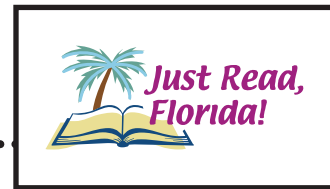




Kindergarten and First Grade Student Center Activities



Teacher Resource Guide

Produced by the Florida Center for Reading Research

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Teacher Resource Guide

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Just Read, Florida! Office at the Florida Department of Education

Mary Laura Openshaw, M.A.
Miranda Free, Ph.D.

K-1 Development Team at FCRR

Marcia Kosanovich, Ph.D.
Jeannie Keaton, Ed.S.
Teresa Logan, B.A.
Kelly Magill, M.S.
Sarah Stafford, Ed.S.

Curriculum Review Team at FCRR

Georgia Jordan, M.S.
Lila Rissman, M.S.
Mary Van Sciver, M.S.
Michelle Wahl, M.S.

Technical Projects Group at FCRR

Karl Hook, M.S.
Pete Lenkway, Ph.D.
Kristopher Bice, B.F.A.
Danny Brooke, B.S.
Ryan Ziglar, B.S.
Erin Arnold

FCRR Senior Staff

Joseph Torgesen, Ph.D.
Jack R. Brown, M.S.B.A., M.A., M.M.A.
Marcia Kosanovich, Ph.D.
Pat Howard, Ph.D.
Karl Hook, M.S.
Steve Nettles, M.S.
Tricia Curran, Ph.D.

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Introduction

During the Spring 2004 Florida Reading First school site visits, staff from the Florida Center for Reading Research (FCRR) determined that teachers may benefit from classroom materials that would be immediately useful in implementing independent student center activities.

In 2004-2005, a team of teachers at FCRR collected ideas and created materials for use in kindergarten and first grade classrooms.

There are three books:

1. Phonological Awareness and Phonics Student Center Activities
2. Fluency, Vocabulary, and Comprehension Student Center Activities
3. Teacher Resource Guide

The first two books are activity plans and activity masters ready for immediate use in classrooms. The third book is an informative guide offering important insight on differentiated instruction and how to use the student center materials.

When considering Florida's formula, 5 + 3 + ii + iii = No Child Left Behind, please note that each instructional component is covered in the student center activities books. In addition, the activities will directly support your efforts to provide effective initial instruction, because they will help you to provide differentiated instruction to meet the needs of every child.

The Student Center Activities, Teacher Resource Guide, and accompanying Professional Development DVD can be accessed online at www.fcrr.org.

I hope you and your students enjoy these activities,

Marcia L. Kosanovich, Ph.D.
Director of Curriculum and Instructional Projects
Florida Center for Reading Research

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The Five Components of Reading Instruction

Research has made great strides in identifying critical skills that consistently relate to reading success. Based on a comprehensive review of reading research, the Report of the National Reading Panel (2000) concluded the need for systematic and explicit instruction in the following five components of reading:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Considered core elements of successful classroom reading instruction, these five components are a fundamental part of the Reading First Initiative, which is the reading portion of the No Child Left Behind Act.

Reading programs that are aligned with current reading research include systematic and explicit instruction in the five components. Systematic instruction is the direct presentation of skills/concepts in a pre-specified sequence taught in a logical, defined order. For example:

- Skills and concepts begin with the most simple and move to the most complex
- Student objectives are clear, concise, and driven by ongoing assessment results
- Students are provided with appropriate practice opportunities which directly reflect instruction

Explicit instruction is taught directly through teacher modeling, guided practice, and independent practice. For example:

- Teacher models and explains
- Teacher provides guided practice
 - Students practice what the teacher modeled and the teacher provides prompts and feedback.
- Teacher provides supported application
 - Students apply the skill as the teacher scaffolds instruction
- Independent practice

This section of the Teacher Resource Guide accompanies the Kindergarten and First Grade (K-1) Student Center Activities developed by the Florida Center for Reading Research. It is designed to assist teachers in implementing the independent student center activities that support skill building in each of the five components. Each of the following sections includes a definition, a goal, and a brief description of how the K-1 Student Center Activities support growth in each of the five components.

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The Five Components of Reading Instruction

Phonological Awareness

Phonological Awareness is defined as one's sensitivity to, or explicit awareness of, the phonological structure of words in one's language. It encompasses an awareness of individual words in sentences, syllables, and onset and rime segments as well as awareness of individual phonemes in words. Phonological Awareness is considered an "umbrella" or broad term, which covers aspects of sound identification and manipulation in spoken language. Activities in Phonological Awareness are based on a progression of skill difficulty (i.e., rhyme, alliteration, sentence segmentation, syllable, onset and rime, and phonemes). The goal of Phonological Awareness instruction is to develop an awareness that words are composed of individual sounds, or phonemes, and to develop the ability to manipulate sounds in words.

The Phonological Awareness section of the K-1 Student Center Activities offers activities that provide practice opportunities for the support and reinforcement of previously taught skills. The activities are designed around specific Phonological Awareness skills and are sequenced from simple to complex by the difficulty level of the skill. The activities are divided and identified by the following tabs: Rhyme, Alliteration, Sentence Segmentation, Syllables, Onset and Rime, and Phonemes. Results from ongoing assessments and teacher monitoring are factors in determining the order of implementation in the classroom.

Rhyme

Students practice recognizing and producing words that rhyme.

Alliteration

Students practice repeating and producing alliterative phrases.

Sentence Segmentation

Students practice segmenting sentences into words.

Syllables

Students practice blending and segmenting syllables in words.

Onset and Rime

Students practice identifying the initial consonant or consonants (onset) and the vowel and any consonants that follow it (rime).

Phonemes

Students practice blending, segmenting, manipulating, and deleting the individual phonemes (sounds) in words.

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The Five Components of Reading Instruction

Phonics

Phonics is the study of the relationship between letters and the sounds they represent; it is also used to describe reading instruction that teaches sound-symbol correspondences. The goal of Phonics instruction is to help children use the sound-symbol relationship to read and write words.

The Phonics section of the K-1 Student Center Activities offers activities that provide practice opportunities for the support and reinforcement of previously taught skills. The activities are designed around specific Phonics skills and are sequenced from simple to complex by the difficulty level of the skill. The activities are divided and identified by the following tabs: Letter Recognition, Letter-Sound Correspondence (initial, final, and medial sounds), Onset and Rime, Word Study, Syllable Patterns, and Morpheme Structures. Results from on-going assessment and teacher monitoring are factors in determining the order of implementation in the classroom.

Letter Recognition

Students practice matching, identifying, and ordering the letters in the alphabet.

Letter-Sound Correspondence

Students practice identifying and matching sounds to letters (initial, final, and medial).

Onset and Rime

Students first practice identifying the initial consonant or consonants (onset) and the vowel and any consonants that follow it (rime); then practice blending, sorting, and segmenting the onset and rime.

Word Study

Students practice sorting, blending, segmenting, and manipulating the sounds of letters in words and practice identifying high-frequency words.

Syllable Patterns

Students practice blending and segmenting syllables in words.

Morpheme Structures

Students practice blending compound words, roots and affixes, and roots and inflections to make words.

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The Five Components of Reading Instruction

Fluency

Fluency is the ability to read text quickly, accurately, and with proper expression and is the bridge between word recognition and comprehension. Fluency emerges gradually over time through supported and repeated practice in automatic word recognition, and is developed through Phonological Awareness, accurate letter-sound correspondence, sound blending, and guided oral reading. The goal of fluent reading is to recognize words automatically.

The Fluency section of the K-1 Student Center Activities offers activities that provide practice opportunities for the support and reinforcement of previously taught skills. The activities are designed around specific skills in the area of Fluency and are sequenced from simple to complex by the difficulty level of the skill. The activities are divided and identified by the following tabs: Letter Recognition, Letter-Sound Correspondence, High Frequency Words, and Oral Reading. Results from ongoing assessments and teacher monitoring are factors in determining the order of implementation in the classroom.

Letter Recognition

Students use timed practices to identify and order letters in the alphabet.

Letter-Sound Correspondence

Students use timed practices to identify letter sounds.

High Frequency Words

Students use timed practices to read words.

Oral Reading

Students use timed practices to read with accuracy.

Students practice reading with prosody.

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The Five Components of Reading Instruction

Vocabulary

Vocabulary refers to the meanings and pronunciation of words necessary for communication. Vocabulary is often categorized as oral (listening and speaking) or reading (reading and writing) vocabulary. The goal of Vocabulary instruction is to provide students with an understanding of the meaning and use of words so that they can comprehend what they are reading and communicate effectively.

The Vocabulary section of the K-1 Student Center Activities offers activities that provide practice opportunities for the support and reinforcement of previously taught skills. The activities are designed around specific skills in the area of Vocabulary and are sequenced from simple to complex by the difficulty level of the skill. The activities are divided and identified by the following tabs: Word Identification/Words in Context, Words That Describe/Word Meaning, Word Categorization/Word Knowledge, and Word Structure/Word Analysis. Results from ongoing assessments and teacher monitoring are factors in determining the order of implementation in the classroom.

Word Identification/Words in Context

Students practice identifying words.

Students practice using words to complete or form sentences.

Words That Describe/Word Meaning

Students practice identifying and producing descriptive words.

Students practice identifying and producing the meaning of words.

Word Categorization/Word Knowledge

Students practice sorting and producing words by categories.

Students practice identifying synonyms, antonyms, and homophones.

Word Structure/Word Analysis

Students practice identifying compound words, contractions, and affixes.

Students practice identifying similarities and differences between the meanings of words.

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The Five Components of Reading Instruction

Comprehension

Comprehension is defined as the ability to understand and get meaning from spoken and written language and is the ultimate goal in learning to read. The goal of Comprehension instruction is to teach children specific strategies to use for understanding text as they are reading.

The Comprehension section of the K-1 Student Center Activities offers activities that provide practice opportunities for the support and reinforcement of previously taught skills. The activities are designed around specific skills in the area of Comprehension and are sequenced from simple to complex by the difficulty level of the skill. The activities are divided and identified by the following tabs: Sentence Structure and Meaning, Story Structure, Monitoring for Meaning, and Main Idea/Summarizing. Results from ongoing assessments and teacher monitoring are factors in determining the order of implementation in the classroom.

Sentence Structure and Meaning

Students practice identifying important text elements and arranging words to make sentences.

Story Structure

Students practice identifying the sequence of events (beginning, middle, end) and story grammar (setting, characters, problem, solution, important events).

Monitoring for Meaning

Students practice organizing information to gain meaning.

Main Idea/Summarizing

Students practice stating the main ideas in their own words.
Students practice summarizing large sections of text.

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Frequently Asked Questions Concerning Reading Centers

1. What is differentiated instruction?

The Literacy Dictionary (p. 60) defines differential reading instruction as “the provision of varied learning situations, as whole-class, small-group, or individual instruction, to meet the needs of students at different levels of reading competence.”

Put simply, differentiated instruction involves matching instruction to meet the diverse needs of learners in a classroom. When considering the Florida formula, 5 + 3 + ii + iii = No Child Left Behind, it is important to keep in mind that differentiated instruction is part of initial instruction (ii). After a whole group lesson, Reading Centers provide time for teachers to effectively differentiate instruction to meet the needs of all students. This can be accomplished by the teacher working with an individual or with a small group of students at the teacher-led center while the other students practice, demonstrate, and extend skills independently at the student centers. This is an ideal time to keep students actively, yet academically, engaged and moving during the 90 minute reading block. Reading Centers can also provide time for teachers to implement immediate intensive intervention (iii) with individual or small groups of students.

2. What is a Reading Center?

A Reading Center is a place where students practice, demonstrate, and extend learning independent of the teacher (student center) or with the assistance of the teacher (teacher-led center).

To elaborate, Reading Centers, sometimes referred to as Literacy Centers (see question 4), are special places organized in the classroom for students to work in small groups, pairs, or individually. Each center contains meaningful, purposeful activities that are a reinforcement and/or extension of what has already been taught by the teacher in reading groups or in whole group. Each center Activity must be pre-taught before it is placed in a center for independent practice since Reading Centers offer students the opportunity to apply previously taught skills.

All Reading Center activities focus on and reflect the content of reading instruction and require careful planning. It is recommended that teachers not bring in material from other content areas (e.g., from science or math) unless the Activity specifically focuses on a skill that is being addressed in reading instruction. Usually students work at centers while the teacher is conducting teacher-led reading groups.

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Frequently Asked Questions Concerning Reading Centers

2. What is a Reading Center? (cont.)

Students practice phonics skills at the phonics center; sort word cards at the Vocabulary center; read books, listen to taped books, record the reading of a book, and read in pairs at the reading practice center. The Reading Center should contain a variety of books clearly marked at various reading levels to meet the needs of all students. Activities at these centers may consist of writing and spelling activities (see question 4), pocket charts, white boards, magnetic letters to practice word building, sentence strips and word cards to create stories, sequencing activities with pictures, story boards, or sentence strips to retell a story that has been read. Some centers may be permanent; others will change according to the skills, books and activities being currently addressed.

Reading Centers can provide a system for accountability. Monitoring progress on a daily basis is an important part of instructional time and helps teachers determine student mastery. When an effective classroom management system is in place (see *Implementing and Managing Student Centers in the Classroom*), feedback can be provided to students in a timely manner to help prevent students from practicing errors.

3. How are these Reading Center activities different from the Centers of the past?

Reading Centers of the Past	Reading Centers of Today
Were used by teachers to keep students busy so they could plan or complete paperwork	Are utilized by teachers to provide systematic, explicit, small group instruction that meets the needs of students
Were only for students who finished their assigned work	Are for all students
Incorporated only theme-based activities	Incorporate activities that reflect previously taught <u>reading</u> skills
Engaged all students in the same activities	Engage students in specific activities that are selected to differentiate instruction for each student (or a small group of students)
Often included only worksheets	Include hands-on, targeted activities that align with and reinforce previously taught skills
Incorporated a lot of non-academic and trivial projects	Keep students academically engaged in meaningful activities that reinforce and extend learning

Figure 1
Centers of the Past Versus Today

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Frequently Asked Questions Concerning Reading Centers

4. Why are these Reading Centers and not Literacy Centers?

According to the National Research Council report *Preventing Reading Difficulties in Young Children* (p. 42), it is necessary to differentiate reading and literacy:

“In our sense, literacy is both broader and more specific than reading. Literate behaviors include writing and other creative or analytical acts and at the same time invoke very particular bits of knowledge and skill in specific subject matter domains (e.g., history, physics, mathematics, etc.) (Anderson and Pearson, 1984). The reading difficulties that we are considering are those that impede what virtually all literacy activities have in common – the use of the products and principles of the writing system to get at the meaning of a written text.”

For Reading First schools, the 90 minute block is intended to focus on reading instruction. Reading and writing are closely correlated and it is important to explicitly teach both. It is expected that spelling, writing, and handwriting will be taught, but if the lesson does not pertain to one of the five components of reading, the lesson should be outside of the 90 minute block (i.e., outside of the reading portion of the language arts block). Since differentiated instruction is included in the block, reading skills should be the primary focus during this time. For more information on this topic, please visit <http://www.justreadflorida.com/faq/default.asp?Cat=25>

5. Can other, more traditional centers be used?

Yes, other centers should be used throughout the day, outside of the 90 minute block. Especially in Kindergarten, housekeeping, art, math and science manipulatives, painting, blocks, music, etc. should be included in the weekly routine.

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Frequently Asked Questions Concerning Reading Centers

6. What are examples of Reading Centers and Activities?

Example Center	Example Activity
Listening Area (tape recorder and headphones)	Students listen to books on tape while following along in the text.
Overhead Projector	Students use letter tiles to spell words with a target initial sound or use Vis-à-Vis markers to circle rhyming words in a nursery rhyme passage.
Computer	Students work on computerized programs targeted at their instructional level.
Pocket Chart	
Library Area (leveled books sorted by colored stickers or placed in assorted tubs)	Students “partner read” books at their independent reading level.
Word Center	Students put together alphabet puzzles or manipulate letter tiles to make words.

Figure 2
Centers and Activities

Keep in mind that **center** refers to a place in the room where students go to work; some teachers prefer to keep centers consistent and others prefer to vary them. As long as the centers are managed in an organized fashion with clear expectations, either way may be effective. Center space may include the floor, a table, a counter, a large piece of tagboard, or any other defined work area (including those in the examples above). Centers may be portable due to classroom space limitations.

The **Activity** placed at the center is what the student does and it changes frequently based on student assessment outcomes.

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Implementing and Managing Student Centers in the Classroom

There are eight elements that can assist in developing and implementing an effective classroom management system. These elements include procedures that help to facilitate differentiated small group instruction and to support independent student center activities. The first three elements are considered pre-planning activities for the teacher:

- I. Form Flexible Groups Based on Assessment
- II. Identify Appropriate Center Activities Based on Assessment
- III. Design Center Management System

The next five elements are used to implement and manage independent student center activities with the students (these steps are not necessarily listed in sequential order, but may be done simultaneously):

- IV. Implement a Behavior Management System
- V. Give Explicit Center Directions
- VI. Organize the Classroom
- VII. Manage Transitions
- VIII. Establish Accountability

I. Form Flexible Groups Based on Assessment

When forming flexible groups based on assessment, important guidelines to consider are:

- Keep group sizes small (5-7 students as a maximum)
- Reduce the group size to 3-5 for students in need of intensive support
- Base small groups on instructional need with specific instructional strategies in mind
- Consider attitudes, behaviors, and work ethics of each student
- Monitor the progress of high risk students more frequently in order to make instructional changes, small group changes, and to accelerate learning

One way to formulate flexible groups is to use a Class Status Report from the Progress Monitoring and Reporting Network (PMRN) in conjunction with teacher observation and, when needed, diagnostic assessments.

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Implementing and Managing Student Centers in the Classroom

Example: Formation Technique

A Kindergarten Class Status Report from the 2003-2004 academic year will be used as an example of how to form groups and implement a management system throughout this guide. Please note that all data are real and the only things that have been changed are the names (students, teacher, school, and district). Note that on actual class printouts the students are in alphabetical order within each instructional level (red, yellow, green).

Progress Monitoring & Reporting Network: Reports

Class Status Report

District: <input type="text" value="Your District"/>	School: <input type="text" value="Your School"/>	Teacher: <input type="text" value="KG - Teacher Name"/>
Grade: <input type="text" value="Kindergarten"/>	Probe: <input type="text" value="All"/>	Student: <input type="text" value="All"/>
Assessment: <input type="text" value="4"/>	School Year: 2003-2004	Date/Time:

Click on the column name to sort by that information.

<u>Class List</u>	<u>Recommended Instructional Level</u>	? LNF	? PSF	? NWF
-------------------	--	-------	-------	-------

		Assessment 4		
		Benchmark 41	Benchmark 36	Target 26
Student 1	Intensive	24(HR)	0(HR)	0(HR)
Student 2	Intensive	34(MR)	4(HR)	0(HR)
Student 3	Intensive	8(HR)	0(HR)	0(HR)
Student 4	Intensive	19(HR)	38(LR)	9(HR)
Student 5	Intensive	6(HR)	0(HR)	0(HR)
Student 6	Intensive	14(HR)	44(LR)	0(HR)
Student 7	Intensive	21(HR)	3(HR)	2(HR)
Student 8	Intensive	22(HR)	25(MR)	8(HR)
Student 9	Intensive	20(HR)	13(MR)	4(HR)
Student 10	Intensive	25(HR)	41(LR)	21(MR)
Student 11	Intensive	8(HR)	3(HR)	6(HR)
Student 12	Strategic	38(MR)	29(MR)	7(HR)
Student 13	Strategic	29(MR)	15(MR)	13(HR)
Student 14	Strategic	35(MR)	54(AA)	19(MR)
Student 15	Initial	70(AA)	59(AA)	54(LR)
Student 16	Initial	52(AA)	41(LR)	22(MR)
Student 17	Initial	30(MR)	69(AA)	38(LR)
Student 18	Initial	45(LR)	35(MR)	29(LR)
Student 19	Initial	50(AA)	10(MR)	22(MR)
Student 20	Initial	37(MR)	49(AA)	27(LR)
Student 21	Initial	50(AA)	53(AA)	28(LR)

[Show Class Grade Summary Report](#) [Show All Parent Letters](#)

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Table I
Example PMRN Report

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Implementing and Managing Student Centers in the Classroom

The first column is the class list. The second column denotes the recommended instructional level (the general level of intensity of support that the student needs to be on grade level). Recall, red indicates the student is in need of immediate intensive intervention to achieve grade level reading by the end of the year; yellow indicates the student is in need of additional support to meet grade level expectations; and green indicates that current reading instruction using the core reading program is meeting the needs of the student. The next three columns display specific DIBELS® measures with each student's raw score recorded in each cell. The cell colors reflect the risk status of the student in meeting the benchmark or goal for the specific skill measured by the DIBELS®. Red indicates high risk, yellow indicates moderate risk, and green indicates low risk for meeting the targeted benchmark. Blue is used to indicate skills that are at or above the 60th percentile. These columns are critical in forming groups and selecting activities to meet students needs. Although the recommended instructional level provides important information, the DIBELS® scores on the specific measures are emphasized in forming reading groups. The rationale for this is twofold:

1. The number of high risk students who are in need of intensive support as indicated in the second column, the instructional level, may exceed the number of students who should be placed in a small group where more intensive instruction is provided by the teacher. For example, this particular kindergarten class has 11 students in need of intensive instructional support which is more than double the appropriate size of an intensive support group.
2. It is important to know which skills to focus on, and this is not indicated in the Recommended Instructional Level column. For example, although eleven students are indicated as needing intensive instructional support overall, student 5 as compared to student 10 will need a very different type of support from the teacher based on the scores received on the individual DIBELS® measure.

It is also important to remember that there is not ONE right answer as to how small groups should be formed. Groups must remain flexible and change according to instructional needs. These groups are skill-based and are formed with the **teacher-led center** in mind. On the next page is one way to form flexible groups for this kindergarten class.

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Implementing and Managing Student Centers in the Classroom

Group 1

Students 1, 3, 5, 11

Students 1, 3, 5, 7, and 11 were at high risk for all three measures. However, five students may be too many to place in an intensive support group. So, one way to form this group is to place the four lowest scoring of these five students in one group. Instruction at the teacher-led center for this group will be intensive and focus on letter-naming, Phonemic Awareness, and Phonics.

In addition to whole group and differentiated small group instruction, this group will also need additional instructional support beyond the 90 minute reading block.

Group 2

Students 2, 4, 6, 7

Group 2 looks similar to group one but had slightly higher scores on some measures. Students 2, 4, 6, and 7 were placed in this group. Instruction at the teacher-led center for this group will concentrate on phonics skills, particularly letter-sound correspondences and intensive work for students 2 and 7 on phonemic awareness.

In addition to whole group and differentiated small group instruction, this group may also need additional instruction and practice beyond the 90 minute reading block.

Group 3

Students 8, 9, 12, 13

Students 8, 9, 12, and 13 were placed in group three since they were all at high risk for nonsense word fluency. Instruction at the teacher-led center for this group will also concentrate on phonics skills, particularly letter-sound correspondences.

Students 8 and 9 may be at higher risk for reading problems as we look at their performance on the letter-naming fluency measure. Therefore, the teacher may want to consider additional supplemental work with the basic skills of reading.

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Implementing and Managing Student Centers in the Classroom

Group 4

Students 10, 14, 16, 19

Students 10, 14, 16, 19, were all at moderate risk for nonsense word fluency and placed in group 4. Instruction at the teacher-led center will focus on letter-sound correspondences and blending.

The performance of student 10 on the phoneme segmentation fluency and nonsense word fluency measures should be considered as a more accurate estimate of risk level rather than the letter-naming fluency score. In situations like this the teacher may want to informally recheck the student's knowledge of letter names.

Group 5

Students 15, 17, 18, 20, 21

Students 15, 17, 18, 20, and 21 are doing well with the current instruction they are receiving and were placed together in group 5. Reading connected text could be the focus of instruction at the teacher-led center for this group.

Figure 3
Forming Teacher-Led Groups

Although the focus of these examples has been on the DIBELS® scores and the related instructional implications, it is important to remember that all five components of reading development (Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension) must be integrated into reading instruction.

Again, these groups are skill-based and were formed with the teacher-led center in mind.

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Implementing and Managing Student Centers in the Classroom

When grouping for student centers teachers may consider one of two systems:

1. System One – Students are kept in skill-based groups to rotate through student centers.
2. System Two – Students assigned to a specific teacher-led group are not necessarily placed in the same group of students at each student center.

There are advantages to using each system.

- System One is easier to implement (because students stay in the same groups for both the teacher-led and student centers).
- System One may be a good starting place for those teachers who have never implemented centers.
- System One allows students to work together when they need help practicing the same skill.
- System Two allows students with higher skill ability to help those with less ability in a particular skill.

It is important to keep in mind that these are just two examples of the many ways to implement centers. Teachers may design modifications and extensions of these systems to meet the individual needs of students. Both systems are organized and planned according to the Class Status Report from the PMRN (Table 1) and are used as examples throughout this guide.

Example: System One Formation

In System One, students remain in the same group for the teacher-led center and student centers. A technique to display System One formation will be discussed in the Design Center Management System section.

Teacher and Student Group 1	Teacher and Student Group 2	Teacher and Student Group 3	Teacher and Student Group 4	Teacher and Student Group 5
1	2	8	10	15
3	4	9	14	17
5	6	12	16	18
11	7	13	19	20

Table 2
System One Formation

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Implementing and Managing Student Centers in the Classroom

Table 2 depicts the basic formation covered in the above section. Both the teacher-led and student groups are listed vertically since they stay the same throughout the centers.

Example: System Two Formation

In System Two, students are sent to student centers in mixed skill groups but are pulled to the teacher-led center in skill-based groups (the same groups demonstrated in Figure 3). A technique to display System Two formation will be discussed in the Design Center Management System section.

	Teacher Group 1	Teacher Group 2	Teacher Group 3	Teacher Group 4	Teacher Group 5
Student Group 1	1	2	8	10	15
Student Group 2	3	4	9	14	17
Student Group 3	5	6	12	16	18
Student Group 4	11	7	13	19	20
Student Group 5					21

Table 3
System Two Formation Step One

Table 3 shows the first step as a vertical listing of teacher-led groups. The shaded area will be addressed in Step Two (Table 4).

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Implementing and Managing Student Centers in the Classroom

Using this system the teacher-led groups are set (Table 3), but the student groups must be rearranged (Table 4) with the following considerations:

- Student group size is appropriate
- Not more than one or two students are pulled from each student group when reporting to the teacher-led group
- Skill ability remains balanced within each student group
- Student behaviors complement one another

	Teacher Group 1	Teacher Group 2	Teacher Group 3	Teacher Group 4	Teacher Group 5
Student Group 1	1	2		10	15
Student Group 2	3	4	13		17
Student Group 3	5	6	12	16	18
Student Group 4		7	9	19	20
Student Group 5	11		8	14	21

Table 4
System Two Formation Step Two

In Step Two (Table 4), student groups are listed in horizontal rows at left. Students are then moved within the horizontal groups (they must stay the same vertically so that teacher-led groups do not change). This formation allows teachers more precision in arranging student groups while keeping the teacher-led group skill based. The following changes were made from Table 3 to Table 4:

- Student 11 was moved from student Group 4 to student Group 5 so that group five had more students.
- Student 8 was moved from student Group 1 to student Group 5 so that there were not so many high risk students in group one (note that student 10 was left in group 1 because his/her scores in two out of three measures were not HR) and Group 5 had more students.

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II. Identify Appropriate Center Activities Based on Assessment

Important things to consider when planning student center activities:

- For learning to take place, activities at the student centers should be within each student's zone of proximal development (ZPD). Lev Vygotsky describes the ZPD as "the distance between a child's actual developmental level as determined through independent problem solving and his or her potential development level as determined through problem solving under adult guidance or a collaboration with more capable peers." To put it simply, students must participate in activities they may either do independently or with help from a peer of higher skill ability. Otherwise, student centers may not provide opportunity for optimal learning.
- Plan with the learning objective, not the product, in mind. The whole idea of the "Reading Centers of today" is to advance student reading ability. Though activities should engage students, there need not be a lot of "fluff." As Debbie Diller notes in her book *Literacy Work Stations: Making Centers Work* (p. 10), "if it takes longer to make something than it does for children to use it instructionally, then don't bother making it."
- Time must also be a consideration. If you have allotted 20 minutes for the center and the Activity only requires 10 minutes, the students will need something else to do. Suggestions for extensions and adaptations are provided in each of the Activity Plans. Continuous support materials (such as puzzles, letter stamps, magnetic letters and boards, etc.) should be available at each center for use when students finish a specific Activity.

Planning for Each System

If grouping students by skill (System One), choose activities for student centers that target each group's instructional need. For mixed skill groups (System Two) choose activities for student centers which are at the targeted skill level for each student in the group or one Activity modified to meet varying levels of ability.

Example: Planning for System One

Remember, in System One, student groups stay the same at the teacher-led center and all student centers. Since these groups are skill-based, the activities they complete will be at the same skill level within each group. Within each student center, students are all engaged in the same Activity: working individually, in pairs, or as a small group. The following chart (Figure 4) provides examples of what students might be doing at the teacher-led center and at the student ABC-Word center (remember, other centers will be available):

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Group	Teacher-Led Center	Student ABC-Word Center (activities have been introduced previously either whole group or at the teacher-led center)
<p>One (students 1, 3, 5, 11)</p>	<p>Elkonin Boxes with 2 and 3 phoneme words</p>	<ul style="list-style-type: none"> Alphabet Arc P.004 Say and Slide Phonemes (with 2 and 3 phoneme words) PA.055
<p>Two (students 2, 4, 6, 7)</p>	<p>Elkonin Boxes with 3 and 4 phoneme words including variant correspondences</p>	<ul style="list-style-type: none"> Say and Slide Phonemes (with 3 and 4 phoneme words including variant correspondences) PA. 055 Letter Bag P.037
<p>Three (students 8, 9, 12, 13)</p>	<p>Word work with letter tiles</p>	<ul style="list-style-type: none"> Say It Now P.048 Say and Write Letters P.074
<p>Four (students 10, 14, 16, 19)</p>	<p>Word work including phoneme manipulation</p>	<ul style="list-style-type: none"> Say and Write Letters (including variant correspondences) P.074 Letter Cube Blending P.065
<p>Five (students 15, 17, 18, 20, 21)</p>	<p>Choral reading</p>	<ul style="list-style-type: none"> Letter Tile Blending P.071 Rime Closed Sort P.055

Figure 4
System One Example Activities

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Implementing and Managing Student Centers in the Classroom

Example: Planning for System Two

In System Two, student groups are skill-based at the teacher-led center and are meshed, creating mixed skill ability groups, for the student centers. There are two approaches for planning appropriate activities at each center for this system:

- Approach One - Students work at the same center, but on different activities which meet their individual skill level.
- Approach Two - Students work on one Activity which has been modified to meet varying level of abilities.

Approach One

Depending on grouping, students may work individually or in pairs. In this system, the students are working within their independent-instructional level range but may request the assistance of a peer. This is easily accomplished if the teacher leaves file folders or tubs containing activities with each skill set for students to choose appropriate activities. File folders or tubs are color coded or labeled so students know which file folder or tub to select.

In the Example: System Two Formation (Table 4) all students listed vertically see the teacher, but attend student centers with the students horizontally. The teacher-led center activities are the same as in the Example: Planning for System One (Figure 4). The activities for the student centers are also the same if the teacher uses System One, but the activities are divided and labeled for each student.

Student Tab Colors	Students	Example ABC - Word Center Activity
Orange	1, 3, 5, 11	Alphabet Arc
Purple	2, 4, 6, 7	Letter Bag
Brown	8, 9, 12, 13	Say It Now
Blue	10, 14, 16, 19	Letter Cube Blending
Yellow	15, 17, 18, 20, 21	Rime Closed Sort

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Students are all at the same center (in this example the ABC-Word Center), but completing different activities. The other students from the teacher-led groups will also do the same Activity once they rotate to the ABC-Word center. For example, students 1, 3, 5, and 11 will all pull the orange tub when at the ABC-Word Center even though they are now in a different group.

Approach Two

Depending on grouping, students may work individually or in pairs. In this system, the students are working within their independent-instructional level range but may request the assistance of a peer. Although students are working on the same Activity, the activities are modified. In order for each student to understand his/her task for the Activity, teachers may need to leave file folders or tubs color coded or labeled with specific instructions.

In the Example: System Two Formation (Table 4) all students see the teacher when pulled in the vertical groups, but attend student centers in the horizontal groups. The teacher-led center activities are the same as in the Example: Planning for System One (Figure 4). The activities at the student centers are the same, but simply modified to meet the needs of each student.

Student Tab Colors	Students	Example ABC - Word Center Activity
Orange	1, 3, 5, 11	Say and Slide Phonemes (Elkonin Boxes with 2 and 3 phoneme words)
Purple	2, 4, 6, 7	Say and Slide Phonemes (Elkonin Boxes with 3 and 4 phoneme words including variant correspondences)
Brown	8, 9, 12, 13	Say and Write Letters (Elkonin Boxes with letters)
Blue	10, 14, 16, 19	Say and Write Letters (Elkonin Boxes with letters including variant correspondences)
Yellow	15, 17, 18, 20, 21	Letter Tile Blending to build words

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Students are all at the same center (in this example the ABC-Word Center), completing the same Activity which has been modified based on skill. The other students from the teacher-led groups will also do the same Activity once they rotate to the ABC-Word Center. For example, students 1, 3, 5, and 11 will all pull the orange tub when at the ABC-Word Center even though they are now in a different group.

III. Design Center Management System

Center management systems help to establish time efficient routines, protecting valuable instructional time. A center management system helps coordinate the following:

- Group formation
- Activities
- Center locations/areas
- Systematic movement of student groups
- Scheduling of student center times

Center management boards are graphic organizers and may be displayed in a variety of ways. Center management boards help students know where they should be, when they should be there, and what they should be doing. This allows the teacher to concentrate on organizing the teacher-led center and emphasizes accountability from students. When choosing a management board, it is important to keep in mind the following:

- It should meet the needs of the management system (System Two most likely requires a more complex board).
- It should be large enough to be seen by all students from different areas of the room.
- Matching icons should be on the management board and in the center areas to help students quickly locate centers.
- Students should know how to independently use/read the center management board to help them know where they should be and when.

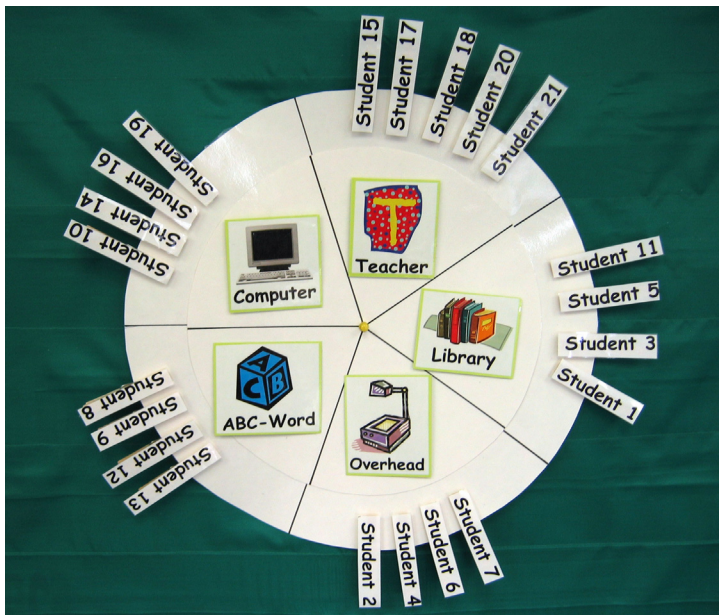
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Implementing and Managing Student Centers in the Classroom

The following examples may be adjusted to meet the needs of a specific class. Rotations may be added or deleted, the number of student or teacher groups may be modified, and icons may be replaced, etc.

Example: Center Management Boards for System One

1. Rotation Wheel



On a rotation wheel student names (hot glued to clothespins) are placed in groups on the larger laminated circle. Student clips may be moved as groups change. Using Velcro, center icons are placed on the smaller laminated circle and may be replaced as centers change. Turn the wheel to rotate centers.

This example shows five centers (including the teacher group) with five rotations. There is not a specific time for rotation completion.

2. Bulletin Board



On a bulletin board, student pictures are placed in groups using Velcro. Icons are placed on the right side denoting each rotation. Both the student pictures and the icons may be moved when student groups or centers change. Move the red arrow to the right to rotate centers.

This example shows three rotations with five centers (including the teacher group). Rotations are completed in one day.

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Implementing and Managing Student Centers in the Classroom

Example: Center Management Boards for System Two

1. Flip Board

Student Groups	Teacher-Led Groups						R
	Day One			Day Two			
	1	2	3	4	5	6	
1	student 1	student 2		student 10	student 15	Flexible time to: -Instruct -Assess -Monitor	A
2	student 3	student 4	student 13		student 17		B
3	student 5	student 6	student 12	student 16	student 18		C
4		student 7	student 9	student 19	student 20		D
5	student 11		student 8	student 14	student 21	✓	E

On the poster board, teacher-led groups are placed vertically and student groups horizontally. Student names are written on sticky notes so that they may be moved as needed. Letters represent centers and are written to the right side. Yellow poster board strips are flipped behind the white poster board to rotate centers.

In this example, students 1, 10, and 15 go to center A while student 2 is with students 4, 6, and 7 at the teacher-led group. Student 2 will rejoin the student group during the next rotation.

This example shows six rotations with five student centers (students are pulled to the teacher group). Rotations are completed in two days.

2. Pocket Chart



On a pocket chart, teacher-led groups are placed vertically and student groups horizontally. Icons are placed to the right denoting center rotations. The second set of icons is turned over to rotate student centers. Black arrows point student groups to centers. The red arrow points to students who are pulled to the teacher-led groups.

In this example, students 1, 10, and 15 go to the classroom library while student 2 is with students 4, 6, and 7 at the teacher-led group. Student 2 will rejoin the student group during the next rotation.

This example shows five student centers (students are pulled to the teacher group) with two rotations. Rotations are completed in one day.

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Implementing and Managing Student Centers in the Classroom

IV. Implement a Behavior Management System

It is essential to spend time at the beginning of the school year modeling, practicing, and reviewing appropriate classroom procedures in order to establish time efficient routines and to encourage positive classroom behaviors. Experts suggest that it may take at least six weeks to implement student centers before beginning teacher-led centers (especially in the primary grades). During this time, the teacher should be “roaming the room” monitoring students and providing assistance as needed. Many experts also suggest sending students to one rotation daily until they “get the hang of it” before trying two or three rotations daily. This is a productive use of time for two important reasons:

1. Students need to be on-task in order for centers to support learning.
2. The teacher needs to focus on students at the teacher-led center and this is not possible if the other students are off-task.

When teachers implement a behavior management system students should be involved in role modeling positive classroom behaviors. Boundaries and consequences should be fair, consistent, and age-appropriate. Throughout the year, teachers may want to occasionally use the teacher-led time to circulate during student centers to support on-task behavior. If this is the case, all students go to student centers while the teacher “roams the room.”

Successful implementation of student centers involves helping students know how to problem solve. For example, before implementing a system, students need to know:

- What to do when something does not work
- What to do when they do not understand the Activity at a center
- What to do when they complete an Activity at a center
- Whom to go to for help (e.g., “Ask 3 before you see me.”)
- How to clean up (where to put their product, where to put materials away, etc.)
- How to decide who goes first when engaged in a pair or group Activity

Even in the best managed classrooms, there are many reasons why students may not be academically engaged at student centers. Here is a list of questions for teachers to use when behavior problems begin to impede the successful implementation of student Activity centers:

- Did I do an effective job explicitly teaching the Activity?
- Is the Activity interesting to the student?
- Have the students mastered the skill and need to move on?
- Is this Center too difficult for students to do independently?
- Did I introduce too many new centers at once?

Answering these questions may help teachers reorganize centers so that student behavior gets back on track. It may also be helpful to have a problem solving discussion with the students about a certain Center or Activity.

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Teachers have found that creating a chart or checklist with their students is an effective way to ensure positive classroom behavior. These charts or checklists include what the teacher should hear and see at each center. For example:

Listening Center	
What should Ms. Smith hear?	What should Ms. Smith see?
Silence as students follow along in the text	Students sitting in chairs with four legs on the floor
Reading as students reread along with the narrator	Students using their pointer finger to follow along in the text
	One student managing the tape recorder

Figure 5
Center Chart

The checklist and center management board provide a management system that supports on-task student behavior. Teachers are responsible for:

- Holding all students accountable
- Making consequences meaningful
- Being consistent when implementing the behavior management system
- Reviewing the rules and consequences
- Practicing classroom procedures

It is more important that students practice, practice, and practice classroom routines again and again until the classroom centers and transitions are running smoothly. Additionally, teachers model/review expected behaviors continuously.

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Implementing and Managing Student Centers in the Classroom

V. Give Explicit Center Directions

The goal of explicit directions is to help students understand what they are expected to accomplish at a specific center. Clear directions and work expectations encourage academic engagement in centers. It is essential to model each Activity before students are expected to participate in the center. Giving directions in manageable steps helps students to understand the sequence of completing an Activity. Model the use of new materials before placing them in a center either during the whole group lesson or at the teacher-led center.

Activities to be completed at centers should be introduced by the teacher in the following format:

- 1. Teacher Models and Explains the Activity**

Some activities need repeated modeling, while others need to be modeled only one time. For example, an alphabet matching game may be modeled once at the teacher-led center and then placed at a student center. Completing an open sort may require many whole group lessons in addition to modeling at the teacher-led center before being placed at a student center.

- 2. Teacher provides Guided Practice**

Students practice what the teacher models and the teacher provides prompts and feedback.

- 3. Teacher provides Supported Application**

Students apply the skill as the teacher scaffolds instruction.

- 4. Independent Practice**

Students apply the skill independently.

This same format should also be used to teach students how to use the manipulatives and/or technology at each center (e.g., overhead projector, computer, tape recorder, etc.).

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Implementing and Managing Student Centers in the Classroom

VI. Organize the Classroom

The goal of creating an organized classroom is maximum student achievement. Keeping an organized classroom enables students to:

- Easily locate materials
- Focus on academic tasks
- Use center time productively

Clearly define, organize, and label Reading Centers to facilitate the flow of student movement during center rotations. Set center materials in an orderly arrangement, allowing adequate work space for each student. Place skill leveled materials in baskets or tubs and label accordingly. Teach students how to keep materials organized, replace materials when needed, and clean up in an orderly and timely manner. Student cooperation in helping take care of centers and good organization of materials limits classroom disruptions.

Also, preserve and protect materials by laminating or using another creative method so that they don't have to be remade constantly.

VII. Manage Transitions

The intent of managing transitions is to protect instructional time. It is important to keep a quick pace when transitioning between centers. Instill set routines and expectations for changing centers, putting materials away, and cleaning up center areas. It is important to use this transition time effectively. There are a variety of signals that may be used to indicate to students that it is time to change centers. To reinforce skills, make every minute count by singing rhyming songs, nursery rhymes, or playing word games while the students are cleaning up. Be consistent with all techniques.

VIII. Establish Accountability

Student centers are an excellent opportunity for teachers to assess student progress. It is important that accountability is established for activities completed at centers. Accountability is a way to encourage students to stay academically engaged and for teachers to determine whether or not students can apply what they have been taught. Communicate the fact that students are expected to stay on task and complete quality work. Students need to receive feedback in a timely manner. Reviewing center work daily:

- Prevents students from practicing the same errors
- Provides opportunity for teachers to instill the importance of quality work
- Conveys the importance of each academic task

This is intended to help students develop an appreciation for learning and to view centers as a meaningful and productive time of day.

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Other key ideas to keep in mind concerning accountability:

- The process of learning to read is more important than creating a product at each center. Students need to be accountable for work completed at centers, but this does not mean there always needs to be a product. Make it a balance.
- Have “with-it-ness”—even though teachers are involved with other students in an intense small group activity, they must be aware of what is going on at the student centers. This is a teaching skill that comes with time and practice!

In conclusion, Reading Centers should provide opportunities for students to practice, demonstrate, and extend previously taught skills. Using assessment data to form groups, planning appropriate teacher-led and independent student center activities, and consistently monitoring progress will help teachers establish a supportive learning environment.

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Harris, T.L. & Hodges, R.E. (Eds.). (1995). *The literacy dictionary: The vocabulary of reading and writing*. Newark, Delaware: International Reading Association.

Snow, C.E., Burns, M.S. & Griffin, P. (Eds.). (1998). *Preventing Reading Difficulties in Young Children*. Washington, D.C.: National Academy Press.

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Teacher Resource Guide

Interpretation and Implementation of Activity Plans

This section of the Teacher Resource Guide will help you understand how to interpret the Activity Plans. The student center activities are designed to support sound classroom reading instruction. They are written to provide students with the opportunity to practice, demonstrate, and extend their knowledge of previously taught reading skills.

Activity Plans are compiled in two separate notebooks. Book one contains a collection of Phonological Awareness and Phonics activities. Book two contains a collection of Fluency, Vocabulary, and Comprehension activities. Each Activity Plan includes an explanation of the Activity with an objective, materials, purpose of the Activity, steps to complete the Activity, and ways to extend or adapt the Activity.

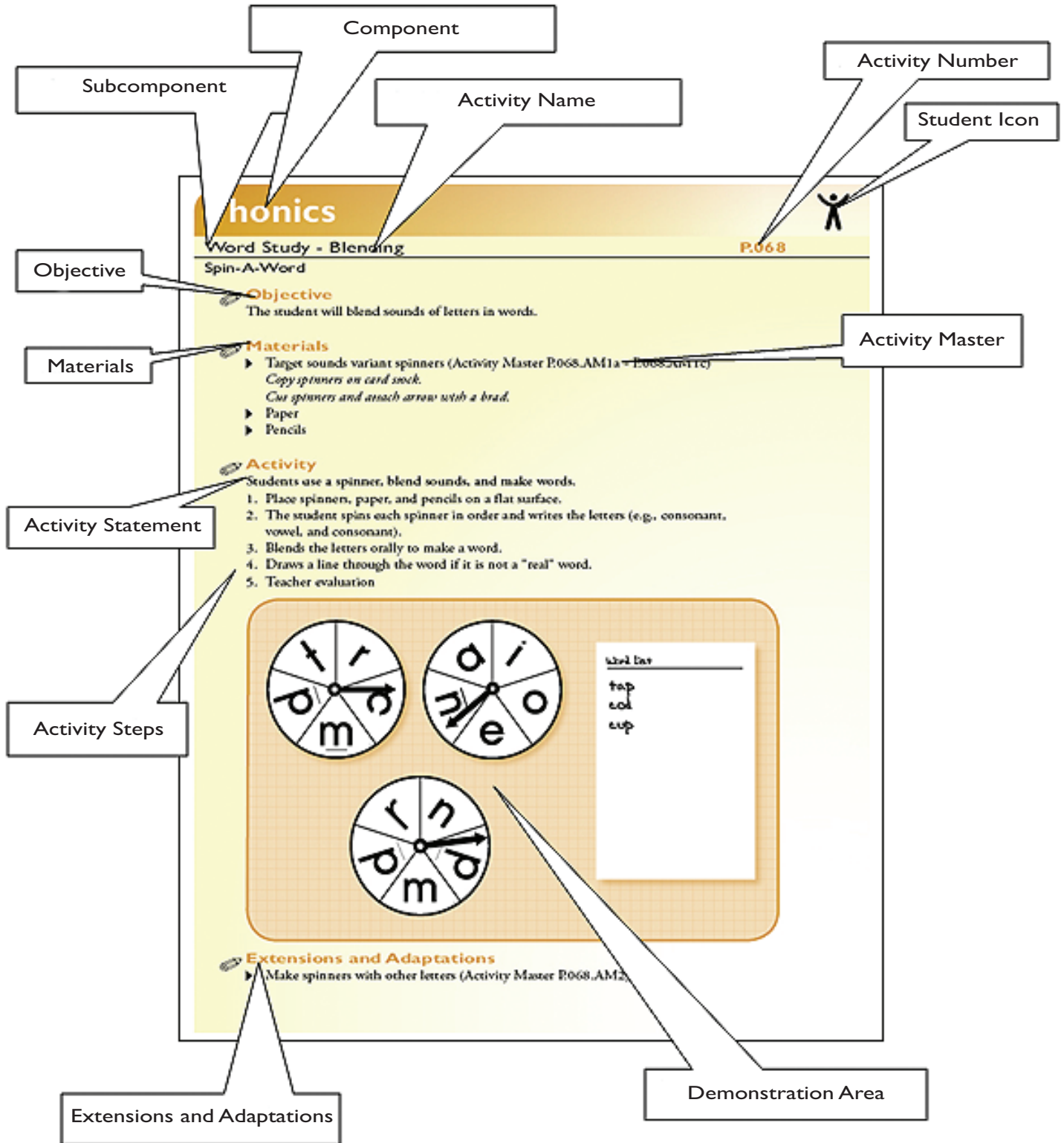
It is important to note that these activities are designed for teachers to use as a resource, guide, and example when implementing student centers. They are not intended to be a curriculum and although they are organized sequentially, assessment results should guide the teacher's decision as to the choice of the Activity and the time line for implementation. Each of the Activities was designed to enhance skill development in the five components of reading. The Activities are intended to be explicitly taught to the whole class or in small group teacher-led centers before they are placed at an independent student center.

Spin-A-Word is a sample Activity that will be used as a reference throughout this section.

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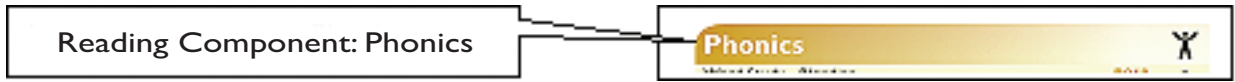
Interpretation and Implementation of Activity Plans

Overview



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Interpretation and Implementation of Activity Plans



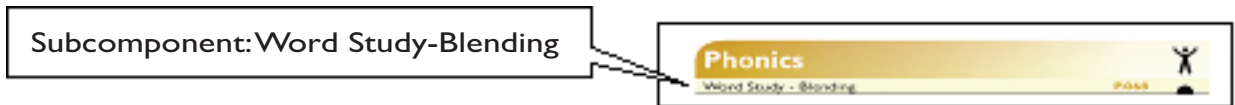
The reading component is placed at the top of the Activity Plan to denote: Phonological Awareness, Phonics, Fluency, Vocabulary, or Comprehension. Note that Phonological Awareness is used as an umbrella term that incorporates phonemic awareness skills and therefore provides a wider range of activities that include rhyme, alliteration, sentence segmentation, and syllables.

Each reading component is color coded. The Phonological Awareness activities are highlighted in purple, Phonics in orange, Fluency in red, Vocabulary in green, and Comprehension in blue (see example activities below).

K-1 Student Center Activities Book One

K-1 Student Center Activities Book Two

Phonological Awareness **Phonics** **Fluency** **Vocabulary** **Comprehension**



The subcomponent is listed under the component. For added convenience each Activity book comes with a set of tabs that have been placed in front of the corresponding sections.



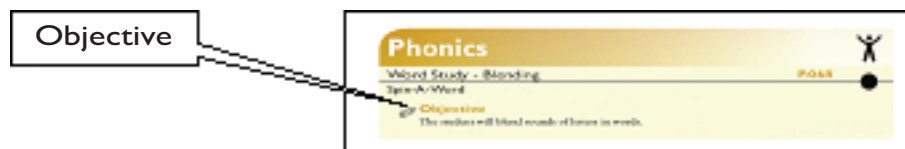
The name of the Activity (e.g., Spin-A-Word) appears under the subcomponent. Across from the Activity name is the Activity number (e.g., P.068). The letter(s) on the Activity number correspond with the component: PA - Phonological Awareness, P - Phonics, F - Fluency, V - Vocabulary, and C - Comprehension. Within each component, the numbers are listed in ascending order. The Activity Plans are sequenced by order of difficulty.

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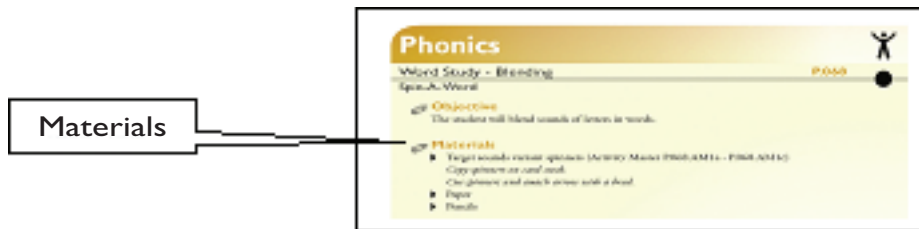
Interpretation and Implementation of Activity Plans



The student icon at the top of the page denotes the number of students suggested to participate in the Activity. One icon indicates that students may complete the Activity independently, but may also work collaboratively with group members if desired. Two icons indicate that the Activity requires students to work in pairs. Two icons with a plus sign indicate that the Activity requires two or more students.



The objective states the goal of the Activity. The objectives are correlated with the subcomponents and are aligned with specific skills.



When appropriate, correlated Activity Masters and Student Sheets follow the Activity Plan. Both are in blackline master form. The Activity Masters are nonconsumable to be used repeatedly as groups move through the center. The Student Sheets are consumable and should be duplicated for EACH student. If an Activity Master is used for more than one Activity, it is cross-referenced to the original Activity Master and noted on the Activity Plan.

Activity Masters may be adapted or substituted by materials from the core reading program, supplemental curriculum, or teachers' own resources. For example, instead of using the provided letter-sound cards, the teacher may choose to use letter-sound cards from the core reading program.

Explanations of terms and items used in the Materials section

- **Color-code:**
Color-coding is one way to organize materials. For example, to distinguish between onset and rime, copy the onsets on blue paper and rimes on red paper.

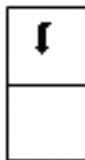
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Interpretation and Implementation of Activity Plans

- **Folding Techniques:**

Terms to help students visualize directions for paper folding.

Hamburger fold: Fold paper in half the short way, like a hamburger bun.



Hot dog fold: Fold the paper in half the long way, like a hot dog bun.



- **Mini-books:**

Mini-books are teacher-made booklets. Cut 8 ½" x 11" paper into fourths and staple (other size booklets can be created).

- **Print materials:**

Print materials for student use may include newspapers, catalogs, and magazines. Screen these materials before placing at a center to ensure content is appropriate for young children. Review print materials to ensure that words and pictures necessary to complete the Activity are included.

- **Text selection:**

The following statement is used in reference to text selection: Choose text within students' independent-instructional reading level range.

Independent Reading Level: The level at which a reader can read text with 95% accuracy (i.e., no more than one error per 20 words read). Independent reading level is relatively easy text for the reader.

Instructional Reading Level: The level at which a reader can read text with 90% accuracy (i.e., no more than one error per 10 words read). Instructional reading level engages the student in challenging, but manageable text.

- **High frequency words:**

A small group of words (300-500) that account for a large percentage of the words in print. High frequency words can be regular or irregular words.


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Interpretation and Implementation of Activity Plans

- **Regular words:**
Any word in which each letter represents its respective, most common sound (e.g., sat, fantastic).
- **Irregular words:**
Words that contain letters that stray from the most common sound pronunciation; words that do not follow common phonic patterns (e.g., was).
- **Sight words:**
Words that are recognized immediately. Sometimes sight words are thought to be irregular, or high frequency words (e.g., the Dolch and Fry lists). However, any word that is recognized automatically is a sight word. These words may be phonetically regular or irregular.
- **Target skills:**
Target skills refer to concepts/skills that have been previously taught. Center activities, adaptations, and extensions provide practice for skill reinforcement of concepts that have been taught in whole group or small group settings. Additionally, activities that are designed to reinforce a specific target skill can be adapted to practice related target skills (e.g., initial sound activities can be expanded to use final and/or medial sounds).

Activity Statement

The image shows a page from a teacher resource guide titled "Phonics". The page is for a "Word Study - Blending" activity called "Spin-A-Word". It includes an objective, materials list, and an activity statement. A box labeled "Activity Statement" has lines pointing to the activity statement text on the page.

Phonics  P.068

Word Study - Blending

Spin-A-Word

Objective
The student will blend sounds of letters in words.

Materials

- ▶ Target sounds variant spinners (Activity Master F068AM1a - F068AM1c)
- ▶ Copy spinners on card stock.
- ▶ Cut spinner and attach arrow with a brad.
- ▶ Tape
- ▶ Pencils

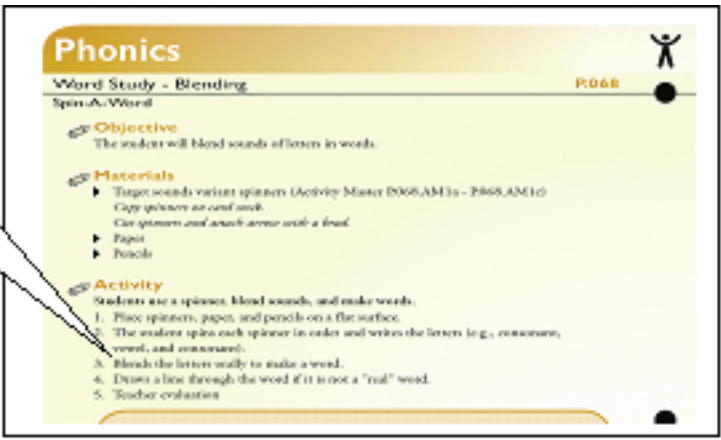
Activity
Students use a spinner, blend sounds, and make words.

Directly under the Activity heading is the Activity statement, *Students use a spinner, blend sounds, and make words.* The statement offers a one sentence explanation of the purpose of the Activity and what the students will do to complete the Activity.

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Interpretation and Implementation of Activity Plans

Activity Steps



Phonics

Word Study - Blending

Spin A Word

Objective
The student will blend sounds of letters in words.

Materials

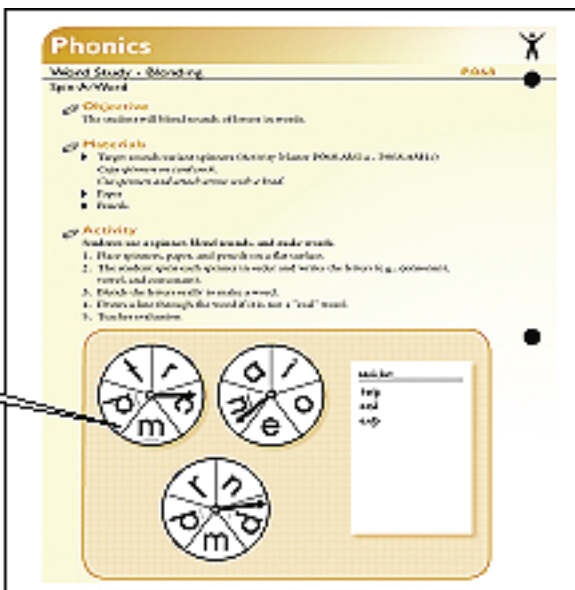
- ▶ Target sounds various spinners (Activity Master 0065.AM1a - 0065.AM1c)
- ▶ Copy spinners on card stock
- ▶ Cut spinners and attach arrow with a brad
- ▶ Paper
- ▶ Pencils

Activity
Students use a spinner, blend sounds, and make words.

1. Place spinners, paper, and pencils on a flat surface.
2. The student spins each spinner in order and writes the letters (e.g., consonant, vowel, and consonant).
3. Blend the letters orally to make a word.
4. Draw a line through the word if it is not a "real" word.
5. Teacher evaluation.

The first step refers to the center set-up which may be completed by the teacher or a capable student. The second step starts the series of steps which the students go through to complete the Activity. Additionally, step two begins with one of the following: The student, Students, Working in pairs, or Taking turns depending on the number of students needed to complete the Activity. The remaining steps are written from the student perspective. The last step pertains to accountability and lists one of three evaluation methods: Self-check, Peer evaluation, or Teacher evaluation.

Demonstration Area



Phonics

Word Study - Blending

Spin A Word

Objective
The student will blend sounds of letters in words.

Materials

- ▶ Target sounds various spinners (Activity Master 0065.AM1a - 0065.AM1c)
- ▶ Copy spinners on card stock
- ▶ Cut spinners and attach arrow with a brad
- ▶ Paper
- ▶ Pencils

Activity
Students use a spinner, blend sounds, and make words.

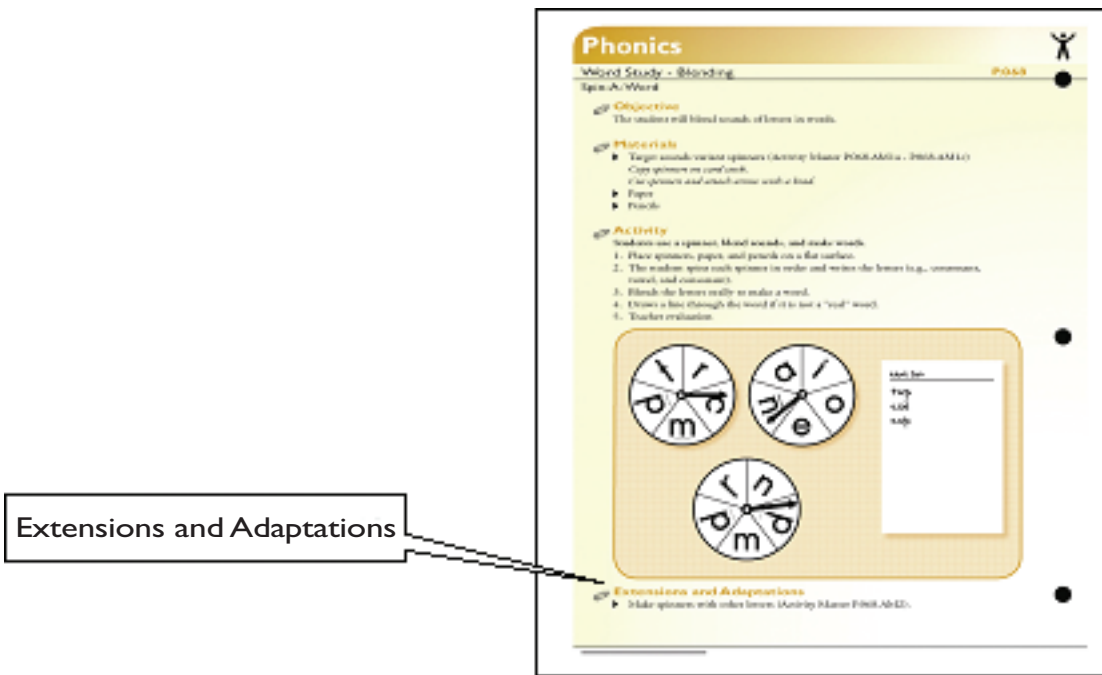
1. Place spinners, paper, and pencils on a flat surface.
2. The student spins each spinner in order and writes the letters (e.g., consonant, vowel, and consonant).
3. Blend the letters orally to make a word.
4. Draw a line through the word if it is not a "real" word.
5. Teacher evaluation.

Spin A Word

Under the Activity steps is a display box containing graphics that depict the Activity and key materials.

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Extensions and Adaptations are suggested activities that will extend or provide an adaptation to further develop the target skill. These are written from the student point of view unless otherwise noted. Some require an Activity Master, which is referenced. In this example, a blank spinner is provided for teachers to write other target letters to supplement the three spinners on the original Activity Master.

Implementation of Activity Plans

In this section we provide suggestions for organizing and preparing materials.

Prepare Materials for Multiple Use

- For initial preparation, copy Activity Masters on card stock and laminate to increase durability.
- Student school pictures may be copied and used for various activities.
- Products created while teaching a skill from an Activity Plan can be used at the student centers. For example, story sequence events elicited from the students may be written on sentence strips. These sentences strips may then be mixed up and placed in the center for students to sequence independently.

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Interpretation and Implementation of Activity Plans

Provide Consistent Materials

In addition to the activities provided, centers can also contain consistent materials that have been previously introduced to the students. These materials remain available to students throughout the year, even as other center activities are rotated. Consistent materials are aligned with students' instructional needs allowing students and teachers uninterrupted productivity throughout center time. These consistent materials will enable students to stay academically engaged until it is time to move to the next center. Examples of materials that may remain consistent at a center are: magnetic letters, alphabet tiles, alphabet puzzles, rubber stamp letters, dry-erase marker boards, blank mini-books, word games, word sorts, flannel boards, puppets for retelling, CDs and tapes for listening centers.

These consistent materials need to be well organized and easily accessible to students. They may be stored in containers. It is important to label or color-code the containers according to instructional needs of students. The intent is to have appropriate materials available for each student to practice and reinforce skills at his/her instructional level.

Preparing a Computer Center

Computer-based activities are beneficial to differentiating student instruction and adapt well to Reading Centers. Like other activities, it is important to note that the results from ongoing assessments and teacher monitoring should be factors in determining the specific software used and the skills that are targeted.

Guidelines for Effective Computer Centers

- Include computer-based activities along with other student centers.
- Assure that students are familiar with all needed computer functions in order to use the selected program effectively.
- Provide computer-based activities specific to those skills that have been pretaught and that need additional practice or reinforcement.
- Assign each student or group of students a specified component of the software program that addresses the specific skill that needs practice. This helps to reduce non-academic engagement time.
- Select software that is within students' instructional-independent reading level range.
- Monitor student use of computer-based activities. Many programs have built-in progress monitoring and generate reports. These progress monitoring reports can be helpful when planning small group teacher-led instruction.
- Choose software and online programs which are based on the five components, support the latest scientific reading research, and are aligned with Reading First.

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Interpretation and Implementation of Activity Plans

Selecting Quality Computer Software and Technology-based Curricula Materials

The Florida Center for Reading Research (FCRR) has established a review process for analyzing reading curricula and materials available for use in Florida. Brief FCRR Reports based on the findings from the reviews are posted at the FCRR website (www.fcrr.org) for use by teachers, administrators, and district level personnel.

The sole purpose of FCRR Reports is to serve as a reliable resource for teachers and administrators as they evaluate the alignment of instructional materials to Reading First guidelines and determine the degree to which programs are consistent with current research in reading. It is important for school district personnel and teachers to read the reports thoroughly and make whatever additional judgments may be appropriate regarding the suitability of the program for their students.

Materials Needed for K-1 Student Center Activities

Instructional Materials

Big Books	Foam letters
Books	Letter Dice
Blank Cassette	Letter Stamps
Cassette Tape	Letter Tiles
CD of Word Family Songs	Magnetic Board
CD Player	Magnetic Letters
CD with Alliterative Songs	Pairs of Objects with the Same Initial Sounds
CD with Initial Sound Song	Plastic Letters
CD with Rhyming Songs	Pocket Chart
CD with Songs that Segment Sounds in Words	Small Plastic Letters
Chalk Boards	Stamp Pad
Chart Paper	Tape Player
Counters	Timers (sand or digital)
Dry-Erase Boards	Tub of A-Z Objects
Felt Board	Two Puppets
Fluency Software	Unifix Cubes

Classroom Supplies

Ball	Index Cards
Blue Tempera Paint	Markers
Brads	Paper clips
Clipboard	Pencils
Colored Pencils	Permanent Markers
Crayons	Sentence Strips
Dry Erase Markers	Stamp Pads
Erasers	Stapler
File Folders or Plastic Sleeves	Story Tape
Glue	Transparency Film
Headphones	Vis-à-Vis Markers

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Interpretation and Implementation of Activity Plans

Materials

Alphabet Beads
Alphabet Border
Baby Wipes
Bags or Envelopes
Ball
Baskets
Binder
Blank Beads
Blank Tape
Blocks
Book Rings or Key Rings
Book Rings or String
Box
Buttons
Cans
Checker Board and Checkers
Clear Tape
Clothes Hangers
Clothes Line or String
Clothespins
Containers
Counters
Craft Box or Tray
Cups
Dowel Sticks
Drawstring Bag
Elbow Macaroni
Envelopes
Felt Pieces
Felt Story Pieces/Old Story Books
Fishing Pole (ruler, magnet, string)
Flyswatter
Gloves
Glue
Hardware Box
Hopscotch Board (or make with construction paper)
Hula Hoops (two)
Labels
Large Paper Bag
Large Plastic Bowl
Lids (yogurt)
Masking Tape
Paper Cups
Paper Plates
Paper Towel Tubes
Paperclips
Pipe Cleaners or String
Plastic Bottles
Plastic Scoop
Popsicle Sticks
Poster Board
Print Materials: Magazines, Catalogs, News Paper
PVC Pipe and PVC Elbows
Sandpaper (or materials to make tactile letters)
Scissors
Shoe Boxes
Small Paper Bags
Small Plastic Bowl
Small Stickers
Small Trash Cans (with swinging lids)
Sock
Spaghetti
Sticky Notes or Bookmarks
Story Objects
Story Pieces (coloring/old books)
String or Yarn
Styrofoam Cups or Containers
Ten Small Objects
Three Cans
Three Carpet Squares
Three Egg Cartons
Three Ring Binders
Tissue
Tongue Depressors
Trays
Tub
Two Magnifying Glasses
Two Plastic Containers
Two Small Basketball Hoops (on suction cups)
Various Size Paper Tubes
Vegetable Trays
Video Boxes
White Plastic Bottle Caps
Wiggle Eyes
Yarn

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Introduction

The following crosswalks map the relationships between each Activity, the corresponding DIBELS® Measure(s), and the newly adopted Florida Sunshine State Standard Benchmark(s). The crosswalks were developed to support teachers in using assessments to drive instruction.

The crosswalks are sorted by:

1. Activity Number and Subcomponent
2. DIBELS® Measure (sorted from more simple to complex measures: LNF, ISF, PSF, NWF, and ORF)
3. Kindergarten Benchmarks
4. First Grade Benchmarks

Note: These crosswalks relate to the K-1 Student Center Activities (revised, 2008) and do not include the previous Sunshine State Standard Grade Level Expectations.

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Crosswalk – Sorted By Activity Number and Subcomponent

Activity Number	Activity Name	Subcomponent	DIBELS® Measure	New Kindergarten Benchmark	New First Grade Benchmark
PA.001	Rhyme or No Rhyme	Rhyme		LA.K.1.2.3	
PA.002	Matching Rhyme Time	Rhyme		LA.K.1.2.3	
PA.003	Rhyming A-LOT-OH!	Rhyme		LA.K.1.2.3	
PA.004	Pocket Rhymes	Rhyme		LA.K.1.2.3	
PA.005	Rhyme Closed Sort	Rhyme		LA.K.1.2.3	
PA.006	Rhyme Pie	Rhyme		LA.K.1.2.3	
PA.007	Rhyme Memory Match	Rhyme		LA.K.1.2.3	
PA.008	Rhyming Game	Rhyme		LA.K.1.2.3	
PA.009	Rhyme Flip Book	Rhyme		LA.K.1.2.3	
PA.010	Alliteration Action	Alliteration	ISF	LA.K.1.3.1	
PA.011	Popular Pals	Alliteration	ISF	LA.K.1.3.1	
PA.012	Silly Sentence Big Book	Alliteration	ISF	LA.K.1.3.1	
PA.013	Nursery Rhymes	Sentence Segmentation		LA.K.1.1.3 LA.K.1.2.1	
PA.014	Sentence Game	Sentence Segmentation		LA.K.1.1.3 LA.K.1.2.1	
PA.015	Sentence Graph	Sentence Segmentation		LA.K.1.1.3 LA.K.1.2.1	
PA.016	Clapping Names	Syllables		LA.K.1.2.2	
PA.017	Feed the Animals	Syllables		LA.K.1.2.2	
PA.018	Syllable Hopscotch	Syllables		LA.K.1.2.2	
PA.019	Syllable Graph	Syllables		LA.K.1.2.2	
PA.020	Syllable Say	Syllables		LA.K.1.2.2	
PA.021	Quick Pick	Onset and Rime	ISF	LA.K.1.2.4	
PA.022	Rime House	Onset and Rime	PSF	LA.K.1.2.4	
PA.023	Sound Detective	Onset and Rime	PSF	LA.K.1.2.4	
PA.024	Guessing Game	Onset and Rime	PSF	LA.K.1.2.4	
PA.025	One Card Out	Phoneme Matching	ISF	LA.K.1.3.1	LA.1.1.3.1
PA.026	Sound Snacker - Sound Smacker	Phoneme Matching	ISF	LA.K.1.3.1	LA.1.1.3.1
PA.027	Sound Train	Phoneme Matching	ISF	LA.K.1.3.1	LA.1.1.3.1
PA.028	Pack-A-Backpack	Phoneme Matching	ISF	LA.K.1.3.1	LA.1.1.3.1
PA.029	Phoneme Go Fish	Phoneme Matching	ISF	LA.K.1.3.1	LA.1.1.3.1
PA.030	Phoneme Dominoes	Phoneme Matching	ISF	LA.K.1.3.1	LA.1.1.3.1

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Activity Number	Activity Name	Subcomponent	DIBELS® Measure	New Kindergarten Benchmark	New First Grade Benchmark
PA.031	Sound It - Bag It	Phoneme Matching	ISF	LA.K.1.3.1	LA.1.1.3.1
PA.032	Final Sound Match-Up	Phoneme Matching	ISF	LA.K.1.3.1	LA.1.1.3.1
PA.033	Sound Pie	Phoneme Matching	ISF	LA.K.1.3.1	LA.1.1.3.1
PA.034	Sound Bags	Phoneme Matching	ISF	LA.K.1.3.1	LA.1.1.3.1
PA.035	Sound Pictures and Picture Puzzles	Phoneme Matching	ISF	LA.K.1.3.1	LA.1.1.3.1
PA.036	See It - Sound It	Phoneme Isolating	ISF	LA.K.1.3.1	LA.1.1.3.1
PA.037	The Last Sound Is...	Phoneme Isolating	ISF	LA.K.1.3.1	LA.1.1.3.1
PA.038	Move and Tell	Phoneme Isolating	ISF	LA.K.1.3.1	LA.1.1.3.1
PA.039	Sound Quest	Phoneme Isolating	ISF	LA.K.1.3.1	LA.1.1.3.1
PA.040	Say and Slide Phonemes	Phoneme Segmenting	PSF	LA.K.1.3.2	LA.1.1.3.3
PA.041	Phoneme Photos	Phoneme Segmenting	PSF	LA.K.1.3.2	LA.1.1.3.3
PA.042	Phoneme Closed Sort	Phoneme Segmenting	PSF	LA.K.1.3.2	LA.1.1.3.3
PA.043	Phoneme Hopscotch	Phoneme Segmenting	PSF	LA.K.1.3.2	LA.1.1.3.3
PA.044	The Sound Game	Phoneme Segmenting	PSF	LA.K.1.3.2	LA.1.1.3.3
PA.045	Sound Spin	Phoneme Segmenting	PSF	LA.K.1.3.2	LA.1.1.3.3
PA.046	Phoneme Feud	Phoneme Segmenting	PSF	LA.K.1.3.2	LA.1.1.3.3
PA.047	Treasure Chest	Phoneme Segmenting and Blending	PSF	LA.K.1.3.2	LA.1.1.3.2 LA.1.1.3.3
PA.048	Picture Slide	Phoneme Segmenting and Blending	PSF	LA.K.1.3.2	LA.1.1.3.2 LA.1.1.3.3
PA.049	Drop and Say	Phoneme Manipulating	PSF	LA.K.1.3.3	LA.1.1.3.4
PA.050	Name Changes	Phoneme Manipulating	PSF	LA.K.1.3.3	LA.1.1.3.4
P001	Alphabet Borders	Letter Recognition	LNF	LA.K.1.1.7	
P002	Letter Cards	Letter Recognition	LNF	LA.K.1.1.7	
P003	Alphabet Arc	Letter Recognition	LNF	LA.K.1.1.7	
P004	Clip-A-Letter	Letter Recognition	LNF	LA.K.1.1.7	
P005	Sorting Letters	Letter Recognition	LNF	LA.K.1.1.7	
P006	Pasta Names	Letter Recognition	LNF	LA.K.1.1.7	
P007	Poetry Pen	Letter Recognition	LNF	LA.K.1.1.7	
P008	Alphabet Memory Game	Letter Recognition	LNF	LA.K.1.1.7	
P009	Alphabet Tiles Name Sort	Letter Recognition	LNF	LA.K.1.1.7	
P010	Venn Diagram Letter Name Sort	Letter Recognition	LNF	LA.K.1.1.7	
P011	Lettercrafter	Letter Recognition	LNF	LA.K.1.1.7	
P012	Brown Bag It	Letter-Sound Correspondence	NWF	LA.K.1.4.1	

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Activity Number	Activity Name	Subcomponent	DIBELS® Measure	New Kindergarten Benchmark	New First Grade Benchmark
P013	Photo Chart	Letter-Sound Correspondence	NWF	LA.K.1.4.1	
P014	Letter-Sound Place Mats	Letter-Sound Correspondence	NWF	LA.K.1.4.1	
P015	Words Around Us Memory Game	Letter-Sound Correspondence	NWF	LA.K.1.4.1	
P016	Letter-Sound Dominoes	Letter-Sound Correspondence	NWF	LA.K.1.4.1	
P017	Letter Bag	Letter-Sound Correspondence	NWF	LA.K.1.4.1	
P018	Letter-Sound Pyramid	Letter-Sound Correspondence	NWF	LA.K.1.4.1	
P019	Letter-Sound Folder Sort	Letter-Sound Correspondence	NWF	LA.K.1.4.1	
P020	Letter-Sound Train	Letter-Sound Correspondence	NWF	LA.K.1.4.1	
P021	Letter-Sound Mobile	Letter-Sound Correspondence	NWF	LA.K.1.4.1	
P022	Letter-Sound Bingo	Letter-Sound Correspondence	NWF	LA.K.1.4.1	
P023	Medial Phoneme Spin	Letter-Sound Correspondence	NWF	LA.K.1.4.1	
P024	Where's That Sound?	Letter-Sound Correspondence	NWF	LA.K.1.4.1	
P025	Letter-Sound Match	Letter-Sound Correspondence	NWF	LA.K.1.4.1	
P026	Onset and Rime Slide	Onset and Rime	NWF		LA.1.1.4.1 LA.1.1.4.4
P027	Picture the Word	Onset and Rime	NWF		LA.1.1.4.1 LA.1.1.4.4
P028	Say It Now	Onset and Rime	NWF		LA.1.1.4.1 LA.1.1.4.4
P029	Rime Closed Sort	Onset and Rime	NWF		LA.1.1.4.1 LA.1.1.4.4
P030	Word Swat	Onset and Rime	NWF		LA.1.1.4.1 LA.1.1.4.4
P031	Change-A-Word	Onset and Rime	NWF		LA.1.1.4.1 LA.1.1.4.4
P032	Word Roll-A-Rama	Onset and Rime	NWF		LA.1.1.4.1 LA.1.1.4.3 LA.1.1.4.4
P033	Word Maker Game	Onset and Rime	NWF		LA.1.1.4.1 LA.1.1.4.4
P034	Vowel Stars	Encoding and Decoding	NWF	LA.K.1.4.2	LA.1.1.4.1
P035	Word Steps	Encoding and Decoding	NWF	LA.K.1.4.2	LA.1.1.4.1
P036	Letter Cube Blending	Encoding and Decoding	NWF	LA.K.1.4.2	LA.1.1.4.1
P037	Three-In-One	Encoding and Decoding	NWF	LA.K.1.4.2	LA.1.1.4.1

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Activity Number	Activity Name	Subcomponent	DIBELS® Measure	New Kindergarten Benchmark	New First Grade Benchmark
P038	Digraph Delight	Encoding and Decoding	NWF	LA.K.1.4.2	LA.1.1.4.1
P039	Make-A-Word	Encoding and Decoding	NWF	LA.K.1.4.2	LA.1.1.4.1
P040	A Digraph A Word	Encoding and Decoding	NWF	LA.K.1.4.2	LA.1.1.4.1
P041	Sandpaper Words	High Frequency Words	ORF		LA.1.1.4.5 LA.1.1.4.6
P042	Word Checkers	High Frequency Words	ORF		LA.1.1.4.5 LA.1.1.4.6
P043	Word Fishing	High Frequency Words	ORF		LA.1.1.4.5 LA.1.1.4.6
P044	Word Baseball	High Frequency Words	ORF		LA.1.1.4.5 LA.1.1.4.6
P045	Word Memory Game	High Frequency Words	ORF		LA.1.1.4.5 LA.1.1.4.6
P046	Word Bowling	High Frequency Words	ORF		LA.1.1.4.5 LA.1.1.4.6
P047	Canned Sort	Variant Correspondences	NWF	LA.K.1.4.1 LA.K.1.4.2	LA.1.1.4.1 LA.1.1.4.2 LA.1.1.4.3
P048	Silent “e” Changes	Variant Correspondences	NWF	LA.K.1.4.1 LA.K.1.4.2	LA.1.1.4.1 LA.1.1.4.2
P049	Vowel Slide	Variant Correspondences	NWF	LA.K.1.4.1 LA.K.1.4.2	LA.1.1.4.1 LA.1.1.4.2 LA.1.1.4.3
P050	Flip Manipulating Books	Variant Correspondences	NWF	LA.K.1.4.1 LA.K.1.4.2	LA.1.1.4.1 LA.1.1.4.2 LA.1.1.4.3
P051	R-Controlled Spin	Variant Correspondences	NWF	LA.K.1.4.1 LA.K.1.4.2	LA.1.1.4.1 LA.1.1.4.2 LA.1.1.4.3
P052	Say and Write Letters	Variant Correspondences	NWF	LA.K.1.4.1 LA.K.1.4.2	LA.1.1.4.1 LA.1.1.4.2 LA.1.1.4.3
P053	Picture It In Syllables	Syllable Patterns	ORF		LA.1.1.4.1
P054	Piece It Together	Syllable Patterns	ORF		LA.1.1.4.1
P055	Syllable Closed Sort	Syllable Patterns	ORF		LA.1.1.4.1

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Crosswalk – Sorted By Activity Number and Subcomponent

Activity Number	Activity Name	Subcomponent	DIBELS® Measure	New Kindergarten Benchmark	New First Grade Benchmark
P056	Word Syllable Game	Syllable Patterns	ORF		LA.1.1.4.1
P057	Compound Word Puzzles	Morpheme Structures	ORF		LA.1.1.4.6
P058	Inflection Toss	Morpheme Structures	ORF		LA.1.1.4.7
P059	Prefix and Suffix Flip Book	Morpheme Structures	ORF		LA.1.1.4.7
P060	Break Apart	Morpheme Structures	ORF		LA.1.1.4.7
F001	Speedy Alphabet Arc	Letter Recognition	LNF	LA.K.1.1.7	
F002	Hungry Letter Mouse	Letter Recognition	LNF	LA.K.1.1.7	
F003	Tap Stack	Letter Recognition	LNF	LA.K.1.1.7	
F004	Make a Match	Letter-Sound Correspondence	NWF	LA.K.1.4.1	
F005	Fluency Letter Wheel	Letter-Sound Correspondence	NWF	LA.K.1.4.1	
F006	Letter Flash	Letter-Sound Correspondence	NWF	LA.K.1.4.1	
F007	Speedy Rime Words	Words	ORF	LA.K.1.4.2	LA.1.1.4.1 LA.1.1.4.2 LA.1.1.5.1
F008	Word Relay	Words	ORF		LA.1.1.4.5 LA.1.1.4.6 LA.1.1.5.2
F009	Fast Match	Words	ORF		LA.1.1.4.5 LA.1.1.4.6 LA.1.1.5.2
F010	Fast Words	Words	ORF		LA.1.1.4.5 LA.1.1.4.6 LA.1.1.5.2
F011	I Read, You Point	Words	ORF		LA.1.1.4.5 LA.1.1.4.6 LA.1.1.5.2
F012	Word Climb	Words	ORF		LA.1.1.4.5 LA.1.1.4.6 LA.1.1.5.2
F013	Speedy Phrases	Connected Text	ORF		LA.1.1.5.1 LA.1.1.5.2 LA.1.1.5.3

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Activity Number	Activity Name	Subcomponent	DIBELS® Measure	New Kindergarten Benchmark	New First Grade Benchmark
F014	Chunking	Connected Text	ORF		LA.1.1.5.1 LA.1.1.5.2 LA.1.1.5.3
F015	Rereading Decodable Text	Connected Text	ORF		LA.1.1.5.1 LA.1.1.5.2 LA.1.1.5.3
F016	Partner Reading	Connected Text	ORF		LA.1.1.5.1 LA.1.1.5.2 LA.1.1.5.3
F017	Repeated Timed Readings	Connected Text	ORF		LA.1.1.5.1 LA.1.1.5.2 LA.1.1.5.3
F018	Tape-Assisted Reading	Connected Text	ORF		LA.1.1.5.1 LA.1.1.5.2 LA.1.1.5.3
F019	Choral Reading	Connected Text	ORF		LA.1.1.5.1 LA.1.1.5.2 LA.1.1.5.3
F020	Express It!	Connected Text	ORF		LA.1.1.5.1 LA.1.1.5.2 LA.1.1.5.3
F021	Readers' Theater	Connected Text	ORF		LA.1.1.5.1 LA.1.1.5.2 LA.1.1.5.3
V.001	Memory Word Match	Word Knowledge			
V.002	Contraction Connection	Word Knowledge			
V.003	Synonym Spider	Word Knowledge			LA.1.1.6.7
V.004	Overhead Antonyms	Word Knowledge			LA.1.1.6.7
V.005	Go Fish for Homophones	Word Knowledge		LA.K.1.6.6	LA.1.1.6.5
V.006	About Me	Word Knowledge			
V.007	Choose and Chat	Word Knowledge		LA.K.1.6.3 LA.K.1.6.6	LA.1.1.6.5
V.008	Action Word Ring Sort	Word Knowledge		LA.K.1.6.3	
V.009	Compound Word Hunt	Morphemic Elements		LA.K.1.6.3	LA.1.1.6.8

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Crosswalk – Sorted By Activity Number and Subcomponent

Activity Number	Activity Name	Subcomponent	DIBELS® Measure	New Kindergarten Benchmark	New First Grade Benchmark
V.010	Compound Word Flip Book	Morphemic Elements			LA.1.1.6.8
V.011	Prefix-O	Morphemic Elements			
V.012	Multiple Meaning Bugs	Word Meaning			LA.1.1.6.9
V.013	Four Square Vocabulary Map	Word Meaning		LA.K.1.6.1 LA.K.1.6.2 LA.K.1.6.3 LA.K.1.6.6	LA.1.1.6.1 LA.1.1.6.2 LA.1.1.6.5 LA.1.1.6.10
V.014	Semantic Map	Word Meaning		LA.K.1.6.1 LA.K.1.6.2 LA.K.1.6.3 LA.K.1.6.6	LA.1.1.6.1 LA.1.1.6.2 LA.1.1.6.5
V.015	Word Wizard	Word Meaning		LA.K.1.6.2 LA.K.1.6.6	LA.1.1.6.2 LA.1.1.6.5
V.016	Word-O-Nary	Word Meaning		LA.K.1.6.1 LA.K.1.6.2 LA.K.1.6.6	LA.1.1.6.1 LA.1.1.6.2 LA.1.1.6.5 LA.1.1.6.10
V.017	Transportation Key Sort	Word Analysis		LA.K.1.6.4	LA.1.1.6.4 LA.1.1.6.6
V.018	Cube Word Sort	Word Analysis		LA.K.1.6.4	LA.1.1.6.4 LA.1.1.6.6
V.019	Categor-Ring	Word Analysis		LAK.1.6.1 LA.K.1.6.4	LA.1.1.6.1 LA.1.1.6.4 LA.1.1.6.6 LA.1.1.6.10
V.020	Word Connections	Word Analysis		LA.K.1.6.4	LA.1.1.6.4 LA.1.1.6.6
V.021	Same and Different	Word Analysis		LA.K.1.6.1 LA.K.1.6.2 LA.K.1.6.6	LA.1.1.6.1 LA.1.1.6.2 LA.1.1.6.5
V.022	Semantic Feature Analysis	Word Analysis		LA.K.1.6.2	LA.1.1.6.2
V.023	Another Word	Words in Context			LA.1.1.6.3 LA.1.1.6.7

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Crosswalk – Sorted By Activity Number and Subcomponent

Activity Number	Activity Name	Subcomponent	DIBELS® Measure	New Kindergarten Benchmark	New First Grade Benchmark
V.024	Word Fill-In	Words in Context		LA.K.1.6.1 LA.K.1.6.6	LA.1.1.6.1 LA.1.1.6.3 LA.1.1.6.5
V.025	If the Word Fits	Words in Context			LA.1.1.6.3
C.001	Sentence-Picture Match	Sentence Meaning			
C.002	Name That Rhyme	Sentence Meaning			
C.003	Sentence Pantomime	Sentence Meaning			
C.004	Silly Sentence Mix-Up	Sentence Meaning			
C.005	Build a Sentence	Sentence Meaning			
C.006	Picture Cube	Sentence Meaning			
C.007	Picture the Character	Narrative Text Structure		LA.K.2.1.2	LA.1.2.1.3
C.008	Character Compare	Narrative Text Structure		LA.K.2.1.2	LA.1.2.1.3
C.009	Sequence-A-Story	Narrative Text Structure		LA.K.7.1.3 LA.K.2.1.2	LA.1.1.7.6 LA.1.2.1.2
C.010	Story Sequence Organizer	Narrative Text Structure		LA.K.1.7.3 LA.K.2.1.2	LA.1.1.7.6 LA.1.2.1.2
C.011	Story Question Cube	Narrative Text Structure		LA.K.1.7.3 LA.K.2.1.2	LA.1.1.7.6 LA.1.2.1.2 LA.1.2.1.3
C.012	Story Grammar	Narrative Text Structure		LA.K.1.7.3 LA.K.2.1.2	LA.1.1.7.6 LA.1.2.1.2 LA.1.2.1.3
C.013	Hoop-A-Story Venn Diagram	Narrative Text Structure		LA.K.1.7.3 LA.K.2.1.2	LA.1.1.7.6 LA.1.2.1.2 LA.1.2.1.3 LA.1.2.1.5
C.014	Retail Wheel	Narrative Text Structure		LA.K.1.7.3 LA.K.2.1.2	LA.1.1.7.6 LA.1.2.1.2 LA.1.2.1.3
C.015	Expository Fact Strip	Expository Text Structure		LA.K.2.2.2	LA.1.2.2.3
C.016	Expository Text Wheel	Expository Text Structure		LA.K.1.7.3 LA.K.2.2.2	LA.1.1.7.3 LA.1.1.7.4 LA.1.2.2.3

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Crosswalk – Sorted By Activity Number and Subcomponent

Activity Number	Activity Name	Subcomponent	DIBELS® Measure	New Kindergarten Benchmark	New First Grade Benchmark
C.017	Projected Paragraphs	Expository Text Structure		LA.K.1.7.3 LA.K.2.2.2	LA.1.1.7.3 LA.1.1.7.4 LA.1.2.2.3
C.018	Summarizing	Expository Text Structure		LA.K.1.7.3 LA.K.2.2.2	LA.1.1.7.3 LA.1.1.7.4 LA.1.2.2.3
C.019	Fiction and Nonfiction Sort	Text Analysis		LA.K.1.7.2	LA.1.1.7.5
C.020	Fact Versus Opinion	Text Analysis			
C.021	Cause and Effect Roll	Text Analysis			LA.1.1.7.5
C.022	Cause and Effect Organizer	Text Analysis			LA.1.1.7.5
C.023	K-W-L	Monitoring for Understanding		LA.K.2.2.2	LA.1.2.2.3
C.024	Make-and-Check-A-Prediction	Monitoring for Understanding		LA.K.1.7.1 LA.K.2.2.2	LA.1.1.7.1 LA.1.2.2.3
C.025	Classifying Information	Monitoring for Understanding		LA.K.2.2.2	LA.1.2.2.3
C.026	Sum It Up	Monitoring for Understanding		LA.K.1.7.3 LA.K.2.1.2 LA.K.2.2.2	LA.1.1.7.3 LA.1.1.7.4 LA.1.1.7.6 LA.1.2.1.2 LA.1.2.1.3 LA.1.2.2.3

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Crosswalk – Sorted By DIBELS® Measure

Activity Number	Activity Name	Subcomponent	DIBELS® Measure	New Kindergarten Benchmark	New First Grade Benchmark
P001	Alphabet Borders	Letter Recognition	LNF	LA.K.1.1.7	
P002	Letter Cards	Letter Recognition	LNF	LA.K.1.1.7	
P003	Alphabet Arc	Letter Recognition	LNF	LA.K.1.1.7	
P004	Clip-A-Letter	Letter Recognition	LNF	LA.K.1.1.7	
P005	Sorting Letters	Letter Recognition	LNF	LA.K.1.1.7	
P006	Pasta Names	Letter Recognition	LNF	LA.K.1.1.7	
P007	Poetry Pen	Letter Recognition	LNF	LA.K.1.1.7	
P008	Alphabet Memory Game	Letter Recognition	LNF	LA.K.1.1.7	
P009	Alphabet Tiles Name Sort	Letter Recognition	LNF	LA.K.1.1.7	
P010	Venn Diagram Letter Name Sort	Letter Recognition	LNF	LA.K.1.1.7	
P011	Lettercrafter	Letter Recognition	LNF	LA.K.1.1.7	
F001	Speedy Alphabet Arc	Letter Recognition	LNF	LA.K.1.1.7	
F002	Hungry Letter Mouse	Letter Recognition	LNF	LA.K.1.1.7	
F003	Tap Stack	Letter Recognition	LNF	LA.K.1.1.7	
PA.010	Alliteration Action	Alliteration	ISF	LA.K.1.3.1	
PA.011	Popular Pals	Alliteration	ISF	LA.K.1.3.1	
PA.012	Silly Sentence Big Book	Alliteration	ISF	LA.K.1.3.1	
PA.021	Quick Pick	Onset and Rime	ISF (also PSF)	LA.K.1.2.4	
PA.025	One Card Out	Phoneme Matching	ISF	LA.K.1.3.1	LA.1.1.3.1
PA.026	Sound Snacker - Sound Smacker	Phoneme Matching	ISF	LA.K.1.3.1	LA.1.1.3.1
PA.027	Sound Train	Phoneme Matching	ISF	LA.K.1.3.1	LA.1.1.3.1
PA.028	Pack-A-Backpack	Phoneme Matching	ISF	LA.K.1.3.1	LA.1.1.3.1
PA.029	Phoneme Go Fish	Phoneme Matching	ISF	LA.K.1.3.1	LA.1.1.3.1
PA.030	Phoneme Dominoes	Phoneme Matching	ISF	LA.K.1.3.1	LA.1.1.3.1
PA.031	Sound It - Bag It	Phoneme Matching	ISF	LA.K.1.3.1	LA.1.1.3.1
PA.032	Final Sound Match-Up	Phoneme Matching	ISF	LA.K.1.3.1	LA.1.1.3.1
PA.033	Sound Pie	Phoneme Matching	ISF	LA.K.1.3.1	LA.1.1.3.1
PA.034	Sound Bags	Phoneme Matching	ISF	LA.K.1.3.1	LA.1.1.3.1
PA.035	Sound Pictures and Picture Puzzles	Phoneme Matching	ISF	LA.K.1.3.1	LA.1.1.3.1
PA.036	See It - Sound It	Phoneme Isolating	ISF	LA.K.1.3.1	LA.1.1.3.1
PA.037	The Last Sound Is...	Phoneme Isolating	ISF	LA.K.1.3.1	LA.1.1.3.1
PA.038	Move and Tell	Phoneme Isolating	ISF	LA.K.1.3.1	LA.1.1.3.1
PA.039	Sound Quest	Phoneme Isolating	ISF	LA.K.1.3.1	LA.1.1.3.1

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Activity Number	Activity Name	Subcomponent	DIBELS® Measure	New Kindergarten Benchmark	New First Grade Benchmark
PA.021	Quick Pick	Onset and Rime	PSF (also ISF)	LA.K.1.2.4	
PA.022	Rime House	Onset and Rime	PSF	LA.K.1.2.4	
PA.023	Sound Detective	Onset and Rime	PSF	LA.K.1.2.4	
PA.024	Guessing Game	Onset and Rime	PSF	LA.K.1.2.4	
PA.040	Say and Slide Phonemes	Phoneme Segmenting	PSF	LA.K.1.3.2	LA.1.1.3.3
PA.041	Phoneme Photos	Phoneme Segmenting	PSF	LA.K.1.3.2	LA.1.1.3.3
PA.042	Phoneme Closed Sort	Phoneme Segmenting	PSF	LA.K.1.3.2	LA.1.1.3.3
PA.043	Phoneme Hopscotch	Phoneme Segmenting	PSF	LA.K.1.3.2	LA.1.1.3.3
PA.044	The Sound Game	Phoneme Segmenting	PSF	LA.K.1.3.2	LA.1.1.3.3
PA.045	Sound Spin	Phoneme Segmenting	PSF	LA.K.1.3.2	LA.1.1.3.3
PA.046	Phoneme Feud	Phoneme Segmenting	PSF	LA.K.1.3.2	LA.1.1.3.3
PA.047	Treasure Chest	Phoneme Segmenting and Blending	PSF	LA.K.1.3.2	LA.1.1.3.2 LA.1.1.3.3
PA.048	Picture Slide	Phoneme Segmenting and Blending	PSF	LA.K.1.3.2	LA.1.1.3.2 LA.1.1.3.3
PA.049	Drop and Say	Phoneme Manipulating	PSF	LA.K.1.3.3	LA.1.1.3.4
PA.050	Name Changes	Phoneme Manipulating	PSF	LA.K.1.3.3	LA.1.1.3.4
P012	Brown Bag It	Letter-Sound Correspondence	NWF	LA.K.1.4.1	
P013	Photo Chart	Letter-Sound Correspondence	NWF	LA.K.1.4.1	
P014	Letter-Sound Place Mats	Letter-Sound Correspondence	NWF	LA.K.1.4.1	
P015	Words Around Us Memory Game	Letter-Sound Correspondence	NWF	LA.K.1.4.1	
P016	Letter-Sound Dominoes	Letter-Sound Correspondence	NWF	LA.K.1.4.1	
P017	Letter Bag	Letter-Sound Correspondence	NWF	LA.K.1.4.1	
P018	Letter-Sound Pyramid	Letter-Sound Correspondence	NWF	LA.K.1.4.1	
P019	Letter-Sound Folder Sort	Letter-Sound Correspondence	NWF	LA.K.1.4.1	
P020	Letter-Sound Train	Letter-Sound Correspondence	NWF	LA.K.1.4.1	
P021	Letter-Sound Mobile	Letter-Sound Correspondence	NWF	LA.K.1.4.1	
P022	Letter-Sound Bingo	Letter-Sound Correspondence	NWF	LA.K.1.4.1	
P023	Medial Phoneme Spin	Letter-Sound Correspondence	NWF	LA.K.1.4.1	
P024	Where's That Sound?	Letter-Sound Correspondence	NWF	LA.K.1.4.1	
P025	Letter-Sound Match	Letter-Sound Correspondence	NWF	LA.K.1.4.1	
P026	Onset and Rime Slide	Onset and Rime	NWF		LA.1.1.4.1 LA.1.1.4.4

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Activity Number	Activity Name	Subcomponent	DIBELS® Measure	New Kindergarten Benchmark	New First Grade Benchmark
P027	Picture the Word	Onset and Rime	NWF		LA.1.1.4.1 LA.1.1.4.4
P028	Say It Now	Onset and Rime	NWF		LA.1.1.4.1 LA.1.1.4.4
P029	Rime Closed Sort	Onset and Rime	NWF		LA.1.1.4.1 LA.1.1.4.4
P030	Word Swat	Onset and Rime	NWF		LA.1.1.4.1 LA.1.1.4.4
P031	Change-A-Word	Onset and Rime	NWF		LA.1.1.4.1 LA.1.1.4.4
P032	Word Roll-A-Rama	Onset and Rime	NWF		LA.1.1.4.1 LA.1.1.4.3 LA.1.1.4.4
P033	Word Maker Game	Onset and Rime	NWF		LA.1.1.4.1 LA.1.1.4.4
P034	Vowel Stars	Encoding and Decoding	NWF	LA.K.1.4.2	LA.1.1.4.1
P035	Word Steps	Encoding and Decoding	NWF	LA.K.1.4.2	LA.1.1.4.1
P036	Letter Cube Blending	Encoding and Decoding	NWF	LA.K.1.4.2	LA.1.1.4.1
P037	Three-In-One	Encoding and Decoding	NWF	LA.K.1.4.2	LA.1.1.4.1
P038	Digraph Delight	Encoding and Decoding	NWF	LA.K.1.4.2	LA.1.1.4.1
P039	Make-A-Word	Encoding and Decoding	NWF	LA.K.1.4.2	LA.1.1.4.1
P040	A Digraph A Word	Encoding and Decoding	NWF	LA.K.1.4.2	LA.1.1.4.1
P047	Canned Sort	Variant Correspondences	NWF	LA.K.1.4.1 LA.K.1.4.2	LA.1.1.4.1 LA.1.1.4.2 LA.1.1.4.3
P048	Silent "e" Changes	Variant Correspondences	NWF	LA.K.1.4.1 LA.K.1.4.2	LA.1.1.4.1 LA.1.1.4.2
P049	Vowel Slide	Variant Correspondences	NWF	LA.K.1.4.1 LA.K.1.4.2	LA.1.1.4.1 LA.1.1.4.2 LA.1.1.4.3
P050	Flip Manipulating Books	Variant Correspondences	NWF	LA.K.1.4.1 LA.K.1.4.2	LA.1.1.4.1 LA.1.1.4.2 LA.1.1.4.3

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Activity Number	Activity Name	Subcomponent	DIBELS® Measure	New Kindergarten Benchmark	New First Grade Benchmark
P051	R-Controlled Spin	Variant Correspondences	NWF	LA.K.1.4.1 LA.K.1.4.2	LA.1.1.4.1 LA.1.1.4.2 LA.1.1.4.3
P052	Say and Write Letters	Variant Correspondences	NWF	LA.K.1.4.1 LA.K.1.4.2	LA.1.1.4.1 LA.1.1.4.2
F004	Make a Match	Letter-Sound Correspondence	NWF	LA.K.1.4.1	
F005	Fluency Letter Wheel	Letter-Sound Correspondence	NWF	LA.K.1.4.1	
F006	Letter Flash	Letter-Sound Correspondence	NWF	LA.K.1.4.1	
P041	Sandpaper Words	High Frequency Words	ORF		LA.1.1.4.5 LA.1.1.4.6
P042	Word Checkers	High Frequency Words	ORF		LA.1.1.4.5 LA.1.1.4.6
P043	Word Fishing	High Frequency Words	ORF		LA.1.1.4.5 LA.1.1.4.6
P044	Word Baseball	High Frequency Words	ORF		LA.1.1.4.5 LA.1.1.4.6
P045	Word Memory Game	High Frequency Words	ORF		LA.1.1.4.5 LA.1.1.4.6
P046	Word Bowling	High Frequency Words	ORF		LA.1.1.4.5 LA.1.1.4.6
P053	Picture It In Syllables	Syllable Patterns	ORF		LA.1.1.4.1
P054	Piece It Together	Syllable Patterns	ORF		LA.1.1.4.1
P055	Syllable Closed Sort	Syllable Patterns	ORF		LA.1.1.4.1
P056	Word Syllable Game	Syllable Patterns	ORF		LA.1.1.4.1
P057	Compound Word Puzzles	Morpheme Structures	ORF		LA.1.1.4.6
P058	Inflection Toss	Morpheme Structures	ORF		LA.1.1.4.7
P059	Prefix and Suffix Flip Book	Morpheme Structures	ORF		LA.1.1.4.7
P060	Break Apart	Morpheme Structures	ORF		LA.1.1.4.7
F007	Speedy Rime Words	Words	ORF	LA.K.1.4.2	LA.1.1.4.1 LA.1.1.4.2 LA.1.1.5.1
F008	Word Relay	Words	ORF		LA.1.1.4.5 LA.1.1.4.6 LA.1.1.5.2

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Activity Number	Activity Name	Subcomponent	DIBELS® Measure	New Kindergarten Benchmark	New First Grade Benchmark
F009	Fast Match	Words	ORF		LA.1.1.4.5 LA.1.1.4.6 LA.1.1.5.2
F010	Fast Words	Words	ORF		LA.1.1.4.5 LA.1.1.4.6 LA.1.1.5.2
F011	I Read, You Point	Words	ORF		LA.1.1.4.5 LA.1.1.4.6 LA.1.1.5.2
F012	Word Climb	Words	ORF		LA.1.1.4.5 LA.1.1.4.6 LA.1.1.5.2
F013	Speedy Phrases	Connected Text	ORF		LA.1.1.5.1 LA.1.1.5.2 LA.1.1.5.3
F014	Chunking	Connected Text	ORF		LA.1.1.5.1 LA.1.1.5.2 LA.1.1.5.3
F015	Rereading Decodable Text	Connected Text	ORF		LA.1.1.5.1 LA.1.1.5.2 LA.1.1.5.3
F016	Partner Reading	Connected Text	ORF		LA.1.1.5.1 LA.1.1.5.2 LA.1.1.5.3
F017	Repeated Timed Readings	Connected Text	ORF		LA.1.1.5.1 LA.1.1.5.2 LA.1.1.5.3
F018	Tape-Assisted Reading	Connected Text	ORF		LA.1.1.5.1 LA.1.1.5.2 LA.1.1.5.3
F019	Choral Reading	Connected Text	ORF		LA.1.1.5.1 LA.1.1.5.2 LA.1.1.5.3

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Activity Number	Activity Name	Subcomponent	DIBELS® Measure	New Kindergarten Benchmark	New First Grade Benchmark
F020	Express It!	Connected Text	ORF		LA.1.1.5.1 LA.1.1.5.2 LA.1.1.5.3
F021	Readers' Theater	Connected Text	ORF		LA.1.1.5.1 LA.1.1.5.2 LA.1.1.5.3

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Activity Number	Activity Name	Subcomponent	DIBELS® Measure	New Kindergarten Benchmark
PA.013	Nursery Rhymes	Sentence Segmentation		LA.K.1.1.3
PA.014	Sentence Game	Sentence Segmentation		LA.K.1.1.3
PA.015	Sentence Graph	Sentence Segmentation		LA.K.1.1.3
P001	Alphabet Borders	Letter Recognition	LNF	LA.K.1.1.7
P002	Letter Cards	Letter Recognition	LNF	LA.K.1.1.7
P003	Alphabet Arc	Letter Recognition	LNF	LA.K.1.1.7
P004	Clip-A-Letter	Letter Recognition	LNF	LA.K.1.1.7
P005	Sorting Letters	Letter Recognition	LNF	LA.K.1.1.7
P006	Pasta Names	Letter Recognition	LNF	LA.K.1.1.7
P007	Poetry Pen	Letter Recognition	LNF	LA.K.1.1.7
P008	Alphabet Memory Game	Letter Recognition	LNF	LA.K.1.1.7
P009	Alphabet Tiles Name Sort	Letter Recognition	LNF	LA.K.1.1.7
P010	Venn Diagram Letter Name Sort	Letter Recognition	LNF	LA.K.1.1.7
P011	Lettercritter	Letter Recognition	LNF	LA.K.1.1.7
F001	Speedy Alphabet Arc	Letter Recognition	LNF	LA.K.1.1.7
F002	Hungry Letter Mouse	Letter Recognition	LNF	LA.K.1.1.7
F003	Tap Stack	Letter Recognition	LNF	LA.K.1.1.7
PA.013	Nursery Rhymes	Sentence Segmentation		LA.K.1.2.1
PA.014	Sentence Game	Sentence Segmentation		LA.K.1.2.1
PA.015	Sentence Graph	Sentence Segmentation		LA.K.1.2.1
PA.016	Clapping Names	Syllables		LA.K.1.2.2
PA.017	Feed the Animals	Syllables		LA.K.1.2.2
PA.018	Syllable Hopscotch	Syllables		LA.K.1.2.2
PA.019	Syllable Graph	Syllables		LA.K.1.2.2
PA.020	Syllable Say	Syllables		LA.K.1.2.2
PA.001	Rhyme or No Rhyme	Rhyme		LA.K.1.2.3
PA.002	Matching Rhyme Time	Rhyme		LA.K.1.2.3
PA.003	Rhyming A-LOT-OH!	Rhyme		LA.K.1.2.3
PA.004	Pocket Rhymes	Rhyme		LA.K.1.2.3
PA.005	Rhyme Closed Sort	Rhyme		LA.K.1.2.3
PA.006	Rhyme Pie	Rhyme		LA.K.1.2.3
PA.007	Rhyme Memory Match	Rhyme		LA.K.1.2.3
PA.008	Rhyming Game	Rhyme		LA.K.1.2.3
PA.009	Rhyme Flip Book	Rhyme		LA.K.1.2.3

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Activity Number	Activity Name	Subcomponent	DIBELS® Measure	New Kindergarten Benchmark
PA.021	Quick Pick	Onset and Rime	ISF	LA.K.1.2.4
PA.022	Rime House	Onset and Rime	PSF	LA.K.1.2.4
PA.023	Sound Detective	Onset and Rime	PSF	LA.K.1.2.4
PA.024	Guessing Game	Onset and Rime	PSF	LA.K.1.2.4
PA.010	Alliteration Action	Alliteration	ISF	LA.K.1.3.1
PA.011	Popular Pals	Alliteration	ISF	LA.K.1.3.1
PA.012	Silly Sentence Big Book	Alliteration	ISF	LA.K.1.3.1
PA.025	One Card Out	Phoneme Matching	ISF	LA.K.1.3.1
PA.026	Sound Smacker - Sound Smacker	Phoneme Matching	ISF	LA.K.1.3.1
PA.027	Sound Train	Phoneme Matching	ISF	LA.K.1.3.1
PA.028	Pack-A-Backpack	Phoneme Matching	ISF	LA.K.1.3.1
PA.029	Phoneme Go Fish	Phoneme Matching	ISF	LA.K.1.3.1
PA.030	Phoneme Dominoes	Phoneme Matching	ISF	LA.K.1.3.1
PA.031	Sound It - Bag It	Phoneme Matching	ISF	LA.K.1.3.1
PA.032	Final Sound Match-Up	Phoneme Matching	ISF	LA.K.1.3.1
PA.033	Sound Pie	Phoneme Matching	ISF	LA.K.1.3.1
PA.034	Sound Bags	Phoneme Matching	ISF	LA.K.1.3.1
PA.035	Sound Pictures and Picture Puzzles	Phoneme Matching	ISF	LA.K.1.3.1
PA.036	See It - Sound It	Phoneme Isolating	ISF	LA.K.1.3.1
PA.037	The Last Sound Is...	Phoneme Isolating	ISF	LA.K.1.3.1
PA.038	Move and Tell	Phoneme Isolating	ISF	LA.K.1.3.1
PA.039	Sound Quest	Phoneme Isolating	ISF	LA.K.1.3.1
PA.040	Say and Slide Phonemes	Phoneme Segmenting	PSF	LA.K.1.3.2
PA.041	Phoneme Photos	Phoneme Segmenting	PSF	LA.K.1.3.2
PA.042	Phoneme Closed Sort	Phoneme Segmenting	PSF	LA.K.1.3.2
PA.043	Phoneme Hopscotch	Phoneme Segmenting	PSF	LA.K.1.3.2
PA.044	The Sound Game	Phoneme Segmenting	PSF	LA.K.1.3.2
PA.045	Sound Spin	Phoneme Segmenting	PSF	LA.K.1.3.2
PA.046	Phoneme Feud	Phoneme Segmenting	PSF	LA.K.1.3.2
PA.047	Treasure Chest	Phoneme Segmenting and Blending	PSF	LA.K.1.3.2
PA.048	Picture Slide	Phoneme Segmenting and Blending	PSF	LA.K.1.3.2

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Activity Number	Activity Name	Subcomponent	DIBELS® Measure	New Kindergarten Benchmark
PA.049	Drop and Say	Phoneme Manipulating	PSF	LA.K.1.3.3
PA.050	Name Changes	Phoneme Manipulating	PSF	LA.K.1.3.3
P.012	Brown Bag It	Letter-Sound Correspondence	NWF	LA.K.1.4.1
P.013	Photo Chart	Letter-Sound Correspondence	NWF	LA.K.1.4.1
P.014	Letter-Sound Place Mats	Letter-Sound Correspondence	NWF	LA.K.1.4.1
P.015	Words Around Us Memory Game	Letter-Sound Correspondence	NWF	LA.K.1.4.1
P.016	Letter-Sound Dominoes	Letter-Sound Correspondence	NWF	LA.K.1.4.1
P.017	Letter Bag	Letter-Sound Correspondence	NWF	LA.K.1.4.1
P.018	Letter-Sound Pyramid	Letter-Sound Correspondence	NWF	LA.K.1.4.1
P.019	Letter-Sound Folder Sort	Letter-Sound Correspondence	NWF	LA.K.1.4.1
P.020	Letter-Sound Train	Letter-Sound Correspondence	NWF	LA.K.1.4.1
P.021	Letter-Sound Mobile	Letter-Sound Correspondence	NWF	LA.K.1.4.1
P.022	Letter-Sound Bingo	Letter-Sound Correspondence	NWF	LA.K.1.4.1
P.023	Medial Phoneme Spin	Letter-Sound Correspondence	NWF	LA.K.1.4.1
P.024	Where's That Sound?	Letter-Sound Correspondence	NWF	LA.K.1.4.1
P.025	Letter-Sound Match	Letter-Sound Correspondence	NWF	LA.K.1.4.1
P.047	Canned Sort	Variant Correspondences	NWF	LA.K.1.4.1
P.048	Silent "e" Changes	Variant Correspondences	NWF	LA.K.1.4.1
P.049	Vowel Slide	Variant Correspondences	NWF	LA.K.1.4.1
P.050	Flip Manipulating Books	Variant Correspondences	NWF	LA.K.1.4.1
P.051	R-Controlled Spin	Variant Correspondences	NWF	LA.K.1.4.1
P.052	Say and Write Letters	Variant Correspondences	NWF	LA.K.1.4.1
F.004	Make a Match	Letter-Sound Correspondence	NWF	LA.K.1.4.1
F.005	Fluency Letter Wheel	Letter-Sound Correspondence	NWF	LA.K.1.4.1
F.006	Letter Flash	Letter-Sound Correspondence	NWF	LA.K.1.4.1
P.034	Vowel Stars	Encoding and Decoding	NWF	LA.K.1.4.2
P.035	Word Steps	Encoding and Decoding	NWF	LA.K.1.4.2
P.036	Letter Cube Blending	Encoding and Decoding	NWF	LA.K.1.4.2
P.037	Three-In-One	Encoding and Decoding	NWF	LA.K.1.4.2
P.038	Digraph Delight	Encoding and Decoding	NWF	LA.K.1.4.2
P.039	Make-A-Word	Encoding and Decoding	NWF	LA.K.1.4.2
P.040	A Digraph A Word	Encoding and Decoding	NWF	LA.K.1.4.2
P.047	Canned Sort	Variant Correspondences	NWF	LA.K.1.4.2
P.048	Silent "e" Changes	Variant Correspondences	NWF	LA.K.1.4.2

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Activity Number	Activity Name	Subcomponent	DIBELS® Measure	New Kindergarten Benchmark
P049	Vowel Slide	Variant Correspondences	NWF	LA.K.1.4.2
P050	Flip Manipulating Books	Variant Correspondences	NWF	LA.K.1.4.2
P051	R-Controlled Spin	Variant Correspondences	NWF	LA.K.1.4.2
P052	Say and Write Letters	Variant Correspondences	NWF	LA.K.1.4.2
F007	Speedy Rime Words	Words	ORF	LA.K.1.4.2
V013	Four Square Vocabulary Map	Word Meaning		LA.K.1.6.1
V014	Semantic Map	Word Meaning		LA.K.1.6.1
V016	Word-O-Nary	Word Meaning		LA.K.1.6.1
V019	Categor-Ring	Word Analysis		LA.K.1.6.1
V021	Same and Different	Word Analysis		LA.K.1.6.1
V024	Word Fill-In	Words in Context		LA.K.1.6.1
V013	Four Square Vocabulary Map	Word Meaning		LA.K.1.6.2
V014	Semantic Map	Word Meaning		LA.K.1.6.2
V015	Word Wizard	Word Meaning		LA.K.1.6.2
V016	Word-O-Nary	Word Meaning		LA.K.1.6.2
V021	Same and Different	Word Analysis		LA.K.1.6.2
V022	Semantic Feature Analysis	Word Analysis		LA.K.1.6.2
V007	Choose and Chat	Word Knowledge		LA.K.1.6.3
V008	Action Word Ring Sort	Word Knowledge		LA.K.1.6.3
V013	Four Square Vocabulary Map	Word Meaning		LA.K.1.6.3
V014	Semantic Map	Word Meaning		LA.K.1.6.3
V017	Transportation Key Sort	Word Analysis		LA.K.1.6.4
V018	Cube Word Sort	Word Analysis		LA.K.1.6.4
V019	Categor-Ring	Word Analysis		LA.K.1.6.4
V020	Word Connections	Word Analysis		LA.K.1.6.4
V005	Go Fish for Homophones	Word Knowledge		LA.K.1.6.6
V007	Choose and Chat	Word Knowledge		LA.K.1.6.6
V013	Four Square Vocabulary Map	Word Meaning		LA.K.1.6.6
V014	Semantic Map	Word Meaning		LA.K.1.6.6
V015	Word Wizard	Word Meaning		LA.K.1.6.6
V016	Word-O-Nary	Word Meaning		LA.K.1.6.6
V021	Same and Different	Word Analysis		LA.K.1.6.6
V024	Word Fill-In	Words in Context		LA.K.1.6.6
C.024	Make-and-Check-A-Prediction	Monitoring for Understanding		LA.K.1.7.1

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Activity Number	Activity Name	Subcomponent	DIBELS® Measure	New Kindergarten Benchmark
C.019	Fiction and Nonfiction Sort	Text Analysis		LA.K.1.7.2
C.011	Story Question Cube	Narrative Text Structure		LA.K.1.7.3
C.012	Story Grammar	Narrative Text Structure		LA.K.1.7.3
C.013	Hoop-A-Story Venn Diagram	Narrative Text Structure		LA.K.1.7.3
C.014	Retell Wheel	Narrative Text Structure		LA.K.1.7.3
C.016	Expository Text Wheel	Expository Text Structure		LA.K.1.7.3
C.017	Projected Paragraphs	Expository Text Structure		LA.K.1.7.3
C.018	Summarizing	Expository Text Structure		LA.K.1.7.3
C.026	Sum It Up	Monitoring for Understanding		LA.K.1.7.3
C.007	Picture the Character	Narrative Text Structure		LA.K.2.1.2
C.008	Character Compare	Narrative Text Structure		LA.K.2.1.2
C.009	Sequence-A-Story	Narrative Text Structure		LA.K.2.1.2
C.010	Story Sequence Organizer	Narrative Text Structure		LA.K.2.1.2
C.011	Story Question Cube	Narrative Text Structure		LA.K.2.1.2
C.012	Story Grammar	Narrative Text Structure		LA.K.2.1.2
C.013	Hoop-A-Story Venn Diagram	Narrative Text Structure		LA.K.2.1.2
C.014	Retell Wheel	Narrative Text Structure		LA.K.2.1.2
C.026	Sum It Up	Monitoring for Understanding		LA.K.2.1.2
C.015	Expository Fact Strip	Expository Text Structure		LA.K.2.2.2
C.016	Expository Text Wheel	Expository Text Structure		LA.K.2.2.2
C.017	Projected Paragraphs	Expository Text Structure		LA.K.2.2.2
C.018	Summarizing	Expository Text Structure		LA.K.2.2.2
C.023	K-W-L	Monitoring for Understanding		LA.K.2.2.2
C.024	Make-and-Check-A-Prediction	Monitoring for Understanding		LA.K.2.2.2
C.025	Classifying Information	Monitoring for Understanding		LA.K.2.2.2
C.026	Sum It Up	Monitoring for Understanding		LA.K.2.2.2
C.009	Sequence-A-Story	Narrative Text Structure		LA.K.7.1.3
C.010	Story Sequence Organizer	Narrative Text Structure		LA.K.7.1.3

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Activity Number	Activity Name	Subcomponent	DIBELS® Measure	New Kindergarten Benchmark
PA.025	One Card Out	Phoneme Matching	ISF	LA.1.1.3.1
PA.026	Sound Snacker - Sound Smacker	Phoneme Matching	ISF	LA.1.1.3.1
PA.027	Sound Train	Phoneme Matching	ISF	LA.1.1.3.1
PA.028	Pack-A-Backpack	Phoneme Matching	ISF	LA.1.1.3.1
PA.029	Phoneme Go Fish	Phoneme Matching	ISF	LA.1.1.3.1
PA.030	Phoneme Dominoes	Phoneme Matching	ISF	LA.1.1.3.1
PA.031	Sound It - Bag It	Phoneme Matching	ISF	LA.1.1.3.1
PA.032	Final Sound Match-Up	Phoneme Matching	ISF	LA.1.1.3.1
PA.033	Sound Pie	Phoneme Matching	ISF	LA.1.1.3.1
PA.034	Sound Bags	Phoneme Matching	ISF	LA.1.1.3.1
PA.035	Sound Pictures and Picture Puzzles	Phoneme Matching	ISF	LA.1.1.3.1
PA.036	See It - Sound It	Phoneme Isolating	ISF	LA.1.1.3.1
PA.037	The Last Sound Is...	Phoneme Isolating	ISF	LA.1.1.3.1
PA.038	Move and Tell	Phoneme Isolating	ISF	LA.1.1.3.1
PA.039	Sound Quest	Phoneme Isolating	ISF	LA.1.1.3.1
PA.047	Treasure Chest	Phoneme Segmenting and Blending	PSF	LA.1.1.3.2
PA.048	Picture Slide	Phoneme Segmenting and Blending	PSF	LA.1.1.3.2
PA.040	Say and Slide Phonemes	Phoneme Segmenting	PSF	LA.1.1.3.3
PA.041	Phoneme Photos	Phoneme Segmenting	PSF	LA.1.1.3.3
PA.042	Phoneme Closed Sort	Phoneme Segmenting	PSF	LA.1.1.3.3
PA.043	Phoneme Hopscotch	Phoneme Segmenting	PSF	LA.1.1.3.3
PA.044	The Sound Game	Phoneme Segmenting	PSF	LA.1.1.3.3
PA.045	Sound Spin	Phoneme Segmenting	PSF	LA.1.1.3.3
PA.046	Phoneme Feud	Phoneme Segmenting	PSF	LA.1.1.3.3
PA.047	Treasure Chest	Phoneme Segmenting and Blending	PSF	LA.1.1.3.3
PA.048	Picture Slide	Phoneme Segmenting and Blending	PSF	LA.1.1.3.3
PA.049	Drop and Say	Phoneme Manipulating	PSF	LA.1.1.3.4
PA.050	Name Changes	Phoneme Manipulating	PSF	LA.1.1.3.4
P.026	Onset and Rime Slide	Onset and Rime	NWF	LA.1.1.4.1
P.027	Picture the Word	Onset and Rime	NWF	LA.1.1.4.1
P.028	Say It Now	Onset and Rime	NWF	LA.1.1.4.1
P.029	Rime Closed Sort	Onset and Rime	NWF	LA.1.1.4.1
P.030	Word Swat	Onset and Rime	NWF	LA.1.1.4.1
P.031	Change-A-Word	Onset and Rime	NWF	LA.1.1.4.1

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Activity Number	Activity Name	Subcomponent	DIBELS® Measure	New First Grade Benchmark
P.032	Word Roll-A-Rama	Onset and Rime	NWF	LA.1.1.4.1
P.033	Word Maker Game	Onset and Rime	NWF	LA.1.1.4.1
P.034	Vowel Stars	Encoding and Decoding	NWF	LA.1.1.4.1
P.035	Word Steps	Encoding and Decoding	NWF	LA.1.1.4.1
P.036	Letter Cube Blending	Encoding and Decoding	NWF	LA.1.1.4.1
P.037	Three-In-One	Encoding and Decoding	NWF	LA.1.1.4.1
P.038	Digraph Delight	Encoding and Decoding	NWF	LA.1.1.4.1
P.039	Make-A-Word	Encoding and Decoding	NWF	LA.1.1.4.1
P.040	A Digraph A Word	Encoding and Decoding	NWF	LA.1.1.4.1
P.047	Canned Sort	Variant Correspondences	NWF	LA.1.1.4.1
P.048	Silent “e” Changes	Variant Correspondences	NWF	LA.1.1.4.1
P.049	Vowel Slide	Variant Correspondences	NWF	LA.1.1.4.1
P.050	Flip Manipulating Books	Variant Correspondences	NWF	LA.1.1.4.1
P.051	R-Controlled Spin	Variant Correspondences	NWF	LA.1.1.4.1
P.052	Say and Write Letters	Variant Correspondences	NWF	LA.1.1.4.1
P.053	Picture It In Syllables	Syllable Patterns	ORF	LA.1.1.4.1
P.054	Piece It Together	Syllable Patterns	ORF	LA.1.1.4.1
P.055	Syllable Closed Sort	Syllable Patterns	ORF	LA.1.1.4.1
P.056	Word Syllable Game	Syllable Patterns	ORF	LA.1.1.4.1
F.007	Speedy Rime Words	Words	ORF	LA.1.1.4.1
P.047	Canned Sort	Variant Correspondences	NWF	LA.1.1.4.2
P.048	Silent “e” Changes	Variant Correspondences	NWF	LA.1.1.4.2
P.049	Vowel Slide	Variant Correspondences	NWF	LA.1.1.4.2
P.050	Flip Manipulating Books	Variant Correspondences	NWF	LA.1.1.4.2
P.051	R-Controlled Spin	Variant Correspondences	NWF	LA.1.1.4.2
P.052	Say and Write Letters	Variant Correspondences	NWF	LA.1.1.4.2
F.007	Speedy Rime Words	Words	ORF	LA.1.1.4.2
P.032	Word Roll-A-Rama	Onset and Rime	NWF	LA.1.1.4.3
P.047	Canned Sort	Variant Correspondences	NWF	LA.1.1.4.3
P.049	Vowel Slide	Variant Correspondences	NWF	LA.1.1.4.3
P.050	Flip Manipulating Books	Variant Correspondences	NWF	LA.1.1.4.3
P.051	R-Controlled Spin	Variant Correspondences	NWF	LA.1.1.4.3
P.026	Onset and Rime Slide	Onset and Rime	NWF	LA.1.1.4.4
P.027	Picture the Word	Onset and Rime	NWF	LA.1.1.4.4

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Activity Number	Activity Name	Subcomponent	DIBELS® Measure	New First Grade Benchmark
P028	Say It Now	Onset and Rime	NWF	LA.1.1.4.4
P029	Rime Closed Sort	Onset and Rime	NWF	LA.1.1.4.4
P030	Word Swat	Onset and Rime	NWF	LA.1.1.4.4
P031	Change-A-Word	Onset and Rime	NWF	LA.1.1.4.4
P032	Word Roll-A-Rama	Onset and Rime	NWF	LA.1.1.4.4
P033	Word Maker Game	Onset and Rime	NWF	LA.1.1.4.4
P041	Sandpaper Words	High Frequency Words	ORF	LA.1.1.4.5
P042	Word Checkers	High Frequency Words	ORF	LA.1.1.4.5
P043	Word Fishing	High Frequency Words	ORF	LA.1.1.4.5
P044	Word Baseball	High Frequency Words	ORF	LA.1.1.4.5
P045	Word Memory Game	High Frequency Words	ORF	LA.1.1.4.5
P046	Word Bowling	High Frequency Words	ORF	LA.1.1.4.5
F008	Word Relay	Words	ORF	LA.1.1.4.5
F009	Fast Match	Words	ORF	LA.1.1.4.5
F010	Fast Words	Words	ORF	LA.1.1.4.5
F011	I Read, You Point	Words	ORF	LA.1.1.4.5
F012	Word Climb	Words	ORF	LA.1.1.4.5
P041	Sandpaper Words	High Frequency Words	ORF	LA.1.1.4.6
P042	Word Checkers	High Frequency Words	ORF	LA.1.1.4.6
P043	Word Fishing	High Frequency Words	ORF	LA.1.1.4.6
P044	Word Baseball	High Frequency Words	ORF	LA.1.1.4.6
P045	Word Memory Game	High Frequency Words	ORF	LA.1.1.4.6
P046	Word Bowling	High Frequency Words	ORF	LA.1.1.4.6
P057	Compound Word Puzzles	Morpheme Structures	ORF	LA.1.1.4.6
F008	Word Relay	Words	ORF	LA.1.1.4.6
F009	Fast Match	Words	ORF	LA.1.1.4.6
F010	Fast Words	Words	ORF	LA.1.1.4.6
F011	I Read, You Point	Words	ORF	LA.1.1.4.6
F012	Word Climb	Words	ORF	LA.1.1.4.6
P058	Inflection Toss	Morpheme Structures	ORF	LA.1.1.4.7
P059	Prefix and Suffix Flip Book	Morpheme Structures	ORF	LA.1.1.4.7
P060	Break Apart	Morpheme Structures	ORF	LA.1.1.4.7
F007	Speedy Rime Words	Words	ORF	LA.1.1.5.1
F013	Speedy Phrases	Connected Text	ORF	LA.1.1.5.1

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Activity Number	Activity Name	Subcomponent	DIBELS® Measure	New First Grade Benchmark
F014	Chunking	Connected Text	ORF	LA.1.1.5.1
F015	Rereading Decodable Text	Connected Text	ORF	LA.1.1.5.1
F016	Partner Reading	Connected Text	ORF	LA.1.1.5.1
F017	Repeated Timed Readings	Connected Text	ORF	LA.1.1.5.1
F018	Tape-Assisted Reading	Connected Text	ORF	LA.1.1.5.1
F019	Choral Reading	Connected Text	ORF	LA.1.1.5.1
F020	Express It!	Connected Text	ORF	LA.1.1.5.1
F021	Readers' Theater	Connected Text	ORF	LA.1.1.5.1
F008	Word Relay	Words	ORF	LA.1.1.5.2
F009	Fast Match	Words	ORF	LA.1.1.5.2
F010	Fast Words	Words	ORF	LA.1.1.5.2
F011	I Read, You Point	Words	ORF	LA.1.1.5.2
F012	Word Climb	Words	ORF	LA.1.1.5.2
F013	Speedy Phrases	Connected Text	ORF	LA.1.1.5.2
F014	Chunking	Connected Text	ORF	LA.1.1.5.2
F015	Rereading Decodable Text	Connected Text	ORF	LA.1.1.5.2
F016	Partner Reading	Connected Text	ORF	LA.1.1.5.2
F017	Repeated Timed Readings	Connected Text	ORF	LA.1.1.5.2
F018	Tape-Assisted Reading	Connected Text	ORF	LA.1.1.5.2
F019	Choral Reading	Connected Text	ORF	LA.1.1.5.2
F020	Express It!	Connected Text	ORF	LA.1.1.5.2
F021	Readers' Theater	Connected Text	ORF	LA.1.1.5.2
F013	Speedy Phrases	Connected Text	ORF	LA.1.1.5.3
F014	Chunking	Connected Text	ORF	LA.1.1.5.3
F015	Rereading Decodable Text	Connected Text	ORF	LA.1.1.5.3
F016	Partner Reading	Connected Text	ORF	LA.1.1.5.3
F017	Repeated Timed Readings	Connected Text	ORF	LA.1.1.5.3
F018	Tape-Assisted Reading	Connected Text	ORF	LA.1.1.5.3
F019	Choral Reading	Connected Text	ORF	LA.1.1.5.3
F020	Express It!	Connected Text	ORF	LA.1.1.5.3
F021	Readers' Theater	Connected Text	ORF	LA.1.1.5.3
V013	Four Square Vocabulary Map	Word Meaning		LA.1.1.6.1
V014	Semantic Map	Word Meaning		LA.1.1.6.1
V016	Word-O-Nary	Word Meaning		LA.1.1.6.1

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Activity Number	Activity Name	Subcomponent	DIBELS® Measure	New First Grade Benchmark
V019	Categor-Ring	Word Analysis		LA.1.1.6.1
V021	Same and Different	Word Analysis		LA.1.1.6.1
V024	Word Fill-In	Words in Context		LA.1.1.6.1
V013	Four Square Vocabulary Map	Word Meaning		LA.1.1.6.2
V014	Semantic Map	Word Meaning		LA.1.1.6.2
V015	Word Wizard	Word Meaning		LA.1.1.6.2
V016	Word-O-Nary	Word Meaning		LA.1.1.6.2
V021	Same and Different	Word Analysis		LA.1.1.6.2
V022	Semantic Feature Analysis	Word Analysis		LA.1.1.6.2
V023	Another Word	Words in Context		LA.1.1.6.3
V024	Word Fill-In	Words in Context		LA.1.1.6.3
V025	If the Word Fits	Words in Context		LA.1.1.6.3
V017	Transportation Key Sort	Word Analysis		LA.1.1.6.4
V018	Cube Word Sort	Word Analysis		LA.1.1.6.4
V019	Categor-Ring	Word Analysis		LA.1.1.6.4
V020	Word Connections	Word Analysis		LA.1.1.6.4
V005	Go Fish for Homophones	Word Knowledge		LA.1.1.6.5
V007	Choose and Chat	Word Knowledge		LA.1.1.6.5
V013	Four Square Vocabulary Map	Word Meaning		LA.1.1.6.5
V014	Semantic Map	Word Meaning		LA.1.1.6.5
V015	Word Wizard	Word Meaning		LA.1.1.6.5
V016	Word-O-Nary	Word Meaning		LA.1.1.6.5
V021	Same and Different	Word Analysis		LA.1.1.6.5
V024	Word Fill-In	Words in Context		LA.1.1.6.5
V017	Transportation Key Sort	Word Analysis		LA.1.1.6.6
V018	Cube Word Sort	Word Analysis		LA.1.1.6.6
V019	Categor-Ring	Word Analysis		LA.1.1.6.6
V020	Word Connections	Word Analysis		LA.1.1.6.6
V003	Synonym Spider	Word Knowledge		LA.1.1.6.7
V004	Overhead Antonyms	Word Knowledge		LA.1.1.6.7
V023	Another Word	Words in Context		LA.1.1.6.7
V009	Compound Word Hunt	Morphemic Elements		LA.1.1.6.8
V010	Compound Word Flip Book	Morphemic Elements		LA.1.1.6.8
V012	Multiple Meaning Bugs	Word Meaning		LA.1.1.6.9

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Activity Number	Activity Name	Subcomponent	DIBELS® Measure	New First Grade Benchmark
C.024	Make-and-Check-A-Prediction	Monitoring for Understanding		LA.1.1.7.1
C.016	Expository Text Wheel	Expository Text Structure		LA.1.1.7.3
C.017	Projected Paragraphs	Expository Text Structure		LA.1.1.7.3
C.018	Summarizing	Expository Text Structure		LA.1.1.7.3
C.026	Sum It Up	Monitoring for Understanding		LA.1.1.7.3
C.016	Expository Text Wheel	Expository Text Structure		LA.1.1.7.4
C.017	Projected Paragraphs	Expository Text Structure		LA.1.1.7.4
C.018	Summarizing	Expository Text Structure		LA.1.1.7.4
C.026	Sum It Up	Monitoring for Understanding		LA.1.1.7.4
C.019	Fiction and Nonfiction Sort	Text Analysis		LA.1.1.7.5
C.021	Cause and Effect Roll	Text Analysis		LA.1.1.7.5
C.022	Cause and Effect Organizer	Text Analysis		LA.1.1.7.5
C.009	Sequence-A-Story	Narrative Text Structure		LA.1.1.7.6
C.010	Story Sequence Organizer	Narrative Text Structure		LA.1.1.7.6
C.011	Story Question Cube	Narrative Text Structure		LA.1.1.7.6
C.012	Story Grammar	Narrative Text Structure		LA.1.1.7.6
C.013	Hoop-A-Story Venn Diagram	Narrative Text Structure		LA.1.1.7.6
C.014	Retell Wheel	Narrative Text Structure		LA.1.1.7.6
C.026	Sum It Up	Monitoring for Understanding		LA.1.1.7.6
C.009	Sequence-A-Story	Narrative Text Structure		LA.1.2.1.2
C.010	Story Sequence Organizer	Narrative Text Structure		LA.1.2.1.2
C.011	Story Question Cube	Narrative Text Structure		LA.1.2.1.2
C.012	Story Grammar	Narrative Text Structure		LA.1.2.1.2
C.013	Hoop-A-Story Venn Diagram	Narrative Text Structure		LA.1.2.1.2
C.014	Retell Wheel	Narrative Text Structure		LA.1.2.1.2
C.026	Sum It Up	Monitoring for Understanding		LA.1.2.1.2
C.007	Picture the Character	Narrative Text Structure		LA.1.2.1.3
C.008	Character Compare	Narrative Text Structure		LA.1.2.1.3
C.011	Story Question Cube	Narrative Text Structure		LA.1.2.1.3
C.012	Story Grammar	Narrative Text Structure		LA.1.2.1.3
C.013	Hoop-A-Story Venn Diagram	Narrative Text Structure		LA.1.2.1.3
C.014	Retell Wheel	Narrative Text Structure		LA.1.2.1.3
C.026	Sum It Up	Monitoring for Understanding		LA.1.2.1.3
C.013	Hoop-A-Story Venn Diagram	Narrative Text Structure		LA.1.2.1.5

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Activity Number	Activity Name	Subcomponent	DIBELS® Measure	New First Grade Benchmark
C.015	Expository Fact Strip	Expository Text Structure		LA.1.2.2.3
C.016	Expository Text Wheel	Expository Text Structure		LA.1.2.2.3
C.017	Projected Paragraphs	Expository Text Structure		LA.1.2.2.3
C.018	Summarizing	Expository Text Structure		LA.1.2.2.3
C.023	K-W-L	Monitoring for Understanding		LA.1.2.2.3
C.024	Make-and-Check-A-Prediction	Monitoring for Understanding		LA.1.2.2.3
C.025	Classifying Information	Monitoring for Understanding		LA.1.2.2.3
C.026	Sum It Up	Monitoring for Understanding		LA.1.2.2.3
V.013	Four Square Vocabulary Map	Word Meaning		LA.1.1.6.10
V.016	Word-O-Nary	Word Meaning		LA.1.1.6.10
V.019	Category-Ring	Word Analysis		LA.1.1.6.10

Initiatives Supporting Reading Throughout Florida's Schools

Just Read, Florida! Governor Bush's statewide reading initiative involving parents, educators, businesses, and the community to ensure all children can read at or above grade level by 2012 and to create reading as a core value for every Floridian.

Reading First: Reading First is the K-3 component of Just Read, Florida! It is the largest and most focused, scientifically based K-3 federal reading initiative this country has ever undertaken.

Florida Center for Reading Research: An organization whose purpose is four-fold:

1. To serve as part of Florida's "Leadership Triangle" for the Just Read, Florida! Initiative and to provide technical assistance and support to districts and schools receiving a Reading First Award;
2. To conduct applied research that will impact policy and practices related to reading instruction;
3. To disseminate information about research-based practices related to reading instruction and assessment; and
4. To conduct research on reading, reading growth, reading assessment, and reading instruction that will contribute to the scientific knowledge of reading.

Reading First Professional Development (RFPD) at University of Central Florida: Reading First Professional Development (RFPD) is responsible for the creation and implementation of a comprehensive, systemic plan for statewide professional development in reading based upon scientifically-based reading research (content) and the principles of effective professional development (process) to assure continuous, high quality implementation of research based methods and strategies for all K-3 educators in Florida.

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Accuracy (part of fluency): Reading words in text with no errors.

Academically Engaged: Students are academically engaged when they are participating in activities/ instruction in a meaningful way and understanding the tasks in which they are involved.

Advanced Phonics: Strategies for decoding multisyllabic words that include morphology and information about the meaning, pronunciation, and parts of speech of words gained from knowledge of prefixes, roots, and suffixes.

Affix: A general term that refers to prefixes and suffixes.

After Reading Comprehension Strategies: Strategies that require the reader to actively transform key information in text that has been read (e.g., summarizing, retelling).

Aligned Materials: Student materials (texts, activities, manipulatives, homework, etc.) that reinforce classroom instruction of specific skills in reading.

Alliteration: The repetition of the initial phoneme of each word in connected text (e.g., Harry the happy hippo hula-hoops with Henrietta).

Alphabetic Principle: The concept that letters and letter combinations represent individual phonemes in written words.

Ample Opportunities for Student Practice: Students are asked to apply what they have been taught in order to accomplish specific reading tasks. Practice should follow in a logical relationship with what has just been taught. Once skills are internalized, students are provided with more opportunities to independently implement previously learned information.

Antonym: A word opposite in meaning to another word.

Automaticity: Reading without conscious effort or attention to decoding.

Background Knowledge: Forming connections between the text and the information and experiences of the reader.

Before Reading Comprehension Strategies: Strategies employed to emphasize the importance of preparing students to read text (e.g., activate prior knowledge, set a purpose for reading).

Blending: The task of combining sounds rapidly, to accurately represent the word.

Bloom's Taxonomy: A system for categorizing levels of abstraction of questions that commonly occur in educational settings. Includes the following competencies: knowledge, comprehension, application, analysis, synthesis, and evaluation.

Chunking: A decoding strategy for breaking words into manageable parts (e.g., yes ter day). Chunking also refers to the process of dividing a sentence into smaller phrases where pauses might occur naturally (e.g., When the sun appeared after the storm, / the newly fallen snow / shimmered like diamonds).

Coaching: A professional development process of supporting teachers in implementing new classroom practices by providing new content and information, modeling related teaching strategies, and offering on-going feedback as teachers master new practices.

Cognates: Words that are related to each other by virtue of being derived from a common origin (e.g., 'decisive' and 'decision').

Coherent Instructional Design: A logical, sequential, plan for delivering instruction.

Comprehension: Understanding what one is reading, the ultimate goal of all reading activity.

Comprehension Questions: Questions that address the meaning of text, ranging from literal to inferential to analytical.

Concept Definition Mapping: Provides a visual framework for organizing conceptual information in the process of defining a word or concept. The framework contains the category, properties, and examples of the word or concept.

Connected Text: Words that are linked (as opposed to words in a list) as in sentences, phrases, and paragraphs.

Consonant Blend: Two or more consecutive consonants which retain their individual sounds (e.g., bl in block; str in string).

Consonant Digraph: Two consecutive consonants that represent one phoneme, or sound (e.g., ch, sh).

Context Clue: Using words or sentences around an unfamiliar word to help clarify its meaning.

Continuous Sounds: A sound that can be held for several seconds without distortion (e.g., /m/, /s/).

Continuum of Word Types: Words can be classified by type according to their relative difficulty to decode. Typically this continuum is listed from easy to difficult, beginning with VC and CVC words that begin with continuous sounds and progressing to CCCVC and CCCVCC words.

Cumulative: Instruction that builds upon previously learned concepts.

Decodable Text: Text in which a high proportion of words (80%-90%) comprise sound-symbol relationships that have already been taught. It is used for the purpose of providing practice with specific decoding skills and is a bridge between learning phonics and the application of phonics in independent reading.

Decodable Words: Words containing phonic elements that were previously taught.

Decoding: The ability to translate a word from print to speech, usually by employing knowledge of sound-symbol correspondences; also the act of deciphering a new word by sounding it out.

Derivational Affix: A prefix or suffix added to a root or stem to form another word (e.g., -ness in likeness, un- in unhappy).

Diagnostic: Diagnostic tests can be used to measure a variety of reading, language, or cognitive skills. Although they can be given as soon as a screening test indicates a child is behind in reading growth, they will usually be given only if a child fails to make adequate progress after being given extra help in learning to read. They are designed to provide a more precise and detailed picture of the full range of a child's knowledge and skill so that instruction can be more precisely planned.

Dialogic Reading: During story reading, the teacher/parent asks questions, adds information, and prompts student to increase sophistication of responses by expanding on his/her utterances.

Differentiated Instruction: Matching instruction to meet the different needs of learners in a given classroom.

Difficult Words: Some words are difficult because they contain phonic elements that have not yet been taught. Others are difficult because they contain letter-sound correspondences that are unique to that word (e.g., yacht).

Digraphs: A group of two consecutive letters whose phonetic value is a single sound (e.g., ea in bread; ch in chat; ng in sing).

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Diphthong: A vowel produced by the tongue shifting position during articulation; a vowel that feels as if it has two parts, especially the vowels spelled ou and oi.

Direct Instruction: The teacher defines and teaches a concept, guides students through its application, and arranges for extended guided practice until mastery is achieved.

Direct Vocabulary Instruction: Planned instruction to pre-teach new, important, and difficult words to ensure the quantity and quality of exposures to words that students will encounter in their reading.

During Reading Comprehension Strategies: Strategies that help students engage the meanings of a text (e.g., asking questions at critical junctures; modeling the thought process used to make inferences; constructing mental imagery).

Elkonin Boxes: A framework used during phonemic awareness instruction. Elkonin Boxes are sometimes referred to as Sound Boxes. When working with words, the teacher can draw one box per sound for a target word. Students push a penny or a marker into one box as they segment each sound in the word.

Emergent Literacy: The skills, knowledge, and attitudes that are developmental precursors to conventional forms of reading and writing.

Empirical Research: Refers to scientifically based research that applies rigorous, systematic, and objective procedures to obtain valid knowledge. This includes research that: employs systematic, empirical methods that draw on observation or experiment; has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review; involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and can be generalized.

Error Correction: Immediate corrective feedback during reading instruction.

Etymology: The origin of a word and the historical development of its meaning (e.g., the origin of our word etymology comes from late Middle English: from Old French ethimologie, via Latin from Greek etumologia, from etumologos ‘student of etymology,’ from etumon, neuter singular of etumos ‘true’).

Explicitly:

1. Teacher Models and Explains
2. Teacher provides Guided Practice
 - Students practice what the teacher modeled and the teacher provides prompts and feedback
3. Teacher provides Supported Application
 - Students apply the skill as the teacher scaffolds instruction
4. Independent Practice

Expository Text: Text that reports factual information (also referred to as informational text) and the relationships among ideas. Expository text tends to be more difficult for students than narrative text because of the density of long, difficult, and unknown words or word parts.

Expressive Language: Language that is spoken.

Fidelity of Implementation: The degree to which instruction follows the lesson plan of a Teacher’s Guide.

Figurative Meanings: Language that means more than what it says on the surface; it departs from its literal meaning (e.g., The snow sparkled like diamonds; That child is a handful.).

Five Components of Reading: Phonemic awareness, Phonics, Fluency, Vocabulary, Comprehension.

Flexible Grouping: Grouping students according to shared instructional needs and abilities and regrouping as their instructional needs change. Group size and allocated instructional time may vary among groups.

Fluency Probe: An assessment for measuring fluency, usually a timed oral reading passage at the student's instructional reading level.

Fluency: Ability to read text quickly, accurately, and with proper expression. Fluency provides a bridge between word recognition and comprehension.

Follow-Up: Assistance and/or resources provided to ensure implementation of new knowledge or skills.

Formal Assessment: Follows a prescribed format for administration and scoring. Scores obtained from formal tests are standardized, meaning that interpretation is based on norms from a comparative sample of children.

Frustration Model: An adaptation of the concept map. The framework of the Frustration Model includes: the concept word, the definition, characteristics of the concept word, examples of the concept word, and non-examples of the concept word. It is important to include both examples and non-examples, so students are able to identify what the concept word is and what the concept word is not.

Frustrational Reading Level: The level at which a reader reads at less than a 90% accuracy (i.e., no more than one error per 10 words read). Frustration level text is difficult text for the reader.

Graphic Organizers: A visual framework or structure for capturing the main points of what is being read, which may include concepts, ideas, events, vocabulary, or generalizations. Graphic organizers allow ideas in text and thinking processes to become external by showing the interrelatedness of ideas, thus facilitating understanding for the reader. The structure of a graphic organizer is determined by the structure of the kind of text being read.

Graphophonemic Knowledge: Knowledge of the relationships between letters and phonemes.

Guided Oral Reading: Instructional support including immediate corrective feedback as students read orally.

Guided Practice: Students practice what the teacher modeled and the teacher provides prompts and feedback.

High Frequency Irregular Words: A small group of words (300-500) that account for a large percentage of words in print and contain letters that stray from the most common sound pronunciation because they do not follow common phonic patterns (e.g., were, was, laugh, been).

High Frequency Words: A small group of words (300-500) that account for a large percentage of the words in print and can be regular or irregular words. Often, they are referred to as "sight words" since automatic recognition of these words is required for fluent reading.

Homonym: Words that sound the same but are spelled differently (e.g., cents/sense, knight/night)

Idiom: A phrase or expression that differs from the literal meaning of the words; a regional or individual expression with a unique meaning (e.g., It's raining cats and dogs).

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Immediate Corrective Feedback: When an error occurs, the teacher immediately attends to it by scaffolding instruction.

Immediate Intensive Intervention: Instruction that may include more time, more opportunities for student practice, more teacher feedback, smaller group size, and different materials. It is implemented as soon as assessment indicates that students are not making adequate progress in reading.

Implicit Instruction: The opposite of explicit instruction. Students discover skills and concepts instead of being explicitly taught. For example, the teacher writes a list of words on the board that begin with the letter “m” (mud, milk, meal, and mattress) and asks the students how the words are similar. The teacher elicits from the students that the letter m stands for the sound you hear at the beginning of the words.

Important Words: Unknown words that are critical to passage understanding and which students are likely to encounter in the future.

Independent Reading Level: The level at which a reader can read text with 95% accuracy (i.e., no more than one error per 20 words read). Independent reading level is relatively easy text for the reader.

Indirect Vocabulary Instruction: Words learned through independent reading and conversation.

Inflectional Suffix: In English, a suffix that expresses plurality or possession when added to a noun, tense when added to a verb, and comparison when added to an adjective and some adverbs. A major difference between inflectional and derivational morphemes is that inflections added to verbs, nouns, or adjectives do not change the grammatical role or part of speech of the base words (-s, -es, -ing, -ed).

Informal Assessment: Does not follow prescribed rules for administration and scoring and that has not undergone technical scrutiny for reliability and validity. Teacher-made tests, end-of-unit tests and running records are all examples of informal assessment.

Informational Text: Non-fiction books, also referred to as expository text, that contain facts and information.

Intervention: Highly skilled teachers in a small pupil-teacher ratio classroom provide explicit and systematic instruction that is tailored to meet the identified needs of struggling readers. Teachers will utilize assessment to guide accelerated instruction, use teacher modeling and scaffolding with gradual release of responsibility to students, and provide extensive practice opportunities.

Initial Instruction: First line of defense to prevent reading failure for all students. A core reading program is the instructional tool used for initial instruction in Florida’s Reading First initiative.

Instructional Design: The way in which a curriculum is constructed. A solid instructional design maps out a “blueprint” that is logically organized before instruction and activities are developed.

Instructional Reading Level: The level at which a reader can read text with 90% accuracy (i.e., no more than one error per 10 words read). Instructional reading level engages the student in challenging, but manageable text.

Instructional Routines: Standard routine procedures for instruction.

Intensity: Focused instruction where students are academically engaged with the content and the teacher and receive more opportunities to practice with immediate teacher feedback.

Invented Spelling: An attempt to spell a word based on a student's knowledge of the spelling system and how it works (e.g., kt for cat).

Irregular Words: Words that contain letters that stray from the most common sound pronunciation; words that do not follow common phonic patterns (e.g., were, was, laugh, been).

K-W-L: A technique used most frequently with expository text to promote comprehension. It can be used as a type of graphic organizer in the form of a chart, and it consists of a 3-step process: What I know (accessing prior knowledge), What I Want to Know (setting a purpose for reading), and What I Learned (recalling what has been read).

Learning Communities: A group in which educators commit to ongoing learning experiences with a deliberate intent to transform teaching and learning at their school or within their district.

Letter Combinations: Also referred to as digraphs, a group of consecutive letters that represents a particular sound(s) in the majority of words in which it appears (e.g., ai in maid; ch in chair; ar in car; kn in know; ng in ring).

Linked: A clear connection among the objectives of what is taught within and across reading components (e.g., students learn some common letter sounds during phonics instruction, then read words that use those same letter sounds to practice fluency and develop vocabulary).

Listening Vocabulary: The words needed to understand what is heard.

Literal Comprehension: Understanding of the basic facts that the student has read.

Main Idea: The central thought or message of a reading passage.

Metacognition: An awareness of one's own thinking processes and how they work. The process of consciously thinking about one's learning or reading while actually being engaged in learning or reading. Metacognitive strategies can be taught to students; good readers use metacognitive strategies to think about and have control over their reading.

Modeling: Teacher overtly demonstrates a strategy, skill, or concept that students will be learning.

Morpheme: The smallest meaningful unit of language.

Morphemic Analysis: An analysis of words formed by adding prefixes, suffixes or other meaningful word units to a base word.

Most Common Letter Sounds: The sound that is usually pronounced for the letter when it appears in a short word, such as man or sit.

Multisyllabic Words: Words with more than one syllable. A systematic introduction of prefixes, suffixes, and multisyllabic words should occur throughout a reading program. The average number of syllables in the words students read should increase steadily throughout the grades.

Narrative Text: Text that tells a story about fictional or real events.

Objectives: Measurable statements detailing the desired accomplishments of a program.

Onset and Rime: In a syllable, the onset is the initial consonant or consonants, and the rime is the vowel and any consonants that follow it (e.g., the word sat, the onset is s and the rime is at. In the word flip, the onset is fl and the rime is ip).

Oral Language: Spoken language.

Orthographic Units: The representation of the sounds of a language by written or printed symbols.

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Orthography: A writing system for representing language.

Outcome Assessment: Given at the end of the year for two purposes. First, they can help the principal and teachers in a school evaluate the overall effectiveness of their reading program for all students. Second, they are required in Reading First schools to help districts evaluate their progress toward meeting the goal of “every child reading on grade level” by third grade. Schools must show regular progress toward this goal to continue receiving Reading First funds.

Pacing: The pace of a lesson should move briskly, but not so fast as to rush students beyond their ability to answer correctly. The purposes for a fast pace are to help students pay close attention to the material being presented, and provide students more practice time which increases the opportunity for greater student achievement, keeps students actively engaged, and reduces behavior management problems by keeping students on-task.

Partner/Peer reading: Reading aloud taking turns with a partner who provides word identification help and feedback.

Pedagogy: How instruction is carried out or the method and practice of teaching.

Phases of Word Learning: Pre-alphabetic-sight word learning at the earliest period. Children do not form letter-sound connections to read words; if they are able to read words at all, they do so by remembering selected visual features.

Partial alphabetic-Children learn the names or sounds of alphabet letters and use these to remember how to read words. However, they form connections between only some of the letters and sounds in words, often only the first and final letter-sounds.

Full alphabetic-Children can form complete connections between letters in written word and phonemes in pronunciations.

Consolidated alphabetic-Readers operate with multi-letter units that may be morphemes, syllables, or subsyllabic units such as onsets and rimes. Common spelling patterns become consolidated into letter chunks, and these chunks make it easier to read words.

Phoneme: The smallest unit of sound within our language system. A phoneme combines with other phonemes to make words.

Phoneme Isolation: Recognizing individual sounds in a word (e.g., /p/ is the first sound in pan).

Phoneme Manipulation: Adding, deleting, and substituting sounds in words (e.g., add /b/ to oat to make boat; delete /p/ in pat to make at; substitute /o/ for /a/ in pat to make pot).

Phonemic Awareness: The ability to notice, think about, or manipulate the individual phonemes (sounds) in words. It is the ability to understand that sounds in spoken language work together to make words. This term is used to refer to the highest level of Phonological Awareness: awareness of individual phonemes in words.

Phonic Analysis: Attention to various phonetic elements of words.

Phonics: The study of the relationships between letters and the sounds they represent; also used to describe reading instruction that teaches sound-symbol correspondences.

Phonograms: A succession of letters that represent the same phonological unit in different words, such as ight in flight, might, and tight.

Phonological Awareness: One's sensitivity to, or explicit awareness of, the phonological structure of words in one's language. This is an "umbrella" term that is used to refer to a student's sensitivity to any aspect of phonological structure in language. It encompasses awareness of individual words in sentences, syllables, and onset-rime segments, as well as awareness of individual phonemes.

Prefix: A morpheme that precedes a root and that contributes to or modifies the meaning of a word as re- in reprint.

Prior Knowledge: Refers to schema, the knowledge and experience that readers bring to the text

Progress Monitoring: Tests that keep the teacher informed about the child's progress in learning to read during the school year. They are a quick sample of critical reading skills that will tell the teacher if the child is making adequate progress toward grade level reading ability at the end of the year.

Pronunciation Guide: A key or guide consisting of graphic symbols that represent particular speech sounds.

Prosody: Reading with expression, proper intonation, and phrasing. This helps readers to sound as if they are speaking the part they are reading. It is also this element of Fluency that sets it apart from automaticity.

Readability Level: Refers to independent, instructional, and frustrational levels of text reading.

Reading Centers: Special places organized in the classroom for students to work in small groups or pairs, either cooperatively or individually. Students work in centers while the teacher is conducting small group reading instruction. Each center contains meaningful, purposeful activities that are an extension and reinforcement of what has already been taught by the teacher in reading groups or in a large group. Reading Centers offer students the opportunity to stay academically engaged as they apply the skills they have been learning. They are an excellent way for teachers to determine whether or not students know what they have been taught. It is important to develop a system and organize your classroom in such a way that you can provide feedback to students in a timely manner. Waiting until the end of the week to look at what students have worked on all week is not a productive use of instructional time, as students may have been practicing errors all week. **Some examples of Reading Centers:** Students practice phonics skills at the Phonics center, sort word cards at the Vocabulary center, and at the Reading Center, they read books, listen to taped books, record the reading of a book, and read in pairs. The Reading Center would contain a variety of books at various reading levels to meet the needs of all students. Other centers may consist of writing and spelling activities, pocket charts, white boards, magnetic letters to practice word building, sentence strips and word cards to create stories, sequencing activities with pictures, story boards, or sentence strips to retell a story that has been read. Some centers may be permanent; others will change according to the skills, books, and activities being currently addressed. It is recommended that teachers not bring in material from other content areas unless the activity from science or math, for example, specifically focuses on a skill that is being addressed in reading instruction. Reading Centers require careful planning.

Reading Fluency Prorating Formula: When students are asked to read connected text for more than one minute or less than one minute, their performance must be prorated to give a Fluency rate per minute. The prorating formula for this is the following: words read correctly x 60 divided by the number of seconds = Reading Fluency Score.

Reading Vocabulary: The words needed to understand what is read.

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Receptive Language: Language that is heard.

Regular Words: Any word in which each letter represents its respective, most common sound (e.g., sat, fantastic).

Repeated Reading: Rereading of text until the reader is able to read at a predetermined rate to produce fluency.

Retelling: Recalling the content of what was read.

Rhyming: Words that have the same ending sound.

Root: A bound morpheme, usually of Latin origin, that cannot stand alone but is used to form a family of words with related meanings.

Scaffolded Instruction: The process of modeling and encouraging strategic, successful reading by providing structure, organization, questioning, clarification, summarizing, or tying information to what is known or what will be found out. Students are given all the support they need to arrive at the correct answer. For example, after an error occurs, the support or assistance a teacher offers may include cues, giving reminders or encouragement, breaking the problem down into steps, providing an example, or anything else so that students can arrive at the correct answer instead of the teacher giving the answer.

Schema: Refers to prior knowledge, the knowledge and experience that readers bring to the text.

Scientifically Based Reading Research (SBRR): Refers to empirical research that applies rigorous, systematic, and objective procedures to obtain valid knowledge. This includes research that: employs systematic, empirical methods that draw on observation or experiment; has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review; involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and can be generalized.

Scope and Sequence: A ‘roadmap’ or ‘blueprint’ for teachers that provides an overall picture of an instructional program.

Screening: Tests that provide the teacher a beginning assessment of the student’s preparation for grade level reading instruction. They are a “first alert” that a child will need extra help to make adequate progress in reading during the year.

Segmenting: Separating the individual phonemes, or sounds, of a word into discrete units.

Self-Monitoring: Refers to metacognition. When students use self-monitoring strategies, they actively think about how they are learning or understanding the material, activities, or reading in which they are engaged.

Semantic Feature Analysis: Uses a grid to help explore how a set of things are related to one another. By analyzing the grid one can see connections, make predictions and master important concepts.

Semantic Maps: Portray the schematic relations that compose a concept; a strategy for graphically representing concepts.

Sight Words: Words that are recognized immediately. Sometimes sight words are thought to be irregular, or high frequency words (e.g., the Dolch and Fry lists). However, any word that is recognized automatically is a sight word. These words may be phonetically regular or irregular.

Sound to Symbol: Phonics instruction that matches phoneme to grapheme.

Speaking Vocabulary: The words used when speaking.

Speed: The rate at which a student reads.

Spelling Patterns: Refers to digraphs, vowel pairs, word families and vowel variant spellings.

Stop Sounds: A stop sound can only be said for an instant, otherwise its sound will be distorted: b, c, d, g, h, j, k, p, q, t, x. Words beginning with stop sounds are more difficult for students to sound out than words beginning with a continuous sound.

Story Elements: Characters, objects, themes, settings, and plot.

Story Grammar: The general structure of stories that includes story elements.

Story Maps: A strategy used to unlock the plot and important elements of a story. These elements can be represented visually through various graphic organizers showing the beginning, middle, and end of a story. Answering the questions of who, where, when, what, and how or why, and listing the main events is also part of story mapping. These elements are also referred to as story grammar.

Strategic Learners: Active learners. While reading they make predictions, organize information, and interact with the text. They think about what they are reading in terms of what they already know. They monitor their comprehension by employing strategies that facilitate their understanding.

Strategy: A means to enhance understanding of text.

Structural Analysis: A procedure for teaching students to read words formed with prefixes, suffixes, or other meaningful word parts.

Student Friendly Explanation: An explanation of the word's meaning rather than a definition. 1) Characterizes the word and how it is typically used. 2) Explains the meaning in everyday language.

Suffix: An affix attached to the end of a base, root, or stem that changes the meaning or grammatical function of the word, as -en in oxen.

Summarizing: Reducing large selections of text to their bare essentials: the gist, the key ideas, the main points that are worth noting and remembering.

Syllable: A segment of a word that contains one vowel sound. The vowel may or may not be preceded and/or followed by a consonant.

Symbol to Sound: Matching grapheme to phoneme.

Synonym: Words that have similar meanings.

Systematic Instruction: A carefully planned sequence for instruction, similar to a builder's blueprint for a house. A blueprint is carefully thought out and designed before building materials are gathered and construction begins. The plan for instruction that is systematic is carefully thought out, strategic, and designed before activities and lessons are planned. Instruction is clearly linked within, as well as across the five components (Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension). For systematic instruction, lessons build on previously taught information, from simple to complex.

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Systematic Phonics Instruction: Systematic Phonics programs teach children an extensive, pre-specified set of letter-sound correspondences or phonograms.

Systematic Review: A planned review of previously learned materials.

Text Structure: The various patterns of ideas that are embedded in the organization of text (e.g., cause-effect, comparison-contrast, story grammar).

Think-Alouds: During shared read aloud, teachers reveal their thinking processes by verbalizing: connections, questions, inferences, and predictions.

Timed Reading: Student reads appropriate text with a predetermined number of words to be read within a specific amount of time.

Trade Book: A book intended for general reading that is not a textbook.

Train-the-Trainer Model: A capacity-building plan to develop master trainers who then deliver the program information to users.

Useful Words: Words that might be unknown to the student, but critical to passage understanding and words that students are likely to encounter in the future.

Useful Letter Sounds: Letters that appear frequently in words. Beginning readers can decode more words when they know several useful letters. Knowing the sounds of m, a, t, and i is more advantageous than the sounds x, q, y, and z. Vowels are considered the most useful letters. Other useful consonants are b, c, d, f, g, h, k, l, n, p, and r.

Utility: Degree of usefulness.

Vocabulary: Refers to all of the words of our language. One must know words to communicate effectively. Vocabulary is important to reading comprehension because readers cannot understand what they are reading without knowing what most of the words mean. Vocabulary development refers to stored information about the meanings and pronunciation of words necessary for communication.

Vowel Digraph or Vowel Pair: Two vowels together that represent one phoneme, or sound (e.g., ea, ai, oa).

Writing Vocabulary: Words that a student might use while writing.

Word Families: Phonograms or chunks (e.g, at, ike, ate, am); a group of words that share a rime (a vowel plus the consonants that follow).

Word Learning Strategies: Strategies students use to learn words such as: decoding, analyzing meaningful parts of words, using analogy, using context clues, using a dictionary (student friendly definitions), glossary, or other resources.

Word Study: The act of deliberately investigating words (e.g., vocabulary-building exercises, word-identification practice, and spelling).

Writing Vocabulary: The words used in writing.

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