, spelling patterns, punctuation, etc.)	R1A
<ul style="list-style-type: none"> • concluding sentence 	closing/ending sentence; after all the details have been included in the body of the paragraph	W3C
<ul style="list-style-type: none"> • conflict 	<p>the struggle or clash between opposing characters or opposing forces</p> <ul style="list-style-type: none"> ✓ external conflict: a struggle between a character and an outside force <ul style="list-style-type: none"> ○ person versus person ○ person versus society ○ person versus nature ○ person versus “fate” ✓ internal conflict: a struggle within a character <ul style="list-style-type: none"> ○ person versus self 	R2C
<ul style="list-style-type: none"> • connotation 	the attitude and emotional feelings associated with a word or idea (Denotation is a word’s literal meaning.)	R3C
<ul style="list-style-type: none"> • context clues 	information from the surrounding words, illustrations, or sentences that helps give meaning to a specific word or phrase	R1E
<ul style="list-style-type: none"> • contrast 	to explain how things are different	R1I
<ul style="list-style-type: none"> • conventions 	capitalization, punctuation, spelling, grammar http://leo.stcloudstate.edu/	W2
<ul style="list-style-type: none"> • cueing system 	any of the various sources of information aiding in the identification of an unrecognized word and helping readers construct meaning from print (e.g., phonics, grammar, context, word parts, and text structure)	R1G
<ul style="list-style-type: none"> • culture 	the customary beliefs and social norms of a group; the totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought characteristic of a community or population (As part of the setting, place may involve not only the geographical place, but also the social, economic, or cultural environment.)	R1I

GLOSSARY OF TERMS COMMUNICATION ARTS GRADE-LEVEL EXPECTATIONS

Missouri Department of Elementary and Secondary Education

October 2004

• decode	to analyze spoken or graphic symbols of a familiar language to ascertain their intended meaning (To learn to read, one must learn the conventional code in which text is written in order to decode the written message. In reading practice, the term is used primarily to refer to word identification.)	R1C
• decoding strategies	methods of translating symbols into words	R1C
• description / descriptive writing	<u>types of writing.</u>	
• dialect	a representation of the language spoken by the people of a particular place, time, or social group ✓ regional dialect: spoken in a specific geographic region ✓ social dialect: spoken by members of a specific social group or class	R2B
• directionality	the ability to accurately perceive spatial orientation of print (e.g., the print concept of reading from left to right and top to bottom)	W2A
• draft	writing ideas in a rough, unpolished form; the preliminary version of a piece of writing	W1A
• draw conclusions	use of facts and inferences to make a judgment or decision	R1H
• enunciation	clear pronunciation and articulation of words	LS2A
• environmental print	print and other graphic symbols, in addition to books, that are found in the physical environment	R1D
• evaluate	to make a judgment of quality based on evidence	
• expository text	<u>types of writing.</u>	W3C
• fiction	imaginative narrative in any form of presentation that is designed to entertain, as distinguished from that which is primarily designed to explain, argue, or merely describe (As a genre, fiction may include short stories, novella, novels, drama, and narrative poetry.)	R1I

GLOSSARY OF TERMS COMMUNICATION ARTS GRADE-LEVEL EXPECTATIONS

Missouri Department of Elementary and Secondary Education

October 2004

<ul style="list-style-type: none"> • figurative language 	<p>language which makes use of certain literary devices or literary techniques often called “figures of speech” in which something other than the literal meaning is implied</p> <p>See: hyperbole; imagery; irony; metaphor; personification; simile; symbolism</p>	R2B
<ul style="list-style-type: none"> • fluency 	<p>the ability to read a text accurately, quickly, and with proper expression and comprehension</p> <p>(Fluent readers do not have to concentrate on decoding words and can focus their attention on the meaning of the text.)</p>	R1D
<ul style="list-style-type: none"> • foreshadowing 	<p>a literary device in which the author presents hints or clues about future events</p> <p>(Flashback is the opposite literary device, in which the author presents information that happened in an earlier time before the events currently taking place.)</p>	R2C
<ul style="list-style-type: none"> • forms of writing 	<p><u>types of writing.</u></p>	W1A
<ul style="list-style-type: none"> • fragment 	<p>a word or phrase that does not express a complete thought</p>	W2F
<ul style="list-style-type: none"> • genre 	<p>categories used to classify literature</p> <p>(e.g., fiction, non-fiction, poetry, drama)</p>	R1I
<ul style="list-style-type: none"> • grade-level instructional text 	<ul style="list-style-type: none"> ✓ <u>instructional reading level</u>: the text level at which a student reads 90%--95% of the words accurately with 75%--89% comprehension; the level at which a student needs support from the teacher ✓ <u>independent reading level</u>: the text level at which a student reads 96%--100% of the words accurately and comprehends 90%--100% of the content without help 	R1D
<ul style="list-style-type: none"> • graphic organizer 	<p>a visual device for organizing information around a concept, theme, or topic; includes, but not limited to the following:</p> <ul style="list-style-type: none"> ✓ <u>advance organizer</u>: previews instruction and provides familiar concepts that connect and anchor the new learning ✓ <u>chart</u>: gives information, shows processes, or makes comparisons, often with pictures and symbols rather than with words ✓ <u>cluster, concept map, or web</u>: presents written ideas around a theme, characteristic, category, or word ✓ <u>diagram</u>: shows how something works, how it is constructed, or how its part relate to one another ✓ <u>graph</u>: presents information with lines, pictures, and symbols rather than words ✓ <u>mind map</u>: uses pictures and symbolic drawings rather than written words 	W1A

GLOSSARY OF TERMS

COMMUNICATION ARTS GRADE-LEVEL EXPECTATIONS

Missouri Department of Elementary and Secondary Education

October 2004

<ul style="list-style-type: none"> • graphic organizer (continued from page 5) 	<ul style="list-style-type: none"> ✓ outline: organizes information into topics and subtopics with related details; topic outlines use words and phrases to describe key information; sentence outlines use complete sentences to list major points and supporting details ✓ Venn diagram: uses two overlapping circles to express similarities and differences in two things 	
<ul style="list-style-type: none"> • high-frequency word 	common words that appear often in written or spoken language (e.g., the, of, and, a, to, in, is, you)	R1D
<ul style="list-style-type: none"> • historic time frame 	the era, or time period, in which the plot is set; the cultural era in which an author wrote the literature	R1I
<ul style="list-style-type: none"> • hyperbole 	figurative language in which exaggeration is used to convey meaning (Understatement is the opposite of hyperbole.)	R2B
<ul style="list-style-type: none"> • imagery 	figurative language that appeals to the five senses: touch, taste, smell, hearing, and sight; mental pictures evoked through use of simile and metaphor; sensory language	R2B
<ul style="list-style-type: none"> • infer 	to draw meaning from a combination of clues in the text without explicit reference to the text	R1G
<ul style="list-style-type: none"> • information literacy 	the ability to evaluate sources, and information in those sources, for accuracy and validity	IL
<ul style="list-style-type: none"> • irony 	contrast or discrepancy between expectation and reality <ul style="list-style-type: none"> ✓ dramatic irony exists when information is known to the reader or audience but unknown to the characters ✓ situational irony involves an occurrence that contradicts the expectations of the reader or audience ✓ verbal irony occurs when a writer or speaker says one thing but means the opposite 	R2B
<ul style="list-style-type: none"> • jargon 	technical terms, acronyms, and language used by people of the same profession or specialized interest group	R2B
<ul style="list-style-type: none"> • key words 	words and phrases used in the research process to locate appropriate information	IL1A
<ul style="list-style-type: none"> • letter formal business letter friendly letter 	<ul style="list-style-type: none"> ✓ a formal business letter has a prescribed form (full block, block, semi-block) and contains a return address, inside address, salutation, body paragraphs, closing, and signature http://englishplus.com/grammar/00000149.htm ✓ friendly letter (informal or personal letter) has five parts: heading, greeting, body, closing, and signature http://englishplus.com/grammar/00000143.htm 	W3E

GLOSSARY OF TERMS COMMUNICATION ARTS GRADE-LEVEL EXPECTATIONS

Missouri Department of Elementary and Secondary Education

October 2004

• literary devices	literary elements; figures of speech http://www.uvsc.edu/owl/handouts/literary%20terms.pdf	R2B R3B
• main idea	the implicit or explicit message; what a text is “mostly about”; the theme of the text	R1H
• media	means of communication, including print and visual works, live and television/film/video performances, audio, Internet; plural of <i>medium</i>	IL2A
• media techniques	<ul style="list-style-type: none"> ✓ print techniques: text features such as headlines, captions, boldface type ✓ language techniques: style (e.g., dialect, word choice, propaganda) ✓ symbolic techniques: visual symbols (e.g., objects, setting, color) ✓ technical techniques: camera angles, lighting, focus, etc. 	IL2A
• metaphor	figurative language that makes a direct comparison between two unlike things; a comparison that <i>does not</i> use the connective words “like” or “as”	R2B
• mood	the feeling created in the reader, evoked through the language of the text	R2C
• multi-paragraph essay	an essay that contains an introductory paragraph, two or more body paragraphs which develop and support the main idea or theme, and a concluding paragraph	W3C
• narrative	<u>types of writing.</u>	W3A
• nonfiction	writing that concerns real events and is intended to explain, inform, persuade, or give directions (e.g. autobiography, biography, memoir, essay, workplace communications)	R1H
• nonverbal communication	communication without words; body language (facial expression, gestures); sign language	LS1A
• note taking	use of a system (e.g., graphic organizer) to summarize concepts and ideas presented in print, verbal, and nonverbal communications	W3B
• onomatopoeia	a sound device in which the word echoes or suggests its meaning, so that sound and sense are reinforced (e.g., hiss, splash, zap, whoosh, etc.)	R2B
• organizational strategy	a means of structuring ideas and/or information; use of graphic organizers	IL1C
• pace	rate or speed	LS2A
• parallel structure	parallelism; the deliberate repetition of similar or identical words and phrases in neighboring lines, sentences, or paragraphs http://www.virtualsalt.com/rhetoric.htm	W2F

GLOSSARY OF TERMS COMMUNICATION ARTS GRADE-LEVEL EXPECTATIONS

Missouri Department of Elementary and Secondary Education

October 2004

• paraphrase	using one's own words to express the main ideas in what has been read, seen, or heard	R1H
• personification	figurative language in which a non-living or non-human thing (animal, plant, object, natural force, emotion, idea) is endowed with human senses, characteristics, and qualities	R2B
• persuasive writing	<u>types of writing.</u>	W3C
• phoneme	smallest part of <i>spoken</i> language that makes a difference in the meaning of words (English has approximately 41 phonemes. Some words, such as "a" or "oh," have only one phoneme. The word "if" has two phonemes: /i/ and /f/. "Check" has three phonemes: /ch/ /e/ /k/. A phoneme may be represented by more than one letter.)	R1B
• phonemic awareness	an awareness of the sounds that make up words (For example, beginning readers demonstrate phonemic awareness by combining or blending the separate sounds in a word to say the word: /c/ /a/ /t/ is spoken as "cat.")	R1B
• phonetic spelling	spelling a word as it sounds	R1B
• phonics	phonic cues; instruction based on the alphabetic principle that there is a predictable relationship between phonemes (sounds in spoken language) and graphemes (letters that represent the sounds) that can be used to decode and read words	R1C
• plagiarism	use of another author's words or ideas as if they are one's own, without citing or giving credit	IL1D
• plot	the action or sequence of events in a story; a plot is comprised of five basic elements: exposition, rising action, climax, falling action, and resolution	R2C
• point of view	the perspective from which a story is told <ul style="list-style-type: none"> ✓ first person point of view: the narrator participates in the action and refers to himself/herself as "I" ✓ second person point of view: not frequently used; the "you" in directions, explanations or arguments ✓ third person point of view: the narrator is not a character in the story, and refers to the characters as "he" or "she" as the events are told <ul style="list-style-type: none"> ○ limited omniscient point of view: the narrator relates the inner thoughts and feelings of just one character ○ omniscient point of view: the narrator is all-knowing and can relate the inner thoughts and feelings of all the characters 	R2C

GLOSSARY OF TERMS COMMUNICATION ARTS GRADE-LEVEL EXPECTATIONS

Missouri Department of Elementary and Secondary Education

October 2004

• poise	the appearance of ease, self-confidence, and self-control in one's manner	LS2A
• post-reading skills	strategies used to reflect on reading and integrate new information and concepts with previously learned understandings	R1H
• predict	to use context and content clues to anticipate what might happen next	R1G
• pre-reading strategies	activities that take place before reading to access prior knowledge, preview text, assist the reader in predicting the text's topic or main idea and set a purpose for reading	R1F
• primary source	an original print or non-print work	IL1B
• pronoun case	pronouns may be used as subjects, objects, or possessives ✓ subjective case: <u>He</u> went to the mall. ✓ objective case: The cat sat on <u>her</u> lap. ✓ possessive case: Is that <u>your</u> sweater?	W2D
• propaganda techniques	methods used to make arguments more persuasive ✓ appeal to ignorance: suggests that if a claim has not been proven false, then it must be true ✓ bandwagon: promotes the idea that if everyone does it or believes it, it must be right ✓ broad generalization: claims something to be true for all members of a group ✓ circular thinking: uses the claim as foundational proof ✓ either/or: assumes only two alternatives ✓ loaded words: uses emotionally charged word to produce strong positive or negative reactions ✓ oversimplification: makes complicated issues simple to solve ✓ red herring: changes the subject to distract from the real argument ✓ straw man: dismisses the other side of the argument as ridiculous	R3C
• purpose	writing to explain or inform, to entertain, or to persuade	W3C
• rate	<u>reading rate</u> , or speed	R1D
• read-alouds	prose or poetry that is read aloud with students (Read-aloud texts are generally at a higher reading level than the listener would be able to read and comprehend independently.)	R1G

GLOSSARY OF TERMS COMMUNICATION ARTS GRADE-LEVEL EXPECTATIONS

Missouri Department of Elementary and Secondary Education

October 2004

• reading rate	the speed at which a selection is read and the manner in which it is read, depending on the purpose for reading: skimming, scanning, studying, or reading for pleasure	R1D
• reflect	to think about and write or speak one's views in response to a text or presentation	R1H
• reflective paper	written text conveying the writer's critical thinking about literature	W3C
• reliability	dependability and suitability	LS1A
• research plan	a multi-step sequential plan for research which includes surveying the available source material, recording bibliographic information, taking notes, and synthesizing the research material into a paper or presentation	IL1A
• respond to text	to express one's thoughts and feelings about a work to reinforce understanding of the text (Responses may be oral or written, informal or formal, and include retelling the story, journaling, literary analysis, or may take the form of visual or performance art.)	R1H
• resume	an organized summary of a job applicant's background and qualifications	W3E
• retell	to give an oral or written description of a story after reading or hearing the text read aloud; a more detailed account than a summary	R1H
• rhetorical device	element, technique, or trope that furthers an author's aim of achieving a clear and convincing argument but retains the literal meaning <ul style="list-style-type: none"> ✓ repetition ✓ rhetorical question ✓ overstatement / understatement ✓ parallelism ✓ analogy ✓ allusion http://www.virtualsalt.com/rhetoric.htm	W3C
• rhyme	sound device marked by the repetition of identical or similar stressed sounds <ul style="list-style-type: none"> ✓ perfect or exact rhyme: differing consonant sounds followed by identical vowel sounds, as in "bee" and "see" ✓ approximate rhyme: the final consonant sounds are identical, as in "trip" and "slap" ✓ end rhyme: the rhyming words occur at the end of the lines of poetry ✓ internal rhyme: rhyming words occur within the lines of poetry 	R2B

GLOSSARY OF TERMS COMMUNICATION ARTS GRADE-LEVEL EXPECTATIONS

Missouri Department of Elementary and Secondary Education

October 2004

• rhythm	a sound device characterized by the musical quality created by a pattern of stressed and unstressed syllables	R2B
• run-on sentence	a sentence that contains two simple sentences joined without punctuation or a connecting word	W2F
• secondary source	documents based on information collected from a primary source; newspapers, magazines, encyclopedias are examples	IL1B
• semi-phonetic spelling	a stage in spelling development in which the spelling represents only the surface sound features of the word (A few letters may represent whole words: “ <i>ke</i> ” for the word “ <i>cookie</i> ,” or “ <i>bk</i> ” for the word “ <i>book</i> .”)	W2E
• sensory details	details that appeal to the five senses and evoke images of how something looks, sounds, feels, tastes, or smells; sensory details may be literal (descriptive language) or figurative (imagery)	R2B
• sentence construction • declarative • exclamatory • imperative • interrogative	four basic types: ✓ declarative sentence : informs the reader; punctuated with a period ✓ exclamatory sentence : expresses strong feelings; punctuated with an exclamation point ✓ imperative sentence : commands, gives orders, makes requests; usually punctuated with a period, sometimes with an exclamation point ✓ interrogative sentence : asks a question; punctuated with a question mark	W2F
• sentence structures:	four basic sentence structures include: ✓ simple sentence : one subject and one predicate, as in “The dog ate my homework.” ✓ compound sentence : two or more coordinate independent clauses, but no dependent clause, as in “George talked and Harry listened.” ✓ complex sentence : one independent clause and one or more dependent clauses, as in “I knew when you came in.” ✓ compound-complex sentence : compound sentence with one or more dependent clauses, as in “Teachers speak and students listen when both are motivated.”	W2F
• setting	the geographic location and time period of a story	R2C
• simile	figurative language in which two unlike things are compared, using the words “like” or “as”	R2B

GLOSSARY OF TERMS COMMUNICATION ARTS GRADE-LEVEL EXPECTATIONS

Missouri Department of Elementary and Secondary Education

October 2004

• slang	informal words or phrases used in casual conversation	R2B
• slant	use of words whose connotation reflects a certain attitude, point of view, or bias, in order to influence the audience	R3C
• sound device	alliteration, assonance, onomatopoeia, rhyme, rhythm found in text	R2B
• story elements	basic parts of a story: setting, characters, plot, conflict, point of view, and theme	R2C
• style	the author's use of language, its effect and appropriateness to the author's purpose and audience	R2C
• style manual	a systematic explanation of print conventions; rules for citing sources in text, as in the MLA Guidebook , APA Publication Manual, Chicago	W3D
• stylistic devices	rhetorical devices or techniques used by a writer to achieve a specific purpose through word choice, sentence structure, figurative language	W3C
• subplot	a smaller story within the larger story	R2C
• summarize	to make a brief statement about the essential ideas in a text	R1H
• summary	an account of the main ideas in a text, in one's own words	
• supporting details	examples provided to describe, explain, or reinforce the main idea	R1H
• symbolism	an object that holds a figurative meaning as well as its literal meaning; something that stands for something else; a representation of an abstract meaning	R2B
• synthesize	deductive reasoning which considers diverse concepts or elements and combines them into a coherent whole	IL2A
• text features	parts, other than the body of the text, that designate special features (e.g., title, author, copyright, dedication); text organizers that provide structure and help readers locate information (e.g., page numbers, table of contents, captions, glossary, index, illustrations, graphs, charts, etc.)	R2A
• theme	the underlying or implicit meaning, concept, or message in a text	R2C
• thesis statement	controlling idea; a sentence that explicitly states the position of the author or previews the focus of the text	W3C
• tone	the attitude the author takes toward the subject, the characters, or the audience	R2C
• topic sentence	a sentence that states the main idea of the paragraph	W3C
• transitional spelling	a stage of spelling development in which the speller relies more on how words look than how they are pronounced	W2E

GLOSSARY OF TERMS

COMMUNICATION ARTS GRADE-LEVEL EXPECTATIONS

Missouri Department of Elementary and Secondary Education

October 2004

• types of writing	<p>modes, forms, and purposes of writing:</p> <ul style="list-style-type: none"> • <u>description/descriptive writing</u> portrays a character, object, or scene through sensory details/imagery (precise nouns, verbs, adverbs, and adjectives that relate how things look, sound, feel, taste, smell) • <u>exposition/expository writing</u> presents facts, opinions, definitions of terms, and examples to inform the reader about a specific topic • <u>narrative/narrative writing</u> relates a story or a personal essay (e.g., anecdote, autobiography, memoir) • <u>persuasive writing/argument</u> seeks to influence readers or listeners to agree with a perspective or perform an action (e.g., editorials, advertisements, persuasive essays and letters, public service announcements, position papers) <p>http://www.sarasota.k12.fl.us/bhs/bryan/bryan_home2.html http://www.kimskorner4teachertalk.com/writing/modes/definitions.html http://slc.berkeley.edu/nns/12writing/process/types.htm</p>	W1A
• validity	<p>relevance (A speaker’s message is valid if it is accurate, justifiable, and logically correct.)</p>	LS1A
• verbal communication	<p>words spoken aloud</p>	LS1A
• visualize	<p>to picture the people, places, and/or actions that an author describes in text; a reading strategy to increase comprehension of text</p>	R1G
• vocabulary	<p>the words one can understand and use correctly</p>	R1E
• voice	<p>the distinctive tone or style of a particular writer; a reflection of the personality of the writer</p>	
• workplace communication	<p>writing in and for the workplace: letters, email, memos, reports, forms, pamphlets, brochures, proposals, newsletters, manuals, advertisements, etc.</p>	W3E

Appendix H

Show-Me Standards / Grade Level Expectations/ Course Level Expectations



[Home](#) : [Show-Me Standards](#)

The Show-Me Standards

Approved as a final regulation by the Missouri State Board of Education, January 18, 1996

GOAL 1

GOAL 1: Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.

Students will demonstrate within and integrate across all content areas the ability to

1. develop questions and ideas to initiate and refine research
2. conduct research to answer questions and evaluate information and ideas
3. design and conduct field and laboratory investigations to study nature and society
4. use technological tools and other resources to locate, select and organize information
5. comprehend and evaluate written, visual and oral presentations and works
6. discover and evaluate patterns and relationships in information, ideas and structures
7. evaluate the accuracy of information and the reliability of its sources
8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
9. identify, analyze and compare the institutions, traditions and art forms of past and present societies
10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers



[Home](#) : [Show-Me Standards](#)

The Show-Me Standards

Approved as a final regulation by the Missouri State Board of Education, January 18, 1996

GOAL 2

GOAL 2: Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Students will demonstrate within and integrate across all content areas the ability to

1. plan and make written, oral and visual presentations for a variety of purposes and audiences
2. review and revise communications to improve accuracy and clarity
3. exchange information, questions and ideas while recognizing the perspectives of others
4. present perceptions and ideas regarding works of the arts, humanities and sciences
5. perform or produce works in the fine and practical arts
6. apply communication techniques to the job search and to the workplace
7. use technological tools to exchange information and ideas



[Home](#) : [Show-Me Standards](#)

The Show-Me Standards

Approved as a final regulation by the Missouri State Board of Education, January 18, 1996

GOAL 3

GOAL 3: Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.

Students will demonstrate within and integrate across all content areas the ability to

1. identify problems and define their scope and elements
2. develop and apply strategies based on ways others have prevented or solved problems
3. develop and apply strategies based on one's own experience in preventing or solving problems
4. evaluate the processes used in recognizing and solving problems
5. reason inductively from a set of specific facts and deductively from general premises
6. examine problems and proposed solutions from multiple perspectives
7. evaluate the extent to which a strategy addresses the problem
8. assess costs, benefits and other consequences of proposed solutions



[Home](#) : [Show-Me Standards](#)

The Show-Me Standards

Approved as a final regulation by the Missouri State Board of Education, January 18, 1996

GOAL 4

GOAL 4: Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

Students will demonstrate within and integrate across all content areas the ability to

1. explain reasoning and identify information used to support decisions
2. understand and apply the rights and responsibilities of citizenship in Missouri and the United States
3. analyze the duties and responsibilities of individuals in societies
4. recognize and practice honesty and integrity in academic work and in the workplace
5. develop, monitor and revise plans of action to meet deadlines and accomplish goals
6. identify tasks that require a coordinated effort and work with others to complete those tasks
7. identify and apply practices that preserve and enhance the safety and health of self and others
8. explore, prepare for and seek educational and job opportunities

Communication Arts Grade-Level Expectations

Missouri Department of Elementary and Secondary Education
October 18, 2004

1 Develop and apply skills and strategies to the reading process										
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9-12
A Print Concepts	Demonstrate basic concepts of print <ul style="list-style-type: none"> directionality print tells story word by word matching 	Demonstrate concepts of print <ul style="list-style-type: none"> upper- and lower-case letters first and last letters in words spaces between words letter and word order punctuation has meaning 								
	CA 2, 3 1.5, 1.6 I 1a, K-4	CA 2, 3 1.5, 1.6 I 1a, K-4								
B Phonemic Awareness	Develop ability to hear and say separate sounds (phonemes) in words (phonemic awareness) <ul style="list-style-type: none"> produce rhyming words isolate consonant sounds blend onset and rime blend spoken phonemes 	Demonstrate ability to hear and say separate sounds in words <ul style="list-style-type: none"> separate and say sounds in words blend sounds to form words replace beginning and ending sounds to form new words 								
	CA 2, 3 1.5, 1.6 I 1b, K-4	CA 2, 3 1.5, 1.6 I 1b, K-4								
C Phonics	Develop alphabet and phonics knowledge <ul style="list-style-type: none"> by demonstrating an awareness that letters represent sounds (phonics) and a string of letters represent words name most letters say sounds associated with most letters write letter that goes with spoken sound 	Develop and apply decoding strategies to "problem-solve" regularly spelled one- or two-syllable words when reading	Develop and apply decoding strategies to "problem-solve" unknown words when reading	Apply decoding strategies to independently "problem-solve" unknown words when reading	Apply decoding strategies to "problem-solve" unknown words when reading	Apply decoding strategies to "problem-solve" unknown words when reading	Apply decoding strategies to "problem-solve" unknown words when reading	Apply decoding strategies to "problem-solve" unknown words when reading	Apply decoding strategies to "problem-solve" unknown words when reading	Apply decoding strategies to "problem-solve" unknown words when reading
	CA 2, 3 1.6 I 1a & e, II zh, K-4	CA 2, 3 1.6 I 1a & e, II zh, K-4	CA 2, 3 1.6 I 1a & e, II zh, K-4	CA 2, 3 1.6 I 1a & e, II zh, K-4	CA 2, 3 1.6 I 1a & e, II zh, K-4	CA 2, 3 1.6 I 6b, 5-8	CA 2, 3 1.6 I 6b, 5-8	CA 2, 3 1.6 I 6b, 5-8	CA 2, 3 1.6 I 6b, 5-8	CA 2, 3 1.6 I 6b, 9-12

1 Develop and apply skills and strategies to the reading process - - - continued											
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9-12	
D Fluency	Read simple text • containing a small bank of high-frequency words • consisting of environmental print	Read grade-level instructional text • by developing automaticity of an increasing core of high-frequency words • with appropriate phrasing and expression	Read grade-level instructional text with fluency , accuracy and expression	Read grade-level instructional text • with fluency, accuracy and expression • adjusting reading rate to difficulty and type of text	Read grade-level instructional text • with fluency, accuracy and expression • adjusting reading rate to difficulty and type of text	Read grade-level instructional text • with fluency, accuracy and expression • adjusting reading rate to difficulty and type of text	Read grade-level instructional text • with fluency, accuracy and appropriate expression • adjusting reading rate to difficulty and type of text	Read grade-level instructional text • with fluency, accuracy and appropriate expression • adjusting reading rate to difficulty and type of text	Read grade-level instructional text • with fluency, accuracy and appropriate expression • adjusting reading rate to difficulty and type of text	Read grade-level instructional text • with fluency, accuracy and appropriate expression • adjusting reading rate to difficulty and type of text	Read grade-level instructional text • with fluency, accuracy and appropriate expression • adjusting reading rate to difficulty and type of text
	ST FR	CA 2, 3, 1.5 11c, & e, 6d, K-4	CA 2, 3, 1.5 11c, & e, 6d, K-4	CA 2, 3, 1.5 11c, & e, 6d, K-4	CA 2, 3, 1.5 11c, & e, 6d, K-4	CA 2, 3, 1.5 11c, & e, 6d, K-4	CA 2, 3, 1.5 13a, 5-8	CA 2, 3, 1.5 13a, 5-8	CA 2, 3, 1.5 13a, 5-8	CA 2, 3, 1.5 13a, 5-8	CA 2, 3, 1.5
E Vocabulary	Develop vocabulary by listening to and discussing unknown words in stories	Develop vocabulary through text, using • base words • classroom resources	Develop vocabulary through text, using • base words • classroom resources • context clues	Develop vocabulary through text, using • base words • synonyms and antonyms • context clues • glossary • dictionary , with assistance	Develop vocabulary through text, using • root words and affixes • synonyms and antonyms • context clues • glossary and dictionary	Develop vocabulary through text, using • root words and affixes • context clues • glossary and dictionary	Develop vocabulary through text, using • roots and affixes • context clues • glossary, dictionary and thesaurus	Develop vocabulary through text, using • roots and affixes • context clues • glossary, dictionary and thesaurus	Develop vocabulary through text, using • roots and affixes • context clues • glossary, dictionary and thesaurus	Develop vocabulary through text, using • roots and affixes • context clues • glossary, dictionary and thesaurus	Develop vocabulary through text, using • roots and affixes • context clues • glossary, dictionary and thesaurus
	ST FR	CA 2, 3, 1.5, 1.6 16d, 1e, K-4	CA 2, 3, 1.5, 1.6 11e, 6d, K-4	CA 2, 3, 1.5, 1.6 11e, 6d, K-4	CA 2, 3, 1.5, 1.6 11e, 6d, K-4	CA 2, 3, 1.5, 1.6 13a, 6d, K-4	CA 2, 3, 1.5, 1.6 16b, d, 5-8	CA 2, 3, 1.5, 1.6 16b, d, 5-8	CA 2, 3, 1.5, 1.6 16b, d, 5-8	CA 2, 3, 1.5, 1.6 16b, d, 5-8	CA 2, 3, 1.5, 1.6 15c, 6b, 9-12

1 Develop and apply skills and strategies to the reading process - - - continued											
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9-12	
F	Develop and apply, with assistance, pre-reading strategies to aid comprehension <ul style="list-style-type: none"> access prior knowledge preview text and picture make general prediction 	Develop and apply, with assistance, pre-reading strategies to aid comprehension <ul style="list-style-type: none"> access prior knowledge preview predict with evidence set a purpose for reading, with assistance 	Develop and apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> access prior knowledge preview predict and confirm or reject set a purpose for reading 	Apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> access prior knowledge preview predict set a purpose for reading 	Apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> access prior knowledge preview predict set a purpose for reading 	Apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> access prior knowledge preview predict set a purpose and rate for reading 	Apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> access prior knowledge preview predict set a purpose and rate for reading 	Apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> access prior knowledge preview predict set a purpose and rate for reading 	Apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> access prior knowledge preview predict set a purpose and rate for reading 	Apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> access prior knowledge preview predict set a purpose and rate for reading 	Apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> access prior knowledge preview predict set a purpose and rate for reading
ST	CA 2, 3 1.5 & 1.6	CA 2, 3 1.5 & 1.6	CA 2, 3 1.5 & 1.6	CA 2, 3 1.5 & 1.6	CA 2, 3 1.5 & 1.6	CA 2, 3 1.5 & 1.6	CA 2, 3 1.5 & 1.6	CA 2, 3 1.5 & 1.6	CA 2, 3 1.5 & 1.6	CA 2, 3 1.5 & 1.6	
FR	I 1e & h, 4a & g, 6g, II 2d, K-4	I 1e & h, 4a & g, 6g, II 2d, K-4	I 1e & h, 4a & g, 6g, II 2d, K-4	I 1e & h, 4a & g, 6g, II 2d, K-4	I 1e & h, 4a & g, 6g, II 2d, K-4	I 6a, 5-8	I 6a, 5-8	I 6a, 5-8	I 6a, 5-8	I 4b, 9-12	
G	During reading or read-alouds , develop and utilize, with assistance, strategies to <ul style="list-style-type: none"> self-question and correct infer predict and check using cueing systems <ul style="list-style-type: none"> meaning structure visual 	During reading, develop and utilize, with assistance, strategies to <ul style="list-style-type: none"> self-question and correct infer predict and check using cueing systems <ul style="list-style-type: none"> meaning structure visual 	During reading, develop and utilize strategies to <ul style="list-style-type: none"> self-question and correct infer visualize predict and check using cueing systems <ul style="list-style-type: none"> meaning structure visual 	During reading, utilize strategies to <ul style="list-style-type: none"> self-question and correct infer visualize predict and check using cueing systems <ul style="list-style-type: none"> meaning structure visual 	During reading, utilize strategies to <ul style="list-style-type: none"> self-question and correct infer visualize predict and check using cueing systems <ul style="list-style-type: none"> meaning structure visual 	During reading, utilize strategies to <ul style="list-style-type: none"> self-question and correct infer visualize predict and check using cueing systems <ul style="list-style-type: none"> meaning structure visual 	During reading, utilize strategies to <ul style="list-style-type: none"> self-question and correct infer visualize predict and check using cueing systems <ul style="list-style-type: none"> meaning structure visual 	During reading, utilize strategies to <ul style="list-style-type: none"> self-question and correct infer visualize predict and check using cueing systems <ul style="list-style-type: none"> meaning structure visual 	During reading, utilize strategies to <ul style="list-style-type: none"> self-question and correct infer visualize predict and check using cueing systems <ul style="list-style-type: none"> meaning structure visual 	During reading, utilize strategies to <ul style="list-style-type: none"> self-question and correct infer visualize predict and check using cueing systems <ul style="list-style-type: none"> meaning structure visual 	
ST	CA 2, 3 1.5 & 1.6	CA 2, 3 1.5 & 1.6	CA 2, 3 1.5 & 1.6	CA 2, 3 1.5 & 1.6	CA 2, 3 1.5 & 1.6	CA 2, 3 1.5 & 1.6	CA 2, 3 1.5 & 1.6	CA 2, 3 1.5 & 1.6	CA 2, 3 1.5 & 1.6	CA 2, 3 1.5 & 1.6	
FR	I 1e, 6b & f, II 1i, 2d, K-4	I 1e, 6b & f, II 1i, 2d, K-4	I 1e, 6b & f, II 1i, 2d, K-4	I 1e, 6b & f, II 1i, 2d, K-4	I 1e, 6b & f, II 1i, 2d, K-4	I 6a-c, 5-8	I 6a-c, 5-8	I 6a-c, 5-8	I 6a-c, 5-8	I 6c, 9-12	
H	Develop and demonstrate, with assistance, post-reading skills after reading or read-alouds to respond to text <ul style="list-style-type: none"> question to clarify retell illustrate re-enact stories 	Develop and apply post-reading skills to respond to text <ul style="list-style-type: none"> question to clarify retell reflect analyze draw conclusions 	Apply post-reading skills to identify the main idea and supporting details <ul style="list-style-type: none"> question to clarify reflect analyze draw conclusions summarize paraphrase 	Apply post-reading skills to identify and explain the relationship between the main idea and supporting details <ul style="list-style-type: none"> question to clarify reflect analyze draw conclusions summarize paraphrase 	Apply post-reading skills to comprehend text <ul style="list-style-type: none"> question to clarify reflect analyze draw conclusions summarize paraphrase 	Apply post-reading skills to comprehend and interpret text <ul style="list-style-type: none"> question to clarify reflect analyze draw conclusions summarize paraphrase 	Apply post-reading skills to comprehend and interpret text <ul style="list-style-type: none"> question to clarify reflect analyze draw conclusions summarize paraphrase 	Apply post-reading skills to comprehend and interpret text <ul style="list-style-type: none"> question to clarify reflect analyze draw conclusions summarize paraphrase 	Apply post-reading skills to comprehend and interpret text <ul style="list-style-type: none"> question to clarify reflect analyze draw conclusions summarize paraphrase 	Apply post-reading skills to comprehend and interpret text <ul style="list-style-type: none"> question to clarify reflect analyze draw conclusions summarize paraphrase 	Apply post-reading skills to comprehend and interpret text <ul style="list-style-type: none"> question to clarify reflect analyze draw conclusions summarize paraphrase
ST	CA 2, 3 1.6 & 3.5	CA 2, 3 1.6 & 3.5	CA 2, 3 1.6 & 3.5	CA 2, 3 1.6 & 3.5	CA 2, 3 1.6 & 3.5	CA 2, 3 1.6 & 3.5	CA 2, 3 1.6 & 3.5	CA 2, 3 1.6 & 3.5	CA 2, 3 1.6 & 3.5	CA 2, 3 1.6 & 3.5	
FR	I 1e, 3g, 4e & f, II 1c, d, f & h, 2d K-4	I 1e, 3g, 4e & f, II 1c, d, f & h, 2d K-4	I 1e, 3g, 4e & f, II 1c, d, f & h, 2d K-4	I 1e, 3g, 4e & f, II 1c, d, f & h, 2d K-4	I 1e, 3g, 4e & f, II 1c, d, f & h, 2d K-4	I 3c, e, 1 4c, 1 6a, c, 5-8	I 3c, e, 4c, 6a, c, 5-8	I 3c, e, 4c, 6a, c, 5-8	I 3c, e, 4c, 6a, c, 5-8	I 3c, 4c, 9-12	

1 Develop and apply skills and strategies to the reading process - - - continued										
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9-12
I	Identify connections, with assistance, between	Identify connections between	Identify connections between	Identify and explain connections between	Identify and explain connections between	Compare, contrast and analyze connections between	Compare, contrast and analyze connections between	Compare, contrast, analyze and evaluate connections between	Compare, contrast, analyze and evaluate connections between	Compare, contrast, analyze and evaluate connections between
	<ul style="list-style-type: none"> text ideas --- similarities and differences in various real and make-believe works (fiction and non-fiction) text ideas and own experiences 	<ul style="list-style-type: none"> text ideas --- similarities and differences in various fiction and non-fiction works, with assistance text ideas and own experiences 	<ul style="list-style-type: none"> text ideas --- similarities and differences in information and relationships in various fiction and non-fiction works, with assistance text ideas and own experiences text ideas and the world, with assistance 	<ul style="list-style-type: none"> text ideas --- information and relationships in various fiction and non-fiction works (compare and contrast) text ideas and own experiences text ideas and the world 	<ul style="list-style-type: none"> text ideas --- information and relationships in various fiction and non-fiction works text ideas and own experiences text ideas and the world by demonstrating an awareness that literature reflects a culture and historic time frame 	<ul style="list-style-type: none"> text ideas --- information and relationships in various fiction and non-fiction works text ideas and own experiences text ideas and the world by responding to literature that reflects a culture and historic time frame 	<ul style="list-style-type: none"> information and relationships in various fiction and non-fiction works text ideas and own experiences text ideas and the world by identifying how literature reflects a culture and historic time frame 	<ul style="list-style-type: none"> information and relationships in various fiction and non-fiction works text ideas and own experiences text ideas and the world by identifying how literature reflects a culture and historic time frame 	<ul style="list-style-type: none"> information and relationships in various fiction and non-fiction works text ideas and own experiences text ideas and the world by identifying the relationship between literature and its historical period and culture 	<ul style="list-style-type: none"> information and relationships in various fiction and non-fiction works text ideas and own experiences text ideas and the world by analyzing the relationship between literature and its historical period and culture
ST	CA 2, 3, 7 1.5, 1.6	CA 2, 3, 7 1.5, 1.6	CA 2, 3, 7 1.5, 1.6	CA 2, 3, 7 1.5, 1.6	CA 2, 3, 7 1.5, 1.6	CA 2, 3, 7 1.5, 1.6, 1.9	CA 2, 3, 1.5, 1.6, 3.5, 1.9	CA 2, 3, 7 1.5, 1.6, 1.9	CA 2, 3, 7 1.5, 1.6, 1.9	CA 2, 3, 7 1.5, 1.6, 1.9
FR	1 1d, 3a, 4c, d & h, 5a-d, 6c, II 1j, K-4	1 1d, 3a, 4c, d & h, 5a-d, 6c, II 1j, K-4	1 1d, 3a, 4c, d & h, 5a-d, 6c, II 1j, K-4	1 1d, 3a, 4c, d & h, 5a-d, 6c, II 1j, K-4	1 1d, 3a, 4c, d & h, 5a-d, 6c, II 1j, K-4	1 1b, e, 5a-c, II 1c, f, III 2d, e, IV 2b-c, 5-8	1 1b, e, 5a-c, II 1c, f, III 2d, e, IV 2b-c, 5-8	1 1b, e, 5a-c, II 1c, f, III 2d, e, IV 2b-c, 5-8	1 1b, e, 5a-c, II 1c, f, III 2d, e, IV 2b-c, 5-8	1 1b-d, 4a-b, 5a-c, 6d, II 1d, III 2c & d, 3a, 4a, IV 2b-c, 9-12

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times										
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9-12
A	Locate and apply information in title, pictures and names of author and illustrator, with assistance	Locate and apply information in title, pictures and names of author and illustrator	Locate and apply specific information in title, pictures and table of contents	Locate and apply information in title, table of contents and glossary • recognize the text features of fiction, poetry and drama in grade-level text	Locate and apply information in title, table of contents and glossary • and recognize the text features of fiction, poetry and drama in grade-level text	Locate and apply information in title, table of contents and glossary • and recognize the text features of fiction, poetry and drama in grade-level text	Locate and apply information in title, table of contents and glossary • and recognize the text features of fiction, poetry and drama in grade-level text	Locate and apply information in title, table of contents and glossary • and recognize the text features of fiction, poetry and drama in grade-level text	Locate and apply information in title, table of contents and glossary • and recognize the text features of fiction, poetry and drama in grade-level text	Locate and apply information in title, table of contents and glossary • and recognize the text features of fiction, poetry and drama in grade-level text
ST	CA 2, 3 1.5, 1.6	CA 2, 3 1.5, 1.6	CA 2, 3 1.5, 1.6	CA 2, 3 1.5, 1.6	CA 2, 3 1.5, 1.6	CA 2, 3 1.5, 1.6	CA 2, 3 1.5, 1.6	CA 2, 3 1.5, 1.6	CA 2, 3 1.5, 1.6	CA 2, 3 1.5, 1.6
FR	I 1b, g, 2a, K-4	I 1b, g, 2a, K-4	I 1b, g, 2a, K-4	I 1b, g, 2a, K-4	I 1b, g, 2a, K-4	I 1a, 2d, 5-8	I 1a, 2d, 5-8	I 1a, 2d, 5-8	I 1a, 2d, 5-8	I 1a, 2d, 5-8
B	Respond to rhythm, rhyme and alliteration in oral reading of poetry and prose	Read and respond to rhythm, rhyme and alliteration in poetry and prose	Identify author's use of rhythm, rhyme and alliteration in poetry and prose, with assistance	Explain examples of sensory details and figurative language within the context of poetry and prose	Explain examples of sensory details and figurative language within the context of poetry and prose	Explain examples of figurative language in poetry and prose (emphasize simile, metaphor and personification)	Identify and explain figurative language in poetry and prose (emphasize onomatopoeia and alliteration)	Identify and explain figurative language in poetry and prose (emphasize hyperbole, imagery and symbolism)	Identify and explain figurative language in poetry and prose (emphasize jargon, dialect and slang)	Analyze and evaluate author's use of figurative language (emphasize irony), imagery and sound devices in poetry and prose
ST	CA 2 1.5, 1.6	CA 2 1.5, 1.6	CA 2 1.5, 1.6	CA 2 1.5, 1.6	CA 2 1.5, 1.6	CA 2 1.5, 1.6	CA 2 1.5, 1.6	CA 2 1.5, 1.6	CA 2 1.5, 1.6	CA 2 1.5, 1.6
FR	I 1i, 5a, K-4	I 1i, 5a, K-4	I 1i, 5a, K-4	I 1i, 5a, K-4	I 1i, 5a, K-4	I 1c & II 1d, 5-8	I 1c & II 1d, 5-8	I 1c & II 1d, 5-8	I 1c & II 1d, 5-8	I 1a, III 3a, 9-12
C	Use details from text to identify story elements (main characters and problem)	Use details from text to identify story elements • characters • problem • solutions • events in logical sequence	Use details from text to identify story elements • make basic inferences about setting, characters and problem • predict solution • identify events in logical sequence	Use details from text to identify story elements • make inferences about setting, character traits and problem and solution • make predictions • draw conclusions • compare and contrast characters and changes in problems and settings • identify the narrator • identify cause and effect • identify events from the beginning, middle and end • identify author's purpose	Use details from text to identify story elements • make inferences about setting, character traits, problem and story events • make predictions • draw conclusions • identify cause and effect • compare and contrast various elements • identify author's purpose	Use details from text to identify story elements • make inferences about setting, character traits, problem and story events • make predictions • draw conclusions • identify cause and effect • compare and contrast various elements • explain author's purpose	Use details from text to identify story elements • analyze the influence of setting on characters, plot and resolution (conflict and climax) • explain cause and effect • identify point of view and mood • identify the problem-solving processes of characters and the effectiveness of solutions	Use details from text to identify story elements • identify plot and sub-plot, theme and various types of conflict • analyze cause and effect • identify and explain point of view and mood • determine how an incident foreshadows a future event • evaluate the problem-solving processes of characters and the effectiveness of solutions	Use details from text to identify story elements • analyze point of view, mood and theme • interpret actions, behaviors and motives of characters • evaluate problem-solving processes of characters, consequences of character's actions and effectiveness of solutions	Use details from text to identify story elements • analyze character, plot, setting, point of view and development of theme • evaluate proposed solutions • analyze the development of a theme across genres • evaluate the effect of author's style and complex literary techniques (including tone)
ST	CA 2 1.5, 1.6, 3.1, 3.5	CA 2 1.5, 1.6, 3.1, 3.5	CA 2 1.5, 1.6, 3.1, 3.5	CA 2 1.5, 1.6, 2.4, 3.1, 3.5	CA 2 1.5, 1.6, 2.4, 3.1, 3.5	CA 2 1.6, 2.4, 3.1, 3.4, 3.5, 3.7	CA 2 1.6, 2.4, 3.1, 3.4, 3.5, 3.7	CA 2 1.6, 2.4, 3.4, 3.5, 3.7, 3.8, 3.1	CA 2 1.6, 2.4, 3.4, 3.5, 3.7, 3.1	CA 2 1.6, 2.4, 3.5, 3.7, 3.8, 3.1
FR	I 3b, II 1b & g, III 1a, c & I, 2a-f, IV 1f-h, 2b-c, K-4	I 3b, II 1b & g, III 1a, c & I, 2a-f, IV 1f-h, 2b-c, K-4	I 3b, II 1b & g, III 1a, c & I, 2a-f, IV 1f-h, 2b-c, K-4	I 3b, II 1b & g, III 1a, c & I, 2a-f, IV 1f-h, 2b-c, K-4	I 3b, II 1b & g, III 1a, c & I, 2a-f, IV 1f-h, 2b-c, K-4	I 1d-c, 3c, II 1b, 1d, 2a, 1e, III 1a, g-h, 2a-b, IV 2b-c, 5-8	I 1d-c, 3c, II 1b, 1d, 2a, 1e, III 1a, g-h, 2a-b, IV 2b-c, 5-8	I 1d-c, 3c, II 1b, 1d, 2a, 1e, III 1a, g-h, 2a-b, IV 2b-c, 5-8	I 1d-c, 3c, II 1b, 1d, 2a, 1e, III 1a, g-h, 2a-b, IV 2b-c, 5-8	I 1a-d, 4a, 6d, III 1a.e & h, 2a-c, 3a-d, 1h, IV 2b, 9-12

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times										
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9-12
A	Develop an awareness that text and pictures provide information	Identify and explain information in text, pictures, title and charts	Locate and interpret information in illustrations, title, headings, captions, diagrams, charts and graphs	Locate and interpret key information in illustrations, title, chapter headings, table of contents, charts, diagrams, graphs, glossary, captions and maps to answer questions	Apply information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, glossary, captions and maps to comprehend text	Apply information in format, graphics, sequence, maps, diagrams, charts and index to clarify and connect concepts to the main ideas	Analyze text features in newspapers and magazines to clarify meaning	Analyze the features of consumer texts, such as product information and instructional data to clarify meaning	Evaluate the author's use of text features to clarify meaning	Evaluate the author's use of text features to clarify meaning in multiple primary and/or secondary sources
ST	CA 3 1.6	CA 3 1.6	CA 3 1.6	CA 3 1.6	CA 3 1.6	CA 3 1.6	CA 3 1.6	CA 3 1.6	CA 3 1.6, 2.4	CA 3 1.6, 2.4
FR	I 2a, II 2f, K-4	I 2a, II 2f, K-4	I 2a, II 2f, K-4	I 2a, II 2f, K-4	I 2a, II 2f, K-4	I 6a, 3g, 5-8	I 6a, 3g, 5-8	I 6a, 3g, 5-8	I 6a, 3g, 5-8	I 3e, 6d, 9-12
B	Respond to rhythm, rhyme and alliteration in oral reading of nonfiction text	Read and respond to rhythm, rhyme and alliteration in nonfiction text	Identify and explain author's use of rhythm, rhyme and alliteration in nonfiction text	Explain examples of sensory details and figurative language within the context of nonfiction text	Explain examples of sensory details and figurative language within the context of nonfiction text	Identify and explain figurative language in nonfiction text (emphasize simile, metaphor and personification)	Identify and explain figurative language in nonfiction text (emphasize onomatopoeia and alliteration)	Identify and explain figurative language in nonfiction text (emphasize hyperbole, imagery and symbolism)	Identify and explain figurative language in nonfiction text (emphasize jargon, dialect and slang)	Analyze and evaluate author's use of figurative language (emphasize irony), imagery and sound devices in nonfiction text
ST	CA 3 1.5, 1.6	CA 3 1.5, 1.6	CA 3 1.5, 1.6	CA 3 1.5, 1.6	CA 3 1.5, 1.6	CA 3 1.5, 1.6	CA 3 1.5, 1.6	CA 3 1.5, 1.6	CA 3 1.5, 1.6	CA 3 1.5, 1.6
FR	I 5e, IV 3c, K-4	I 5e, IV 3c, K-4	I 5e, IV 3c, K-4	I 5e, IV 3c, K-4	I 5e, IV 3c, K-4	I 1c & II 1d, 5-8	I 1c & II 1d, 5-8	I 1c & II 1d, 5-8	I 1c & II 1d, 5-8	I 1a, 4b, 6d, III 3a, 9-12

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times - - - continued										
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9-12
C	In response to text • develop questions to clarify meaning • answer questions • and discuss text • recognize important information • identify supporting details	Use details from text to • ask questions to clarify understanding • recognize important information in text • identify main ideas • identify supporting details	Use details from text to • ask questions to clarify understanding • identify main ideas and provide support • retell sequence of events • make basic inferences about problems and solutions	Use details from text to • answer questions • retell main idea and important details • organize a sequence of events • identify simple cause and effect • draw conclusions • compare and contrast texts • make predictions • make inferences • distinguish between fact and opinion • identify and explain author's purpose • make inferences about problems and solutions	Use details from text to • retell main ideas • organize a sequence of events • identify cause and effect • draw conclusions • compare and contrast texts • make predictions • make inferences • evaluate the accuracy of the information • identify and explain author's purpose • make inferences about problems and solutions	Use details from text to • restate main idea and supporting details • sequence events • identify and explain cause and effect • compare and contrast • make predictions • make inferences • evaluate the accuracy of the information • identify and interpret author's ideas and purpose • make inferences about problems and solutions	Use details from text to • paraphrase author's stated ideas • make predictions • make inferences • evaluate the accuracy of the information • identify and interpret author's purpose, slant and bias • respond to two or more sources • sequence events • compare and contrast • identify and explain cause and effect • compare author's viewpoint and provide support • identify problem solving processes and explain the effectiveness of solutions	Use details from text to • summarize author's ideas • make predictions • make inferences • evaluate the accuracy of the information • analyze propaganda techniques • analyze two or more nonfiction texts • sequence events • compare and contrast • identify and explain cause and effect • compare author's viewpoint and provide support • identify problem solving processes and explain the effectiveness of solutions	Use details from text to • evaluate adequacy of evidence presented by author • determine author's purpose based on text analysis • analyze the text for > word choice and connotation > selection of details > organizational effectiveness > accuracy of information • analyze multiple texts > compare and contrast > determine importance of information > analyze authors' viewpoints • identify problem solving processes and explain the effectiveness of solutions	Use details from text to • analyze and evaluate the logic, reasonableness, and audience appeal of arguments in texts • identify and analyze faulty reasoning and unfounded inferences • evaluate for accuracy and adequacy of evidence • analyze and evaluate the author's use of information and logic to express his or her ideas through > word choice > comprehensiveness of detail selection > organizational patterns • evaluate proposed solutions
ST	CA 3 1.6, 2.4, 3.5	CA 3 1.6, 2.4, 3.5	CA 3 1.6, 2.4, 3.5, 3.1	CA 3 1.6, 2.4, 3.5, 3.7, 3.1	CA 3 1.6, 2.4, 3.1, 3.5	CA 3 1.6, 1.7, 2.4, 3.1, 3.4, 3.5, 3.5, 3.7	CA 3 1.6, 1.7, 2.4, 3.1, 3.5, 3.6	CA 3 1.6, 1.7, 2.4, 3.1, 3.5, 3.6, 3.4	CA 3 1.6, 1.7, 2.4, 3.5, 3.6, 3.1, 3.4	CA 3 1.6, 1.7, 2.4, 3.5, 3.6, 3.1, 3.4
FR	1.3c, II II, III 2e-f, 3a, K-4	1.3c, II II, III 2e-f, 3a, K-4	1.3c, II II, III 2e-f, 3a, K-4	1.3c, II II, III 2e-f, 3a, K-4	1.3c, II II, III 2e-f, 3a, K-4	1.1c-d, 3a-c, I, III 3a, 5-8	1.1c-d, 3a-c, I, III 3a, 5-8	1.1c-d, 3a-c, I, III 3a, 5-8	1.1c-d, 3a-c, I, III 3a, 5-8	1.1d, 3a, 4, I, III 3a, e, f, 6, h, 3b & IV, 2a, 3a, IV, 9-12

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times - - - continued										
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9-12
D Understanding Directions	Follow a simple pictorial/written direction, with assistance	Read and follow a simple direction to perform a task	Read and follow simple directions to perform a task	Read and follow two- and three-step directions to complete a simple task	Read and follow three- and four-step directions to complete a task	Read and follow multi-step directions to complete a task	Read and follow multi-step directions to complete a complex task	Read and follow multi-step directions to complete a complex task	Read and follow multi-step directions to complete a complex task	Read and apply multi-step directions to perform complex procedures and/or tasks
ST	CA 3 1.5, 1.6	CA 3 1.5, 1.6	CA 3 1.5, 1.6	CA 3 1.5, 1.6	CA 3 1.5, 1.6	CA 3 1.5, 1.6	CA 3 1.5, 1.6	CA 3 1.5, 1.6	CA 3 1.5, 1.6	CA 3 1.5, 1.6
PR	1.3e, K-4	1.3e, K-4	1.3e, K-4	1.3e, K-4	1.3e, K-4	1.6a, 5-8	1.6a, 5-8	1.6a, 5-8	1.6a, 5-8	

1 Apply a writing process in composing text										
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9-12
A	Follow a writing process to <ul style="list-style-type: none"> generate a draft through pictures and words revise text, with assistance, to make oral idea match written text and edit by crossing out letters or words and making substitutions publish or share stories with assistance 	Follow a writing process to <ul style="list-style-type: none"> brainstorm and record ideas in written form generate a draft in written form revise by adding detail and deleting unnecessary information, with assistance edit and proofread for capitalization and punctuation in sentences, with assistance publish writing with assistance 	Follow a writing process to <ul style="list-style-type: none"> utilize a simple graphic organizer in prewriting generate a draft reread and revise work (with/without assistance) edit and proofread for capitalization and ending punctuation publish writing with assistance 	Follow a writing process to <ul style="list-style-type: none"> independently use a simple graphic organizer in prewriting generate a draft routinely reread and revise work routinely edit and proofread for capitalization and ending punctuation independently publish writing 	Follow a writing process to <ul style="list-style-type: none"> independently use a simple graphic organizer in prewriting generate a draft routinely revise, edit and proofread independently publish writing 	Follow a writing process to <ul style="list-style-type: none"> organize information in a graphic organizer apply writing process to write effectively in various forms and types of writing 	Follow a writing process to <ul style="list-style-type: none"> choose and use an appropriate graphic organizer apply writing process to write effectively in various forms and types of writing 	Follow a writing process to <ul style="list-style-type: none"> create appropriate graphic organizers to provide a structure for information apply writing process to write effectively in various forms and types of writing 	Follow a writing process to <ul style="list-style-type: none"> create a variety of appropriate graphic organizers apply writing process to write effectively in various forms and types of writing 	Follow a writing process to <ul style="list-style-type: none"> independently create appropriate graphic organizers as needed apply writing process to write effectively in various forms and types of writing
FR	CA 1.4, 1.8, 2.1, 2.2 II 1a, 2a, 3c, 4c-e, g-h, & j, III 4c, IV 3a, K-4	CA 1.4, 1.8, 2.1, 2.2 II 1a, 2a, 3c, 4c-e, g-h, & j, III 4c, IV 3a, K-4	CA 1.4, 1.8, 2.1, 2.2 II 1a, 2a, 3c, 4c-e, g-h, & j, III 4c, IV 3a, K-4	CA 1.4, 1.8, 2.1, 2.2 II 1a, 2a, 3c, 4c-e, g-h, & j, III 4c, IV 3a, K-4	CA 1.4, 1.8, 2.1, 2.2 II 1a, 2a, 3c, 4c-e, g-h, & j, III 4c, IV 3a, K-4	CA 1.4, 1.8, 2.1, 2.2 II 1a, 2a, 3c, 4c-e, g-h, & j, III 4c, IV 3a, K-4	CA 1.4, 1.8, 2.1, 2.2 II 1a, 2a, 3c, 4c-e, g-h, & j, III 4c, IV 3a, K-4	CA 1.4, 1.8, 2.1, 2.2 II 1a, 2a, 3c, 4c-e, g-h, & j, III 4c, IV 3a, K-4	CA 1.4, 1.8, 2.1, 2.2 II 1a, 2a, 3c, 4c-e, g-h, & j, III 4c, IV 3a, K-4	CA 1.4, 1.8, 2.1, 2.2 II 1a, 2a, 3c, 4c-e, g-h, & j, III 4c, IV 3a, K-4

2 Compose well-developed text using standard English conventions										
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9-12
A	Form letters correctly, using left-to-right directionality	Print upper- and lower-case letters legibly, using left-to-right, top-to-bottom directionality and correct spacing between letters and words	Create legible compositions with correct spacing between letters in a word and words in a sentence	Create legible compositions with correct spacing between words in a sentence and in margins						
FR	I 1a, II 6b, IV 3b, K-4	I 1a, II 6b, IV 3b, K-4	I 1a, II 6b, IV 3b, K-4	I 1a, II 6b, IV 3b, K-4						

2 Compose well-developed text using standard English conventions - - - continued										
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9-12
B	<p>Capitalization</p> <p>Use conventions of capitalization in written text</p> <ul style="list-style-type: none"> • days of week • names of towns, cities, states • months of year • titles of individuals • greeting and closing of letter • holidays • names of counties and countries • titles (books, stories, poems) • proper nouns (departments of government, school subjects) • proper nouns (team names, companies, schools and institutions) • proper adjectives • first word of direct quotations • titles (magazines, newspapers, songs, works of art) • proper nouns (brand names of products, nationalities) • within divided quotes • for historical periods and events • geological eras • scientific terms 									
ST	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2
FR	I 1a, 6a, II 6d, g, K-4	I 1a, 6a, II 6d, g, K-4	I 1a, 6a, II 6d, g, K-4	I 1a, 6a, II 6d, g, K-4	I 1a, 6a, II 6d, g, K-4	II 4d, 6b, III 4d, 5-8	II 4d, 6b, III 4d, 5-8	II 4d, 6b, III 4d, 5-8	II 4d, 6b, III 4d, 5-8	II 4d, 6b, III 4d, 5-8
C	<p>Punctuation</p> <p>In composing text, use period at end of sentence, with assistance</p> <p>In composing text, use period at end of sentence</p> <p>In composing text, use</p> <ul style="list-style-type: none"> • correct ending punctuation in declarative and interrogative sentences • comma in dates • correct ending punctuation in imperative and exclamatory sentences • comma in the greeting and closing of a letter • comma in a series • comma between city and state • apostrophe in contractions • apostrophe in singular possessives, with assistance • comma in compound sentences • apostrophe in singular possessives • apostrophe in irregular and plural possessives • quotation marks in dialogue, with assistance • apostrophe in irregular and plural possessives • quotation marks in dialogue • colons in business letter salutations • colon and semi-colon • hyphens to divide words into syllables at end of line • correct formatting (e.g., quotation marks, italics and underlining) in citations • hyphens for compound adjectives 									
ST	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2
FR	I 6a, II 2, 4b, 6c-d & g, K-4	I 6a, II 2, 4b, 6c-d & g, K-4	I 6a, II 2, 4b, 6c-d & g, K-4	I 6a, II 2, 4b, 6c-d & g, K-4	I 6a, II 2, 4b, 6c-d & g, K-4	II 4d, 6b, III 4d, 5-8	II 4d, 6b, III 4d, 5-8	II 4d, 6b, III 4d, 5-8	II 4d, 6b, III 4d, 5-8	II 6a, 9-12
D	<p>Parts of Speech</p> <p>Use parts of speech correctly in written text</p> <ul style="list-style-type: none"> • naming words (nouns) • action words (verbs) <p>Use parts of speech correctly in written text</p> <ul style="list-style-type: none"> • descriptive words (adjectives) • substitute pronouns for nouns <p>Use parts of speech correctly in written text</p> <ul style="list-style-type: none"> • verbs that agree with the subject • words that answer when, where, why and how questions (adverbs) • words to compare (adverbs) <p>Use parts of speech correctly in written text</p> <ul style="list-style-type: none"> • verbs that agree with compound subject • connecting words to link ideas (conjunctions) <p>Use parts of speech correctly in written text</p> <ul style="list-style-type: none"> • verb tense • adjective forms <p>Use parts of speech correctly in written text</p> <ul style="list-style-type: none"> • prepositional phrases • appositives <p>Use parts of speech correctly in written text</p> <ul style="list-style-type: none"> • pronouns and antecedents • consistent verb tense <p>Use parts of speech correctly in written text</p> <ul style="list-style-type: none"> • pronoun case • adverb forms <p>Use parts of speech correctly in written text</p>									
ST	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2
FR	II 4b, 6c & f-g, K-4	II 4b, 6c & f-g, K-4	II 4b, 6c & f-g, K-4	II 4b, 6c & f-g, K-4	II 4b, 6c & f-g, K-4	II 4d, 6b, III 4d, 5-8	II 4d, 6b, III 4d, 5-8	II 4d, 6b, III 4d, 5-8	II 4d, 6b, III 4d, 5-8	II 6a-b, 9-12

2 Compose well-developed text using standard English conventions - - - continued										
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9-12
E	In writing, use									
	<ul style="list-style-type: none"> correct spelling of own first and last names semi-phonetic spelling 	<ul style="list-style-type: none"> correct spelling of CVC words and high-frequency words phonetic spelling classroom resources to verify correct spelling 	<ul style="list-style-type: none"> correct spelling of words with simple spelling patterns and high-frequency words transitional spelling classroom resources to verify correct spelling 	<ul style="list-style-type: none"> correct spelling of simple compounds, homophones, contractions and words with affixes standard spelling classroom resources and dictionary to verify correct spelling 	<ul style="list-style-type: none"> correct spelling of grade-level frequently used words spelling strategies and patterns classroom resources and dictionary to verify correct spelling 	<ul style="list-style-type: none"> correct spelling of grade-level frequently-used words spelling strategies and patterns classroom resources and dictionary to verify correct spelling 	<ul style="list-style-type: none"> correct spelling of grade-level frequently-used words classroom resources and dictionary to verify correct spelling 	<ul style="list-style-type: none"> correct spelling of grade-level frequently-used words classroom resources and dictionary to verify correct spelling 	<ul style="list-style-type: none"> correct spelling of grade-level frequently-used words classroom resources and dictionary to verify correct spelling 	<ul style="list-style-type: none"> correct spelling of grade-level frequently-used words classroom resources and dictionary to verify correct spelling
ST	CA 1 1.6, 2.1, 2.2	CA 1 1.6, 2.1, 2.2	CA 1 1.6, 2.1, 2.2	CA 1 1.6, 2.1, 2.2	CA 1 1.6, 2.1, 2.2	CA 1 1.6, 2.1, 2.2	CA 1 1.6, 2.1, 2.2	CA 1 1.6, 2.1, 2.2	CA 1 1.6, 2.1, 2.2	CA 1 1.6, 2.1, 2.2
FR	II 3a, 6e, II 2h, K-4	II 3a, 6e, II 2h, K-4	II 3a, 6e, II 2h, K-4	II 3a, 6e, II 2h, K-4	II 3a, 6e, II 2h, K-4	II 4d, 6a, III 4d, 5-8	II 4d, 6a, III 4d, 5-8	II 4d, 6a, III 4d, 5-8	II 4d, 6a, III 4d, 5-8	II 6a-b, III 1j, 9-12
F	In composing text, write sentences with assistance									
		<ul style="list-style-type: none"> precise and vivid language cohesive devices run-on sentences cohesive devices >transitions 	<ul style="list-style-type: none"> precise and vivid language cohesive devices run-on sentences cohesive devices >transitions 	<ul style="list-style-type: none"> precise and vivid language cohesive devices run-on sentences cohesive devices >transitions 	<ul style="list-style-type: none"> precise and vivid language cohesive devices run-on sentences cohesive devices >transitions 	<ul style="list-style-type: none"> precise and vivid language cohesive devices run-on sentences cohesive devices >transitions 	<ul style="list-style-type: none"> precise and vivid language cohesive devices run-on sentences cohesive devices >transitions 	<ul style="list-style-type: none"> precise and vivid language cohesive devices run-on sentences cohesive devices >transitions 	<ul style="list-style-type: none"> precise and vivid language cohesive devices run-on sentences cohesive devices >transitions 	<ul style="list-style-type: none"> precise and vivid language cohesive devices run-on sentences cohesive devices >transitions
ST	CA 1 1.6, 2.1, 2.2	CA 1 1.6, 2.1, 2.2	CA 1 1.6, 2.1, 2.2	CA 1 1.6, 2.1, 2.2	CA 1 1.6, 2.1, 2.2	CA 1 1.6, 2.1, 2.2	CA 1 1.6, 2.1, 2.2	CA 1 1.6, 2.1, 2.2	CA 1 1.6, 2.1, 2.2	CA 1 1.6, 2.1, 2.2
FR	II 4b, K-4	II 4b, K-4	II 4b, K-4	II 4b, K-4	II 4b, K-4	II 4b, K-4	II 4b, 6b, III 4d, 5-8	II 4b, 6b, III 4d, 5-8	II 4b, 6b, III 4d, 5-8	II 6a, 9-12

3 Write effectively in various forms and types of writing										
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9-12
A	Plan and tell stories (through pictures and words) about familiar experiences and events, with teacher assistance	Write narrative text that includes related sentences	Write narrative text that <ul style="list-style-type: none"> records a series of events in chronological order contains story elements 	Write narrative text that contains <ul style="list-style-type: none"> a beginning, middle and end relevant details to develop the main idea a clear controlling idea precise and descriptive language 	Write narrative text that <ul style="list-style-type: none"> moves through a logical sequence of events includes details to develop the plot, characters and setting 	Write personal narrative text that <ul style="list-style-type: none"> chronicles a sequence of events focuses on the development of a single event 	Write a personal narrative that <ul style="list-style-type: none"> chronicles a sequence of three or more events includes sensory detail and dialogue 	Write about personal experiences and revise by adding details and literary devices such as metaphors, analogies and symbols	Write about personal experiences and revise by adding details and literary devices such as metaphors, analogies and symbols	Write a personal narrative for real-life experiences (e.g., scholarships, applications and post-secondary/ college essays)
	ST FR	CA 4 1.8, 2.1 II 1c, 2b-c, 3a & d, 4a, c & f, III 4d, K-4	CA 4 1.8, 2.1 II 1c, 2b-c, 3a & d, 4a, c & f, III 4d, K-4	CA 4 1.8, 2.1 II 1c, 2b-c, 3a & d, 4a, c & f, III 4d, K-4	CA 4 1.8, 2.1 II 1c, 2b-c, 3a & d, 4a, c & f, III 4d, K-4	CA 4 1.8, 2.1 II 1c, 2b-c, 3a & d, 4a, c & f, III 4d, K-4	CA 4 1.8, 2.1 II 6d, III 4c, IV 3f, 5-8	CA 4 1.8, 2.1 II 6d, III 4c, IV 3f, 5-8	CA 4 1.8, 2.1 II 6d, III 4c, IV 3f, 5-8	CA 4 1.8, 2.1 II 6d, III 4c, IV 3f, 5-8
B			Identify important information in text	Identify information in written text to complete an organizer	Identify concepts and ideas in written text to complete an organizer	Use a note-taking system to organize information from written text	Use a note-taking system to organize information from oral presentations and written text	Use a variety of note-taking methods to organize information	Select and use an appropriate method for note-taking	Routinely use an appropriate method for note-taking
	ST FR		CA 2, 3, 4 1.6, 1.8 I 3b-i, II 4c, K-4	CA 2, 3, 4 1.6, 1.8 I 3b-i, II 4c, K-4	CA 2, 3, 4 1.6, 1.8 I 3b-i, II 4c, K-4	CA 2, 3, 4 1.6, 1.8 I 3d, II 4b, 5-8	CA 2, 3, 4 1.6, 1.8 I 3d, II 4b, 5-8	CA 2, 3, 4 1.6, 1.8 I 3d, II 4b, 5-8	CA 2, 3, 4 1.6, 1.8 I 3d, II 4b, 5-8	CA 2, 3, 4 1.6, 1.8, 4.8 II 5d, III 1c, 9-12

3 Write effectively in various forms and types of writing - - - continued										
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9-12
C	Plan and tell an idea through pictures and words using factual information, with teacher assistance	Write expository text with related sentences	Write expository text, with assistance, with • a main idea • supporting details	Write expository text with • a main idea • three or more supporting details	Write expository and persuasive paragraphs with • a main idea or point to prove • three or more supporting details • a concluding sentence	Write expository and persuasive paragraphs (emphasizing compare/contrast) with • an effective topic sentence or a point to prove • three or more supporting sentences • a concluding sentence	Write expository and persuasive paragraphs (including cause/effect) with > a strong controlling idea > supporting and concluding sentences > appropriate logical sequence > relevant details, facts and/or examples from one or more sources • multi-paragraph essays	Write expository and persuasive paragraphs (including compare/contrast and cause/effect) with > a strong controlling idea > supporting and concluding sentences > appropriate logical sequence > effective writing techniques (e.g., imagery, humor, point of view and voice) • multi-paragraph essays drawing from a variety of sources • responses to literature that show an understanding of theme and characters, using details/examples from the text as support	Write expository and persuasive paragraphs (including compare/contrast and cause/effect) with > a thesis statement > supporting details/examples > evidence that readers' concerns and arguments have been anticipated and addressed • effective multi-paragraph expository essays drawing from a variety of sources • a logical response to a newspaper/magazine article, editorial, advertisement, political cartoon or news program that includes supporting evidence from text	Write • multi-paragraph expository and persuasive essays (including problem/solution) with > a thesis statement > supporting details/examples > convincing elaboration through specific and relevant details > originality (freshness of thought) and individual perspective > individual style and voice > complex ideas in a sustained and compelling manner • multi-paragraph texts that interpret, evaluate or persuade > use specific rhetorical devices > use relevant evidence to defend a position • a reflective paper that compares specific incidents and themes • an analysis and/or evaluation on the use of imagery, language, themes, stylistic devices and tone in literature
	Expository and Persuasive Writing									
ST	CA 4 1.8, 2.1	CA 4 1.8, 2.1	CA 4 1.8, 2.1	CA 4 1.8, 2.1	CA 4 1.8, 2.1	CA 4 1.8, 2.1	CA 4 1.8, 2.1	CA 2, 4 1.8, 2.1, 4.1	CA 2, 3, 4 1.8, 2.1, 4.1	CA 2, 3, 4 1.8, 2.1, 4.1
FR	I 3d, II 1d, 2a, c & g, 3a & d, 4f, K-4	I 3d, II 1d, 2a, c & g, 3a & d, 4f, K-4	I 3d, II 1d, 2a, c & g, 3a & d, 4f, K-4	I 3d, II 1d, 2a, c & g, 3a & d, 4f, K-4	I 3d, II 1d, 2a, c & g, 3a & d, 4f, K-4	II 1c, 6d, III 4c, IV 3f, 5-8	II 1c, 6d, III 4c, IV 3f, 5-8	II 1c, 6d, III 4c, IV 3f, 5-8	II 1c, 6d, III 4c, IV 3f, 5-8	II 1a-5, II 2a, 3a, IV 2d, 3a, 9-12

3 Write effectively in various forms and types of writing - - - continued										
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9-12
D										
Summary Writing						Write a summary/re-tell the main ideas of written text	Write summaries of text from magazines, newspapers and/or informational articles	Write a multi-paragraph summary of a newspaper/ magazine article, editorial or news program that includes supporting evidence from text	Summarize two or more articles and write a brief informational paper integrating supporting information from both sources	Write • a multi-paragraph text that summarizes large amounts of information clearly and concisely • complete research papers/projects that develop a thesis, contain information from multiple sources and conform to a style manual (e.g., APA, MLA)
ST						CA 2, 3, 4 1.6, 2.1, 3.5	CA 2, 3, 4 2.1, 3.5	CA 2, 3, 4 1.2, 2.1, 3.5, 4.1	CA 2, 3, 4 1.2, 2.1, 3.5, 4.1	CA 2, 3, 4 1.2, 2.1, 3.5, 4.1
FR						II 1a, 2a, b, 5-8	II 1a, 2a, b, 5-8	II 1a, 2a, b, 5-8	II 1a, 2a, b, 5-8	II 1a-c, 2a, 9-12
E	Develop an awareness of audience and purpose in composing text, with assistance	Identify • different forms of written communication (e.g., thank-you notes, friendly letters, lists, poems, invitations) • audience and compose text, with assistance	Write simple friendly letters, messages, and directions for making or doing something, considering a given audience	Write informational reports, diary/journal entries and friendly letters that address an intended audience and purpose	Write informational reports, diary/journal entries, organized friendly letters, thank-you letters and invitations in a format appropriate to an intended audience and purpose	Write well-organized communications in a selected form appropriate to a specific audience (e.g., parents, friend, younger child) and purpose	Summarize information and construct a workplace communication , such as a memo or set of simple instructions, appropriate to topic and specific audience	Compose texts • that contain a created chart, graph and/or other graphic organizer based on printed information • and write a formal business letter and address an envelope • that address two different audiences and purposes using appropriate forms (e.g., explain the differences between seventh grade and second grade to a parent and to a second grader)	Compose texts • for a workplace communication (e.g., memo or letter) that includes summaries, directives, meeting minutes and/or complaints or concerns • that address the same topic from two points of view, using appropriate forms (e.g., interpret a school rule from the perspective of an adult and a student)	Compose texts • for a variety of career and workplace communications (e.g., job application, résumé , cover letter, college application essay, thank-you note, follow-up note, forms, project proposal), brochure and/or concise directions) • for various audiences and purposes, selecting and applying appropriate format, style, tone and point of view
ST	CA 4 1.8, 2.1	CA 4 1.8, 2.1	CA 4 1.8, 2.1	CA 4 1.8, 2.1	CA 4 1.8, 2.1	CA 4 1.8, 2.1	CA 4 1.8, 2.1 2.6, 4.8	CA 4 1.8, 2.1, 2.6, 4.8	CA 4 1.8, 2.1, 2.6, 4.8	CA 4 1.8, 2.1, 2.6, 4.8
FR	I 6e & i, II 3d, K-4	I 6e & i, II 3d, K-4	I 6e & i, II 3d, K-4	I 6e & i, II 3d, K-4	I 6e & i, II 3d, K-4	II 2c, 3a-b, 4a, c, III 4e, IV 3a, c, 5-8	II 2c, 3a-b, 4a, c, III 4e, IV 3a, c, 5-8	II 2c, 3a-b, 4a, c, III 4e, IV 3a, c, 5-8	II 2c, 3a-b, 4a, c, III 4e, IV 3a, c, 5-8	I 5d, II 3a-c, IV 2d, 3e, 9-12

1 Develop and apply effective listening skills and strategies										
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9-12
A	Listen <ul style="list-style-type: none"> • for enjoyment • for information • for simple directions, with teacher assistance 									
	Listen <ul style="list-style-type: none"> • for enjoyment • for information • for simple directions to follow 									
Purpose for Listening	Listen <ul style="list-style-type: none"> • for enjoyment • for information • to solve problems • for directions to complete a simple task 									
	Listen <ul style="list-style-type: none"> • for enjoyment • for information • to distinguish fact from opinion • for directions to complete a two- or three-step task 									
ST	Listen <ul style="list-style-type: none"> • for enjoyment • for information • for directions • to identify tone, mood and emotion of verbal and nonverbal communication 									
	Listen <ul style="list-style-type: none"> • for enjoyment • for information • for directions • to identify and interpret tone, mood and emotion of verbal and nonverbal communication 									
FR	Listen <ul style="list-style-type: none"> • for enjoyment • for information • for directions • to identify tone, mood and emotion of verbal and nonverbal communication 									
	Listen <ul style="list-style-type: none"> • for enjoyment • for information • for directions • to identify tone, mood and emotion of verbal and nonverbal communication 									
B	Listen <ul style="list-style-type: none"> • for enjoyment • for information • for directions • to identify tone, mood and emotion of verbal and nonverbal communication • to recognize how propaganda techniques 									
	Listen <ul style="list-style-type: none"> • for enjoyment • for information • for directions • to identify tone, mood and emotion of verbal and nonverbal communication • to recognize how colloquialisms and jargon reflect context, regions and cultures 									
ST	Listen <ul style="list-style-type: none"> • for enjoyment • for information • for directions • to identify tone, mood and emotion of verbal and nonverbal communication • to evaluate own and others' effectiveness in presentations and group discussions, using provided criteria • to evaluate the validity and reliability of speaker's message 									
	Listen <ul style="list-style-type: none"> • for enjoyment • for information • for directions • to identify tone, mood and emotion of verbal and nonverbal communication • to evaluate own and others' effectiveness in presentations and group discussions, using provided criteria • to evaluate the validity and reliability of speaker's message 									
FR	Listen <ul style="list-style-type: none"> • for enjoyment • for information • for directions • to identify tone, mood and emotion of verbal and nonverbal communication • to evaluate own and others' effectiveness in presentations and group discussions, using provided criteria • to evaluate the validity and reliability of speaker's message 									
	Listen <ul style="list-style-type: none"> • for enjoyment • for information • for directions • to identify tone, mood and emotion of verbal and nonverbal communication • to evaluate own and others' effectiveness in presentations and group discussions, using provided criteria • to evaluate the validity and reliability of speaker's message 									
ST	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions) with teacher assistance									
	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact) with teacher assistance									
FR	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact)									
	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact)									
ST	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact)									
	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact)									
FR	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact)									
	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact)									
ST	Use active-listening behaviors (e.g., asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement or confusion)									
	Use active-listening behaviors (e.g., asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement or confusion)									
FR	Use active-listening behaviors (e.g., asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement or confusion)									
	Use active-listening behaviors (e.g., asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement or confusion)									

2 Develop and apply effective speaking skills and strategies for various audiences and purposes										
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9-12
A	When sharing ideas or experiences • speak audibly • use age-appropriate vocabulary	Speak clearly when sharing ideas and asking questions in small and large groups	Speak at an appropriate volume and maintain a clear focus when sharing ideas	Speak clearly, stay on topic and use appropriate volume and pace when sharing ideas	In discussions and presentations, • present ideas in a logical sequence • identify and apply appropriate speaking techniques such as volume control, pace and eye contact	In discussions and presentations, • give organized presentations that demonstrate a clear viewpoint • select and use appropriate public speaking techniques such as rate, pace and enunciation	In discussions and presentations, • speak clearly and stay on topic • use appropriate volume, tone of voice, rate of speech, fluency/ inflections and eye contact	In discussions and presentations, use • designated time constraints • media • organized notes	In discussions and presentations, • use appropriate body language • incorporate media or technology • respond to questions	In discussions and presentations, • create concise presentations on a variety of topics • incorporate appropriate media or technology • respond to feedback • defend ideas • demonstrate poise and self-control
FR	II 1e, 3b-c, e, 5a, c-e, g-h, 6a & h-i, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4	II 1e, 3b-c, e, 5a, c-e, g-h, 6a & h-i, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4	II 1e, 3b-c, e, 5a, c-e, g-h, 6a & h-i, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4	II 1e, 3b-c, e, 5a, c-e, g-h, 6a & h-i, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4	II 1e, 3b-c, e, 5a, c-e, g-h, 6a & h-i, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4	II 2c-d, 4a-g, 5a, c, 6c-d, III 4b-c, e, IV 1d, 3a, c, f, 5-8	II 2c-d, 4a-g, 5a, c, 6c-d, III 4b-c, e, IV 1d, 3a, c, f, 5-8	II 2c-d, 4a-g, 5a, c, 6c-d, III 4b-c, e, IV 1d, 3a, c, f, 5-8	II 2c-d, 4a-g, 5a, c, 6c-d, III 4b-c, e, IV 1d, 3a, c, f, 5-8	I 2c, II 2b-c, 4a-c, 5a, 6a, III 4d & i, IV 1c, 3a, 9-12
B	Give simple oral directions with teacher assistance	Give simple oral directions	Give clear oral directions to complete a simple task	Give clear two- and three-step oral directions to complete a simple task	Give clear and concise three- and four-step oral directions to complete a task	Give clear and concise multi-step oral directions to complete a task	Give clear and concise multi-step oral directions to complete a complex task	Give clear and concise multi-step oral directions to complete a complex task	Give clear and concise multi-step oral directions to complete a complex task	Give clear and concise multi-step oral directions to perform complex procedures and/or tasks
FR	I 6e, K-4	I 6e, K-4	I 6e, K-4	I 6e, K-4	I 6e, K-4	II 6d, IV 1d, 5-8	II 6d, IV 1d, 5-8	II 6d, IV 1d, 5-8	II 6d, IV 1d, 5-8	II 3c, 6a, 9-12

1 Develop and apply effective research process skills to gather, analyze and evaluate information										
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADES 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9-12
A	Develop awareness of resources on topics of interest	Find resources on topics of interest, with assistance	Formulate keywords and questions, with assistance, to locate resources on topics of interest	Formulate keywords and questions to investigate topics	Formulate and research keywords and questions to establish a focus and purpose for inquiry	Develop research questions in order to establish a focus and purpose for a project	Develop questions and statements of purpose to guide research	Develop a research plan , with assistance, to guide investigation and research of focus questions	Develop a research plan to guide investigation and research of focus questions	Develop an appropriate research plan to guide investigation and research of focus questions
ST	CA 2, 3 1.1, 1.2	CA 2, 3 1.1, 1.4	CA 2, 3 1.1, 1.4	CA 2, 3 1.1, 1.4	CA 2, 3 1.1, 1.4	CA 2, 3 1.1, 1.4	CA 2, 3 1.1, 1.4	CA 2, 3 1.1, 1.4, 4.5	CA 2, 3 1.1, 1.4, 4.5	CA 2, 3 1.1, 1.4, 4.5
FR	I 2a, d, III 1d, K-4	I 2a, d, III 1d, K-4	I 2a, d, III 1d, K-4	I 2a, d, III 1d, K-4	I 2a, d, III 1d, K-4	I 2a, III 1b, I, IV 2a, 5-8	I 2a, III 1b, I, IV 2a, 5-8	I 2a, III 1b, I, IV 2a, 5-8	I 2a, III 1b, I, IV 2a, 5-8	I 2a-b, IV 2a, 9-12
B			Locate information on keywords and questions in provided resources, with assistance	Locate information on keywords in provided resources	Locate and use various resources to find information on keywords and questions	Locate and use various resources to acquire information to answer questions	Locate and use multiple resources to acquire information	Locate and use multiple resources to acquire information	Locate and use primary and secondary sources to	Locate and use multiple primary and secondary sources to
ST			CA 2, 3 1.2, 1.4	CA 2, 3 1.2, 1.4, 1.6	CA 2, 3 1.2, 1.4, 1.6	CA 2, 3 1.2, 1.4, 1.7	CA 2, 3 1.2, 1.4, 1.7	CA 2, 3 1.2, 1.4, 1.7	CA 2, 3 1.2, 1.4, 1.7	CA 2, 3 1.2, 1.4, 1.7
FR			I 2b-c & e-f, 3f, III 1e, K-4	I 2b-c & e-f, 3f, III 1e, K-4	I 2b-c & e-f, 3f, III 1e, K-4	I 2b-c, e, 3f, III 1d, IV 1a, 5-8	I 2b-c, e, 3f, III 1d, IV 1a, 5-8	I 2b-c, e, 3f, III 1d, IV 1a, 5-8	I 2b-c, e, 3f, III 1d, IV 1a, 5-8	I 2d-e, 3a, III 1d, IV 1e, 9-12
C					Identify relevant information and record main ideas and important details in own words	Use a specified note-taking format to record relevant information	Record relevant information using a variety of note-taking and organizational strategies	Record relevant information using a variety of note-taking and organizational strategies	Record relevant information using a self-selected note-taking or organizational strategy	Record relevant information from multiple primary and secondary sources
ST					CA 2, 3, 4 1.2, 1.8	CA 2, 3, 4 1.2, 1.8	CA 2, 3, 4 1.2, 1.8	CA 2, 3, 4 1.2, 1.8	CA 2, 3, 4 1.2, 1.8	CA 2, 3, 4 1.2, 1.8
FR					I 3f, IV 1e, K-4	I 3f, 5-8	I 3d, 5-8	I 3d, 5-8	I 3d, 5-8	III 1d, 9-12
D	Develop awareness, through discussion, that credit is to be given for others' ideas, images and information, with assistance	Give credit, through discussion, for others' ideas, images and information, with assistance	Give credit, through discussion, for others' ideas, images and information	Informally give credit for others' ideas, images and information found in various resources	Informally give credit for others' ideas, images and information found in various resources	Give credit for others' ideas, images and information by listing sources used in research	Define " plagiarism " and document research sources	Document research sources using a given citation format	Document research sources using a given citation format	Document sources of information using a standard citation format
ST	CA 4 1.4, 1.7, 1.8, 2.3, 4.4	CA 4 1.4, 1.7, 1.8, 2.3, 4.4	CA 4 1.4, 1.7, 1.8, 2.3, 4.4	CA 4 1.4, 1.7, 1.8, 2.3, 4.4	CA 4 1.4, 1.7, 1.8, 2.3, 4.4	CA 4 1.4, 1.7, 1.8, 2.3, 4.4	CA 4 1.4, 1.7, 1.8, 2.3, 4.4	CA 4 1.4, 1.7, 1.8, 2.3, 4.4	CA 4 1.4, 1.7, 1.8, 2.3, 4.4	CA 4 1.4, 1.7, 1.8, 2.3, 4.4
FR	IV 3d, K-4	IV 3d, K-4	IV 3d, K-4	IV 3d, K-4	IV 3d, K-4	I 3d, IV 3d, 5-8	I 3d, IV 3d, 5-8	I 3d, IV 3d, 5-8	I 3d, IV 3d, 5-8	II 3a, IV 3f-g, 9-12

2 Develop and apply effective skills and strategies to analyze and evaluate oral and visual media										
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9-12
A	Identify, with assistance, topics of messages conveyed through oral and visual media	Identify, with assistance, simple messages conveyed through oral and visual media	Identify, with assistance, intended messages conveyed through oral and visual media	Identify intended messages conveyed through oral and visual media	Identify and explain intended messages conveyed through oral and visual media	Analyze messages conveyed in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs)	Identify and explain viewpoints conveyed in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs)	Identify and explain media techniques used to convey messages in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs)	Analyze and synthesize two or more messages conveyed in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs)	Analyze, describe and evaluate the elements of messages projected in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs)
Media Messages										
ST	CA 5 1.5, 1.7, 2.7	CA 5 1.5, 1.7, 2.7	CA 5 1.5, 1.7, 2.7	CA 5 1.5, 1.7, 2.7	CA 5 1.5, 1.7, 2.7	CA 5 1.5, 1.7, 2.7	CA 5 1.5, 1.7, 2.7	CA 5 1.5, 1.7, 2.7	CA 5 1.5, 1.7, 2.7	CA 5 1.5, 1.7, 2.7
FR	I 6h, II 5 f & i, III 1j, 3a, K-4	I 6h, II 5 f & i, III 1j, 3a, K-4	I 6h, II 5 f & i, III 1j, 3a, K-4	I 6h, II 5 f & i, III 1j, 3a, K-4	I 6h, II 5 f & i, III 1j, 3a, K-4	I 6h, II 5 f & i, III 1j, 3a, K-4	I 5a, II 1a, III 3c, 5-8	I 5a, II 1a, III 3c, 5-8	I 5a, II 1a, III 3c, 5-8	I 1b, 2d, III 3a-1, 9-12

Communication Arts Course Level Expectations

The Communication Arts *Grade Level Expectations* document is an **updated** version of the March, 2004 K-12 Communication Arts Grade Level Expectations. Missouri educators from across the state, representing education from the primary grades through the college level, met numerous times to carefully examine the current Grade Level Expectations and make suggestions to update that document. This is the result of their discussion and study.

Please note:

- In several instances, the difference is a change in location, rather than a change in the GLE itself.
- All Communication Arts content may be assessed at the grade level where it appears.
- **Teachers are responsible for content up to—and including—that which appears at the grade level they teach. This document represents a continuum of instruction, so teachers must be familiar with GLEs leading up to their grade level so that they may scaffold instruction for students missing requisite skills.**
- The GLE Update and Review Committees addressed only Reading and Writing.

An asterisk (*) is used to indicate GLEs that are locally assessed.

PLEASE NOTE: The Listening and Speaking and Information Literacy strands will be revised during the 2008-2009 school year. The existing version is included at the end of this document and includes grades K-12. While the Listening and Speaking and Information Literacy strands are under revision, teachers are still responsible for the content in the existing version.

Sources: *7 Keys to Comprehension: How to Help Your Kids Read It and Get It!* (Zimmerman, Susan and Chryse Hutchins, Heinemann Publishers); *Apprenticeship in Literacy: Transitions Across Reading and Writing* (Dorn, Linda, Stenhouse Publishers); *Glossary of Terms* (NAEP Reading Framework); *Information Literacy Strands for Student Learning: Standards and Indicators* (American Association of School Librarians and the Association for Educational Communications and Technology, 1998); *Literary Devices* (Jay Braiman, 2003,2006); *Mosaic of Thought* (Zimmerman, Susan and Ellin Keene, Heinemann Publishers); *NETS for Students* (International Society for Technology in Education, National Educational Technology Standards for Students); *Scaffolding Young Writers: A Writer's Workshop Approach* (Dorn, Linda, Stenhouse Publishers); *Shaping Literate Minds: Developing Self-Regulated Learners* (Dorn, Linda, Stenhouse Publishers); *Strategies that Work: Teaching Comprehension to Enhance Understanding* (Harvey, Stephanie and Anne Goudvis, Stenhouse Publishers); *Units of Study for Primary Writing* (Calkins, Lucy, Heinemann Publishers); *Units of Study for Teaching Writing Grades 3-5* (Calkins, Lucy, Heinemann Publishers).

Missouri Department of Elementary and Secondary Education
October, 2008

Reading

9/16/2009

1 Develop and apply skills and strategies to the reading process				
	English I	English II	English III	English IV
A				
Print Concepts				
DOK				
ST				
B				
Phonemic Awareness				
DOK				
ST				
C	* Apply decoding strategies to "problem-solve" unknown words when reading when needed	* Apply decoding strategies to "problem-solve" unknown words when reading when needed	* Apply decoding strategies to "problem-solve" unknown words when reading when needed	* Apply decoding strategies to "problem-solve" unknown words when reading when needed
Phonics				
DOK	2	2	2	2
ST	CA 2, 3, 1.6	CA 2, 3, 1.6	CA 2, 3, 1.6	CA 2, 3, 1.6

1 Develop and apply skills and strategies to the reading process				
	English I	English II	English III	English IV
D	* Read grade-level instructional text a. with fluency: accuracy, comprehension and appropriate expression b. adjusting reading rate to difficulty and type of text	* Read grade-level instructional text a. with fluency: accuracy, comprehension and appropriate expression b. adjusting reading rate to difficulty and type of text	* Read grade-level instructional text a. with fluency: accuracy, comprehension and appropriate expression b. adjusting reading rate to difficulty and type of text	* Read grade-level instructional text a. with fluency: accuracy, comprehension and appropriate expression b. adjusting reading rate to difficulty and type of text
	Fluency			
DOK	1	1	1	1
ST	CA 2, 3, 1.5	CA 2, 3, 1.5	CA 2, 3, 1.5	CA 2, 3, 1.5
F	Develop vocabulary through text, using a. roots and affixes b. context clues c. glossary, dictionary and thesaurus	Develop vocabulary through text, using a. roots and affixes b. context clues c. glossary, dictionary and thesaurus	Develop vocabulary through text, using a. roots and affixes b. context clues c. glossary, dictionary and thesaurus	Develop vocabulary through text, using a. roots and affixes b. context clues c. glossary, dictionary and thesaurus
	Vocabulary			
DOK	2	2	2	2
ST	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6
F	* Apply pre-reading strategies to aid comprehension a. access prior knowledge b. preview c. predict with text support or rationale d. set a purpose and rate for reading	* Apply pre-reading strategies to aid comprehension a. access prior knowledge b. preview c. predict with text support or rationale d. set a purpose and rate for reading	* Apply pre-reading strategies to aid comprehension a. access prior knowledge b. preview c. predict with text support or rationale d. set a purpose and rate for reading	* Apply pre-reading strategies to aid comprehension a. access prior knowledge b. preview c. predict with text support or rationale d. set a purpose and rate for reading
	Pre-Reading			
DOK	2	2	2	2
ST	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6

1 Develop and apply skills and strategies to the reading process				
	English I	English II	English III	English IV
G	*During reading, utilize strategies to a. determine meaning of unknown words b. self-monitor comprehension c. question the text d. infer e. visualize f. paraphrase g. summarize	*During reading, utilize strategies to a. determine meaning of unknown words b. self-monitor comprehension c. question the text d. infer e. visualize f. paraphrase g. summarize	*During reading, utilize strategies to a. determine meaning of unknown words b. self-monitor comprehension c. question the text d. infer e. visualize f. paraphrase g. summarize	*During reading, utilize strategies to a. determine meaning of unknown words b. self-monitor comprehension c. question the text d. infer e. visualize f. paraphrase g. summarize
DOK	2	2	2	2
ST	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5
H	Apply post-reading skills to comprehend, interpret, analyze, and evaluate text: a. identify and explain the relationship between the main idea and supporting details *b. question to clarify *c. reflect d. draw conclusions e. paraphrase f. summarize	Apply post-reading skills to comprehend, interpret, analyze, and evaluate text: a. identify and explain the relationship between the main idea and supporting details *b. question to clarify *c. reflect d. draw conclusions e. paraphrase f. summarize	Apply post-reading skills to comprehend, interpret, analyze, and evaluate text: a. identify and explain the relationship between the main idea and supporting details *b. question to clarify *c. reflect d. draw conclusions e. paraphrase f. summarize	Apply post-reading skills to comprehend, interpret, analyze, and evaluate text: a. identify and explain the relationship between the main idea and supporting details *b. question to clarify *c. reflect d. draw conclusions e. paraphrase f. summarize
DOK	3	3	3	3
ST	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5
I	Compare, contrast, analyze and evaluate connections: a. text to text (information and relationships in various fiction and non-fiction works) *b. text to self (text ideas and own experiences) *c. text to world (text ideas and the world by analyzing and evaluating the relationship between literature and its historical period and culture)	Compare, contrast, analyze and evaluate connections: a. text to text (information and relationships in various fiction and non-fiction works) *b. text to self (text ideas and own experiences) *c. text to world (text ideas and the world by analyzing and evaluating the relationship between literature and its historical period and culture)	Compare, contrast, analyze and evaluate connections: a. text to text (information and relationships in various fiction and non-fiction works) *b. text to self (text ideas and own experiences) *c. text to world (text ideas and the world by analyzing and evaluating the relationship between literature and its historical period and culture)	Compare, contrast, analyze and evaluate connections: a. text to text (information and relationships in various fiction and non-fiction works) *b. text to self (text ideas and own experiences) *c. text to world (text ideas and the world by analyzing and evaluating the relationship between literature and its historical period and culture)
DOK	3	3	3	3
ST	CA 2, 3, 7, 1.5, 1.6, 1.9, 3.5	CA 2, 3, 7, 1.5, 1.6, 1.9, 3.5	CA 2, 3, 7, 1.5, 1.6, 1.9, 3.5	CA 2, 3, 7, 1.5, 1.6, 1.9, 3.5

Reading

9/16/2009

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times				
	English I	English II	English III	English IV
A Text Features	Analyze and evaluate the text features in grade-level text	Analyze and evaluate the text features in grade-level text	Analyze and evaluate the text features in grade-level text	Analyze and evaluate the text features in grade-level text
	DOK 3 ST CA 2, 3, 1.5, 1.6, 2.4, 3.5	3 CA 2, 3, 1.5, 1.6, 2.4, 3.5	3 CA 2, 3, 1.5, 1.6, 2.4, 3.5	3 CA 2, 3, 1.5, 1.6, 2.4, 3.5
B Literary Techniques	Identify and explain literary techniques, in text emphasizing a. irony b. imagery c. repeated sound, line or phrase d. analyze sensory details, figurative language, sound devices, and literary techniques previously introduced	Identify and, explain literary techniques, in text emphasizing a. understatement b. parallelism c. allusion d. analogy e. analyze and evaluate literary techniques, sensory details, figurative language, and sound devices previously introduced	Identify and explain literary techniques, in text emphasizing a. euphemism b. satire c. analyze and evaluate literary techniques, sensory details, figurative language, and sound devices previously introduced	Analyze and evaluate literary techniques, sensory details, figurative language, and sound devices previously introduced
	DOK 2 ST CA 2, 3, 1.5, 1.6, 2.4, 3.5	3 CA 2, 3, 1.5, 1.6, 2.4, 3.5	3 CA 2, 3, 1.5, 1.6, 2.4, 3.5	3 CA 2, 3, 1.5, 1.6, 2.4, 3.5
C	Use details from text(s) to a. demonstrate comprehension skills previously introduced b. analyze character, plot, setting, point of view	Use details from text(s) to a. demonstrate comprehension skills previously introduced b. analyze character, plot, setting, point of view	Use details from text(s) to a. demonstrate comprehension skills previously introduced	Use details from text(s) to a. demonstrate comprehension skills previously introduced b. analyze character, plot, setting, point of view

Literary Elements					
	I	3	3	3	3
	OK	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8
T					

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times				
	English I	English II	English III	English IV
Text Features	A Explain, analyze and evaluate the author's use of text features to clarify meaning	Explain, analyze and evaluate the author's use of text features to clarify meaning	Explain, analyze and evaluate the author's use of text features to clarify meaning	Explain, analyze and evaluate the author's use of text features to clarify meaning
DOK	3	3	3	3
ST	CA 3, 1.5, 1.6, 2.4, 3.5	CA 3, 1.5, 1.6, 2.4, 3.5	CA 3, 1.5, 1.6, 2.4, 3.5	CA 3, 1.5, 1.6, 2.4, 3.5
Literary Techniques	B Identify and explain literary techniques, in text emphasizing a. irony b. imagery c. repeated sound, line or phrase d. analyze sensory details, figurative language, sound devices, and literary techniques previously introduced	Identify and, explain literary techniques, in text emphasizing a. understatement b. parallelism c. allusion d. analogy e. analyze and evaluate literary techniques, sensory details, figurative language, and sound devices previously introduced	Identify and explain literary techniques, in text emphasizing a. euphemism b. satire c. analyze and evaluate literary techniques, sensory details, figurative language, and sound devices previously introduced	Analyze and evaluate literary techniques, sensory details, figurative language, and sound devices previously introduced
DOK	2	3	3	3
ST	CA 3, 1.5, 1.6, 2.4, 3.5	CA 3, 1.5, 1.6, 2.4, 3.5	CA 3, 1.5, 1.6, 2.4, 3.5	CA 3, 1.5, 1.6, 2.4, 3.5
C	Use details from informational text to a. identify and explain the organizational pattern	Use details from informational and persuasive text(s) to a. analyze and evaluate the organizational patterns	Use details from argumentative text(s) to a. analyze and evaluate the organizational patterns	Use details from argumentative text(s) to a. analyze and evaluate the organizational patterns

Reading

9/16/2009

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times				
	English I	English II	English III	English IV
LOCAL Struct				
DOK	3	3	3	3
ST	CA 3, 1.5, 1.6, 1.7, 2.4, 3.4, 3.5, 3.6, 3.7, 3.8	CA3 1.5, 1.6, 1.7, 2.4, 3.4, 3.5, 3.6, 3.7, 3.8	CA3 1.5, 1.6, 1.7, 2.4, 3.4, 3.5, 3.6, 3.7, 3.8	CA3 1.5, 1.6, 1.7, 2.4, 3.4, 3.5, 3.6, 3.7, 3.8

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times				
	English I	English II	English III	English IV
Understanding	*Read and apply multi-step directions to perform complex procedures and/or tasks	*Read and apply multi-step directions to perform complex procedures and/or tasks	*Read and apply multi-step directions to perform complex procedures and/or tasks	*Read and apply multi-step directions to perform complex procedures and/or tasks
DOK	2	2	2	2
ST	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6

1 Apply a writing process in composing text				
	English I	English II	English III	English IV
A	Follow a writing process to a. use appropriate prewriting strategies as needed b. generate a draft *c. revise in response to feedback (peer and/or teacher) *d. edit for conventions (refer to W2E) *e. share writing	Apply a writing process to write effectively in various forms and types of writing (refer to W3A)	Apply a writing process to write effectively in various forms and types of writing (refer to W3A)	Apply a writing process to write effectively in various forms and types of writing (refer to W3A)
Writing Process				
DOK	3	3	3	3
ST	CA 1, CA 4, 1.8, 2.1, 2.2	CA 1, CA 4, 1.8, 2.1, 2.2	CA 1, CA 4, 1.8, 2.1, 2.2	CA 1, CA 4, 1.8, 2.1, 2.2

Writing

2 Compose well-developed text				
	English I	English II	English III	English IV
A e and	Compose text a. showing awareness of audience b. choosing a form and point of view appropriate to purpose and audience	Compose text a. showing awareness of audience b. choosing a form and point of view appropriate to purpose and audience	Compose text a. showing awareness of audience b. choosing a form and point of view appropriate to purpose and audience	Compose text a. showing awareness of audience b. choosing a form and point of view appropriate to purpose and audience
	DOK 3	3	3	3
ST	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1
B and Conte	Compose text with: a. strong controlling idea b. relevant specific details c. complex ideas d. freshness of thought	Compose text with: a. strong controlling idea b. relevant specific details c. complex ideas d. freshness of thought	Compose text with: a. strong controlling idea b. relevant specific details c. complex ideas d. freshness of thought	Compose text with: a. strong controlling idea b. relevant specific details c. complex ideas d. freshness of thought
	DOK 3	3	3	3
ST	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1
C and Sentence	Compose text with a. effective beginning, middle, and end b. a logical order c. effective paragraphing d. cohesive devices e. varied sentence structure f. clarity of expression g. active voice	Compose text with a. effective beginning, middle, and end b. a logical order c. effective paragraphing d. cohesive devices e. varied sentence structure f. clarity of expression g. active voice	Compose text with a. effective beginning, middle, and end b. a logical order c. effective paragraphing d. cohesive devices e. varied sentence structure f. clarity of expression g. active voice	Compose text with a. effective beginning, middle, and end b. a logical order c. effective paragraphing d. cohesive devices e. varied sentence structure f. clarity of expression g. active voice
	DOK 3	3	3	3
ST	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1

Writing

D	Compose text using	Compose text using	Compose text using	Compose text using
	a. precise and vivid language b. writing techniques, such as imagery, humor, voice, and figurative language	a. precise and vivid language b. writing techniques such as imagery, humor, voice, and figurative language	a. precise and vivid language b. writing techniques such as imagery, humor, voice, figurative language, and rhetorical devices	a. precise and vivid language b. writing techniques such as imagery, humor, voice, figurative language, and rhetorical devices
Word Choice				
DOK	3	3	3	3
ST	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1
2 Compose well-developed text				
	English I	English II	English III	English IV
E	In written text apply	In written text apply	In written text apply	In written text use
	a. conventions of capitalization b. conventions of punctuation c. standard usage	a. conventions of capitalization b. conventions of punctuation c. standard usage	a. conventions of capitalization b. conventions of punctuation c. standard usage	a. conventions of capitalization b. conventions of punctuation c. standard usage
Conventions				
DOK	1	1	1	1
ST	CA 1, 2.2	CA 1, 2.2	CA 1, 2.2	CA 1, 2.2

Writing

3 Write effectively in various forms and types of writing				
	English I	English II	English III	English IV
A <small>Forms/Types/ Modes of Writing</small>	Compose a variety of texts, a. using narrative, descriptive, expository, and/or persuasive features b. in various formats, including workplace communication c. including summary d. including literary analysis e. including reflective writing	Compose a variety of texts, a. using narrative, descriptive, expository, and/or persuasive features b. in various formats, including workplace communication c. including summary d. including literary analysis e. including reflective writing	Compose a variety of texts, a. using narrative, descriptive, expository, and/or persuasive features b. in various formats, including workplace communications (resume, letter of application, follow-up letter) c. including summary d. including literary analysis e. including reflective writing	Compose a variety of texts, a. using narrative, descriptive, expository, and/or persuasive features b. in various formats, including workplace communications (resume, letter of application, follow-up letter) c. including summary d. including literary analysis e. including reflective writing
	3	3	3	3
	CA 4, 1.8, 2.1, 2.6, 4.8	CA 4, 1.8, 2.1, 2.6, 4.8	CA 4, 1.8, 2.1, 2.6, 4.8	CA 4, 1.8, 2.1, 2.6, 4.8

Listening and Speaking

1 Develop and apply effective listening skills and strategies

GRADE 9-12

Purpose for Listening	Listen <ul style="list-style-type: none"> • for enjoyment • for information • for directions • critically to summarize and evaluate communications that inform, persuade and entertain • to evaluate own and others' effectiveness in presentations and group discussions, using provided criteria • to evaluate the validity and reliability of speaker's message
	<p>ST CA 5, 6 1.5, 1.6, 1.10</p> <p>FR II 3b, 4f, III 1b-c, f, 3a, c & f-h, IV 1b, 3a, 9-12</p>
Listening Behavior	Use active-listening behaviors (e.g., asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement or confusion)
	<p>ST CA 5, 6 1.5</p> <p>FR II 5b, III1b, IV 1c-d, 9-12</p>

Listening and Speaking

2 Develop and apply effective speaking skills and strategies for various audiences and purposes	
GRADE 9-12	
A	<p>In discussions and presentations,</p> <ul style="list-style-type: none"> • create concise presentations on a variety of topics • incorporate appropriate media or technology • respond to feedback • defend ideas • demonstrate poise and self-control
Discussion and Presentation	
ST	CA 1, 6 2.1, 2.3, 4.6
FR	I 2c, II 2b-c, 4a-c, 5a, 6a, III 4d & i, IV 1c, 3a, 9-12
B	<p>Give clear and concise multi-step oral directions to perform complex procedures and/or tasks</p>
Giving Directions	
ST	CA 1, 6 2.1, 2.3
FR	II 3c, 6a, 9-12

Information Literacy – UNDER REVISION

1 Develop and apply effective research process skills to gather, analyze and evaluate information	
GRADE 9-12	
A	Develop an appropriate research plan to guide investigation and research of focus questions
Research Plan	
ST	CA 2, 3 1.1, 1.4, 4.5
FR	I 2a-b, IV 2d, 9-12
acquire informat	Locate and use multiple primary and secondary sources to <ul style="list-style-type: none"> • select relevant and credible information • evaluate reliability of information • evaluate reliability of sources
ST	CA 2, 3 1.2, 1.4, 1.7
FR	I 2d-e, 3a, III 1d, IV 1e, 9-12
ord Informatio	Record relevant information from multiple primary and secondary sources using a self-selected note-taking or organizational strategy
ST	CA 2, 3, 4, 1.2, 1.8, 2.1
FR	III 1d, 9-12
ources Consulte	Document sources of information using a standard citation format
ST	CA 4 1.4, 1.7, 1.8, 2.3, 4.4
FR	II 3a, IV 3f-g, 9-12

Information Literacy – UNDER REVISION

2 Develop and apply effective skills and strategies to analyze and evaluate oral and visual media	
GRADE 9-12	
	Analyze, describe and evaluate the elements of messages projected in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs)
dia	
ST	CA 5 1.5, 1.7, 2.7
FR	I 1b, 2d, III 3h-I, 9-12