K-6 Remedial Reading Curriculum

Grades K - 6 Remedial Reading Curriculum Committee

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Grades K - 6 Remedial Reading Curriculum
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        Missouri Learning Standards

District Mission

The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.

District Vision

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

District Values

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

➢ High quality education for all students which includes:
  ● Lifelong learning from early childhood through adult education
  ● Rigorous learning experiences that challenge all students
  ● Instruction that meets the needs of a diverse community
  ● Respect for all
  ● Real world, critical thinking and problem-solving skills to prepare students for the 21st Century
  ● Developing caring, productive, and responsible citizens
  ● Strong engagement of family and community
  ● A safe, secure, and nurturing school environment

➢ Achievement through:
  ● Celebration of individual success
  ● Collaboration with parents and community stakeholders
  ● Exploration, Innovation, and creativity

➢ High quality staff by:
  ● Hiring and retaining highly qualified and invested employees
  ● Providing professional development and collaboration focused on increasing student achievement
  ● Empowering staff to use innovative resources and practices

➢ Informed decisions that are:
  ● Student-centered
  ● Focused on student achievement
  ● Data Driven
  ● Considerate of all points of view
  ● Fiscally responsible

District Goals

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

1. Student Performance
    ● Develop and enhance the quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.
2. Highly Qualified Staff
    ● Recruit, attract, develop, and retain highly qualified staff to carry out the District's mission, vision, goals, and objectives.
3. Facilities, Support, and Instructional Resource
    ● Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
4. Parent and Community Involvement
    ● Promote, facilitate and enhance parent, student, and community involvement in district educational programs.
5. Governance
    ● Govern the district in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

School District Philosophical Foundations

Teachers in the School District of the City of St. Charles share in and ascribe to a philosophy that places children at the heart of the educational process. We feel that it is our professional responsibility to strive to be our best at all times and to maximize our efforts by ensuring that the following factors are present in our classrooms and our schools.

1. Learning is developed within the personal, physical, social, and intellectual contexts of the learner.
2. A strong educational program should provide developmental continuity.
3. The successful learner is motivated, strategic, knowledgeable, and interactive.
4. Children learn best when they have real purposes and can make connections to real life.
5. Effective learning is a combination of student exploration and teacher and mentor modeling.
6. Assessment is an ongoing and multidimensional process that is an integral part of instruction.
7. Making reading and writing connections across multiple sources and curricula facilitates meaning.
8. Literacy for the future means literacy in multiple technologies.
9. Education must respond to society's diverse population and serve all children.
10. Interactions among students, teachers, parents, and community form the network that supports learning.

Remedial Reading Philosophy

It is our philosophy that remedial reading should be an extension of the regular classroom. Frequent communication between the regular classroom teacher and the reading specialist is essential. This will ensure common language is being used to provide consistency for our students and common student goals and strategies are being used.

All students have strengths. As reading specialists, we will provide support by building on those strengths and differentiating instruction according to the individual needs of our students. We want all students to reach their full potential and to feel successful. We will foster a love of learning and reading through engaging activities and establishing strong relationships with our students.

K-6 Remedial Reading
Course Description

Remedial Reading provides students an intensive, structured opportunity to increase reading, comprehension, and writing skills. The intervention will include instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension strategies for both fiction and non-fiction texts. Students will respond to reading through verbal and written communication. Collaboration between remedial reading teachers, classroom teachers, and instructional coaches ensures a seamless application of reading and writing strategies. Content and skills are research-based and modified from the District K-6 Communication Arts Curriculum. This course:

- Is a structured language arts curriculum that supplements the district curriculum.
- Provides instruction in which students will receive remedial reading services based on assessment criteria such as:
  - Reading benchmarks
  - Running records
  - Anecdotal notes
  - District required assessments
  - Discretion of the Reading Specialist
- Is effective in a small group setting (1 to 3 ratio or smaller is preferred based on research).
- Will serve students with common needs (reading levels, strategies, letters and sounds).
- Will serve as a double dose of reading instruction. It will not replace regular classroom reading instruction.

K-6 Remedial Reading Rationale

Reading and writing provide a framework for the struggling learner to access fiction and nonfiction. Using the Missouri Learning Standards (MLS) and the City of St. Charles School District K-6 Communication Arts Curriculum as a foundation, the K-6 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 text through verbal and written responses.

The content and skills spiral in complexity and difficulty throughout the reading levels. Through a variety of learning activities, students will explore literature that is representative of various cultures, genres, and formats; experiencing 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 utilize written language structures; learn and use spelling generalizations; develop and expand vocabulary; and communicate both in writing and verbally for a variety of purposes.

Remedial Reading Goals

It is our goal that remedial reading should be an extension of the regular classroom. Frequent communication between the regular classroom teacher and the reading specialist is essential. This will ensure common language is being used to provide consistency for our students and common student goals and strategies are being used. All students have strengths. As reading specialists, we will provide support by building on those strengths and differentiating instruction according to the individual needs of our students. We want all students to reach their full potential and to feel successful. We will foster a love of learning and reading through engaging activities and establishing strong relationships with our students.

K-6 Remedial Reading Essential Understandings

The goals of the City of St. Charles School District's K-6 Remedial Reading program are developed based on the needs of individual students. By participating in this program, students will:

- Increase phonemic awareness skills
- Increase phonics skills
- Increase decoding skills
- Increase reading fluency
- Increase vocabulary
- Increase reading comprehension in fiction and nonfiction
- Read independently for a purpose (information and/or pleasure)
- Incorporate written communication in response to reading giving credible, sufficient evidence to support responses

K-6 Remedial Reading Scope & Sequence
x=skill is instructed

	K	1	2	3	4	5	6
Concepts of Print/Print Awareness							
Identify the front and back of the book	x						
Know where to begin reading	x						
Track print (front to back of book, top to bottom of page, left to right on the line, sweep back left for the next line)	x	x					
Identify and distinguish between letters, words, and sentences	x	x					
Identify the first and last letter of a word	x						
Identify the first and last letter on the page	x						
Distinguish between pictures and words on the page	x						
One to one correspondence	x	x					
Identify capital and lowercase letters	x	x					
Sequence the letters of the alphabet	x						
Recognize punctuation	x	x	x	x	x	x	x
Phonemic Awareness							
Identify and produce rhyme	x	x					
Hear and say initial, medial and ending sounds	x	x					
Blend phonemes	x	x					
Segment phonemes	x	x					
Segment and blend onset and rime	x	x					
Syllabication	x	x	x	x	x	x	x

Initial, medial and ending sound substitution	x	x	x				
Phonics/Word Structure							
Identify and produce consonant sounds	x	x					
Identify and produce short vowel sounds	x	x	x				
Identify and produce long vowel sounds	x	x	x	x	x	x	x
Identify and produce blends		x	x	x			
Identify and produce digraphs	x	x	x	x	x		
Identify and produce vowel combinations (diphthongs)	x	x	x	x	x	x	x
Identify and produce r-controlled vowels		x	x	x	x	x	
Word families	x	x	x	x	x	x	x
Compound Words		x	x	x	x	x	x
Inflectional endings		x	x	x	x	x	x
Multisyllabic word-solving strategies			x	x	x	x	x
Prefixes, suffixes, and root words			x	x	x	x	x
Contractions		x	x	x	x	x	x
Complex consonants (hard and soft sounds)	x	x	x	x	x	x	x
Open and closed syllables				x	x	x	x
High frequency words	x	x	x	x	x	x	x
Irregular spelled words		x	x	x	x	x	x
Apply phonics skills to spelling	x	x	x	x	x	x	x
Apply phonics skills to decoding	x	x	x	x	x	x	x
Fluency							
Rate			x	x	x	x	x

Accuracy	x	x	x	x	x	x	x
Expression	x	x	x	x	x	x	x
Phrasing	x	x	x	x	x	x	x
Self-correcting (MSV)	x	x	x	x	x	x	x
Thinking Strategies							
Schema/Making Connections	x	x	x	x	x	x	x
Questioning	x	x	x	x	x	x	x
Monitor for Meaning	x	x	x	x	x	x	x
Visualizing	x	x	x	x	x	x	x
Determining Importance	x	x	x	x	x	x	x
Inferring	x	x	x	x	x	x	x
Synthesizing	x	x	x	x	x	x	x
Comprehension (Fiction)							
Make predictions	x	x	x	x	x	x	x
Retell in sequential order	x	x	x	x	x	x	x
Analyze story elements	x	x	x	x	x	x	x
Main idea and details	x	x	x	x	x	x	x
Compare and Contrast	x	x	x	x	x	x	x
Summarize				x	x	x	x
Make inferences	x	x	x	x	x	x	x
Draw conclusions				x	x	x	x
Problem and Solution	x	x	x	x	x	x	x
Author's Purpose				x	x	x	x

Analyze character traits			x	x	x	x	x
Text Features							
Nonfiction text features (photographs, table of contents, maps, glossary, diagrams, labels, captions, headings)	x	x	x	x	x	x	x
Fiction text features (illustrations, title page, dialogue, paragraphs)	x	x	x	x	x	x	x
Us text features to comprehend text	x	x	x	x	x	x	x
Follow directions and steps in a process	x	x	x	x	x	x	x
Text Structures (Nonfiction)							
Ask and answer questions to clarify meaning	x	x	x	x	x	x	x
Compare/Contrast on same topic	x	x	x	x	x	x	x
Cause/Effect				x	x	x	x
Sequence	x	x	x	x	x	x	x
Author's Purpose			x	x	x	x	x
Vocabulary							
Synonyms and Antonyms	x	x	x	x	x	x	x
Nouns, verbs, adjectives	x	x	x	x	x	x	x
Sorting words into conceptual categories	x	x	x	x	x	x	x
Use a variety of resources to learn word meanings	x	x	x	x	x	x	x
Use prefixes, root words, suffixes, inflectional endings, compound words, to determine word meanings		x	x	x	x	x	x
Use Greek and Latin words to determine word meaning					x	x	x
Figurative language, idioms, metaphors, similes				x	x	x	x
Use homographs, homophones, and multiple meaning words				x	x	x	x
Analogies					x	x	x

Determine meaning of word from context	x	x	x	x	x	x	x
Responding to Text							
Using text evidence to answer questions	x	x	x	x	x	x	x
Use graphic organizers to gather thoughts	x	x	x	x	x	x	x
Make connections, talk, and write about books	x	x	x	x	x	x	x
Write summaries				x	x	x	x

CONTENT AREA: Reading	Moving Student to Independently Read Level A Text
COURSE: Remedial Reading	Estimated Time Needed for Intervention: 2-4 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:	BIG IDEA(S):
- LLI Program (Leveled Literacy Intervention) - SIPPS Program (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) - Fountas & Pinnell's <u>The Continuum of Literacy Learning</u> - Instructional activity guide	Through a variety of learning activities, students will explore literature that is representative of various cultures, genres, and formats. Students will experience reading for varied purposes and utilize phonemic awareness, phonics, sight words, and context as a process for decoding print. Students will develop self-monitoring strategies to increase comprehension while examining and utilizing written language structures. Student will learn and use spelling generalizations, develop and expand vocabulary, and communicate both in writing and verbally for a variety of purposes.
ENDURING UNDERSTANDINGS:	ESSENTIAL QUESTIONS:
- Increase phonemic awareness skills - Increase phonics skills - Increase decoding skills - Increase reading fluency - Increase vocabulary - Increase reading comprehension in fiction and nonfiction - Read independently for a purpose (information and/or pleasure) - Incorporate written communication in response to reading giving credible, sufficient evidence to support responses	- What does it mean to read? - What are the parts of a book? - How do letters and sounds work together? - What is happening in the pictures? - How can pointing to the words help us? - What are some tricky words that need to be learned by sight? - Why is it important that we read each book several times?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD *i.e. GLE/CLE/MLS/NGSS*	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Comprehension, K (a-e)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Vocabulary, K (a-c, e)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Making Connections, K (a,b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Independent Text, K (a)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Fiction, K (a-c, e, g)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Poetry, K (a)		X
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Drama, K (a)		X
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Text Features, K (a, b, d)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Literary Techniques, K (a)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Text Structures, K (a, c, d)	X	
Missouri Learning Standards	Reading Foundations: Print Awareness, K (a-f)	X	
Missouri Learning Standards	Reading Foundations: Phonemic Awareness, K (a-h)	X	
Missouri Learning Standards	Reading Foundations: Phonics, K (a-d)	X	
Missouri Learning Standards	Reading Foundations: Fluency, K	X	

Missouri Learning Standards	Language: Grammar, K (b-e)		X
Missouri Learning Standards	Language: Punctuation, Capitalization, Spelling, K (a-c, f-h)		X
Missouri Learning Standards	Speaking/Listening: Purpose, K (a-c)		X
Missouri Learning Standards	Speaking/Listening: Entertainment, K (a)		X
Missouri Learning Standards	Speaking/Listening: Collaborative Discussions, K (a-c)		X
Missouri Learning Standards	Speaking/Listening: Presenting, K (b)		X

Level A

AT LEVEL A, WHAT SHOULD STUDENTS…

UNDERSTAND AND BE ABLE TO DO?

Concepts; essential truths that give meaning to the topic; ideas that transfer across situations. Skills; Products

- Just beginning to learn how print works
- Just beginning to learn the alphabetic principle – the relationship between letters and sounds
- Learning to use 1-1 matching
- Learning to follow text from left to right
- Differentiating between print and pictures
- Beginning to notice each letter's distinct features
- Learning some easy, high-frequency words
- Clap the syllables in one and two syllables words from pictures
- Recognize, make, and write a few CVC words
- Notice and use end punctuation and use it in their voice
- Self-monitor and self correct using meaning, structure, and visual (M, S, V)
- Retell using pictures from the beginning, middle, and end
- Make predictions based on pictures and or personal experience
- Infer character feelings by using pictures as evidence
- Make connections to text (self, text, world)

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED THESE CONCEPTS?
- *Possible Interventions, teach students to...*

SKILLS	INTERVENTION ACTIVITY
Concepts of Print/Print Awareness	- During Shared Reading - Model where the front of the book and back of the book are by what the differences are - Model where to start reading - Model and practice how to track print from left to right, top to bottom - Model and practice how to identify and distinguish letters and words - Model and practice how to identify the first and last letter on the page - Model and practice how to distinguish between pictures and words on the page - Model and practice how to point to each word - Model and practice how to recognize periods - Model and practice distinguishing between capital and lowercase - Model and practice the sequence of letters of the alphabet

Phonemic Awareness	● Clap the syllables in one and two syllable words ● Match or sort pictures by beginning or ending sounds ● Match or sort pictures by rhyming sounds at the end ● Make and break apart a few easy CVC words
Phonics/Word Structure	● Match or sort letters by a variety of features: uppercase/lowercase; tall or short; with or without sticks, circles, tails, dots, tunnels ● Recognize and produce the names of upper and lowercase letters ● Practice saying consonant and vowel sounds with various resources ● Practice reading a few easy high frequency words in isolation and in text ● Practice segmenting and blending some CVC words to read and write
Fluency	● One to one match while reading ● Put dots under each word and point to each dot ● Pause after punctuation

Thinking Strategies and Comprehension	● During book preview
	  ○ Make predictions off the pictures
	  ○ Ask questions about own experiences connected to the text
	  ○ Discuss how characters are feeling based on picture
	● After reading the text
	  ○ Practice retelling by touching each page
	  ○ Discuss characters and setting
	  ○ Confirm predictions

Text Features and Structures	● Read and point to the title of the book ● Discuss photographs vs illustrations
Vocabulary	● Use pictures to understand plural nouns ● Have students point to the s at the end and explain that it means more than one

Responding to Text	● Use a variety of writing types such as interactive, dictated, and independent writing
	● Teach how to plan out responses verbally
	● Sentence organization/structure
	  ○ Look for word that has the capital letter
	  ○ Look for the punctuation
	  ○ Draw lines under where each word should go to match what student wants to write

CONTENT AREA: Reading	Moving Student to Independently Read Level B Text
COURSE: Remedial Reading	Estimated Time Needed For Intervention: 2-4 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:	BIG IDEA(S):
- LLI Program (Leveled Literacy Intervention) - SIPPS Program (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) - Fountas & Pinnell's The Continuum of Literacy Learning - Instructional activity guide	Through a variety of learning activities, students will explore literature that is representative of various cultures, genres, and formats. Students will experience reading for varied purposes and utilize phonemic awareness, phonics, sight words, and context as a process for decoding print. Students will develop self-monitoring strategies to increase comprehension while examining and utilizing written language structures. Student will learn and use spelling generalizations, develop and expand vocabulary, and communicate both in writing and verbally for a variety of purposes.

ENDURING UNDERSTANDINGS:	ESSENTIAL QUESTIONS:
- Increase phonemic awareness skills - Increase phonics skills - Increase decoding skills - Increase reading fluency - Increase vocabulary - Increase reading comprehension in fiction and nonfiction - Read independently for a purpose (information and/or pleasure) - Incorporate written communication in response to reading giving credible, sufficient evidence to support responses	- How can pointing to the words help us? - Where in the book do we read next? - Did you notice any repeating words in this book? - What is happening in the pictures? - Is that what is happening in the picture? - Does that sound right? - What are some tricky words that need to be learned by sight? - Why is it important that we read each book several times?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD *i.e. GLE/CLE/MLS/NGSS*	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Comprehension, K (a-e)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Vocabulary, K (a-c, e)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Making Connections, K (a,b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Independent Text, K (a)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Fiction, K (a-c, e, g)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Poetry, K (a)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Drama, K (a)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Text Features, K (a, b, d)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Literary Techniques, K (a)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Text Structures, K (a, c, d)	X	
Missouri Learning Standards	Reading Foundations: Print Awareness, K (a-f)	X	
Missouri Learning Standards	Reading Foundations: Phonemic Awareness, K (a-h)	X	
Missouri Learning Standards	Reading Foundations: Phonics, K (a-d)	X	
Missouri Learning Standards	Reading Foundations: Fluency, K	X	

Missouri Learning Standards	Language: Grammar, K (b-e)		X
Missouri Learning Standards	Language: Punctuation, Capitalization, Spelling, K (a-c, f-h)		X
Missouri Learning Standards	Speaking/Listening: Purpose, K (a-c)		X
Missouri Learning Standards	Speaking/Listening: Entertainment, K (a)		X
Missouri Learning Standards	Speaking/Listening: Collaborative Discussions, K (a-c)		X
Missouri Learning Standards	Speaking/Listening: Presenting, K (b)		X

Level B

AT LEVEL B, WHAT SHOULD STUDENTS…

UNDERSTAND AND BE ABLE TO DO?

Concepts; essential truths that give meaning to the topic; ideas that transfer across situations. Skills; Products

All concepts in level A plus:
- Recognize and apply repeating language patterns
- Stronger awareness of left-to-right directionality, across more than one line of print
- Stronger awareness of 1-1 matching
- Learning concept of return sweep (moving from one line of text to the next)
- Understand dialogue terminology and expression
- Cross check using more that one cueing systems (meaning, structure, visual)
- Able to distinguish and identify more letters according to their distinct features
- Developing stronger understanding of the connection between sounds and letters
- Expanding their core of easy, high-frequency words
- Attempt to self-correct through rereading as they notice mismatches
- Understand that a story has a beginning, middle , and end

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? *Strategies in **bold** are new to this level*
- *Possible Interventions, teach students to…*

SKILLS	INTERVENTION ACTIVITY
Concepts of Print/Print Awareness	- During shared reading - model where the front of the book and back of the book are by what the differences are - model where to start reading - Model and practice how to track print from left to right, top to bottom - Model and practice how to identify and distinguish letters and words - Model and practice how to identify the first and last letter on the page - Model and practice how to distinguish between pictures and words on the page - Model and practice how to point to each word - Model and practice how to recognize periods - Model and practice distinguishing between capital and lowercase - Model and practice the sequence of letters of the alphabet **Model and practice moving from one line to the next-return sweep**
Phonemic Awareness	- Clap the syllables in one and two syllable words - Match or sort pictures by beginning or ending sounds

	● Match or sort pictures by rhyming sounds at the end ● Make and break apart a few easy CVC words

Phonics/Word Structure	● Match or sort letters by a variety of features: uppercase/lowercase; tall or short; with or without sticks, circles, tails, dots, tunnels
	● Recognize and produce the names of upper and lowercase letters
	● Practice saying consonant and vowel sounds with various resources **(beginning and ending sounds in isolation)**
	● Practice reading a few easy high frequency words in isolation and in text
	● Practice segmenting and blending some CVC words to read and write
	● **Read the alphabet linking chart in different ways:**
	    ○ **Singing**
	    ○ **Consonants only**
	    ○ **Pictures**
	    ○ **Every other letter**
	    ○ **Backwards**

Fluency	● One to one match while reading ● Put dots under each word and point to each dot ● Pause after punctuation ● **Model reading with expression using speech bubbles**

Thinking Strategies and Comprehension	● During book preview
	    ○ Make predictions off the pictures
	    ○ Ask questions about own experiences connected to the text
	    ○ Discuss how characters are feeling based on pictures
	● After reading the text
	    ○ Practice retelling by touching each page
	    ○ Discuss characters and setting
	    ○ Confirm predictions

Text Features and Structures	N/A
Vocabulary	● Use pictures to understand plural nouns ● Have students point to the s at the end and explain that it means more than one

Responding to Text	● Use a variety of writing types such as interactive, dictated, and independent writing
	● Teach how to plan out responses verbally
	● Sentence organization/structure
	    ○ Look for word that has the capital letter
	    ○ Look for the punctuation
	    ○ Draw lines under where each word should go to match what student wants to write

CONTENT AREA: Reading	Moving Student to Independently Read Level B Text
COURSE: Remedial Reading	Estimated Time Needed for Intervention: 2-4 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:	**BIG IDEA(S):**
● LLI Program (Leveled Literacy Intervention) ● SIPPS Program (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) ● Fountas & Pinnell's The Continuum of Literacy Learning ● Instructional activity guide	Through a variety of learning activities, students will explore literature that is representative of various cultures, genres, and formats. Students will experience reading for varied purposes and utilize phonemic awareness, phonics, sight words, and context as a process for decoding print. Students will develop self-monitoring strategies to increase comprehension while examining and utilizing written language structures. Student will learn and use spelling generalizations, develop and expand vocabulary, and communicate both in writing and verbally for a variety of purposes.
ENDURING UNDERSTANDINGS:	**ESSENTIAL QUESTIONS:**
● Increase phonemic awareness skills ● Increase phonics skills ● Increase decoding skills ● Increase reading fluency ● Increase vocabulary ● Increase reading comprehension in fiction and nonfiction ● Read independently for a purpose (information and/or pleasure) ● Incorporate written communication in response to reading giving credible, sufficient evidence to support responses	● How can pointing to the words help us? ● Can you read that part with just your eyes? ● Why is there a question mark there? ● Where in the book do we read next? ● Does that look right/sound right/make sense? ● What are some tricky words that need to be learned by sight? ● What predictions can you make about this story? ● What happened in this story?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD *i.e. GLE/CLE/MLS/NGSS*	**STANDARDS: Content specific standards that will be addressed in this unit.**	**MAJOR STANDARD**	**SUPPORTING STANDARD**
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Comprehension, K (a-e)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Vocabulary, K (a-c, e)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Making Connections, K (a,b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Independent Text, K (a)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Fiction, K (a-c, e, g)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Poetry, K (a)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Drama, K (a)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Text Features, K (a, b, d)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Literary Techniques, K (a)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Text Structures, K (a, c, d)	X	
Missouri Learning Standards	Reading Foundations: Print Awareness, K (a-f)	X	
Missouri Learning Standards	Reading Foundations: Phonemic Awareness, K (a-h)	X	

Missouri Learning Standards	Reading Foundations: Phonics, K (a-d)	X	
Missouri Learning Standards	Reading Foundations: Fluency, K	X	
Missouri Learning Standards	Language: Grammar, K (b-e)		X
Missouri Learning Standards	Language: Punctuation, Capitalization, Spelling, K (a-c, f-h)		X
Missouri Learning Standards	Speaking/Listening: Purpose, K (a-c)		X
Missouri Learning Standards	Speaking/Listening: Entertainment, K (a)		X
Missouri Learning Standards	Speaking/Listening: Collaborative Discussions, K (a-c)		X
Missouri Learning Standards	Speaking/Listening: Presenting, K (b)		X

Level C
AT LEVEL C, WHAT SHOULD STUDENTS…
UNDERSTAND AND BE ABLE TO DO?
Concepts; essential truths that give meaning to the topic; ideas that transfer across situations. Skills; products

All Concepts in Level B plus:
- Begin to move smoothly across the printed page when reading several lines of text (2-6 lines)
- Reading print on both sides of text (right and left)
- Begin to use some expression when reading
- Eyes are taking over the process of matching the spoken word to the printed word (removal of finger tracking)
- Developing phrased reading
- Noticing dialogue and punctuation and reflecting this with the voice
- Developing a larger core of high-frequency words
- Consistently monitoring reading and cross-checking one source of information against another; self-correcting
- Remember and use language patterns to help in reading a text
- Distinguish between stories and factual text
- Show evidence in the picture or text to prove inference
- Make predictions for end of story based on information gained through reading
- Retelling using details and simple sequence of events
- Make connection between text that are alike in some way

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? *Strategies in **bold** are new to this level*	
● *Possible Interventions, teach students to...*	
	INTERVENTION ACTIVITY
Concepts of Print/Print Awareness	● Model and practice how to point to each word ● Model and practice how to recognize periods, **questions marks, and exclamation points** ● Model and practice distinguishing between capital and lowercase ● Model and practice the sequence of letters of the alphabet ● Model and practice moving from one line to the next-return sweep

Phonemic Awareness	● Clap the syllables in one , two, and **three** syllable words ● Match or sort pictures by beginning or ending sounds ● Match or sort pictures by rhyming sounds at the end ● Make and break apart a few easy CVC words
Phonics/Word Structure	● Match or sort letters by a variety of features: uppercase/lowercase; tall or short; with or without sticks, circles, tails, dots, tunnels ● Recognize and produce the names of upper and lowercase letters ● Practice saying consonant and vowel sounds with various resources (beginning and ending sounds in isolation) ● Practice reading a few easy high frequency words in isolation and in text ● Practice segmenting and blending some CVC words to read and write ● Read the alphabet linking chart in different ways (singing, consonants only, pictures, every other letter, backwards) ● **Point out contractions and words with possessives (apostrophes)** ● **Notice words with s and ing while reading**
Fluency	● One to one match while reading **moving towards tracking print with eyes** ● Put dots under each word and point to each dot ● Pause after punctuation ● Model reading with expression using speech bubbles ● **Begin reading words as phrases (scooping up words)** ● **Notice ending punctuation and reflect it in their voice** ● **Stress words that are in bold** ● **Demonstrate appropriate stress on words in a sentence** ● **Notice and use quotation marks to reflect dialogue with a voice (place fingers at marks and practice reading)** ● **Slow down to problem solve words and resume reading momentum** ● **Reread to gather meaning**

Thinking Strategies and Comprehension	● During book preview
	   ○ Make predictions off the pictures
	   ○ Ask questions about own experiences connected to the text
	   ○ Discuss how characters are feeling based on pictures
	   ○ **Talk about what the students already know about the topic or characters**
	● While reading
	   ○ **Predict the ending of the story based on reading the beginning and middle**
	   ○ Infer and talk about characters' feelings, **motives**
	   ○ **Text to self and text to text connections**
	● After reading the text
	   ○ Practice retelling by touching each page
	   ○ Discuss characters and setting
	   ○ Confirm predictions

	○ **Use pictures or words to provide evidence for inferences made**
Text Features and Structures	● **Ellipses in some text to create expectation** ● **Notice labels on photographs**
Vocabulary	● Use pictures to understand plural nouns ● Have students point to the s at the end and explain that it means more than one ● **Notice that verbs can end in ing (meaning that it is occurring now)** ● **Some variations in words used to assign dialogue (said)**

Responding to Text	● Use a variety of writing types such as interactive, dictated, and independent writing
	● Teach how to plan out responses verbally
	● Sentence organization/structure
	    ○ Look for word that has the capital letter
	    ○ Look for the punctuation
	    ○ Draw lines under where each word should go to match what student wants to write

	CONTENT AREA: Reading	Moving Student to Independently Read Level C Text
	COURSE: Remedial Reading	Estimated Time Needed for Intervention: 4 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:	BIG IDEA(S):
● LLI Program (Leveled Literacy Intervention) ● SIPPS Program (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) ● Fountas & Pinnell's The Continuum of Literacy Learning ● Instructional activity guide	Through a variety of learning activities, students will explore literature that is representative of various cultures, genres, and formats. Students will experience reading for varied purposes and utilize phonemic awareness, phonics, sight words, and context as a process for decoding print. Students will develop self-monitoring strategies to increase comprehension while examining and utilizing written language structures. Student will learn and use spelling generalizations, develop and expand vocabulary, and communicate both in writing and verbally for a variety of purposes.
ENDURING UNDERSTANDINGS:	**ESSENTIAL QUESTIONS:**
● Increase phonemic awareness skills ● Increase phonics skills ● Increase decoding skills ● Increase reading fluency ● Increase vocabulary ● Increase reading comprehension in fiction and nonfiction ● Read independently for a purpose (information and/or pleasure) ● Incorporate written communication in response to reading giving credible, sufficient evidence to support responses	● Can you read this without pointing to the words? ● Why are there quotation marks there? ● Does that look right/sound right/make sense? ● What are some tricky words that need to be learned by sight? ● What are the beginning, middle, and ending sounds in words? ● What sound does that last chunk make?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD i.e. GLE/CLE/MLS/NGSS	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Comprehension, K (a-e)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Vocabulary, K (a-c, e)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Making Connections, K (a,b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Independent Text, K (a)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Fiction, K (a-g)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Poetry, K (a)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Drama, K (a)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Text Features, K (a-d)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Literary Techniques, K (a)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Text Structures, K (a, c, d)	X	
Missouri Learning Standards	Reading Foundations: Print Awareness, K (a-f)	X	
Missouri Learning Standards	Reading Foundations: Phonemic Awareness, K (a-h)	X	
Missouri Learning Standards	Reading Foundations: Phonics, K (a-d)	X	

Missouri Learning Standards	Reading Foundations: Fluency, K	X	
Missouri Learning Standards	Language: Grammar, K (b-e)		X
Missouri Learning Standards	Language: Punctuation, Capitalization, Spelling, K (a-h)		X
Missouri Learning Standards	Speaking/Listening: Purpose, K (a-c)		X
Missouri Learning Standards	Speaking/Listening: Entertainment, K (a)		X
Missouri Learning Standards	Speaking/Listening: Collaborative Discussions, K (a-c)		X
Missouri Learning Standards	Speaking/Listening: Presenting, K (b)		X

Level D
AT LEVEL D, WHAT SHOULD STUDENTS…
UNDERSTAND AND BE ABLE TO DO?
Concepts; essential truths that give meaning to the topic; ideas that transfer across situations. Skills; products

All Concepts in Level C plus:
- Eyes can track print over two to six lines per page
- Can process texts with fewer repeating language patterns
- Voice-print match is smooth and automatic; finger pointing is rarely needed
- Notices and uses a range of punctuation, reads dialogue, reflects the meaning through phrasing
- Can solve many regular two-syllable words, usually with inflectional endings (-ing) and simple compound words.
- Consistently monitors reading and cross-checks one source of information against another; self corrects
- Use pictures to confirm meaning instead of using pictures to give meaning.
- Core of high frequency words is expanding
- Take apart words using sounds of individual letters in words with CVC patterns
- Make connections between words by letters, sounds, or spelling patterns (VC, CVC, CVCe)

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? *Strategies in **bold** are new to this level*
● Possible Interventions, teach students to...

	INTERVENTION ACTIVITY
Concepts of Print/Print Awareness	● **Notice and use periods, questions marks, exclamation points, and quotations marks** ● **Distinguish between capital and lowercase letters** ● **Practice moving from one line to the next-return sweep**
Phonemic Awareness	● Clap the syllables in one , two, three , and **four** syllable words ● Match or sort pictures by beginning or ending sounds ● Match or sort pictures by rhyming sounds at the end ● Make and break apart CVC words ● **Change the beginning or ending phoneme of a word to make a different one syllable word (day-pay or men-met)**
Phonics/Word Structure	● Match or sort letters by a variety of features: uppercase/lowercase; tall or short; with or without sticks, circles, tails, dots, tunnels ● Practice saying consonant and vowel sounds with various resources (beginning and ending sounds in isolation) ● Practice reading **and writing** a few easy high frequency words in isolation and in text ● Practice segmenting and blending some CVC words to read and write

	- Read the alphabet linking chart in different ways: - Singing - Consonants only - Pictures - Every other letter - Backwards - Point out contractions and words with possessives (apostrophes) - Notice words with s and ing while reading **Can read simple compound words**	
Fluency	- One to one match while reading moving towards tracking print with eyes - Pause after punctuation - Model reading with expression using speech bubbles - Begin reading words as phrases (scooping up words) - Notice ending punctuation and reflect it in their voice - Stress words that are in bold - Demonstrate appropriate stress on words in a sentence - Notice and use quotation marks to reflect dialogue with a voice (place fingers at marks and practice reading together) - Slow down to problem solve words and resume reading momentum - Reread to gather meaning **Anticipate and use language patterns when available, but not not depend on them**	
Thinking Strategies and Comprehension	- During book preview - Make predictions off the pictures - Ask questions about own experiences connected to the text - Discuss how characters are feeling based on pictures - Talk about what the students already know about the topic or characters - While reading - Predict the ending of the story based on reading the beginning and middle - Text to self and text to text connections - Infer and talk about characters' feelings, motives**, and attributes.** **Recognize and apply character traits of recurring characters in a series** - After reading the text - Practice retelling by touching each page - Discuss characters and setting - Confirm predictions - Use pictures or words to provide evidence for inferences made **Identify new information in text or pictures** **Discuss problem and how it is solved**	

	○ **Notice how the writer makes the story funny or exciting and give examples from text to show proof**
	○ **Understand sequence is important and talk about events and steps in order**
Text Features and Structures	● Ellipses in some text to create expectation
	● Notice labels on photographs **and use them to show understanding**
Vocabulary	● Use pictures to understand plural nouns
	● **Understand the meaning of simple regular plurals formed with the endings s or es**
	● Some variations in words used to assign dialogue (said and **asked**)
	● **Understand that verbs form the action of the plot**
	● **Understand that adjectives describe people, places, and things**
	● **Understand contractions that use not (n't)**
	● **Understand that apostrophes show possession ('s)**
	● **Use details in illustrations to understand new vocabulary**
Responding to Text	● Use a variety of writing types such as interactive, dictated, and independent writing
	● Teach how to plan out responses verbally
	● Sentence organization/structure
	○ Look for word that has the capital letter
	○ Look for the punctuation
	○ Draw lines under where each word should go to match what student wants to write

	CONTENT AREA: READING	Moving Student to Independently Read Level E Text
	COURSE: Remedial Reading	Estimated Time Needed for Intervention: 4 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:	BIG IDEA(S):
- LLI Program (Leveled Literacy Intervention) - SIPPS Program (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) - Fountas & Pinnell's The Continuum of Literacy Learning - Instructional activity guide	Through a variety of learning activities, students will explore literature that is representative of various cultures, genres, and formats. Students will experience reading for varied purposes and utilize phonemic awareness, phonics, sight words, and context as a process for decoding print. Students will develop self-monitoring strategies to increase comprehension while examining and utilizing written language structures. Student will learn and use spelling generalizations, develop and expand vocabulary, and communicate both in writing and verbally for a variety of purposes.
ENDURING UNDERSTANDINGS:	ESSENTIAL QUESTIONS:
- Increase phonemic awareness skills - Increase phonics skills - Increase decoding skills - Increase reading fluency - Increase vocabulary - Increase reading comprehension in fiction and nonfiction - Read independently for a purpose (information and/or pleasure) - Incorporate written communication in response to reading giving credible, sufficient evidence to support responses	- Can you reread that with an excited voice/like you're asking a questions/like you are talking? - Does that look right/sound right/make sense? - What are some tricky words that need to be learned by sight? - What questions can be asked to get more information about a story? - What kind of predictions can be made while reading a story?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD i.e. GLE/CLE/MLS/NGSS	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Comprehension, 1 (a-f)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Vocabulary, 1 (a-i)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Making Connections, 1 (a)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Independent Text, 1 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Fiction, 1 (a-g)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Poetry, 1 (a)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Drama, 1 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Text Features, 1 (a-d)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Literary Techniques, 1 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Text Structures, 1 (a-e)	X	
Missouri Learning Standards	Reading Foundations: Print Awareness, 1 (a-b)	X	
Missouri Learning Standards	Reading Foundations: Phonemic Awareness, 1 (a-e)	X	
Missouri Learning Standards	Reading Foundations: Phonics, 1 (a-k)	X	

Missouri Learning Standards	Reading Foundations: Fluency, 1 (a)	X	
Missouri Learning Standards	Language: Grammar, 1 (a-g)		X
Missouri Learning Standards	Language: Punctuation, Capitalization, Spelling, 1 (a-g)		X
Missouri Learning Standards	Speaking/Listening: Purpose, 1 (a-c)		X
Missouri Learning Standards	Speaking/Listening: Entertainment, 1 (a)		X
Missouri Learning Standards	Speaking/Listening: Collaborative Discussions, 1 (a-c)		X
Missouri Learning Standards	Speaking/Listening: Presenting, 1 (a-c)		X

Level E
AT LEVEL E, WHAT SHOULD STUDENTS…
UNDERSTAND AND BE ABLE TO DO?
Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.

All Concepts in Level D plus:
- Read and understand texts with sequential information
- Read and understand concrete, easy-to-understand ideas
- Read some longer sentences – more than ten words
- Read some three-syllable words
- Read some sentences with verb preceding subject
- Read a variation of words to assign dialogue in some texts (said, cried, shouted)
- Read and write easy contractions
- Read and write most words with easy, predictable spelling patterns
- Read two to eight lines of print per page
- Read and process texts with varied placement of print and a full range of punctuation
- Attend to more subtle ideas and complex stories
- Solve longer words with inflectional endings
- Read sentences that carry over 2-3 lines or over two pages
- Rely much more on the print; pictures are becoming less supportive
- Read left-to-right directionality and voice-print match are automatic
- Read verbally to demonstrate fluency and phrasing with appropriate stress on words
- Read without finger pointing, bringing in finger only at point of difficulty
- Recognize a large number of high-frequency words
- Easily solve words with regular letter-sound relationships, as well as a few irregular words
- Text to text connections
- Remembers details and use them to clarify meaning
- Aware of point of view to clarify meaning

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? *Strategies in **bold** are new to this level*
● *Possible Interventions, teach students to...*

	INTERVENTION ACTIVITY
Concepts of Print/Print Awareness	● **Track with eyes until reaching point of difficulty** ● **All other concepts should now be automatic**
Phonemic Awareness	● Clap the syllables in one , two, three , and four syllable words ● Make and break apart CVC and **CVCe** words

	● Change the beginning, **middle**, or ending phoneme of a word to make a different one syllable word (day-pay or **pot-pet-pat** or men-met) ● **Break apart one-syllable words that begin with a consonant or consonant cluster into onset and rimes (b-at, pl-ay)**

Phonics/Word Structure	● Practice saying **consonant clusters** and vowel sounds with various resources (beginning and ending sounds in isolation)
	● Practice reading **a**nd writing a few easy high frequency words in isolation and in text
	● Practice segmenting and blending some CVC, **CCVC** words to read and write
	● Read the **consonant cluster** linking chart in different ways:
	   ○ Pictures
	   ○ Every other cluster
	   ○ Backwards
	● Point out contractions **(am, not, is)** and words with possessives (apostrophes)
	● Notice words with s, **es, ed** and ing while reading
	● Can read simple compound words
	● **Y as a vowel (e and i)**
	● **Use parts of known words to read new words**

Fluency	● Moving towards tracking print with eyes ● Pause after punctuation ● Read words as phrases (scooping up words) ● Notice ending punctuation and reflect it in their voice ● Stress words that are in bold ● Demonstrate appropriate stress on words in a sentence ● Notice and use quotation marks to reflect dialogue with a voice (place fingers at marks and practice reading together) ● Slow down to problem solve words and resume reading momentum ● Reread to gather meaning ● Anticipate and use language patterns when available, but not not depend on them ● **Reflects language syntax and meaning through phrasing and expression** ● **Self corrects close to the error**

Thinking Strategies and Comprehension	● During book preview
	   ○ Make predictions off the pictures
	   ○ Ask questions about own experiences connected to the text
	   ○ Discuss how characters are feeling based on pictures
	   ○ Talk about what the students already know about the topic or characters
	● While reading
	   ○ Predict the ending of the story based on reading the beginning and middle
	   ○ Text to self and text to text connections
	   ○ Infer and talk about characters' feelings, motives**,** and attributes

	○ **Infer and talk about causes for character's feelings, motives, and attributes** ○ **Infer cause and effect** ○ Recognize and apply character traits of recurring characters in a series - After reading the text ○ Practice retelling by touching each page ○ Discuss characters and setting ○ Confirm predictions ○ Use pictures or words to provide evidence for inferences made ○ Identify new information in text or pictures ○ Discuss problem and how it is solved ○ Notice how the writer makes the story funny or exciting and give examples from text to show proof ○ Understand sequence is important and talk about events and steps in order ○ **Discuss fiction and nonfiction elements** ○ **Identify who is telling the story**
Text Features and Structures	- Ellipses in some text to create expectation - Notice labels on photographs and use them to show understanding **Notice more details in the illustrations** **Discuss the difference between photographs and drawings**
Vocabulary	- Use pictures to understand plural nouns - Understand the meaning of simple regular plurals formed with the endings s or es - Some variations in words used to assign dialogue (said, asked, **cried, and shouted**) - Understand that verbs form the action of the plot - Understand that adjectives describe people, places, and things - Understand contractions that use not (n't) **am ('m) are ('re) is ('s)** - Understand that apostrophes show possession ('s) - Use details in illustrations to understand new vocabulary **Understand words such as I, me, and we that may indicate the narrator of a text**
Responding to Text	- Use a variety of writing types such as interactive, dictated, and independent writing - Teach how to plan out responses verbally - Sentence organization/structure ○ Look for word that has the capital letter ○ Look for the punctuation

CONTENT AREA: Reading	Moving Student to Independently Read Level F Text
COURSE: Remedial Reading	Estimated Time Needed for Intervention: 4 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:	BIG IDEA(S):
- LLI Program (Leveled Literacy Intervention) - SIPPS Program (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) - Fountas & Pinnell's The Continuum of Literacy Learning - Instructional activity guide	Through a variety of learning activities, students will explore literature that is representative of various cultures, genres, and formats. Students will experience reading for varied purposes and utilize phonemic awareness, phonics, sight words, and context as a process for decoding print. Students will develop self-monitoring strategies to increase comprehension while examining and utilizing written language structures. Student will learn and use spelling generalizations, develop and expand vocabulary, and communicate both in writing and verbally for a variety of purposes.

ENDURING UNDERSTANDINGS:	ESSENTIAL QUESTIONS:
- Increase phonemic awareness skills - Increase phonics skills - Increase decoding skills - Increase reading fluency - Increase vocabulary - Increase reading comprehension in fiction and nonfiction - Read independently for a purpose (information and/or pleasure) - Incorporate written communication in response to reading giving credible, sufficient evidence to support responses	- What genre is this book? - Who is talking now in the story? - What can you tell me about this character? - What facts have you learned in this book? - Why is that word written in italics? - Can you reread that with an excited voice/like you're asking a questions/like you are talking? - Can you scoop up more words? - Does that look right/sound right/make sense? - What questions can be asked to get more information about a story?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD *i.e. GLE/CLE/MLS/NGSS*	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Comprehension, 1 (a-f)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Vocabulary, 1 (a-i)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Making Connections, 1 (a)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Independent Text, 1 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Fiction, 1 (a-g)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Poetry, 1 (a)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Drama, 1 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Text Features, 1 (a-d)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Literary Techniques, 1 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Text Structures, 1 (a-e)	X	
Missouri Learning Standards	Reading Foundations: Print Awareness, 1 (a-b)	X	
Missouri Learning Standards	Reading Foundations: Phonemic Awareness, 1 (a-e)	X	

Missouri Learning Standards	Reading Foundations: Phonics, 1 (a-k)	X	
Missouri Learning Standards	Reading Foundations: Fluency, 1 (a)	X	
Missouri Learning Standards	Language: Grammar, 1 (a-g)		X
Missouri Learning Standards	Language: Punctuation, Capitalization, Spelling, 1 (a-g)		X
Missouri Learning Standards	Speaking/Listening: Purpose, 1 (a-c)		X
Missouri Learning Standards	Speaking/Listening: Entertainment, 1 (a)		X
Missouri Learning Standards	Speaking/Listening: Collaborative Discussions, 1 (a-c)		X
Missouri Learning Standards	Speaking/Listening: Presenting, 1 (a-c)		X

Level F
AT LEVEL F, WHAT SHOULD STUDENTS…
UNDERSTAND AND BE ABLE TO DO?
Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.

All Concepts in Level E plus:
- Retell a story in sequential order
- Process text with simple and split dialogue, speaker usually assigned
- Read longer sentences – more than ten words – with prepositional phrases, adjectives, and dialogue
- Read compound sentences conjoined by and many words with inflectional endings, plurals, contractions, and possessives
- Notice more details in the illustrations
- Read books with three to eight lines of text per page
- Periods, commas, quotation marks, exclamation points, question marks, and ellipses
- Build knowledge of the characteristics of different genres of texts
- Recognize a large number of high-frequency words quickly and automatically
- Use letter-sound information to take apart simple, regular words as well as some multisyllable words
- Process and understand text patterns that are particular to written language
- Begin to read fiction with more well-developed characters
- Read without pointing and with appropriate rate, phrasing, intonation, and stress
- Read more for meaning rather than just decoding

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? *Strategies in **bold** are new to this level*
● *Possible Interventions, teach students to...*

	INTERVENTION ACTIVITY
Concepts of Print/Print Awareness	● **Teach to track with eyes only using tracking exercises** ● All other concepts should now be automatic
Phonemic Awareness	● Break apart one-syllable words that begin with a consonant or consonant cluster into onset and rimes (b-at, pl-ay) ● Change the beginning, middle, or ending phoneme of a word to make a different one syllable word (day-pay or pot-pet-pat or men-met) ● **Listen for consonant digraphs at beginning of words (sh-e, ch-in, wh-at)**
Phonics/Word Structure	● **Read, make, and break apart** consonant clusters, **consonant digraphs, double consonants,** and vowel sounds with various resources (beginning and ending sounds in isolation) ● Practice reading and writing **many** high frequency words in isolation and in text

	● **Read, make, and break apart some CVC, CCVC, CVCe, VVC words to read and write (oo,ee)**
	● Read the consonant cluster linking chart in different ways:
	   ○ Pictures
	   ○ Every other cluster
	   ○ Backwards
	● **Recognize and use** contractions (am, not, is, **are**) and words with possessives (apostrophes)
	● **Change words with s, es, ed and ing according to spelling patterns**
	● Use parts of known words to read new words

Fluency	● Tracking print with eyes ● Pause after punctuation ● Read words as phrases (scooping up words) ● Notice ending punctuation and reflect it in their voice ● Stress words that are in bold ● Demonstrate appropriate stress on words in a sentence ● Notice and use quotation marks to reflect dialogue with a voice (place fingers at marks and practice reading together) ● Slow down to problem solve words or **think about ideas** and resume reading momentum ● Reread to gather meaning ● Reflects language syntax and meaning through phrasing and expression ● Self corrects **closer** to the error ● **Adjust reading to show awareness of sentence variety**

Thinking Strategies and Comprehension	● During book preview
	   ○ **Make predictions based on knowledge, personal experience, and experience with text**
	   ○ Make predictions based on pictures and **text structure**
	● While reading
	   ○ Predict the ending of the story based on reading the beginning and middle
	   ○ Text to self and text to text connections
	   ○ Infer and talk about characters' feelings, motives**,** and attributes
	   ○ Infer and talk about causes for character's feelings, motives, and attributes
	   ○ Infer cause and effect
	   ○ Recognize and apply character traits of recurring characters in a series
	   ○ **Show empathy for characters**
	● After reading the text
	   ○ **Retell events in sequential order**
	   ○ Discuss characters **by name** and setting
	   ○ Confirm predictions
	   ○ Use pictures or words to provide evidence for inferences made
	   ○ Identify new information in text or pictures

	○ Discuss problem and how it is solved ○ **Infer** how the writer makes the story funny or exciting and give examples from text to show proof ○ Understand fiction and nonfiction elements ○ **Discuss if a fiction text is realistic or fantasy** ○ Identify who is telling the story ○ **Make judgments about characters or events in a text**
Text Features and Structures	● Ellipses in some text to create expectation ● Notice labels on photographs and use them to show understanding ● Notice more details in the illustrations ● **Understand** the difference between photographs and drawings
Vocabulary	● Understand the meaning of simple regular plurals formed with the endings s or es ● Some variations in words used to assign dialogue (said, asked, cried, and shouted) ● Understand that adjectives describe people, places, and things ● Understand contractions that use not (n't) am ('m) are ('re) is ('s) **has ('s) will ('ll)** ● Understand that apostrophes show possession ('s) ● Use details in illustrations to understand new vocabulary ● Understand words such as I, me, and we that may indicate the narrator of a text

Responding to Text	● Use a variety of writing types such as interactive, dictated, and independent writing
	● Teach how to plan out responses verbally
	● Sentence organization/structure
	    ○ Look for word that has the capital letter
	    ○ Look for the punctuation

CONTENT AREA: Reading	Moving Student to Independently Read Level G Text
COURSE: Remedial Reading	Estimated Time Needed for Intervention: 4 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:	BIG IDEA(S):
- LLI Program (Leveled Literacy Intervention) - SIPPS Program (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) - Fountas & Pinnell's The Continuum of Literacy Learning - Instructional activity guide	Through a variety of learning activities, students will explore literature that is representative of various cultures, genres, and formats. Students will experience reading for varied purposes and utilize phonemic awareness, phonics, sight words, and context as a process for decoding print. Students will develop self-monitoring strategies to increase comprehension while examining and utilizing written language structures. Student will learn and use spelling generalizations, develop and expand vocabulary, and communicate both in writing and verbally for a variety of purposes.
ENDURING UNDERSTANDINGS:	**ESSENTIAL QUESTIONS:**
- Increase phonemic awareness skills - Increase phonics skills - Increase decoding skills - Increase reading fluency - Increase vocabulary - Increase reading comprehension in fiction and nonfiction - Read independently for a purpose (information and/or pleasure) - Incorporate written communication in response to reading giving credible, sufficient evidence to support responses	- What genre is this book? - What makes this book nonfiction? - What can you tell me about this character? - What facts have you learned in this book? - If you know that word, how can that help you know this word? - How can you figure out what that word means? - Does that look right/sound right/make sense? - What are you wondering about this topic? - What connections can you make?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD *i.e. GLE/CLE/MLS/NGSS*	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Comprehension, 1 (a-f)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Vocabulary, 1 (a-i)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Making Connections, 1 (a)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Independent Text, 1 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Fiction, 1 (a-g)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Poetry, 1 (a)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Drama, 1 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Text Features, 1 (a-d)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Literary Techniques, 1 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Text Structures, 1 (a-e)	X	
Missouri Learning Standards	Reading Foundations: Print Awareness, 1 (a-b)	X	
Missouri Learning Standards	Reading Foundations: Phonemic Awareness, 1 (a-e)	X	

Missouri Learning Standards	Reading Foundations: Phonics, 1 (a-k)	X	
Missouri Learning Standards	Reading Foundations: Fluency, 1 (a)	X	
Missouri Learning Standards	Language: Grammar, 1 (a-g)		X
Missouri Learning Standards	Language: Punctuation, Capitalization, Spelling, 1 (a-g)		X
Missouri Learning Standards	Speaking/Listening: Purpose, 1 (a-c)		X
Missouri Learning Standards	Speaking/Listening: Entertainment, 1 (a)		X
Missouri Learning Standards	Speaking/Listening: Collaborative Discussions, 1 (a-c)		X
Missouri Learning Standards	Speaking/Listening: Presenting, 1 (a-c)		X

Level G
AT LEVEL G, WHAT SHOULD STUDENTS…
UNDERSTAND AND BE ABLE TO DO?
Concepts; essential truths that give meaning to the to pic; ideas that transfer across situations.

All Concepts in Level F plus:
- Able to internalize more and deeper knowledge of different genres
- Early reading behaviors now completely automatic
- Recognize a large number of high-frequency words
- Able to attend to more complex storylines and ideas
- Use a range of word-solving strategies (letter-sound information, making connections between words, using word parts) to read unknown words
- Read texts with some content-specific words
- Demonstrate appropriate rate, phrasing, intonation, and word stress
- Search for meaning while reading stopping to think, question, wonder, infer, make connections

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? *Strategies in **bold** are new to this level*	
● Possible Interventions, teach students to...	
INTERVENTION ACTIVITY	
Concepts of Print/Print Awareness	● Teach to track with eyes only using tracking exercises ● All other concepts should now be automatic
Phonemic Awareness	● Break apart one-syllable words that begin with a consonant, consonant cluster, or **consonant digraph** into onset and rimes (b-at, pl-ay, **tr-uck**) ● Change the beginning, middle, or ending phoneme of a word to make a different one syllable word (day-pay or pot-pet-pat or men-met) ● Listen for consonant digraphs at beginning of words (sh-e, ch-in, wh-at)

Phonics/Word Structure	● Read, make, and break apart consonant clusters, consonant digraphs, double consonants, and vowel sounds with various resources (beginning and ending sounds in isolation)
	● Practice reading and writing **most** high frequency words in isolation and in text
	● Read, make, and break apart some CVC, CCVC, CVCe, VVC words to read and write (oo,ee)
	● Read the consonant cluster linking chart in different ways:
	    ○ Pictures
	    ○ Every other cluster

		○ Backwards
	● Recognize and use contractions (am, not, is, are) and words with possessives (apostrophes)	
	● Change words with s, es, ed and ing according to spelling patterns	
	● Use parts of known words to read new words	
	● Take apart or make words that begin with initial consonants, consonant clusters, **blend 2-3 consonant clusters (str-eam, spl-ash),** and digraphs	
	● **Take apart or make words with double consonant letters in middle (lad-der, sum-mer)**	
Fluency	● Tracking print with eyes	
	● Pause after punctuation	
	● Read words as phrases (scooping up words)	
	● Notice ending punctuation and reflect it in their voice	
	● Stress words that are in bold	
	● Demonstrate appropriate stress on words in a sentence	
	● Use quotation marks to reflect dialogue with a voice	
	● Slow down to problem solve words or think about ideas and resume reading momentum	
	● Reread to gather meaning, **problem solve, self correct, or confirm word recognition, and language structure**	
	● Reflects language syntax and meaning through phrasing and expression	
	● Self corrects closer to the error	
	● **Adjust reading to show awareness of sentence variety**	
Thinking Strategies and Comprehension	● During book preview	
	○ Make predictions based on knowledge, personal experience, and experience with text	
	○ Make predictions based on pictures and text structure	
	● While reading	
	○ Predict the ending of the story based on reading the beginning and middle	
	○ **Support predictions with evidence from the text or personal experience and knowledge**	
	○ Text to self and text to text connections	
	○ Infer and talk about characters' feelings, motives**,** and attributes	
	○ Infer and talk about causes for character's feelings, motives, and attributes	
	○ Infer cause and effect	
	○ Recognize and apply character traits of recurring characters in a series	
	○ Show empathy for characters	
	● After reading the text	
	○ Retell events in sequential order	
	○ Discuss characters by name and setting	
	○ Confirm predictions	
	○ **Use and interpret information from pictures, photographs without depending on them to construct meaning**	
	○ **Justify inferences with evidence from the text**	
	○ Identify new information in text or pictures	

	○ Summarize the problem and talk about how it is solved	
	○ **Identify a point in the story when the problem is resolved**	
	○ Infer how the writer makes the story funny or exciting and give examples from text to show proof	
	○ Understand fiction and nonfiction elements	
	○ Discuss if a fiction text is realistic, fantasy, or **traditional literature (mostly folktales)**	
	○ Identify who is telling the story	
	○ Make judgments about characters or events in a text **(agree or disagree)**	
Text Features and Structures	● Notice labels on photographs and use them to show understanding ● Notice more details in the illustrations ● **Notice how writers or illustrators use layout and print features for emphasis** ● **Identify parts of a text (beginning, series of episodes, end)** ● Understand the difference between photographs and drawings ● **Think analytically about graphics (diagrams) and how they show information** ● **Search for specific facts in informational text** ● **Use simple organizational features (titles and headings)**	
Vocabulary	● Understand the meaning of simple regular plurals formed with the endings s or es ● Some variations in words used to assign dialogue (said, asked, cried, and shouted) ● Understand that adjectives describe people, places, and things ● Understand contractions that use not (n't) am ('m) are ('re) is ('s) has ('s) will ('ll) ● Understand that apostrophes show possession ('s) ● Use details in illustrations to understand new vocabulary ● Understand words such as I, me, and we that may indicate the narrator of a text ● **Understand some content specific vocabulary located in glossary, on labels, bold words, or captions**	

Responding to Text	● Use a variety of writing types such as interactive, dictated, and independent writing
	● Teach how to plan out responses verbally
	● Sentence organization/structure
	    ○ Look for word that has the capital letter
	    ○ Look for the punctuation	

CONTENT AREA: Reading	Moving Student to Independently Read Level H Text
COURSE: Remedial Reading	Estimated Time needed for Intervention: 2 Months

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: ● LLI Program (Leveled Literacy Intervention) ● SIPPS Program (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) ● Fountas & Pinnell's The Continuum of Literacy Learning ● Instructional activity guide	**BIG IDEA(S):** Through a variety of learning activities, students will explore literature that is representative of various cultures, genres, and formats. Students will experience reading for varied purposes and utilize phonemic awareness, phonics, sight words, and context as a process for decoding print. Students will develop self-monitoring strategies to increase comprehension while examining and utilizing written language structures. Student will learn and use spelling generalizations, develop and expand vocabulary, and communicate both in writing and verbally for a variety of purposes.
ENDURING UNDERSTANDINGS: ● Increase phonemic awareness skills ● Increase phonics skills ● Increase decoding skills ● Increase reading fluency ● Increase vocabulary ● Increase reading comprehension in fiction and nonfiction ● Read independently for a purpose (information and/or pleasure) ● Incorporate written communication in response to reading giving credible, sufficient evidence to support responses	**ESSENTIAL QUESTIONS:** ● Who is talking in the story now? ● Can you read that line as the character? ● If you know that word, how can that help you know this word? ● How can you figure out what that word means? ● Does that look right/sound right/make sense? ● What part of the story made you think that?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD *i.e. GLE/CLE/MLS/NGSS*	**STANDARDS: Content specific standards that will be addressed in this unit.**	**MAJOR STANDARD**	**SUPPORTING STANDARD**
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Comprehension, 1 (a-f)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Vocabulary, 1 (a-i)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Making Connections, 1 (a)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Independent Text, 1 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Fiction, 1 (a-g)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Poetry, 1 (a)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Drama, 1 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Text Features, 1 (a-d)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Literary Techniques, 1 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Text Structures, 1 (a-e)	X	
Missouri Learning Standards	Reading Foundations: Print Awareness, 1 (a-b)	X	
Missouri Learning Standards	Reading Foundations: Phonemic Awareness, 1 (a-e)	X	
Missouri Learning Standards	Reading Foundations: Phonics, 1 (a-k)	X	
Missouri Learning Standards	Reading Foundations: Fluency, 1 (a)	X	

Missouri Learning Standards	Language: Grammar, 1 (a-g)		X
Missouri Learning Standards	Language: Punctuation, Capitalization, Spelling, 1 (a-g)		X
Missouri Learning Standards	Speaking/Listening: Purpose, 1 (a-c)		X
Missouri Learning Standards	Speaking/Listening: Entertainment, 1 (a)		X
Missouri Learning Standards	Speaking/Listening: Collaborative Discussions, 1 (a-c)		X
Missouri Learning Standards	Speaking/Listening: Presenting, 1 (a-c)		X

Level H
AT LEVEL H, WHAT SHOULD STUDENTS…
UNDERSTAND AND BE ABLE TO DO?
Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.

All Concepts in Level G plus:
- Encounter more complex language and vocabulary
- Read longer, more literary stories that are less repetitive
- Able to process a great deal of dialogue and reflect it through appropriate word stress and phrasing
- Solve a large number of multi-syllable words, plurals, contractions, and possessives
- Able to read a larger number of high-frequency words
- Think at increasingly deeper levels
- Solve words with complex spelling patterns
- Begin to read more new texts silently, in order to achieve efficient and smooth processing
- Use supports other than pictures such as context clues or features of text in informational text

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? *Strategies in **bold** are new to this level*
● *Possible Interventions, teach students to...*

	INTERVENTION ACTIVITY
Concepts of Print/Print Awareness	● Teach to track with eyes only using tracking exercises ● All other concepts should now be automatic
Phonemic Awareness	● Break apart words that begin with a consonant, consonant cluster, or consonant digraph into onset and rimes (b-at, pl-ay, tr-uck) ● Change the beginning, middle, or ending phoneme of a word to make a different word (day-pay or pot-pet-pat or men-met)

Phonics/Word Structure	● Read, make, and break apart consonant clusters, consonant digraphs, double consonants, and vowel sounds with various resources (beginning and ending sounds in isolation)
	● Practice reading and writing **all** high frequency words in isolation and in text
	● Read, make, and break apart some CVC, CCVC words to read and write
	● **Read, make, break apart, and write words with a long vowel sound**
	● Read the consonant cluster linking chart in different ways:
	  ○ Pictures
	  ○ Every other cluster
	  ○ Backwards
	● Recognize and use contractions (am, not, is, are, **will**) and words with possessives (apostrophes)
	● **Write and change** words with s, es, ed and ing according to spelling patterns
	● Use parts of known words to read new words

	● Take apart or make words that begin with initial consonants, consonant clusters, blend 2-3 consonant clusters (str-eam, spl-ash), and digraphs ● Take apart or make words with double consonant letters in middle (lad-der, sum-mer) ● **Read many compound words**
Fluency	● Tracking print with eyes ● Pause after punctuation ● Read words as phrases (scooping up words) ● Notice ending punctuation and reflect it in their voice ● Stress words that are in bold ● Demonstrate appropriate stress on words in a sentence ● Use quotation marks to reflect dialogue with a voice ● Slow down to problem solve words or think about ideas and resume reading momentum ● Reread to gather meaning, problem solve, self correct, or confirm word recognition, and language structure ● Reflects language syntax and meaning through phrasing and expression ● Self corrects closer to the error ● Adjust reading to show awareness of sentence variety

Thinking Strategies and Comprehension	● During book preview
	   ○ Make predictions based on knowledge, personal experience, and experience with text
	   ○ Make predictions based on pictures and text structure
	● While reading
	   ○ **Predict the outcomes or ending of the story based on repeating episodes in the plot**
	   ○ Support predictions with evidence from the text or personal experience and knowledge
	   ○ Text to self and text to text connections
	   ○ Infer and talk about characters' feelings, motives, and attributes
	   ○ Infer and talk about causes for character's feelings, motives, and attributes
	   ○ Infer cause and effect
	   ○ Recognize and apply character traits of recurring characters in a series
	   ○ Show empathy for characters
	● After reading the text
	   ○ Retell events in sequential order
	   ○ Discuss characters by name and setting
	   ○ Confirm predictions
	   ○ Use and interpret information from pictures, photographs without depending on them to construct meaning
	   ○ Justify inferences with evidence from the text
	   ○ Identify new information in text or pictures
	   ○ **Summarize the story including plot, events, problem, resolution, and characters**
	   ○ Identify a point in the story when the problem is resolved
	   ○ Infer how the writer makes the story funny or exciting and give examples from text to show proof

	○ Understand fiction and nonfiction elements
	○ Discuss if a fiction text is realistic, fantasy, or traditional literature (mostly folktales)
	○ Identify who is telling the story
	○ Make judgments about characters or events in a text (agree or disagree)
	○ **Summarize information that is most important from the text**
	○ **Understand, talk about, write or draw when the writer uses compare and contrast**
	○ **Differentiate between what is known and new information**
	○ **Demonstrate learning new content from reading**
Text Features and Structures	● **Use** labels on photographs and use them to show understanding
	● **Use** details in the illustrations
	● Notice how writers or illustrators use layout and print features for emphasis
	● Identify parts of a text (beginning, series of episodes, end)
	● **Know** the difference between photographs and drawings
	● Think analytically about graphics (diagrams) and how they show information
	● Search for specific facts in informational text
	● Use simple organizational features (titles and headings**)**
	● **Recognize a writer's use of underlying text structures: e.g., description, temporal sequence, question and answer, chronological structure**
Vocabulary	● Understand the meaning of simple regular plurals formed with the endings s or es
	● Some variations in words used to assign dialogue (said, asked, cried, and shouted)
	● Understand that adjectives describe people, places, and things
	● Understand contractions that use not (n't) am ('m) are ('re) is ('s) has ('s) will ('ll)
	● Understand that apostrophes show possession ('s)
	● Use details in illustrations to understand new vocabulary
	● Understand words such as I, me, and we that may indicate the narrator of a text
	● **Understand some content specific vocabulary located in glossary, on labels, bold words, or captions**
	● **Use academic language to talk about genres and special types of texts**
	● **Use some specific language to talk about book and print features (front cover, back cover, page, author, etc.)**
Responding to Text	● Use a variety of writing types such as interactive, dictated, and independent writing
	● Teach how to plan out responses verbally
	● Sentence organization/structure
	○ Look for word that has the capital letter
	○ Look for the punctuation

CONTENT AREA: Reading	Moving Student to Independently Read Level I Text
COURSE: Remedial Reading	Estimated Time Needed for Intervention: 2 Months

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:	BIG IDEA(S):
● LLI Program (Leveled Literacy Intervention) ● SIPPS Program (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) ● Fountas & Pinnell's The Continuum of Literacy Learning ● Instructional activity guide	Through a variety of learning activities, students will explore literature that is representative of various cultures, genres, and formats. Students will experience reading for varied purposes and utilize phonemic awareness, phonics, sight words, and context as a process for decoding print. Students will develop self-monitoring strategies to increase comprehension while examining and utilizing written language structures. Student will learn and use spelling generalizations, develop and expand vocabulary, and communicate both in writing and verbally for a variety of purposes.
ENDURING UNDERSTANDINGS: ● Increase phonemic awareness skills ● Increase phonics skills ● Increase decoding skills ● Increase reading fluency ● Increase vocabulary ● Increase reading comprehension in fiction and nonfiction ● Read independently for a purpose (information and/or pleasure) ● Incorporate written communication in response to reading giving credible, sufficient evidence to support responses	**ESSENTIAL QUESTIONS:** ● What is the difference between a picture book and a chapter book ● How do we read chapter books? ● What should you do if you get lost in the story and don't know what is happening? ● If you know this word, how can that help you figure out that word? ● How can you figure out what that word means? ● How has the character changed? ● How can you make your reading sound smooth?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD i.e. GLE/CLE/MLS/NGSS	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Comprehension, 1 (a-f)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Vocabulary, 1 (a-i)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Making Connections, 1 (a)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Independent Text, 1 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Fiction, 1 (a-g)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Poetry, 1 (a)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Drama, 1 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Text Features, 1 (a-d)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Literary Techniques, 1 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Text Structures, 1 (a-e)	X	
Missouri Learning Standards	Reading Foundations: Print Awareness, 1 (a-b)	X	
Missouri Learning Standards	Reading Foundations: Phonemic Awareness, 1 (a-e)	X	
Missouri Learning Standards	Reading Foundations: Phonics, 1 (a-k)	X	
Missouri Learning Standards	Reading Foundations: Fluency, 1 (a)	X	

Missouri Learning Standards	Language: Grammar, 1 (a-g)		X
Missouri Learning Standards	Language: Punctuation, Capitalization, Spelling, 1 (a-g)		X
Missouri Learning Standards	Speaking/Listening: Purpose, 1 (a-c)		X
Missouri Learning Standards	Speaking/Listening: Entertainment, 1 (a)		X
Missouri Learning Standards	Speaking/Listening: Collaborative Discussions, 1 (a-c)		X
Missouri Learning Standards	Speaking/Listening: Presenting, 1 (a-c)		X

Level I
AT LEVEL I, WHAT SHOULD STUDENTS…
UNDERSTAND AND BE ABLE TO DO?
Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.

All Concepts in Level H plus:
- Able to process mostly short texts (eight to sixteen pages); some easy illustrated chapter books
- Know the end of a chapter is not the end of the story
- Able to sustain attention and memory over longer periods of time
- Can process longer (ten words or more) and more complex sentences
- Have a large sight-word vocabulary
- Able to use word-solving strategies for complex spelling patterns, multisyllable words, and words with inflectional endings, plurals, contractions, and possessives
- Read many texts silently, following text with their eyes and without pointing
- Oral reading reflects appropriate rate, stress, intonation, phrasing, and pausing
- Be able to follow a character throughout an entire story
- Understand unfamiliar and technical vocabulary

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? *Strategies in **bold** are new to this level*
● *Possible Interventions, teach students to...*

	INTERVENTION ACTIVITY
Concepts of Print/Print Awareness	● Teach to track with eyes only using tracking exercises ● All other concepts should now be automatic
Phonemic Awareness	● Break apart words that begin with a consonant, consonant cluster, or consonant digraph into onset and rimes (b-at, pl-ay, tr-uck) ● Change the beginning, middle, or ending phoneme of a word to make a different word (day-pay or pot-pet-pat or men-met) ● **Clap the syllables in multisyllabic words**
Phonics/Word Structure	● Read, make, and break apart consonant clusters, consonant digraphs, double consonants, and vowel sounds with various resources (beginning and ending sounds in isolation) ● Practice reading and writing all high frequency words in isolation and in text ● Read, make, and break apart some CVC, CCVC, and CVVC words to read and write ● Read, make, break apart, and write words with a long vowel sound ● **Read, make, and write words with double vowels and vowel teams** ● Recognize and use contractions (am, not, is, are, will, **have**) and words with possessives (apostrophes) ● Write and change words with s, es, ed and ing according to spelling patterns ● Use parts of known words to read new words ● Take apart or make words that begin with initial consonants, consonant clusters, blend 2-3 consonant clusters (str-eam, spl-ash)**,** and

	digraphs
	● Take apart or make words with double consonant letters in middle (lad-der, sum-mer)
	● **Read and take a part many compound words**
	● **Read plural and singular words that change spelling (child-children)**
Fluency	● Tracking print with eyes
	● Pause after punctuation
	● Read words as phrases (scooping up words)
	● Notice ending punctuation and reflect it in their voice
	● Stress words that are in bold
	● Demonstrate appropriate stress on words in a sentence
	● Use quotation marks to reflect dialogue with a voice
	● Slow down to problem solve words or think about ideas and resume reading momentum
	● Reread to gather meaning, problem solve, self correct, or confirm word recognition, and language structure
	● Reflects language syntax and meaning through phrasing and expression
	● Self corrects closer to the error
	● Adjust reading to show awareness of sentence variety
	● **Maintain a good rate while reading aloud or silently**
Thinking Strategies and Comprehension	● During book preview
	○ Make predictions based on knowledge, personal experience, and experience with text
	○ Make predictions based on pictures and text structure
	● While reading
	○ Predict the outcomes or ending of the story based on repeating episodes in the plot
	○ Support predictions with evidence from the text or personal experience and knowledge
	○ Text to self and text to text connections
	○ Infer and talk about characters' feelings, motives**,** and attributes
	○ Infer and talk about causes for character's feelings, motives, and attributes
	○ Infer cause and effect
	○ Recognize and apply character traits of recurring characters in a series
	○ Show empathy for characters
	● After reading the text
	○ Retell events in sequential order
	○ Discuss characters by name and setting
	○ Confirm predictions
	○ Use and interpret information from pictures, photographs without depending on them to construct meaning
	○ Justify inferences with evidence from the text
	○ Identify new information in text or pictures
	○ Summarize the story including plot, events, problem, resolution, and characters
	○ Identify a point in the story when the problem is resolved

		○ Infer how the writer makes the story funny or exciting and give examples from text to show proof
		○ Understand fiction and nonfiction elements
		○ Discuss if a fiction text is realistic, fantasy, or traditional literature (mostly folktales)
		○ Identify who is telling the story
		○ Make judgments about characters or events in a text (agree or disagree)
		○ Summarize information that is most important from the text
		○ Understand, talk about, write or draw when the writer uses compare and contrast
		○ Differentiate between what is known and new information
		○ Demonstrate learning new content from reading
		○ **Express changes in ideas after reading a text**
		○ **Hypothesize about how characters could have behaved differently**
Text Features		● Use labels on photographs and use them to show understanding
		● Use details in the illustrations
		● Notice how writers or illustrators use layout and print features for emphasis
		● Identify parts of a text (beginning, series of episodes, end)
		● Know the difference between photographs and drawings
		● **Discuss the quality of illustrations or graphics**
		● Think analytically about graphics (diagrams) and how they show information
		● Search for specific facts in informational text
		● Use simple organizational features (titles and headings**)**
		● Recognize a writer's use of underlying text structures: e.g., description, temporal sequence, question and answer, chronological structure
		● **Notice and speculate why the writer has selected information to present in particular ways (photographs, captions, boxes, and pictures)**
Vocabulary		● Understand the meaning of simple regular plurals formed with the endings s or es
		● Some variations in words used to assign dialogue (said, asked, cried, and shouted) **and adjectives describing the dialogue (quietly, loudly)**
		● Understand that adjectives describe people, places, and things
		● Understand contractions that use not (n't) am ('m) are ('re) is ('s) has ('s) will ('ll)
		● Understand that apostrophes show possession ('s)
		● Use details in illustrations to understand new vocabulary
		● Understand words such as I, me, and we that may indicate the narrator of a text
		● Understand some content specific vocabulary located in glossary, on labels, bold words, or captions
		● Use academic language to talk about genres and special types of texts
		● Use some specific language to talk about book and print features
		● **Understand some words that require the use of multiple sources of information (homophones)**
Responding to Text		● Use a variety of writing types such as interactive, dictated, and independent writing
		● Teach how to plan out responses verbally

	● Sentence organization/structure
	  ○ Look for word that has the capital letter
	  ○ Look for the punctuation

| CONTENT AREA: Reading | Moving Student to independently Read Level J Text |
| COURSE: Remedial Reading | Estimated Time Needed for Intervention: 2 Months |

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:	BIG IDEA(S):
- LLI Program (Leveled Literacy Intervention) - SIPPS Program (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) - Fountas & Pinnell's The Continuum of Literacy Learning - Instructional activity guide	Through a variety of learning activities, students will explore literature that is representative of various cultures, genres, and formats. Students will experience reading for varied purposes and utilize phonemic awareness, phonics, sight words, and context as a process for decoding print. Students will develop self-monitoring strategies to increase comprehension while examining and utilizing written language structures. Student will learn and use spelling generalizations, develop and expand vocabulary, and communicate both in writing and verbally for a variety of purposes.
ENDURING UNDERSTANDINGS: - Increase phonemic awareness skills - Increase phonics skills - Increase decoding skills - Increase reading fluency - Increase vocabulary - Increase reading comprehension in fiction and nonfiction - Read independently for a purpose (information and/or pleasure) - Incorporate written communication in response to reading giving credible, sufficient evidence to support responses	**ESSENTIAL QUESTIONS:** - Which type of text do you prefer? Why? - What should you do if you get lost in the story and don't know what is happening? - If you know this word, how can that help you figure out that word? - How can you figure out what that word means? - What strategy did you use to read that word?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD *i.e. GLE/CLE/MLS/NGSS*	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Comprehension, 2 (a-e)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Vocabulary, 2 (a-h)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Making Connections, 2 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Independent Text, 2 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Fiction, 2 (a-f)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Poetry, 2 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Drama, 2 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Text Features, 2 (a-f)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Literary Techniques, 2 (a-c)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Text Structures, 2 (a-e)	X	
Missouri Learning Standards	Reading Foundations: Print Awareness, 2 (a)	X	
Missouri Learning Standards	Reading Foundations: Phonemic Awareness, 1 (e)	X	
Missouri Learning Standards	Reading Foundations: Phonics, 2 (a-j)	X	
Missouri Learning Standards	Reading Foundations: Fluency, 2 (a)	X	

Missouri Learning Standards	Language: Grammar, 2 (a-g)		X
Missouri Learning Standards	Language: Punctuation, Capitalization, Spelling, 2 (a-h)		X
Missouri Learning Standards	Speaking/Listening: Purpose, 2 (a-b)		X
Missouri Learning Standards	Speaking/Listening: Entertainment, 2 (a)		X
Missouri Learning Standards	Speaking/Listening: Collaborative Discussions, 2 (a-b)		X
Missouri Learning Standards	Speaking/Listening: Presenting, 2 (a-c)		X

Level J
AT LEVEL J, WHAT SHOULD STUDENTS…
UNDERSTAND AND BE ABLE TO DO?   *Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.*

All Concepts in Level I plus:
- Able to process a variety of texts (short fiction texts, short informational texts, and longer narrative texts that have illustrations and short chapters)
- Adjust reading strategies as needed to process different genres
- Process increasingly more complex sentences
- Have a large, expanding sight-word vocabulary
- Able to quickly apply word-solving strategies for complex spelling patterns, multisyllable words, and words with inflectional endings, plurals, contractions, and possessives
- Read silently during independent reading
- Reading reflects appropriate rate, stress, intonation, phrasing, and pausing

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? *Strategies in **bold** are new to this level* ● *Possible Interventions, teach students to...*	
INTERVENTION ACTIVITY	
Concepts of Print/Print Awareness	● Teach to track with eyes only using tracking exercises ● All other concepts should now be automatic
Phonemic Awareness	● Clap the syllables in multisyllabic words
Phonics/Word Structure	● Practice reading and writing all high frequency words in isolation and in text ● Read, make, and break apart some CVC, CCVC, and CVVC words to read and write ● Read, make, break apart, and write words with a long vowel sound ● Read, make, and write words with double vowels and vowel teams ● Recognize and use contractions (am, not, is, are, will, have, **had, would**) and words with possessives (apostrophes) ● Write and change words with s, es, ed and ing according to spelling patterns ● **Change words to make plurals by changing y to i and adding -es (bunny, bunnies)** ● Use parts of known words to read new words ● Take apart or make words that begin with initial consonants, consonant clusters, blend 2-3 consonant clusters (str-eam, spl-ash)**,** and digraphs ● Take apart or make words with double consonant letters in middle (lad-der, sum-mer) ● Read and take a part many compound words ● Read plural and singular words that change spelling (child-children)

Fluency	- Tracking print with eyes **Read both orally and silently at a rate that reflects fluent processing but also maintains comprehension and accuracy** - Read words as phrases (scooping up words) - Stress words that are in bold or **italics** - Demonstrate appropriate stress on words in a sentence **Demonstrate awareness of the full range of punctuation** - Slow down to problem solve words or think about ideas and resume reading momentum - Reread to gather meaning, problem solve, self correct, or confirm word recognition, and language structure - Reflects language syntax and meaning through phrasing and expression - Self corrects closer to the error - Adjust reading to show awareness of sentence variety - Maintain a good rate while reading aloud or silently	
Thinking Strategies and Comprehension	- During book preview - Make predictions based on knowledge, personal experience, and experience with text - Make predictions based on pictures and text structure - While reading - Predict the outcomes or ending of the story based on repeating episodes in the plot - Support predictions with evidence from the text or personal experience and knowledge - Text to self and text to text connections - Infer and talk about characters' feelings, attributes and motives **through reading their dialogue** - Infer and talk about causes for character's feelings, motives, and attributes - Infer cause and effect **in influencing characters' feelings or underlying motives** **Notice the evidence a writer provides to show character attributes** - After reading the text - Retell events in sequential order - Discuss characters by name and setting - Confirm predictions - Use and interpret information from pictures, photographs without depending on them to construct meaning - Justify inferences with evidence from the text - Identify new information in text or pictures - Summarize the story including plot, events, problem, resolution, and characters - Identify a point in the story when the problem is resolved - Infer how the writer makes the story funny or exciting and give examples from text to show proof - Understand fiction and nonfiction elements - Discuss if a fiction text is realistic, fantasy, or traditional literature (mostly folktales) - Identify who is telling the story - Make judgments about characters or events in a text (agree or disagree) - Summarize information that is most important from the text	

		○ Understand, talk about, write or draw when the writer uses compare and contrast
		○ Differentiate between what is known and new information
		○ Demonstrate learning new content from reading
		○ Express changes in ideas after reading a text
		○ Hypothesize about how characters could have behaved differently
Text Features		● Use labels on photographs and use them to show understanding ● **Notice how writers or illustrators use a variety of print features** ● Think analytically about graphics (diagrams) and how they show information ● Search for specific facts in informational text such as **biographies** ● **Search for and** use organizational features (titles, headings, **table of contents, chapter title, sidebar)** ● **Use chapter titles as to foreshadow content** ● Recognize a writer's use of underlying text structures: e.g., description, temporal sequence, question and answer, chronological structure ● Notice and speculate why the writer has selected information to present in particular ways (photographs, captions, boxes, and pictures)
Vocabulary		● Understand the meaning of simple regular plurals formed with the endings s or es or **irregular plurals** ● Some variations in words used to assign dialogue (said, asked, cried, and shouted) **and adjectives describing the dialogue (quietly, loudly)** ● Understand that adjectives describe **nouns and pronouns** ● **Understand that adverbs describe verbs** ● Understand the meaning of contractions and possessives ● Use details in illustrations to understand new vocabulary ● Understand words such as I, me, and we that may indicate the narrator of a text ● Understand some content specific vocabulary located in glossary, on labels, bold words, or captions ● Use academic language to talk about genres and special types of texts ● Use some specific language to talk about book and print features ● Understand some words that require the use of multiple sources of information (homophones) ● **Understand the meaning of a range of verbs in all tenses with inflectional endings**
Responding to Text		● Use a variety of writing types such as interactive, dictated, and independent writing ● Teach how to plan out responses verbally and **when writing using evidence from the text** ● Sentence organization/structure ● **Be able to answer who, what, when , where, and why** ● **Write a summary using events in sequential order**

CONTENT AREA: Reading	Moving Student to independently Read Level K Text
COURSE: Remedial Reading	Estimated Time Needed for Intervention: 2-3 Months

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:	BIG IDEA(S):
- LLI Program (Leveled Literacy Intervention) - SIPPS Program (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) - Fountas & Pinnell's The Continuum of Literacy Learning - Instructional activity guide	Through a variety of learning activities, students will explore literature that is representative of various cultures, genres, and formats. Students will experience reading for varied purposes and utilize phonemic awareness, phonics, sight words, and context as a process for decoding print. Students will develop self-monitoring strategies to increase comprehension while examining and utilizing written language structures. Student will learn and use spelling generalizations, develop and expand vocabulary, and communicate both in writing and verbally for a variety of purposes.

ENDURING UNDERSTANDINGS:	ESSENTIAL QUESTIONS:
- Increase phonemic awareness skills - Increase phonics skills - Increase decoding skills - Increase reading fluency - Increase vocabulary - Increase reading comprehension in fiction and nonfiction - Read independently for a purpose (information and/or pleasure) - Incorporate written communication in response to reading giving credible, sufficient evidence to support responses	- Which type of text do you prefer? Why? - What should you do if you get lost in the story and don't know what is happening? - What do you know about the characters? - How has the character changed? - Where does this story take place? - What do you know about this place/time period? - If you know this word, how can that help you figure out that word? - How can you figure out what that word means? - What strategy did you use to read that word?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD i.e. GLE/CLE/MLS/NGSS	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Comprehension, 2 (a-e)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Vocabulary, 2 (a-h)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Making Connections, 2 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Independent Text, 2 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Fiction, 2 (a-f)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Poetry, 2 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Drama, 2 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Text Features, 2 (a-f)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Literary Techniques, 2 (a-c)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Text Structures, 2 (a-e)	X	
Missouri Learning Standards	Reading Foundations: Print Awareness, 2 (a)	X	
Missouri Learning Standards	Reading Foundations: Phonemic Awareness, 1 (e)	X	
Missouri Learning Standards	Reading Foundations: Phonics, 2 (a-j)	X	

Missouri Learning Standards	Reading Foundations: Fluency, 2 (a)	X	
Missouri Learning Standards	Language: Grammar, 2 (a-g)		X
Missouri Learning Standards	Language: Punctuation, Capitalization, Spelling, 2 (a-h)		X
Missouri Learning Standards	Speaking/Listening: Purpose, 2 (a-b)		X
Missouri Learning Standards	Speaking/Listening: Entertainment, 2 (a)		X
Missouri Learning Standards	Speaking/Listening: Collaborative Discussions, 2 (a-b)		X
Missouri Learning Standards	Speaking/Listening: Presenting, 2 (a-c)		X

Level K
AT LEVEL K, WHAT SHOULD STUDENTS…
UNDERSTAND AND BE ABLE TO DO?   *Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.*
All Concepts in Level J plus: ● Able to accommodate the higher-level processing of several fiction texts with multiple episodes connected to a single plot   ● Read about and understand characters that are increasingly more complex   ● Able to process a great deal of dialogue within a story   ● Challenged to read stories based on concepts that are distant in time and space and reflect diverse cultures   ● Have a large, expanding sight-word vocabulary   ● Able to quickly apply word-solving strategies for complex spelling patterns, multisyllable words, and words with inflectional endings, plurals, contractions, and possessives, and to words with suffixes and prefixes   ● Read silently during independent reading   ● Oral reading fully demonstrates all aspects of fluent reading
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? *Strategies in **bold** are new to this level*   ● *Possible Interventions, teach students to...*

	INTERVENTION ACTIVITY
Concepts of Print/Print Awareness	● All other concepts should now be automatic
Phonemic Awareness	● **Hear, Say,** Clap **and Identify** the syllables in multisyllabic words
Phonics/Word Structure	● Practice reading and writing all high frequency words in isolation and in text ● Read, make, and break apart some CVC, CCVC, and CVVC words to read and write ● **Contrast short and long vowel sounds in words (hop/hope, bit/bite)** ● Read, make, and write words with double vowels and vowel teams ● Recognize and use **the full range of** contractions (am, not, is, are, will, have, had, would) and words with possessives (apostrophes) ● **Read words with R-controlled vowels (barn, corn, etc)** ● **Recognize and use homophones (to, two, too)** ● **Recognize and use homographs (read/read, present/present)** ● Write and change words with s, es, ed and ing according to spelling patterns ● Change words to make plurals by changing y to i and adding -es (bunny, bunnies) ● Use parts of known words to read new words ● Take apart or make words that **end** with consonant clusters and digraphs (**ba-nd, ba-nk, ke-pt, mou-th**)

		● **Take apart and read words with silent consonants (lamb, light)**
		● Read and take apart many compound words **and discuss how parts are related to meaning**
		● **Change words to create comparatives (er, est)**
Fluency		● Tracking print with eyes
		● Read both orally and silently at a rate that reflects fluent processing but also maintains comprehension and accuracy
		● Stress words that are in bold or italics
		● Demonstrate appropriate stress on words in a sentence
		● Demonstrate awareness of the full range of punctuation
		● Slow down to problem solve words or think about ideas and resume reading momentum
		● Reread to gather meaning, problem solve, self correct, or confirm word recognition, and language structure
		● Reflects language syntax and meaning through phrasing and expression
		● **Read dialogue with phrasing and expression that reflects understanding of characters and events**
		● Self corrects **at point of** error
		● Adjust reading to show awareness of sentence variety
		● Maintain a good rate while reading aloud or silently
Thinking Strategies and Comprehension		● During book preview
		○ Make predictions based on knowledge, personal experience, and experience with text
		○ Make predictions based on pictures, text structure, **genres and organizational structure**
		● While reading
		○ Support predictions with evidence from the text or personal experience and knowledge
		○ Text to self and text to text connections
		○ Infer and talk about characters' feelings, attributes and motives through reading their dialogue
		○ Infer and talk about causes for character's feelings, motives, and attributes
		○ Infer cause and effect in influencing characters' feelings or underlying motives
		○ Notice the evidence a writer provides to show character attributes
		○ **Use knowledge of grammatical structure to anticipate the text (Once upon a time, lived happily ever after)**
		○ Make predictions based on the meaning of the text with or without pictures
		○ **Use chapter titles to foreshadow content**
		● After reading the text
		○ Retell events in sequential order
		○ Discuss characters by name and setting
		○ Confirm predictions
		○ **Compare and contrast text of the same genre**
		○ Justify inferences with evidence from the text
		○ Summarize the story including plot, events, problem, resolution, and characters
		○ **Understand how a setting is important to a plot and characters**
		○ Identify a point in the story when the problem is resolved
		○ Infer how the writer makes the story funny or exciting and give examples from text to show proof

		○ Understand fiction and nonfiction elements
		○ Discuss if a fiction text is realistic, fantasy, or traditional literature (mostly folktales)
		○ Identify who is telling the story, **1st, 2nd and 3rd person, and why the author chose to tell it from that perspective**
		○ Make judgments about characters or events in a text (agree or disagree)
		○ Summarize information that is most important from the text
		○ Differentiate between what is known and new information
		○ Express changes in ideas after reading a text
		○ Hypothesize about how characters could have behaved differently
		○ **Infer the big ideas or message, theme in a text**
		○ **Understand the role of supporting characters in a text**
Text Features		● **Use specific language to talk about** how writers or illustrators use a variety of print features **e.g.** *front cover, back cover, page, author, illustrator, illustration, photograph, title, label drawing, heading, caption, table of contents, chapter, chapter title, dedication, sidebar, glossary, map, diagram, author's note, illustrator's note, section*
		● Search for specific facts in informational text such as biographies
		● Recognize a writer's use of underlying text structures: e.g., description, **compare/contrast, problem/solution, cause /effect**, temporal sequence, question and answer, chronological structure
		● Notice and speculate why the writer has selected information to present in particular ways (photographs, captions, boxes, and pictures)
Vocabulary		● Understand the meaning of simple regular plurals formed with the endings s or es or irregular plurals
		● Some variations in words used to assign dialogue (said, asked, cried, and shouted) and adjectives describing the dialogue (quietly, loudly)
		● Use details in **text** to understand new vocabulary
		● Use academic language to talk about genres and special types of texts
		● Understand some words that require the use of multiple sources of information (homophones, **homographs)**
		● Understand the meaning of a range of verbs in all tenses with inflectional endings
		● **Add the suffix -er to a word to form a noun that names a person or thing that does something (teach, teacher)**
		● **Notice and interpret figurative language**
Responding to Text		● Use a variety of writing types such as interactive, dictated, and independent writing
		● Teach how to plan out responses verbally and when writing using evidence from the text
		● Sentence organization/structure
		● Be able to answer who, what, when , where, **how** and why
		● Write a summary using events in sequential order

CONTENT AREA: Reading	Moving Student to Independently Read Level L Text
COURSE: Remedial Reading	Estimated Time Needed for Intervention: 2-3 Months

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:	BIG IDEA(S):
● LLI Program (Leveled Literacy Intervention) ● SIPPS Program (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) ● Fountas & Pinnell's The Continuum of Literacy Learning ● Instructional activity guide	Through a variety of learning activities, students will explore literature that is representative of various cultures, genres, and formats. Students will experience reading for varied purposes and utilize phonemic awareness, phonics, sight words, and context as a process for decoding print. Students will develop self-monitoring strategies to increase comprehension while examining and utilizing written language structures. Student will learn and use spelling generalizations, develop and expand vocabulary, and communicate both in writing and verbally for a variety of purposes.
ENDURING UNDERSTANDINGS:	**ESSENTIAL QUESTIONS:**
● Increase phonemic awareness skills ● Increase phonics skills ● Increase decoding skills ● Increase reading fluency ● Increase vocabulary ● Increase reading comprehension in fiction and nonfiction ● Read independently for a purpose (information and/or pleasure) ● Incorporate written communication in response to reading giving credible, sufficient evidence to support responses	● When you come to a long word you don't know, what strategies do you use to decode? How do you break apart multisyllabic words? ● How can you figure out the meaning of an unknown word? ● How does your reading sound? Does it sound like a conversation? ● What strategies do you use before/while/after you read a chapter? ● How is reading a chapter book different from reading a picture book? ● When reading chapter books, can you identify the traits of the characters from previous books and how they have changed or developed? ● Can you identify the theme or message of a book?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?				
Standards, Concepts, Content, Skills, Products, Vocabulary				
REFERENCE/STANDARD i.e. GLE/CLE/MLS/NGSS	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Comprehension, 2 (a-e)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Vocabulary, 2 (a-h)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Making Connections, 2 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Independent Text, 2 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Fiction, 2 (a-f)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Poetry, 2 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Drama, 2 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Text Features, 2 (a-f)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Literary Techniques, 2 (a-c)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Text Structures, 2 (a-e)	X	
Missouri Learning Standards	Reading Foundations: Print Awareness, 2 (a)	X	
Missouri Learning Standards	Reading Foundations: Phonemic Awareness, 1 (e)	X	
Missouri Learning Standards	Reading Foundations: Phonics, 2 (a-j)	X	
Missouri Learning Standards	Reading Foundations: Fluency, 2 (a)	X	

Missouri Learning Standards	Language: Grammar, 2 (a-g)		X
Missouri Learning Standards	Language: Punctuation, Capitalization, Spelling, 2 (a-h)		X
Missouri Learning Standards	Speaking/Listening: Purpose, 2 (a-b)		X
Missouri Learning Standards	Speaking/Listening: Entertainment, 2 (a)		X
Missouri Learning Standards	Speaking/Listening: Collaborative Discussions, 2 (a-b)		X
Missouri Learning Standards	Speaking/Listening: Presenting, 2 (a-c)		X

Level L
AT LEVEL L, WHAT SHOULD STUDENTS…
UNDERSTAND AND BE ABLE TO DO?
Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.

All Concepts in Level K plus:
- Able to process easy chapter books, including some series books, with more sophisticated plots and few illustrations, as well as shorter informational texts
- Adjust reading to process a variety of genres, as well as hybrid texts
- Understand that chapter books have multiple episodes connected to a single plot
- Bring background knowledge to new reading in order to process and learn new information
- Begin to recognize themes across texts (friendship, courage)
- Able to understand some abstract ideas
- Able to see multiple perspectives of characters through description
- Able to flexibly apply word-solving strategies for complex spelling patterns, multisyllable words, and words with inflectional endings, plurals, contractions, and possessives
- Read silently during independent reading
- Oral reading fully demonstrates all aspects of fluent reading

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? *Strategies in **bold** are new to this level*
● *Possible Interventions, teach students to...*

	INTERVENTION ACTIVITY
Concepts of Print / Print Awareness	● All concepts should now be automatic
Phonemic Awareness	● Hear, Say, Clap and Identify the syllables in multisyllabic words
Phonics/Word Structure	● Practice reading and writing all high frequency words in isolation and in text ● Read, make, and break apart some **VVCE (raise)**, **VCCE (large)**, **VVCCC (health), VVC (paint)** CVC, CCVC, and CVVC words to read and write ● **Read words with affixes (prefix/suffix)** ● **Recognize word patterns that look the same but sound different (dear, bear) and sound the same but look different (said, bed)** ● Read, make, and write words with double vowels and vowel teams ● Recognize and use the full range of contractions (am, not, is, are, will, have, had, would) and words with possessives (apostrophes) ● Read words with R-controlled vowels (barn, corn, etc) ● Recognize and use homophones (to, two, too) ● Recognize and use homographs (read/read, present/present) ● Write and change words with s, es, ed and ing according to spelling patterns ● Change words to make plurals by changing y to i and adding -es (bunny, bunnies)

		• Use parts of known words to read new words
		• Take apart or make words that end with consonant clusters and digraphs (ba-nd, ba-nk, ke-pt, mou-th)
		• Take apart and read words with silent consonants (lamb, light)
		• Read and take apart many compound words and discuss how parts are related to meaning
		• Change words to create comparatives (er, est)
	Fluency	• Tracking print with eyes
		• Read both orally and silently at a rate that reflects fluent processing but also maintains comprehension and accuracy
		• Stress words that are in bold or italics
		• Demonstrate appropriate stress on words in a sentence
		• Demonstrate awareness of the full range of punctuation
		• Slow down to problem solve words or think about ideas and resume reading momentum
		• Reread to gather meaning, problem solve, self correct, or confirm word recognition, and language structure
		• Reflects language syntax and meaning through phrasing and expression
		• Read dialogue with phrasing and expression that reflects understanding of characters and events
		• Self corrects at point of error
		• Adjust reading to show awareness of sentence variety
		• Maintain a good rate while reading aloud or silently

Thinking Strategies and Comprehension		• During book preview
		○ Make predictions based on knowledge, personal experience, and experience with text
		○ Make predictions based on pictures, text structure, genres **, nonfiction genres** and organizational structure
		• While reading
		○ Support predictions with evidence from the text or personal experience and knowledge
		○ Text to self and text to text connections
		○ Infer and talk about characters' feelings, attributes and motives through reading dialogue, **thoughts and actions**
		○ Infer and talk about causes for character's feelings, motives, and attributes as **the character develops through the story**
		○ Infer cause and effect in influencing characters' feelings or underlying motives
		○ Notice the evidence a writer provides to show character attributes **and motives as the character changes**
		○ Use knowledge of grammatical structure to anticipate the text (Once upon a time, lived happily ever after)
		○ Make predictions based on the meaning of the text with or without pictures
		○ Use chapter titles to foreshadow content
		• After reading the text
		○ Retell events in sequential order
		○ Discuss characters by name and setting
		○ Confirm predictions
		○ Compare and contrast text of the same genre
		○ Justify inferences with evidence from the text
		○ Summarize the story including plot, events, problem, resolution, and characters
		○ Understand how a setting is important to a plot and characters
		○ Identify a point in the story when the problem is resolved

		○ Infer how the writer makes the story funny or exciting and give examples from text to show proof
		○ Understand fiction and nonfiction elements
		○ **Understand that there may be different genres in each of the larger categories of fiction and nonfiction**
		○ Identify who is telling the story, 1st, 2nd and 3rd person, and why the author chose to tell it from that perspective
		○ Make judgments about characters or events in a text (agree or disagree)
		○ Summarize information that is most important from the text
		○ Differentiate between what is known and new information
		○ Express changes in ideas after reading a text
		○ Hypothesize about how characters could have behaved differently
		○ Infer the big ideas or message, theme in a text
		○ Understand the role of supporting characters in a text
		○ Discuss if a fiction text is realistic, fantasy, or traditional literature (mostly folktales)
		○ **Notice how characters respond to important events and challenges and explain why**
	Text Features	● Use specific language to talk about how writers or illustrators use a variety of print features e.g. *front cover, back cover, page, author, illustrator, illustration, photograph, title, label drawing, heading, caption, table of contents, chapter, chapter title, dedication, sidebar, glossary, map, diagram, author's note, illustrator's note, section* ● **Notice and discuss how the writer of a graphic text has communicated meaning through illustrations and print** ● Search for specific facts in informational text such as biographies ● Recognize **and explain** a writer's use of underlying text structures: e.g., description, compare/contrast, problem/solution, cause /effect, temporal sequence, question and answer, chronological structure ● Notice and speculate why the writer has selected information to present in particular ways (photographs, captions, boxes, and pictures)
	Vocabulary	● Understand the meaning of simple regular plurals formed with the endings s or es or irregular plurals ● Some variations in words used to assign dialogue (said, asked, cried, and shouted) and adjectives describing the dialogue (quietly, loudly) ● Use details in text to understand new vocabulary ● Use academic language to talk about genres and special types of texts ● Understand some words that require the use of multiple sources of information (homophones, homographs) ● Understand the meaning of a range of verbs in all tenses with inflectional endings ● Add the suffix -er to a word to form a noun that names a person or thing that does something (teach, teacher) ● Notice and interpret figurative language ● **Identify base words and understand prefixes and suffixes that add or change meaning or functions**
	Responding to Text	● Use a variety of writing types such as interactive, dictated, and independent writing ● Teach how to plan out responses verbally and when writing using evidence from the text ● Sentence organization/structure ● Be able to answer who, what, when , where, how, and why ● Write a summary using events in sequential order

	CONTENT AREA: Reading	Moving Student to Independently Read Level M Text
	COURSE: Remedial Reading	Estimated Time Needed for Intervention: 2-4 Months

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:	BIG IDEA(S):
- LLI Program (Leveled Literacy Intervention) - SIPPS Program (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) - Fountas & Pinnell's The Continuum of Literacy Learning - Instructional activity guide	Through a variety of learning activities, students will explore literature that is representative of various cultures, genres, and formats. Students will experience reading for varied purposes and utilize phonemic awareness, phonics, sight words, and context as a process for decoding print. Students will develop self-monitoring strategies to increase comprehension while examining and utilizing written language structures. Student will learn and use spelling generalizations, develop and expand vocabulary, and communicate both in writing and verbally for a variety of purposes.
ENDURING UNDERSTANDINGS:	**ESSENTIAL QUESTIONS:**
- Increase phonemic awareness skills - Increase phonics skills - Increase decoding skills - Increase reading fluency - Increase vocabulary - Increase reading comprehension in fiction and nonfiction - Read independently for a purpose (information and/or pleasure) - Incorporate written communication in response to reading giving credible, sufficient evidence to support responses	- What do unknown words mean and how do you know? - What are the characteristics of different genres? (realistic fiction, fantasy, biographies, informational text, mysteries) - How do you read different genres? (mysteries-gather clues, predict, use evidence, make changes) - How has the character changed over time and what are the causes for that change? - What are the big ideas in the chapter or the text? - What is the author's purpose when writing this text? - How has the text structure helped the reader gather new information?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD *i.e. GLE/CLE/MLS/NGSS*	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Comprehension, 2 (a-e)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Vocabulary, 2 (a-h)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Making Connections, 2 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Independent Text, 2 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Fiction, 2 (a-f)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Poetry, 2 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Drama, 2 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Text Features, 2 (a-f)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Literary Techniques, 2 (a-c)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Text Structures, 2 (a-e)	X	
Missouri Learning Standards	Reading Foundations: Print Awareness, 2 (a)	X	
Missouri Learning Standards	Reading Foundations: Phonemic Awareness, 1 (e)	X	
Missouri Learning Standards	Reading Foundations: Phonics, 2 (a-j)	X	

Missouri Learning Standards	Reading Foundations: Fluency, 2 (a)	X	
Missouri Learning Standards	Language: Grammar, 2 (a-g)		X
Missouri Learning Standards	Language: Punctuation, Capitalization, Spelling, 2 (a-h)		X
Missouri Learning Standards	Speaking/Listening: Purpose, 2 (a-b)		X
Missouri Learning Standards	Speaking/Listening: Entertainment, 2 (a)		X
Missouri Learning Standards	Speaking/Listening: Collaborative Discussions, 2 (a-b)		X
Missouri Learning Standards	Speaking/Listening: Presenting, 2 (a-c)		X

Level M
AT LEVEL M, WHAT SHOULD STUDENTS…
UNDERSTAND AND BE ABLE TO DO?   *Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.*
All Concepts in Level L plus: ● Know a range of genres (realistic fiction, simple fantasy, informational text, biographies, and traditional literature)   ● Reads longer books in a series and mysteries-develops stamina   ● Multiple characters develop and change over time   ● Nonfiction text is on a single topic and can identify structure (description, compare and contrast, sequence, problem/solution, and cause and effect)   ● Process complex language structures and sophisticated vocabulary   ● Longer, fluent silent and verbal reading   ● Understand more abstract concepts and themes
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? *Strategies in **bold** are new to this level*   ● *Possible Interventions, teach students to...*

	INTERVENTION ACTIVITY
Concepts of Print/Print Awareness	● All concepts should now be automatic
Phonemic Awareness	● Hear, Say, Clap and Identify the syllables in multisyllabic words
Phonics/Word Structure	● Practice reading and writing all high frequency words in isolation and in text ● Read, make, and break apart some VVCE (raise), VCCE (large), VVCCC (health), VVC (paint) CVC, CCVC, and CVVC words to read and write ● Read words with affixes (prefix/suffix) ● Recognize word patterns that look the same but sound different (dear, bear) and sound the same but look different (said, bed) ● Read, make, and write words with double vowels and vowel teams ● Recognize and use the full range of contractions (am, not, is, are, will, have, had, would) and words with possessives (apostrophes) ● Recognize and use homophones (to, two, too) ● Recognize and use homographs (read/read, present/present) ● Write and change and **take apart** words with s, es, ed, **er, est, y** and ing according to spelling patterns ● Use parts of known words to read new words ● Read and take apart many compound words and discuss how parts are related to meaning
Fluency	● Tracking print with eyes ● Read both orally and silently at a rate that reflects fluent processing but also maintains comprehension and accuracy ● Stress words that are in bold or italics

		● Demonstrate appropriate stress on words in a sentence
		● Demonstrate awareness of the full range of punctuation **and text structure, i.e. bulleted lists**
		● Slow down to problem solve words or think about ideas and resume reading momentum **in short text and some short chapter books**
		● Reread to gather meaning, problem solve, self correct, or confirm word recognition, and language structure
		● Reflects language syntax and meaning through phrasing and expression
		● Read dialogue with phrasing and expression that reflects understanding of characters and events
		● Self corrects at point of error
		● Adjust reading to show awareness of sentence variety
		● Maintain a good rate while reading aloud or silently
Thinking Strategies and Comprehension		● During book preview
		○ Make predictions based on knowledge, personal experience, and experience with text
		○ Make predictions based on pictures, text structure, genres **,** nonfiction genres and organizational structure
		○ **Predict the plot and characters of a sequel of a known book**
		● While reading
		○ Support predictions with evidence from the text or personal experience and knowledge
		○ Text to self and text to text connections **in other subject areas such as social studies, science**
		○ Infer and talk about characters' feelings, attributes and motives through reading dialogue, thoughts and actions
		○ Infer and talk about causes for character's feelings, motives, and attributes as the character develops through the story
		○ Infer cause and effect in influencing characters' feelings or underlying motives
		○ Notice the evidence a writer provides to show character attributes and motives as the character changes
		○ Use knowledge of grammatical structure to anticipate the text (Once upon a time, lived happily ever after)
		○ Make predictions based on the meaning of the text with or without pictures
		○ Use chapter titles to foreshadow content
		● After reading the text
		○ Retell events in sequential order
		○ Compare and contrast text of the same genre
		○ Justify inferences with evidence from the text
		○ Summarize the story including plot, events, problem, resolution, and characters
		○ Understand how a setting is important to a plot and characters
		○ Identify a point in the story when the problem is resolved
		○ Infer how the writer makes the story funny or exciting and give examples from text to show proof
		○ Understand that there may be different genres in each of the larger categories of fiction and nonfiction
		○ Identify who is telling the story, 1st, 2nd and 3rd person, and why the author chose to tell it from that perspective
		○ Make judgments about characters or events in a text (agree or disagree)
		○ Summarize information that is most important from the text
		○ Differentiate between what is known and new information
		○ Express changes in ideas after reading a text
		○ Infer the big ideas or message, theme in a text

		○ Understand the role of supporting characters in a text
		○ **Understand and describe** if a fiction text is realistic, fantasy, or traditional literature (mostly folktales)
		○ Notice how characters respond to important events and challenges and explain why
		○ **Notice elements and basic motifs of fantasy: e.g. the supernatural, imaginary and otherworldly creatures, gods and goddesses, talking animals, struggle between good and evil, magic**
		○ **Talk about the lessons the story teaches**
Text Features		● Use specific language to talk about how writers or illustrators use a variety of print features e.g. *front cover, back cover, page, author, illustrator, illustration, photograph, title, label drawing, heading, caption, table of contents, chapter, chapter title, dedication, sidebar, glossary, map, diagram, author's note, illustrator's note, section*
		● Notice and discuss how the writer of a graphic text has communicated meaning through illustrations and print
		● Search for specific facts in informational text such as biographies
		● Recognize and explain a writer's use of underlying text structures: e.g., description, compare/contrast, problem/solution, cause /effect, temporal sequence, question and answer, chronological structure
		● Notice and speculate why the writer has selected information to present in particular ways (photographs, captions, boxes, and pictures)
		● **Understand that a nonfiction book may have "how-to" procedures embedded within it**
Vocabulary		● Understand the meaning of simple regular plurals formed with the endings s or es or irregular plurals
		● Some variations in words used to assign dialogue (said, asked, cried, and shouted) and adjectives describing the dialogue (quietly, loudly)
		● Use details in text to understand new vocabulary
		● Use academic language to talk about genres and special types of texts
		● Understand some words that require the use of multiple sources of information (homophones, homographs)
		● Understand the meaning of a range of verbs in all tenses with inflectional endings
		● Add the suffix -er to a word to form a noun that names a person or thing that does something (teach, teacher)
		● Notice and interpret figurative language
		● Identify base words and understand prefixes and suffixes that add or change meaning or functions
		● **Use some academic language to talk about literary features: e.g. beginning, ending, problem, solution, character, message, dialogue**
Responding to Text		● Use a variety of writing types such as interactive, dictated, and independent writing
		● Teach how to plan out responses verbally and when writing using evidence from the text
		● Sentence organization/structure
		● Be able to answer who, what, when , where, how, and why
		● Write a summary using events in sequential order

CONTENT AREA: Reading	Moving Student to Independently Read Level N Text
COURSE: Remedial Reading	Estimated Time Needed for Intervention: 2-4 Months

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:	BIG IDEA(S):
- LLI Program (Leveled Literacy Intervention) - SIPPS Program (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) - Fountas & Pinnell's The Continuum of Literacy Learning - Instructional activity guide	Through a variety of learning activities, students will explore literature that is representative of various cultures, genres, and formats. Students will experience reading for varied purposes and utilize phonemic awareness, phonics, sight words, and context as a process for decoding print. Students will develop self-monitoring strategies to increase comprehension while examining and utilizing written language structures. Student will learn and use spelling generalizations, develop and expand vocabulary, and communicate both in writing and verbally for a variety of purposes.

ENDURING UNDERSTANDINGS:	ESSENTIAL QUESTIONS:
- Increase phonemic awareness skills - Increase phonics skills - Increase decoding skills - Increase reading fluency - Increase vocabulary - Increase reading comprehension in fiction and nonfiction - Read independently for a purpose (information and/or pleasure) - Incorporate written communication in response to reading giving credible, sufficient evidence to support responses	- How do you figure out the unknown word or meaning? - How can a reader go beyond the text with character motives, cause and effect, twist in plots, changes in settings? - How does a reader sustain reading and comprehending longer text? - How do books in a series relate to one another? - What strategies are needed to clarify what has been read? - How can a reader use text evidence to prove their understanding? - What strategies are used to summarize fiction and nonfiction text?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD *i.e. GLE/CLE/MLS/NGSS*	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Comprehension, 3 (a-d)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Vocabulary, 3 (a-i)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Making Connections, 3 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Independent Text, 3 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Fiction, 3 (a-g)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Poetry, 3 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Drama, 3 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Text Features, 3 (a-e)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Literary Techniques, 3 (a-d)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Text Structures, 3 (a-e)	X	
Missouri Learning Standards	Reading Foundations: Print Awareness, 2 (a)	X	
Missouri Learning Standards	Reading Foundations: Phonemic Awareness, 1 (e)	X	
Missouri Learning Standards	Reading Foundations: Phonics, 3 (a-f)	X	
Missouri Learning Standards	Reading Foundations: Fluency, 3 (a)	X	

Missouri Learning Standards	Language: Grammar, 3 (a-g)		X
Missouri Learning Standards	Language: Punctuation, Capitalization, Spelling, 3 (a-l)		X
Missouri Learning Standards	Speaking/Listening: Purpose, 3 (a-c)		X
Missouri Learning Standards	Speaking/Listening: Entertainment, 3 (a)		X
Missouri Learning Standards	Speaking/Listening: Collaborative Discussions, 3 (a-c)		X
Missouri Learning Standards	Speaking/Listening: Presenting, 3 (a-e)		X

Level N
AT LEVEL N, WHAT SHOULD STUDENTS…
UNDERSTAND AND BE ABLE TO DO?
Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.

All Concepts in Level M plus:
- Process the full range of genres (short fiction, chapter books, shorter informational text, mysteries, series books, historical fiction, hybrid texts, chapter books with sequels)
- Remember what was read throughout the text; revising interpretation when necessary
- Go beyond the text, sophisticated interpretation of character motivations, cause and effect, twists in plot, how setting affects characters, empathy
- Continue to read fluently using a wide range of word-solving strategies, while focusing on meaning
- Read and understand longer complex sentences

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? *Strategies in **bold** are new to this level*
● *Possible Interventions, teach students to...*

	INTERVENTION ACTIVITY
Concepts of Print/Print Awareness	● All concepts should now be automatic
Phonemic Awareness	● Identify the syllables in multisyllabic words
Phonics/Word Structure	● Practice reading and writing all high frequency words in isolation and in text ● Read, make, and break apart some VVCE (raise), VCCE (large), VVCCC (health)**,** VVC (paint) CVC, CCVC, and CVVC words to read and write ● Read words with affixes (prefix/suffix) ● Recognize word patterns that look the same but sound different (dear, bear) and sound the same but look different (said, bed) ● Read, make, and write words with double vowels and vowel teams ● Recognize and use the full range of contractions (am, not, is, are, will, have, had, would) and words with possessives (apostrophes) ● Recognize and use homophones (to, two, too) ● Recognize and use homographs (read/read, present/present) ● Write and change and take apart words with s, es, ed, er, est, y and ing according to spelling patterns ● Use parts of known words to read new words ● Read and take apart many compound words and discuss how parts are related to meaning ● **Read hyphenated words divided across lines and across pages** ● **Some multisyllable proper nouns that are difficult to decode**
Fluency	● Tracking print with eyes ● Read both orally and silently at a rate that reflects fluent processing but also maintains comprehension and accuracy

		● Stress words that are in bold, italics **or varied font**
		● Demonstrate appropriate stress on words in a sentence
		● Demonstrate awareness of the full range of punctuation and text structure, i.e. bulleted lists
		● Slow down to problem solve words or think about ideas and resume reading momentum in short text and some short chapter books
		● Reread to gather meaning, problem solve, self correct, or confirm word recognition, and language structure
		● Reflects language syntax and meaning through phrasing and expression
		● Read dialogue with phrasing and expression that reflects understanding of characters and events
		● Self corrects at point of error
		● Adjust reading to show awareness of sentence variety
		● **Adjust reading to recognize the purpose and characteristics of genre.**
	Thinking Strategies and Comprehension	● During book preview ○ Make predictions based on knowledge, personal experience, and experience with text ○ Make predictions based on pictures, text structure, genres **,** nonfiction genres and organizational structure ○ Predict the plot and characters of a sequel of a known book ● While reading ○ Support predictions with evidence from the text or personal experience and knowledge ○ Text to self and text to text connections in other subject areas such as social studies, science ○ Infer and talk about characters' feelings, attributes and motives through reading dialogue, thoughts and actions ○ Infer and talk about causes for character's feelings, motives, and attributes as the character develops ○ Infer cause and effect in influencing characters' feelings or underlying motives ○ Notice the evidence a writer provides to show character attributes and motives as the character changes ○ Use knowledge of grammatical structure to anticipate the text (Once upon a time, lived happily ever after) ○ Make predictions based on the meaning of the text with or without pictures ○ Use chapter titles to foreshadow content ○ **Infer: multiple dimensions of characters, some abstract themes and ideas, overarching themes in a collection of short stories, the writer's messages in a text, the larger message in a text, from the text that have few or no pictures, the meaning of a range of graphics that require interpretations and are essential to comprehending the text, the writer's purpose in choosing a topic or telling a story** ● After reading the text ○ Retell events in sequential order ○ Compare and contrast text of the same genre ○ Justify inferences with evidence from the text ○ Summarize the story including plot, events, problem, resolution, and characters ○ Understand how a setting is important to a plot and characters ○ Identify a point in the story when the problem is resolved ○ Infer how the writer makes the story funny or exciting and give examples from text to show proof ○ Understand that there may be different genres in each of the larger categories of fiction and nonfiction ○ Identify who is telling the story, 1st, 2nd and 3rd person, and why the author chose to tell it from that perspective

		○ Make judgments about characters or events in a text (agree or disagree)
		○ Summarize information that is most important from the text
		○ Differentiate between what is known and new information
		○ Express changes in ideas after reading a text
		○ Infer the big ideas or message, theme in a text
		○ Understand the role of supporting characters in a text
		○ Understand and describe if a fiction text is realistic, fantasy, or traditional literature (mostly folktales)
		○ Notice how characters respond to important events and challenges and explain why
		○ Notice elements and basic motifs of fantasy: e.g. the supernatural, imaginary and otherworldly creatures, gods and goddesses, talking animals, struggle between good and evil, magic
		○ Talk about the lessons the story teaches
		○ **Talk about what is learned about other cultures from characters or settings**
		○ **Synthesize new content from texts**
		○ **Take on perspectives from diverse cultures and bring cultural knowledge to understanding a text**
		○ **Retell events/summarize from a different point of view**
Text Features		● Use specific language to talk about how writers or illustrators use a variety of print features e.g. *front cover, back cover, page, author, illustrator, illustration, photograph, title, label drawing, heading, caption, table of contents, chapter, chapter title, dedication, sidebar, glossary, map, diagram, author's note, illustrator's note, section, pronunciation guide*
		● Notice and discuss how the writer of a graphic text has communicated meaning through illustrations and print
		● Search for specific facts in informational text such as biographies
		● Recognize and explain a writer's use of underlying text structures: e.g., description, compare/contrast, problem/solution, cause /effect, temporal sequence, question and answer, chronological structure
		● Notice and speculate why the writer has selected information to present in particular ways (photographs, captions, boxes, and pictures)
		● Understand that a nonfiction book may have "how-to" procedures embedded within it
Vocabulary		● Understand the meaning of simple regular plurals formed with the endings s or es or irregular plurals
		● Some variations in words used to assign dialogue (said, asked, cried, and shouted) and adjectives describing the dialogue (quietly, loudly)
		● Use details in text to understand new vocabulary
		● Use academic language to talk about genres and special types of texts
		● Understand some words that require the use of multiple sources of information (homophones, homographs)
		● Understand the meaning of a range of verbs in all tenses with inflectional endings
		● Add the suffix -er to a word to form a noun that names a person or thing that does something (teach, teacher)
		● Notice and interpret figurative language
		● Identify base words and understand prefixes and suffixes that add or change meaning or functions
		● Use some academic language to talk about literary features: e.g. beginning, ending, problem, solution, character, message, dialogue
Responding to Text		● Use a variety of writing types such as interactive, dictated, and independent writing
		● Teach how to plan out responses verbally and when writing using evidence from the text

	- Sentence organization/structure - Be able to answer who, what, when , where, how, and why - Write a summary using events in sequential order **from different points of view** - **Make and use graphic organizers in a variety of ways (i.e. compare/contrast, problem/solution, cause/effect, character web, box & bullets)**

	CONTENT AREA: Reading		Moving Student to Independently Read Level O Text
	COURSE: Remedial Reading		Estimated Time Needed for Intervention: 2-4 Months

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:	BIG IDEA(S):
- LLI Program (Leveled Literacy Intervention) - SIPPS Program (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) - Fountas & Pinnell's The Continuum of Literacy Learning - Instructional activity guide	Through a variety of learning activities, students will explore literature that is representative of various cultures, genres, and formats. Students will experience reading for varied purposes and utilize phonemic awareness, phonics, sight words, and context as a process for decoding print. Students will develop self-monitoring strategies to increase comprehension while examining and utilizing written language structures. Student will learn and use spelling generalizations, develop and expand vocabulary, and communicate both in writing and verbally for a variety of purposes.
ENDURING UNDERSTANDINGS:	**ESSENTIAL QUESTIONS:**
- Increase phonemic awareness skills - Increase phonics skills - Increase decoding skills - Increase reading fluency - Increase vocabulary - Increase reading comprehension in fiction and nonfiction - Read independently for a purpose (information and/or pleasure) - Incorporate written communication in response to reading giving credible, sufficient evidence to support responses	- What strategies are needed when reading a variety of genres? - How does the reader approach text? - Are strategies automatic when trying to solve unknown words and meanings? - How can the character's voice come through while independently reading? - Can the reader use known and inferred information to make predictions and conclusions about the character? - How does reading longer text effect comprehension? - What strategies can be used to help with comprehension and responding to the text? - When reflecting on the text, is there proof of text evidence?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD i.e. GLE/CLE/MLS/NGSS	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Comprehension, 3 (a-d)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Vocabulary, 3 (a-i)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Making Connections, 3 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Independent Text, 3 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Fiction, 3 (a-g)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Poetry, 3 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Drama, 3 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Text Features, 3 (a-e)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Literary Techniques, 3 (a-d)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Text Structures, 3 (a-e)	X	
Missouri Learning Standards	Reading Foundations: Print Awareness, 2 (a)	X	
Missouri Learning Standards	Reading Foundations: Phonemic Awareness, 1 (e)	X	
Missouri Learning Standards	Reading Foundations: Phonics, 3 (a-f)	X	
Missouri Learning Standards	Reading Foundations: Fluency, 3 (a)	X	

Missouri Learning Standards	Language: Grammar, 3 (a-g)		X
Missouri Learning Standards	Language: Punctuation, Capitalization, Spelling, 3 (a-l)		X
Missouri Learning Standards	Speaking/Listening: Purpose, 3 (a-c)		X
Missouri Learning Standards	Speaking/Listening: Entertainment, 3 (a)		X
Missouri Learning Standards	Speaking/Listening: Collaborative Discussions, 3 (a-c)		X
Missouri Learning Standards	Speaking/Listening: Presenting, 3 (a-e)		X

Level O
AT LEVEL O, WHAT SHOULD STUDENTS…
UNDERSTAND AND BE ABLE TO DO?   *Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.*
All Concepts in Level N plus: ● Know the characteristics of and can process the full range of genres   ● Read a wide range of texts and genres and gaining depth within genres: chapter books, shorter fiction and informational text, including special forms such as mysteries, series books, hybrid texts (combine more than one genre) and short stories   ● Fiction narratives are straightforward, but have plots with multiple episodes and characters who develop and change over time   ● Able to identify and use underlying organizational structures (description, compare and contrast, problem and solution, cause and effect, chronological sequence, temporal sequence, categorization, question and answer) to help navigate through text   ● Able to process lengthy, complex sentences, containing prepositional phrases, introductory clauses, and lists of nouns, verbs, or adjectives   ● Solve new vocabulary words, some defined in the text and some unexplained   ● Most word solving is unconscious and automatic; little overt problem solving needed with both oral and silent reading   ● Can read and understand descriptive words, some complex content-specific words, and some technical words   ● Word solving is smooth and automatic with both oral and silent reading   ● Discussion revolves around text evidence   ● Increase use of inference   ● Sustain attention to a text read over several days, remembering details and revising interpretations as new events are encountered
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? *Strategies in **bold** are new to this level.*   *Possible Interventions, teach students to...*
INTERVENTION ACTIVITY

Concepts of Print/Print Awareness	● All concepts should now be automatic
Phonemic Awareness	● Identify the syllables in multisyllabic words
Phonics/Word Structure	● Read, make, and break apart some VVCE (raise), VCCE (large), VVCCC (health)**,** VVC (paint) CVC, CCVC, and CVVC words to read and write ● Read words with affixes (prefix/suffix) ● Recognize and use the full range of contractions (am, not, is, are, will, have, had, would) and words with possessives (apostrophes) ● Recognize and use homophones (to, two, too) ● **Read an unlimited amount of high frequency words with multiple syllables** ● Recognize and use homographs (read/read, present/present) ● Write and change and take apart words with s, es, ed, er, est, y and ing according to spelling patterns

	- **Take apart and make a full range of plurals, including irregular plurals and plurals that require spelling changes (foot/feet, shelf/shelves, berry/berries)** - **Work flexibly with base words, making new words by changing letters (grin/groan) and adding prefixes (do/undo), and suffixes (do/doable).** - Use parts of known words to read new words - Read and take apart **a full range** compound words and discuss how parts are related to meaning - Read hyphenated words divided across lines and across pages - Some multisyllable proper nouns that are difficult to decode - **Take apart multisyllable words to decode manageable units (cam-er-a)**
Fluency	- Read both orally and silently at a rate that reflects fluent processing but also maintains comprehension and accuracy - Stress words that are in bold, italics or varied font - Demonstrate appropriate stress on words in a sentence - Demonstrate awareness of the full range of punctuation and text structure, i.e. bulleted lists **and steps in procedural texts** - Slow down to problem solve words or think about ideas and resume reading momentum in short text and some short chapter books - Reread to gather meaning, problem solve, self correct, or confirm word recognition, and language structure - Reflects language syntax and meaning through phrasing and expression - Read dialogue with phrasing and expression that reflects understanding of characters and events - Self corrects at point of error - Adjust reading to show awareness of sentence variety - Adjust reading to recognize the purpose and characteristics of genre.

Thinking Strategies and Comprehension	- During book preview
	  ○ Make predictions based on knowledge, personal experience, and experience with text
	  ○ Make predictions based on pictures, text structure, genres **,** nonfiction genres and organizational structure
	  ○ Predict the plot and characters of a sequel of a known book
	- While reading
	  ○ Support predictions with evidence from the text or personal experience and knowledge
	  ○ Text to self and text to text connections in other subject areas such as social studies, science
	  ○ **Specify the nature of connections (topic, content, type of story, writer)**
	  ○ **Make connections between the events in chapters that are connected to a single plot**
	  ○ Infer and talk about characters' feelings, attributes and motives through reading dialogue, thoughts and actions **and/or illustrations**
	  ○ Infer and talk about causes for character's feelings, motives, and attributes as the character develops through the story
	  ○ Infer cause and effect in influencing characters' feelings or underlying motives
	  ○ Notice the evidence a writer provides to show character attributes and motives as the character changes
	  ○ Infer: multiple dimensions of characters, some abstract themes and ideas, overarching themes in a collection of short stories, the writer's messages in a text, the larger message in a text, from the text that have few or no pictures, the meaning of a range of graphics that require interpretations and are essential to comprehending the text, the writer's purpose in choosing a topic or telling a story

		○ Understand the problems of challenging situations (war and the environment) - After reading the text ○ Retell events in sequential order ○ Compare and contrast text of the same genre ○ Justify inferences with evidence from the text ○ Summarize the story including plot, events, problem, resolution, and characters ○ **Recognize a writer's use of temporal sequence to describe a process and chronological sequence to describe an event in time order** ○ Understand how a setting is important to a plot and characters ○ Identify a point in the story when the problem is resolved ○ Infer how the writer makes the story funny or exciting and give examples from text to show proof ○ Understand that there may be different genres in each of the larger categories of fiction and nonfiction ○ Identify who is telling the story, 1st, 2nd and 3rd person, and why the author chose to tell it from that perspective ○ Make judgments about characters or events in a text (agree or disagree) ○ Summarize information that is most important from the text ○ Differentiate between what is known and new information and synthesize new content from text. ○ Express **interesting, new, or surprising information** or changes in ideas after reading a text ○ Infer the big ideas or message, theme in a text ○ Understand the role of supporting characters in a text ○ Understand and describe if a fiction text is realistic, **historical fiction** fantasy, or traditional literature (folktales, **fairy tale, fable, myth**), **hybrid (more than one genre)** ○ Notice how characters respond to important events and challenges and explain why ○ Notice elements and basic motifs of fantasy: e.g. the supernatural, imaginary and otherworldly creatures, gods and goddesses, talking animals, struggle between good and evil, magic ○ Talk about and take on what is learned about other cultures from characters or settings and perspectives from diverse cultures and bring cultural knowledge to understanding a text
	Text Features	- Use specific language to talk about how writers or illustrators use a variety of print features e.g. *front cover, back cover, page, author, illustrator, illustration, photograph, title, label drawing, heading, **subheading**, caption, table of contents, chapter, chapter title, dedication, sidebar, glossary, map, diagram, author's note, illustrator's note, section, **pronunciation guide, index, acknowledgements*** - Notice and discuss how the writer of a graphic text has communicated meaning through illustrations and print - Search for specific facts in informational text such as biographies **and autobiographies** - Recognize and explain a writer's use of underlying text structures: e.g., description, compare/contrast, problem/solution, cause /effect, temporal sequence, question and answer, chronological structure - Notice and speculate why the writer has selected information to present in particular ways (photographs, captions, boxes, and pictures) - Understand that a nonfiction book may have "how-to" procedures embedded within it

	● **Notice italics indicates unspoken thought in some texts**
Vocabulary	● Understand the meaning of **the full range** of regular plurals formed with the endings s or es or irregular plurals ● Some variations in words used to assign dialogue (said, asked, cried, and shouted) and adjectives describing the dialogue (quietly, loudly) ● Use details in text to understand new vocabulary ● Understand some words that require the use of multiple sources of information (homophones, homographs) ● Understand the meaning of **a large variety** range of verbs in all tenses with inflectional endings ● Identify base words and understand prefixes and suffixes that add or change meaning or functions ● Use some academic language to talk about genres, special types of texts, and literary features: e.g. beginning, ending, problem, solution, character, message, dialogue ● **Understand words that stand for abstract ideas** ● **Understand connotative (your interpretation based on personal experiences, such as "childlike" can be seen as positive or negative), denotative (dictionary/literal definition), and figurative meaning of words**
Responding to Text	● Use a variety of writing types such as interactive, dictated, and independent writing ● Teach how to plan out responses verbally and when writing using evidence from the text ● Sentence organization/structure ● Be able to answer who, what, when , where, how, and why ● Write a summary using events in sequential order from different points of view ● Make and use graphic organizers in a variety of ways (i.e. compare/contrast, problem/solution, cause/effect) ● **Respond to plot tension or suspense by reading on to seek resolutions to problems**

	CONTENT AREA: Reading	Moving Student to Independently Read Level P Text
	COURSE: Remedial Reading	Estimated Time Needed for Intervention: 2-4 Months

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:	BIG IDEA(S):
- LLI Program (Leveled Literacy Intervention) - SIPPS Program (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) - Fountas & Pinnell's The Continuum of Literacy Learning - Instructional activity guide	Through a variety of learning activities, students will explore literature that is representative of various cultures, genres, and formats. Students will experience reading for varied purposes and utilize phonemic awareness, phonics, sight words, and context as a process for decoding print. Students will develop self-monitoring strategies to increase comprehension while examining and utilizing written language structures. Student will learn and use spelling generalizations, develop and expand vocabulary, and communicate both in writing and verbally for a variety of purposes.
ENDURING UNDERSTANDINGS:	**ESSENTIAL QUESTIONS:**
- Increase phonemic awareness skills - Increase phonics skills - Increase decoding skills - Increase reading fluency - Increase vocabulary - Increase reading comprehension in fiction and nonfiction - Read independently for a purpose (information and/or pleasure) - Incorporate written communication in response to reading giving credible, sufficient evidence to support responses	- Can the reader read and comprehend a variety of genres? - Can the reader understand perspectives different from their own? - Does the reader understand settings and people from a different place? - Does the reader's opinion change based on new evidence? - Can the reader infer and understand the character and their changes? - What skills are needed to read like the characters are having a conversation to gather meaning? - How do different layouts affect the way you read and respond to text?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD i.e. GLE/CLE/MLS/NGSS	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Comprehension, 3 (a-d)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Vocabulary, 3 (a-i)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Making Connections, 3 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Independent Text, 3 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Fiction, 3 (a-g)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Poetry, 3 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Drama, 3 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Text Features, 3 (a-e)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Literary Techniques, 3 (a-d)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Text Structures, 3 (a-e)	X	
Missouri Learning Standards	Reading Foundations: Print Awareness, 2 (a)	X	
Missouri Learning Standards	Reading Foundations: Phonemic Awareness, 1 (e)	X	
Missouri Learning Standards	Reading Foundations: Phonics, 3 (a-f)	X	
Missouri Learning Standards	Reading Foundations: Fluency, 3 (a)	X	
Missouri Learning Standards	Language: Grammar, 3 (a-g)		X
Missouri Learning Standards	Language: Punctuation, Capitalization, Spelling, 3 (a-l)		X

Missouri Learning Standards	Speaking/Listening: Purpose, 3 (a-c)		X
Missouri Learning Standards	Speaking/Listening: Entertainment, 3 (a)		X
Missouri Learning Standards	Speaking/Listening: Collaborative Discussions, 3 (a-c)		X
Missouri Learning Standards	Speaking/Listening: Presenting, 3 (a-e)		X

Level P
AT LEVEL P, WHAT SHOULD STUDENTS…
UNDERSTAND AND BE ABLE TO DO? *Concepts; essential truths that give meaning to the topic; ideas that transfer across situations*

All Concepts in Level O plus:
- Can identify the characteristics of a full range of genres, including biographies and persuasive texts on less well known subjects and hybrid genres
- Read a wide range of texts: chapter books including sequels, shorter fiction and informational text, including special forms such as mysteries, series books, and short stories
- Able to identify problems in fiction texts presented by internal conflict
- Able to understand abstract and mature themes and take on diverse perspectives related to race, language, and culture
- Able to identify and use underlying organizational structures (description, compare and contrast, problem and solution, cause and effect) to help navigate through text
- Able to process lengthy, complex sentences, containing prepositional phrases, introductory clauses, and lists of nouns, verbs, or adjectives
- Solve new vocabulary words, some defined in the text and some unexplained
- Most word solving is unconscious and automatic; little overt problem solving needed
- Can read and understand descriptive words, some complex content-specific words, and some technical words
- Word solving is smooth and automatic with both oral and silent reading
- Demonstrate all aspects of smooth, fluent processing

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? *Strategies in **bold** are new to this level*
● *Possible Interventions, teach students to...*

	INTERVENTION ACTIVITY
Concepts of Print/Print Awareness	● All concepts should now be automatic
Phonemic Awareness	● Identify the syllables in multisyllabic words
Phonics/Word Structure	● Read high frequency words at rapid rate. ● Read, make, and break apart some VVCE (raise), VCCE (large), VVCCC (health), VVC (paint) CVC, CCVC, and CVVC words to read and write ● Read words with affixes (prefix/suffix) ● Recognize word patterns that look the same but sound different (dear, bear) and sound the same but look different (said, bed) ● Read, make, and write words with double vowels and vowel teams ● Recognize and use the full range of contractions (am, not, is, are, will, have, had, would) and words with possessives (apostrophes) ● Recognize and use homophones (to, two, too) ● Recognize and use homographs (read/read, present/present) ● Write and change and take apart words with s, es, ed, er, est, y and ing according to spelling patterns ● Use parts of known words to read new words ● Read and take apart many compound words and discuss how parts are related to meaning ● Read hyphenated words divided across lines and across pages

		● Some multisyllable proper nouns that are difficult to decode
Fluency		● Read both orally and silently at a rate that reflects fluent processing but also maintains comprehension and accuracy
		● Stress words that are in bold, italics or varied font
		● Demonstrate appropriate stress on words in a sentence
		● Demonstrate awareness of the full range of punctuation and text structure, i.e. bulleted lists
		● Slow down to problem solve words or think about ideas and resume reading momentum in short text and some short chapter books
		● Reread to gather meaning, problem solve, self correct, or confirm word recognition, and language structure
		● Reflects language syntax and meaning through phrasing and expression
		● Read dialogue with phrasing and expression that reflects understanding of characters and events
		● Self corrects at point of error
		● Adjust reading to show awareness of sentence variety
		● Adjust reading to recognize the purpose and characteristics of genre.
		● Adjust reading to reflect a series of steps in a procedural text
		● Adjust reading to recognize the tone of a persuasive text
Thinking Strategies and Comprehension		● During book preview ○ Make predictions based on knowledge, personal experience, and experience with text ○ Make predictions based on pictures, text structure, genres , nonfiction genres and organizational structure ○ Predict the plot and characters of a sequel of a known book ● While reading ○ Support predictions with evidence from the text or personal experience and knowledge ○ **Search for and use information to confirm or disconfirm predictions** ○ Text to self and text to text connections in other subject areas such as social studies, science ○ Infer and talk about characters' feelings and their causes, attributes and motives through reading dialogue, thoughts and action ○ Notice the evidence a writer provides to show character attributes and motives as the character changes ○ Use knowledge of grammatical structure to anticipate the text (Once upon a time, lived happily ever after) ○ Make predictions based on the meaning of the text with or without pictures ○ Infer: multiple dimensions of characters, some abstract themes and ideas, overarching themes in a collection of short stories, the writer's messages in a text, the larger message in a text, from the text that have few or no pictures, the meaning of a range of graphics that require interpretations and are essential to comprehending the text, the writer's purpose in choosing a topic or telling a story ○ When reading chapter books, make connections between previous events of the plot and what is happening at another point in the text. ○ **Infer complex relationships between and among characters by noticing evidence in their responses to each other.** ● After reading the text ○ Retell events in sequential order ○ Compare and contrast text of the same genre ○ Justify inferences with evidence from the text

	o Summarize the story including plot, events, problem, resolution, and characters
	o Understand how a setting is important to a plot and characters
	o Identify a point in the story when the problem is resolved
	o Understand that there may be different genres in each of the larger categories of fiction and nonfiction
	o Identify who is telling the story, 1st, 2nd and 3rd person, and why the author chose to tell it from that perspective
	o Make judgments about characters or events in a text (agree or disagree)
	o Summarize information that is most important from the text
	o Differentiate between what is known and new information
	o Express changes in ideas after reading a text
	o Infer the big ideas or message, theme in a text
	o Understand the role of supporting characters in a text
	o Understand and describe if a fiction text is realistic, fantasy, or traditional literature (mostly folktales)
	o Notice how characters respond to important events and challenges and explain why
	o Notice elements and basic motifs of fantasy: e.g. the supernatural, imaginary and otherworldly creatures, gods and goddesses, talking animals, struggle between good and evil, magic
	o Talk about the lessons the story teaches
	o Talk about what is learned about other cultures from characters or settings
	o Synthesize new content from texts
	o Take on perspectives from diverse cultures and bring cultural knowledge to understanding a text
	o Notice and think analytically about a writer's use of argument or persuasion.
	o **Assess how graphics add to the quality of the text or provide additional information.**
	o **Evaluate aspects of a text that add to enjoyment or interest: e.g., humorous characters or surprising information.**
	o **Assess whether a text is authentic and consistent with life experience or prior knowledge (for example, in historical fiction)**
Text Features	● Use specific language to talk about how writers or illustrators use a variety of print features e.g. *front cover, back cover, page, author, illustrator, illustration, photograph, title, label drawing, heading, caption, table of contents, chapter, chapter title, dedication, sidebar, glossary, map, diagram, author's note, illustrator's note, section* ● Notice and discuss how the writer of a graphic text has communicated meaning through illustrations and print ● Search for specific facts in informational text such as biographies ● Recognize and explain a writer's use of underlying text structures: e.g., description, compare/contrast, problem/solution, cause /effect, temporal sequence, question and answer, chronological structure ● Notice and speculate why the writer has selected information to present in particular ways (photographs, captions, boxes, and pictures) ● Understand that a nonfiction book may have "how-to" procedures embedded within it ● **Understand that a graphic text may represent any fiction or nonfiction genre.**
Vocabulary	● Some variations in words used to assign dialogue (said, asked, cried, and shouted) and adjectives describing the dialogue (quietly, loudly) ● Use details in text to understand new vocabulary

		● Use academic language to talk about genres and special types of texts
		● Understand some words that require the use of multiple sources of information (homophones, homographs)
		● Notice and interpret figurative language
		● Identify base words and understand prefixes and suffixes that add or change meaning or functions
		● Use some academic language to talk about literary features: e.g. beginning, ending, problem, solution, character, message, dialogue
		● **Understand the connotative meanings of words that contribute to the mood of the texts**
		● Understand connotative (your interpretation based on personal experiences, such as "childlike" can be seen as positive or negative), denotative (dictionary/literal definition), and figurative meaning of words
		● **Understand sophisticated connectives used in texts but not in everyday language (although, however, meanwhile, therefore, yet, etc.)**
Responding to Text		● Use a variety of writing types such as interactive, dictated, and independent writing
		● Teach how to plan out responses verbally and when writing using evidence from the text
		● Sentence organization/structure
		● Be able to answer who, what, when , where, how, and why
		● Write a summary using events in sequential order from different points of view
		● Make and use graphic organizers in a variety of ways (i.e. compare/contrast, problem/solution, cause/effect)
		● **Share opinions of characters and talk about how they could have made different decisions or behaved differently**

CONTENT AREA: Reading	Moving Student to Independently Read Level Q Text
COURSE: Remedial Reading	Estimated Time Needed for Intervention: 2-4 Months

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:	BIG IDEA(S):
- LLI Program (Leveled Literacy Intervention) - SIPPS Program (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) - Fountas & Pinnell's The Continuum of Literacy Learning - Instructional activity guide	Through a variety of learning activities, students will explore literature that is representative of various cultures, genres, and formats. Students will experience reading for varied purposes and utilize phonemic awareness, phonics, sight words, and context as a process for decoding print. Students will develop self-monitoring strategies to increase comprehension while examining and utilizing written language structures. Student will learn and use spelling generalizations, develop and expand vocabulary, and communicate both in writing and verbally for a variety of purposes.

ENDURING UNDERSTANDINGS:	ESSENTIAL QUESTIONS:
- Increase phonemic awareness skills - Increase phonics skills - Increase decoding skills - Increase reading fluency - Increase vocabulary - Increase reading comprehension in fiction and nonfiction - Read independently for a purpose (information and/or pleasure) - Incorporate written communication in response to reading giving credible, sufficient evidence to support responses	- Is the theme similar to other books you have read? How? - Do you have new insights after reading? - How does the character feel and how do you know? - How have the characters affected each other? - How does the author reveal information about the characters? - What change occurs within the characters? - Are the characters believable? Why or why not? - Do discussions involve text evidence to prove or disprove argument? - Can the reader summarize using text evidence?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD *i.e. GLE/CLE/MLS/NGSS*	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Comprehension, 4 (a-c)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Vocabulary, 4 (a-f)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Making Connections, 4 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Independent Text, 4 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Fiction, 4 (a-e)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Poetry, 4 (a)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Drama, 4 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Text Features, 4 (a-c)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Literary Techniques, 4 (a-c)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Text Structures, 4 (a-d)	X	
Missouri Learning Standards	Reading Foundations: Print Awareness, 2 (a)	X	
Missouri Learning Standards	Reading Foundations: Phonemic Awareness, 1 (e)	X	
Missouri Learning Standards	Reading Foundations: Phonics, 4 (a-b)	X	
Missouri Learning Standards	Reading Foundations: Fluency, 4 (a)	X	
Missouri Learning Standards	Language: Grammar, 4 (a-i)		X
Missouri Learning Standards	Language: Punctuation, Capitalization, Spelling, 4 (a-i)		X

Missouri Learning Standards	Speaking/Listening: Purpose, 4 (a-c)		X
Missouri Learning Standards	Speaking/Listening: Entertainment, 4 (a)		X
Missouri Learning Standards	Speaking/Listening: Collaborative Discussions, 4 (a-b)		X
Missouri Learning Standards	Speaking/Listening: Presenting, 4 (a-f)		X

Level Q
AT LEVEL Q, WHAT SHOULD STUDENTS…
UNDERSTAND AND BE ABLE TO DO? *Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.*

All concepts in Level P plus:
- Automatically read and understand a full range of genres, including biographies, hybrid genres, fiction with elaborate plots and complex characters, informational texts, etc.
- Able to process lengthy, complex sentences, containing prepositional phrases, introductory clauses, and lists of nouns, verbs, or adjectives
- Solve new vocabulary words, some defined in the text and some unexplained
- Most reading is silent, but fluency and phrasing in oral reading are well-established
- Readers are challenged by many longer descriptive words and by content-specific/technical words that require using embedded definitions, background knowledge and readers tools such as glossaries
- Able to take apart multisyllable words and use a full range of word-solving skills
- Read and understand texts in a variety of layouts and formats
- Consistently search for information in illustrations and increasingly complex graphics

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? *Strategies in **bold** are new to this level*
● *Possible Interventions, teach students to...*
INTERVENTION ACTIVITY

Concepts of Print/Print Awareness	● All concepts should now be automatic
Phonemic Awareness	● Identify the syllables in multisyllabic words
Phonics/Word Structure	● Reading high frequency words at a rapid rate ● Solving words with easy spelling patterns within multisyllable words (VVCE (raise), VCCE (large), VVCCC (health), VVC (paint) CVC, CCVC, and CVVC) ● Read and solve multisyllabic words using affixes (prefix/suffix) ● **Recognize and use words with vowel sounds with R (hairy, poor, dare)** ● Recognize word patterns that look the same but sound different (dear, bear) and sound the same but look different (said, bed) ● Recognize and use the full range of contractions (am, not, is, are, will, have, had, would) and words with possessives (apostrophes) ● Recognize and use homophones (to, two, too) ● Recognize and use homographs (read/read, present/present) ● Read, write, change and take apart words with s, es, ed, er, est, y and ing according to spelling patterns including irregular verbs/nouns (mouse/mice) ● Use parts of known words to read new words ● Read and take apart many compound words and discuss how parts are related to meaning ● Read hyphenated words divided across lines and across pages

		● Some multisyllable proper nouns that are difficult to decode
Fluency		● Read both orally and silently at a rate that reflects fluent processing but also maintains comprehension and accuracy
		● Stress words that are in bold, italics or varied font
		● Demonstrate appropriate stress on words in a sentence
		● Demonstrate awareness of the full range of punctuation and text structure, i.e. bulleted lists
		● Slow down to problem solve words or think about ideas and resume reading momentum in short text and some short chapter books
		● Reread to gather meaning, problem solve, self correct, or confirm word recognition, and language structure
		● Reflects language syntax and meaning through phrasing and expression
		● Read dialogue with phrasing and expression that reflects understanding of characters and events
		● Self corrects at point of error
		● Adjust reading to show awareness of sentence variety
		● Adjust reading to recognize the purpose and characteristics of genre.
		● Adjust reading to reflect a series of steps in a procedural text.
		● Adjust reading to recognize the tone of a persuasive text.
		● **Adjust reading to process texts with difficult and complex layout.**
		● **Show in the voice when words in a text (sometimes shown in italics) reflect unspoken thought.**
Thinking Strategies and Comprehension		● During book preview 　○ Make predictions based on knowledge, personal experience, and experience with text 　○ Make predictions based on pictures, text structure, genres , nonfiction genres and organizational structure **(letters, diaries, journal entries, photo essays, news articles)** 　○ Predict the plot and characters of a sequel of a known book ● While reading 　○ Support predictions with evidence from the text or personal experience and knowledge 　○ Text to self and text to text connections in other subject areas such as social studies, science, and **people who live in diverse cultures, distant places, different times** 　○ **Make many different kinds & state the nature of connections among texts: e.g., author, illustrator, content, genre, topic, theme or message, events, problem, characters, language and style** 　○ Infer and talk about characters' feelings, attributes and motives through reading dialogue, thoughts and actions 　○ Notice the evidence a writer provides to show character attributes and motives as the character changes 　○ Make predictions based on the meaning of the text with or without pictures 　○ Infer: multiple dimensions of characters, some abstract themes and ideas, overarching themes in a collection of short stories, the writer's messages in a text, the larger message in a text, from the text that have few or no pictures, the meaning of a range of graphics that require interpretations and are essential to comprehending the text, the writer's purpose in choosing a topic or telling a story 　○ When reading chapter books, make connections between previous events of the plot and what is happening at another point in the text. 　○ Infer complex relationships between and among characters by noticing evidence in their responses to each other. 　○ **Adjust reading to understand that a text can be a collection of short stories related to an overarching theme.**

		○ **Monitor understanding of text by:**
		○ **Using wide range of fiction and nonfiction genres.**
		○ **Using wide range of forms: e.g. poems, plays, graphic texts, letters, and diaries.**
		○ **Using understanding of plot, setting, and character.**
		● After reading the text
		○ Retell events in sequential order
		○ Compare and contrast text of the same genre
		○ Justify inferences with evidence from the text
		○ Summarize the story including plot, events, problem, resolution, and characters
		○ Understand how a setting is important to a plot and characters
		○ Identify a point in the story when the problem is resolved
		○ Infer how the writer makes the story funny or exciting and give examples from text to show proof
		○ Understand that there may be different genres in each of the larger categories of fiction and nonfiction
		○ Identify who is telling the story, 1st, 2nd and 3rd person, and why the author chose to tell it from that perspective
		○ Make judgments about characters or events in a text (agree or disagree)
		○ Summarize information that is most important from the text
		○ Differentiate between what is known and new information
		○ Express changes in ideas after reading a text
		○ Infer the big ideas or message, theme in a text
		○ Understand the role of supporting characters in a text
		○ Understand and describe if a fiction text is realistic, fantasy, or traditional literature (mostly folktales)
		○ Notice how characters respond to important events and challenges and explain why
		○ Notice elements and basic motifs of fantasy: e.g. the supernatural, imaginary and otherworldly creatures, gods and goddesses, talking animals, struggle between good and evil, magic
		○ Talk about the lessons the story teaches
		○ Talk about what is learned about other cultures from characters or settings
		○ Synthesize new content from texts
		○ Take on perspectives from diverse cultures and bring cultural knowledge to understanding a text
		○ Notice and think analytically about a writer's use of argument or persuasion.
		○ Assess how graphics add to the quality of the text or provide additional information.
		○ Evaluate aspects of a text that add to enjoyment or interest: e.g., humorous characters or surprising information.
		○ **Search for information and language that states or implies the larger message(s) of the text.**
		○ **Summarize a writer's argument or main idea.**
		○ **Synthesize new content from a text and describe it to others with evidence from the text.**
	Text Features	● Use specific language to talk about how writers or illustrators use a variety of print features e.g. *front cover, back cover, page, author, illustrator, illustration, photograph, title, label drawing, heading, caption, table of contents, chapter, chapter title, dedication, sidebar, glossary, map, diagram, author's note, illustrator's note, section*
		● Notice and discuss how the writer of a graphic text has communicated meaning through illustrations and print

		● Search for specific facts in informational text such as biographies ● Recognize and explain a writer's use of underlying text structures: e.g., description, compare/contrast, problem/solution, cause /effect, temporal sequence, question and answer, chronological structure ● Notice and speculate why the writer has selected information to present in particular ways (photographs, captions, boxes, and pictures) ● Understand that a nonfiction book may have "how-to" procedures embedded within it ● Understand that a graphic text may represent any fiction or nonfiction genre. ● **Notice the format of a photo essay and understand the purpose.** ● **Distinguish between fact and opinion.** ● **Notice the author's qualifications to write on a topic.**
Vocabulary		● Understand the meaning of simple regular plurals formed with the endings s or es or irregular plurals ● Some variations in words used to assign dialogue (said, asked, cried, and shouted) and adjectives describing the dialogue (quietly, loudly) ● Use details in text to understand new vocabulary ● Use academic language to talk about genres, **forms, literary features,** and special types of texts ● Understand some words that require the use of multiple sources of information (homophones, homographs) ● Understand the meaning of a range of verbs in all tenses with inflectional endings ● Add the suffix -er to a word to form a noun that names a person or thing that does something (teach, teacher) ● Notice and interpret figurative language ● Identify base words and understand prefixes and suffixes that add or change meaning or functions ● Use some academic language to talk about literary features: e.g. beginning, ending, problem, solution, character, message, dialogue ● Understand the connotative meanings of words that contribute to the mood of the texts ● **Derive the meanings of new words and expand meaning of known words using flexible strategies: ex. Complex compound words, context in a sentence; synonyms and antonyms; base words and affixes** ● **Derive the meanings of technical words and author-created words in science fiction.**
Responding to Text		● Use a variety of writing types such as interactive, dictated, and independent writing ● Teach how to plan out responses verbally and when writing using evidence from the text ● Sentence organization/structure ● Be able to answer who, what, when , where, how, and why ● Write a summary using events in sequential order from different points of view ● Make and use graphic organizers in a variety of ways (i.e. compare/contrast, problem/solution, cause/effect) ● Share opinions of characters and talk about how they could have made different decisions or behaved differently.

	CONTENT AREA: Reading		Moving Student to Independently Read Level R Text
	COURSE: Remedial Reading		Estimated Time Needed for Intervention: 3-4 Months

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:	BIG IDEA(S):
- LLI Program (Leveled Literacy Intervention) - SIPPS Program (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) - Fountas & Pinnell's The Continuum of Literacy Learning - Instructional activity guide	Through a variety of learning activities, students will explore literature that is representative of various cultures, genres, and formats. Students will experience reading for varied purposes and utilize phonemic awareness, phonics, sight words, and context as a process for decoding print. Students will develop self-monitoring strategies to increase comprehension while examining and utilizing written language structures. Student will learn and use spelling generalizations, develop and expand vocabulary, and communicate both in writing and verbally for a variety of purposes.
ENDURING UNDERSTANDINGS:	ESSENTIAL QUESTIONS:
- Increase phonemic awareness skills - Increase phonics skills - Increase decoding skills - Increase reading fluency - Increase vocabulary - Increase reading comprehension in fiction and nonfiction - Read independently for a purpose (information and/or pleasure) - Incorporate written communication in response to reading giving credible, sufficient evidence to support responses	- Is the theme similar to other books? (give examples) - How have the characters influenced each other? - How does the author reveal the characters? - Does reading different genres help understanding on a given topic? - How do connections you have while reading change your opinion about the characters? - What does the point of view mean for understanding a text? - Does the summary include conflict, resolution, and theme based on character's point of view?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD *i.e. GLE/CLE/MLS/NGSS*	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Comprehension, 4 (a-c)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Vocabulary, 4 (a-f)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Making Connections, 4 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Independent Text, 4 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Fiction, 4 (a-e)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Poetry, 4 (a)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Drama, 4 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Text Features, 4 (a-c)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Literary Techniques, 4 (a-c)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Text Structures, 4 (a-d)	X	
Missouri Learning Standards	Reading Foundations: Phonics, 4 (a-b)	X	
Missouri Learning Standards	Reading Foundations: Fluency, 4 (a)	X	
Missouri Learning Standards	Language: Grammar, 4 (a-i)		X
Missouri Learning Standards	Language: Punctuation, Capitalization, Spelling, 4 (a-i)		X
Missouri Learning Standards	Speaking/Listening: Purpose, 4 (a-c)		X
Missouri Learning Standards	Speaking/Listening: Entertainment, 4 (a)		X

| Missouri Learning Standards | Speaking/Listening: Collaborative Discussions, 4 (a-b) | | X |
| Missouri Learning Standards | Speaking/Listening: Presenting, 4 (a-f) | | X |

Level R			
AT LEVEL R, WHAT SHOULD STUDENTS…			
UNDERSTAND? *Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.*			
All Concepts in level Q plus: - Automatically read and understand a full range of genres, including biographies, hybrid genres, fiction with elaborate plots and complex characters, informational texts, etc. - Fiction narratives are straightforward, but have complex problems with many episodes and multidimensional characters who develop and change over time - Understand perspectives different from their own as well as settings and people far distant in time and space - Able to process lengthy, complex sentences, containing prepositional phrases, introductory clauses, and lists of nouns, verbs, or adjectives - Solve new vocabulary words, some defined in the text and some unexplained - Most reading is silent, but fluency and phrasing in oral reading are well-established - Readers are challenged by many longer descriptive words and by content-specific/technical words - Able to take apart multisyllable words and use a full range of word-solving skills - Read and understand texts in a variety of layouts and formats - Consistently search for information in illustrations and increasingly complex graphics			
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? *Strategies in **bold** are new to this level* ● *Possible Interventions, teach students to...*			
INTERVENTION ACTIVITY			
Concepts of Print/Print Awareness	● All concepts should now be automatic		
Phonemic Awareness	● **Break apart 2-, 3-, and 4- syllable words quickly by syllable**		
Phonics/Word Structure	- Rapidly and automatically recognize a large number of high-frequency words and other multisyllable words **Uses many different strategies for solving words** - Read and solve multisyllabic words using base words and affixes (prefix/suffix) - Read and use a wide range of contractions, possessives, compound words, **adjectives, adverbs, comparatives, common and complex connectives** - Recognize and use homophones (to, two, too) and homographs (desert/desert) **Read and change plural words including regular and irregular spellings** - Use parts of known words to read new words - Read hyphenated words divided across lines and across pages - Some multisyllable proper nouns that are difficult to decode		
Fluency	- Read both orally and silently at a rate that reflects fluent processing but also maintains comprehension and accuracy - Stress words that are in bold, italics or varied font - Demonstrate appropriate stress on words in a sentence - Demonstrate awareness of the full range of punctuation and text structure, i.e. bulleted lists - Slow down to problem solve words or think about ideas and resume reading momentum in short text and some short chapter books - Reread to gather meaning, problem solve, self correct, or confirm word recognition, and language structure		

		● Reflects language syntax and meaning through phrasing and expression ● Read dialogue with phrasing and expression that reflects understanding of characters and events ● Self corrects at point of error ● Adjust reading to show awareness of sentence variety ● Adjust reading to recognize the purpose and characteristics of genre ● Adjust reading to reflect a series of steps in a procedural text ● Adjust reading to recognize the tone of a persuasive text ● Show in the voice when words in a text (sometimes shown in italics) reflect unspoken thought ● **Demonstrate the ability to skim and scan while reading silently to search for information quickly** ● Adjust reading to process texts with difficult and complex layout

	Thinking Strategies and Comprehension	● During book preview
		   ○ Make predictions based on pictures, text structure, genres , nonfiction genres and organizational structure (letters, diaries, journal entries, photo essays, news articles)
		   ○ Predict the plot and characters of a sequel of a known book
		   ○ **Make predictions based on knowledge from personal experiences and content knowledge from reading: e.g., food production, environment, nature, problems in society, survival of a species.**
		● While reading
		   ○ Support predictions with evidence from the text or personal experience and knowledge
		   ○ Text to self and text to text connections in other subject areas such as social studies, science and people who live in diverse cultures, distant places, different times
		   ○ Make many different kinds & state the nature of connections among texts: e.g., author, illustrator, content, genre, topic, theme or message, events, problem, characters, language and style
		   ○ Notice the evidence a writer provides to show character attributes and motives as the character changes
		   ○ Infer: multiple dimensions of characters, some abstract themes and ideas, overarching themes in a collection of short stories, the writer's messages in a text, the larger message in a text, from the text that have few or no pictures, the meaning of a range of graphics that require interpretations and are essential to comprehending the text, the writer's purpose in choosing a topic or telling a story, **the cause for character traits and for problems that a character experiences**
		   ○ When reading chapter books, make connections between previous events of the plot and what is happening at another point in the text
		   ○ Infer complex relationships between and among characters by noticing evidence in their responses to each other
		   ○ Adjust reading to understand that a text can be a collection of short stories related to an overarching theme
		   ○ Monitor understanding of text by:
		        ○ Using wide range of fiction and nonfiction genres
		        ○ Using wide range of forms: e.g. poems, plays, graphic texts, letters, diaries
		        ○ Using understanding of plot, setting, and character
		● After reading the text
		   ○ Justify inferences with evidence from the text
		   ○ Understand that there may be different genres in each of the larger categories of fiction and nonfiction

		○ Identify who is telling the story, 1st, 2nd, and 3rd person, and why the author chose to tell it from that perspective
		○ Make judgments about characters or events in a text (agree or disagree)
		○ Differentiate between what is known and new information
		○ Express changes in ideas after reading a text
		○ Understand the role of supporting characters in a text
		○ Understand and describe if a fiction text is realistic, fantasy, or traditional literature (mostly folktales)
		○ Notice how characters respond to important events and challenges and explain why
		○ Notice elements and basic motifs of fantasy: e.g. the supernatural, imaginary and otherworldly creatures, gods and goddesses, talking animals, struggle between good and evil, magic
		○ Talk about the lessons the story teaches
		○ Talk about what is learned about other cultures from characters or settings
		○ Take on perspectives from diverse cultures and bring cultural knowledge to understanding a text
		○ Notice and think analytically about a writer's use of argument or persuasion
		○ Assess how graphics add to the quality of the text or provide additional information
		○ Evaluate aspects of a text that add to enjoyment or interest: e.g., humorous characters or surprising information
		○ Search for information and language that states or implies the larger message(s) of the text.
		○ Summarize a writer's argument or main idea
		○ Synthesize new content from a text and describe it to others with evidence from the text
		○ Summarize a story including important aspects of setting, plot (events, problem, climax, resolution), characters, **theme or lesson (fiction)**
		○ **Infer the causes for character traits and for problems that a character experiences**
		○ **Infer traits of multidimensional characters that have both good and bad traits and have choices to make**
	Text Features	● Use specific language to talk about how writers or illustrators use a variety of print features e.g. *front cover, back cover, page, author, illustrator, illustration, photograph, title, label drawing, heading, caption, table of contents, chapter, chapter title, dedication, sidebar, glossary, map, diagram, author's note, illustrator's note, section*
		● Notice and discuss how the writer of a graphic text has communicated meaning through illustrations and print
		● Search for specific facts in informational text such as biographies
		● Recognize and explain a writer's use of underlying text structures: e.g., description, compare/contrast, problem/solution, cause /effect, temporal sequence, question and answer, chronological structure
		● Notice and speculate why the writer has selected information to present in particular ways (photographs, captions, boxes, and pictures)
		● Understand that a nonfiction book may have "how-to" procedures embedded within it
		● Understand that a graphic text may represent any fiction or nonfiction genre.
		● Notice the format of a photo essay and understand the purpose.
		● Distinguish between fact and opinion.
		● **Notice some chains of unassigned dialogue for which speakers must be inferred.**
	Vocabulary	● Understand the meaning of simple regular plurals formed with the endings s or es or irregular plurals
		● Some variations in words used to assign dialogue (said, asked, cried, and shouted) and adjectives describing the dialogue (quietly,

	loudly)
	● Use details in text to understand new vocabulary
	● Use academic language to talk about genres, forms, literary features, and special types of texts
	● Understand some words that require the use of multiple sources of information (homophones, homographs)
	● Understand the meaning of a range of verbs in all tenses with inflectional endings
	● Add the suffix -er to a word to form a noun that names a person or thing that does something (teach, teacher)
	● Notice and interpret figurative language
	● Identify base words and understand prefixes and suffixes that add or change meaning or functions
	● Use some academic language to talk about literary features: e.g. beginning, ending, problem, solution, character, message, dialogue
	● Understand the connotative meanings of words that contribute to the mood of the texts
	● Derive the meanings of new words and expand meaning of known words using flexible strategies.
	● Derive the meanings of technical words and author-created words in science fiction.
Responding to Text	● Use a variety of writing types such as interactive, dictated, and independent writing
	● Teach how to plan out responses verbally and when writing using evidence from the text
	● Sentence organization/structure
	● Be able to answer who, what, when , where, how, and why
	● Write a summary using events in sequential order from different points of view
	● Make and use graphic organizers in a variety of ways (i.e. compare/contrast, problem/solution, cause/effect)
	● Share opinions of characters and talk about how they could have made different decisions or behaved differently.
	● Notice the author's qualifications to write on a topic.

CONTENT AREA: Reading	Moving Student to Independently Read Level S Text
COURSE: Remedial Reading	Estimated Time needed for intervention: 3-4 Months

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:	BIG IDEA(S):
- LLI Program (Leveled Literacy Intervention) - SIPPS Program (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) - Fountas & Pinnell's The Continuum of Literacy Learning - Instructional activity guide	Through a variety of learning activities, students will explore literature that is representative of various cultures, genres, and formats. Students will experience reading for varied purposes and utilize phonemic awareness, phonics, sight words, and context as a process for decoding print. Students will develop self-monitoring strategies to increase comprehension while examining and utilizing written language structures. Student will learn and use spelling generalizations, develop and expand vocabulary, and communicate both in writing and verbally for a variety of purposes.

ENDURING UNDERSTANDINGS:	ESSENTIAL QUESTIONS:
- Increase phonemic awareness skills - Increase phonics skills - Increase decoding skills - Increase reading fluency - Increase vocabulary - Increase reading comprehension in fiction and nonfiction - Read independently for a purpose (information and/or pleasure) - Incorporate written communication in response to reading giving credible, sufficient evidence to support responses	- Is reading fluent and decoding automatic? - What strategies are used to determine the meaning of new vocabulary? - Can the reader compare/contrast themes, topics, and character traits within and between texts? - Are connections made with other texts to help deepen understanding? - Is understanding demonstrated within a written response? - Are inferences deep and proven with text evidence?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD *i.e. GLE/CLE/MLS/NGSS*	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Comprehension, 4 (a-c)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Vocabulary, 4 (a-f)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Making Connections, 4 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Independent Text, 4 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Fiction, 4 (a-e)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Poetry, 4 (a)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Drama, 4 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Text Features, 4 (a-c)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Literary Techniques, 4 (a-c)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Text Structures, 4 (a-d)	X	
Missouri Learning Standards	Reading Foundations: Phonics, 4 (a-b)	X	
Missouri Learning Standards	Reading Foundations: Fluency, 4 (a)	X	
Missouri Learning Standards	Language: Grammar, 4 (a-i)		X
Missouri Learning Standards	Language: Punctuation, Capitalization, Spelling, 4 (a-i)		X
Missouri Learning Standards	Speaking/Listening: Purpose, 4 (a-c)		X
Missouri Learning Standards	Speaking/Listening: Entertainment, 4 (a)		X

Missouri Learning Standards	Speaking/Listening: Collaborative Discussions, 4 (a-b)		X
Missouri Learning Standards	Speaking/Listening: Presenting, 4 (a-f)		X

Level S	
AT LEVEL S, WHAT SHOULD STUDENTS...	
UNDERSTAND? *Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.*	

All concepts in level R plus:
- Automatically read and understand a full range of genres, including biographies on less well known subjects, hybrid genres, fiction with elaborate plots and complex characters, informational texts, etc.
- Understand perspectives different from their own as well as settings and people far distant in time and space
- Able to process lengthy, complex sentences, containing prepositional phrases, introductory clauses, and lists of nouns, verbs, or adjectives
- Solve new vocabulary words, some defined in the text and some unexplained
- Most reading is silent, but fluency and phrasing in oral reading are well-established
- Readers are challenged by many longer descriptive words and by content-specific/technical words
- Able to take apart multi-syllable words and use a full range of word-solving skills
- Read and understand texts in a variety of layouts and formats
- Consistently search for information in illustrations and increasingly complex graphics
- Make connections across texts, inferring larger meanings

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? *Strategies in **bold** are new to this level*
- *Possible Interventions, teach students to...*

	INTERVENTION ACTIVITY
Concepts of Print/Print Awareness	• All concepts should now be automatic
Phonemic Awareness	• Break apart multisyllable words quickly by syllable
Phonics/Word Structure	• Rapidly and automatically recognize a large number of high-frequency words and other multisyllable words • Uses many different strategies for solving words • Read and solve multisyllabic words using base words and affixes (prefix/suffix) • Read and use a wide range of contractions, possessives, compound words, adjectives, adverbs, comparatives, common and complex connectives • Recognize and use homophones (to, two, too) and homographs (desert/desert) • Read and change plural words including regular and irregular spellings • Use parts of known words to read new words • Read hyphenated words divided across lines and across pages • Some multisyllable proper nouns that are difficult to decode
Fluency	• Read both orally and silently at a rate that reflects fluent processing but also maintains comprehension and accuracy • Stress words that are in bold, italics or varied font • Demonstrate awareness of the full range of punctuation and text structure, i.e. bulleted lists • Slow down to problem solve words or think about ideas and resume reading momentum in short text and some short chapter books • Reread to gather meaning, problem solve, self correct, or confirm word recognition, and language structure

		● Reflects language syntax and meaning through phrasing and expression ● Read dialogue with phrasing and expression that reflects understanding of characters and events ● Self corrects at point of error ● Adjust reading to show awareness of sentence variety ● Adjust reading to recognize the purpose and characteristics of genre ● Adjust reading to reflect a series of steps in a procedural text ● Adjust reading to recognize the tone of a persuasive text ● Show in the voice when words in a text (sometimes shown in italics) reflect unspoken thought ● Demonstrate the ability to skim and scan while reading silently to search for information quickly ● Adjust reading to process texts with difficult and complex layout

	Thinking Strategies and Comprehension	● During book preview
		  ○ Make predictions based on pictures, text structure, genres , nonfiction genres and organizational structure (letters, diaries, journal entries, photo essays, news articles)
		  ○ Predict the plot and characters of a sequel of a known book
		  ○ Make predictions based on knowledge from personal experiences and content knowledge from reading: e.g., food production, environment, nature, problems in society, survival of a species**.**
		● While reading
		  ○ Support predictions with evidence from the text or personal experience and knowledge
		  ○ Text to self and text to text connections in **social issues (bullying, adolescence issues, etc.)** and other subject areas such as social studies, science and people who live in diverse cultures, distant places, different times
		  ○ Make many different kinds & state the nature of connections among texts: e.g., author, illustrator, content, genre, topic, theme or message, events, problem, characters, language and style
		  ○ Notice the evidence a writer provides to show character attributes and motives as the character changes
		  ○ Infer: multiple dimensions of characters, some abstract **& universal** themes and ideas, overarching themes in a collection of short stories, the larger message in a text, from the text that have few or no pictures, the meaning of a range of graphics that require interpretations and are essential to comprehending the text, the writer's purpose in choosing a topic or telling a story, the cause for character traits and for problems that a character experience
		  ○ **Infer potential solutions to the problem and find evidence to support them**
		  ○ **Infer beliefs, customs, and perspectives of people who live in other cultures and in the past and the future**
		  ○ When reading chapter books, make connections between previous events of the plot and what is happening at another point in the text
		  ○ **Use background knowledge of past events to understand historical fiction**
		  ○ Infer complex relationships between and among characters by noticing evidence in their responses and **attitudes** to each other
		  ○ **Describe changing perspective as a story unfolds**
		  ○ Adjust reading to understand that a text can be a collection of short stories related to an overarching theme
		  ○ Monitor understanding of text by:
		    ○ Using wide range of fiction and nonfiction genres
		    ○ Using wide range of forms: e.g. poems, plays, graphic texts, letters, diaries

		○ Using understanding of plot, setting, and character
		● After reading the text
		○ Justify inferences with evidence from the text
		○ Understand that there may be different genres in each of the larger categories of fiction and nonfiction
		○ Identify who is telling the story, 1st, 2nd, and 3rd person, and why the author chose to tell it from that perspective
		○ Make judgments about characters or events in a text (agree or disagree)
		○ Differentiate between what is known and new information
		○ Express changes in ideas after reading a text
		○ Understand the role of supporting characters in a text
		○ Understand and describe if a fiction text is realistic, fantasy, or traditional literature (mostly folktales)
		○ Notice how characters respond to important events and challenges and explain why
		○ Notice elements and basic motifs of fantasy: e.g. the supernatural, imaginary and otherworldly creatures, gods and goddesses, talking animals, struggle between good and evil, magic
		○ Talk about the lessons the story teaches
		○ Talk about what is learned about other cultures from characters or settings
		○ Take on perspectives from diverse cultures and bring cultural knowledge to understanding a text
		○ Notice and think analytically about a writer's use of argument or persuasion
		○ Assess how graphics add to the quality of the text or provide additional information
		○ Evaluate aspects of a text that add to enjoyment or interest: e.g., humorous characters or surprising information
		○ Search for information and language that states or implies the larger message(s) of the text
		○ Summarize a writer's argument or main idea
		○ Synthesize new content from a text and describe it to others with evidence from the text
		○ Summarize a story including important aspects of setting, plot (events, problem, climax, resolution), characters, theme or **moral** lesson (fiction)
		○ Infer the causes for character traits and for problems that a character experiences
		○ Infer traits of multidimensional characters that have both good and bad traits and have choices to make
		○ **Notice a change of perspective and/or narrator within the larger text and hypothesize why the writer has presented the text in this way**
Text Features		● Use specific language to talk about how writers or illustrators use a variety of print features e.g. *front cover, back cover, page, author, illustrator, illustration, photograph, title, label drawing, heading, caption, table of contents, chapter, chapter title, dedication, sidebar, glossary, map, diagram, author's note, illustrator's note, section,* **book jacket, acknowledgments, subheadings, text, pronunciation guide, chart, graph, timeline, index**
		● Notice and discuss how the writer of a graphic text has communicated meaning through illustrations and print
		● Search for specific facts in informational text such as biographies
		● Recognize and explain a writer's use of underlying text structures: e.g., description, compare/contrast, problem/solution, cause /effect, temporal sequence, question and answer, chronological structure
		● Notice and speculate why the writer has selected information to present in particular ways (photographs, captions, boxes, and pictures)
		● Understand that a nonfiction book may have "how-to" procedures embedded within it

		● Understand that a graphic text may represent any fiction or nonfiction genre.
		● Notice the format of a photo essay and understand the purpose.
		● Notice some chains of unassigned dialogue for which speakers must be inferred.
		● Distinguish between fact and opinion.
		● Notice some chains of unassigned dialogue for which speakers must be inferred.
		● **Notice and use the dedication, acknowledgments, author's note, pronunciation guide, glossary, index**
	Vocabulary	● Understand the meaning of simple regular plurals formed with the endings s or es or irregular plurals
		● Some variations in words used to assign dialogue (said, asked, cried, and shouted) and adjectives describing the dialogue (quietly, loudly)
		● Use details in text to understand new vocabulary
		● Use academic language to talk about genres, forms, literary features, and special types of texts
		● Understand some words that require the use of multiple sources of information (homophones, homographs)
		● Understand the meaning of a range of verbs in all tenses with inflectional endings
		● Add the suffix -er to a word to form a noun that names a person or thing that does something (teach, teacher)
		● Notice and interpret figurative language
		● Identify base words and understand prefixes and suffixes that add or change meaning or functions
		● Use some academic language to talk about literary features: e.g. beginning, ending, problem, solution, character, message, dialogue
		● Understand the connotative meanings of words that contribute to the mood of the texts
		● Derive the meanings of new words and expand meaning of known words using flexible strategies
		● Derive the meanings of technical words and author-created words in science fiction
	Responding to Text	● Use a variety of writing types such as interactive, dictated, and independent writing
		● Teach how to plan out responses verbally and when writing using evidence from the text
		● Sentence organization/structure
		● Be able to answer who, what, when , where, how, and why
		● Write a summary using events in sequential order from different points of view
		● Make and use graphic organizers in a variety of ways (i.e. compare/contrast, problem/solution, cause/effect)
		● Share opinions of characters and talk about how they could have made different decisions or behaved differently
		● Notice the author's qualifications to write on a topic
		● **Compare inferences with those of other readers and consider alternative interpretations of characters' motives and the writer's message**
		● **After reading several books by an author, discuss style, use of language, typical content**

CONTENT AREA: Reading	Moving Student to Independently Read Level T Text
COURSE: Remedial Reading	Estimated Time Needed for Intervention: 3-4 Months

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:	BIG IDEA(S):
- LLI Program (Leveled Literacy Intervention) - SIPPS Program (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) - Fountas & Pinnell's The Continuum of Literacy Learning - Instructional activity guide	Through a variety of learning activities, students will explore literature that is representative of various cultures, genres, and formats. Students will experience reading for varied purposes and utilize phonemic awareness, phonics, sight words, and context as a process for decoding print. Students will develop self-monitoring strategies to increase comprehension while examining and utilizing written language structures. Student will learn and use spelling generalizations, develop and expand vocabulary, and communicate both in writing and verbally for a variety of purposes.
ENDURING UNDERSTANDINGS:	ESSENTIAL QUESTIONS:
- Increase phonemic awareness skills - Increase phonics skills - Increase decoding skills - Increase reading fluency - Increase vocabulary - Increase reading comprehension in fiction and nonfiction - Read independently for a purpose (information and/or pleasure) - Incorporate written communication in response to reading giving credible, sufficient evidence to support responses	- Can the reader remember and connect ideas over a long period of time? - Are genre features used to support comprehension and symbolism? - How does the reader understand perspectives that are different from their own? - How does the background knowledge, embedded definitions, and other readers' tools aid in understanding of vocabulary? - Is information searched for and used in an integrated way? (graphics, background knowledge, specific content, etc.) - Can the reader use all their tools to help interpret and comprehend what is happening as well as summarize?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD i.e. GLE/CLE/MLS/NGSS	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Comprehension, 5 (a-c)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Vocabulary, 5 (a-g)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Making Connections, 5 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Independent Text, 5 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Fiction, 5 (a-g)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Poetry, 5 (a-b)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Drama, 5 (a-c)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Text Features, 5 (a-c)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Literary Techniques, 5 (a-g)	X	
Missouri Learning Standards	Reading: Develop and apply skills to the reading process-Text Structures, 5 (a-e)	X	
Missouri Learning Standards	Reading Foundations: Phonics, 5 (a-b)	X	
Missouri Learning Standards	Reading Foundations: Fluency, 5 (a)	X	
Missouri Learning Standards	Language: Grammar, 5 (a-e)		X

Missouri Learning Standards	Language: Punctuation, Capitalization, Spelling, 5 (a-j)		X
Missouri Learning Standards	Speaking/Listening: Purpose, 5 (a-d)		X
Missouri Learning Standards	Speaking/Listening: Entertainment, 5 (a)		X
Missouri Learning Standards	Speaking/Listening: Collaborative Discussions, 5 (a-b)		X
Missouri Learning Standards	Speaking/Listening: Presenting, 5 (a-c)		X

Level T
AT LEVEL T, WHAT SHOULD STUDENTS…
UNDERSTAND?   *Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.*

All concepts in level S plus:
- Automatically read and understand a full range of genres, including biographies on less well known subjects, hybrid genres, fiction with elaborate plots and complex characters, informational texts, etc.
- Able to read longer texts and remember information and connect ideas over a long period of time (a week or two)
- Read and interpret complex fantasy, myths, legends that contain symbolism
- Understand perspectives different from their own
- Understand settings and people far distant in time and space
- Readers are challenged by many longer descriptive words and by content-specific/technical words
- Read and understand texts in a variety of layouts and formats

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? *Strategies in **bold** are new to this level*   ● *Possible Interventions, teach students to...*
INTERVENTION ACTIVITY

Concepts of Print/Print Awareness	● All concepts should now be automatic
Phonemic Awareness	● Break apart the syllables in multisyllabic words
Phonics/Word Structure	● Rapidly and automatically recognize a large number of high-frequency words and other multisyllable words ● Use a wide range of strategies for solving multisyllable words (i.e. using syllables, spelling patterns, complex letter-sound relationships, base words and affixes, context clues, text resources, simple or complex word parts) ● Recognize and use word roots (Greek and Latin) to take apart and determine meanings of English words (*geo* meaning "the earth" and *graph* meaning " ● Recognize and use homophones (to, two, too) and homographs (desert/desert) ● Read and change plural words including regular and irregular spellings ● Use parts of known words to read new words ● Read hyphenated words divided across lines and across pages ● Some multisyllable proper nouns, **words from other languages, and technical words** that are difficult to decode
Fluency	● Read both orally and silently at a rate that reflects fluent processing but also maintains comprehension and accuracy ● Stress words that are in bold, italics or varied font ● Demonstrate awareness of the full range of punctuation and text structure, i.e. bulleted lists ● Slow down to problem solve words or think about ideas and resume reading momentum in short text and some short chapter books ● Reread to gather meaning, problem solve, self correct, or confirm word recognition, and language structure

		● Reflects language syntax and meaning through phrasing and expression ● Read dialogue with phrasing and expression that reflects understanding of characters and events ● Self corrects at point of error ● Adjust reading to show awareness of sentence variety ● Adjust reading to recognize the purpose and characteristics of genre ● Adjust reading to reflect a series of steps in a procedural text ● Adjust reading to recognize the tone of a persuasive text ● Show in the voice when words in a text (sometimes shown in italics) reflect unspoken thought ● Demonstrate the ability to skim and scan while reading silently to search for information quickly ● Adjust reading to process texts with difficult and complex layout ● **In oral reading, show recognition of and adjust for a wide range of declarative, imperative, exclamatory, or interactive sentences** ● **Use the voice to reflect disciplinary content in different ways; e.g., historical account vs. scientific argument**

	Thinking Strategies and Comprehension	● During book preview
		  ○ Make predictions based on knowledge, personal experience, and experience with text, **plot structure, and content area study**
		  ○ Make predictions based on pictures, text structure, genres , nonfiction genres and organizational structure
		  ○ Predict the plot and characters of a sequel of a known book
		  ○ Make predictions based on knowledge from personal experiences and from reading: e.g., food production, environment, nature, problems in society, survival of a species.
		● While reading
		  ○ Support predictions with evidence from the text or personal experience and knowledge
		  ○ Text to self and text to text connections in other subject areas such as social studies, science
		  ○ **Use multiple sources of information to confirm or disprove predictions, including text and illustrations**
		  ○ **Make connections between fiction and nonfiction texts that have the same setting**
		  ○ Notice the evidence a writer provides to show character attributes and motives as the character changes
		  ○ Use chapter titles to foreshadow content
		  ○ Infer: multiple dimensions of characters, some abstract themes and ideas, overarching themes in a collection of short stories; the writer's messages in a text; the larger message in a text; from the text that have few or no pictures; the meaning of a range of graphics that require interpretations and are essential to comprehending the text; the writer's purpose in choosing a topic or telling a story; **the impact of the setting on the subject of a biography and the motives or reasons for the subject's decisions, feelings of multiple characters across complex plots with some subplots, circular plots, parallel plots; meaning of some simple symbolism, a writer's beliefs or biases; emotions conveyed by pictures, the mood of the text from the characteristics of the illustrations; the significance of design and other features of the pretext**
		  ○ When reading chapter books, make connections between previous events of the plot and what is happening at another point in the text
		  ○ Infer complex relationships between and among characters by noticing evidence in their responses to each other
		  ○ Adjust reading to understand that a text can be a collection of short stories related to an overarching theme.
		  ○ Monitor understanding of text by:
		    ○ Using wide range of fiction and nonfiction genres.

- - - Using wide range of forms: e.g. poems, plays, graphic texts, letters, diaries.
    - Using understanding of plot, setting, and character.
  - Adjust reading to follow texts that change perspective and/or narrator within the larger narrative.
  - Describe changing perspective as the story unfolds.
  - Use background knowledge of past events to understand historical fiction.
  - **Search for information in a variety of narrative structures: e.g., story-within-a-story, (framed narrative); flashback, flash-forward, time-lapse (fractured narrative); circular narrative; multiple of parallel plots**
  - **Use previous reading of nonfiction to understand the events in historical fiction**
  - **Use scientific knowledge to understand fantasy and science fiction**
  - **Understand that fiction or nonfiction genres may be combined within one text**
  - **Mentally form categories of related information and revise them as new information is acquired across texts**
  - **Integrate new information and ideas to consciously create new understanding**
- After reading the text
  - Compare and contrast text of the same genre
  - Justify inferences with evidence from the text
  - Summarize the story including plot, events, problem, resolution, and characters
  - Understand that there may be different genres in each of the larger categories of fiction and nonfiction
  - Identify who is telling the story, 1st, 2nd and 3rd person, and why the author chose to tell it from that perspective
  - Make judgments about characters or events in a text (agree or disagree)
  - Notice elements and basic motifs of fantasy: e.g. the supernatural, imaginary and otherworldly creatures, gods and goddesses, talking animals, struggle between good and evil, magic
  - Synthesize new content from texts
  - Take on perspectives from diverse cultures and bring cultural knowledge to understanding a text
  - Notice and think analytically about a writer's use of argument or persuasion.
  - Assess how graphics add to the quality of the text or provide additional information.
  - Evaluate aspects of a text that add to enjoyment or interest: e.g., humorous characters or surprising information.
  - Search for information and language that states or implies the larger message(s) of the text.
  - Summarize a writer's argument or main idea.
  - Synthesize new content from a text and describe it to others with evidence from the text.
  - Summarize a story including important aspects of setting, plot (events, problem, climax, resolution), characters, theme or lesson (fiction)
  - Infer the causes for character traits and for problems that a character experiences
  - Infer traits of multidimensional characters that have both good and bad traits and have choices to make.
  - Infer potential solutions to the story problem and find evidence to support them
  - Infer universal human themes and issues that affect human problems across the world
  - Infer beliefs, customs, and perspectives of people who live in other cultures or live in the near and distant past
  - Distinguish between fact and opinion
  - **Explicitly state new knowledge, idea, attitudes, new content and ideas gained while reading fiction and nonfiction texts**
  - **Apply perspective learned from reading fiction to issues and problems that face preadolescents: e.g., peer pressure, social**

		relationships, bullying, maturation
		○ **Discuss a writer's purpose in selecting a particular genre, topic, subject, or type of narrative structure**
		○ **Understand that fiction and nonfiction genres may be combined within one text**
		○ **Notice and understand expository text structure (categorized information) and the use of narrative structure for biographical text and other types of narrative nonfiction**
		○ **Understand the characteristics of settings (cultural, physical, historical) and the way they affect character's attitudes and decisions**
		○ **Think analytically about the significance of the setting and its importance to the plot**
		○ **Notice how a writer reveals main and supporting characters by what they do, think, or say and by what others say about them or how others respond to them**
		○ **Analyze the roles of supporting characters and how they are important or unimportant in the story and in the development of main characters**
		○ **Understand that a writer selects 1st, 3rd, or 2nd person point of view to tell a story and also may use several points of view within the same story**
		○ **Notice the logic and structure of a writer's argument**
		○ **Notice how a writer uses language in a persuasive way; and agree or disagree with a writer's arguments**
		○ **Now how the writer/illustrator selects and places photos in a way that tells a story or communicates a larger meaning in a photo essay**
		○ **Use some academic language to talk about genres and literary features**
	Text Features	● Use specific language to talk about how writers or illustrators use a variety of print features e.g. *front cover, back cover, page, author, illustrator, illustration, photograph, title, label drawing, heading, caption, table of contents, chapter, chapter title, dedication, sidebar, glossary, map, diagram, author's note, illustrator's note, section*
		● Notice and discuss how the writer of a graphic text has communicated meaning through illustrations and print
		● Search for specific facts in informational text such as biographies
		● Recognize and explain a writer's use of underlying text structures: e.g., description, compare/contrast, problem/solution, cause /effect, temporal sequence, question and answer, chronological structure
		● Notice and speculate why the writer has selected information to present in particular ways (photographs, captions, boxes, and pictures)
		● Understand that a nonfiction book may have "how-to" procedures embedded within it
		● Understand that a graphic text may represent any fiction or nonfiction genre.
		● Notice the format of a photo essay and understand the purpose.
		● Notice some chains of unassigned dialogue for which speakers must be inferred.
		● Notice and use the dedication, acknowledgments, author's note, pronunciation guide, glossary, index, foreword, footnote, endnote, epilogue, appendix, references
		● **Notice the references and assurances the writer's provides to authentic a text**
		● **Distinguish between primary and secondary sources and think critically about the authenticity of a text**
	Vocabulary	● Understand the meaning of simple regular plurals formed with the endings s or es or irregular plurals
		● Some variations in words used to assign dialogue (said, asked, cried, and shouted) and adjectives describing the dialogue (quietly, loudly)

	● Use details in text to understand new vocabulary ● Use academic language to talk about genres, forms, literary features, and special types of texts ● Understand some words that require the use of multiple sources of information (homophones, homographs) ● Understand the meaning of a range of verbs in all tenses with inflectional endings ● Add the suffix -er to a word to form a noun that names a person or thing that does something (teach, teacher) ● Notice and interpret figurative language ● Identify base words and understand prefixes and suffixes that add or change meaning or functions ● Use some academic language to talk about literary features: e.g. beginning, ending, problem, solution, character, message, dialogue ● Understand the connotative meanings of words that contribute to the mood of the texts ● Derive the meanings of new words and expand meaning of known words using flexible strategies. ● Derive the meanings of technical words and author-created words in science fiction. ● **Understand how a writer uses words in a text to indicate perspectives or point of view: i.e., first person, second person, third person** ● **Understand words used in regional or historical dialects, slang, languages other than English, and some archaic words**
Responding to Text	● Use a variety of writing types such as interactive, dictated, and independent writing ● Teach how to plan out responses verbally and when writing using evidence from the text ● Sentence organization/structure ● Be able to answer who, what, when , where, how, and why ● Write a summary using events in sequential order from different points of view ● Make and use graphic organizers in a variety of ways (i.e. compare/contrast, problem/solution, cause/effect) ● Share opinions of characters and talk about how they could have made different decisions or behaved differently. ● **Present a concise, organized oral summary that includes all important information.** ● Compare inferences with those of other readers and consider alternative interpretations of characters' motives and the writer's message. ● After reading several books by an author, discuss style, use of language, typical content. ● Notice the author's qualifications to write on a topic. ● **Talk about lessons learned from a character's experience and behavior in a text.** ● **Talk about new ways of thinking that spring from vicarious experiences in reading a fiction text.** ● **Agree or disagree with a writer's arguments and give rationales for opinions.**

K-5 ELA Missouri Learning Standards: Grade-Level Expectations

Reading

1	Develop and apply skills to the reading process.					
	Grade K	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
A	With assistance, develop and demonstrate reading skills in response to read-alouds by:	Develop and demonstrate reading skills in response to reading text and read-alouds by:	Develop and demonstrate reading skills in response to text by:	Develop and demonstrate reading skills in response to text by:	Develop and demonstrate reading skills in response to text by:	Develop and demonstrate reading skills in response to text by:
Comprehension **6-12 Correlation Reading Literary 1A, Reading Informational 1A**	a. predicting what might happen next in a text based on the cover, title, and illustrations b. asking and responding to questions about texts read aloud c. retelling main ideas or important facts from a read aloud or familiar story d. connecting the information and events of a text to experiences e. recognizing beginning, middle, and end	a. predicting what will happen next using prior knowledge b. asking and responding to relevant questions c. seeking clarification and locating facts and details about stories and other texts d. retelling main ideas in sequence including key details e. recognizing beginning, middle, and end f. monitoring comprehension and making corrections and adjustments when that understanding breaks down	a. using text features to make and confirm predictions, explain why not confirmed b. asking and responding to relevant questions c. seeking clarification and using information/ facts and details about texts and supporting answers with evidence from text d. retelling a story's beginning, middle, and end and determining its central message, lesson, or moral e. monitoring comprehension and making corrections and adjustments when understanding breaks down	a. explaining how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story b. drawing conclusions and support with textual evidence c. summarizing a story's beginning, middle, and end determining its central message, lesson, or moral d. monitoring comprehension and making corrections and adjustments when understanding breaks down Continue to address earlier standards as needed and as applies to more difficult texts.	a. drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text b. drawing conclusions by providing textual evidence of what the text says explicitly c. monitoring comprehension and making corrections and adjustments when understanding breaks down	a. drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text b. drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text c. monitoring comprehension and making corrections and adjustments when understanding breaks down

1	Develop and apply skills to the reading process.					
	Grade K	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
B Vocabulary 6-12 Correlation Reading Literary 1B, Reading Informational 1B	With assistance, develop an understanding of vocabulary by: a. identifying and sorting pictures of objects into conceptual categories b. demonstrating understanding of opposites (antonyms) c. distinguishing meaning between verbs describing the same action d. using a picture dictionary to find words e. using words and phrases acquired through conversations, reading and being read to, and responding to texts	Develop an understanding of vocabulary by: a. using common affixes to figure out the meaning of a word b. identifying common root words and their inflectional endings c. identifying words that name actions and words that name persons, places, or things d. recognizing that compound words are made up of shorter words e. determining what words mean from how they are used in context of a sentence either heard or read f. sorting words into conceptual categories g. distinguishing shades of meaning among verbs and adjectives h. locating words in a dictionary	Develop an understanding of vocabulary by: a. using prefixes, root words, and suffixes to determine the meaning of words b. using knowledge of the meaning of individual words to determine the meaning of compound words c. using context to determine the meaning of a new word or multiple-meaning word in text d. using antonyms and synonyms e. locating words in a dictionary or glossary to determine or clarify the meaning of words or phrases f. distinguishing meaning among closely related verbs and adjectives	Develop an understanding of vocabulary by: a. decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words b. using sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple-meaning words c. using homographs and homophones d. distinguishing the literal and non-literal meanings of words and phrases in context e. determining the meaning of the new word formed when a known affix is added to a known base word	Develop an understanding of vocabulary by: a. determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes b. using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words c. completing analogies d. identifying the meaning of common idioms and figurative language e. using a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words	Develop an understanding of vocabulary by: a. determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context b. using context to determine meaning of unfamiliar or multiple-meaning words c. constructing analogies d. explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text e. identifying and using words and phrases that signal contrast, addition, and relationships

Reading

1	Develop and apply skills to the reading process.					
	Grade K	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
B (cont'd) **Vocabulary** **6-12 Correlation Reading Literary 1B, Reading Informational 1B**		i. using words and phrases acquired through conversations, reading and being read to, and responding to texts	g. recognizing that some words have literal and non-literal meanings h. using conversational, general academic, and domain-specific words and phrases	f. using a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words g. discussing analogies h. determining the meaning of the author's use of similes and metaphors to produce imagery i. using conversational, general academic, and domain-specific words and phrases	f. using conversational, general academic, and domain-specific words and phrases	f. using a dictionary, a glossary, or a thesaurus (printed or electronic) to determine pronunciations, parts of speech, meanings, and alternate word choices g. using conversational, general academic, and domain-specific words and phrases

Reading

1	Develop and apply skills to the reading process.					
	Grade K	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
C Making Connections 6-12 Correlation Reading Literary 3B	With assistance, determine the connection between: a. text to self (text ideas and own experiences) b. text to text (text ideas including similarities and differences in fiction and nonfiction)	Determine the connection between: a. text to text (text ideas, including similarities and differences in fiction and nonfiction)	Determine the relevant connections between: a. text to text (text ideas, including similarities and differences regarding information and relationships in fiction and nonfiction) b. text to world (text ideas regarding experiences in the world)	Explain relevant connections between: a. text to text (ideas and information in various fiction and nonfiction works, using compare and contrast) b. text to world (text ideas regarding experiences in the world)	Explain relevant connections between: a. text to text (ideas and information in various fiction and nonfiction works, using compare and contrast) b. text to world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural and historical time frame)	Compare, contrast, and analyze relevant connections between: a. text to text (ideas and information in various fiction and nonfiction works, using compare and contrast) b. text to world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural and historical time frame)

As students mature and grow as readers, the text level and connections should become more complex.

1	Develop and apply skills to the reading process.					
	Grade K	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
D Independent Text No 6- 12 Correlation	Read independently for sustained periods of time by: a. engaging with text as developmentally appropriate	Read independently for multiple purposes over sustained periods of time by: a. engaging with and reading text that is developmentally appropriate b. producing evidence of reading	Read independently for multiple purposes over sustained periods of time by: a. reading text that is developmentally appropriate b. producing evidence of reading	Read independently for multiple purposes over sustained periods of time by: a. reading text that is developmentally appropriate b. producing evidence of reading	Read independently for multiple purposes over sustained periods of time by: a. reading text that is developmentally appropriate b. producing evidence of reading	Read independently for multiple purposes over sustained periods of time by: a. reading text that is developmentally appropriate b. producing evidence of reading

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**
A	With assistance, read, infer, and draw conclusions to:	Read, infer, analyze, and draw conclusions to:	Read, infer, analyze, and draw conclusions to:	Read, infer, analyze, and draw conclusions to:	Read, infer, analyze, and draw conclusions to:	Read, infer, analyze, and draw conclusions :
Fiction 6-12 Correlation Reading Literary 1A	a. identify elements of a story, including setting, character, and key events b. retell a main event from a story read aloud and familiar stories c. recognize sensory details and recurring phrases d. recognize different types of texts e. name author and illustrator of a story and describe how each is telling the story f. compare and contrast adventures of characters in familiar stories g. ask and answer questions about unknown words in text	a. describe characters, setting, problem, solution, and events in logical sequences b. describe the main idea of a story c. describe sensory details d. explain recurring phrases and why they are used e. explain the actions of the main character and the reasons for those actions f. identify who is telling the story g. compare and contrast adventures and experiences of characters in stories	a. describe the setting, problems, solutions, sequence of events (plot), and big idea or moral lesson b. describe the main characters in works of fiction, including their traits, motivations, and feelings c. compare and contrast different versions of the same story with respect to their characters, settings, and sequence of events d. describe cause-and-effect relationships e. explain how the story changes based on who is telling the story f. compare and contrast the differences in points of view of characters and how stories are narrated	a. summarize and sequence the events/plot and explain how past events impact future events b. describe the personality traits of characters from their thoughts, words, and actions c. describe the interaction of characters, including relationships and how they change d. paraphrase the big idea/themes and supporting details of texts e. compare and contrast key elements in various types of fiction f. explain cause-and-effect relationships g. distinguish their own point of view from that of the narrator or those of the characters	a. summarize and sequence the events/plot, explain how past events impact future events, and identify the theme b. describe the personality traits of characters from their thoughts, words, and actions c. describe the interaction of characters, including relationships and how they change d. compare and contrast the adventures or exploits of characters and their roles e. compare and contrast the point of view from which stories are narrated; explain whether the narrator or speaker of a story is first or third person	a. compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts b. explain the theme or moral lesson, conflict, and resolution in a story or novel c. describe how a narrator's or speaker's point of view influences events d. recognize foreshadowing e. explain the effect of a historical event or movement in literature f. introduce origin myths and culturally significant characters/events in mythology g. introduce different forms of third-person points of view in stories

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**
B	With assistance, read, infer, and draw conclusions to: a. respond to rhythm and rhyme through identifying a regular beat and similarities in word sounds	Read, infer, and draw conclusions to: a. use rhythm, rhyme, and alliteration through identifying a regular beat and similarities in word sounds	Read, infer, and draw conclusions to: a. describe how rhythm, rhyme, and repetition create imagery in poetry b. use onomatopoeia	Read, infer, and draw conclusions to: a. use examples of alliteration b. identify basic forms of poetry	Read, infer, and draw conclusions to: a. explain structural elements of poetry	Read, infer, and draw conclusions to: a. explain how poets use sound and visual elements in poetry b. identify forms of poems

Poetry
6-12 Correlation Reading Literary 1A, 2A, 2C

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**
C **Drama** **6-12 Correlation Reading Literary 1A, 2A, 2C**	With assistance, read, infer, and draw conclusions to: a. identify characters in a puppet play or performance by actors	Read, infer, and draw conclusions to: a. identify characters and dialogue in plays or performances by actors b. recognize sensory details in literary texts	Read, infer, and draw conclusions to: a. identify characters, setting, acts, and scenes in plays b. identify the elements of dialogue and use them in informal plays	Read, infer, and draw conclusions to: a. explain the elements of plot, setting, and character as presented through dialogue in scripts that are read or viewed b. identify language that creates a graphic visual experience and appeals to the senses	Read, infer, and draw conclusions to: a. analyze how characters change from the beginning to the end of a play or film b. explain structural elements of dramatic literature	Read, infer, and draw conclusions to: a. analyze the similarities between an original text and its dramatic adaptation b. identify structural elements of dramatic literature c. evaluate the critical impact of sensory details, imagery, and figurative language

Reading

3	Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.					
	Grade K	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
A	With assistance, read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:
Text Features **6-12 Correlation Reading Informational 1A, 1C**	a. identify the topic and details in an expository text heard and/or read, referring to the words and/or illustrations b. use titles and illustrations to make predictions about text c. identify text features d. identify the meaning of environmental print	a. use text features to restate the main idea b. explain facts or details using text features and distinguish between which facts were provided by pictures and which facts were conveyed via words c. use text features to locate specific information in text d. follow written multi-step directions with picture cues to assist with understanding	a. identify the main idea of sections of text and distinguish it from the topic b. demonstrate understanding by locating facts to answer and/or ask questions c. use text features to locate specific information d. explain common graphic features to assist in the interpretation of text e. follow written multi-step directions f. describe connections between and state the order of the events or ideas	a. explain the author's purpose b. identify the details or facts that support the main idea c. use text and graphic features to locate information and to make and verify predictions d. follow and explain a set of written multi-step directions e. describe the relationship between events, ideas, concepts, or steps	a. use multiple text features to locate information and gain an overview of the contents of text b. describe the sequence of events, ideas, concepts, or steps needed to carry out a procedure c. interpret and explain factual information presented graphically	a. use multiple text features and graphics to locate information and gain an overview of the contents of text information b. interpret details from procedural text to complete a task, solve a problem, or perform an action c. interpret factual or quantitative information

Reading

3	Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g. narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.					
	Grade K	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
B	With assistance, read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:
Literary Techniques **6-12 Correlation Reading Informational 1D, 2D, 2B, 2C**	a. respond to examples of sensory details	a. distinguish between fiction and nonfiction b. identify examples of sensory details	a. explain why a text is fiction or nonfiction b. ask and answer questions to clarify meaning c. explain examples of sensory details	a. distinguish the difference between a biography and an autobiography b. distinguish fact from opinion c. distinguish point of view from what the author is trying to persuade the reader to think or do d. explain examples of sound devices, literal and nonliteral meanings, and figurative language	a. explain similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography b. analyze, make inferences, and draw conclusions about persuasive text; use evidence from the text to explain the author's purpose; and support the analysis c. explain how an author uses language to present information to influence what the reader thinks or does	a. evaluate if the author's purpose was achieved, identify reasons for the decision, and provide evidence to support the claim b. analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent c. verify facts through established methods d. identify the author's viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument e. recognize exaggerated, contradictory, or misleading statements

3	Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g. narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
B (cont'd) Literary Techniques 6-12 Correlation Reading Informational 1D, 2D, 2B, 2C						f. explain the type of evidence used to support a claim in a persuasive text g. use reasoning to determine the logic of an author's conclusion and provide evidence to support reasoning

Reading

3	Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g. narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.					
	Grade K	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
C	With assistance, read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:
Text Structures 6-12 Correlation Reading Informational 2A	a. ask and answer questions to clarify meaning b. identify basic similarities and differences between two texts on the same topic c. name the main topic and recall key details of the text d. ask and answer questions about unknown words in a text	a. ask and answer questions to clarify meaning b. identify main ideas and provide supporting details c. describe the connection between two individuals, events, ideas, or pieces of information in a text d. identify reasons an author gives to support points in a text e. identify similarities and differences between texts on the same topic	a. explain main ideas and supporting details b. describe the connection between events and retell the sequence of events c. describe the connection between and identify problems and solutions d. identify the author's purpose e. compare and contrast the most important points presented by text on the same topic	a. describe relationships among events, ideas, concepts, and cause and effect in texts b. explain the relationship between problems and solutions c. use information gained from illustrations and words to demonstrate understanding of the text d. explain the author's purpose e. compare and contrast the most important points and key details presented in texts on the same topic	a. distinguish fact from opinion in a text and explain how to verify what is a fact b. explain explicit and implicit relationships among ideas in texts c. explain author's purpose d. compare and contrast a firsthand and secondhand account of the same event or topic	a. identify devices used in biographies and autobiographies, including how an author presents major events in a person's life b. explain the difference between a stated and implied purpose for an expository text c. analyze how the pattern of organization of a text influences the relationships d. analyze multiple accounts of the same event or topic, noting similarities and differences in the point of view e. integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably

4	Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.					4
	Grade K	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
A	With assistance, develop an awareness of media literacy by: a. identifying different forms of media b. identifying techniques used in media	With assistance, develop an awareness of media literacy by: a. distinguishing purposes of media b. explaining techniques used in media	Read to develop an understanding of media and its components by: a. explaining purposes of media b. describing techniques used to create media messages c. identifying various written conventions for using digital media	Read to develop an understanding of media and its components by: a. understanding how communication changes when moving from one genre of media to another b. explaining how various design techniques used in media influence the message c. comparing various written conventions used for digital media d. identifying text structures and graphics features of a web page	Read to develop an understanding of media and its components by: a. explaining the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior b. explaining how various design techniques used in media influence the message c. comparing various written conventions used for digital media d. explaining text structures and graphics features of a web page and how they help readers to comprehend text	Read to develop an understanding of media and its components by: a. explaining how messages conveyed in various forms of media are presented differently b. comparing and contrasting the difference in techniques used in media c. identifying the point of view of media presentations d. analyzing various digital media venues for levels of formality and informality e. explaining textual and graphics features of a web page and how they help readers to comprehend text

Digital and Media Literacy
6-12 Correlation Reading Literary 3A

Reading Foundations

1	Understand how English is written and read (Start of Reading Foundations).					
	Grade K	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
A Print Awareness No 6-12 Correlation	Develop print awareness in the reading process by: a. identifying all upper- and lower-case letters b. sequencing the letters of the alphabet c. demonstrating that books are read left to right, top to bottom d. demonstrating that written words are made up of different letters e. knowing that a sentence is comprised of a group of words separated by spaces f. demonstrating one-to-one correspondence between spoken words and written words	Develop print awareness in the reading process by: a. recognizing that sentences are comprised of words separated by spaces b. recognizing the distinguishing features of a sentence	Develop print awareness in the reading process by: a. understanding that sentences are organized into paragraphs to convey meaning			

2	Understand how English is written and read.					
	Grade K	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
A *Phonemic Awareness No 6-12 Correlation*	Develop phonemic awareness in the reading process by: a. identifying sounds in spoken words b. producing rhymes in response to spoken words c. distinguishing orally presented rhyming pairs of words from non-rhyming pairs d. recognizing spoken alliteration or groups of words that begin with the same onset or initial sound e. blending spoken onsets and rimes to form simple words f. blending spoken phonemes to form one-syllable words g. isolating the initial, medial, and final sounds in spoken words h. segmenting spoken words into two or three phonemes	Develop phonemic awareness in the reading process by: a. producing and identifying sounds and syllables in spoken words b. distinguishing between long and short vowel sounds c. recognizing the change in a spoken word when a specific phoneme is added, changed, or removed d. blending spoken phonemes to form one- or two-syllable words including consonant blends e. segmenting spoken words of three to five phonemes into individual phonemes				

3	Understand how English is written and read.					
	Grade K	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
A	Develop phonics in the reading process by:	Develop phonics in the reading process by:	Develop phonics in the reading process by:	Develop phonics in the reading process by:	Develop phonics in the reading process by:	Develop phonics in the reading process by:
Phonics **No 6-12 Correlation**	a. producing and writing letter(s) for most short vowel and consonant sounds b. reading high-frequency words c. blending letter sounds to decode simple words d. recognizing that new words can be created when letters are changed, added, or deleted and using letter-sound knowledge to write simple messages and words	a. decoding words in context by using letter-sound knowledge b. identifying letters for the spelling of short and long vowels c. producing consonant blends d. producing consonant digraphs e. combining sounds from letters and common spelling patterns to create and decode recognizable words f. using syllabication patterns to decode words g. reading irregularly spelled words h. reading root words with inflectional endings i. reading contractions and compound words j. reading high-frequency words k. demonstrating decoding skills when reading	a. decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs b. distinguishing long and short vowels when reading regularly spelled one-syllable words c. decoding regularly spelled two-syllable words with long vowels d. decoding words with vowel diphthongs e. decoding words with vowel digraphs f. reading words with common prefixes and suffixes g. using contractions	a. decoding multisyllabic words in context and independent of context by applying common spelling patterns b. decoding words that double final consonants when adding an ending c. using the meaning of common prefixes and suffixes d. using the meaning of homophones e. decoding known and unknown words by spelling patterns f. reading irregularly spelled high-frequency words	a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context b. reading root words, prefixes, and suffixes and important words from specific content curricula Continue to address earlier standards as needed and as applies to more difficult texts.	a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context b. reading root words, prefixes, suffixes, and important words from all specific content curricula

3	Understand how English is written and read.					
	Grade K	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
A (cont'd) **Phonics No 6-12 Correlation**			h. using common syllable patterns to decode words including *r*-controlled vowels i. reading irregularly spelled high-frequency words j. demonstrating decoding skills when reading new words in a text			

4	Understand how English is written and read.					
	Grade K	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
A **Fluency** **No 6-12 Correlation**	Read, with support, appropriate texts with purpose and understanding	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension a. use context to confirm or self-correct word recognition and understanding, rereading as necessary	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension a. use context to confirm or self-correct word recognition and understanding, rereading as necessary	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension a. use context to confirm or self-correct word recognition and understanding, rereading as necessary	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension a. use context to confirm or self-correct word recognition and understanding, rereading as necessary	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension a. use context to confirm or self-correct word recognition and understanding, rereading as necessary

Writing

1	Apply a writing process to develop a text for audience and purpose.					
	Grade K	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
A Prewriting 6-12 Correlation Writing 2A	Follow a writing process, with assistance, to generate a writing plan through: a. using pictures, oral language or written letters, and/or words	Follow a writing process to plan a first draft by: a. brainstorming and recording key ideas	Follow a writing process to plan a first draft by: a. brainstorming and recording key ideas using a graphic organizer	Follow a writing process to plan a first draft by: a. using a simple prewriting strategy when given the purpose and the intended audience	Follow a writing process to plan a first draft by: a. selecting a genre appropriate for conveying the purpose to an intended audience b. formulating questions related to the topic c. accessing prior knowledge or building background knowledge related to the topic d. using a prewriting strategy	Follow a writing process to plan a first draft by: a. selecting a genre appropriate for conveying the purpose to an intended audience b. formulating questions related to the topic c. accessing prior knowledge or building background knowledge related to the topic d. using a prewriting strategy

Writing

1	Apply a writing process to develop a text for audience and purpose.					
	Grade K	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
B **Draft** **6-12 Correlation Writing 2A**	Appropriate to genre type, develop a draft from prewriting by: a. sequencing the actions or details through letters, words, and pictures *Note: Refer to **Grade K, W2A-C** genre-specific standards.*	Appropriate to genre type, develop a draft from prewriting by: a. sequencing ideas into sentences and staying on topic throughout the text b. generating evidence of a simple opening and simple closing *Note: Refer to **Grade 1**, **W2A-C** genre-specific standards.*	Appropriate to genre type, develop a draft from prewriting by: a. sequencing ideas into clear and coherent sentences b. generating paragraphs with one main idea c. creating evidence of a beginning, middle, and end d. addressing an appropriate audience *Note: Refer **to Grade 2**, **W2A-C** genre-specific standards.*	Appropriate to genre type, develop a draft from prewriting by: a. generating a main idea to support a multiple-paragraph text using a variety of sentence types, including imperative and exclamatory b. supporting the topic sentences within each paragraph with facts and details (from sources when appropriate) c. categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end d. addressing an appropriate audience *Note: Refer to **Grade 3**, **W2A-C** genre-specific standards.*	Appropriate to genre type, develop a draft from prewriting by: a. generating a main idea to support a multiple-paragraph text, using a variety of sentence types, including compound b. establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph c. categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs d. addressing an appropriate audience *Note: Refer to **Grade 4**, **W2A-C** genre-specific standards.*	Appropriate to genre type, develop a draft from prewriting by: a. choosing an appropriate organizational structure and building on one main idea to create a multiple-paragraph text appropriate to the genre b. establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph c. categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure

Writing

1	Apply a writing process to develop a text for audience and purpose.					
	Grade K	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
B (cont'd) Draft 6-12 Correlation Writing 2A						d. restating the overall main idea in the concluding statement e. addressing an appropriate audience, organization, and purpose ***Note:*** *Refer to* **Grade 5, W2A-C** *genre-specific standards.*

Writing

1	Apply a writing process to develop a text for audience and purpose.					
	Grade K	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
C	Reread, revise, and edit drafts with assistance from adults/peers to:	Reread, revise, and edit drafts with assistance from adults/peers to:	Reread, revise, and edit drafts with assistance from adults/peers to:	Reread, revise, and edit drafts with assistance from adults/peers to:	Reread, revise, and edit drafts with assistance to:	Reread, revise, and edit drafts with assistance to:
Revise/Edit **6-12 Correlation Writing 3A**	a. respond to questions and suggestions, adding details to strengthen writing b. edit by leaving spaces between words in a sentence	a. respond to questions and suggestions, clarifying meaning by adding details to sentence construction and strengthening writing b. edit by leaving spaces between words in sentences c. edit for language conventions	a. strengthen writing as needed by revising • main idea • details • word choice • sentence construction • event order • audience • voice b. edit for language conventions	a. develop and strengthen writing by revising • main idea • sequence (ideas) • focus • beginning/middle/end • details/facts (from sources, when appropriate) • word choice (related to the topic) • sentence structure • transitions • audience and purpose • voice b. edit for language conventions	a. develop and strengthen writing by revising • main idea • sequence (ideas) • focus • beginning/middle/end • details/facts (from multiple sources, when appropriate) • word choice (related to the topic) • sentence structure • transitions • audience and purpose • voice b. edit for language conventions	a. develop and strengthen writing by revising • main idea • sequence (ideas) • focus • organizational structure • details/facts (from multiple sources, when appropriate) • word choice (related to the topic) • sentence structure • transitions • audience and purpose • voice b. edit for language conventions

Writing

1	Apply a writing process to develop a text for audience and purpose.					
	Grade K	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
D	With assistance from adults/peers:	With assistance from adults/peers:	With assistance from adults/peers:	With assistance from adults/peers:	With assistance from adults/peers:	With assistance from adults/peers:
Produce/Publish and Share Writing 6-12 Correlation Writing 2A	a. explore a variety of conventional/digital tools to produce and publish writing	a. use a variety of conventional/digital tools to produce and publish writing	a. use a variety of conventional/digital tools to produce and publish writing b. introduce keyboarding skills	a. use a variety of conventional tools and technology (including keyboarding skills) to produce and publish writing as well as to interact and collaborate with others	a. use technology, including the Internet, to produce and publish writing b. demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single sitting	a. use technology, including the Internet, to produce and publish writing b. demonstrate sufficient command of keyboarding skills to type a minimum of two pages, ideally in a single sitting
	*Note: Refer to **Grade K, W2A-C** genre-specific standards.*	*Note: Refer to **Grade 1**, **W2A-C** genre-specific standards.*	*Note: Refer to **Grade 2**, **W2A-C** genre-specific standards.*	*Note: Refer to **Grade 3**, **W2A-C** genre-specific standards.*	*Note: Refer to **Grade 4**, **W2A-C** genre-specific standards.*	*Note: Refer to **Grade 5**, **W2A-C** genre-specific standards.*

Writing

2	Compose well-developed writing texts for audience and purpose.					
	Grade K	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
A Opinion/Argumentative 6-12 Correlation Writing 2A	With assistance, draw/write opinion texts that: a. use a combination of drawing and/or writing to tell an opinion about a topic or text being studied b. give logical reasons for suggesting that others follow a particular course of action or line of thinking c. use words that are related to the topic	Write opinion texts that: a. introduce a topic or text being studied b. state an opinion about the topic or text and provide a reason for the opinion c. use some specific words that are related to the topic d. follow a sense of order in writing e. provide some sense of closure	Write opinion texts that: a. introduce a topic or text being studied, using complete sentences b. state an opinion about the topic or text and provide reasons for the opinion c. use specific words that are related to the topic and audience d. use linking/transition words and phrases to signal event order e. provide evidence of a beginning, middle, and concluding statement or section	Write opinion texts that: a. introduce a topic or text being studied, using connected sentences b. state an opinion or establish a position and provide reasons for the opinion/position c. use specific and accurate words that are related to the topic, audience, and purpose d. contain information using student's original language except when using direct quotation from a source e. reference the name of the author(s) or name of the source used for details or facts included in the text f. use transitions to connect opinion and reason g. provide clear evidence of a beginning, middle, and, concluding statement or paragraph	Write opinion texts that: a. introduce a topic or text being studied, using an introductory paragraph b. state an opinion or establish a position and provide reasons for the opinion/position supported by facts and details c. use specific and accurate words that are related to the topic, audience, and purpose d. contain information using student's original language except when using direct quotation from a source e. reference the name of the author(s) or name of the source used for details or facts included in the text f. use transitions to connect opinion and reason	Write opinion texts that: a. introduce a topic or text being studied, using an introductory paragraph that clearly supports the writer's purpose b. state an opinion or establish a position and provide relevant reasons for the opinion supported by multiple facts and details c. use specific and accurate words that are related to the topic, audience, and purpose d. contain information using student's original language except when using direct quotation from a source e. reference the name of the author(s) or name of the source used for details or facts included in the text f. use transitions to connect opinion and reason

2	Compose well-developed writing texts for audience and purpose.					
	Grade K	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
A (cont'd) / Opinion/Argumentative 6-12 Correlation Writing 2A					g. organize the supporting details/reasons into introductory, supporting, and concluding paragraphs	g. organize the supporting details/reasons into introductory, supporting, and concluding paragraphs

Writing

2	Compose well-developed writing texts for audience and purpose.					
	Grade K	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
B Informative/Explanatory 6-12 Correlation Writing 2A	With assistance, draw or write informative/ explanatory texts that: a. use a combination of drawing and/or writing to name and inform about a topic or a text being studied b. use words that are related to the topic	Write informative/ explanatory texts that: a. introduce a topic or text being studied and supply facts b. use some specific words that are related to the topic c. follow a sense of order in writing d. create some sense of closure	Write informative/ explanatory texts that: a. introduce a topic or text being studied, using complete sentences b. use facts and definitions to develop points in generating paragraphs c. use specific words that are related to the topic and audience d. use linking words and phrases to signal event order e. create a concluding statement or paragraph	Write informative/ explanatory texts that: a. introduce a topic or text being studied b. develop the topic with simple facts, definitions, details, and explanations c. use specific, relevant words that are related to the topic, audience, and purpose d. use the student's original language except when quoting from a source e. use transition words to connect ideas within categories of information f. create a concluding statement or paragraph	Write informative/ explanatory texts that: a. introduce a topic using a topic sentence in an introductory paragraph b. develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations c. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose d. contain information using student's original language except when using direct quotations from a source e. use transitions to connect categories of information f. use text structures when useful g. create a concluding paragraph related to the information	Write informative/ explanatory texts that: a. introduce a topic using a topic sentence in an introductory paragraph b. develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations c. use an organizational format that suits the topic d. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose e. contain information using student's original language except when using direct quotations from a source f. use transition words to connect ideas within and across categories of information g. use text structures when useful h. create a concluding paragraph related to the information

Writing

2	Compose well-developed writing texts for audience and purpose.					
	Grade K	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
C Narrative/Literary 6-12 Correlation Writing 2A	With assistance, draw and/or write fiction or non-fiction narratives and poems that: a. use a combination of drawing and/or writing to narrate a story or experience the student has had or has imagined b. tell the reader about a character or personal event c. place events in the order they occurred d. use words that are related to the topic e. provide a reaction to what happened in the events	Write fiction or non-fiction narratives and poems that: a. narrate a story or experience b. use details to describe the story or experience c. place events in the order they occurred d. use linking words to indicate beginning/middle/end e. use words that are related to the topic f. provide a reaction to what happened in the events	Write fiction or non-fiction narratives and poems that: a. establish a situation/topic based on the student's experience or imagination b. introduce a main character and setting c. develop sensory details d. follow a logical sequence of events using complete sentences to create a beginning/middle/end e. use linking/transition words to signal event order f. use specific words that are related to the topic and audience	Write fiction or non-fiction narratives and poems that: a. establish a setting and situation/topic and introduce a narrator and/or characters b. use narrative techniques, such as dialogue and descriptions c. establish and organize an event sequence to establish a beginning/middle/end d. use transition words and phrases to signal event order e. use specific and relevant words that are related to the topic, audience, and purpose	Write fiction or non-fiction narratives and poems that: a. establish a setting and situation/topic and introduce a narrator and/or characters b. use narrative techniques, such as dialogue, motivation, and descriptions c. organize an event sequence that unfolds naturally to establish a beginning/middle/end d. use a variety of transitions to manage the sequence of events e. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose	Write fiction or non-fiction narratives and poems that: a. establish a setting and situation/topic and introduce a narrator and/or characters b. use narrative techniques, such as dialogue, motivation, and descriptions c. organize an event sequence that unfolds naturally to establish a beginning/middle/end d. use a variety of transitions to manage the sequence of events e. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose

Writing

3	Gather, analyze, evaluate, and use information from a variety of sources.					
	Grade K	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
A	With assistance, apply research process to:	With assistance, apply research process to:	Apply research process to:	Apply research process to:	Apply research process to:	Apply research process to:
Research Process 6-12 Correlation Writing 1A	a. generate a list of open-ended questions about topics of class interest b. decide what sources or people in the classroom, school, library, or home can answer their questions c. gather evidence from sources d. use pictures in conjunction with writing when documenting research	a. generate a list of open-ended questions about topics of interest b. decide what sources of information might be relevant to answer these questions c. gather personal and natural evidence from available sources as well as from interviews with local experts d. organize information found during group or individual research, using graphic organizers or other aids e. make informal presentations of information gathered f. self-evaluate using previously established teacher/student criteria	a. generate a list of open-ended questions about topics of interest b. create an individual question about a topic c. use own question to find information on a topic d. gather evidence from available sources, literary and informational e. record basic information from literary and informational texts in simple visual format f. present and evaluate information in written and oral reports or displays, using previously established teacher/student criteria	a. generate a list of subject-appropriate topics b. create an individual question about a topic c. decide what sources of information might be relevant to answer these questions d. locate information in reference texts, electronic resources, interviews, or visual sources and literary and informational texts e. determine the accuracy and relevance of the information related to a selected question f. take simple notes in own words and sort evidence into provided categories or organizer g. use quotation marks to denote direct quotations when recording specific words and sentences from a source	a. generate a list of subject-appropriate topics b. create a research question to address relevant to a chosen topic c. identify a variety of relevant sources, literary and informational d. use organizational features of print and digital sources efficiently to locate information e. convert graphic/visual data into written notes f. determine the accuracy of the information gathered g. differentiate between paraphrasing and plagiarism when using ideas of others h. record bibliographic information from sources according to a standard format	a. generate a list of subject-appropriate topics b. formulate and refine an open-ended research question c. follow guidelines for collecting and recording information d. select relevant resources, literary and informational e. assess relevance, accuracy, and reliability of information in print and digital sources f. convert graphic/visual data into written notes g. differentiate between paraphrasing and plagiarism when using ideas of others h. present and evaluate how completely, accurately, and efficiently the research question was explored or answered using established teacher/student criteria

Writing

3	Gather, analyze, evaluate, and use information from a variety of sources.					
	Grade K	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
A (cont'd) Research Process 6-12 Correlation Writing 1A				h. create a resource page from notes i. present and evaluate the information in a report or annotated display, using previously established teacher/student criteria	i. present and evaluate how completely, accurately, and efficiently the research question was explored or answered using previously established teacher/student criteria	i. record bibliographic information from sources according to a standard format

Language

1	Communicate using conventions of English language.					
	Grade K	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
A	In speech and written form, apply standard English grammar to:	In speech and written form, apply standard English grammar to:	In speech and written form, apply standard English grammar to:	In speech and written form, apply standard English grammar to:	In speech and written form, apply standard English grammar to:	In speech and written form, apply standard English grammar to:
Grammar 6-12 Correlation Writing 3A	a. identify naming words (nouns) and action words (verbs) b. use plural words when speaking c. express time and space d. demonstrate the use of complete sentences in shared language activities e. use question words in sentences	a. use nouns and action verbs that designate past, present, and future in sentences b. use adjectives/adverbs in sentences c. use the conjunctions *and*, *but*, and *so* in sentences d. use the articles *a*, *an*, and *the* in sentences e. use common prepositions f. use common pronouns g. produce complete simple and compound sentences	a. use nouns and pronouns in writing b. use collective nouns c. use common irregular nouns d. use reflexive pronouns e. use regular verbs f. use helping verbs with regular verbs g. use adjectives and adverbs in sentences h. produce simple declarative, imperative, exclamatory, and interrogative sentences	a. use regular and irregular verbs and simple verb tenses b. use helping verbs with irregular verbs c. use complete subject and complete predicate in a sentence d. use comparative, superlative, and demonstrative adjectives and adverbs e. use subject/verb agreement in sentences f. produce simple and compound imperative, exclamatory, declarative, and interrogative sentences g. use 1st-, 2nd-, and 3rd-person pronouns and their antecedents	a. use the "be" helping verbs with "ing" verbs b. use and order adjectives within sentences to conventional patterns c. use progressive verbs to show past, present, and future d. use adverbs in writing e. use subject/verb agreement with 1st-, 2nd-, and 3rd-person pronouns f. use prepositions correctly in a sentence g. recognize the difference between and use coordinating conjunctions and subordinating conjunctions h. produce and expand the complete simple and compound four types of sentences i. correct sentence fragments and run-on sentences in writing	a. explain and use the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection b. use relative pronouns and relative adverbs c. use pronouns consistently across a text d. use and correct verb tenses e. produce a variety of complex sentences in writing

Language

1	Communicate using conventions of English language.					
	Grade K	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
B Punctuation, Capitalization, Spelling 6-12 Correlation Writing 3A	In written text: a. print in upper- and lowercase letters b. recognize that a sentence ends with punctuation marks c. capitalize own first and last name d. capitalize first word in a sentence e. capitalize the pronoun *I* f. write and name the printed letters that match the sound g. use inventive spelling with beginning, final, and medial sounds h. write and name letters for consonant and vowel sounds i. use correct spelling of own first and last names	In written text: a. print legibly, using correct spacing between words and sentences b. use ending punctuation c. capitalize the first letter of others' first and last names d. use commas to separate single words in a series e. spell words using regular spelling patterns f. spell words phonetically using phonemic awareness and spelling knowledge g. arrange words in alphabetical order to the first letter	In written text: a. write legibly (print, cursive) b. use dialogue that contains quotation marks c. use apostrophes correctly for contractions d. capitalize weeks, days, months, holidays e. capitalize abbreviated titles of people f. spell words using irregular spelling patterns g. spell and use the plural of nouns by adding –*es* to nouns ending in -*s, -ss, -sh, -ch,* or -*x* h. use nouns that change their spelling in plural form i. arrange words in alphabetical order to the second letter	In written text: a. write legibly (print, cursive) b. use an apostrophe to form possessives c. demonstrate and use commas and quotation marks in dialogue d. capitalize dialogue correctly e. use commas for greeting and closing of a friendly letter f. capitalize names of places g. capitalize titles of books, stories, and songs h. use spelling patterns and generalizations to spell compound words i. spell words that double the consonant j. spell plural words that change *y* to *ies* k. consult reference materials to check and correct spellings l. arrange words in alphabetical order to the third letter	In written text: a. write legibly b. punctuate a dialogue between two or more characters c. insert a comma before a coordinating conjunction in a compound sentence d. capitalize proper adjectives e. use correct capitalization f. spell words with suffixes by dropping or leaving the final *e* g. spell words ending in the long *e* sound h. alphabetize reference sources i. use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi-syllabic words in context	In written text: a. write legibly b. use a comma before a coordinating conjunction when writing compound sentences c. use a comma to separate an introductory clause in a complex sentence d. use a comma to set off the words *yes* and *no* e. use italics when keyboarding titles of books, magazines, and newspapers f. use underlining when writing titles of books, magazines, and newspapers g. use quotation marks when writing titles of stories, songs, poems, articles h. use apostrophes in singular nouns to show possession i. write apostrophes in regular plural nouns to show possession

Language

1	Communicate using conventions of English language.					
	Grade K	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
B (cont'd) Punctuation, Capitalization, Spelling 6-12 Correlation Writing 3A						j. use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multi-syllabic words in context

Speaking/Listening

1	Listen for a purpose.					
	Grade K	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
A Purpose 6-12 Correlation Speaking/Listening 1A, 1C	Develop and apply effective listening skills and strategies in formal and informal settings by: a. following classroom listening rules b. continuing a conversation through multiple exchanges c. following one-step instructions, according to classroom expectations	Develop and apply effective listening skills and strategies in formal and informal settings by: a. following classroom listening rules b. building on others' talk in conversations by responding to the comments of others c. following two-step instructions, according to classroom expectations	Develop and apply effective listening skills and strategies in formal and informal settings by: a. following classroom listening rules b. following three-step instructions, according to classroom expectations	Develop and apply effective listening skills and strategies in formal and informal settings by: a. following classroom listening rules b. asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others c. following three-step instructions, according to classroom expectations	Develop and apply effective listening skills and strategies in formal and informal settings by: a. following, generating, and justifying classroom listening rules b. posing and responding to specific questions to clarify or follow up on information, making comments that contribute to the discussion, and linking to the remarks of others c. following and restating multi-step instructions that involve a short related sequence of actions, according to classroom expectations	Develop and apply effective listening skills and strategies in formal and informal settings by: a. following agreed upon rules for listening and fulfilling discussion rules independently b. posing and responding to specific questions to clarify or following up on information and making comments that contribute to the discussion to link to the remarks of others c. following, restating, and giving multi-step instructions from or to others in collaborative groups, according to classroom expectations d. listening for speaker's message and summarizing main points based on evidence

2	Listen for entertainment.					2
	Grade K	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
A	Develop and apply effective listening skills and strategies in formal and informal settings by:	Develop and apply effective listening skills and strategies in formal and informal settings by:	Develop and apply effective listening skills and strategies in formal and informal settings by:	Develop and apply effective listening skills and strategies in formal and informal settings by:	Develop and apply effective listening skills and strategies in formal and informal settings by:	Develop and apply effective listening skills and strategies in formal and informal setting by:
Entertainment No 6-12 Correlation	a. demonstrating active listening, according to classroom expectations	a. demonstrating active listening, according to classroom expectations	a. demonstrating active listening, according to classroom expectations	a. demonstrating active listening through body language and eye contact with the speaker, according to classroom expectations	a. generating and following active listening rules, according to classroom expectations	a. evaluating and modifying own active listening skills

Speaking/Listening

3	Speak effectively in collaborative discussions.					
	Grade K	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
A	Speak clearly using conventions of language when presenting individually or with a group by:	Speak clearly and to the point, using conventions of language when presenting individually or with a group by:	Speak clearly and to the point, using conventions of language when presenting individually or with a group by:	Speak clearly and to the point, using conventions of language when presenting individually or with a group by:	Speak clearly and to the point, using conventions of language when presenting individually or with a group by:	Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
Collaborative Discussions **6-12 Correlation Speaking/Listening 1A, 1C**	a. taking turns speaking, according to classroom expectations b. continuing a conversation through multiple exchanges c. confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media	a. taking turns speaking, according to classroom expectations b. building on others' talk in conversations by responding to comments of others c. confirming comprehension of read-alouds and other media by retelling and asking appropriate questions	a. taking turns in discussion with a shoulder partner, according to classroom expectations b. confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions	a. coming to discussions prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion b. responding appropriately to discussion in a variety of settings, according to classroom expectations c. expressing opinions of read-alouds and independent reading topics	a. contributing to discussion after listening to others' ideas, according to classroom expectations b. expressing opinions of read-alouds and independent reading and relating opinion to others	a. summarizing points made by others before presenting own ideas, according to classroom expectations b. providing and evaluating evidence to support opinion

4	Speak effectively when presenting.					
	Grade K	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
A **Presenting** **6-12 Correlation Speaking/Listening 2A, 2B, 2C**	Speak clearly and audibly, using conventions of language when presenting individually or with a group by: a. describing personal experiences using a prop, picture, or other visual aid b. speaking in complete sentences	Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: a. explaining a topic (student-chosen) using a prop, picture, or other visual aid with assistance to show understanding b. reciting poetry with a group or individually c. using complete sentences and adjusting volume, as needed	Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: a. explaining a topic (student-chosen or teacher-assigned) while maintaining eye contact with audience b. recalling and telling a story with details, including a beginning, middle, and end c. using academic language and conventions	Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: a. using presentation skills and/or appropriate technology b. presenting information with clear ideas and details while speaking clearly at an understandable pace c. giving an informal presentation, using a variety of media d. choosing words and phrases for effect (adjectives, action verbs, figurative language) e. using academic language and conventions	Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: a. paraphrasing portions of a text read aloud or information presented in diverse media and formats b. using efficient presentation skills with available resources c. incorporating descriptive and sequential details in a student-designed or teacher-assigned topic d. giving a formal presentation to classmates, using a variety of media e. speaking with expression and fluency f. adjusting formal/informal language according to context and topic	Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: a. using efficient presentation skills with available resources using a variety of media b. planning an appropriate presentation based on audience c. employing appropriate pacing, vocabulary, and gestures to communicate a clear viewpoint