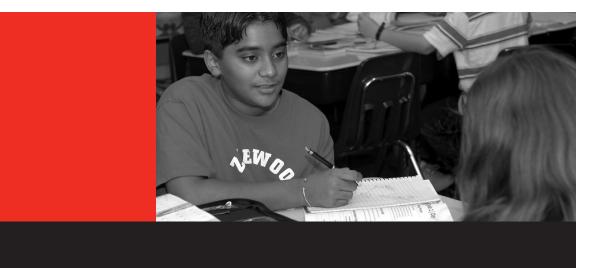


The Reading Edge

Contents Success for All Scope and Sequence

The Reading Edge

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| Level 4 | |
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The Reading Edge A Middle Grades Reading Program

SfA

The Reading Edge, a research-based program for young adolescents, targets the skills and strategies middle school students need to be successful in content-area learning. Since the range of reading achievement is extremely broad in this age group, the Reading Edge provides instructional programs for students at beginning through eighth-grade⁺ reading levels.

Students reading at grade level focus primarily on vocabulary development and advanced comprehension strategies. Students reading below grade level receive instruction that focuses on their particular needs, such as fluency, vocabulary development, or word analysis, using narrative and expository text at their instructional reading level. As students acquire new skills, they move rapidly through multiple levels in each school year. The extensive use of cooperative learning and regular assessments that involve students in setting individual and team goals motivate them to learn.

| Level 8 | Units | use a six | -day cyc | le of i | nstruct | ion. | | | | | | | | | |
|---|---|-----------------------------------|---|---|----------------------------|----------------------------|----------------------------|----------------------------|-----------------------------|------------------------------------|------------------------------------|------------------------------------|-------------------|-----------------------|--------------------------------------|
| | | | _ | _ | | | | | | | | | | | |
| | Blue Strategies Foundation, cycle 1 | Strategies Foundation, cycle 2 | Pink Witchcraft of Salem Village, cycle 1 | Witchcraft of Salem Village, cycle 2 | Fahrenheit 451, cycle 1 | Fahrenheit 451, cycle 2 | Fahrenheit 451, cycle 3 | Fahrenheit 451, cycle 4 | Purple The Globe Theatre | Much Ado About Nothing, cycle 1 | Much Ado About Nothing, cycle 2 | Much Ado About Nothing, cycle 3 | Rimshots, cycle 1 | Rimshots, cycle 2 | Green Reading Primary Sources* |
| | шоц | мш | ≞ >> | >> | шо | що | шо | шо | | 22 | 22 | 22 | • | | O E W |
| Strategies | | | | | | | | | | | | | | | |
| Clarifying | P | P | V | ~ | ~ | <u> </u> | ~ | ~ | ~ | | ~ | ~ | ~ | ~ | ~ |
| Summarizing | P | P | V | ~ | ~ | V | v | ~ | v | v | ~ | v | ~ | ~ | ~ |
| Questioning | P P | P P | ~ | V | V | V | V | V | V | | | V | V | V | V |
| Predicting Skills | Р | Р | V | ~ | ~ | ~ | ~ | ~ | v | ✓ | ~ | ~ | ~ | ~ | ~ |
| | | | | | | | | | | | | ~ | | | |
| Cause/Effect | V V | レ レ | ノ ノ | マ マ | ~ | ~ | ~ | ~ | ~ | Р | ~ | V | ~ | ~ | ~ |
| Compare/Contrast Draw Conclusions | ~ | ~ | ~ | ~ | ~ | Р | ~ | ~ | P | | P | ~ | ~ | ~ | P |
| Identify Main Idea | V | V | V | V | V | F | | | r V | V | F | V | ~ | ~ | |
| Fact and Opinion | | | | ~ | | | | | • | | | | | V | V |
| Fluency | | ~ | | V | | | | | | ~ | ~ | V | ~ | ~ | |
| Vocabulary and Word Re | eognit | | | | | | | | | | | V | V | | |
| Prefixes/Endings | | | v | ~ | ~ | ~ | | | ~ | | ~ | ~ | ~ | | |
| Word Meanings and | | | | | | • | | | | | - | | | | |
| Connotations | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Word Origins/Families | ~ | ~ | ~ | ~ | ~ | ~ | | ~ | ~ | ~ | ~ | | ~ | | |
| Parts of Speech | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | v | ~ | ~ | ~ | ~ | ~ |
| Story Structure | 1 | | | | 1 | | 1 | 1 | | | 1 | | 1 | 1 | |
| Setting | ~ | ~ | Р | ~ | Ρ | ~ | | ~ | ~ | ~ | | | | | ~ |
| Plot | ~ | | | ~ | ~ | ~ | ~ | Ρ | | Р | ~ | Р | | | ~ |
| Characterization | ~ | ~ | ~ | ~ | ~ | Р | Ρ | ~ | ~ | ~ | ~ | ~ | | ~ | |
| Problem/Solution | | ~ | | | ~ | Р | Ρ | ~ | | ~ | | ~ | | | ~ |
| Identify Themes | ~ | | ~ | Ρ | Ρ | | | Р | | v | Р | ~ | ~ | Р | |
| Literary Techniques | [| [| | | 1 | | | | | | | | | 1 | |
| Genre Structure | ~ | ~ | ~ | | ~ | | | | Р | Р | ~ | Р | Ρ | | ~ |
| Mood | | v | ~ | ~ | V | | | | | | ~ | | P | v | |
| Figurative Language | ~ | ~ | | | ~ | ~ | ~ | ~ | | ~ | | ~ | Р | ~ | |
| Foreshadowing | | ~ | | | | | ~ | | | | | v | | | |
| Point of View | | ~ | ~ | | | ~ | ~ | ~ | | ~ | ~ | ~ | ~ | ~ | Р |
| Purposes for Writing | | | | | | | | | | | | | | | |
| Explain/Inform | ~ | ~ | | | | V | | | | | | | | | ~ |
| Persuade | | | | | | ~ | | ~ | v | | ~ | ~ | | ~ | |
| Describe Entertain | | | | | ~ | | ~ | | ~ | ~ | | V | ~ | | ~ |
| | ~ | ~ | ~ | ~ | | | | | | V | | V | ~ | ~ | |
| Express Feelings/Opinion | V | V | V | V | | | | | | | | | | V | |
| Writing Process Prewriting/Use of Graphic | | | | | | | | | | | | | | | |
| Organizers | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Peer Discussion | ~ | ~ | v | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Drafting | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Peer Feedback | ~ | ~ | v | ~ | ~ | v | ~ | ~ | ~ | v | ~ | ~ | ~ | ~ | v |
| Writing Forms | Action plan | Opinion essay | Focused free-write | Opinion essay | Descriptive essay | Editorial | Interview | Persuasive letter | Advertisement | Script for a scene | Character sketch | Plot summary | Poem | Paragraph analysis | Eyewitness account |

P = Primary focus **V** = Covered [★] = Expository

| Level 8, continued | | | | ycle of i | nstruct | ion. | | | | | | | | |
|---|---|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-------------------------------------|---------------------------|---------------------------|---------------------------|---------------------------|-----------------------|--------------------------|-----------------------|-----------|
| | | | | | | | | | | | | | | |
| | Strategies for Reading a Science Textbook* | Out of the Dust, cycle 1 | Out of the Dust, cycle 2 | Out of the Dust, cycle 3 | Out of the Dust, cycle 4 | Yellow Hope Was Here, cycle 1 | Hope Was Here, cycle 2 | Hope Was Here, cycle 3 | Hope Was Here, cycle 4 | Hope Was Here, cycle 5 | Great Speeches | Red Bodywork* | Extreme Places* | Wildfire* |
| Strategies | | | | | | | | | | | | | | |
| Clarifying | Р | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Summarizing | Р | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Questioning | Р | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Predicting | Ρ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Skills | | | | | | | | | | | | | | |
| Cause/Effect | ~ | ~ | | | | Р | ~ | ~ | ~ | ~ | ~ | Р | ~ | ~ |
| Compare/Contrast | v | ~ | ~ | ~ | | | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Draw Conclusions | Р | ~ | ~ | Р | Ρ | Р | ~ | ~ | ~ | ~ | ~ | ~ | Ρ | Р |
| Identify Main Idea | Ρ | | | | | | | | | | Р | Р | Ρ | Р |
| Fact and Opinion | | ~ | | ~ | | | | | | | ~ | | | |
| Fluency | | ~ | ~ | ~ | ~ | | | | | | ~ | | | |
| Vocabulary and Word Re | ecognit | ion | | | | | | | | | | | | |
| Prefixes/Endings | | | ~ | | | ~ | ~ | | | | ~ | ~ | ~ | ~ |
| Word Meanings and Connotations | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Word Origins/Families | | ~ | | ~ | ~ | | | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Parts of Speech | ~ | ~ | ~ | ~ | v | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Story Structure | | | | | | | | | | | | | | |
| Setting | | ~ | ~ | ~ | ~ | ~ | ~ | Р | ~ | | | | | |
| Plot | | | ~ | ~ | ~ | ~ | Р | ~ | Р | ~ | | | | |
| Characterization | | ~ | ~ | ~ | ~ | Р | ~ | ~ | Р | Р | | | | |
| Problem/Solution | | | ~ | ~ | ~ | | ~ | Ρ | ~ | ~ | Р | | | |
| Identify Themes | Р | | ~ | Р | Р | | | | ~ | Р | Р | | | |
| Literary Techniques | | 1 | 1 | | | 1 | | | 1 | 1 | 1 | | | |
| Genre Structure | | Р | Р | ~ | | | | | | | Р | | | |
| Mood | | ~ | ~ | ~ | | | Ρ | Ρ | ~ | ~ | | | | |
| Figurative Language | | Р | Р | Р | Р | | | | | | ~ | | | |
| Foreshadowing | | | | ~ | | | | v | ~ | | | | | |
| Point of View | | ~ | v | ~ | ~ | | | | | | v | | | |
| Purposes for Writing | | | 1 | | | 1 | | | 1 | 1 | 1 | | | |
| Explain/Inform | v | | | ~ | | | | ~ | | | | ~ | ~ | ~ |
| Persuade | | | | | V | | | | | | ~ | | | |
| Describe | | | | | ~ | v | ~ | ~ | | ~ | | | ~ | |
| Entertain | | | / | | | | | | / | | - | | - | |
| Express Feelings/Opinion | ~ | ~ | ✓ | | ~ | v | ~ | | ~ | ~ | ✓ | | ~ | |
| Writing Process | | | | | | | | | | | | | | |
| Prewriting/Use of Graphic Organizers | ~ | ~ | ~ | ~ | • | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Peer Discussion | v | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Drafting | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Peer Feedback | v | ~ | v | ~ | v | v | v | ~ | ~ | ~ | ~ | v | v | ~ |
| Writing Forms | Critical review | Journal entry | Free verse poem | News story | Review | Personal essay | Eyewitness account | Interview | Short narrative | Personal essay | Persuasive speech | Explanatory paragraph | Descriptive letter | Summary |



| Level 8, continued | Units use | e a six-day | cycle of in | struction. | | | | | | |
|---|---------------------------|---------------------------|---------------------------|---|-----------------------|----------------------|----------------------|-----------------------|----------------------|---|
| | | | | | | | | | | |
| | The Contender, cycle 1 | The Contender, cycle 2 | The Contender, cycle 3 | The Contender and Related Readings, cycle 4 | Glory Field, cycle 1 | Glory Field, cycle 2 | Glory Field, cycle 3 | Glory Field, cycle 4 | Glory Field, cycle 5 | Glory Field and Related Readings, cycle 6 |
| Strategies | | | | | | | | | | |
| Clarifying | ✓ | ✓ | v | ✓ | v | ~ | ~ | ✓ | ~ | v |
| Summarizing | ~ | ~ | ~ | ~ | ~ | V | ~ | ~ | V | v |
| Questioning | ~ | ~ | ~ | ~ | ~ | · · | ~ | ~ | ~ | · · |
| Predicting | <i>v</i> | ~ | ~ | ~ | <i>v</i> | <pre></pre> | ~ | · · | ~ | · · |
| Skills | | · · | | | · | • | | | | |
| Cause/Effect | ~ | Р | | | ~ | Р | ~ | Р | ~ | ~ |
| Compare/Contrast | V | V | ~ | Р | V | V | P | ✓ | V | P |
| Draw Conclusions | P | · · | P | P | P | P | V | · · | P | |
| Identify Main Idea | | - | | | | | - | | | |
| Fact and Opinion | | | | | | | | | | |
| Fluency | | | | | | | | | | |
| Vocabulary and Word Re | ecognition | | | | | | | | | |
| Prefixes/Endings | | | v | | | ~ | ~ | | | |
| Word Meanings and Connotations | ~ | ~ | ~ | ~ | ~ | ~ | V | ~ | ~ | ~ |
| Word Origins/Families | ~ | ~ | | ~ | ~ | ~ | | ~ | ~ | ~ |
| Parts of Speech | V | ~ | v | V | v | v | ~ | ~ | v | v |
| Story Structure | | | | | | | | | | |
| Setting | | Р | v | ✓ | v | ~ | ~ | Р | ~ | |
| Plot | Р | | v | ~ | v | v | Р | ✓ | ~ | v |
| Characterization | ~ | Р | Р | ~ | v | Р | ~ | ✓ | ~ | |
| Problem/Solution | Р | | v | ✓ | v | Р | ~ | Р | Р | Р |
| Identify Themes | Р | | ~ | Р | | ~ | | ✓ | Р | Р |
| Literary Techniques | | | | | | | | | | |
| Genre Structure | | | | ~ | Р | ~ | | | | v |
| Mood | v | ~ | v | v | v | | Р | Р | ~ | |
| Figurative Language | | | | Р | Р | ~ | | | | |
| Foreshadowing | | | | ✓ | | | | ✓ | v | |
| Point of View | ~ | ~ | ~ | ✓ | ~ | ~ | ~ | ✓ | Р | ✓ |
| Purposes for Writing | | | | | | | | | | |
| Explain/Inform | ~ | ~ | | | | ~ | | ✓ | | v |
| Persuade | | | | | | | | ✓ | | |
| Describe | | | ~ | ~ | ~ | ~ | ~ | | ~ | ~ |
| Entertain | | | | ~ | | | | | | |
| Express Feelings/Opinion | ~ | ~ | | | ~ | | ~ | ✓ | ~ | |
| Writing Process | | | | | | | | | | |
| Prewriting/Use of Graphic Organizers | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Peer Discussion | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ✓ | ~ | ~ |
| Drafting | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ✓ |
| Peer Feedback | ~ | ~ | ~ | ~ | ✓ | ~ | ~ | ✓ | ~ | v |
| Writing Forms | Personal essay | Personal essay | Dialogue | Free verse | Description | Interview | Letter | Point-of-view essay | Personal response | Biographical summary |

| Level 7 | Units | use a si | ix-day cy | cle of i | nstructi | on. | | | | | | | |
|---|---|-----------------------------------|--|--|--|-------------------------------|-------------------------------|-------------------------------|-------------------------------------|---------------------------------------|---------------------------|---------------------------|-------------------------------|
| | Blue Strategies Foundation, cycle 1 | Strategies Foundation, cycle 2 | Pink 145th Street Short Stories, cycle 1 | 145th Street Short Stories, cycle 2 | 145th Street Short Stories, cycle 3 | No More Dead Dogs, cycle 1 | No More Dead Dogs, cycle 2 | No More Dead Dogs, cycle 3 | Purple The Outsiders, cycle 1 | The Outsiders, cycle 2 | The Outsiders, cycle 3 | The Outsiders, cycle 4 | Understanding Electricity* |
| Strategies | | | l | l. | | 1 | 1 | 1 | 1 | 1 | 1 | | |
| Clarifying | Р | Р | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Summarizing | Р | Ρ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Questioning | Р | Р | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Predicting | Р | Ρ | ~ | V | ~ | ~ | ~ | ~ | ✓ | ✓ | ~ | ~ | ~ |
| Skills | | | | | | | | | | | | | |
| Cause/Effect | ~ | | ~ | | ~ | ~ | ~ | ~ | | ~ | ~ | ~ | Р |
| Compare/Contrast | ~ | Ρ | ~ | Р | | ~ | ~ | | ~ | ~ | ~ | ~ | ~ |
| Draw Conclusions | ~ | | Р | ~ | ~ | ~ | | ~ | ~ | ~ | Р | ~ | ~ |
| Identify Main Idea | | | | | | | | | | | | | ~ |
| Sequence Events | ~ | | | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | Р |
| Fact and Opinion | | | | | | | | | | | ~ | | |
| Fluency | ~ | ~ | | | | | | | | | | | ~ |
| Vocabulary and Word Re | ecogniti | on | · | | | | | | | | | | |
| Compound Words | | | ~ | | | | | | | | | | ~ |
| Prefixes/Endings | ~ | ~ | | ~ | | ~ | | ~ | | ~ | | ~ | ~ |
| Word Meanings | ~ | ~ | ~ | V | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Word Origins/Families | V | | | | | | ~ | ~ | ~ | ~ | ~ | | |
| Parts of Speech | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | V | ~ |
| Story Structure | - | | - | | | - | - | - | - | u u u u u u u u u u u u u u u u u u u | - | | - |
| Setting | ~ | V | Р | ~ | ~ | ~ | Р | ~ | | Р | | ~ | |
| Plot | ~ | | ~ | V | ~ | ~ | ~ | ~ | ✓ | ~ | ~ | Р | |
| Characterization | ~ | ~ | | ~ | Р | ~ | ~ | Р | Р | Р | Р | Р | |
| Problem/Solution | ~ | V | | | v | ~ | - | Р | Р | Р | ~ | ~ | |
| Identify Themes | ~ | Р | | Р | ~ | Р | | ~ | | ~ | | | |
| Literary Techniques | - | | | | - | | | - | | - | | | |
| Genre Structure | ~ | V | ~ | ~ | | ~ | ~ | ~ | ✓ | | | | |
| Mood | - | | - | - | | | ~ | | | | | | |
| Figurative Language | | Р | | | | ~ | P | ~ | | ~ | ~ | ~ | |
| Foreshadowing | | V | | | | - | | ~ | ~ | - | - | | |
| Point of View | | | | Р | | Р | ~ | ~ | P | Р | ~ | ~ | |
| Purposes for Writing | | | | | | | - | - | | | - | | |
| Explain/Inform | | | ~ | | | | | ~ | | | ~ | ~ | |
| Persuade | | | | | | | | - | | | | V | |
| Describe | ~ | V | ~ | V | ~ | ~ | ~ | ~ | ~ | ~ | | - | |
| Entertain | V | V | | | | | | | | | | | |
| Express Feelings/Opinion | | - | | ~ | | ~ | | | ~ | ~ | | | ~ |
| Writing Process | | | | | | | | | | | | | |
| Prewriting/Use of Graphic Organizers | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Peer Discussion | ~ | ~ | ~ | V | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Drafting | ~ | ~ | ~ | V | V | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Peer Feedback | V | V | V | V | V | V | V | V | V | V | V | V | V |
| Writing Forms | Narrative | Narrative | Descriptive | Dialogue | Character | Dialogue | Scene | News story | Autobiographical | Point-of-view | News story | | Opinion essay |
| | poem | poem | paragraph | | sketch | | description | | sketch P = Primar | journal entry | <pre>/ = Covere</pre> | essay | Expository |



| Level 7, continued | - | s use a six-c | | of instruc | tion. | | | | | | | | |
|---|-----------------------------|---|--|--|--|-----------|-----------------------------------|---------------------------------------|--------------------|--------------------|--------------------|---|-----------------------------|
| | | | | | | | | | | | | | |
| | Amusement Park Science * | Green True Confessions of Charlotte Doyle, cycle 1 | True Confessions of Charlotte Doyle, cycle 2 | True Confessions of Charlotte Doyle, cycle 3 | True Confessions of Charlotte Doyle, cycle 4 | Our West* | Blue or Gray? A Family Divided | Yellow The Giver, cycle 1 | The Giver, cycle 2 | The Giver, cycle 3 | The Giver, cycle 4 | Building the Transcontinental Railroad* | Understanding the Brain* |
| Strategies | | | | | | | | | | | | | |
| Clarifying | ~ | V | ~ | ✓ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | V |
| Summarizing | V | V | V | V | V | V | V | ~ | V | V | V | ~ | V |
| Questioning | V | V | ~ | ~ | V | ~ | ~ | ~ | ~ | ~ | ~ | ~ | V |
| Predicting | V | V | V | ~ | V | V | ~ | V | ~ | ~ | V | ~ | V |
| Skills | | • | • | | | | | | | Ť | | | · |
| Cause/Effect | Р | ~ | ~ | ~ | ~ | Р | | | ~ | ~ | ~ | ~ | V |
| Compare/Contrast | V | V | V | V | V | ~ | Р | ~ | - | • | • | ~ | V |
| Draw Conclusions | V | V | ~ | ~ | ~ | ~ | ~ | V | Р | Р | ~ | ~ | V |
| Identify Main Idea | V | • | • | • | • | V | • | • | - | - | • | P | P |
| Sequence Events | | ~ | | ~ | | | | ~ | | ~ | ~ | - | - |
| Fact and Opinion | | • | | ~ | Р | | | | | ~ | | | |
| Fluency | ~ | | | | - | ~ | ~ | | | | | ~ | V |
| Vocabulary and Word Rec | | ion | | | | • | , v | | | <u> </u> | | , v | • |
| Compound Words | 0.000 | | | | | ~ | | | | | | | |
| Prefixes/Endings | V | v | ~ | ~ | ~ | - | | | ~ | ~ | | | |
| Word Meanings | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Word Origins/Families | | ~ | ~ | • | | | • | ~ | | - | • | • | |
| Parts of Speech | ~ | · · | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Story Structure | • | • | • | • | • | | • | , , , , , , , , , , , , , , , , , , , | | | • | • | |
| Setting | | Р | ~ | Р | ~ | | ~ | v | Р | | v | | |
| Plot | | V | V | ~ | V | | - | V | - | ~ | P | | |
| Characterization | | P | ~ | P | ~ | | ~ | | ~ | P | ~ | | |
| Problem/Solution | | V | P | ~ | ~ | | ~ | | | ~ | P | | |
| Identify Themes | | • | • | • | ~ | | ~ | | ~ | ~ | · · | | _ |
| Literary Techniques | | | | | · · | | , v | | • | | Ţ | | |
| Genre Structure | | ~ | | | | | ~ | | | | | | |
| Mood | | • | ~ | | | | | Р | ~ | ~ | ~ | | |
| Figurative Language | | | • | | | | | - | - | ~ | • | | |
| Foreshadowing | | | ~ | ~ | ~ | | | v | | - | | | |
| Point of View | | V | • | ~ | - | ~ | Р | | ~ | ~ | ~ | | |
| Purposes for Writing | | - | | - | | - | | | - | - | - | | |
| Explain/Inform | | | | | | | | | | | | | v |
| Persuade | | | | | | | | | | | | | - |
| Describe | V | ~ | ~ | ~ | | ~ | | ~ | | | ~ | ~ | |
| Entertain | - | • | V | | | | | - | | | - | ~ | |
| Express Feelings/Opinion | | ~ | - | | ~ | | ~ | | ~ | ~ | | | |
| Writing Process | | - | | | - | 1 | - | | - | - | | | |
| Prewriting/Use of Graphic Organizers | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Peer Discussion | V | ~ | ~ | ~ | ~ | V | ~ | v | ~ | ~ | v | ~ | V |
| Drafting | V | · · | ~ | ~ | V | V | ~ | V | ~ | ~ | V | ~ | V |
| Peer Feedback | V | V | ~ | ~ | ~ | V | ~ | V | ~ | ~ | V | ~ | V |
| Writing Forms | Journal | Journal entry | Dialogue | Compare-and- | Opinion letter | Journal | Point-of-view | Mood | Letter | Opinion | Descriptive | Song lyrics | Diagnosis |
| P = Primary focus = Covered | entry | Expository | | contrast essay | | entry | letter | paragraph | | letter | paragraph | | - |

| Level 7, continued | Units use | e a six-day | cycle of in | struction. | | | | | | |
|---|------------------------------|-----------------------|--|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|--|
| | ر | 8 | | | | | | | | |
| | Red Taking Sides, cycle 1 | les, cycle 2 | Taking Sides and Related Readings, cycle 3 | ing, | Homecoming, cycle 2 | ing, | ing, | ing, | ing, | Homecoming and Related Readings, cycle 7 |
| | Sid | Taking Sides, | 3 Sid 3 Rid 3 | Homecoming, cycle 1 | 5°m | Homecoming, cycle 3 | Homecoming, cycle 4 | Homecoming, cycle 5 | Homecoming, cycle 6 | somi 7 |
| | Red Taking | king | king slate cle | cle | cle | cle | cle | cle | cle | Homeo Relate cycle |
| | Re Ta | Та | су да | су Н С | C H | ΗÇ | су Н С | C H | с н Н | H R S |
| Strategies | 1 | | | 1 | 1 | | | 1 | | |
| Clarifying | ✓ | ✓ | ✓ | ~ | ~ | V | ~ | ~ | ~ | ✓ |
| Summarizing | ✓ | ✓ | ✓ | ~ | ✓ | v | ✓ | ✓ | ~ | ✓ |
| Questioning | ✓ | ~ | ~ | ~ | ✓ | ~ | ~ | ~ | ~ | |
| Predicting | ✓ | ~ | ~ | ~ | ✓ | ~ | ~ | ✓ | ✓ | v |
| Skills | 1 | | 1 | 1 | , | | | 1 | · · · · · | |
| Cause/Effect | ✓ | ✓ | v | Р | ✓ | Р | ✓ | Р | ~ | ✓ |
| Compare/Contrast | ✓ | V | Р | ✓ | Р | v | Р | ✓ | ~ | Р |
| Draw Conclusions | Р | Р | ~ | Р | ~ | Р | Р | Р | Р | ~ |
| Identify Main Idea | | | v | | | v | | | | v |
| Sequence Events | | ✓ | | ~ | ~ | ✓ | ✓ | ✓ | ~ | ✓ |
| Fact and Opinion | | | | | | | | | | |
| Fluency | | | | | | | | | | |
| Vocabulary and Word Rec | ognition | | | | | | | | | |
| Compound Words | | | | | | | | | | |
| Prefixes/Endings | ✓ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ✓ |
| Word Meanings | ✓ | v | v | ~ | ✓ | v | ✓ | ✓ | ~ | ✓ |
| Word Origins/Families | ✓ | ~ | ✓ | | ~ | ~ | ~ | ~ | ~ | ✓ |
| Parts of Speech | ✓ | ~ | v | ~ | ✓ | ~ | ~ | ~ | ~ | ~ |
| Story Structure | | | | | | | | | | |
| Setting | v | Р | v | ~ | ~ | | ✓ | ~ | ~ | |
| Plot | ✓ | v | ✓ | Р | Р | Ρ | ✓ | ~ | | ✓ |
| Characterization | | Р | v | Р | Р | ~ | Р | Р | ~ | v |
| Problem/Solution | ✓ | v | Р | ~ | Р | Р | ~ | ~ | | ✓ |
| Identify Themes | | Ρ | Р | | ✓ | ~ | v | | Р | Р |
| Literary Techniques | | | | | | | | | | |
| Genre Structure | | | Р | | | | | | | Р |
| Mood | | ~ | ~ | | ~ | | | Р | ~ | ✓ |
| Figurative Language | Р | ~ | | | | ~ | | | | ✓ |
| Foreshadowing | | | ✓ | ~ | | Ρ | | ✓ | | |
| Point of View | | ~ | | ~ | ~ | ~ | Р | ~ | ~ | ~ |
| Purposes for Writing | | | | | | | | | | |
| Explain/Inform | | | | | | ~ | ~ | | | ~ |
| Persuade | | | | ~ | | | | | ~ | |
| Describe | ✓ | ~ | ~ | | ~ | ~ | ~ | ~ | | |
| Entertain | ✓ | | ~ | | | | | | | |
| Express Feelings/Opinion | | ~ | | ~ | ~ | | | | ~ | ~ |
| Writing Process | | | | | | | | | | |
| Prewriting/Use of Graphic Organizers | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Peer Discussion | ✓ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Drafting | ✓ | ~ | ~ | ~ | ✓ | ~ | ~ | ~ | ~ | ~ |
| Peer Feedback | ✓ | ~ | ~ | ~ | ✓ | ~ | ~ | ~ | v | v |
| Writing Forms | Short narrative | Summary | Poem | Advice letter | Personal response | Interview | Description | Mood paragraph | Persuasive letter | Essay |



| Level 6 | Units us | e a <u>six</u> - | day <u>cyc</u> | le o <u>f in</u> s | stru <u>ctio</u> | n | | | | | | | |
|---|---|-----------------------------------|--------------------------|---------------------|--------------------------------|------------------|----------------------|-----------------------|---------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| | Blue Strategies Foundation, cycle 1 | Strategies Foundation, cycle 2 | Pink Hatchet, cycle 1 | Hatchet, cycle 2 | Hatchet, cycle 3 | Hatchet, cycle 4 | Tom Sawyer excerpt | Feeding the World* | Purple Middle Ages | Catherine, Called Birdy, cycle 1 | Catherine, Called Birdy, cycle 2 | Catherine, Called Birdy, cycle 3 | Catherine, Called Birdy, cycle 4 |
| Strategies | | , | | | | | | | | | | | |
| Clarifying | Р | Р | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | v |
| Summarizing | Р | Р | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | v |
| Questioning | Р | Р | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | v |
| Predicting | Р | Ρ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | v |
| Skills | | r. | | | | | ŕ | | | | | | |
| Cause/Effect | ~ | | | ~ | ~ | ~ | | ~ | ~ | ~ | | | ~ |
| Compare/Contrast | | v | ~ | | ~ | v | ~ | ~ | Р | ~ | v | ~ | v |
| Draw Conclusions | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | Р | ~ | ~ |
| Identify Main Idea | | | | | | | Ρ | ~ | ~ | | | | |
| Sequence Events | ~ | | ~ | ~ | ~ | ~ | | | ~ | | | | |
| Fluency | v | ~ | v | ~ | ~ | ~ | ~ | ✓ | ~ | v | ~ | ~ | ~ |
| Vocabulary and Word Rec | ognition | Ĭ | T | | T | | 1 | 1 | 1 | 1 | | 1 1 | |
| Compound Words | | | | | | | | ~ | | | ~ | | ~ |
| Prefixes/Endings | | ~ | v | | v | | v | | | v | | ~ | v |
| Word Meanings | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Word Origins/Families | ~ | | v | v | v | | v | ~ | ~ | ~ | ~ | | |
| Parts of Speech | v | ~ | ~ | ~ | ~ | ~ | ~ | v | ~ | ~ | ~ | v | ~ |
| Story Structure | | | | | | | Í | | D | | | | |
| Setting | v | ~ | ✓ | ~ | P | ~ | | | Р | P | v | ~ | ~ |
| Plot | ~ | v | ~ | ~ | | v | V | | | | ~ | | |
| Characterization | v | ~ | D | P | P | ~ | Р | P | | P | Р | Р | ~ |
| Problem/Solution | | | Р | Р | v | | | Р | | ~ | | | D |
| Identify Themes | | | | | | Р | | | | | | | Р |
| Literary Techniques Genre Structure | | | | | | | | | ~ | ✓ | ~ | ~ | ~ |
| Mood | | ~ | | | | Р | ~ | | V | V | • | | ~ |
| Foreshadowing | | ~ | | ~ | | F | | | | | | V | |
| Point of View | ~ | | ~ | ~ | v | ~ | ~ | ~ | | ~ | v | V | |
| Purposes for Writing | | | | | | | | | | | | | |
| Explain/Inform | | | | ~ | ~ | | | | | | | | |
| Persuade | | | | • | • | | | | | | | V | |
| Describe | ~ | ~ | ~ | ~ | | ~ | ~ | ~ | ~ | ~ | | ~ | ~ |
| Entertain | ~ | - | ~ | - | | - | | - | - | | | - | - |
| Express Feelings/Opinion | - | ~ | - | | | | ~ | ~ | | | ~ | | |
| Writing Process | | | | | | | | · | · | · | | | |
| Prewriting/Use of Graphic Organizers | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | r |
| Peer Discussion | ~ | ~ | v | ~ | v | ~ | ~ | ~ | ~ | ~ | ~ | V | ~ |
| Drafting | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Peer Feedback | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Writing Forms | Journal entry | Postcard message | Song lyrics | Character sketch | Step-by-step instructions | Dialogue | Personal response | Opinion statement | Compare-and- contrast paragraph | Point-of-view journal entry | Focused free-write | Personal ad | Letter |

P = Primary focus **V** = Covered [★] = Expository

| Level 6, continued | Units (| use a six- | day cycle | e of instru | uction. | | | | | | | | |
|----------------------------|---------------------------|---|--|---------------------------------------|---|--|----------------------|----------------------------------|---------------------|--------------------------|-------------------------|-------------------------------|---------------------------------------|
| | | ar | 2 | 2 | _ | 2 | n* | | | | | | |
| | e It | Green Roll of Thunder, Hear My Cry, cycle 1 | Roll of Thunder, Hear My Cry, cycle 2 | Hear | Roll of Thunder, Hear My Cry, cycle 4 | Roll of Thunder, Hear My Cry, cycle 5 | The Great Migration* | | | | | i, | ii, |
| | Machines Make It Move* | ider le 1 | der, le 2 | Roll of Thunder, H My Cry, cycle 3 | der, le 4 | der, le 5 | ligr | न | N | e n | 4 | Baseball in April, cycle 1 | Baseball in April, cycle 2 |
| | N S | hun bur | hun cycl | hun | of Thunde Cry, cycle | hun | at N | ycle | ycle | ycle | ycle | - in | Ë |
| | hine e* | n Sry, | of T | l I L X | of T | of T | Grei | °, ≷ | ° s | s S | s, c | bal • 1 | bal e 2 |
| | Λac Λον | Green Roll of My Cr | | | | | he | Yellow Holes, cycle 1 | Holes, cycle | Holes, cycle | Holes, cycle | ase | ase |
| Obusta di s | ~~ | 0 #2 | <u><u></u></u><u></u><u></u><u></u> | <u> </u> | ▏╙ઽ | | | - | | – | - | шо | шо |
| Strategies | | | | | | | | | | | | | |
| Clarifying | V | V | V V | V | V | V | ~ | V | V | | V | V | V |
| Summarizing Questioning | | V | V V | V V | | | | ✓ ✓ | | | | V | ~ ~ |
| Predicting | ~ | ~ | V V | V V | | V V | ~ | ~ | ~ | V V | | | V |
| Skills | V | V | V | V | | V | V | V | V | V | | V | V |
| Cause/Effect | ✓ | | v | v | ~ | v | Р | ~ | ~ | ~ | ~ | ✓ | |
| Compare/Contrast | V | ~ | ~ | ~ | ~ | ~ | ~ | | | | | P | Р |
| Draw Conclusions | ~ | P | P | P | ~ | ~ | ~ | Р | ~ | ~ | ~ | F V | r V |
| Identify Main Idea | P | • | • | • | - | • | ~ | • | - | • | • | - | • |
| Sequence Events | ~ | | | ~ | ~ | ~ | ~ | | ~ | | | | |
| Fluency | ~ | ~ | ~ | ~ | ~ | ~ | V | ~ | V | v | ~ | ~ | V |
| Vocabulary and Word R | ecognit | ion | | | | - | | | | | | - | |
| Compound Words | ~ | | | | | | | | | | | | |
| Prefixes/Endings | | ~ | ~ | ~ | ~ | ~ | V | V | ~ | | | | ~ |
| Word Meanings | ~ | ~ | ~ | ~ | ~ | ~ | ~ | V | ~ | ~ | ~ | ~ | ~ |
| Word Origins/Families | | | | | ~ | ~ | | | | ~ | ~ | | |
| Parts of Speech | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Story Structure | | | | | | | | | | | | | |
| Setting | | ~ | Р | ~ | v | | | Р | ~ | ~ | Р | | |
| Plot | | ~ | ~ | ~ | Р | Р | | ~ | | ~ | ~ | ~ | ~ |
| Characterization | | ~ | ~ | Р | ~ | Р | | ~ | Р | ~ | ~ | Р | Р |
| Problem/Solution | | ✓ | ✓ | ~ | Р | Р | | | | Ρ | ~ | ✓ | ~ |
| Identify Themes | | | | | | v | | | | | Р | Р | Р |
| Literary Techniques | | 1 | | | 1 | | 1 | 1 | í | 1 | 1 | 1 | |
| Genre Structure | | ~ | | ~ | ~ | ~ | | | | | ~ | ~ | ~ |
| Mood | | | ~ | | ✓ | | | ~ | v | | | | |
| Foreshadowing | | | Р | ~ | <i>v</i> | ~ | | | | | | | |
| Point of View | | Р | v | v | ✓ | v | | v | ~ | ~ | ~ | ~ | v |
| Purposes for Writing | | | | | | | | | | | 1 | | |
| Explain/Inform | | | | | | | ~ | ~ | | ~ | | | ~ |
| Persuade Describe | ~ | ✓ | | ~ | <hr/> | ~ | | | ~ | | ✓ | | |
| Entertain | | V | | V | V | V | | | | | | <i>✓</i> | |
| Express Feelings/Opinion | | ✓ | ✓ | ~ | | | | | | | ~ | ~ | |
| Writing Process | | • | ~ | • | | | | | | | | | |
| Prewriting/Use of | | | | | | | | | | | | | |
| Graphic Organizers | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Peer Discussion | ~ | ~ | ~ | ~ | ~ | ~ | V | ~ | ~ | ~ | ~ | ~ | ~ |
| Drafting | V | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Peer Feedback | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Writing Forms | Commercial | Point-of-view description | Interview | Dialogue | Descriptive paragraph | Descriptive paragraph | Letter | Proposal | Character sketch | Informative paragraph | Persuasive paragraph | Autobiographical paragraph | Compare- and-contrast paragraph |



| Level 6, continued | Units use | a six-day cy | cle of instru | iction. | | | | | |
|---|--|---|---|--|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---|
| | Red Island of the Blue Dolphins, cycle 1 | Island of the Blue Dolphins, cycle 2 | Island of the Blue Dolphins, cycle 3 | Island of the Blue Dolphins and Related Readings, cycle 4 | House of Dies Drear, cycle 1 | House of Dies Drear, cycle 2 | House of Dies Drear, cycle 3 | House of Dies Drear, cycle 4 | House of Dies Drear and Related Readings, cycle 5 |
| Strategies | | | | | | | | | |
| Clarifying | ✓ | ✓ | ✓ | ✓ | ~ | ✓ | ✓ | ~ | ✓ |
| Summarizing | v | v | ✓ | ~ | ✓ | ✓ | v | ~ | ✓ |
| Questioning | ~ | ~ | ✓ | ✓ | ~ | ✓ | ~ | ~ | ✓ |
| Predicting | v | ✓ | ✓ | v | v | ✓ | v | ✓ | ✓ |
| Skills | | 1 | | | | , | | | |
| Cause/Effect | v | Р | | | ~ | Р | ✓ | ~ | ~ |
| Compare/Contrast | v | ✓ | ✓ | Р | | | | ~ | Р |
| Draw Conclusions | Р | ✓ | Р | ~ | Р | Р | ✓ | Р | ~ |
| Identify Main Idea | | | | V | | | | | ✓ |
| Sequence Events | | | | | | | | | |
| Fluency | v | ✓ | ✓ | v | ✓ | ✓ | ✓ | ~ | ✓ |
| Vocabulary and Word Rec | ognition | | | | | | _ | | |
| Compound Words | | | | | | | | | |
| Prefixes/Endings | | | ✓ | V | | ✓ | ✓ | ~ | |
| Word Meanings | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Word Origins/Families | | v | | v | ✓ | ✓ | v | ~ | v |
| Parts of Speech | ~ | ✓ | ✓ | ~ | ~ | ~ | ✓ | V | v |
| Story Structure | | | | | | | | | |
| Setting | ~ | ~ | ~ | ~ | ~ | ~ | Р | ~ | ~ |
| Plot | | v | ~ | v | ~ | ~ | ~ | Р | Р |
| Characterization | ~ | Р | ~ | ~ | ~ | Р | ~ | Р | ~ |
| Problem/Solution | v | v | v | v | Р | ~ | ~ | ~ | ✓ |
| Identify Themes | | ✓ | Р | Р | | | | | ~ |
| Literary Techniques | | | | | | | | | |
| Genre Structure | | | | Р | Р | Р | ~ | Р | Р |
| Mood | | ✓ | v | | ✓ | Р | Р | ~ | v |
| Figurative Language | Р | ~ | ~ | | | ~ | | | |
| Foreshadowing | | | | | Р | ~ | v | Р | ~ |
| Point of View | Р | ~ | ✓ | v | ~ | | | ~ | Р |
| Purposes for Writing | | | | | | | | | |
| Explain/Inform | | ✓ | | | | | | | |
| Persuade | | | | | | | | | |
| Describe | v | | ~ | ~ | ~ | ~ | ✓ | ~ | v |
| Entertain | | | | v | ~ | ~ | ✓ | ~ | v |
| Express Feelings/Opinion | | ✓ | v | v | | | | | |
| Writing Process | | | | | | | | | |
| Prewriting/Use of Graphic Organizers | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Peer Discussion | v | ~ | ~ | ~ | ~ | ✓ | ✓ | ~ | v |
| Drafting | ~ | ✓ | ~ | ~ | ~ | ~ | ✓ | ~ | ~ |
| Peer Feedback | v | ✓ | ~ | v | ~ | ~ | ✓ | ~ | v |
| Writing Forms | Descriptive paragraph | Problem/solution paragraph | Personal response | Poem | Mystery story | Mystery story cont. | Mystery story cont. | Mystery story cont. | Poem |

| Level 5 | Units us | e a six- | day (| cycle | of i | nstruction |). | | | | | | | | |
|---|---|-----------------------------------|----------------|----------------|----------------|------------------------------|---------------------|----------------------|----------------------|--------------------------|--------------------------|--|-----------------------|-----------------------|-------------------------------------|
| Intervention for Struggling Readers | Blue Strategies Foundation, cycle 1 | Strategies Foundation, cycle 2 | Poetry Break 1 | Poetry Break 2 | Poetry Break 3 | Pink Favorite Greek Myths | Trouble With Trash* | On My Honor, cycle 1 | On My Honor, cycle 2 | Leon's Story, cycle 1 | Leon's Story, cycle 2 | Purple One Thing Leads to Another* | Library Card, cycle 1 | Library Card, cycle 2 | Boy of the Painted Cave, cycle 1 |
| Strategies | | | | | | | | | | | | | | | |
| Clarifying | Р | Р | ~ | ~ | V | ✓ | ~ | ~ | ~ | ~ | ~ | ✓ | ~ | ~ | ~ |
| Summarizing | P | P | V | V | V | ~ | V | V | ~ | ~ | ~ | ~ | V | V | ~ |
| Questioning | | P | V | ~ | V | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Predicting | P | P | V | V | V | ~ | V | V | V | ~ | ~ | ~ | V | V | ~ |
| Skills | • | • | | | | | | | | | | | | | |
| Cause/Effect | | ~ | | | | ~ | ~ | ~ | ~ | ~ | ✓ | Р | | | ~ |
| Compare/Contrast | | ~ | V | V | V | ~ | ~ | V | V | | | F V | Р | Р | V |
| Draw Conclusions | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | | | V | P V | P V | ~ |
| Identify Main Idea | P | | • | • | • | | P | ~ | ~ | V | V | ~ | v | ~ | V |
| Sequence Events | F | | | | | | F | ~ | | | | ~ | | | ~ |
| Fluency | Р | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | V V |
| Vocabulary and Word Re | | | V | V | V | V | | V | V | V | V | V | V | V | V |
| | | - | | | | | | | | | | | | | |
| Compound Words | <i>✓</i> | ~ | | | 4 | | | | | | | | | | |
| Prefixes/Endings | v | | ~ | | ~ | | | ~ | | | ~ | | v | | |
| Word Meanings | ✓ | v | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | v | ~ | ~ | ~ |
| Word Origins/Families | | v | | | | | ~ | ~ | ~ | ~ | | v | | v | ~ |
| Parts of Speech | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Story Structure | | 1 | | | | I | 1 | | 1 | | | | | _ | |
| Setting | | / | | | | ~ | | Ρ | ~ | Р | Р | | | Ρ | |
| Plot | - | V | | | | | | Ρ | ~ | ~ | ✓ | | ~ | ~ | v |
| Characterization | ~ | ~ | ~ | | | ~ | | ~ | ~ | | | | Р | ~ | / |
| Problem/Solution | | | | | | | ~ | ~ | P | Р | | v | | | ~ |
| Identify Themes | | | Ρ | | | Р | | Р | Р | v | | | | ~ | |
| Literary Techniques | | 1 | 1 | 1 | | 1 | 1 | | 1 | 1 | 1 | 1 | | | |
| Genre Structure | | | Ρ | | Ρ | Р | ~ | ~ | | ~ | | | | | ~ |
| Mood | | | | | Ρ | | | | | | | | | | |
| Figurative Language | | | | Ρ | | | | | ~ | | | | ~ | ~ | |
| Foreshadowing | | ~ | ~ | | | | | | | | | | | | |
| Point of View | | | ~ | | | | | | | | ✓ | | ~ | ~ | |
| Purposes for Writing | | | 1 | 1 | | | 1 | 1 | 1 | | 1 | | | | |
| Explain/Inform | | | | | | | ~ | ~ | | ~ | ~ | | | | |
| Persuade | ~ | | | | | | | | ~ | | | | | | |
| Describe | ~ | | | | | | | | | | | | | | |
| Entertain | | | | | | ~ | | | | | | | | | |
| Express Feelings/Opinion | | ~ | | | | | ~ | | | | | ~ | ✓ | ~ | ~ |
| Writing Process | | | | | | | | | | | | | | | |
| Prewriting/Use of Graphic Organizers | ~ | ~ | | | | ~ | | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Peer Discussion | ~ | ~ | | | | ~ | | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Drafting | ~ | ~ | | | | ~ | | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Peer Feedback | ~ | ~ | | | | ~ | | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Writing Forms | Advertisement | Letter | | | | Myth | Flyer | News story | Speech | Informative paragraph | Informative paragraph | Letter | Personal response | Book review | Letter |
| | | | 1 | 1 | | 1 | | Story | 1 | paragraph | Paragraph | | 103p0113C | ICHICW | |



| Level 5, continued | Units us | e a six- | day cy | cle of | instru | iction. | | | | | | | | |
|---|---|-------------------------------------|---------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------|-------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|---------------|
| Intervention for Struggling Readers | Boy of the Painted Cave, cycle 2 | Boy of the Painted Cave, cycle 3 | Green Hometowns* | Maniac Magee, cycle 1 | Maniac Magee, cycle 2 | Maniac Magee, cycle 3 | Maniac Magee, cycle 4 | Hurricanes* | Yellow WWII and Denmark* | Number the Stars, cycle 1 | Number the Stars, cycle 2 | Number the Stars, cycle 3 | Soul Looks Back in Wonder | Ring of Fire* |
| Strategies | | | | | | | | | | | | | | |
| Clarifying | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | V |
| Summarizing | v | ~ | ~ | ~ | V | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | V |
| Questioning | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | V |
| Predicting | ~ | ~ | ~ | ~ | ~ | ~ | V | V | v | V | ~ | ~ | ~ | V |
| Skills | | | | | | | 1 | | | 1 | 1 | | | 1 |
| Cause/Effect | | ~ | | ~ | Р | | | | ✓ | | | Р | | Р |
| Compare/Contrast | v | • | Р | ~ | - | Р | | | | ~ | ~ | ~ | ~ | - |
| Draw Conclusions | ~ | | ~ | P | ~ | ~ | Р | ~ | | P | P | ~ | • | ~ |
| Identify Main Idea | • | | V | _ | • | | - | ~ | Р | _ | | | | P |
| Sequence Events | ~ | ~ | | | | ~ | | P | P | ~ | ~ | ~ | | |
| Fluency | V | V | ~ | ~ | V | ~ | V | ~ | ✓ | ~ | V | ~ | v | V |
| Vocabulary and Word Rec | ognition | | | | | | | I | | | | | | |
| Compound Words | | | | | | | | | | | | | | |
| Prefixes/Endings | ~ | ~ | ~ | ~ | ~ | | V | ~ | v | | ~ | | ~ | |
| Word Meanings | ~ | V | ~ | ~ | V | ~ | ~ | ~ | · · | ~ | ~ | ~ | V | ~ |
| Word Origins/Families | V | V | | - | - | | - | - | V | | - | | | V |
| Parts of Speech | V | V | ~ | ~ | ~ | ~ | ~ | ~ | V | ~ | ~ | ~ | ~ | V |
| Story Structure | | | | | | 1 | | 1 | | | | | | |
| Setting | Р | ~ | | V | | | | | | Р | ~ | ~ | | |
| Plot | - | V | | V | V | ~ | | | | V | ~ | ~ | | |
| Characterization | ~ | P | | ~ | V | V | Р | | | V | | · · | | |
| Problem/Solution | · · | ~ | | V | - | V | V | | | | | | | |
| Identify Themes | • | • | | V | | • | ~ | | | | | | Р | |
| Literary Techniques | | | | • | | l | • | I | | | | <u> </u> | - | |
| Genre Structure | | | ~ | ~ | | | | | | ~ | ~ | | Р | |
| Mood | | | | - | | | | | | | | ~ | r | |
| Figurative Language | | | | Р | ~ | Р | ~ | | | | ~ | | ~ | |
| Foreshadowing | | | | - | ~ | - | | | | Р | ~ | | | |
| Point of View | ~ | ~ | | V | • | | ~ | | | - | ~ | ~ | | |
| Purposes for Writing | , in the second s | | | • | | | • | | | • | • | | | |
| Explain/Inform | | | | | V | | | | | v | | | | |
| Persuade | | | | | | | | | | - | | | | |
| Describe | | ~ | | ~ | | ~ | | ~ | ~ | | ~ | | | |
| Entertain | v | | ~ | | | | | | | | | | | |
| Express Feelings/Opinion | | | | ~ | | ~ | ~ | | ~ | | ~ | ~ | ~ | ~ |
| Writing Process | | | | | | | | | | | | | | |
| Prewriting/Use of Graphic Organizers | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Peer Discussion | v | ~ | ~ | ~ | ~ | ~ | ~ | ~ | v | ~ | ~ | ~ | v | ~ |
| Drafting | V | V | V | ~ | ~ | ~ | V | ~ | V | ~ | ~ | ~ | <i>v</i> | V |
| Peer Feedback | v | V | V | ~ | ~ | V | V | V | V | V | ~ | ~ | V | V |
| Writing Forms | Descriptive paragraph | Character sketch | Tall tale | Interview | News story | Descriptive paragraph | Yearbook entry | Job description | Autobiographical paragraph | Diary entry | Personal response | Opinion letter | Poem | Letter |
| \mathbf{P} = Primary focus \mathbf{V} = Covered | * = Expo | sitory | | | | | | | | | | | | |

| Level 4 Intervention for Struggling Readers Strategies Clarifying Summarizing | Blue Strategies Foundation, cycle 1 | Strategies Foundation, cycle 2 | Poetry Break 1 | Poetry Break 2 | | | | Vho Sun | d Us | Boy, | Boy, | * | | ees, | es, |
|---|---|-----------------------------------|----------------|----------------|----------------|-----------------------------|----------------|-----------------------------------|--------------------------------|------------------------------|------------------------------|---------------------------|-----------------------|-------------------------------|-------------------------------|
| Struggling Readers Strategies Clarifying | | Strategies Foundation, cycle 2 | oetry Break 1 | y Break 2 | reak 3 | e-Tellers | es | Vho Sun | d Us | Boy, | Boy, | * | | ees, | es, |
| Clarifying | P | | <u>م</u> | Poetr | Poetry Break 3 | Pink The Fortune-Tellers | Aesop's Fables | The Woman Who Outshone the Sun | Baseball Saved Us | The Whipping Boy, cycle 1 | The Whipping Boy, cycle 2 | Purple Body in Motion* | In the Deep* | Song of the Trees, cycle 1 | Song of the Trees, cycle 2 |
| Clarifying | P | | | | | | | | | | | | | | |
| | | Р | ~ | ~ | ~ | v | V | ~ | ~ | Р | ~ | Р | ~ | ~ | ~ |
| Juimanzing | V | Р | V | V | V | v | V | V | V | V | Ρ | v | Ρ | V | Ρ |
| Questioning | V | Р | ~ | ~ | ~ | V | V | ~ | V | V | · · | ~ | V | ~ | |
| Predicting | Р | v | ~ | ~ | ~ | v | V | ~ | V | Ρ | V | V | V | V | |
| Skills | | | | | | | | | | | | | | Letter L | |
| Cause/Effect | ~ | | ~ | | | ~ | V | ~ | ~ | ~ | ~ | ~ | | ~ | ~ |
| Compare/Contrast | - | v | Ρ | Ρ | V | V | Ρ | V | V | - | V | - | ~ | - | |
| Draw Conclusions | ~ | ~ | ~ | Р | Ρ | Р | V | ~ | V | ~ | ~ | ~ | ~ | ~ | ~ |
| Identify Main Idea | ~ | ~ | | | | | | | | | | ~ | Ρ | | |
| Sequence Events | | | ~ | | | | | | | ~ | Р | | | ~ | Р |
| Fluency | Р | v | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Vocabulary and Word Reco | ognition | | | | | | | | | | | | | | |
| Compound Words | ~ | | | | | | | | | | | | | | |
| Prefixes/Endings | ~ | ~ | ~ | | | ~ | | | ~ | | ~ | ~ | | | |
| Word Meanings | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Word Origins/Families | | v | | | | ~ | | ~ | ~ | ~ | | ~ | | | ~ |
| Parts of Speech | ~ | ~ | ~ | ~ | ~ | ~ | V | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Story Structure | | | | | | | | | | | | | | | |
| Setting | ~ | ~ | | | ~ | | | ~ | Р | ~ | ~ | | | ~ | ~ |
| Plot | | | | | | ~ | | ~ | ~ | ~ | Ρ | | | ~ | Р |
| Characterization | | | | | ~ | Ρ | | ~ | ~ | ~ | ~ | | | ~ | |
| Problem/Solution | ~ | v | | | | | Ρ | Р | ~ | Ρ | v | | | | ~ |
| Identify Themes | | | | ~ | | ~ | Ρ | Р | | | | | | | |
| Literary Techniques | | | | | | | | | | | | | | | |
| Genre Structure | | | Ρ | Ρ | Ρ | | Ρ | Ρ | | ~ | | | | | |
| Mood | | | | | | | | | | | | | | Р | ~ |
| Figurative Language | | | Р | | Ρ | | ~ | | | | | | | ~ | |
| Point of View | | | ~ | | | | | | ~ | v | | | | | |
| Purposes for Writing | | | | | | | | | , | | | | | | |
| Explain/Inform | | | | | | | | | | | | | | | |
| Persuade | | | | | | | | | | | | ~ | | | |
| Describe | ~ | ~ | | | | | | ~ | ~ | ~ | | | ~ | ~ | |
| Entertain | | | | | | ~ | ~ | | | | ~ | | | | v |
| Express Feelings/Opinion | | | | | | | | | ~ | | | | | | |
| Writing Process | | | | | | | | | | | | | | | |
| Prewriting/ Use of Graphic Organizers | ~ | ~ | | | | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Peer Discussion | ~ | ~ | | | | ~ | V | ~ | ~ | ~ | ~ | ~ | ~ | ~ | v |
| Drafting | ~ | ~ | | | | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Peer Feedback | ~ | ~ | | | | ~ | V | ~ | ~ | ~ | ~ | ~ | ~ | ~ | v |
| Writing Forms | Journal entry | Journal entry | | | | Prediction | Fable | Descriptive paragraph | Point-of- view paragraph | Wanted poster | New story ending | Commercial | Descriptive paragraph | Descriptive paragraph | Story |



| Level 4, continued | Units us | se a six | -day cy | cle of i | instruct | ion. | | | | | | | | |
|---|----------------------------|---|---------------------------|---------------------|---|---|-------|--------------------|------------------------------|--------------------|--|---|---|---|
| Intervention for Struggling Readers | Race to the South Pole* | A Homesteading Community of the 1880s | Green A River Ran Wild | How Plants Survive* | Your Mother Was a Neanderthal, cycle 1 | Your Mother Was a Neanderthal, cycle 2 | Mars* | Strategies Review* | Yellow Hiroshima, cycle 1 | Hiroshima, cycle 2 | Sadako and the Thousand Paper Cranes | If Your Name Was Changed at Ellis Island, cycle 1 | If Your Name Was Changed at Ellis Island, cycle 2 | An Immigrant Community of the 1900s |
| Strategies | | | | | | | | | | | | | | |
| Clarifying | ~ | ~ | ~ | ~ | V | ~ | ~ | Р | ~ | V | ~ | Р | V | ~ |
| Summarizing | V | P | V | V | V | ~ | V | Р | V | V | ~ | V | P | V |
| Questioning | V | ~ | ~ | ~ | V | ~ | V | Р | V | V | ~ | V | V | P |
| Predicting | Р | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | V | ~ |
| Skills | | | | | | | | | | | | | | |
| Cause/Effect | ~ | ~ | Р | | v | | | | ~ | | | ~ | | |
| Compare/Contrast | • | ~ | V | V | V | ~ | Р | | V | | V | • | | |
| Draw Conclusions | | V | ~ | V | P | - | Р | | ~ | ~ | V | ~ | ~ | ~ |
| Identify Main Idea | V | P | ~ | V | - | | P | ~ | ~ | V | - | V | P | ~ |
| Sequence Events | | · · | · · | V | ~ | Р | | ~ | P | P | ~ | • | | - |
| Fluency | ~ | V | V | V | V | ~ | V | ~ | V | V | V | V | ~ | ~ |
| Vocabulary and Word Re | ecognitid | on | | | | | | | | | | | | |
| Compound Words | ~~~~ | | | | | | 1 | | | | | | | |
| Prefixes/Endings | | | | V | | | ~ | | | | V | | ~ | |
| Word Meanings | ~ | V | ~ | ~ | ~ | ~ | V | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Word Origins/Families | ~ | V | | • | V | | | ~ | • | V | | ~ | | ~ |
| Parts of Speech | ~ | V | ~ | V | ~ | ~ | ~ | ~ | ~ | ~ | V | ~ | ~ | ~ |
| Story Structure | | | • | • | | • | • | , v | • | | | | | · |
| Setting | | | ~ | | ~ | ~ | | | ~ | | ~ | | | |
| Plot | | | | | ~ | ~ | | | | ~ | ~ | | | |
| Characterization | | - | | | P | P | | | | | V | | | |
| Problem/Solution | | V | ~ | Р | ~ | P | | | | | V | ~ | | |
| Identify Themes | | | | - | | - | | | | | P | • | | |
| Literary Techniques | | | | | | | | | | | - | | | |
| Genre Structure | | | | | | | | | | | | | | |
| Mood | | | | | | | | | | | | | | |
| Figurative Language | | | | | | | | | ~ | ~ | ~ | | | |
| Point of View | | | ~ | | ~ | ~ | | | ~ | • | V | | | |
| Purposes for Writing | | | • | | | | | | | | | | | |
| Explain/Inform | | | | V | | | ~ | | | ~ | | ~ | ✓ | |
| Persuade | ~ | V | | • | | | | | | • | | • | • | |
| Describe | • | ~ | ~ | | ~ | ~ | | ~ | ~ | | ~ | | | ~ |
| Entertain | | - | - | | • | - | | - | • | | • | | | • |
| Express Feelings/Opinion | | | ~ | | | | | | ~ | | | | | ~ |
| Writing Process | | | | | | | | | | | | | | |
| Prewriting/Use of Graphic Organizers | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Peer Discussion | ~ | V | ~ | V | ~ | ~ | V | ~ | ~ | V | V | ~ | ~ | ~ |
| Drafting | ~ | V | ~ | V | ~ | ~ | ~ | ~ | ~ | ~ | V | ~ | ~ | ~ |
| Peer Feedback | ~ | V | ~ | V | V | ~ | V | ~ | ~ | V | V | ~ | ~ | ~ |
| | Commercial | Book dust | | | - | | - | - | | | - | • | - | Personal |

| Level 3 | Units | use a | six-day cy | cle of | instruc | tion. | | | | | | | | |
|--|----------------------------|----------------|------------------------------------|------------|--|-----------------------------|------------------------------|---------|--------------------------------|-------------------|---------------------------------|------------------------------------|------------|--------------------|
| Intervention for Struggling Readers | Blue Set 1 S-S-Snakes!* | Hungry Plants* | Yellow Set 2 Bermuda Triangle * | Cinderella | Eruption1: A Story About Volcanoes* | Green Set 2 Gray Wolves* | The Emperor's New Clothes | Flight* | Yellow Set 3 Escape North!* | The Ugly Duckling | Fire at the Triangle Factory | Green Set 3 Exploring the West* | King Midas | The Drinking Gourd |
| Fluency | | | | | | | | | | | | | | |
| Pronunciation | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Emphasize Important Words | ~ | Ρ | ~ | Р | ~ | ~ | Р | ~ | v | Ρ | ~ | ~ | Ρ | ~ |
| Obey Punctuation | ~ | Р | ~ | Р | ~ | ~ | Р | ~ | ~ | Ρ | ~ | ~ | Ρ | ~ |
| Read at an Appropriate Rate | ~ | Ρ | ~ | Р | ~ | ~ | Р | ~ | ~ | Ρ | ~ | ~ | Р | ~ |
| Strategies | | | | | | | | | | | | | | |
| Clarification | Р | ~ | Р | Р | Р | ~ | ~ | Ρ | Р | Р | ~ | Р | ~ | ~ |
| Summarization | ~ | ~ | ✓ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | Р | ~ | ~ | Ρ |
| Questioning | ~ | ~ | ~ | ~ | Р | | | Ρ | ~ | | ~ | Р | | ~ |
| Prediction | ~ | ~ | v | ~ | ~ | ~ | ~ | ~ | ~ | ~ | Р | ~ | ~ | Ρ |
| Comprehension Skills | | | | | | | | | | | | | | |
| Cause/Effect | ~ | ~ | ~ | | ~ | ~ | | | ~ | | | ~ | ~ | ~ |
| Characterization | | | | ~ | | | Р | | ~ | ~ | | | ~ | |
| Compare/Contrast | | | | ~ | Ρ | | | | | | ~ | ~ | ~ | ~ |
| Draw Conclusions | ~ | ~ | | ~ | | ~ | ~ | | ~ | | | ~ | ~ | |
| Main Idea | ~ | ~ | ~ | | ~ | ~ | | ~ | | | ~ | ~ | | Ρ |
| Sequence Events | | | | | ~ | | | ~ | ~ | | | ~ | ~ | ~ |
| Story Structure | | | | ~ | | | ~ | | | | ~ | | Ρ | ~ |
| Genre Structure | | | | ~ | | | | | ~ | ~ | ~ | | ~ | ~ |
| Identify Themes | | | | ~ | | | | | | ~ | | | ~ | |
| Vocabulary and Word Rec | ognitio | n | | | | | | | | | | | | |
| Prefixes/Endings | | | Р | ~ | ~ | Р | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Compound Words | | | | | | | | | Р | ~ | ~ | Ρ | ~ | ~ |
| Word Meanings | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Writing | | | | | | | | | | | 1 | | | |
| Write Complete Sentences | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Capitalization and Punctuation | Р | Р | ~ | Р | ~ | ~ | ~ | Р | ~ | ~ | Р | ~ | ~ | ~ |
| Spelling | ~ | ~ | ~ | ~ | ~ | ~ | Р | ~ | ~ | ~ | ~ | ~ | ~ | ~ |



| Level 3, continued | Units ι | ise a s | six-day cy | cle of instru | uction. | | | | | | | |
|--|--------------------------------|--------------------|------------------------------|--|---------------------------|--|------------------------------------|----------------------------------|--------------|---|---------------|-----------------|
| Intervention for Struggling Readers | Yellow Set 4 To the Rescue* | The Squire's Bride | A Rain Forest Adventure * | Green Set 4 Baseball's Greatest Hitters* | Get a Life Cinderella! | Jackie Robinson and the Story of All-Black Baseball* | Yellow Set 5 Finding Providence | The Twelve Labors of Hercules | Good Sports* | Green Set 5 A Dinosaur Named Sue* | Twelfth Night | Shark Attack! * |
| Fluency | | | | | | | | | | | | |
| Pronunciation | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Emphasize Important Words | ~ | Р | ~ | ~ | Р | ~ | ~ | Ρ | ~ | ~ | Ρ | ~ |
| Obey Punctuation | ~ | Р | ~ | ✓ | Р | ~ | ~ | Р | ~ | ~ | Ρ | ~ |
| Read at an Appropriate Rate | ~ | Р | ~ | ~ | Р | ~ | ~ | Р | ~ | ~ | Ρ | ~ |
| Strategies | | | | | | | | | | | | |
| Clarification | Р | ~ | ~ | ✓ | ~ | ~ | Р | Р | Р | Р | Р | Р |
| Summarization | ~ | ~ | Р | Р | ~ | Р | ~ | ~ | ~ | ~ | ~ | ~ |
| Questioning | | ~ | ~ | ~ | ~ | ~ | ~ | | ~ | ~ | | ~ |
| Prediction | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Comprehension Skills | | | | | | | | | | | | |
| Cause/Effect | ~ | ~ | ~ | v | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Characterization | | Ρ | | | ~ | | | ~ | | | ~ | |
| Compare/Contrast | | ~ | ~ | ~ | ~ | | | > | ~ | ~ | | Р |
| Draw Conclusions | v | ~ | ~ | ✓ | ~ | ~ | ~ | | ~ | ~ | ~ | ~ |
| Main Idea | ~ | | Р | ✓ | ~ | Р | ~ | | ~ | ~ | | ~ |
| Sequence Events | | | | | ~ | | | ~ | | | ~ | |
| Story Structure | | ~ | | | ~ | | | ~ | | | ~ | |
| Genre Structure | | ~ | | | ~ | | | | | | ~ | |
| Identify Themes | | ~ | | | ~ | ~ | | | ~ | | ~ | |
| Vocabulary and Word Rec | ognitior | | | | | | | | | | | |
| Prefixes/Endings | Р | ~ | ~ | Р | ~ | ~ | ~ | Р | Р | ~ | ~ | Р |
| Compound Words | ~ | ~ | ~ | v | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Word Meanings | ~ | ~ | ~ | v | ~ | ~ | ~ | ~ | ~ | v | ~ | ~ |
| Writing | | | 1 | | 1 | | | | | | | |
| Write Complete Sentences | ~ | ~ | ~ | ✓ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Capitalization and Punctuation | ~ | ~ | Р | ~ | ~ | ~ | ~ | Ρ | Р | Р | ~ | ~ |
| Spelling | ~ | ~ | ~ | ~ | Р | ~ | ~ | ~ | ~ | ~ | ~ | ~ |

| Level 2 | Units us | e a six-da | y cycle | of ins | tructio | on. | | | | | | | | |
|--|-------------------------------------|---|----------------------------|-----------------|-----------------------------|---|---------------------------|------------|----------------------------|------------------|--------------|---------------------------------|---|---------------------------------|
| Intervention for Struggling Readers | Blue Martin Luther King, Jr.* | Snap! A Book About Alligators and Crocodiles* | Yellow Set 2 Small Wolf | Belling the Cat | Titanic: Lost and Found* | Green Set 2 The Bravest Dog Ever* | The Lion and the Mouse | Tentacles* | Yellow Set 3 Twisters!* | The Three Wishes | Wagon Wheels | Green Set 3 Clouds of Terror | The Town Mouse and the Country Mouse | The True Story of Pocahontas |
| Fluency | | | | | | | | | | | | | | |
| Pronunciation | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Emphasize Important Words | | Ρ | ~ | Р | ~ | ~ | Р | ~ | ~ | Р | ~ | ~ | Р | ~ |
| Obey Punctuation | | Р | ~ | Ρ | ~ | ~ | Ρ | ~ | ~ | Ρ | ~ | ~ | Ρ | ~ |
| Read Expressively | | | ~ | Ρ | ~ | ~ | Ρ | ~ | ~ | Ρ | ~ | ~ | Р | ~ |
| Read at an Appropriate Rate | | | ~ | Р | ~ | ~ | Р | ~ | ~ | Р | ~ | ~ | Р | ~ |
| Strategies | | | | | | | | | | | | | | |
| Clarification | Р | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Summarization | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Questioning | ~ | | ~ | | Р | ~ | | Ρ | | | | | | ~ |
| Prediction | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | Ρ | ~ | v | Р |
| Comprehension Skills | | | | | | | | | | | | | | |
| Cause/Effect | ~ | ~ | ~ | ~ | ~ | ~ | ~ | | ~ | | ~ | ~ | ~ | |
| Characterization | | | | ~ | | | ~ | | | | | | ~ | |
| Compare/Contrast | | ~ | ~ | Ρ | ~ | | ~ | ~ | > | Ρ | | | ~ | ~ |
| Draw Conclusions | ~ | > | ~ | ~ | ~ | ~ | | ~ | > | | ~ | ~ | ~ | ~ |
| Main Idea | | ~ | ~ | | ~ | | | ~ | ~ | | | | | ~ |
| Sequence Events | | | ~ | | ~ | ~ | | | | | | | | ~ |
| Story Structure | ~ | | ~ | | ~ | ~ | | | | | | | | ~ |
| Genre Structure | | | ~ | ~ | | | ~ | | | ~ | ~ | ~ | | ~ |
| Identify Themes | | | ~ | Р | | | Ρ | | | ~ | | | ~ | |
| Vocabulary and Word Rec | ognition | | | | | | | | | | | | | |
| Decoding Skills Review | | | | | | | | | | | | | | |
| Prefixes/Endings | | | Р | ~ | ~ | Р | ~ | ~ | Р | ~ | ~ | Ρ | ~ | ~ |
| Word Meanings | ~ | v | ~ | ~ | ~ | v | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Writing | | | | | | | | | | | | | | |
| Write Complete Sentences | | ~ | Р | Ρ | ~ | ~ | Р | Ρ | ~ | ~ | ~ | ~ | ~ | ~ |
| Capitalization and Punctuation | Р | ~ | ~ | ~ | ~ | ~ | 2 | ~ | ~ | ~ | ~ | ~ | ~ | Р |
| Spelling | v | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |



| Level 1 | Letter/S | Sounds | | | | | | | · | | | | | |
|--|--|----------|--------|------|--------|-------|-----------|-------|-------|------|------|------|------|--|
| Intervention for Struggling Readers | Level 1 units introduce students to the use of core reading strategies and build vocabulary, fluency, and background knowledge; however, the primary focus of these units is phonics instruction. Middle school students reading at a first-grade reading level have not mastered all the word-recognition skills that they need to decode text and build meaning. The goal of these units is to give students the help they need to successfully decode unfamiliar words, use basic strategies, and achieve adequate fluency to move to the next level of instruction as quickly as possible. | | | | | | | | | | | | | |
| Unit Title | | | | | | | | | | | | | | |
| On the Road | /g/ | /s/ | /t/ | /I/ | /n/ | /b/ | short /e/ | /u/ | /a/ | | | | | |
| Big Cats of Africa | /c/ | /r/ | /m/ | /h/ | /w/ | /d/ | short /o/ | /i/ | | | | | | |
| A Trip to Mexico | /p/ | /k/ | /ck/ | /f/ | /bl/ | /pl/ | /cl/ | /fl/ | /gl/ | /nd/ | /nk/ | /nt/ | /ng/ | |
| A Visit With Fish | /ch/ | /tch/ | /sh/ | /th/ | /thr/ | /a_e/ | /i_e/ | /o_e/ | /u_e/ | | | | | |
| Kayaking to the Sea | /ee/ | /ea/ | /ie/ | -ing | -s | | | | | | | | | |
| In the Outback | /ai/ | /ay/ | /oa/ | /ow/ | (show) | -ed | | | | | | | | |
| Cycle Race in France | soft /g/ | soft /c/ | /oi/ | /oy/ | all | alk | | | | | | | | |
| Life on a Ranch | /ou/ | /ow/ | (cow) | /au/ | /aw/ | | | | | | | | | |
| Auto Show in Japan | /ew/ | /ue/ | old | olt | oll | | | | | | | | | |
| Stuck in Goo | /ui/ | /00/ | (moon) | ild | ind | | | | | | | | | |
| To the North Pole | /ur/ | /ir/ | /er/ | /ar/ | /or/ | | | | | | | | | |
| Texas Balloon Race | /igh/ | /uy/ | /y/ | /00/ | (good) | | | | | | | | | |
| Surfing in South Africa | -ge | -dge | -nge | /ph/ | /wh/ | | | | | | | | | |
| Quiz Show in London | /eigh/ | /qu/ | /wr/ | /kn/ | | | | | | | | | | |



The mission of the Success for All Foundation is to develop and disseminate research-proven educational programs to ensure that all students, from all backgrounds, achieve at the highest academic levels.

These programs were originally developed at Johns Hopkins University.